Understanding By Design Unit Template

Title of Unit	7 themes of World History	Grade Level	Level 3
Curriculum Area	Global History	Time Frame	2 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

Key Ideas and Details:
CCSS.ELA-LITERACY.RH.6-8.1
Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-LITERACY.RH.6-8.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCSS.ELA-LITERACY.RH.6-8.3
Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
Craft and Structure:
CCSS.ELA-LITERACY.RH.6-8.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-LITERACY.RH.6-8.5
Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA-LITERACY.RH.6-8.6
Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.RH.6-8.7
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-LITERACY.RH.6-8.8
Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.ELA-LITERACY.RH.6-8.9
Analyze the relationship between a primary and secondary source on the same topic.
Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.RH.6-8.10
By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Understandings	Essential Questions

Overarching Understanding	Overarching	Topical
This important first unit is designed to introduce students to the nine themes that will feature prominently in the World History course. Activities will focus on relating, location, culture, governance, institutions, conflict, change and continuity over time, movement and migration and technological innovation to students. By the end of the unit students will be able to give examples of the enduring understandings and apply them to world situations	• How has the changing relationship between human beings and the physical and natural environment affected human life from early times to the present? Human beings are inhabitants of the biosphere and their history is inseparable from it. This is as true today as it was 200,000 years ago. • How have human views of the world, nature, and the cosmos changed? History is not only the study of "what happened" but also about the ways in which humans have thought about, questioned, interpreted, and represented (in words, pictures, movies, and so on) what their senses tell them about the world and the universe. Ideas influence historical developments and, conversely, events shape ideas as humans strive to make sense of change.	• Why have relations among humans become so complex since early times? We live in a world of intense, complicated, and diverse relationships among billions of people. Throughout most of its history our species has lived in small, scattered communities of foragers and hunters. • Questions about the ways in which humans have multiplied on the earth and come to relate to one another in such a variety of ways are fundamental to historical investigation.
Related Misconceptions		
That the world is not connected That humans have been around for millions of years That societies do not impact one another		
Knowledge Students will know…	Skills Students will be able to…	

7 Themes of World History

- [Key Theme 1](#)
  Patterns of Population
- [Key Theme 2](#)
  Economic Networks and Exchange
- [Key Theme 3](#)
  Uses and Abuses of Power
- [Key Theme 4](#)
  Haves and Have-Nots
- [Key Theme 5](#)
  Expressing Identity
- [Key Theme 6](#)
  Science, Technology, and the Environment
- [Key Theme 7](#)
  Spiritual Life and Moral Codes

Cultural diffusion

- Describe features of the world's physical and natural environment, and explain how the environment has affected and been affected by historical developments.
- Explain large-scale and long-term historical developments of regional, interregional, and global scope.
- Analyze ways in which human groups have come into contact and interacted with one another, including systems of communication, migration, commercial exchange, conquest, and cultural diffusion.
- Assess the significance of key turning points in world history.
- Describe the development and explain the significance of distinctive forms of political, social, and economic organization.
- Identify major discoveries, inventions, and scientific achievements, and assess their impact on society.
- Identify achievements in art, architecture, literature, and philosophy, and assess their impact on society.
- Compare the world we live in today with past eras such as the lower paleolithic, upper paleolithic, neolithic, agrarian, and industrial ages.
  Explain ideals, practices, and historical developments of major belief systems.
- Identify challenges that humans have faced in the ecological, economic, political, and other spheres of life, and explain how they have responded to those challenges.
- Reflect upon choices humans have made in the past and consider how choices made today may affect the future.
- Chronological Thinking
- Historical Comprehension
- Historical Analysis and Interpretation
- Historical Research Capabilities
- Historical Issues-Analysis and Decision-

Assessment Evidence (Stage 2)

Performance Task Description

- Goal - Role - Audience - Situation - Product/Performance - Standards	- Socratic questioning about how students relate to themes personally. At the end of questioning students respond to the prompt "How (insert theme) relates to my life." Teacher may use all the themes or select certain ones for the prompt. - Match a list of events (current or historical) to an appropriate enduring understanding and explain why they fit. - In groups students read newspapers or magazines and create a poster or collage of modern examples of themes. Students share their poster with the class - Feeding the World — This PBL, asks pairs of students to determine how many people the Earth could support now and in 100 years, and what conditions would be necessary to support those numbers. The deliverables for this project are an infographic, a narrative of each condition, and a structured poster presentation. - What Is the Next Threshold? — In groups, students determine the next threshold. But rather than just imagining something, they have to use their knowledge of the prior threshold to rationally and scientifically predict what is next. They will create a threshold card and a podcast or newscast

Other Evidence

in class discussions
Think pair shares
Turn and talks
Mini debates
In class polls and surveys
Essay
exit slip
Mind maps
Chalk talk- this will help the less vocal students in the class still be able to engage in the discussions
Padlet activities
Write to learn prompts
Quizzes, tests

Learning Plan (Stage 3)

Analyze a Map—

● Where are your students headed? Where have they been? How will you make sure the students know where they are going? ● How will you hook students at the beginning of the unit? ● What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge? ● How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work? ● How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit? ● How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit? ● How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?	https://www.learner.org/courses/worldhistory/support/ Creation Myths and Linguistic Evidence of Migrations Early Migrations Out of Africa—35 minutes Rock Art and Cultural Expression Analyze a Map— Development of Urban Societies- looking at Sterlings Best places and discussion of the evolution of ubran societies over time in regards to demographis and crime… etc... Development of Social Stratification, Gender Differences, and Impact on the Environment- reading from Reading Like a Historian Program Inequality and Early Societies- chart formation on the various social structures of the early societies comparing and contrasting the characteristics of each Spread of religions activity Comprehension • Game: Real or Fake • Quizzes • Word Charades Application • Word Webs • Group Writing • Analogies Word charades

Understanding By Design Unit Template

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Curriculum Area	Global History	Time Frame	2 weeks
Developed By	Rose Ann Berberich		
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Content Standards			

Key Ideas and Details:
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CCSS.ELA-LITERACY.RH.6-8.9
Analyze the relationship between a primary and secondary source on the same topic.
Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.RH.6-8.10
By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Understandings	Essential Questions

Overarching Understanding	Overarching	Topical
- How we can use geography to understand how people live and work. - How geography played a significant role on the emergence of mankind and the birth of civilization. - How man is able to adapt to his environment and improve life through new innovations in migration, technology, change, needs and wants, interdependence, food sources and technology. - How we can use geography to understand how people live and work. - How geography played a significant role on the emergence of mankind and the birth of civilization. - How man is able to adapt to his environment and improve life through new innovations in migration, technology, change, needs and wants, interdependence, food sources and technology - How did geography influence the development of the Western Hemisphere?	- How did geography influence the development of the Western Hemisphere? - How do the movements of people, ideas (cultural diffusion) affect world history? - How does technological change affect people, places and regions? - How do the movements of people, ideas (cultural diffusion) affect world history? - How do the movements of people, ideas (cultural diffusion) affect world history? - How does technological change affect people, places and regions?	- How is the geography of the Western Hemisphere unique? - What is the geologic history of the Western Hemisphere? • How did early peoples and Native Americans adapt and change according to where they lived? • What motivated European explorers to explore the Western Hemisphere?

Related Misconceptions		
That all humans just became on the earth They do not realize that we have evolved over millions of years and spread out based on movements and civilizations around rivers		

Knowledge Students will know…	Skills Students will be able to…

- Explain how maps are used to interpret various types of information
· Describe the Six Essential Elements of Geography and their application to civilizations.

· Compare the lives of hunters and gatherers to those who began to settle in agricultural communities.
· Explain how farming led to the development of early civilization. · Describe how the physical environment of the pre-historic period affected their daily life.

- Understand the factors that have impacted the development of the Western Hemisphere
- Apply the five themes of geography to an analysis of a region
- Draw conclusions about Native peoples based on archaeological evidence
- Examine contemporary and historical maps
-
- Use multiple resources to locate information
- Form an opinion and use evidence to support it

- Use writing processes to express new understandings

- work collaboratively

- Analyze primary and secondary source materials.

  Establish concepts of chronology and sequence.

  Construct hypotheses to account for phenomena.

  Establish cause and effect relationships.

  Analyze the influence of geography on civilizations.

  Analyze change from nomadic to sedentary lifestyle.

  Analyze primary and secondary source materials.

  Establish concepts of chronology and sequence.

  Construct hypotheses to account for phenomena.

  Establish cause and effect relationships.

  Analyze the influence of geography on civilizations.

  Analyze change from nomadic to sedentary lifestyle.

Assessment Evidence (Stage 2)

Performance Task Description

- Goal - Role - Audience - Situation - Product/Performance - Standards	• Consult landform maps to devise a plan for exploring a 'New World" • Create a model of an early civilization • Compile images of artifacts from early civilization in order to create an archaeological guide Essay Topic: How did society change from the Neolithic Revolution? Use textual evidence to explain at least four changes that came about from the Neolithic Revolution.

Other Evidence

in class discussions
Think pair shares
Turn and talks
Mini debates
In class polls and surveys
Essay
exit slip
Mind maps
Chalk talk- this will help the less vocal students in the class still be able to engage in the discussions
Padlet activities
Write to learn prompts
Quizzes, tests

Learning Plan (Stage 3)

Where are your students headed? Where have they been? How will you make sure the students know where they are going? - How will you **hook** students at the beginning of the unit? - What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge? - How will you cause students to **reflect and rethink?** How will you guide them in rehearsing, revising, and refining their work? - How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit? - How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit? - How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?	Determine distances and approximate time of travel by early people migrating into the Western Hemisphere Use map scales to determine distances Analyze the changes in population of early peoples brought about by exploration Construct a timeline for the development of the Western Hemisphere Do a plate tectonics activity at http://www.pbs.org/wgbh/aso/tryit/tecto nics/# • View an animation about the Land Bridge Theory at http:// www.eckstein.seattleschools.org/ elmiller/ss/land_bridge/ Research other theories for early migration to the Western Hemisphere Identify European trade routes on a map Determine the impact of weather on geologic formations Compare and contrast farming methods of early civilizations Draw conclusions about early civilizations based on their tools • Explore the use of astronomy in navigation Research the impact of disease on native populations Read p. 16 – 21 in First People and compare to Land Bridge Theory animation (see social studies at left) Read aloud excerpts from The World Made New by Marc Aronson Analyze "Who Really Discovered America" in Who Was First? Listen to Viking sagas at http://www.mnh.si.edu/vikings/start. html Write a poem describing a physical feature of the Western Hemisphere

Understanding By Design Unit Template

Title of Unit	Mesopotamians	Grade Level	Level 3
Curriculum Area	Global History	Time Frame	3-4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure:

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Understandings	Essential Questions

Overarching Understanding	Overarching	Topical
people must solve geographic challenges in their environment to live there successfully. a society is considered a civilization when a complex set of characteristics exist in the community. strong political and military forces will allow for the rise of empires, however, problems within often lead to the fall of these empires.	What were the important contributions of the Mesopotamians and how did they compare to other ancient civilizations?	How would you solve the geographic challenges faced by the Sumerians? How would farming be different if irrigation systems were not developed? Why are these characteristics necessary for a society to be considered a civilization? Must all the characteristics be present in a society for it to be called a civilization? Can one be missing? Which achievement was the most important to the rise and success of empires? What is the most important cause for the failure of empires? Why has Mesopotamia changed from the cradle of civilization to a war torn country? How has farming, government, culture, writing, technology effected the civilization?
Related Misconceptions		
Where humans came from Earliest civilizations and their struggles to survive That technology has always been around		

| Knowledge
Students will know… | Skills
Students will be able to… | |

Mesopotamia was located between the Tigris and Euphrates River. Mesopotamians faced and solved a variety of geographic challenges as they developed into city-states. people must solve geographic challenges in their environment to live there successfully. society is considered a civilization when a complex set of characteristics exist in the community. strong political and military forces will allow for the rise of empires, however, problems within often lead to the fall of these empires. Sumer had the seven characteristics of a civilization present: stable food supply, social structure, government, religion, culture, technology, and writing. Mesopotamia had a variety of political, military and cultural achievements during the height of these empires: Akkadian Empire, Babylonian Empire, Assyrian Empire, and Neo-Babylonian Empire.	analyzing geographic problems ancient Mesopotamians and evaluating potential solutions. interpret maps to explain relationships between landforms, water features, climatic characteristics, and historical events. analyzing artifacts to discover the history of a civilization and writing hypotheses and support opinions with detailed evidence. comparing and contrasting each empires successes and failures. developing and interpreting timelines. using content based vocabulary in order to communicate understanding of key concepts.

Assessment Evidence (Stage 2)

Performance Task Description

● Goal ● Role ● Audience ● Situation ● Product/Performance ● Standards	Essay topic: Explain how achievements allowed Mesopotamia to be considered a civilization. Use at least one piece of textual evidence per characteristic of a civilization. (Use the Mesopotamia Graphic Organizer as a writing guide.) DBQ Project: "Hammurabi's Code: Was it Just?" Debate the Issue: Hammurabi's Code (pages 24 and 25 in Journey Across Time) Development of Mesopotamia Storyboard Students must create a nine panel storyboard demonstrating the development of Mesopotamian city-states. They should show through illustrations and captions to tell the story of Mesopotamians settling in Sumer, explain what made up the Sumerian city-states and how empires rose and fell in the region. Socratic Seminar on the fairness of Hammurabi's Code (communication skills, critical thinking skills) Mesopotamian Epic as historical fiction writing (vocabulary identification/use, creative writing skills, understanding of Mesopotamian culture and society) Picture of current technology explaining the root technology developed in Mesopotamia
Other Evidence	

in class discussions
Think pair shares
Turn and talks
Mini debates
In class polls and surveys
Essay
exit slip
Mind maps
Chalk talk- this will help the less vocal students in the class still be able to engage in the discussions
Padlet activities
Write to learn prompts
Quizzes, tests

Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
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- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

Lessons: Rise of Sumerian City-States

- o Interpret map of Mesopotamia to identify Mesopotamia, Sumer, Tigris River and Euphrates River (Geography Challenge)
- o Analyze the geographic challenges faced by early Mesopotamians and evaluating possible solutions
- o Describe how solving geographic challenges led to the development of Sumerian city-states

Assessment: Create a map of a Sumerian city-state

Lessons: Characteristics of a civilization

- o Analyze artifacts to determine whether Sumerian city-states had the characteristics to be considered a civilization
- o Stable food supply, social structure, religion, arts & culture, writing, government, and technology

Assessment: Analyze the Standard of Ur in an "I See it Means"

Lessons: Empires of Mesopotamia

- o Identify the accomplishments of the Mesopotamian empire: Akkadian Empire, Babylonian Empire, Assyrian Empire, and Neo-Babylonian Empire
- o Explain why each empire was able to rise and fall

Lessons: Write like an ancient scribe and cuneiform

Assessment: Create a timeline of Mesopotamian Empires

Read, highlight and take notes about the geography and innovations of Ancient Mesopotamia

Read and discuss about Hammurabi's code

Understanding By Design Unit Template

Title of Unit	Israelites		Grade Level	Level 3
Curriculum Area	Global History		Time Frame	4 weeks
Developed By	Rose Ann Berberich			
Identify Desired Results (Stage 1)				
Content Standards				

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure:

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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Describe how a text presents information (e.g., sequentially, comparatively, causally).

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Integration of Knowledge and Ideas:

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Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Understandings	Essential Questions

Overarching Understanding		Overarching	Topical
Students will learn the origins, basic teachings, and general practices of Judaism. Additionally, they will gain an understanding of the geographic conditions that affected ancient Israel and Israel today. They will develop new note-taking strategies, create personal blogs, and learn how to use and analyze thematic maps.		How did the beliefs of monotheistic religions differ from polytheistic beliefs?	What is the role of religion in society? How did monotheism change society? How does geography shape modern societies?
Related Misconceptions			
Similarities and Differences between all the middle eastern groups			
Knowledge Students will know…		Skills Students will be able to…	

Learn some of the important people, places, and vocabulary associated with Judaism	experiment with note taking strategies to understand textbook readings
Learn the basic teachings of Judaism: monotheism, moral law (10 commandments), belief in the afterlife	critique the basic moral teachings of Judiasm
Learn some of the key practices and beliefs of Judaism: kosher law, role of women, etc.	
Gain an understanding of the basic geography of modern Israel and the surrounding lands	
Learn how to create a spreadsheet as a note-taking tool	

Assessment Evidence (Stage 2)

Performance Task Description

● Goal ● Role ● Audience ● Situation ● Product/Performance ● Standards	Complete a chart to compare/contrast the Israelites, Egyptians, and Mesopotamians. Participation assessments based on the level of engagement and cooperation during class discussions, group work and independent activities Essay- Contributions of the Middle East to Modern World Middle East thematic map analysis blog project (student locate a thematic map related to the middle east and then explain and analyze how the map informs us about the region)

Other Evidence

in class discussions
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Learning Plan (Stage 3)

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Understanding By Design Unit Template

Title of Unit	Ancient India	Grade Level	Level 3
Curriculum Area	Global History	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

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Understandings	Essential Questions

Overarching Understanding	Overarching	Topical
Students will gain an understanding of the basic nature of the Indus Valley Civilization, including the development of the caste system, as well as the methods historians and archeologists used to deduce their own understandings of the civilization given the absence of written language. They will also gain an understanding of the basic teachings and practices of Hinduism and Buddhism. Students will work on the critical thinking skill of comparing and contrasting and continue to develop their expository writing skills.	What were the important contributions and achievements of Ancient Indian Civilization? How did Hinduism and Buddhism develop and impact various cultures?	Do people need religion? What are the impacts of expanding empires? What is power? How does a rigid social structure affect society? How do religious traditions shape society?
Related Misconceptions		
All of the gods and philosophers associated with the religion Understanding of middle eastern countries and religions		
Knowledge Students will know…	Skills Students will be able to…	

Learn the basic geography of the Indian Subcontinent and gain an understanding of its similarities and differences to the geographies of Mesopotamia and Egypt. Learn about the caste system of Ancient India 1. Gain an understanding of the basic teachings and practices of both Hinduism and Buddhism 2. Be able to draw conclusions by comparing Buddhism and Hinduism	develop reading comprehension skill when reading from a historical textbook compare and contrast critical thinking skills combine various civilizations to create a utopian society modify notes to add to their repertoire of note taking skills plan and outline essays to improve their expository writing skills

Assessment Evidence (Stage 2)

Performance Task Description

● Goal ● Role ● Audience ● Situation ● Product/Performance ● Standards	Exam Essay: Comparing Ancient Indian social class, daily life and geography to those of Egypt and Mesopotamia Buddhism and Hinduism investigation question worksheet Comparative world religion chart Buddhism and Hinduism - (Assignment Link: To Convert or Not) Read a section of the Bhagavad Gita and paraphrase the main idea in your own words. Write five journal entries, as if you were a member of each of the Castes.

Other Evidence
in class discussions Think pair shares Turn and talks Mini debates In class polls and surveys Essay exit slip Mind maps Chalk talk- this will help the less vocal students in the class still be able to engage in the discussions Padlet activities Write to learn prompts Quizzes, tests
Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink?** How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

Read, highlight, and take notes about the Indus Valley Civilization from the textbook

Add notes to the India, Egypt, and Mesopotamia spreadsheet

Create a "postcard home" as you were a traveler in the ancient city of Mohenjo Daro

Buddhism and Hinduism concepts introduction brainstorm activity

Read and discuss handout reading on Buddhism and Hinduism

Answer questions about Buddhism and Hinduism on a worksheet in small groups

Create Venn diagram posters that compare and contrast Buddhism and Hinduism

Create a blog post about which religion, Buddhism or Hinduism would be more difficult to follow

http://www.silk-road.com/images/kizilimg.jpg

Suggested Readings

Maps of India, Mauryan Empire; diagrams of Mohenjo Daro and Harappa; route maps of Aryan invasions; Vedas; artifacts (e.g. statues of Hindu gods, paintings of the Great Departure); Buddha's Four Noble Truths/Eightfold Path; Sanskrit; Hindu-Arabic numerals

Understanding By Design Unit Template

Title of Unit	Ancient China	Grade Level	Level 3
Curriculum Area	Global History	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

Key Ideas and Details:
CCSS.ELA-LITERACY.RH.6-8.1
Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-LITERACY.RH.6-8.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCSS.ELA-LITERACY.RH.6-8.3
Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
Craft and Structure:
CCSS.ELA-LITERACY.RH.6-8.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-LITERACY.RH.6-8.5
Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA-LITERACY.RH.6-8.6
Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.RH.6-8.7
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-LITERACY.RH.6-8.8
Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.ELA-LITERACY.RH.6-8.9
Analyze the relationship between a primary and secondary source on the same topic.
Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.RH.6-8.10
By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Understandings	Essential Questions

Overarching Understanding	Overarching	Topical
Desired Results: Students will understand how the culture, including the religious and philosophical beliefs, of ancient China affected its development, with particular regard to its system of government. They will also gain an understanding of the technological and economic achievements (i.e. trade) of ancient China. Additionally, they will gain knowledge of the geography of the region. Finally, they will engage in the process of historical inquiry (research)	What was the impact of the key contributors in Classical China?	How does geography affect technology? How are societies interdependent? How do philosophical belief systems affect society? How does the ideals and values of Ancient China affect us in today's society? How did the family structure of the Ancient Chinese influence the development of their society? How did Confucianism address the problems that plagued the Chinese society? What are the principles of Confucianism? How did Shi Huangdi unify China? Why did the Chinese need The Great Wall o f China as a barrier?
Related Misconceptions		
That China is the world's biggest power

Confusions between the contributions of all the Chinese Dynasties | | How did dynasties in Ancient China help civilization develop? |
| Knowledge
Students will know… | Skills
Students will be able to… | |

Confucianism is both a religion and a cultural and governmental philosophy. Buddhism influenced Chinese culture. Style of governing varies by leadership. Individual Chinese dynasties led to advancements in society. The advantages and disadvantages of isolationism and internationalism as dictated by various Chinese dynasties. Learn about the basic geography of China and how its isolation affected the development of Chinese civilization. Research to gain knowledge of the ancient Silk Road - what is was, how it functioned, and its characteristics Gain an understanding of the three major philosophies of Ancient China: Taoism, Confucianism, and Legalism Develop an understanding of the	1. synthesize information on a map 2. Further their cartographic skills by creating maps 3. integrate research to Enhance their ability to engage in historical inquiry building note-taking skills 4. Use critical thinking skills to evaluate the effectiveness of philosophical beliefs at achieving their intended goals 5. invent a new invention and then their oral presentation skills by giving speeches about Ancient Chinese inventions How were government positions filled in imperial China? What important inventions and innovations came from China? How did contact with the outside world influence Chinese culture? How did improvements in agriculture and trade impact China's development?

Assessment Evidence (Stage 2)
Performance Task Description

	DBQ Project: "The Great Wall of Ancient China: Did the Benefits Outweigh the Costs?" Foldable organizing information about the key figures in Classical and Post Classical China DBQ Project: "The Silk Road: Recording the Journey Participation assessments based on the level of engagement and cooperation during class discussions, group work and independent activities Map of Ancient China Essay - Which Ancient Chinese philosophy, Confucianism, Taoism or Legalism would be the best influence on Chinese government? Silkroad Journal (blog post) - research based fictional blog about traveling the silk road Chinese Invention Speeches - traveling salesman speeches about an Ancient Chinese invention Shark Tank – Students present assigned Chinese invention to "board of investors" to convince them of importance of idea. Students will be grouped and asked to create illustrated posters comparing any of the following: religions, dynasties, advancements. Oral presentation and visual aid to highlight key elements of culture in imperial China.
● Goal ● Role ● Audience ● Situation ● Product/ 　Performance ● Standards	

Other Evidence

in class discussions
Think pair shares
Turn and talks
Mini debates
In class polls and surveys
Essay
exit slip
Mind maps
Chalk talk- this will help the less vocal students in the class still be able to engage in the discussions
Padlet activities
Write to learn prompts
Quizzes, tests

Learning Plan (Stage 3)

- Where are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you hook students at the beginning of the unit?
- What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?
- How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without

- Use a map to learn about China's geography
- Create maps of Ancient China
- Read the textbook, highlight and take notes on China's government system, religions, and philosophies
- Create a graphic organizer of the cycle of dynasties
- Create a blog that argues which of China's major philosophies would be the best influence for China's government (Assignment details: Philosophies of Ancient China)
- Read the textbook to gather information about the Silkroad
- Research on the web to gather more detailed information about the Silkroad
- Create a group journal about traveling the Silk Road (Assignment details: Silk Road Blog)
- Read the textbook and research on the web to learn about Ancient Chinese inventions
- Write a "salesman" speech about a particular invention
- Deliver the speech (Assignment details: Chinese Invention Speech)
- Confucius and the wisdom of proverbs-Center Rotations: SWBAT Translate some of Confucius' sayings into their own words within cooperative groups of two and utilizing a graphic organizer to record their thoughts
- Postcard- Independent Project: SWBAT to write a postcard to a friend or family member, imagining that they have been traveling through Ancient China. First, Ss will draw and color a picture on one side of the card (Photos will be projected from laptop for inspiration).
- www.fordham.edu/halsall/eastasia/eastasiasbook.html
- http://afe.easia.columbia.edu/
- http://www.uh.edu/engines/zhobell.jpg http://acc6.its.brooklyn.cuny.edu/~phalsall/images/hanmap.jpg
- http://telegraph.co.uk/news/graphics/2007/02/08/narmy08a.jpg

Suggested Readings

Maps of China, varied empires (e.g. Shang, Qin, Zhou); excerpts of The Analects by Confucius and The Shiji by Sima Qian; diagram of Silk Road; Chinese artifacts/architecture (e.g. trade items from the Silk Road; Great wall of China) The Book of Songs translated by Arthur Waley

Understanding By Design Unit Template

Title of Unit	MesoAmerica	Grade Level	Level 3
Curriculum Area	Global History	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure:

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Understandings	Essential Questions

Overarching Understanding	Overarching	Topical
-geographical factors influence civilizations through environment, economy, growth, and communication. – -civilizations have a rise and fall -understand civilization as a system	How did the civilizations in Meso and South America compare to the other early river civilizations? What were the cultural distinctions of the Aztecs, Maya, and Inca? Was the conquest of the American by the Spanish exploration or exploitation?	What can you learn from a culture? What do great cultures have in common? How does geography impact a civilization? What happens when cultures meet?
Related Misconceptions		
How the MesoAmerican civilizations emerged What it means to be a polyistic religion	How do societies organize themselves to create and manage wealth and resources?	How did agriculture begin in the Americas? What were the earliest crops? How did the Mayan civilization and its subsequent decline compare to the river valley and classical civilizations of Afro-Eurasia? Do the Mayans exist today?
Knowledge Students will know…	Skills Students will be able to…	

The Aztec, Maya, and Inca were civilized groups living in the Western Hemisphere prior to the arrival of the Europeans. The arrival and conquest of European explorers led to the destruction of the native civilizations. The early American civilizations had many technological advancements that aided the development of their culture. Polytheistic practices were common among early American civilizations.	Identify the key cities and landmarks of the Aztec, Maya, and Inca civilizations and explain their significance to the civilization. Analyze the characteristics of the cultural, religious, and political systems of the three civilizations. Evaluate the technological advancements of the three early American civilizations and their impact on the successes and failures of that civilization. Evaluate the impact of the arrival of the Europeans on the civilizations and their demise. Determine the bias of a historical source. Analyze political boundaries, exploration routes, and trade routes through the use of historical maps

Assessment Evidence (Stage 2)

Performance Task Description

● Goal ● Role ● Audience ● Situation ● Product/Performance ● Standards	DBQ Project: "The Maya: What was their most remarkable accomplishment?" Creation of MesoAmerican Masks based on culture

Other Evidence

in class discussions
Think pair shares
Turn and talks
Mini debates
In class polls and surveys
Essay
exit slip
Mind maps
Chalk talk- this will help the less vocal students in the class still be able to engage in the discussions
Padlet activities
Write to learn prompts
Quizzes, tests

Learning Plan (Stage 3)

- Where are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you hook students at the beginning of the unit?
- What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?
- How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?

Maya, Aztec, Inca videos; This activity is strictly to build background knowledge. Aztec Video Title: Indians of North America: Aztec; Maya Video Title: Ancient Civilizations for Children: Maya; Inca Video Title: Ancient Civilizations for Children: Inca. Each video is approximately 30 minutes and takes one class period. They are shown on three consecutive days to kickoff the unit. The students have a video note taking guide for each culture that they fill out along with the video.

Pearson reading (in pairs) – guided note taking;
Lesson 2 Maya Science and Daily Life
Lesson 3 The Aztecs: Soldiers of Blood
Lesson 5 The Incas: Lords of the Mountain
 Lesson 7 The End of Two Empire\
3. Three sessions; 45 minutes each. Kids magazines. Each student has their own magazine. They don't need to complete the scavenger hunt in any specific order, but they have three days to complete all three scavenger hunts. Pull a small group to
complete the scavenger hunt with students who struggle. Collect the scavenger hunt for a social studies grade. For students who finish more quickly, they can choose one of the essential questions and write a paragraph response in their portfolio notebooks. Tape scavenger hunts into NB after assessing student work.

. One day museum walk through the "Hall of
Expertise"; 45 minute session. Be an expert! Kids have explored the cultures in three different resources: the videos, the Pearson books, and the Discover Kids magazines. They choose a specific culture and one topic about that culture to become an expert on. Some ideas are: Mayan social hierarchy, Incan terrace farming, Aztec games, a day in the life of an Incan child, Aztec decline, chocolate and the Mayans, etc. Each child needs half a sheet of poster board to create their final product.

a. All of the students who want to research the same culture work together to develop ideas they'd like to explore using the essential questions as a guide. They divvy up the most compelling ideas to partners in the group. Each partner works to explore their assigned idea about their culture.
b. Model the layout of a poster: large letters for the title; short phrase of explanation; eye-catching picture; should be able to view from a distance;

Understanding By Design Unit Template

Title of Unit	Ancient Greece	Grade Level	Level 3
Curriculum Area	Global History	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure:

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Understandings	Essential Questions

Overarching Understanding	Overarching	Topical
Students will learn that Greece's unique geography created its city-state system with a variety of systems of government including oligarchy and most importantly, democracy. They will learn of the various wars the Greeks fought in and the achievements of Greek thinkers in the areas of philosophy, science, math, literature and the arts.	What is the best form of government? How have wars shaped history? What makes a hero? Why do civilizations rise and fall? After it falls, what impact does a civilization have on history? To what extent is life a constant. Are conflicts between nations and/or people inevitable?	How did geography impact the development of Greek city-states? What impact did Ancient Greece have on modern times? Has the geography of Greece continued to have an effect on the way people live Is democracy always a better way for people to live. Are there aspects of life in ancient Athens or Sparta that are evident in Malden today? What is the value of war? Is it ever worth it?
Related Misconceptions		
Contributions of the Greeks Understanding of all the wars the Greeks Fought as well as learning their mythical Gods and roles		
Knowledge Students will know…	Skills Students will be able to…	

Learn the geography of Greece and how it led to the city-state system	create maps by using their cartography and map reading skills
Gain an understanding of the systems of government that existed in Ancient Greece, with a particular investigation of Athenian democracy	Practice critical thinking skills by evaluating relative effectiveness of differing governing systems
Learn about the Trojan, Persian, and Peloponnesian wars, and the conquests of Alexander the Great	Practice their sense of chronology
Learn about the major thinkers that shaped Greek culture	Continue to develop expository writing skills
	Improve their public speaking skills by experimenting with techniques
	stating a claim and supporting it with evidence. - interpreting historical maps. Interpreting ideas and actions from different perspectives. - Use/explain cause and effect relationships.
	Analyze the influence of geography on the development of ancient Greece.
	Compare and contrast ancient Athens and Sparta
	Compare and contrast the democracy of ancient Athens and the democracy of the United States

Assessment Evidence (Stage 2)

Performance Task Description

● Goal
● Role
● Audience
● Situation
● Product/Performance
● Standards
	DBQ Project: "Education in Sparta: Did the strengths outweigh the weaknesses?"
	
	DBQ Project: "How great was Alexander the Great?"
	
	1. Map of Ancient Greece
	
	2. Notes: Greek government systems - <u>(Assignment details: Greco-Roman government comparison notes)</u>
	
	Expository Essay - "How would history be different if the outcome of one of the major wars had been the opposite?"
	
	Skits about the major thinkers and innovators of the Ancient Greek world <u>(Assignment Details: Greek Thinker Skits)</u>
	
	CURRICULUM EMBEDED PERFOMANCE ASSESSMENT (PERFORMANCE TASKS)
	Students will make connections to Greek drama by becoming a member of a Greek chorus and create and present a dramatic presentation of one of the Persian Wars. Groups of 4-5 students will present their section of the Persian Wars to members of a Greek city-state. Each group presents the particular battle to collectively tell the story of the Persian Wars.
	Intro the activity
	   - Describe Greek drama (HO 29.6 p.284 in HA)
	   - Describe a "Greek Chorus" - listen to CD track 25 and Aeschylus the Greek playwright wrote a play called The Persians
	   - Check for understanding.
	Model Activity
	   - Use transparency information master 28B
	   - Assign 3 students to play the part of the chorus/assign 1 student the messanger's part.
	   - Point out the following features that must be contained in their own scenes/poems
	     - 12 lines (8 rhyming lines chorus / 4 lines messenger)
	     -use words from the Word bank
	     - include information from the 'Historical Side light'
	
	www.historyguide.org/ancient/ancient.html
	www.mnsu.edu/emuseum/prehistory/aegean/index.shtml
	www.pbs.org/empires/thegreeks/

Other Evidence
in class discussions Think pair shares Turn and talks Mini debates In class polls and surveys Essay exit slip Mind maps Chalk talk- this will help the less vocal students in the class still be able to engage in the discussions Padlet activities Write to learn prompts Quizzes, tests
Learning Plan (Stage 3)

- Where are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you hook students at the beginning of the unit?
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- How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?
- How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Use an map and lecture to learn about Greece's geography

- Create a map of Ancient Greece

- Read the textbook to learn about the development and nature of Greek democracy

- Create a Greco-Roman government notes spreadsheet and populate the Greek columns

- Read, highlight and create a timeline of major Greek wars (Trojan, Persian, Peloponnesian, and conquests of Alexander the Great)

- Write and essay response to the following prompt: "How would history be different if the outcome of one of the major wars had been the opposite?"

- Research a particular ancient Greek thinker (i.e. Socrates, Aristotle, Herodotus)

- Write a group skit about the importance of the Greek thinkers

- Greco-Roman Vase Assignment – Choose a topic from either Athens or Sparta. Depict an important aspect of Greek life. On an index card explain the significance of the scene or topic in general

- Writing Prompts
  Geography played a big role in the way people settled and how their culture was formed. Describe the geography of ancient Greece and give three examples of how geography affected the way ancient Greeks lived as their communities grew.

- Suggested readings

  Maps of Greece; Minoan and Mycenaean artifacts (e.g. gold masks found in tombs, frescos); eruption of the volcano Thera; Draco laws v. Solon's laws; Pericles' Funeral Oration; Greek mythology v. scientific explanations for natural phenomena; Greek artifacts/architecture (e.g. chariots, temple at Delphi) ; Illiad; Odyssey; Aesop's fables

Understanding By Design Unit Template

Title of Unit	Roman Empire	Grade Level	Level 3
Curriculum Area	Global History	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

Key Ideas and Details:
CCSS.ELA-LITERACY.RH.6-8.1
Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-LITERACY.RH.6-8.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCSS.ELA-LITERACY.RH.6-8.3
Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
Craft and Structure:
CCSS.ELA-LITERACY.RH.6-8.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
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CCSS.ELA-LITERACY.RH.6-8.6
Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.RH.6-8.7
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-LITERACY.RH.6-8.8
Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.ELA-LITERACY.RH.6-8.9
Analyze the relationship between a primary and secondary source on the same topic.
Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.RH.6-8.10
By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Understandings	Essential Questions

Overarching Understanding		Overarching	Topical
Students will gain an understanding of how both the Roman Republic worked in contrast to Greek democracy. They will also gain an understanding of the major achievements of Ancient Rome.		What were the strengths and weaknesses of the Roman Empire? What were the strengths and weaknesses of the Roman Republic?	How can a government best represent the will of the people? Why do all great empires inevitably fall? To what extent did the Han and Roman Empires establish institutions and define values that endured for many centuries? What technological innovations were introduced during this period? What role did migrating nomadic groups play in the fall of the Han and Roman Empires? In what ways were the Han and Roman Empires similar? different? What caused the fall of the Han and Roman Empires?
Related Misconceptions			
Why the Empire was able to rise and fall so dramatically			
Knowledge Students will know…		Skills Students will be able to…	

Gain an understanding of the composition and functionality of the Roman Republic. They will know how it worked. Understand the influence the Roman republican form of government had on the government system of the United States. Acquire knowledge of the major achievements, advances, innovations and inventions that were created in Ancient Rome. Develop and understanding of the various causes that led to Rome's fall, their interconnectedness and the relative importance of each.	test "active reading" strategies for nonfiction reading (textbook and handouts) develop note-taking techniques by experimenting with techniques differentiate between expository writing skills and persuasive writing skills plan ideas collaboratively to build public speaking and debate skills creating a dynamic digital presentation research situations to further develop skills of historical inquiry

Assessment Evidence (Stage 2)

Performance Task Description

• Goal • Role • Audience • Situation • Product/Performance • Standards	Second half of the Greco-Roman government comparison notes Venn Diagram poster of Greek Democracy vs. Roman Republic Research notes on the major achievements of Rome Roman "Top 5" most important achievements presentation -The museum of THEN and NOW has hired you to create an interactive module on how technology from Ancient Rome have influenced present day. Your task is to research three important technologies of Ancient Rome to show how past technologies influence the present. You will create a backwards timeline starting in modern day society and ending in Ancient Rome. You must have a minimum of four stops in time to make connections between Ancient Rome and today. Each student will then select and justify their best invention timeline. Part II.-GROUP -Groups of like invention timelines will come together to discuss, analyze, and create a "new" timeline that represents the collective evidence from the collaboration of this groups work. Groups will present the new timelines to the class. Students will listen to each presentation and provide feedback using a teacher generated rubric. A final reflection will require that students pick one of these inventions and extend the timeline by predicting how this invention will continue to evolve in the future (200-1000 years from now). Suggested Activities: • Summarize the Twelve Tables and compare to the U.S. Bill of Rights. • Create a graphic organizer demonstrating knowledge of political offices in the Roman Republic and how they compare to modern American political offices Simulate a trial of the assassins of Julius Cesar. • "Save the Republic"- groups will be presented with a scenario facing the Roman Republic to which they will need to propose solutions. The end result of this investigative project is an essay. • Roman Scrapbook- Students choose either the Roman Empire or the Roman Republic and a social class that they will represent. Students compile a scrapbook depicting their life in the empire including components such as government, art, architecture, religion, geography, culture, lifestyle, etc. • Best Emperor Award: create an award for an emperor based upon his achievements during his reign.
Other Evidence	

in class discussions
Think pair shares
Turn and talks
Mini debates
In class polls and surveys
Essay
exit slip
Mind maps
Chalk talk- this will help the less vocal students in the class still be able to engage in the discussions
Padlet activities
Write to learn prompts
Quizzes, tests

Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink?** How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

Lesson 1: Introduction and Preview to ancient Rome- In this lesson, students will preview the geography of the city of Rome and the Roman Empire. Major themes of the unit will also be introduced.
•   Map: History Alive! Geography Challenge: Interactive Notebook pg 218-219
•   Vocabulary Preview: Rome Wordle

Lesson 2: Geography and Development of Rome- In this lesson, students will look at the myth of Rome's beginnings in compared to historical evidence of its development.
•   Compare & Contrast: Romulus and Remus Myth vs. History of the Latins, Etruscans & Greeks
•   Content/ Response Notes: Relationship between Etruscans and Greeks and Roman development
•   Critical Thinking: Respond to questions regarding Rome's geography and development

Lesson 3: Rise of the Roman Republic- In this lesson, students will identify the events that led to the formation of the Roman Republic and how the government changed over time to become fairer to all citizens.
•   Content/ Response Notes: Roles & responsibilities for each part of the Roman Republic; Conflict of the Orders; Changes to the Republic.

Lesson 4: Roman Laws- In this lesson, students will analyze examples from Rome's Twelve Tables to then use when comparing and contrasting the Roman Republic and the US government.
•   Primary Source: Analysis of the Twelve Tables
•   Compare & Contrast: Roman Republic vs. US Government

Lesson 5: Expansion of the Roman Empire- In this lesson, students will identify the causes for the expansion of Rome, and the effects on the Republic, society and culture.
•   Cause & Effect: For each period of expansion identify: major events/ people, land acquired, benefits and losses to Rome
•   Map: Complete map of Roman empire demonstrating the land added to Rome during each period; label different regions appropriately

Lesson 6: Costs & Benefits of Expansion- In this lesson, students will decide

Understanding By Design Unit Template

Title of Unit	Classical Civilizations in the Modern World	Grade Level	Level 3
Curriculum Area	Global History	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

Key Ideas and Details:
CCSS.ELA-LITERACY.RH.6-8.1
Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-LITERACY.RH.6-8.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCSS.ELA-LITERACY.RH.6-8.3
Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
Craft and Structure:
CCSS.ELA-LITERACY.RH.6-8.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-LITERACY.RH.6-8.5
Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA-LITERACY.RH.6-8.6
Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.RH.6-8.7
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-LITERACY.RH.6-8.8
Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.ELA-LITERACY.RH.6-8.9
Analyze the relationship between a primary and secondary source on the same topic.
Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.RH.6-8.10
By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Understandings	Essential Questions

Overarching Understanding		Overarching	Topical
Compare and contrast the politics, religion, and culture of classical societies with each other. Compare and contrast the politics, religion, and culture of classical societies with modern society.		Understand the concept of a Golden Age Compare and contrast multiple Golden Ages throughout history Understand the spread and influence of ideas along major trade routes	How does classical society affect us today? • How does written history affect our perception of the past? What is Unwritten history and why does it exist?
Related Misconceptions			
How interconnected our worlds is from classical time to modern times.			
Knowledge Students will know…		Skills Students will be able to…	

• Hellenes took over the land of Greece • Development of Greek society • The functioning of Greek city states • Development of democracy • The Greeks fended off a Persian invasion into Europe • Rome defeated Carthage • The rise of Rome • The strengths and weaknesses of the Roman Empire	● critique the varied aspects of Greek society • hypothesize how Greece became a familiar classical society • Explain how democracy developed invent a new society based off of the Greek principals • Compare and contrast classical democracy with modern day democracy • Identify techniques and grade the Romans used to conquer neighboring lands • Outline the strengths and weaknesses of the Roman Empire • Compare modern society with the classical cultures • Identify positive and negative aspects of the varied cultures • Compare and contrast ancient societies with current societies

Assessment Evidence (Stage 2)

Performance Task Description

| | Your class has been chosen by a production company to create an innovative film that will follow the same storyline in two different time eras. The storyline will show a family coping when a son leaves his family to fight as a soldier. It will also follow the son as he is at war. The storyline will open in today's modern society. The class will be split into two teams and assigned either Ancient Greece or Ancient Rome. Your team will participate in a class debate to decide whether the other half of the film will take place in Ancient Greece or Ancient Rome. Your team should discuss family life, government, military history, and culture of each society in forming your points of debate. The two teams will then present their sides and arguments. Discussion and debate to be evaluated using the attached rubrics. Questions which will be discussed (if not brought up in debate): What are the positive and negative aspects of the storyline taking place in Ancient Greece (or Ancient Rome)? In what ways will the storyline be similar in the two eras (and in what ways different)? Will one be influenced by the other? Why would this production company film the *same* storyline in two different eras?

DBQ Project: "Citizenship in Athens and Rome: Which was the better system?" |
|---|---|
| • Goal
• Role
• Audience
• Situation
• Product/Performance
• Standards | |

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