Comprehensive Curriculum

Grade 6

Social Studies

Reaching For Results

Louisiana Department of
EDUCATION

Grade 6
Social Studies
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Social Studies
Unit 1: Hunters, Gatherers, Farmers (Beginnings)

Time Frame: Four weeks

Unit Description

This unit focuses on hunter and gatherer societies and how agricultural societies developed from them.

Student Understandings

Students understand that the earliest communities emanated from hunter and gatherer societies. Students will learn that geographic physical features and human modification influenced early civilization development.

Guiding Questions

1. Can students explain how specialization and inventions helped in the development of world civilizations?
2. Can students describe early communities including hunter-gatherer societies and why agricultural societies developed from them?
3. Can students explain how geographical features influenced the development of early civilizations?

Unit 1 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Geography	
1.	Use latitude and longitude to determine direction or locate or compare points on a map or representation of a globe. (G-1A-M2)
Places and Regions	
2.	Identify land and climatic conditions conducive to human settlement in regions of the world and describe the role of these conditions. (G-1B-M1)
4.	Explain ways in which goals, cultures, interests, inventions, and technological advances have affected people's perceptions and uses of places or regions in world history. (G-1B-M4)
Economics	
Fundamental Economic Concepts	
12.	Explain the role of expanding specialization in the development of world civilizations (E-1A-M4)

GLE #	GLE Text and Benchmarks
History	
15.	Construct a timeline of key developments in world history (political, social, technological, religious/cultural)(H-1A-M1)
17.	Describe the defining characteristics of major world civilizations from political, social, and economic perspectives. (H-1A-M2)
World History	
22.	Describe features of the earliest communities (e.g., shelter, food, clothing) (H-1C-M1)
23.	Describe hunter-gatherer societies, including the development of tools and the use of fire (H-1C-M1)
24.	Explain how geographical features influenced development of early civilizations (e.g., domestication, cultivation, specialization) (H-1C-M2)
25.	Explain why agricultural societies developed from hunters and gatherers (H-1C-M2)
26.	Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing (H-1C-M2)

Sample Activities

Activity 1: **Tools to Analyze Culture (GLE: 22)**

This sixth grade content is expansive, requiring students to master considerable material. Data retrieval charts (DRTs) are an excellent means for students to record data and make comparisons between and among data. The students will use study guides when they need to recall information, analyze groups of data, and construct generalizations that best describe the data. In this activity, students will be responding to the following questions about lifestyles and cultures of selected peoples. The following chart illustrates questions of importance. This chart will activate student prior knowledge.

Important Questions	Looking Back	Today
How did these people develop architecture? How did they build or choose their homes?		
How did these people conduct agriculture? How did they raise crops? Domesticate animals?		
How did inventions and innovations improve the lives of these people? How did these inventions change transportation, agriculture, and manufacturing?		

How did these people practice religion? What were their beliefs? Who were their religious leaders?		
How did these people practice an economic system? How did they trade? What was the importance of money?		
How did these people govern the community? Who made rules? Who enforced the rules?		

Conduct a discussion in which students answer these questions looking at present American culture. Provide charts so students can list their responses to the questions.

Have the students wad up paper bags and tape them to the bottoms of their desks. (Wadding the bag will give the surface a rough feel, like a cave wall.) Darken the room. Have the students crawl under table and chairs to their desks. Then have them draw pictures of local animals on the paper bags (by flashlight). Some will forget to bring a light, or their flashlight will be too bright. Those students must work by feel in the dark.

Have students discuss what they think life would have been like without electricity. What everyday tasks they perform would be impossible or difficult without electricity or even fire?

Explain that students will respond to these questions repeatedly as they study ancient cultures. Have students analyze the results of this discussion and form generalizations that might be made about American culture (e.g., Americans are dependent upon electronic technology; Americans hold diverse religious views and defend freedom of religion).

Provide readings and/or research material on prehistoric hunting and gathering societies. Working alone or in pairs, students will record responses to questions in the DRT. When they have completed that work, direct individual students to write a statement describing one aspect of life in hunting and gathering societies.

Activity 2: **Location on a Globe (GLE: 1)**

Define latitude and longitude and give their characteristics. Have students show where these lines are on a map and on a globe. Make sure the students know all the alternate words for longitude (meridians like the International Date Line) and latitude (parallels like the equator). Students should be able to point the various lines out on the map.

Ask students to give the names of places they would like to visit on each continent and ask them to identify the location of each, using latitude and longitude. Direct students to use latitude, longitude, and directions from the compass rose to describe the direction and degrees required going from Point A to Point B. Repeat this activity until students are

comfortable using latitude, longitude, and the compass rose to determine direction and degrees of distance.

Ask students to mark longitudinal lines representing the Prime Meridian and the International Dateline. Using student atlases or maps in the textbook, direct students to a topographical map of a continent with country boundaries and major cities. Distribute a study guide that requires them to locate several cities and/or physical features on the map in terms of:
- location by hemisphere (north or south)
- location by longitude/latitude
- distance by degrees from the equator
- distance by degrees from the prime meridian

Activity 3: Using Resources to Identify Countries (GLEs: 1, 2, 17)

Students will create a set of twenty clues that would help another student identify a country. The teacher will brainstorm with students about what would make good clues, or the teacher may want to present the following outline for them.
- Location
  - What is next to it?
  - On what continent is it?
  - In what hemisphere is it?
  - Do any bodies of water border it?
- Culture
  - What language do they speak?
  - Is there a major religion?
  - What do the people do for a living?
- Political
  - What kind of government do they have?
  - What is their currency called?
  - What is the capital city?

Introduce the various resources (e.g., atlas, almanac, encyclopedia) that students need to help find the given countries. Remind the students that the broader clues should be given first since the number of clues that were needed to guess the country determines the value of the correct answer. Teacher may assign countries or let groups choose their own. Students should keep their country a secret if possible. Have students state the country by writing down the latitude and longitude of the capital. Students should discuss the generalities of the physical regions and climate and how these elements would be conducive to ancient settlements.

Activity 4: Characteristics of Hunters and Gatherers (GLEs: 22, 23)

Project a copy of the DRT on a screen, and guide student analysis of the data they have collected. Ask students to generalize about foods, clothing, leaders, role of children/women,

and homes. Ask students to speculate why hunting and gathering societies were nomadic. Ask students to predict physical locations where animals and plants would be abundant.

Discuss innovations and inventions that gradually made life a bit easier for hunters and gatherers (e.g., inventions—fishhooks, bone needles, arrowheads, scraping tools, spears, pounding stones; innovations/discoveries—fire, domestication of animals, seeds).

Have students visit http://anthro.palomar.edu/homo/homo_3.htm.

Divide the class into three groups to investigate the following topics:
* creation and use of tools (focus—development of tools and the use of fire)
* new subsistence patterns (focus—food source)
* the occupation of new environmental zones (focus—how geographical societies developed from hunters and gatherers)

Have the students read the website and take notes on their designated topics.

Have the students present their information using props, maps, graphs, etc. Have students write a short essay describing how the life of hunters and gatherers changed as a result of one or more of the following:
* bone needle and the role of women in the clan
* discovery of fire and changes in clan life
* inventions of stone tools (arrowheads) and changes in hunting
* discovery that seeds produces plants
* invention of the fishhook and food supply
* domestication of animals

Activity 5: Settled Agriculture (GLEs: 24, 25)

Ask students to explain how inventions and discoveries permitted hunting and gathering clans to become an agricultural society. The teacher should lead them in summarizing that by the end of the prehistoric period, clans and tribes could remain in one place because they had the following:
* domesticated farm animals for food and labor
* a seed culture that allowed them to grow crops for food
* specialized skills (hunters, farmers, and craftsmen)

Students will be given physical maps of the world, in which they will locate places where early agricultural society would most likely develop. Ask them to use the following criteria in selecting the places:
* rich soils
* a location defensible from invaders
* warm climate
* abundance of water

Call upon individual students to defend their choices.

Activity 6: Sites and Settled Agriculture (GLEs: 12, 24, 25)

Ask students to discuss what areas of the world would be beneficial for crop planting and which ones would not. Have them support their answers with a list of reasons for their conclusions. Create a visual (e.g., overhead transparency, etc.) of student answers to be used for further discussion.

Give students a climate map (or globe) of the world on which they will reflect on the relative virtues of high, middle, and low latitudes for early agricultural centers. Discuss the importance of rainfall and temperature for growing crops.

Working as a class, students will place erasable markers on the map to indicate the most likely location of agricultural centers about 7,000 B.C. Assign a writing exercise where students explain how/why hunting and gathering clans developed into agricultural societies. Provide a writing guide on important items that must be included: invention/discoveries, temperature and rainfall, domestication of animals. (Be sure that they include issues such as specialization because of changes in the society and the creation of tools.)

Activity 7: Glaciers and Physical Features (GLE: 26)

Have students illustrate how glaciers move as rivers of ice over the surface of the earth, eroding soil and depositing it where the glaciers melt.

Have them explain glaciated areas of the earth and have them explain how glaciers do the following:
- form rivers (give examples)
- create deposits of rich soils (loess regions)
- create plains and hills

Activity 8: Human Societies Change the Environment (GLE: 26)

Provide pictures of an early agricultural setting (pictures of museum models). There are many websites and videos available that will provide detailed information on this subject. Ask students to view the pictures and identify ways early humans changed the physical environment to improve their lives (e.g., burning and cutting forests, tilling soil, diverting water to fields, cutting ditches to fields, building levees to protect against floods, and building rock fences to contain domesticated animals). Create a list of the adaptations as students make comments.

Ask students to pretend they have traveled back in time approximately 35,000 years. Ask them to write a letter to a family member or friend living today. Students will describe to this

person what kind of experiences they are having. Be as factual as possible, but be creative and use good descriptive words, including sounds, sights, smells, etc. Be sure to include information regarding climate, clothing, food, homes, dangers, animals, language, etc.

Activity 9: Comparing Ancient Art and Its Perspective to Art throughout History (GLE: 4)

Have the students go to the following websites about the Cave of Lascaux:
http://www.culture.gouv.fr/culture/arcnat/lascaux/en/
http://www.hbschool.com/activity/cavepaintings/cavepaintings.html

The website, http://members.aol.com/Donnclass/EarlyMan.html#PAINTINGS, gives information about the caves and why early man painted representations of hunters and animals.

Students will examine the paintings found on the cave and determine how the signs and representations helped archaeologists explain what was important to the early cultures. Ask the question: How do you think the world might have been different from today's world? Students will then view and examine works of art from various periods of history. Like archaeologists, students will make assumptions based on these pieces of art. Finally, in a culminating activity, each student will create a painting or drawing of what is important in today's society. Each class will exchange the works of art and come to some conclusions about what the artist is trying to portray about our culture today. Works of art will be displayed with a student essay on why this work was created and how it portrays an aspect of our society.

Activity 10: Creating a Timeline of Early Human Cultures, Inventions and Progression from Nomadic to Agricultural Societies (GLEs: 4, 15)

Students will research the political, social, and economic influences of the early human cultures and how they progressed from a nomadic society to an agricultural society. Data for this research can be found on the Internet, printed resources, encyclopedias, and atlases. This should be an individual project. Students can choose what developments they want to emphasize. However, they must justify why the developments were important for the advancement of man. For example, the creation of walls and weapons created an enclosed society that forced once nomadic people to protect their chosen land. Inform the students that the timeline will not be proportional. The spaces will be equal, but the real time between the dates will vary greatly. Encourage the students to create visual representations of the timeline dates. Dates should be alternated above and below the actual line of the timeline to create more space for visual representations. A rubric describing the project requirements, physical representation, and content should be emphasized before the research begins.

Sample Assessments

General Guidelines

- Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the types of products that result from the student activities.
- Collaboratively develop a scoring rubric with other teachers or students.
- Peer evaluation and informal monitoring of groups can help students evaluate their own work. Give strict guidelines for peer evaluation. Constructive criticism should be at a minimum, praise and motivation being the priority.

General Assessments

- Group research and presentation: Students will create a clue list for a country in Africa or Asia, and will answer a question using other students' clues. Group research can be evaluated based on the quality of clues using a variety of resources. This can be a class competition.
- Writing guide rubric: Teachers should include a writing guide rubric that is similar to the elements of writing found in the standardized test. Students should learn how to pre-write and proofread their final copies.
- Illustrations/models: The work of art and the associated essay can be evaluated based on a checklist of important components. Observation of how the students evaluate the works of art to today's culture can be an informal assessment. It is important for students to understand the connection between art and history.

Activity-Specific Assessments

- Activity 4: Students will present their information using props, maps, graphs, etc. They could write a short essay describing how the life of hunters and gatherers changed as a result of one or more of the following. This project can be evaluated through a project rubric. The following is an example of a presentation rubric. This rubric was modified from the website, TeAch-nology.com and *The Web Portal For Educators©,* www.teach-nology.com.

Rubric

Name: _____   Date: _____

Project Title: _____   Teacher(s): _____

Project rubric

Process	Below Average	Satisfactory	Excellent
1. Has clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with teacher	1, 2, 3	4, 5, 6	7, 8, 9
Product (Project)	**Below Average**	**Satisfactory**	**Excellent**
1. Format	1, 2, 3	4, 5, 6	7, 8, 9
2. Mechanics of speaking/writing	1, 2, 3	4, 5, 6	7, 8, 9
3. Organization and structure	1, 2, 3	4, 5, 6	7, 8, 9
4. Creativity	1, 2, 3	4, 5, 6	7, 8, 9
5. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9
6. Other:	1, 2, 3	4, 5, 6	7, 8, 9

Total Score: _____

Teacher(s) Comments:

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- Activity 8: Letter Writing: The letter in Activity 6 can be evaluated using a rubric. Give the rubric to the students before they write the letter so they will know the expectations. Lessons on letter writing format should precede the activity. Although format is important, students should be evaluated on taking the perspective of a Stone Age human. The rubric should also include descriptive words, including sounds, sights, smells, etc, as well as facts regarding climate, clothing, food, homes, dangers, animals, language, etc.

- Activity 10: Visual Timeline Rubric: Students will create a visual timeline of how man progressed from a nomadic clan to an agricultural society. This should be a culminating activity, since students will need to have studied and researched this time period in depth in order to justify their choices. A sample rubric of how to assess a map can be found by going to the following website: www.teach-nology.com.

Rubric

Name: _____   Date: _____

Project Title: _____   Teacher(s): _____

Project rubric

Process	Below Avg.	Satisfactory	Excellent
1. Has clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with teacher	1, 2, 3	4, 5, 6	7, 8, 9
Product (Project)	**Below Avg.**	**Satisfactory**	**Excellent**
1. Format	1, 2, 3	4, 5, 6	7, 8, 9
2. Mechanics of speaking/writing	1, 2, 3	4, 5, 6	7, 8, 9
3. Organization and structure	1, 2, 3	4, 5, 6	7, 8, 9
4. Creativity	1, 2, 3	4, 5, 6	7, 8, 9
5. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9
6. Other:	1, 2, 3	4, 5, 6	7, 8, 9

Total Score: _____

Teacher(s) Comments:

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Resources

- Online quiz/games
  http://www.besthistorysites.net/PreHistory.shtml.
  http://www.standard.net.au/~garyradley/games/
  http://www.bbc.co.uk/history/games/ancestors/index.shtml

- Additional information
  http://directory.google.com/Top/Kids_and_Teens/School_Time/Social_Studies/History/

Time Frame: Six weeks

Unit Description

This unit focuses on geographic influences on the locations of early river civilizations and how they influenced the development of other cultures through trade, innovations and cultural diffusion.

Student Understandings

Students understand the physical features that were conducive to the environments for settlement of early river civilizations. Students analyze the major characteristics of river civilizations and how written records and other innovations changed river civilization life. Students understand how early river civilizations influenced the development of other cultures in other parts of the world. Students learn to evaluate the impact of human action on the physical environment, and they will use geographic information to describe physical features in ancient civilizations.

Guiding Questions

1. Can students identify land and climatic conditions that are conducive to human settlement and explain how those conditions affect settlement?
2. Can students explain how different physical environments affect human activity?
3. Can students identify major river systems and describe the physical settings that supported permanent settlements?
4. Can students describe early river valley civilizations and how rivers made trade and cultural diffusion possible?
5. Can students identify some of the contributions river civilization made to other cultures around the world?

Unit 2 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Places and Regions	
2.	Identify land and climatic conditions conducive to human settlement in regions of the world and describe the role of these conditions (G-1B-M1)

GLE #	GLE Text and Benchmarks
3.	Identify physical features that influenced world historical events and describe their influence (e.g., the Nile and Tigris-Euphrates as "cradles of civilization") (G-1B-M2)
4.	Explain ways in which goals, cultures, interests, inventions, and technological advances have affected people's perceptions and uses of places or regions in world history (G-1B-M4)
Environment and Society	
9.	Explain how different physical environments affected human activity in ancient civilizations (G-1D-M2)
History	
17.	Describe the defining characteristics of major world civilizations from political, social, and economic perspectives (H-1A-M2)
18.	Describe the causes, effects, or impact of a given historical development or event in world civilizations (H-1A-M3)
19.	Use multiple primary and secondary sources to describe world civilizations (H-1A-M4)
20	Conduct historical research using a variety of resources to answer historical questions related to world civilizations (H-1A-M6)
21	Conduct historical research using a variety of resources to answer historical questions related to world civilizations (H-1A-M6)
World History	
22	Describe features of the earliest communities (e.g., shelter, food, clothing) (H-1C-M1)
24	Explain how geographical features influenced development of early civilizations (e.g., domestication, cultivation, specialization) (H-1C-M2)
27.	Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations in Mesopotamia, Egypt, China, and the Indus valley (H-1C-M3)
28.	Describe the major characteristics of early river valley civilizations (H-1C-M3)
29.	Describe how early river civilizations influenced the development of other cultures through trade and cultural diffusion (H-1C-M4)
30.	Describe the development of agricultural societies and individual communities in Southwest Asia, the Mediterranean basin, and temperate Europe, including the role of plow technology (H-1C-M4)
35.	Identify forms of writing developed in early civilizations and explain how written records changed political, legal, religious, and cultural life (H-1C-M3)

Sample Activities

Activity 1: Riverine Cultures (GLEs: 2, 3, 9, 28)

Ask students if they have ever heard of the Nile River. They may know that it is the world's longest river and that it is the site of the ancient Egyptian civilization. Tell students that they

are going to be learning about the four cradles of civilization that lived near rivers: the Indus River Valley (Harappa), the Huang Ho (Han), the Tigris-Euphrates (Sumer), and the Nile River (Egypt). Have students go to a wall map of the world or a globe and point out each river. Show students pictures of each ancient civilization. Teachers should make a presentation of each civilization to give students a background of information.

Create four cooperative learning groups, each assigned to study one of the four cradles of civilization—the Indus River Valley (Harappa), the Huang Ho (Han), the Tigris-Euphrates (Sumer), and the Nile River (Egypt). Tell students that they will be acting in the role of real estate agents and will be creating a multi-media presentation (if available) that will include brochures to hand out about their civilization. Teachers can make a brochure template using publishing software like Publisher (if available). Each group will be responsible for sharing information regarding the following topics:

- location of civilization on a map
- architecture, including types of homes found during the time period
- land and climate changes conducive to human settlement, including agricultural products produced
- physical features that influenced historical events
- how the physical environment affected human activity
- religion
- government structure

If time and technology are available, students can develop a slide show presentation to present their research information to classmates (approximately 10-15 minutes in length). Conduct discussions during and following each slide show to make any important corrections to the information shared by each group. Have students take notes on relevant information that was not covered in the brochure handed out by each group.

Activity 2: Location and Early Civilizations (GLEs: 2, 3)

Examine the unique geophysical location of each of the early civilizations. Ask the class to consider why these civilizations have been called *riverine cultures*. What is the importance of the river to agriculture and transportation?

Place students in committees to describe the physical environment and to discuss the presence of arid areas (deserts) surrounding each cradle of civilization.

Have them consider questions, such as these: Why were deserts important for defense and isolation? How did the river system permit growing regular crops despite a lack of rainfall? Why were irrigation systems important?

Committees will present their findings to the class in the form of an oral presentation.

Activity 3: Agricultural Societies and Defense of Early Civilizations (GLEs: 2, 3, 9, 28)

Review: Hunting and gathering societies collected plant products and followed animal herds with seasonal changes. Agricultural societies were able to locate in one place using seed culture and domesticated animals for food.

In a paragraph, have students compare and contrast hunting/gathering and agricultural societies on selected criteria, such as the following:
- ability to store surplus food from year to year
- available time devoted to crafts and arts
- opportunities to invent or develop new ideas

The four early cradles of civilization were located along rich river valleys that were surrounded by deserts and highlands. Ask students to list the advantages and disadvantages of such a location including the following:
- Why were deserts an important feature for defense?
- How did floods along the rivers support rich farming soils?
- How did mountains provide protection from invasion?

Activity 4: Physical Isolation of Ancient Civilizations (GLEs: 3, 28)

Have students list the pros and cons of living in a society in which there is very little contact with other groups of people. Discuss ancient civilizations and their locations in remote areas, which limited contact with other peoples. Isolation promoted periods of peace and prosperity, providing time for planning.

Ask students to debate how isolation influenced each cradle of civilization with regard to the following:
- development of tools and processes (working with bronze, pottery)
- development of writing and language
- development of government
- construction of large buildings and temples
- development of religion

Tell students to record their ideas concerning the above task.

Have students write an individual paper discussing the advantages and disadvantages of living in an isolated community.

Activity 5: Physical Geography and Ancient Civilizations (GLEs: 3, 9)

Have students compare and contrast ancient civilizations to determine how physical earth features influenced lifestyles in different ways. Topics for discussion and analysis include the following:

- Predictable annual flooding of the Nile (fertilization of the soil)
- Broad fertile land between the two rivers—Tigris and Euphrates (multiple city-states)
- The mountain isolation of the Indus River culture (early development)
- The temperate climate along the Huang Ho (different clothing)

Provide a list of prominent mountains, rivers, and deserts for students to locate on a world map. Given a population density map of the world, ask students to form hypotheses about the impact of physical features on human activity. Generate discussion about the following:
- Does the direction the mountain chain runs make a difference?
- Does the direction the river flows make a difference?
- Do people tend to live close to rivers? Close to the seacoast?
- Why are deserts so low in population? Is this changing today?

Ask students to reflect on the way in which ancient civilizations changed their physical environment. How did canals and irrigation ditches change the flow of the Nile? What happened to natural vegetation as people cultivated land? What happened to the untamed animals when fields were planted? How did architectural achievements change the landscape?

Have students write journal entries from the point of view of an explorer describing what he or she is seeing and from the point of view of a visitor from another civilization. What might they have learned and taken back with them?

Activity 6: Rivers and Early Cultures (GLEs: 17, 27)

Review each of the regions of the world in which the four riverine cultures were located (Mesopotamia, Egypt, China, and the Indus Valley).

Discuss: Early civilizations domesticated animals as beasts of burden and as a food source. Yet early art shows figures hunting wildlife for sport. Why would the arid conditions surrounding the river systems make wild animals readily available?

In cooperative groups, have students draw illustrations of the major river systems on long pieces of butcher paper, and have them include the physical settings that supported settlement.

Have students share their illustrations and describe the river systems. Then have the cooperative learning groups present dramatizations illustrating major accomplishments of ancient civilizations. Dramatic presentations could include fashion models, language/writing system development and writing tools, role–play of political and religious leaders, models of architectural achievements, and visuals of preserved art. Invite parents to observe the dramatizations. Each of the ancient cradles of civilization was located on or near a major river system flowing through dry to arid regions. Using a world map, ask students to locate rivers associated with each cradle and to note the following information:
- What is the source of the river water?

- In what direction does each river flow?
- What is the latitude of the river's origin? The river delta?

Ask students to prepare summaries describing major characteristics of the early river cultures. The summaries must point out similarities and differences among the four ancient civilizations.

Activity 7: Language and Writing (GLE: 35)

Ask students to brainstorm ways to communicate through language. Did humans always use words? Do we always use words to communicate ideas today? Explain.

Assign students to observe their home, school, and town, focusing on ways in which we communicate ideas or commands (e.g., arrow for a curvy road, people walking for crosswalk, duck crossing, green light for go, etc.). Show students a variety of pictographs. In pairs, ask students to write a story using only pictures. (It can be a story they are familiar with or an original piece.)

Have each pair of students display their story and allow the class to determine what the story is about. Ask students to explain how the pictograph cave paintings (early forms of writing) in prehistory societies evolved into symbolic language, writing tools, and historical writings in early civilizations. Then compare language development (reading and writing) in China to that in the Fertile Crescent using a Venn diagram.

Activity 8: Continuation of Alphabet Writing from Phoenicia to the Present (GLEs: 18, 21, 28, 29)

Explain how the Phoenicians created an early alphabet by borrowing ideas from the Egyptians, Babylonians and other trading partners. The Phoenician alphabet became a model for the alphabet of the Arabs, Greeks, Israelites and the Romans.

The Phoenicians were traders and the use of their alphabet to conduct trade influenced many cultures. Our alphabet has traces of the Phoenician alphabet. Give students copies of the Phoenician alphabet and the Canaanite alphabet, which the Phoenicians borrowed ideas from. Have each student create a poster describing this exchange of ideas. An alternate activity could be to have students create a poster that should explain the continuation from the early Phoenician alphabet to our modern day alphabet. Students will analyze the Greek, Etruscan and Roman alphabets to find clues that lead to our present day alphabet. Finally display the poster around the class so students can see how the connections are related. The teacher will lead a discussion on how trade and travel led to an exchange of ideas and cultural diffusion.

Variation: Have students practice writing their names in another alphabet, or have them work together creating a class booklet on the story of the evolution of writing and the alphabet from the Egyptians, Sumerians, Phoenicians, Greeks, and Romans to today. Students should

be encouraged to be creative in the class booklet (e.g., illustrations, use of symbols from these types of ancient writing, etc.).

Activity 9: Written Language and Social Institutions (GLEs: 17, 19, 35)

Discuss why writing is important. What historical document is there that people view today as essential pieces of writing? Why is it important to document history, religious beliefs, and stories?

Teachers should provide readings and summaries from the Code of Hammarabi, Gilgamesh, Ten Commandments and scrolls of the dead. These document are found in textbooks as well as on the Internet. Have students keep a list of similarities and differences among the documents.

Divide students into small groups and have them identify and describe written records that illustrate the importance of writing and writing tools to produce the following:
government and law (e.g., Code of Hammarabi)
descriptions of cultural origins (e.g., Gilgamesh)
religious life (e.g., Scrolls of the Dead, Ten Commandments)

As an alternative activity, have students present their findings about each topic and provide examples other than the ones provided. They will research and then summarize the importance of writing and written records and how they changed political, legal, religious, and cultural life. Put students in pairs and have them create a document (e.g., brochure using a publishing software) that includes information on life in 21st Century. Have them include views on government, religion, music, language, education, transportation, environment, etc. Students transfer the information onto a piece of parchment paper to make them appear more authentic. Students will think of ideas, events, or descriptions that people 500 years from now would want to know about. How would this document be of use to people in the year 2500?

Activity 10: Trade in the Ancient World (GLE: 29)

Teachers will present and discuss how ancient civilizations grew in importance and size, as they came into contact with less developed cultures on their boundaries. Scarce commodities in one culture enhanced the need for trade with the other. Have students create a web diagram with the word *trade* in the middle. Have them brainstorm items that would be traded. What else would be traded that would not have necessarily been a good or product? (Examples include ideas about religion, culture, and defense.)

The following alternative activities could be used to enhance GLE 29: Divide the students into cooperative learning teams to research trade patterns for their civilization and record trading routes on an outline map of Eurasia. Teachers should give students access to present day atlases as well as historical atlases. Then have them label physical features on the map

illustrating how the environment influenced trade and trading routes. Post the maps in the classroom for discussion of differences and similarities. From their research on trade routes, ask students to create a list of products most frequently traded.

Have pairs of students choose one of the following subjects related to Indus River valley (Harappan) culture: migration, military skills, religion, social classes, and earning a living. Each pair should make two flashcards with a question about their subject on one side and the answer written on the back. Have students write their names on the cards, then use the cards for a class question-and-answer session.

Another alternative activity could be to have each student sketch out storyboards for a TV documentary on the changes in warfare, livestock, travel, and religion in the Indus River Valley.

Activity 11: Cultural Exchanges and the Growth of Knowledge (GLE: 30)

Have students sequence and explain the impact of each of the following developments on communities in ancient civilizations:
- domestication of animals
- development of a seed culture
- irrigation
- buildings and grain storage
- settled farms

Students will discuss how the invention of the simple plow made it possible for Egyptian farmers to till the earth to improve cultivation and production. Building upon the trade and cultural diffusion concepts in earlier activities, ask students to trace the diffusion of plow technology throughout Southwest Asia, Southern Europe, and around the Mediterranean Sea. Ask students to describe how and why plow technology was quickly adopted by less developed cultures.

Tell the class to consider how the domestication of animals would make knowledge of the plow even more important and to create an advertisement trying to convince people of that time period of the importance of the plow. To encourage creativity, analyze and discuss modern advertisement techniques that are in use today. Encourage students to use some of these selling techniques in their advertisement.

Variation: The early civilizations created engineering innovations that students could research in groups (e.g., the advanced city, sewer systems of Mohanjo-Dara, and the pyramids of Egypt). Students can find information about ancient engineering in the school and community libraries. Students should research and present findings to explain how these structures were constructed. Students will use oral presentations to present their findings. Building models of the structures can further advance student understanding. To relate engineering to a student's daily life, organize a field trip pointing out the interesting engineering features in the area.

Activity 12: Creating a Historical Map of Ancient Civilizations (GLEs: 22, 24, 27, 29)

Using poster board, students will create a large map of the world. They will label the different continents and oceans. In a culminating activity, students will map where the different riverine civilizations existed and the corresponding rivers. Students will research where the different crops were grown and create a key to show the locations of where the crops were grown. Students can also plot the trade journeys of the different civilizations to show how cultural diffusion took place. Finally, through color-coding have the students create approximate times when the civilization began and ended. The maps should be organized and the legend of the map very clear. Have the maps displayed for further use and understanding.

Sample Assessments

General Guidelines

- Students should be monitored and evaluated throughout the work on all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries. Formal and informal assessments can help gauge student understanding of the concepts and objectives to be learned.
- All student-developed products and student investigations should be evaluated as the unit progresses, possibly in a portfolio format. Self and group assessment will allow students input into evaluating the final product.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the type of products that result from the student activities.

General Assessments

- Slideshow: Students will create a slide show of their findings from activity one. This should be a culminating activity, as students will learn about their chosen culture throughout the unit. A rubric should be given to the students ahead of time describing the requirements for the project in detail. *Hyperstudio*© and *PowerPoint*© are two software presentations that students can use.
- Brochures: Students will select a riverine civilization and create a brochure on it, possibly using *Microsoft Publisher*© or a related publishing software.
- Essay: Various essays will be written during this unit. It is important that students develop good writing techniques early on. Include good elements of writing in a rubric. This rubric should become a standard evaluation tool in your class. A sample rubric is presented in Unit 3.

- Poster: Students will create a poster describing the evolution of the alphabet to the English alphabet we use today. A checklist can be created of important criteria and concepts to be included, like comparing the alphabets to find commonalities. Be cognizant that the discussion that follows from the visual representations may make understanding of the key concepts evident and should be included in the checklist.
- Presentations: Students will present their findings on the riverine civilizations using set standards and directions that should be discussed before the project is to start. Encourage the students to be creative with costumes, music and art to discuss their civilization. A presentation rubric should be used to evaluate a group's creativity, understanding of key concepts and oral presentation.
- Dramatizations: Students can create a skit that describes an aspect of early civilization. For example, one skit could be about hunters and gatherers, another about early city life, and still another about the creation of monotheism among the Israelites. This assessment will further ensure students' grasp of the subject matter and satisfy the needs of the multi-sensory learner. More complicated plays with dialogue and costumes, as well as little skits, can be quite rewarding and motivating,
- Storyboards: These can be created, but a clear set of directions should supercede this project, while a rubric based on these instructions can help evaluate the storyboard. Peer evaluation using a specific rubric could further extend the understanding of concepts presented in this activity.
- Oral presentations: Students should be encouraged to use some kind of visual (a slide show or a model) in order to create a more informative presentation. A template of the kinds of information that will be needed could be made before beginning the project in order for students to better understand what is expected of them.
- Research: Where research is needed students will complete a variety of activities throughout the unit. A checklist should be developed to evaluate the variety of resources and how a student or group used the resources in order to conduct research. Students should use quotes, create bibliographies and create a report in their own words. Throughout the course, the teacher should re-teach proper research techniques frequently.

Activity-Specific Assessments

- Activity 5: Journal writing: This activity evolves into a culminating discussion, and is followed by students' completing a journal from two different points of view. Not only is this assessment a good way to have the students write in their own words what they have learned, but a teacher can evaluate writing style, ability to write in different voices, a student's understanding of the setting of civilizations, and an understanding of culture through various descriptions. Give this rubric to the students beforehand, so they have a clear understanding of what will be evaluated. The rubric is found on the following page and was modified from a rubric found at www.teach-nology.com.

- Activity 6: Dramatizations: Students can create a skit that describes an aspect of early civilization. One skit could be about hunters and gatherers, another about early city life, and still another about monotheism among the Israelites. This assessment

will further ensure students' grasp of the subject matter and satisfy the needs of the multi-sensory learner. More complicated plays with dialogue and costumes, as well as little skits, can be quite rewarding and motivating.

- Activity 10: Flashcards: These will be created by students and should contain questions that involve higher-level critical thinking. Answers should be complete, accurate, and easily understood. Informal observation of students attempting to answer the questions help in conducting a readability evaluation.. Teachers should monitor the classroom for participation.

- Activity 11: Advertisement: Encourage students to create an advertisement that will not only display the positive aspects of the plow in ancient cultures but will also use some of the modern advertising techniques of today. Students can create a commercial, a billboard or jingle. They can also create a multi-media presentation, skit, or a poster. Create a checklist of required concepts and techniques to create an objective evaluation. A sample rubric is available on the PBL Checklist website, http://pblchecklist.4teachers.org/.

Journal Rubric

Name: _____   Teacher:

Date: _____   Title of Work: _____

Criteria				
Points	1	2	3	4
Point of View	The student did not write in either point of view.	The students only wrote from one point of view.	The student wrote from two perspectives, the points of view were vague without any clear descriptions of the culture, setting or personal life.	Both points of view were written well with clear descriptions.
Content	Student did not write about any concepts or questions relevant to the topic.	Student wrote about at least two of the concepts or questions relevant to the topic.	Student wrote about all the questions and concepts discussed in class, but did not answer how the travelers would have learned from them.	The student answered all the questions that were required and wrote an opinion of what the travelers would have learned.
Grammar and Spelling	Writer makes more than 4 errors in grammar or spelling.	Writer makes 3-4 errors in grammar or spelling.	Writer makes 1-2 errors in grammar or spelling.	Writer makes no errors in grammar or spelling.
Supporting Details	Supporting details and information are typically unclear or not related to the topic.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Relevant, details give the reader information that is obvious or predictable.
Penmanship	Many words are unreadable OR there are several distracting corrections.	The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words.	Paper is neatly written or typed with 1 or 2 distracting corrections (e.g., dark cross-outs, bumpy white-out, words written over).	Paper is neatly written or typed with no distracting corrections.

Grade 6
Social Studies
Unit 3: People and Ideas on the Move (1000 B.C.–A.D. 300)

Time Frame: Three weeks

Unit Description

This unit focuses on the migration of early peoples and the spread of ideas.

Student Understandings

Students understand the reasons for differing patterns of migration of early peoples through contact and trade. Students learn that ancient civilizations are influenced by the spread of ideas. Students use historical thinking skills and conduct research to answer historical questions related to ancient civilizations.

Guiding Questions

1. Can students explain why early people migrated?
2. Can students identify and define the characteristics of world civilizations in a political, social, and economic context?
3. Can students explain the difference between a primary and secondary source and use both to describe world civilizations?
4. Can students use a variety of resources to answer historical questions?

Unit 3 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Physical and Human Systems	
5.	Explain reasons for different patterns of migration among early peoples (G-1C-M4)
Economics	
14	Use economic concepts (e.g., supply and demand, interdependence) to describe the economic motivations for expanding trade and territorial domination in world history (E-1A-M9)
History	
Historical Thinking Skills	
15.	Construct a timeline of key developments in world history (political, social, technological, religious/cultural) (H-1A-M1)
17.	Describe the defining characteristics of world civilizations from political, social, and economic perspectives (H-1A-M2)

GLE #	GLE Text and Benchmarks
19.	Use multiple primary and secondary sources to describe world civilizations (H-1A-M4)
21.	Conduct historical research using a variety of resources to answer historical questions related to world civilizations (H-1A-M6)
World History	
30.	Describe the development of agricultural societies and individual communities in Southwest Asia, the Mediterranean basin, and temperate Europe, including the role of plow technology (H-1C-M4)
31.	Identify the effects of migration and militarization on the politics and social fabric of Europe and Asia (H-1C-M5)
32.	Analyze the origins and influence of the Hittite, Minoan, and Mycenaean civilizations (H-1C-M5)
33.	Explain the significance of the introduction of iron tools and weapons in Southwest Asia and the Mediterranean region (H-1C-M6)
34.	Explain the significance of Phoenician trade in the Mediterranean basin (H-1C-M6)

Sample Activities

Activity 1: Forces in Human Migration (GLEs: 5, 30, 32)

Humans have migrated since prehistoric times. People then and now are motivated to move by both *push* and *pull* factors. Define *push* and *pull* as used in describing the migration or movement of people over time.

Hold a brainstorming session where students identify people they know who have moved into or out of the community and describe the reason they moved. Make a chalkboard list of the reasons people give for migrating. (If the student-made list is not comprehensive, supply others.)

Ask the class to consider the wealth and successes of the ancient civilizations such as the Egyptians, Harappans, Han, and Sumerians. Would less developed peoples be pulled or pushed to migrate into one of the cradles of civilization? Would people within advanced cultures be pulled or pushed to migrate? Would there be advantages to having poor, low-skilled workers move into a settled culture? Disadvantages? Would invasion and conquest be a form of migration? Inform the class that Unit 3 will involve the study of six cultures that migrated and settled in new areas—Phoenicians, Hittites, Egyptians, Hebrews, Minoans, and Mycenaeans. Create cooperative learning groups to research and record data about each culture. Have students collect data on a Fishbone Diagram for their assigned area. Teachers should model how to create a diagram successfully. A present day culture could be used as an example. The head of the fishbone will be the area of study and the subsequent categories (bones) will include the following:
- Reasons and patterns for migration
- Origin

- Influence
- Religion
- Agriculture
- Inventions
- Government

Have each group create a larger representation of their Fishbone Diagram to hang up in the classroom or hallway. Each group is responsible for providing the class with a copy of their Fishbone Diagram, or the teacher may guide the students on taking notes on the diagram as the presentations are in progress. Discuss as a whole group the reasons why each group or civilization migrated and whether they were pushed or pulled.
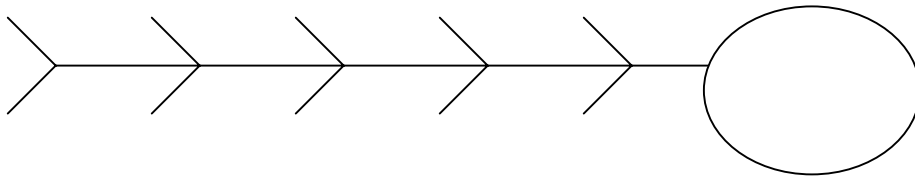
Activity 2: Motivations for Ancient Migrations (GLEs: 5, 32)

Teachers should present information on the Phoenicians, Hittites, Minoans, Mycenaeans, Egyptians and Hebrews. The following questions could be answered in the presentation:
- Why did each group migrate and settle in new places?
- What was the advantage of their new settlements?
- How was trade important to each cultural group?
- How did migration help the culture to acquire new ideas?
- How did their migration force other cultures to change?

Have students construct a graphic organizer using the questions below. Have students use *migration* as their topic. Once completed, have students share their graphic organizer with a partner and make changes where needed. Create a whole class graphic organizer using information provided by students. Ask:
- How did war and conquest force people to migrate?
- How did new inventions and discoveries influence migration?
- How did trade promote human migration, and diffusion of culture?

Factual/Descriptive
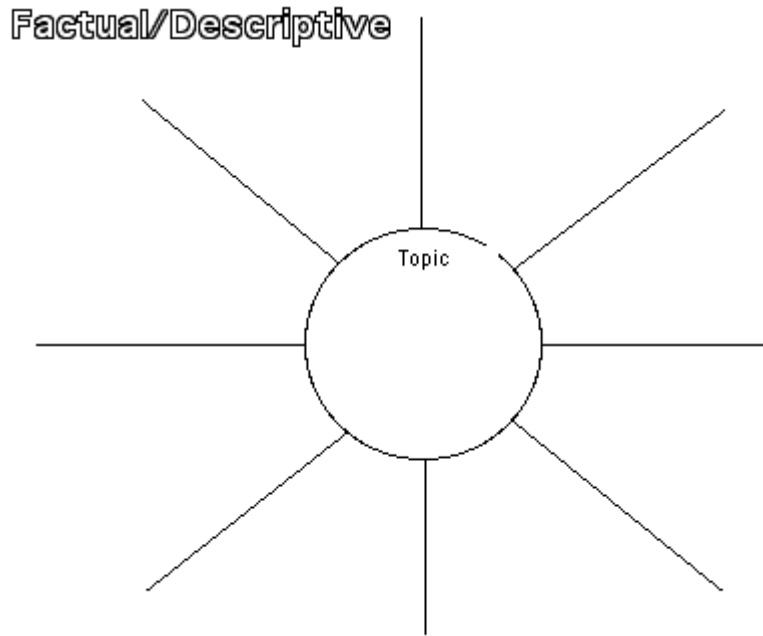
A possible alternative activity is to ask the students to provide examples where war, inventions, and trade have produced human migrations in the modern world. Provide newspapers, magazines and the Internet for students to explore these topics. Have them construct a map displaying who was at war, a model of the invention, or a map showing examples of items traded. Display class maps and graphic organizers in the class for future reference.
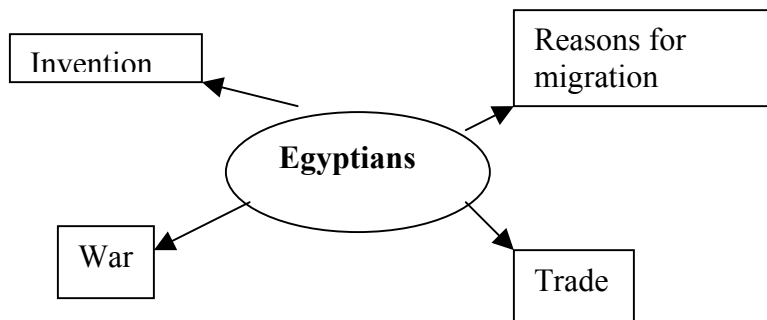
Activity 3: Judging Cultural Achievements (GLE: 17)

Students can compare the six ancient civilizations discussed earlier based on the following cultural achievements: Ask students to rank the importance of the areas in judging cultural achievements.

_____ Government and law
_____ Settled agriculture
_____ Architecture/art
_____ Religion
_____ Economics (trade)
_____ Language/writing

Have the students tabulate the student rankings in class while defining civilization by these characteristics. Have students stand in clusters representing the ranking ratio and have students discuss reasons why some categories are more important than others. Have students in cluster groups write a short essay presenting their findings and reasons and present to the class. This allows students to organize their thoughts and get group input. Designate roles within the group (writer, manager, speaker and timer).

Activity 4: Using Primary Resources (GLEs: 19, 21, 34)

Have students select writings or artifacts from the Phoenician, Hittite, Minoan, Mycenaean, Hebrew and Egyptian civilizations. Ask students to choose one of the civilizations. Ask students to write a brief essay or create a pictograph interpreting and explaining the meaning and importance of a writing or artifact within that civilization.

A possible alternative activity could be to conduct a class symposium where each civilization is represented by a group of students. Ask students to read and defend their papers or pictographs at the symposium. Having researched the history and geography of their civilization, ask the cooperative learning groups to present their material in response to a series of historical questions: Who were these people when they began their migration to a new home? How did their culture change during and after the migration? What lasting achievements did these people leave for others? The in-class presentation should include the following elements:
- A narrator of the historical epic
- Models to illustrate findings (e.g., Phoenician alphabet)
- Pictures of architectural achievements (e.g., corbel arch)
- Models of transportation
- Maps of trade routes and colonization

Have students compare the Phoenician alphabet (illustrate the letters) to Greek and Latin alphabets. Ask the cooperative learning group assigned Phoenicia to explain how the alphabet was diffused throughout the Mediterranean region.

Activity 5: Military Actions and Cultural Diffusion (GLE: 31)

Hold a class discussion on war and what impact it has on a region's culture. Discuss contemporary issues regarding war due to land acquisition, religious beliefs, wealth, etc.

Have students bring in articles illustrating conflict in the world today. Have them write summaries discussing who the conflict is between, why they are at war, and how the geographic location of the region impacts military combat.

Have students research and write essays on the impact of military conquest and war among ancient cultures. Possible topics for student papers include the following:
- Hyksos invasion of Egypt (chariots)

- Hittite conflicts with Egypt (decline of both cultures)
- Assyrian invasion of Sumer/Babylon
- Assyrians' forcing of Phoenicians to settle the Mediterranean Coast
- Dorian invasion of Mycenaean culture
- Aryan peoples' invasion of the Indus civilization

An alternative activity could be to hold a class discussion on war and what impact it has on a region's culture. Discuss contemporary issues regarding war due to land acquisition, religious beliefs, wealth, etc.

Have students bring in articles illustrating conflict in the world today. Have them write summaries or present information in an oral report discussing who the conflict is between, why they are at war, and how the geographic location of the region impacts military combat. Students can create skits as an alternative to the presentations. Skits covering both views on the war, posters showing pictures or slide shows using appropriate software like *Hyperstudio*® and *PowerPoint*® can be used as well.

Activity 6: Military Technology and Ancient Peoples (GLEs: 15, 33)

Teachers will present information on how armor and fighting equipment improved between the copper, bronze, and iron ages.

Present to the students a timeline illustrating the evolution of weapons throughout the ancient times and present some examples of weapons today.

Have students take positions on the following statements and defend them. Civilization was enhanced as methods of killing and defeating enemies improved. Give specific examples or reasons from student research to defend this statement. Advancements in military resources (iron swords) promoted advancements in all areas of the culture. Give specific examples on how conquests have helped the advancements of the conquering cultures. Invasions produced positive cultural change as peoples came into contact. What civilizations declined because of their pre-occupation with war and conquest? How did the conquest help or hinder the defeated cultures? Groups of people with the most advanced weapons always won. Why or why not? What other reasons would lead to winning a war? A rubric on oral presentations can be used to assess this activity. However, a teacher should keep in mind that these are student opinions and only assess how the group justifies their reasoning.

Activity 7: Phoenicians and Cultural Exchange (GLEs: 14, 34)

Have students locate on a historical map the Mediterranean basin and identify routes of Phoenician trade.

Teachers will present information on the significance of Phoenician trade to the Mediterranean basin.

Have students describe, with a visual (map or flow chart), the spread of Phoenician culture around the Mediterranean Sea and its impact on local cultures. The visual should include the significant contributions of the Phoenicians (e.g., alphabet, colony and city development, and a trading or commercial economy). Students should create a legend to identify these contributions on their map. Encourage students to use symbols or color to identify regions or trade routes.

Define the concept of *supply and demand*. Phoenicians understood the supplies that were not available in regions and through economic transactions; they gained prominence and influence in many regions. Through the interdependence of trade, Phoenician culture was often imitated and in turn the Phoenicians incorporated other cultures into their own. Teachers should encourage students to identify how trade influences their present day culture through discussion.

Sample Assessments

General Guidelines

- Students should be monitored throughout the work on all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses, possibly in a portfolio format. Self and group assessment will allow students input into evaluating the final product.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the type of products that result from the student activities.

General Assessments

Creation of charts: Flow charts and charts in brainstorming activities can help the students stay organized. The teacher can categorize any ideas that students share with the class. These charts have often been helpful in providing a springboard of ideas for future discussion.
Map construction: They should be evaluated for correct placement of regions, correct placement of trade routes and proper use of a legend. Students should be encouraged to use color and symbols in order to make their maps more presentable.
Creation of models: Instead of students using two dimensional drawings to display examples of inventions or architecture, students who have a kinesthetic learning style will enjoy creating a model of a piece of architecture or a weapon used in battle. Evaluation should be placed more on relevance to the presentation than to construction and creativity.

Activity-Specific Assessments

* Activity 2: Graphic organizers- Graphic organizers are excellent ways for students to organize information. Evaluation should be centered on students creating graphic organizers that are organized, and contain all the information requested from the activity. Teachers can create modified graphic organizers and students fill in the information. Assessment should focus on presenting all the information in an organized manner. If, however, the students are to create their own graphic organizers, then the evaluation should not only be on organization and accuracy of information, but should also include components like understanding and creativity in presenting information. A checklist can be used of important concepts and given to students beforehand to help them organize their thoughts.

* Activity 3: Written summaries and essays- Use the following rubric to ensure that students are writing correctly. In addition to content being expressed clearly and completely, a student must learn to write legibly and the writing must be easily understood. Teachers can use this rubric for any writing project.

* Activity 4: Class symposium- Give an oral presentation rubric beforehand so students can practice on how to give oral presentations. Give some time in classes for groups to practice and have the students self-assess themselves. A sample rubric on oral presentations can help evaluate interactions. This is located on the next page. This rubric was created at http://rubistar.4teachers.org/index.php.

Class Symposium: Discussion of Ancient Civilizations

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Information	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies or was usually not clear.
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).
Understanding of Topic	The team clearly understood the topic in-depth and presented their information forcefully and convincingly.	The team clearly understood the topic in-depth and presented their information with ease.	The team seemed to understand the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.
Respect for Other Team	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.
Rebuttal	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant
Presentation Style	Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	One or more members of the team had a presentation style that did not keep the attention of the audience.

Essay and Paper Writing Rubric

Name: _____   Teacher: _____

Date Submitted: _____   Title of Work: _____

Teacher comments:

	Criteria				Points
	4	**3**	**2**	**1**	
Main/Topic Idea Sentence	Main/Topic idea sentence is clear, correctly placed, and is restated in the closing sentence.	Main/Topic idea sentence is either unclear or incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is not restated in the closing sentence.	____
Supporting Detail Sentence(s)	Paragraph(s) have three or more supporting detail sentences that relate back to the main idea.	Paragraph(s) have two supporting detail sentences that relate back to the main idea.	Paragraph(s) have one supporting detail sentence that relate back to the main idea.	Paragraph(s) have no supporting detail sentences that relate back to the main idea.	____
Legibility	Legible handwriting, typing, or printing.	Marginally legible handwriting, typing, or printing.	Writing is not legible in places.	Writing is not legible.	____
Mechanics and Grammar	Paragraph has no errors in punctuation, capitalization, and spelling.	Paragraph has one or two punctuation, capitalization, and spelling errors.	Paragraph has three to five punctuation, capitalization, and spelling errors.	Paragraph has six or more punctuation, capitalization, and spelling errors.	____
Content	All criteria, questions have been answered in an orderly fashion.	All criteria or questions have not been answered, but not in an orderly fashion	Some criteria and questions have been answered but not in an orderly fashion	No criteria or questions have been met and in a disorganized fashion	
				Total---->	____

Time Frame: Five weeks

Unit Description

This unit focuses on the characteristics of great empires in the ancient world.

Student Understandings

Students understand that ancient empires established and maintained political boundaries. Students understand that ancient empires engaged in trade, and they make comparisons with the contemporary world. Students learn that ancient empires influenced ideas in other cultures. Students learn to identify issues and problems in world civilizations to examine conquests by empire leaders.

Guiding Questions

1. Can students explain the economic interdependence that existed among various ancient civilizations?
2. Can students explain how various ancient civilizations established and maintained political boundaries?
3. Can students identify the essential elements of Greek and Roman government that influenced the U.S. government?
4. Can students explain how the sharing of ideas, goods, and services through trade between the Greek and Roman civilizations influenced other cultures?

Unit 4 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Physical and Human Systems	
7.	Describe the economic interdependence among various ancient civilizations (G-1C-M6)
8.	Explain how ancient civilizations established and maintained political boundaries (G-1C-M7)
Civics	
Foundation of the American Political System	
11.	Identify the essential elements of Greek and Roman government that would later influence the U.S. government (H-1C-M7)

GLE #	GLE Text and Benchmarks
Economics	
Fundamental Economic Concepts	
14.	Use economic concepts (e.g., supply and demand, interdependence) to describe the economic motivations for expanding trade and territorial domination in world history (E-1A-M9)
History: Historical Thinking Skills	
15.	Construct a timeline of key developments in world history (political, social, technological, religious/cultural) (H-1A-M1)
17.	Describe the defining characteristics of major world civilizations from political, social, and economic perspectives (H-1A-M2)
20.	Identify historical issues or problems in world civilizations and discuss how they were addressed (H-1A-M5)
World History	
36.	Describe the development of the Greek city-states, the cultural achievements of Athens, and the impact of Alexander the Great's conquests (H-1C-M7)
37.	Explain the sharing of ideas, goods, and services through trade between the Greek and Roman civilizations, and the influence of those civilizations on other cultures (H-1C-M7)
38.	Describe and compare/contrast the key characteristics of classical civilizations (e.g., Greek, Roman, Persian, Chinese) (H-1C-M7)

Sample Activities

Activity 1: Ancient Greece and Rome (GLEs: 15, 38)

This unit focuses on classical Greek and Roman civilizations and their impact on modern Europe and the Americas. The spread of Hellenistic culture is illustrated through study of Alexander the Great and his empire. Since classical Greek and Roman culture formed the basis of what we call Western culture today, it is important that students have a strong sense of chronology (i.e., where Greece and Rome fit into the sweep of history). The contemporary Persian and Chinese empires will also be studied in comparison.

Use computer graphics to generate a timeline. Computer software like *Timeliner©* can be used. If no computers are available, a paper created timeline by the teacher will suffice. Mount the timeline on the hallway wall (or classroom) covering the period 3500 B.C. to 400 A.D. If possible, make the timeline consist of 40 sheets of 8.5" x 11" paper. That way each sheet represents 100 years of time. Review notes from previous units, and ask students to mark the timeline to indicate the rise and decline of selected civilizations and cultures (e.g., Egypt, Sumer, Han Chinese, Harappan [Indus], Hittites, and Phoenicians). As the unit progresses, encourage students to write directly on the timeline important cultural events of the Greek, Roman, Chinese and Persian empires.

Divide the class into four groups to answer sets of questions about Greece, Rome, Persia, and China using their textbooks, the Internet, and secondary resources from the school library. Assign two students from each group to explore geography, history, religion, economics, law, government, art, and architecture. Allow students two class periods to obtain information. Meet with each group throughout the process to check for accuracy. Meet with them again when all research has been collected. Have the groups create newspapers based on what they learned. They would include maps, tables, graphs, charts, articles, pictures, diagrams, informative writing, etc. Have each group exchange the newspapers and evaluate the accuracy and creativity of the newspaper. Ask them to make charts comparing their topic across the four empires, exchanging and using the various student created newspapers as a resource.

Activity 2: Economics: Dependence and Interdependence (GLEs: 7, 14)

Have students make a list of important products they consume or use in their homes (e.g., food, electronics). Tell the students that they should bring in some consumable items that display the country of origin on the container.

Have the students identify the country from which the products originate. Have students plot their findings on a map. A large world map may be displayed with all the countries identified. Students can make some comparisons of where many of our goods are developed. Review with the students trade routes of the ancient times. Have students compare trade patterns from earlier activities, as well as modern trade that supply homes today. A way to have students visualize possible present day routes is to have students use string on the world map to represent possible trade routes. Guide the class discussion to generalize about economic interdependence, past and present. Ask the students what would happen if these goods were not available to them.

Organize the students into four groups to study in-depth the economic interdependence of various ancient cultures (e.g., Greece, Rome, Persia, China). Encyclopedias, farmer's almanacs, and periodicals will help the students with their research. Instruction on how to use these resources should be conducted before the presentation activity. Then ask them to explain the importance of trade and interdependence among the various peoples within and outside the empires. After a group or class discussion, individual students could be evaluated for understanding by creating a report, journal entry, or an essay. In a culminating portfolio of the unit, have the students create the following:
 • A map of the Mediterranean and Black Sea areas that illustrates colonies, cities, and trade routes at the height of Greek influence
 • A map of the Mediterranean and Black Sea areas that illustrates conquered peoples, colonies, cities, and trade routes at the height of the Roman Empire,
 • A map of Persia, showing its relationship to the Roman Empire
 • A map of Chinese Empire
 • A chart listing products exchanged among various regions
 • A visual of products and coins used in trade

Map and chart templates will encourage uniform layouts. A teacher may have students visit the following websites to help with gathering information on Greece, Rome, Persia and China. Create a directed browsing activity on word processing software like *Microsoft Word*®*,* so students will spend less time surfing the web. A good website is *Trackstar*® http://trackstar.4teachers.org/trackstar/index.jsp, part of the HPR*TEC website, funded by the Louisiana Department of Education. This site has numerous teacher made web quests and is updated every month.

Activity 3: Political Boundaries (GLE: 8, 15)

The teacher will give a presentation on the political boundaries of the Greek, Roman, Persian, and Chinese Empires from 1000 B.C. to A.D. 300. A visual presentation with maps, multi-media presentation using software like *PowerPoint*®, and/or pictures should be part of the presentation to reach all the students and address learning styles. Questions to consider include: When was this empire at its largest? Why did it increase in size? Why did it decrease in size or fall?

An alternative activity would be to ask each group to create a map showing the empire at its height. Each group will also create a timeline showing relevant events in the empire's life. Identify important political and military leaders who played key roles (e.g., Hannibal, Julius Caesar, Alexander the Great, Darius). In order to save time with students gathering of information, the teacher should have resources that specifically address these political and military leaders available beforehand.

Activity 4: **Financing War and Defense in Rome (GLE: 20)**

The teacher will create a presentation on how Romans were constantly confronted with the cost of paying for wars (conquest and defense). Specific questions to answer would be: How did these military costs accumulate and how did they impact Roman society? The teacher should present and discuss with the students the declining silver content in Roman coins as the empire produced more and more money to pay military costs.

The teacher will construct a concept map placing the word *inflation* (as rising prices of goods) in the center. Have students brainstorm what goods in their homes have risen in price quickly. Students will speculate on what is happening in the world today that would be the reason for inflation. Write the responses down on the concept map. The teacher can include some current event and newspaper activities (business section) to further develop the idea of ancient concepts being relevant today.

Ask the class to explain: How did coining more and more money affect prices of goods? Was inflation a solution to this Roman problem? Why didn't the Romans tax people to pay for the wars? Have students create a T-chart comparing this Roman action with the impact of wars in American history. Ask the students to ask an adult how America pays for its wars. Do we follow the same policy of creating more money? What do we do? Have the students write a

journal entry of the adult responses outside of the class, preferably their family. Students should share their findings with the class informally, like creating a bulletin board of the responses or discussing them in class.

Activity 5: Classical Greece (GLEs: 17, 36)

The teacher will present information on the Greek city-states, the Golden Age of Pericles and Greek art and architecture. An example of a video, *Greeks, The: Crucible of Civilization, An Empires Special (DVD),* available at PBS would help to present the information. The teacher may find it on the P.B.S. website http://www.shoppbs.org.

Guide a class discussion around the following statements and have the students hypothesize on whether or not these statements are true:
- Independent Greek city-states made the civilization vulnerable to invasion, democracy in Athens created the Golden Age of Pericles.
- Greek art and architecture were borrowed from the Egyptians and Sumerians. Have students record their answers.

Have students meet in groups and share answers. Each group will then create a collage of images illustrating Greek art and architecture, particularly buildings on the Acropolis, illustrating the nature of the Greek city-state and the products of the cultural flowering during the period of Athenian democracy (e.g., Parthenon, Elgin Marbles, statue of Athena, the Winged Victory, etc.). Images can be found on the Internet.

Activity 6: Greek and Roman Government (GLEs: 11, 17, 36, 38)

Ask students what kind of government the United States has. Do they think there are many similarities or differences between our government and those of ancient Greece and Rome? A recommended video to have the student watch and answer questions about is the *Empires: Roman Empire in the First Century* (DVD), which is part of the PBS Empire Series. As always, teachers should preview the video and create a guide of questions for the students to answer. The questions should be reflective and utilize higher order thinking skills.

There are many websites and web quests that describe our government, and the Greek and Roman governments. Some examples are:
http://oncampus.richmond.edu/academics/as/education/projects/webunits/greecerome/Greecegovt1.html
http://oncampus.richmond.edu/academics/as/education/projects/webunits/greecerome/Greecegovt1.html

Activity 7: Alexander the Great (GLE: 36)

Teachers will present information on Alexander the Great. A great teacher resource is the video, *In the Footsteps of Alexander the Great*, by PBS (Public Broadcast Systems).

Direct students to work in small groups and select one of the following scenarios to flesh out. Prompts in the form of questions accompany each scenario but should not limit students' lines of thinking.

- Scenario A: Alexander is conducting an empire-wide televised news conference at a critical point in his reign.
  - ➢ What questions might reporters ask?
  - ➢ How will Alexander respond?

- Scenario B: Alexander and Darius are appearing together as guests on a television talk show after the battle at Gaugamela.
  - ➢ How will the conqueror and the defeated rival treat each other?
  - ➢ What issues will cause fireworks between them?
  - ➢ What role will the show's host play?

- Scenario C: Alexander is close to death, granting an interview to a writer for the *Inquiring Macedonian.*
  - ➢ What kind of publication is the *Inquiring Macedonian*?
  - ➢ Of what accomplishments is Alexander most proud?
  - ➢ What regrets about his life does Alexander have?
  - ➢ What are Alexander's parting words to the world?

Alternative Activity: In groups, students use the content and tone of the models they have examined and flesh out their scenarios in writing to produce a made-up transcript of one of the following:
- news conference with Alexander the Great (with indications of where and when the conference occurs and who asks the questions)
- TV talk show in which a host, who must be identified by students, engages Alexander and Darius at the same time
- interview in question-and-answer format or a report based on an interview that Alexander grants the day before he dies

Extension Activity: Ask students to create a dramatization of a news conference, talk show, or an interview. Videotape the students doing their dramatizations and show them to the class. Evaluation should be based on the research, written transcripts and the dramatization. Group cooperation is essential, and monitoring of group work by the teacher will ensure all members contribute.

Activity 8: Cultural Change and Diffusion (GLEs: 37, 38)

Hold informal class debates on the following topics:
- cultural change follows trade routes
- migratory people carry culture from one place to another
- military actions bring cultural change

Students need to understand that knowledge, skills, and inventions developed in one civilization were shared with neighboring cultures and that later civilizations built upon ideas from their predecessors. Hold an extensive review of all the civilizations studied to date, illustrating how religion, government and law, economics (trade), art, and architecture were shared among communities and across time. As the teacher reviews the civilizations to date, students should fill out a chart like the one below to record the cultural contributions under each category as follows:

Civilization	Religion	Government/ Law	Economics	Art/ Architecture
Sumerians				
Egyptians				
Han Chinese				
Harappans				
Greeks				
Romans				
Mycenaeans				
Minoans				
Phoenicians				
Hittites				
Persians				

Extension Activity: If time permits and the teacher wishes, following the completion of the chart, students can trace cultural development across civilizations and time (down each column) by answering the following questions:
- How has religion developed and changed across time?
- Why has trade been a constant element in each culture?
- How has law and government, changed over time?
- What new processes were developed in architecture and in language and writing?

Sample Assessments

General Guidelines

- Students should be monitored throughout the work on all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries. The evaluation of student understanding should be summative as well as on-going.
- All student-developed products and student investigations should be evaluated as the unit progresses, possibly in a portfolio format. Self and group assessment will allow students input into evaluating the final product.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the type of products that result from the student activities.

General Assessments

- Map construction: Maps should be evaluated for correct placement of regions, bodies of water and countries. A legend should be used to explain the relationships. Encourage students to use color, patterns and symbols to make the maps look neater. This assessment should be part of the portfolio grade that will be given for Activity 2.
- Graphic organizers: In this unit, the students should be evaluated on the how the diagrams or graphic organizers represent the ideas the student needs to include based on predetermined instructions. Graphic organizers are used to categorize information and teachers should be able to see ideas relating to the concepts. In a Venn diagram, the comparison and contrasts of two or three categories should be clear. In a concept map, teachers need to see relationships between the concepts and the subcategories. These organizers must be clear and easy to read. A checklist given ahead of time, will give the students knowledge of what the expectations are.
- Timelines: Timelines are important tools in organizing student thoughts about the times and sequence of important events. They must be accurate and easy to read. By using computer software or a template, students will create a timeline that will have a uniform layout. However, teachers must make sure the dates and events are correct. Teachers need to make sure that the directions for the activity are clear and that the students are encouraged to use symbols, colors and abbreviations (that are easily understood).
- Essays and reports: Give students time to rewrite an essay or report that has mistakes. By rewriting the papers based on a teacher's corrections and input, a student will learn from his/her mistakes. Have the students include any pre-writing activities, like a web or rough draft, so teachers can analyze how the students came to their conclusions. Peer evaluations using a writing rubric will give students further understanding of the writing process.

Activity-Specific Assessments

- Activity 1: Evaluating group activities: Group activities are important for student learning. Not only do students develop important cooperative skills, but also often groups help each other to learn and students with varying learning styles display their strength in-group work. How do teachers evaluate these cooperative skills? Teachers should be informally monitoring each group to ensure equitable distribution of work within the group. Anecdotal records are a good source of individual student development. The anecdotal record could be part of a portfolio assessment. Peer evaluation of group work after a project is completed is a good way for students to analyze their own learning and achievements.

- Activity 2: The activities in Activity 2 should be worked on while the unit is being covered. Students are encouraged to put their completed work in a portfolio or folder and they can work on them during their free time and at home. Teachers should evaluate completeness of work, creativity and neatness. Maps, charts and essays worked on during the unit should be included as well. A checklist stapled to the front of the folder with the activities that need to be included and the due date will help students understand the expectations. Teachers should check on these portfolios periodically. Students can use the portfolio to help create the culminating chart in Activity 8.

- Activity 7: While viewing the taped dramatizations, have the students evaluate each other for oral expression. Students should evaluate themselves. In order to cut down on time, have group members evaluate one other group. Instruct the students to complete the rubric and give a positive comment at the end. The teacher should give constructive criticism. A checklist with the questions the students needed to answer would be a tool to evaluate the answers. An example of a peer rubric for oral presentations is available below. This rubric was modified from a rubric generated at http://www.teach-nology.com/web_tools/rubrics/ .

Rubric

Name of Project: _____

Name of group: _____   Group evaluators: _____

_____

Date Submitted: _____   Teacher comments:

	Criteria				Points
	4	**3**	**2**	**1**	
Body Language	Movements flowed and helped the students to visualize the situation.	Made movements or gestures that enhanced the situation.	Very little movement or gestures.	No movement or gestures.	____
Eye Contact	Holds attention of entire audience with the use of direct eye contact.	Sometimes used direct eye contact with audience.	Displayed little eye contact with audience.	No eye contact with audience.	____
Introduction and Closure	Delivers open and closing remarks that capture the attention of the audience and set the mood.	Displays clear introductory or closing remarks.	Clearly uses either an introductory or closing remark, but not both.	Does not display clear introductory or closing remarks.	____
Pacing	Good use of drama and student(s) meets the time interval.	Delivery is regular and concise, but does not meet time interval.	Delivery is in bursts and does not meet time interval.	Delivery is either too quick or too slow to meet the time interval.	____
Poise	Displays relaxed, self-confident, and comfortable, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.	____
Content	Presents complete information on the topic covered in an organized fashion.	Presents information but not in an organized manner	Gives some information in an organized manner	Gives little information and in an unorganized manner	____
				Total---->	____

Grade 6
Social Studies
Unit 5: Spread of Culture and Religion (A.D. 300–1000)

Time Frame: Four weeks

Unit Description

This unit focuses on the spread of religion and culture in the ancient world.

Student Understandings

Students understand that cultural traditions and major religions developed, influenced, and spread among world civilizations. Students learn to compare and contrast major religions in terms of leadership, location, and key beliefs.

Guiding Questions

1. Can students identify the major new religions during this period and how they relate to the different empires?
2. Can students explain the differences in beliefs and leaders and locations of the different major religions and how they spread?
3. Can students explain the effect of major religions on European, Asian, and African civilizations?

Unit 5 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Physical and Human Systems	
6.	Explain factors or events that have facilitated cultural diffusion (e.g., the Silk Road, Crusades) (G-1C-M5)
History	
Historical Thinking Skills	
17.	Describe the defining characteristics of major world civilizations from political, social, and economic perspectives (H-1A-M2)
18.	Describe the causes, effects, or impact of a given historical development or event in world civilizations (H-1A-M3)
19.	Use multiple primary and secondary sources to describe world civilizations (H-1A-M4)
20.	Conduct historical research using a variety of resources to answer historical questions related to world civilizations (H-1A-M6)

GLE #	GLE Text and Benchmarks
World History	
39.	Identify the major new religions and relate them to the empires that emerged in the Mediterranean Basin, China, and India (e.g., Christianity, Hinduism, Buddhism, Islam) (H-1C-M8)
40.	Compare and contrast the major religions in terms of leaders, key beliefs, and location (H-1C-M8)
41.	Trace the spread of major religions and cultural traditions (e.g., the migration of Jews, spread of Christianity, expansion of Islamic rule) (H-1C-M9)
42.	Identify the effect that the major religions have had on European, Asian, and African civilizations (H-1C-M9)

Sample Activities

Activity 1: Analyzing World Religions (GLEs: 18, 19, 20, 39, 40)

Perhaps religion is the most significant element that binds a cultural group together. At the same time, religion can be the most divisive element within a group.

Have students brainstorm a list of religions, modern or historical. As a class, have students investigate and conduct an analysis of Christianity. Introduce students to copies of historic primary documents like the *Dead Sea Scrolls*.

As an alternative activity, study groups could be created with assignments to research and report on different religions—Judaism, Islam, Hinduism, Buddhism, Confucianism, and Taoism. Make sure the resources are suitable for historical research. The reports should include the following:
- approximate dates formed
- important leaders/founders of the faith
- important texts/writings
- important holy sites
- important beliefs
- world areas where the religion is practiced
- divisions within the faith
- historical empires associated with the religion (focus on Mediterranean Basin, China, and India)

The teacher can also present the above information in a presentation (possibly in a multi-media format using *PowerPoint*©).

Extension Activity: The teacher can also present the above information about the religions they researched. Make copies of the chart for students to keep in their notebooks. Keep the wall chart displayed throughout the unit. An example follows:

Religions	Religions	Judaism	Islam	Hinduism	Buddhism	Confucianism	Taoism
Dates							
Leaders							
Text/Writing							
Holy Sites							
Beliefs							
Regions							
Divisions							
Empires							

Not only are the reports evaluations of understanding, but participation in creating the chart should be informally assessed as well. Choose students to respond based on their reports or charts. Encourage debates on what details should be included in the charts. The reports must include all the criteria stated above.

Activity 2: Religion and Empire (GLEs: 17, 39)

Teacher Note: In this activity, the teacher should make any modifications based on the needs of the students.

Ask students how religious beliefs spread and how they might evolve. Create a class graphic organizer of student responses. Students should visualize how concepts are connected. Ask students if they know someone from a different religion in their neighborhood. Have students come to the conclusion that tolerance of differences in religion differences has allowed such a diverse religious population to exist in the United States. Bring in current event articles describing religious issues. Discuss how our laws can protect us by advocating freedom of religion. Teachers can display a copy of the Constitution.

Divide students into groups and have each group prepare a map illustrating the empire that promoted each religious faith. A teacher can create groups based on a student's report or chart information in Activity 1. All the students who researched Buddhism can group together for this activity. For example, Christianity would be associated with the Roman Empire when Constantine proclaimed it to be the faith of Romans. Map templates of different regions of the world will save time in this activity. The map should also locate the site of the origin of the religion. Display the maps around the room.

Have each group formulate five questions about its map and perform a walkabout.
- Have the students post the five questions. Give examples of higher level thinking questions and verbs the students can use to create critical thinking questions.
- Give each group of students a clipboard.
- Each group of students is to visit each map and answer the questions about the map. At the sound of an auditory signal, the students rotate to the next map and continue the walkabout until all maps have been visited. (When students

encounter their own map, they may at that time discuss their answers regarding other maps.)

Teachers should guide a discussion, pointing out the importance of political power in the diffusion of a religious faith. On a world map of religions, ask students to explain why Christianity, Judaism, Hinduism, Buddhism, Confucianism, Taoism, and Islam are successful in their particular environments. Students should have access to a variety of maps (climate, rainfall, political) to help explain how the regions' culture and landscape could affect the spread of a religion. Ask students to consider how missionaries (proselytizing), European colonization and empires, physical isolation, and language differences influenced the diffusion of religion as well.

Activity 3: **Religion and Diffusion (GLEs: 6, 40, 41)**

In this activity, the teacher should make any modifications based on the needs of the students.

Define the words *ethnic* and *proselytizing*. Have the students apply definitions to each religion to explain how ethnicity and proselytizing beliefs influence diffusion of faith. Teachers should explain the pattern of religious distribution using a world map. An example of a chart for the students to fill out and to organize their thoughts follows.

Religions	Ethnic Influence on Diffusion	Proselytizing/ How it Influenced Diffusion
Christianity		
Judaism		
Hinduism		
Buddhism		
Taoism		
Islam		
Confucianism		

Frequently religion arises in one place (holy site) but achieves prominence only when spread to other areas. Ask the students to trace the migration and/or conversion of religious peoples. Students can create routes on a map. Different colors with an explanation in a legend can show similarities and differences. Make certain that the student work includes information on the following:
- the Diaspora
- spread of Christianity in the Roman world
- spread of Christianity through colonization
- Arab conquests and the rise of Islam
- Gupta Empire and the spread of Hinduism
- Asoka and the spread of Buddhism

Teachers could present information on how written language was vital to the expansion of religious faiths and the presentation should address the importance of religious writings and texts. Teachers could give examples of historical texts and show students how to use these texts to explain historical events or concepts related to religion. Students should be able to write a brief report or essay on the data presented from the map and chart on his/her religion.

Extension Activity: Have students create webs on the words *ethnic* and *proselytizing* when talking about religions. Before a teacher gives the correct definition, have students try to guess what the words are and put their responses on a web. Give students clues about the origin of the words, or use the words in sentences. Another clue could be giving similar words to help students figure out the two definitions. This exercise will give students skills in identifying definitions of unknown words.

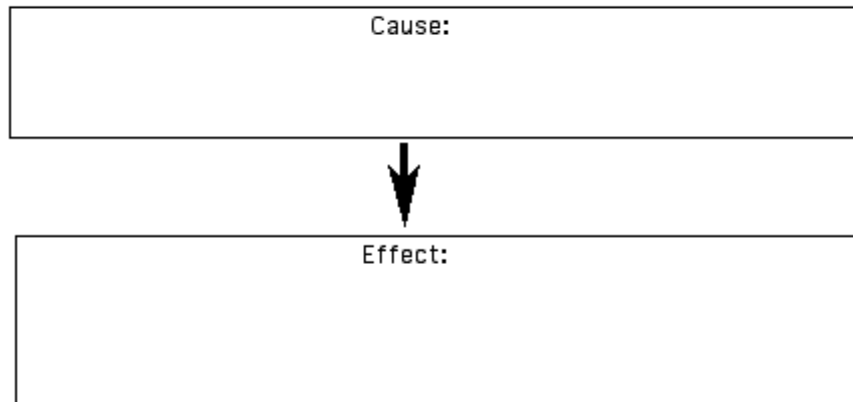## Activity 4: **Mapping the Spread of Religion (GLE: 42)**

Teachers could provide maps of Asia, Africa, and Europe that show contemporary distributions of religions and could create a presentation that relates European colonization to the spread of Christianity in sub-Saharan Africa and the Arab conquest to Islam in North Africa. The teacher could present information that states that Judaism and Hinduism are still located in their place of origin, illustrating the impact of ethnic (non-proselytizing) beliefs. After examining a religious map of Europe, ask students to note that Christianity was very successful but is divided by differences within the faith.

As an alternative activity, ask students: If you were to research these religions today, do you think you would find the same religions in the same countries? Why or why not? Have students conduct a think-pair-share discussion strategy.
- The teacher poses a critical thinking question.
- Students are given a wait time to consider the question.
- Students are paired with another student to discuss their thoughts. Encourage students to use the notes from the unit to justify their answers. Teachers should monitor each group to make sure that equitable participation and discussion is taking place.
- Students are then asked to share their responses with the whole group. Have each group choose roles of speaker and writer.

As a culminating activity, have students create a fill-in (a cause-effect graphic organizer) identifying the effect that the major religions have had on European, Asian, and African civilizations.

Cause & Effect

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┌─────────────────────────────────────────────┐
│ Cause:                                        │
│                                               │
│                                               │
│                                               │
└─────────────────────────────────────────────┘
                        ↓
┌─────────────────────────────────────────────┐
│ Effect:                                       │
│                                               │
│                                               │
│                                               │
└─────────────────────────────────────────────┘
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Sample Assessments

General Guidelines

- Students should be monitored throughout the work on all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries. The evaluation of student understanding should be summative as well as on-going.
- All student-developed products and student investigations should be evaluated as the unit progresses, possibly in a portfolio format. Self and group assessment will allow students input into evaluating the final product.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the type of products that result from the student activities.

General Assessments

- Research projects: Students will be completing a research project in this unit as well as others. Research projects should be assessed in both formative and summative ways. Journal entries about the ongoing research can give teachers an understanding of a student's skills and knowledge of concepts throughout the project. Students can turn in parts of their research project periodically for evaluation (e.g., graphic organizers, rough drafts and visuals, which can be evaluated and returned). Feedback is essential in creating good research skills. A rubric can be used in the summative evaluation. The students should have a copy of the evaluation rubric before the activity begins in order to understand the expectations of the project.
- Map creation: Students will be creating and using maps in this unit. Teachers may assess the maps using a rubric that will contain all the criteria needed. In addition, all the maps should be readable, accurate (as much as possible), and include standard

map components like a compass rose and a legend. Encourage students to use patterns, color and abbreviated labeling that can be explained in a legend.

- Paragraph writing: Students will write paragraphs in this unit as well as others. Students can write informally (e.g., journal writing) or create a more formal presentation of their thoughts in essay form. In journal writing, students are encouraged to express their thoughts and knowledge about a subject and should only have feedback from the teachers. However, if formal paragraphs are required, a rubric outlining the exact requirements is important.

Activity-Specific Assessments

- Activity 1: Group participation is an important key in all the group activities in this unit as well as others. In this activity, student groups are to help create a class religion chart. Each group is responsible for a particular religion. Teachers should monitor group activity to make sure there is equitable distribution of work and participation. Each student within the group could have specific roles, which will make the responsibilities clear. For example, in a group that is researching Christianity, one student may have the role of providing data on leaders and text writing, while another student may focus on the beliefs and historical text. In each group there could be a manager, who overseas everything and is the direct link to the teachers, a reader, who read out loud directions and research if needed, a writer, who writes down the groups answers, and a speaker, who presents the work. The following rubric can be used to assess group participation. Explain to the students that this rubric will be part of the activity's grade. This rubric was modified from a rubric created at http://www.teach-nology.com.

Group Activity

Name (s): _____   Teacher: _____

Date: _____   Title of Work: _____

Skills	Criteria				Points
	1	2	3	4	
Helping The teacher observed the students offering assistance to each other.	None of the Time	Some of the Time	Most of the Time	All of the Time	____
Listening The teacher observed students working from each other's ideas.	None of the Time	Some of the Time	Most of the Time	All of the Time	____
Participating The teacher observed each student contributing to the project that he/she was assigned to.	None of the Time	Some of the Time	Most of the Time	All of the Time	____
Persuading The teacher observed the students exchanging, defending, and rethinking ideas.	None of the Time	Some of the Time	Most of the Time	All of the Time	____
Questioning The teacher observed the students interacting, discussing, and posing questions to all members of the team.	None of the Time	Some of the Time	Most of the Time	All of the Time	____
Respecting The teacher observed the students encouraging and supporting the ideas and efforts of others.	None of the Time	Some of the Time	Most of the Time	All of the Time	____
Sharing The teacher observed the students offering ideas and reporting their findings to each other.	None of the Time	Some of the Time	Most of the Time	All of the Time	____

Total Points:

- Activity 2: Students should not only be able to answer higher level thinking questions but should also be able to create them. Teachers should model these kinds of questions daily as well as demonstrate how to create these kinds of questions. Teachers can evaluate the kinds of questions the students are asking in the walkabout activity by creating a simple checklist using Bloom's taxonomy. Make room in the checklist for individual feedback. The checklist should reflect higher level thinking, and should include components of Bloom's Taxonomy (e.g., students should make their walkabout questions with higher-level questions and based on the research they have displayed on their charts). Encourage the students to debate the answers in the group as they walk around. The purpose of the checklist is not only to evaluate questions but also to evaluate how well students are answering the questions. Include on the checklist group participation in the walkabout activity as well as the amount of questions the students answer correctly. Give this handout to the students beforehand in order for them to correctly create higher-level questions for the walkabout activity. Bloom's Taxonomy can be found at http://www.humboldt.edu/~tha1/bloomtax.html.

- Activity 3: Students will be generating charts throughout this unit as well as others. In this activity they will be applying the definitions to each religion to explain how ethnicity and proselytizing beliefs influence diffusion of faith. Charts are excellent tools for students in creating an organized visual structure for a variety of information. Students can start making assumptions about the information if they see similarities and differences. Evaluation of charts should include the following criteria: readability, structure, include all the component of data, and be complete. Evaluation of this chart will be based on how well the students are able to explain how ethnicity and proselytizing influenced religious diffusion. The map creation should follow similar guidelines. Students should be able to write about each religion's definition, basic beliefs, the region it originated, leaders, and other topics they were required to research. In the essay or report, they should be able to explain how these topics helped in religious diffusion. In this activity, teachers should assess the chart and map for the above components, but also evaluate how well students grasp the topics by evaluating their writing and understanding of concepts.

Grade 6
Social Studies
Unit 6: Rise and Fall of Empires and Kingdoms (A.D. 300–1000)

Time Frame: Three weeks

Unit Description

This unit focuses on reasons for the rise and fall of empires and kingdoms in the late ancient and early medieval worlds.

Student Understandings

Students understand major characteristics of empires and kingdoms in the Middle Ages and reasons for their development and collapse. Students learn the causes, effects, or impact of a world kingdom or empire on economic activity.

Guiding Questions

1. Can students identify the functions and characteristics of money?
2. Can students explain changes and developments that were brought about by the emergence and collapse of major empires and kingdoms in Europe, Asia, Africa, and the Americas?
3. Can students describe major events, people, and social structures of the Middle Ages?

Unit 6 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Economics	
Fundamental Economic Concepts	
13.	Identify the functions and characteristics of money (e.g., money as a store of value) and compare barter exchange to money exchange (E-1A-M8)
History	
Historical Thinking Skills	
17.	Describe the defining characteristics of major world civilizations from political, social, and economic perspectives (H-1A-M2)
18.	Describe the causes, effects, or impact of a given historical development or event in world civilizations (H-1A-M3)
20.	Identify historical issues or problems in world civilizations and discuss how they were addressed (H-1A-M5)

GLE #	GLE Text and Benchmarks
21.	Conduct historical research using a variety of resources to answer historical questions related to world civilizations (H-1A-M6)
World History	
37.	Explain the sharing of ideas, goods, and services through trade between the Greek and Roman civilizations, and the influence of those civilizations on other cultures (H-1C-M7)
43.	Describe the changes and developments brought about by the emergence and collapse of major empires/kingdoms in Europe, Asia, Africa, and the Americas (H-1C-M10)
44.	Describe major events, key figures, and social structure of the Middle Ages (e.g., the fall of Rome, Charlemagne, feudalism) (H-1C-M10)

Sample Activities

Activity 1: Rise of Feudalism (GLEs: 17, 44)

With the fall of Rome, the *Pax Romana* was at an end, and peoples who had enjoyed the protection of Rome were left without defenses. Germanic tribes from the north invaded and pillaged communities throughout the empire.

The teacher should ask: "If you were a farmer and/or a landowner, what would you do?" The teacher could present (possibly in a multi-media form), the idealized model of feudalism, showing relationships among serf, knight, and noble and relationships between Catholic representatives (priest, bishop, and archbishop) and the people.

Distribute charts illustrating the structure of feudalism. The teacher will present the information on the various levels of feudalism, focusing on attire, tasks, dwellings, etc. The whole class could complete the chart with this information.

Next, instruct each student to choose a role to play from among the social groups listed— royalty, the nobles, the knights, the peasants and craftsmen, and the priests and monks. Allow time for the students to make notes about the attire, tasks, dwellings, and other related facts associated with their chosen role. The teacher should provide access to paper as well as computer resources for the note-taking activity. Ask for a volunteer to stand in the front of the class. Members of the class are to ask the volunteer the questions below. After all the questions have been answered, have the "actor" call upon a classmate to guess who he/she is. Then choose someone else to play a role. Questions to ask include the following:
- What is your most prized possession?
- What do you usually have for dinner?
- What are you wearing?
- What do you do for fun?
- If you have children, what do you expect them to do every day?

- What tools or implements do you use, if any?
- What is your house like?
- What is worst about your life?
- What is best about your life?
- What are your hopes for the future?

Activity 2: The Feudal Manor (GLEs: 17, 21, 44)

Is our way of social structure in the United States in any way like the feudal system of ancient Rome? Explain.

Complete a KWL chart that asks the students what they know (K), want to know (W) and what they have learned (L) about the Middle Ages. Display the chart on the walls, so students can answer the questions that they want to know and modify the chart as they go through the unit. An example of a KWL chart is below. Encourage students to write down the answers to their questions on the chart as they learn from the unit.

WHAT YOU KNOW	WHAT YOU WANT TO KNOW	WHAT YOU HAVE LEARNED

Have students investigate how the feudal manor functioned, using the following websites as a basis for research:
- Middle Ages (http://www.learner.org/exhibits/middleages)
- Feudal Life (http://www.learner.org/exhibits/middleages/morefeud.html)
- Homes (http://www.learner.org/exhibits/middleages/homes.html)
- Religion (http://www.learner.org/exhibits/middleages/religion.html)
- Monks and Nuns (http://www.learner.org/exhibits/middleages/morelign.html)

Students could not only have access to the Internet, but use a variety of paper resources as well, like encyclopedias and atlases to complete this activity. Divide the students into project teams and ask students to construct the following:
Diagram of a manor, illustrating the division of land, the manor house, the parish church, and clustered homes. (Teachers can have modified model available for demonstration. However, students should be encouraged to create their own model.)
Chart or graphic organizers (like a web) that details political relationships among the nobles, knight (lord), and serfs. (In order to save time, teachers may create a modified web. Students will spend more time on retrieving the information, than on designing an organizer.)

The teacher should make a rubric that states what expectations are required for this project beforehand. An example of a modified graphic organizer is provided on the next page.
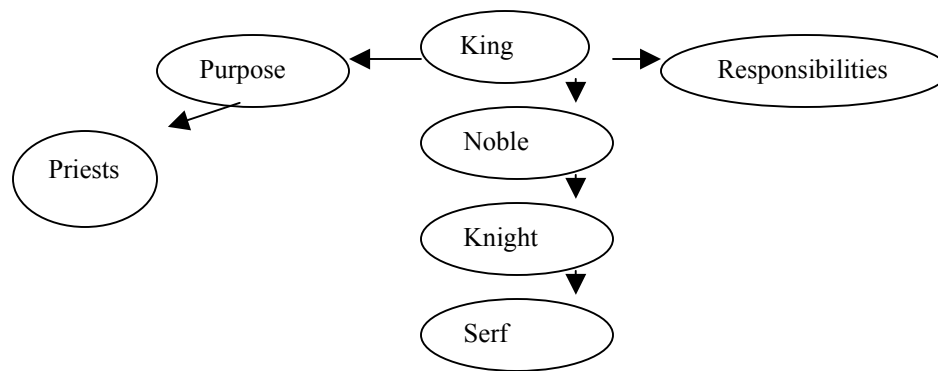
A possible enrichment activity could be when the projects are complete, ask the teams to respond to a series of questions, such as:

- What was the role of the Catholic Church and the priest within feudalism?
- How was the knight indebted to the serfs? The serfs to the knight?
- What was the obligation of the serfs to the Catholic Church? The knight to the Church?

As a summary, ask students to describe how the self-sustaining feudal economy compared with trade during the Roman Empire.

Activity 3: The Fall of Rome (GLEs: 20, 43)

Use the website http://www.westmark.pvt.k12.ca.us/LRCweb/socialstudies6th.html for this activity.

Discuss: Like any great empire that has come before or after it, Rome has sparked many theories surrounding its fall. Since the empire crumbled, all other great empires or nations have been compared to Rome, with many coming up short. For many, understanding the fall of Rome is the key to the survival of our great nation, the United States. For much of this century, the United States has been compared to the Roman Empire in almost every conceivable way. There are those who say that we are following the same path to destruction as the ancient Romans. So why did Rome fall? Could its fate have been averted, and if so, would the world be different today? The answer lies in what you think after you have looked at all the facts. Let's examine what we know. We know the great empire known as Rome no longer exists. Now let's look at what we don't know.

- Did plagues reduce the population to the point it could not sustain itself?
- Did civil wars lessen the strength of the empire and weaken the population?
- Did the army lose its discipline and thus endanger the empire and cause it to be overrun?
- Did the citizens of Rome become too satisfied and lazy, allowing the empire to crumble because of neglect?

- Did the empire bureaucracy become too top-heavy, eventually causing the empire to collapse upon itself?
- Did it fall as the result of barbarian invasions?
- Did the empire spend too much of its resources on the poor, thus drawing away precious funds from the empire?
- Was the Roman Empire just too big, making a collapse inevitable?

The teacher should present the answers to the questions in a presentation, possibly in a multi-media format, using software like *PowerPoint*[©] Encourage the students to take notes. If a teacher gives the questions beforehand with specific guidelines, students should become better note-takers. Give students some time to take notes between slides. A teacher can assess how well the students are taking notes by using a rubric or a checklist. Students should be taught how to take effective notes. By teaching effective note-taking techniques and presenting a note-taking rubric beforehand, students will understand the expectations of what good notes should be.

A possible alternate or enrichments activity could be to divide students into teams and instruct the class as follows:
- Divide the research questions among yourselves equally as you are working on this as a team. All students within the group should participate.
- Within your team, students should come up with a list of general reasons why they feel a large empire or country might fall.
- When finished, each team member should advance a theory about why Rome fell. The team will come to a consensus on why Rome fell and write the reasons and they could justify their answers in a short essay.
- Organize recommendations into a written presentation to be presented to a panel of world history experts. These experts will judge your conclusions based on appropriateness, thoroughness, and quality. If no history experts are available, present your findings to the class. History experts are available on the Internet or at any university. Student teachers from a university could be available to be part of this project. Ask professors in an education social studies class for help in finding student teachers.
- Finally, include a short written summary of any comparisons you discover between the reasons for the fall of Rome and what might happen to the United States. Encourage students to look at the news and preview papers for comparisons. This activity will encourage discussion of current events.

Activity 4: Charlemagne (GLE: 44)

The teacher will present (possibly in a multi-media format) the key figures of the Middle Ages. The teacher will specifically present information on King Charlemagne, relating to his involvement in creating a new Roman Empire, spreading Christianity and promoting trade. The teacher will tell students beforehand to take notes on these three topics for future activities. Give the students a chart like the one below to organize their notes.

Charlemagne		
Creating a New Empire	Spreading Christianity	Promoting Trade
1) 2)		

A possible alternative or enrichment activity could be to put students in groups of three, and have them research aspects of the life of Charlemagne, reporting on his accomplishments, including but not limited to the following:
- creating a new Roman Empire
- spreading Christianity to German tribes
- promoting trade and the growth of cities

Have students present their information using visuals such as comparison models, maps, etc.

Activity 5: Barter and Money Economies (GLEs: 13, 37)

Teachers could present information on what the basic characteristics of money are (e.g., recognizable, durable, divisible, known value). Define *money* as any medium of exchange. Ask students what precious metals traders and buyers used so that they could easily recognize their value (e.g., copper, silver, and gold). Discuss that money had one other important characteristic: It could be stored (saved). *Barter* is a direct exchange of products between buyers and sellers. In bartering, there is no recognizable standard of value. It does not allow for savings.

A teacher could assign each student to a role as a buyer or seller in a marketplace. (Commercial simulations exist.) The students' job is to buy or sell their products to the best possible advantage. In the first round, they barter to achieve the best outcome as a consumer and seller. In the second round, play money is used to buy and sell in the market.

Teachers should ask the students to explain differences between barter and money markets (e.g., ability to save and store money for future purchases). Review the map of trade routes during the Roman Empire. Explain that the Romans minted coins that circulated everywhere in the Empire and that the Romans also honored coins minted by captive peoples. Teachers should present information and discuss the relationship between money and promotion of trade in the empire. With the collapse of the Roman Empire, there was no central authority to guarantee the value of money. Ask students to explain why bartering became important again after the fall of Rome. Ask them to form hypotheses to explain what happened to Roman trade routes, markets, and cities along the trade routes.

Activity 6: Byzantine Empire and Justinian's Rule (GLEs: 18, 43, 44)

The teacher should facilitate a brainstorming session on important historical events in the period 300–1000. The teacher can create a timeline on a transparency or use the software *Timeliner*® (or similar software) on a presentation monitor as the students elicit comments.

Ask students to explain the cause and effect of each event. For example, out of the ashes of the fall of the Roman Empire came the rise of the Byzantine Empire, especially during the reign of its greatest emperor, Justinian. The teacher can present information on the life of Justinian and the Byzantine Empire. The teacher can give the students guidelines ahead of time in order to guide students on what are the important events in the life of Emperor Justinian. From the notes, the students can create a biographical sketch in essay form. The following questions can be used as a guideline.

Using this data, ask students to explain the following: (1) Why was Justinian successful in expanding the boundaries of the Byzantine Empire? (2) How was culture revived during Justinian's reign (e.g., Hagia Sophia)? (3) What was the long-term impact of Justinian's reign on the Byzantine Empire?

Activity 7: **Civilizations Outside Europe (GLE: 43)**

Ask students what is meant by the terms *society* and *social change*. The teacher should give the formal definition of each word.

Remind students that many great civilizations they learn about in history (such as those in ancient Greece, Rome, or Egypt) no longer exist.

Ask students the following questions:
- How do you think this might have happened?
- Can you name any factors or events that you think might be able to wipe out an entire civilization?

Extension Activity:

While the Western Roman Empire was collapsing, other parts of the world saw new vigorous civilizations rise, prosper, and decline. Divide the class into research groups to investigate selected civilizations in the Americas (Maya, Inca), Africa (Mali, Songhai), and Asia (Arab Expansion, Byzantine Empire, Gupta Empire). Each member of the group should have specific roles and questions to answer. Their task is to provide information about each civilization by
- describing the rise of the empire (date and leaders)
- mapping the spread of the empire (areas conquered and governed)
- identifying major inventions and accomplishments in art and architecture
- explaining causes for the decline (date overtaken)
- explaining how existence of the empire changed the region

Ask the groups to share their projects (possible in a multi-media format) in class. Presentation formats (e.g., *PowerPoint*[©]) may be used. Students can research the Internet to find pictures of maps, inventions, art and architecture to support their answers. Teachers could reinforce those elements that students need to recall.

Sample Assessments

General Guidelines

- Use a variety of performance assessments to determine student understanding of content.
- Select assessments that are consistent with the types of products that result from the student activities.
- Collaboratively develop a scoring rubric with other teachers or students.

General Assessments

- Research project: A good rubric for any research project is provided at the end of this unit.
- Charts: The KWL charts that will be used throughout this unit are another way for a teacher to assess ongoing understanding of the concepts presented in the unit. Students should complete the KWL chart as the unit progresses. Teacher can use the chart to create test questions. These charts can help identify individual students' interest as well as any prior knowledge that students bring to the unit. Teachers can modify units based on this chart.
- Diagrams: Diagrams should be assessed according to the guidelines given before the activity is to take place. This activity encourages students who have a variety of different learning styles to create diagrams based on the unit concepts. Students can visualize and create a landscape or object, encouraging long-range memory. Teachers can create a checklist based on the guidelines for an activity. Teachers should encourage neatness and creativity in a diagram activity.

Activity-Specific Assessments

- Activity 1: In this unit, students are asked to role-play a character from the past. This assessment is a good way for teachers to evaluate students that have a kinesthetic learning style. Allow students time to practice their roles, and give guidelines of what the verbal responses should include. Teachers can evaluate objectively by completing a checklist that includes the guidelines given before the roles are presented. Use the following rubric to assess students' proficiency with the role-playing activity.

Scoring: 5: proficient - a high degree of competence
             4: capable - an above-average degree of competence
             3: satisfactory - a satisfactory degree of competence
             2: emerging - a limited degree of competence
             1: beginning - No key elements are adequately developed.

Scoring Rubric

Student Name:	Score
Descriptive words convey life and personality	
Use of research materials	
Described logical order of events	
Described role of money	
Described role of buyer or seller	
Described how bartering takes place in specific role	
Subtotal	
Divide subtotal by 6 to get Overall Score.	

- Activity 3: The rubric on the next page can be used when students create a written presentation on why Rome fell.

Essay Writing Rubric

Name: _____ Teacher: _____

Date Submitted: _____ Title of Work: _____

	Criteria				Points
	4	**3**	**2**	**1**	
Main/Topic Idea Sentence: Why Rome Fell	Main/Topic idea sentence is clear, correctly placed, and is restated in the closing sentence.	Main/Topic idea sentence is either unclear or incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is not restated in the closing sentence.	_____
Supporting Detail Sentence(s): Should justify and give reasons on why Rome fell	Paragraph(s) have three or more supporting reasons and justifications that relate back to the main idea.	Paragraph(s) have two supporting reasons and justifications that relate back to the main idea.	Paragraph(s) have one supporting reason and justification.	Paragraph(s) have no supporting reasons and justifications that relate back to the main idea.	_____
Elaborating Detail Sentence(s)	Each supporting detail sentence has three or more elaborating detail sentences.	Each supporting detail sentence has at least two elaborating detail sentences.	Each supporting detail sentence has one elaborating detail sentence.	Each supporting detail sentence has no elaborating detail sentence.	_____
Legibility	Legible handwriting, typing, or printing.	Marginally legible handwriting, typing, or printing.	Writing is not legible in places.	Writing is not legible.	_____
Mechanics and Grammar	Paragraph has no errors in punctuation, capitalization, and spelling.	Paragraph has one or two punctuation, capitalization, and spelling errors.	Paragraph has three to five punctuation, capitalization, and spelling errors.	Paragraph has six or more punctuation, capitalization, and spelling errors.	_____
				Total---->	_____

Teacher Comments:

- Activity 7: Students are required to create a presentation on selected civilizations in the Americas (Maya, Inca), Africa (Mali, Songhai), and Asia (Arab Expansion, Byzantine Empire, Gupta Empire). Specific guidelines in the form of the questions below, length of presentation, amount of detail, and neatness should be part of a rubric. Create a rubric incorporating the following questions presented in the activity. Teachers as well as students from other groups can evaluate presentations:

describing the rise of the empire (date and leaders)

mapping the spread of the empire (areas conquered and governed)

identifying major inventions and accomplishments in art and architecture

explaining causes for the decline (date overtaken)

explaining how existence of the empire changed the region

Research Rubric

Name: _____   Teacher: _____

Topic: _____

	Criteria				Points
	4	**3**	**2**	**1**	
Introduction/ Topic	Student(s) properly generate questions and or problems around a topic.	Student(s) generate questions and or problems.	Student(s) require prompts to generate questions and or problems.	Questions or problems are teacher generated.	____
Conclusions Reached	Numerous detailed conclusions are reached from the evidence offered.	Several detailed conclusions are reached from the evidence offered.	Some detailed conclusions are reached from the evidence offered.	A conclusion is made from the evidence offered.	____
Information Gathering	Information is gathered from multiple electronic and non-electronic sources and cited properly.	Information is gathered from multiple electronic and non-electronic sources.	Information is gathered from limited electronic and non-electronic sources.	Information is gathered from non-electronic or electronic sources only.	____
Summary Paragraph	Well organized, demonstrates logical sequencing and sentence structure.	Well organized, but demonstrates illogical sequencing or sentence structure.	Well organized, but demonstrates illogical sequencing and sentence structure.	Weakly organized.	____
Punctuation, Capitalization, & Spelling	Punctuation and capitalization are correct.	There is one error in punctuation and/or capitalization.	There are two or three errors in punctuation and/or capitalization.	There are four or more errors in punctuation and/or capitalization.	____
				Total---->	____

Teacher comments:

Grade 6
Social Studies
Unit 7: Communication and Trade (A.D. 1000–1500)

Time Frame: three weeks

Unit Description

This unit examines how trade facilitated communication and the distribution of resources.

Student Understandings

Students understand that trade led to the economic development of regions in the world , and that expanding trade had economic motivations for territorial domination. Students learn that trade and communication facilitated cultural diffusion.
Students will use geographic tools and information to understand perceptions and uses of places or regions and regional distribution of natural resources.

Guiding Questions

1. Can students explain the factors that have affected people's perceptions and uses of place or regions in world history?
2. Can students explain factors that facilitated cultural diffusion?
3. Can students explain the role of natural resources in importing and exporting of goods?
4. Can students explain economic motivations for expanding trade and territorial domination in the world?
5. Can students explain the effects of exploration and trade on the economic and cultural development of Europe, Africa, and Asia prior to 1500?

Unit 7 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Places and Regions	
4.	Explain ways in which goals, cultures, interests, inventions, and technological advances have affected people's perceptions and uses of places or regions in world history (G-1B-M4)
Physical and Human Systems	
6.	Explain factors or events that have facilitated cultural diffusion (e.g., the Silk Road, Crusades) (G-1C-M5)

GLE #	GLE Text and Benchmarks
Environment and Society	
10.	Analyze world or regional distribution of natural resources in terms of the need to import or the capacity to export (G-1D-M3)
Economics	
Fundamental Economics Concepts	
14.	Use economic concepts (e.g., supply and demand, interdependence) to describe the economic motivations for expanding trade and territorial domination in world history (E-1A-M9)
History	
Historical Thinking Skills	
20.	Identify historical issues or problems in world civilizations and discuss how they were addressed (H-1A-M5)
World History	
45.	Identify effects of exploration and trade on the economic and cultural development of Europe, Africa, and Asia prior to 1500 (H-1C-M11)
46.	Explain how communication among regions was accomplished between AD 1000 to 1500 (H-1C-M11)

Sample Activities

Activity 1: Cultural Change (GLE: 4)

Change is the central theme of this unit (e.g., cultural diffusion, change resulting from invention and new technologies, and inventions brought about because of changes in society). Change, a constant across time, has often met resistance from cultural institutions (e.g., religious and political leaders). Even with a short timeline, students can identify change in their contemporary world.

Teachers should guide a discussion, with students listing changes they have noticed in their lives and in the community (e.g., changes in electronics [games, phones, TVs], homes, fashion, and hairstyles). Create a bulletin board display with the student responses.
Ask students to register their feelings about change in their lives (e.g., verbally or in journals).

A possible alternative activity to the one above could be to ask the class to debate whether change always leads to improvements in society. Give some examples of change from current events. Ask students to create interview questions and then interview their parents and other adults about change and why some people resist change while others embrace it. Students may need guidance. Students, as a class, can brainstorm current events or periods recently where change has occurred. Have students choose one or two events that they know their family members have participated in. Have students share their results and reflections.

Activity 2: Inventions and Human Perceptions (GLE: 4)

Teachers could provide students with an artifact or a picture of an artifact, and ask students to identify the artifact and explain (guess) its use and importance in cultural change. An example would be presentation of the horse collar that changed agriculture, military life, and transportation.

In a guided discussion, ask students to consider how the invention changed the way people viewed the following:
- prairie grasslands (previously difficult to cultivate)
- distant locations (changes in the time traveled)
- trade (access to markets with new transportation)
- warfare (creation of cavalry)
- communication (time taken for messages to be exchanged)

Teachers could provide information on the inventions and how they influenced cultures and peoples.

Each student could write a paper or short essay on the invention that the student believes affected people's perceptions and use of regions the most. Remind the class to include details to defend their choices.

Activity 3: Events and Ideas Change Human Perceptions of Place (GLEs: 4, 20)

New ideas and inventions often change the way people perceive their environment (community, place). For example, humans changed their views of rich soils as knowledge of seeds and agriculture emerged.

Drawing upon knowledge from earlier units, ask students to discuss how selected events, inventions, and ideas altered human views of place. Have students hypothesize and place the following list in chronological order. Students can create a timeline as a class or individually, and can give a brief description of each event.
use of horse and chariot by Hyksos warriors
iron working (weapons and invasion)
irrigation systems
corbel arch

Extension Activity: Have students choose one of the ideas from the list above and use an array of visuals to present how the idea altered human views of place. Encourage students to create a multi-media presentation, dramatization or models to illustrate their point. Teachers should set some guidelines for this activity, but encourage students to think creatively and critically.

Activity 4: Trade and Commerce (GLE: 45)

Have students brainstorm goods that were exported from each of the following areas: Europe, Africa, and Asia. Show students how to identify on a product label the country from which a good is imported. Encourage students to bring in everyday items that show their origins from different countries.

Extension Activity: Have students explain the impact of various imports/exports on culture (e.g., language, money and markets, ideas, art, and architecture). Students can bring various labels of foreign goods from home and discuss what countries we are trading with today. Students can create a bulletin board with the labels and the trading countries to display in class.

Activity 5: **Communication and Cultural Diffusion Models (GLEs: 6, 46)**

The teacher will present a definition and examples of cultural diffusion. Ask students to use the definition of cultural diffusion to explain the following through guided discussion. Students will participate in the discussion and the teacher can write the responses on a class web:
how trading relationships communicate ideas and diffuse new products (person-to person contacts)
how warfare diffuses new technologies (hierarchical)
how religious texts written in a native language communicate ideas and diffuse religious beliefs (educational)

The class will simulate situations in the ancient world and Middle Ages where students plan the diffusion of new products and procedures and communicate new ideas. Teachers will create scenarios based on a diffused concept or product from that time period, while students have access to trade books and materials covered during those units to create their simulations. Students should be encouraged to dramatize or create a cartoon on the strategies they develop. Teachers should create guidelines and questions for the students to answer in order to create a successful simulation based on the following:
*   religion (Christianity, Islam)
*   war chariots
*   craft (pottery, stone carvings)
*   Greek or Roman culture

Additional items of student interest should be added to the above list.

Activity 6: Historical Events and Cultural Diffusion (GLE: 6)

Students should review cultural diffusion and human activities that promoted cultural change.

The teacher will provide a list of events/actions that resulted in cultural exchange and diffusion, for example:
- the Silk Road (Roman times)
- the Crusades
- the Muslim invasion of Spain
- the Diaspora

The teacher will present the cause, effect, and impact of these cultural contacts. In this presentation (possibly in a multi-media format) the teacher should describe how and why cultural diffusion took place. Students will write a journal entry describing how a person in ancient times would feel about the changes in his/her culture due to cultural diffusion.

Activity 7: Resources and Trade (GLE: 10)

The teacher should provide political and physical maps of the continents (available for overhead projection and/or in student atlases) showing the distribution of natural resources. Ask students to consider items in their homes that come from different parts of the world and items that Americans trade abroad.

Students could compare maps to predict what products it exports to other countries. Students should also compare maps to predict what products a given country imports.

Students could select countries from different climatic regions for comparison. Ask students to draw conclusions about resource-rich and resource-poor countries by climatic region and physical features. This information could be accessed in electronic as well as paper almanacs. Students should be able to complete a chart based on their research and conclusions. An example of a chart follows:

Country	Natural Resources	Imported Goods	Climate Description	Resource-rich OR Resource-poor

Extension Activity: When the students finish the chart, have them get into groups to answer the following questions:

- Do you see any comparison of what each country imported or exported based on its climate? Explain and justify your answer based on research and the chart.
- Do you see any comparison of what each country exported or imported based on its resources? Explain and justify.
- How do resource –rich countries have more power politically, socially and economically?

Activity 8: The Importance of Trade (GLE: 10)

Ask students what items come to mind when they think of what would be exported and imported from other countries

Provide data on a selected country (e.g., Japan) showing the presence (or absence) of natural resources. Ask students to analyze the list to make note of important natural resources that a country needs to import (in the case of Japan, coal, oil, and iron). Why are other countries dependent on trade? What products might they trade to acquire needed resources?

Ask student groups to do a case analysis of a different country, including the following factors:
- availability of natural resources
- major imports and exports
- access to trade (transportation routes)
- assessment of economic potential

Prior to conducting this activity, teachers should provide a model of a case analysis using Japan as an example. The case analysis should start with students creating a graphic organizer of the researched data. After analyzing the data, student groups will write a case analysis report on the four major topics above.

Activity 9: Resource Needs and Trade (GLE: 14)

Have students orally review the importance of trade in cultural diffusion and the needs for countries to import goods in short supply and export surplus goods.

Teachers should simulate a situation where two nations (or areas) have a scarcity of a particular natural resource (oil) for their factories. A third nation or region has large quantities of the needed resource. Assign student teams to play the roles of the three areas.
United States: large industrial economy (Area A)
European Union: large industrial economy (Area B)
Middle East region: an important natural resource (Area C)

Each nation (or area) plans strategies to improve its status in trading relationships. Ask all teams to meet to discuss potential strategies and the likely reaction to each of the strategies. Within their discussions, students should also include the roles played by supply and demand

in trade. Strategies will include invasion, colonization, treaties, and increased price of the resource.

Extension Activity: Have each team of students state and defend its strategy while the other teams react and challenge the strategy. Debrief the simulation by discussing by discussing alliances between sellers (OPEC), alliances between buyers, and/or an alliance or agreement between a buyer and a seller. Ask students to identify different ways cultures and nations have acted in similar situations. Bring in current events with similar scenarios.

Another extension of this activity would be to use one of the following for a discussion of trade in which cultural differences had a major impact on trade between two or more nations or regions in the past.
crusades to maintain Christian sites against Islam
competition for colonies in Africa and America
Byzantine control of trade between Islamic Asia and Europe

Sample Assessments

General Guidelines

- Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the types of products that result from the student activities.
- Collaboratively develop a scoring rubric with other teachers or students.
- Peer evaluation and informal monitoring of groups can help students evaluate their own work. Give strict guidelines for peer evaluation. Constructive criticism should be at a minimum, praise and motivation being the priority.

General Assessments

- Interviews: Interviews are ways for teachers to introduce real-life situations into a curriculum. Assessment of the data gathering and the eventual report or paper should be contingent on the guidelines and questions given before the activity is to begin. Interviews can be completed with a tape recorder or notes. Teachers should give specific instructions and create documentation that the interview has actually taken place. A checklist of sample questions asked could be provided by the teacher before the interview is conducted. The following rubric was prepared at http://rubistar.4teachers.org.

<table>
<tr><td colspan="5">Interview: Oral History   TOTAL POINTS: _____</td></tr>
<tr><td colspan="5">Teacher Name: _____
Student(s) Name: _____</td></tr>
</table>

CATEGORY	4	3	2	1
Note taking	The interviewer took notes, but usually maintained focus on the person rather than the notes. Notes were added to immediately after the interview.	The interviewer took occasional notes, but usually maintained focus on the person rather than the notes. No additional notes were taken.	The interviewer took notes, but interrupted the "flow" of the interview. Additional notes may, or may not, have been taken.	The interviewer took no notes during or after the interview.
Knowledge Gained	Student can accurately answer any questions about the person and relates to the material being studied in class.	Student can accurately answer a few questions about the person and relates to the material being studied in class.	Student can accurately answer a few questions about the person.	Student cannot accurately answer questions about the person.
Follow-up Questions	The student listened carefully to the person and asked several relevant follow-up questions.	The student listened carefully to the person and asked a couple of relevant follow-up questions.	The student asked a couple of follow-up questions based on what he/she thought the person said.	The student did not ask any follow-up questions based on what the person said.
Report Writing	The report is well organized and contains accurate quotations and fact.	The report is well organized and contains accurate facts.	The report contains accurate quotations and facts.	The report has no facts and quotes or the quotes and facts are not accurately reported.

- Research: Research is usually part of a process leading to a product. However, the teacher can evaluate how a student obtains information. Plagiarism is a common crime among students and care should be taken that the information obtained is not copied. The teacher should monitor Internet usage since many websites are not trustworthy. Finally, students should be trained on how to write proper bibliographies for citing the Internet, books and articles. The teacher can provide students examples of proper procedure.

- Creation of maps: Evaluation of maps should be contingent on the directions of the activity, neatness, accuracy, and inclusion of all the criteria. All maps should include a compass rose, map legend, a map scale and an accurate representation of the regions specified. Teachers should look for student understanding of how the Earth is represented, and encourage students to experiment with different kinds of maps. Distribute the checklist guidelines prior to conducting this activity in order to foster student understanding of expectations. The following rubric was revised from a rubric found at http://rubistar.4teachers.org.

Making A Map: _____

Teacher Name: _____

Student Name: _____

Total point and teacher comments:

CATEGORY	4	3	2	1
Labels – Accuracy	At least 90% of the items are labeled and located.	80-89% of the items are labeled and located.	79-70% of the items are labeled and located.	Less than 70% of the items are labeled and located.
Knowledge Gained	When shown a blank base map, the student can accurately label at least 10 features.	When shown a blank base map, the student can accurately label 8-9 features.	When shown a blank base map, the student can and accurately labels 6-7 features.	When shown a blank base map, the student can accurately label fewer than 6 features.
Labels & Features – Neatness	90-100% of the labels/features can be read easily.	89-80% of the labels/features can be read easily.	79-70% of the labels/features can be read easily.	Less than 70% of the labels/features can be read easily.
Map Legend/Key	Legend is easy-to-find and contains a complete set of symbols, including a compass rose.	Legend contains a complete set of symbols, including a compass rose.	Legend contains an almost complete set of symbols, including a compass rose.	Legend is absent or lacks several symbols.
Spelling/Capitalization	95-100% of words are spelled and capitalized correctly.	94-85% of the words are spelled and capitalized correctly.	84-75% of the words are spelled and capitalized correctly.	Less than 75% of the words are spelled and capitalized correctly.
Title	Title tells the purpose/content of the map, is obvious as the title, and is printed at the top of the map.	Title tells the purpose/content of the map and is printed at the top of the map.	Title tells the purpose/content of the map, but is not located at the top of the map.	Purpose/content of the map is not clear from the title.

Activity-Specific Assessments

- Activity 5: Debates - Debates are ways for teachers to have students thinking on a higher level. Often students have to arrive at conclusions and justify their responses. Informal monitoring of student participation and understanding can be evaluated in debates. Peer evaluation with a rubric would extend the debate activity further. An example of a peer evaluation rubric follows: This rubric was created at http://rubistar.4teachers.org.

Class DebatetTopic:

_____

Student (s) Name: _____
Teacher Name: _____

Total Points and Teacher comments:

CATEGORY	4	3	2	1
Information	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
Rebuttal	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).

- Activity 7: A chart is a way for students to organize their work and research. Charts should be evaluated based on the correct content, organization, and neatness possibly through a checklist or rubric created for student understanding. This chart should display the correct information based on the maps and information given. Students should be able to identify in a given country the correct climate, imported and exported goods, and (based on the chart information) be able to justify why a country is resource rich or poor. A variety of responses may lead to further discussion and debate.

- Activity 8: A case analysis should be assessed based on a student's understanding and evaluation of the data. Strict criteria should be stressed beforehand. For Activity 8, a group of students were required to do a case analysis on a country. They were to analyze the following criteria: availability of natural resources, major imports and exports, access to trade (transportation routes), and assessment of economic potential. Teachers should assess student understanding of these criteria in a rubric. Informal monitoring of group interaction can assess how students are using higher level thinking skills. Finally, the report or case analysis should also be assessed for organization, purpose, neatness, spelling and grammatical errors.

Grade 6
Social Studies
Unit 8: Interaction and Transformation (A.D. 1000–1500)

Time Frame: Five weeks

Unit Description

This unit examines how and why Europe changed during a period of intensified hemispheric interaction.

Student Understandings

Students use a timeline, geographic tools and information to explain intensified hemispheric interactions. Students understand the role technology plays in change. Students learn major contributing factors to the Renaissance and Reformation.

Guiding Questions

1. Can students use latitude and longitude to determine direction or locate or compare points on a map or representation of a globe?
2. Can students use a timeline to identify change over time in world civilizations?
3. Can students explain how Europe changed politically, socially, culturally, or economically during this period of intensified hemispheric interactions?
4. Can students describe the major contributing factors that led to the Renaissance?
5. Can students explain the major social, economic, political, and cultural features of European society?

Unit 8 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Geography	
The World in Spatial Terms	
1.	Use latitude and longitude to determine direction or locate or compare points on a map or representation of a globe (G-1A-M2)
History	
Historical Thinking Skills	
15.	Construct a timeline of key developments in world history (political, social, technological, religious/cultural) (H-1A-M1)

GLE #	GLE Text and Benchmarks
16.	Interpret data presented in a timeline to identify change and continuity in world civilizations (H-1A-M1)
World History	
47.	Explain how and why Europe changed politically, socially, culturally, or economically during the period of intensified hemispheric interactions (H-1C-M12)
48.	Describe the major contributing factors that led to the Renaissance (H-1C-M12)
49.	Describe the major contributing factors that would lead to the Reformation (H-1C-M12)
50.	Explain the major social, economic, political, and cultural features of European African, and Asian societies that stimulated exploration and colonization (H-1C-M14)
51.	Identify major technological developments in shipbuilding, navigation, and naval warfare, and trace the cultural origins of various innovations (H-1C-M14)
52.	Describe the major achievements of the early Renaissance in Europe, including the impact of innovations in printing (H-1C-M14)

Sample Activities

Activity 1: **Mapping a Sphere and Map Distortion (GLE: 1)**

Illustrate the problem of mapping a sphere (Earth) by asking students to peel a tangerine and separate it into segments. Using markers, have them put dots on the segments at several different points. Teachers will demonstrate what happens when the segments are placed side by side (measure distances between dots) and when the segments are reformed into a sphere (measure distances again between the dots). Demonstrate what happens when we create a Mercator projection map of the world. Ask the students what would be a more accurate representation of the earth, a globe or a map and why?

Ask students to use their tangerines to explain what and how distortion occurs on the map. In a discussion, have students brainstorm why we use flat maps when globes are more accurate. Have students experiment with large, flat, flexible pieces of paper and a globe. After students place the paper in contact with the globe at one of the poles, they will write out an explanation of a polar projection—what it would look like. Ask them to verify their explanations by looking in the student atlas. Students will wrap the paper into a cylinder in contact with the equator on the globe and write descriptions of the Mercator projection.

Next, students will consider a map projected from some point above the equator (conic) and consider the improvement over a polar projection. Finally, students will consider a map projected from some point away from the globe and centered on single latitude. Ask students to answer a series of questions after the map lab. The following are some samples of possible questions:

- Is it possible to create a flat map that does not distort area or true direction between places on the earth?
- What types of maps keep directions accurate but distort the area of landmasses?
- What types of maps maintain correct area but distort true directions?

A possible extension activity could be to darken the classroom and direct a flashlight at the globe to illustrate the tilt of the earth on its axis at solstice. Have student assistants place markers on the globe at the edge of illumination when the North Pole is tilted 23½º toward the light.

Reverse the demonstration and have students mark the globe again when the North Pole is tilted 23½º away from the light. Ask students to observe that the markings are located on the Tropics of Capricorn or Cancer and the Arctic or Antarctic circles. Now show the illumination at equinox when Earth's axis is perpendicular to the light.

Ask the students to answer the following in writing. Students should be writing in complete sentences and compete thoughts. Have students get into pairs or a group to evaluate answers and cone to a group consensus. A spokesman from each group will give the group answers to the rest of the class. Teachers may assess the understanding of these concepts if the students can answer the following questions:
- If the earth is titled 23½º on its axis, why are the tropic lines 23½º north and south of the equator?
- Why are the Arctic and Antarctic lines 67½º north and south of the equator or conversely 23½º south and north of the poles?

Activity 2: Renaissance and Reformation (GLE: 48)

The Renaissance and the Reformation in Europe are central to this unit. Teacher should present information (possibly in a multi-media format) and discuss with the class the impact of the fall of the Roman Empire on life in southern and northern Europe between the fifth and fifteenth centuries. Sometimes this period is called the Dark Ages because Greco-Roman knowledge was lost to the people. The Islamic world, the Byzantines, and monasteries in the Christian world preserved Greco-Roman knowledge.

Define *renaissance* as a "rebirth or revival of a previous condition." In this case the name has been associated with the revival of Greco-Roman culture in Western Europe (e.g., art, architecture, writings). Show the class a map of the Mediterranean area in A.D. 1400 and the teacher could point out the control of Islamic peoples across North Africa, Spain, and the Fertile Crescent and the location of Italian city-states of importance. Discuss how luxuries from the Far East (China and India) came from Arab traders to Byzantium for transport by Italians to Europe. Constantinople was the trade capital of the Byzantine Empire, and the empire was sometimes referred to as: Byzantium. Trade contacts enriched the Italian city-states, reintroduced Greco-Roman knowledge, and promoted a demand for luxuries in Northern Europe. The teacher should present information (possibly in a multi-media presentation) discussing the above concepts. The presentation should include major leaders

of the Renaissance from Islamic, Italians, French/German and English backgrounds. Topics can include trade, education, culture, exploration and politics. Students should have ongoing instruction on note-taking. Give students time to take the required notes during the presentation.

The teacher could facilitate a discussion of Islamic leaders, Italians, French/Germans and English during the Renaissance, and discuss the impact of the fall of Constantinople and the Byzantine Empire in 1453.

Guide the discussion to include the following topics:
- the loss of trade goods from the Far East
- the impact of Greco-Roman learning (e.g., humanism, art, literature)
- the diffusion of culture
- oceanic exploration by nations fronting the Atlantic Ocean
- power of the Italian city-states

Activity 3: Constructing Timelines (GLEs: 15, 16)

Timelines are best used to illustrate events that share a common descriptor (e.g., inventions that changed warfare). Provide students with a list of important events, trade books, textbooks and encyclopedias. In groups, students determine the most important events occurring between 1000 and 1500 A.D. for the following topics:
- political developments
- social developments
- inventions and technology
- religion

Teachers could provide information on the events listed. In order to save time, give students a template of a timeline on the period between 1000 and 1500 A.D. The teacher should choose events from each of the above categories.

Extension Activity: Have students rank the events according to importance. A spokesman from the group can discuss with the class the group's rationale for the choices.

Activity 4: Renaissance and Reformation (GLEs: 47, 48, 49)

The spread of Islam (8th Century) isolated Western Europe from Southwest Asia, Africa, and the Far East. Motivated by the Catholic faith, kings and nobles led crusades to rescue the Holy Land from *the infidels*. Later, Italian city-states controlled trade between the Arab traders, Byzantium, and Europe. As the Italian city-states prospered, they dedicated wealth to the revival of Greco-Roman art and literature, initiating the Renaissance. By 1400 A.D. religious leaders who questioned Roman Catholic Church doctrines began to emerge, initiating the Protestant Reformation.

The teacher will provide information on the following topics:
- rise of Italian city-states (Venice, Genoa, and/or Florence)
- Crusades (purpose, sponsors, travel routes, dates, and success)
- Renaissance (origins, humanism, leading scholars, spread of ideas, role of the Catholic Church)
- Reformation (origins, important leaders, area under church reform, the Gutenberg press)

Teacher Note: Encourage students to find information on these topics in unit notes, the Internet, and paper resources.

Have student groups create collages that can include maps, dates, pictures of clothing/weapons, names and/or faces of leaders, etc.). Each group will present its collage to the entire class. A brief summary of what the group researched should be attached and displayed along with the collage in the classes. Students should be encouraged to view each group's work.

Activity 5: Reformation (GLE: 49)

Identify Germany as the initial site of a period in time known as the Reformation. (The date usually associated with the beginning of the Reformation is 1517, when Luther put forth his ninety-five theses.) Point out that the Reformation is part of the Renaissance time period. Ask students:
- Where does the word *Reformation* come from?
- What does *reform* mean?
- What might need reforming?

After the students have brainstormed possible answers to the above questions, present to the students (possibly in a multi-media format) an accurate description of the Reformation period.

Distribute student maps of Reformation Europe of the 1500s. Read the information on the map and allow students to color appropriate land holdings by religion (e.g., Catholic, Protestant) and create a key. Students should keep this map to refer to throughout the unit.

Extension: Divide students into study groups. Have each study group use a variety of resources to explore the following topics and prepare to make a presentation to the class on its assigned topic. Students can peruse the Internet and create a multi-media presentation using presentation software like *PowerPoint*® or *Hyperstudio*® that should include visuals, like maps, diagrams and historical drawings on the following:
- reasons for the Reformation
- where and why it began
- important reform leaders
- areas of Europe where church reform took place

The teacher will conduct a presentation of the above topics to facilitate understanding.

Activity 6: Renaissance Achievements (GLE: 52)

To activate prior knowledge of the subject, ask students what they already know about architecture, science, art, and printing. Create a KWL chart based on student responses. Display this chart in class during this activity and encourage students to fill in the information to the student-generated questions under the topic: What You Learned. An example of a KWL chart is found in Unit 6.

Building upon earlier activities, ask students to identify the major Renaissance scholars and their achievements in the following fields:
- science
- architecture
- literature
- art
- printing
- politics

Create and display a class visual (e.g., overhead transparency, etc.) for a webbing activity to further student understanding.

Extension Activity: Ask students to "dress up" and present information about a selected scholar. Have students explain how the Renaissance opened Western Europe to political, social, and economic progress. In their role-play presentation, students can explain how their scholar helped in the Renaissance politically, socially, or economically. If students are reluctant to dress up, have them bring an artifact of the time period or something representing the famous person.

Activity 7: Navigational Technology (GLE: 51)

To activate prior knowledge of the subject matter, ask students if any of them have been on a boat or ship. Ask them if they know what is used to determine direction, to increase or decrease speed, to change direction, and for safety purposes. Show the students visuals (e.g., models, pictures, etc.) in order to better understand the concepts.

Have students complete a jigsaw activity on articles or summaries of developments in shipbuilding, navigation, naval warfare, and the origins of these innovations. In a jigsaw activity, groups of students read sections of an article and present their findings to the class. Teachers will direct students to focus on contributions of the Arabs, the Italian city-states, Prince Henry's navigational school, and naval conflicts. Teachers should give students materials with the preceding information emphasized in the text.

Students will present their findings to the class. Teachers will create a class graphic organizer based on the student responses and display in the classroom for future reference.

Activity 8: Colonization and Conquest (GLE: 50)

To activate prior knowledge of the concepts, begin by asking students what they know about the following individuals, using their responses to create a KWL chart:

- Marco Polo
- Columbus
- Magellan
- Prince Henry the Navigator
- Pizzaro
- da Gama
- Cortez

The object of this task is to see how much students know about colonization and conquest. Discuss the extent of their knowledge based on the information supplied.

Using the classroom world map, pinpoint and briefly discuss the three major countries involved (Spain, Portugal, and Italy) in exploration and colonization in the 1500s. Hand out individual student maps, and have students locate and color Spain blue, Portugal red, and Italy green, using colored pencils or markers.

Group students into teams and assign each team one of the explorers listed above to investigate using the Internet and other available resources. If time is a factor, the teacher should guide the research by supplying the students with summaries of the explorers. In each group, a member should read the group's summary out loud. A group writer should write down the group's summary of the explorer including the activities, and other criteria. A manager should make sure everyone is contributing. Finally, a speaker should give a brief presentation, reading the group's summary to the class.

Have the teams tell about the individual's exploration and conquest activities.

<div align="center">

Sample Assessments

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General Guidelines

- Students will use a variety of performance assessments to determine student understanding of content.
- Teachers should select assessments that are consistent with the types of products that result from the student activities.
- Teachers should collaboratively develop a scoring rubric with other teachers or students.

General Assessments

- Creation of models: Models should portray a student's understanding of the concept or object the model is created to represent. Neatness, readability, proper labeling, use of materials, meeting the criteria, following directions, and creativity should be criteria that teachers should evaluate. Creativity and individualization are important components of a model evaluation. Giving students a rubric or checklists will give students an understanding of the expectations of a good model.
- Construction and interpretation of a timeline: A timeline is a tool for students to visualize historical events. Class timelines, as well as individual timelines, are good reference tools for further understanding of a historical concept. Have students discuss the relevance of the events, debate the importance or the sequence of events and use the timeline for study. A sample of a rubric of a timeline follows. It was modified from a rubric found at http://rubistar.4teachers.org.

Timeline: _____   **TOTAL:** _____

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Content/Facts	Facts were accurate for all events.	Facts were accurate for almost all events.	Facts were accurate for most (about 75%) of the events.	Facts were often inaccurate for events.
Dates	A date has been included for each event.	A date has been included for almost every event.	A date has been included for almost every event.	Dates are missing for several events.
Learning of Content	The student can accurately describe 75% (or more) of the events on the timeline.	The student can accurately describe 50% of the events on the timeline.	The student can describe any event on the timeline if allowed.	The student cannot use the timeline to describe events.
Readability	The appearance of the timeline is pleasing and easy to read.	The appearance of the timeline is somewhat pleasing and easy to read.	The timeline is relatively readable.	The timeline is difficult to read.

- Presentation of information: Presentation of information can be informal, which may lead to further discussion, or a formal evaluation, possibly in the form of a rubric. Students need practice in giving a presentation, and teachers should evaluate a presentation not only based on certain criteria, but how well a student can inform his peers, as well as the teacher. Peer evaluation can be a tool to use. Positive, constructive criticism from students' peers can strengthen their presentation skills. The following rubric can be used when a student is presenting a multi-media presentation. This rubric was modified using a rubric found at http://rubistar.4teachers.org.

Presentation Rubric

CATEGORY	4	3	2	1
Presentation	Well-rehearsed and holds audience attention.	Rehearsed and holds audience attention most of the time.	Maintains interest of the audience most of the time.	Audience attention often lost.
Content	Subject knowledge is excellent.	Subject knowledge appears to be good.	There are 1-2 factual errors.	Content is minimal.
Organization	Content is well organized.	Organization of topics appears flawed.	Organized for the most part.	There was no clear organization.
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not met.	More than one requirement was not met.
Originality	Product shows a large amount of original thought.	Product shows some original thought.	There is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance the presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc., but these often distract from the presentation content.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.

- Other types of general assessments that can be used in this unit could include: round-table discussions, hands-on experiments, use of primary source documents, and location of various points on a map.

Activity-Specific Assessments

- Activity 3: Evaluation of the timeline activity could be two-fold. The timeline will be evaluated for accuracy, readability and neatness. This can be done using a rubric, which should be given before the activity begins in order to present the expectations of the outcome. More importantly, teachers should evaluate a group's understanding and ranking of events, in the speaker's presentation. Follow-up questions or rebuttals should be accepted and monitored. Student participation is important in checking for understanding.

- Activity 4: A collage is a creative tool for the kinesthetic and visual learner to comprehend a concept. Not only are the students researching their topics, but they are analyzing ways to use materials for presentation. Students are making decisions on what to include and the short summary will help clarify and organize their thoughts. The collage should be an accurate representation of the topic studied, including pictures, documents, and any historical evidence to represent their topic. The collage should also be neat and readable. Encourage students to choose materials that not only describe their topic, but are creative and original also. A checklist of the criteria for the research, materials, procedure, and presentation should be given to the students before the activity begins in order for the students to understand the expectations of the project. The teacher can involve students in this process by helping them create their project checklist. This pre-project activity gives students valuable experience in planning and in setting their own goals and standards of excellence.

- Activity 6: Role-playing is a great way for a student to be creative. Encourage students to take a risk, and praise any creativity. Role-playing a historical character can give students insights into how a person of that time felt or lived. Teachers need to remember that public speaking is a skill acquired with practice. The following is a rubric that was modified from one found at http://rubistar.4teachers.org.

Historical Role Play: _____

Teacher Name: _____

Student Name: _____

TOTAL: _____

CATEGORY	4	3	2	1
Historical Accuracy	All information was accurate and in chronological order.	Almost all information was accurate and in chronological order.	Most of the information was accurate and in chronological order.	Very little of the information was accurate and/or in chronological order.
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Role	Point-of-view, arguments, and solutions proposed were consistent with the character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.