### World Civilizations

Implement Start Year (2013-2014)

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### Unit #3: Transitions in Culture

<table>
<thead>
<tr>
<th>Established Goals</th>
<th>21st Century Themes</th>
<th>21st Century Skills</th>
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<tbody>
<tr>
<td>6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</td>
<td>x Global Awareness</td>
<td>Learning and Innovation Skills:</td>
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<tr>
<td>6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</td>
<td>x Financial, Economic, Business and Entrepreneurial Literacy</td>
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<tr>
<td>6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.</td>
<td>____ Civic Literacy</td>
<td>____ Critical Thinking and Problem Solving</td>
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<tr>
<td>6.2.8.C.3.b Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.</td>
<td>____ Health Literacy</td>
<td>____ Communication and Collaboration</td>
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<td>6.2.8.C.3.c Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</td>
<td>____ Environmental Literacy</td>
<td>Information, Media and Technology Skills:</td>
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<td>6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they</td>
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<td>____ Information Literacy</td>
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<td>____ Media Literacy</td>
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<td>____ ICT (Information, Communications and Technology) Literacy</td>
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<td>Life and Career Skills:</td>
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<td>____ Flexibility and Adaptability</td>
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<td>____ Initiative and Self-Direction</td>
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<td>____ Social and Cross-Cultural Skills</td>
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<td>____ Productivity and Accountability</td>
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<td>____ Leadership and Responsibility</td>
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Common Core Curriculum Standards for Math and English

6.2.8.A.3.b

Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

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Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.C.3.a

Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.

6.2.8.C.3.b

Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.

6.2.8.C.3.c

Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.D.3.a

Compare and contrast social hierarchies in classical civilizations as they
<table>
<thead>
<tr>
<th>6.2.8.D.3.b</th>
<th>Relate the Chinese dynastic system to the longevity of authoritarian rule in China.</th>
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<td>6.2.8.D.3.c</td>
<td>Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</td>
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<td>6.2.8.D.3.d</td>
<td>Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.</td>
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<tr>
<td>6.2.8.D.3.e</td>
<td>Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</td>
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<tr>
<td>6.2.8.D.3.f</td>
<td>Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.</td>
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**Common Core Standards for Literacy in Social Studies**

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or
advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**Enduring Understandings:**
*Students will understand that . . .*

**EU 1**
- Religious development reflects a culture’s perceived needs and norms.

**EU 2**
- Key social, political, and cultural innovations evolve from the past to the present.

**EU 3**
- Conflict is the result of the perceived need for political, economic, or social change by a population.

**EU 4**
- Social classes are established by the economic, political, and cultural distinctions among people.

**Essential Questions:**

**EU 1**
- How does religion influence culture?
- How does culture influence religion?

**EU 2**
- How do historians see evidence of ancient cultures in present day society?

**EU 3**
- Why do societies wage war?
- How do societies rise, change, and fall?

**EU 4**
- Why do complex societies divide themselves socially?

**EU 5**
- How do foreign societies exchange ideas over time and distance?
**Knowledge:**
*Students will know . . .*

- **EU 1**
  - The development of the major religions / philosophies of the regions discussed
  - The key terms and concepts of these religions / philosophies

- **EU 2**
  - The continuity and changes over time as related to society and government
  - The development of trade routes such as the Silk Roads
  - The effects of the Indo-European migrations

- **EU 3**
  - The rise and fall of the city-states of Southwest Asia
  - The timelines of the Egyptian kingdoms and Chinese dynasties
  - The rise and fall of the Mauryan and Gupta Empires

- **EU 4**
  - The development of the caste system
  - The Chinese civil service exam and its impact on society

- **EU 5**
  - The spread of religions / philosophies to points outside of origin
  - Effects of new trade routes
  - Effects of mass migrations
  - The geographic expansion and changes of empire.

**Skills:**
*Students will be able to . . .*

- **EU 1, EU 2, EU 3, EU 4, EU 5**
  - Chart the key elements of the religions and philosophies (EU 1)
  - Read and analyze primary sources to determine different points of view
  - Map the different trade routes of the regions (EU 2, EU 5)
  - Identify key trade products and effects of movement (EU 2)
  - Create timelines for the government transitions of various empires and kingdoms (EU 3)
  - Chart the caste system (EU 4)
  - Develop a graphic organizer of Indo-European language contributions (EU 5)
  - Draw inferences from factual material
  - Recognize and interpret different points of view
  - Compare and contrast the credibility of differing ideas, elements, or accounts
  - Test the validity of the information, using criteria as source, objectivity, technical correctness, and currency
### Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

Describe your performance tasks here (in bulleted format if more than one).

- **EU 1, EU 2, EU 3, EU 4, EU 5**
  - **“The Excellent Election”**
    The students will be assigned an historical figure from the period. The students will create a political platform for their historical figure’s campaign to become President of the United States in the present day. The platform will have to reflect the historical figure’s views on government, health care, leadership, foreign policy, religion, trade, economics, education, social and minority rights, and the military. Students will synthesize their historical figure’s views on modern topics by analyzing their actions and words from the past. All students with a common historical figure will then be placed in a group and develop a consensus platform. These platforms will be presented to the class. This project will include a class vote for ‘President’ and a class debate between the two leading candidates will be moderated.

  **Key Questions for Moderator:**
  1. What role will religious diversity and freedom play in your administration?
  2. What key element of your culture will best contribute and enhance American society?
  3. Which aspect of American society, politics or economics is most in need of substantial change? What would you propose to change this particular issue?
  4. Modern American society is organized into “wealth classes.” Is this the best way to organize society? Why or why not?
  5. Assume OPEC has issued an embargo against the United States. How would you insure the US has access to oil?
  6. **Teachers should collect questions from the class to also include in the debate.**

### Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Essays
- Quizzes
- Tests
- Presentations
- Research Projects
Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the WHRETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Chart the key elements of Egyptian mythology, Judaism, Zoroastrianism, Hinduism, Buddhism, Confucianism, Taoism, Legalism. (A)
- Research arrival and current worship practices of modern American Hindus, Buddhists, Taoists in South Jersey. (A, M)
- Develop a modern interpretation of a religious myth in the form of a comic strip (M).
- Analyze pieces of the Tao Te Ching and other Taoist works for clarity and connections to Taoist tenets. (A, M)
- Debate the merits and/or shortcomings of each religion for the hypothetical conversion of an average American teenager. Students will work in groups in an attempt to sway this hypothetical teenager to convert to their assigned faith. This activity may be structured in a variety of ways. It will be important for the teacher to instruct students that this activity is not an attempt to convert any students within the classroom. It is suggested that students of these faiths be assigned to a different faith for the purpose of the project (A, M).
- Write pen pal letters in the point of view of a Hindu worshipper and a Buddhist worshipper. Students will describe these faiths in the common language of an average teenager and exchange letters with one another. (A, M)
- View and discuss Power Points covering the development of the governments of Egypt, Southwest Asia, India and China. (A)
- Map the different trade routes of the regions. (A)
- Compare the social impacts of the building of the Great Wall of China and modern large-scale government projects (i.e. Three Gorges Dam, Aswan High Dam). (M, T)
- Identify key trade products and effects of movement. This can be done through a series of graphic organizers and/or through the examination of a multitude of primary sources as provided by the textbook. (A, M)
- Create timelines for the government transitions of various empires and kingdoms. (A)
- Chart the caste system. (A)
- Map the natural barriers and natural resources of India, Southwest Asia, China, and Egypt. Using these maps, the students will create and argumative constructive response detailing which one of these empires developed in the most ideal geographic location. (A, M)
- “Buddhist Travel Guide” Activity: Students will create a travel guide for traveling Buddhist Missionaries moving across the Silk Roads. The guide will map and describe both geographically and culturally the regions through which these missionaries will travel. (M)
- Develop a graphic organizer of Indo-European language contributions. (A)