

Niagara Falls City School District 6th grade Social Studies 2024 Curriculum Map

<p style="text-align: center;">TRIMESTER 1 – UNIT 1 PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY (2-3 weeks)</p>	<p>Unit Description: 6.1 - The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.</p>
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(Standard: 3:
Theme: GEO)

ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS (Suggested assessments - choose one or more)
<ul style="list-style-type: none"> How do geographers use the Five Themes of Geography? 	<ul style="list-style-type: none"> 6.1a Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere. 6.1b The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features. <ul style="list-style-type: none"> ▪ Middle East (North Africa and Southwest Asia) ▪ Sub-Saharan Africa Europe (West, North, South, Central, and Southeast) Russia and the Independent States (Russia, Caucasus, Central Asia, the region of Belarus, Moldova, and Ukraine) ▪ East Asia (People’s Republic of China, North Korea, South Korea, Japan, and Taiwan) ▪ Southeast Asia (Vietnam, Cambodia, Laos, Thailand, Myanmar [Burma], 	<ul style="list-style-type: none"> Students will use physical, climate, and vegetation maps in combination with population density, land use, and resource distribution maps in order to discern patterns in human settlement, economic activity, and the relationship to scarcity of resources in the present-day Eastern Hemisphere. (6.1c) To understand scale, students will work with maps at a variety of scales so they can compare patterns in population density and land use, economic activity, and political connections across the present-day Eastern Hemisphere, within a region 	<ul style="list-style-type: none"> Collaborate with your group to create a - 5 Themes of Geography Graphic Organizer, representing your local community, to present to the class. (Ex: poster, power point, multimedia project, Flipgrid) Identify examples of responsible citizenship (obeying laws, paying taxes, voting, community involvement), then participate in a discussion about the potential problems that could result from citizens neglecting these responsibilities. (<i>Seal of Civic Readiness Pillar: Civic Skills and Actions</i>) Labeling maps and identifying absolute locations

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	<p>Malaysia, Singapore, Indonesia, Brunei, Philippines)</p> <ul style="list-style-type: none"> ▪ South Asia (Afghanistan, Pakistan, India, Bangladesh, Nepal, Bhutan) ▪ Oceania (Australia, New Zealand, the Pacific) <ul style="list-style-type: none"> • 6.1c The physical environment influences human population distribution, land use, economic activities, and political connections. • 6.1d Issues and problems experienced in the regions of the Eastern Hemisphere have roots in the past. 	<p>of the Eastern Hemisphere, and in a specific country. In doing so, students will examine maps of the hemisphere, three regions within the present-day Eastern Hemisphere, and one specific country within each region. (6.1c)</p> <p>➤ Students will examine current political and environmental issues in a region or country of the Eastern Hemisphere being studied. (6.1d)</p>	
<p>Resources:</p> <p><u>FOCUS LESSONS</u></p> <ul style="list-style-type: none"> • Front Matter: Maps • Historian’s Toolkit – Lesson 6: Geographer’s Handbook 			

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<p style="text-align: center;">TRIMESTER 1 – UNIT 2</p> <p style="text-align: center;">THE FIRST HUMANS THROUGH THE NEOLITHIC REVOLUTION IN THE EASTERN HEMISPHERE</p> <p style="text-align: center;">(3-4 Weeks)</p>	<p>Unit Description: 6.2 - The first humans modified their physical environment as well as adapted to their environment. (Standards: 2, 3; Themes: MOV, TCC, GEO, ECO, TECH)</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS (Suggested assessments - choose one or more)
<ul style="list-style-type: none"> How did the Agricultural Revolution change the way people live? How were early humans like modern humans? 	<ul style="list-style-type: none"> 6.2a Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life. 6.2b Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time. 6.2c The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements. 	<ul style="list-style-type: none"> Students will explore early human migration patterns and settlements through the use of multiple maps and the examination of various forms of archaeological evidence. (6.2c) Students will be introduced to pastoral nomadic peoples as a culture type that existed throughout history. (6.2c) Students will compare the use of tools and animals, types of dwellings, art, and social organizations of early 	<ul style="list-style-type: none"> Collaborate with a partner and decide what you consider the most useful invention or adaptation of early humans that helped them survive. Prepare a presentation (ex: power point, poster, skit) to share your thoughts. Invention Reflection - Write a well-developed paragraph stating what modern invention you could not live without. Explain the importance of this invention and what your life would be like without this invention. (<i>Seal of Civic Readiness Pillar: Civic Mindset</i>) Collaborate with your group to script a television advertisement for one of the newly invented tools discussed. Advertisements should explain what the tool is, how it looks, how it is made, what it does, and how it will improve Paleolithic people's lives.

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	<ul style="list-style-type: none"> 6.2d Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points. A turning point can be an event, era, and/or development in history that has brought about significant social, cultural, ecological, political, or economic change. 	<p>peoples, and distinguish between the Paleolithic Age and Neolithic Age. (6.2c)</p> <p>➤ Students will determine if the Neolithic Revolution is a turning point in world history, using various forms of evidence. (6.2d)</p>	
<p>Resources:</p> <p><u>FOCUS LESSONS - Topic 1 – Early Humans and the Agricultural Revolution</u></p> <p>Lesson 1: Introducing Early Humans and the Agricultural Revolution</p> <p>Lesson 2 – Hunters-Gathers</p> <p>Lesson 3: Turning Point: The Agricultural Revolution</p> <p>Lesson 4: The Neolithic Era</p>		<p><u>ADDITIONAL RESOURCES Topic 1 – Early Humans and the Agricultural Revolution</u></p> <p>Lesson 5: Reviewing Early Humans and the Agricultural Revolution</p>	

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<p style="text-align: center;">TRIMESTER 1 / TRIMESTER 2 – UNIT 3 EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 3500 B.C.E. – ca. 500 B.C.E.) (6-7 Weeks) Mesopotamia or Nile River Valley AND Indus River Valley or Yellow River Valley</p> <p style="text-align: center;">— —</p>	<p>Unit Description: 6.3 - Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment. (Standards: 2, 3; Themes: ID, TCC, GEO, SOC)</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS (Suggested assessments - choose one or more)
<ul style="list-style-type: none"> How did the early river civilizations develop into complex societies with specialized social systems and governments? How do people's needs encourage innovation? 	<ul style="list-style-type: none"> 6.3a Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group. 6.3b Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. People in Mesopotamia, the Yellow River valley, the Indus River valley, and the Nile River valley developed complex societies and civilizations. 	<ul style="list-style-type: none"> Students will explore at least two river valley societies and civilizations: one in the Middle East (Mesopotamia or Nile River Valley), one in South Asia (Indus River Valley), or one in East Asia (Yellow River valley) by examining archaeological and historical evidence to compare characteristics of these complex societies and civilizations. (6.3b) Students will explore how the selected complex societies and civilizations adapted to and modified their environment to 	<ul style="list-style-type: none"> Create a travel brochure about one of the river civilizations that encourages potential homebuyers to move there. The brochure could focus on the physical features of the region, the employment opportunities, and the achievements of the people who live there. <i>(Seal of Civic Readiness Pillar: Civic Knowledge)</i> Create a blog or a journal where you post about the daily life of someone from an early river civilization. Allow others to read and comment on your posts. <i>(Seal</i>

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	<ul style="list-style-type: none"> 6.3c Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population. 6.3d Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society. 	<p>meet their basic needs of food, clothing, and shelter. (6.3c)</p> <ul style="list-style-type: none"> ➤ Students will compare the gender roles, access to wealth and power, and division of labor within the political and social structures of the selected river valley societies and civilizations. (6.3d) ➤ Students will examine the unique achievements of each of the selected complex societies and civilizations that served as lasting contributions.(6.3d) 	<p><i>of Civic Readiness Pillar: Civic Mindset)</i></p>
<p>Resources:</p> <p><u>FOCUS LESSONS – Topic 2: The Fertile Crescent</u> Lesson 1: Introducing the Fertile Crescent Lesson 2: The Sumerians Lesson 3: Understanding Multiple Perspectives: Life in Mesopotamia Lesson 4: Empires of Mesopotamia Lesson 5: Analyzing Sources: Culture of Mesopotamia Empires ADDITIONAL RESOURCES - Topic 2: The Fertile Crescent</p> <hr/> <p>Lesson 6: Phoenicia Lesson 7: Reviewing the Fertile Crescent <u>FOCUS LESSONS Topic 3: Ancient Egypt and Kush</u> <u>Lesson 1: Introducing Ancient Egypt and Kush</u> Lesson 2: Early Egypt</p>		<p><u>FOCUS LESSONS – Topic 6: Ancient South Asia</u> Lesson 1: Introducing Ancient South Asia Lesson 2: Early South Asian Civilizations Lesson 3: Religions of Ancient South Asia ADDITIONAL RESOURCES - Topic 6: Ancient South Asia Lesson 4: South Asian Empires Lesson 5: Analyzing Sources: Cultures of Ancient South Asia Lesson 6: Analyzing Sources: Achievements of Ancient South Asia Lesson 7: Reviewing Ancient South Asia</p> <p><u>FOCUS LESSONS – Topic 7: Early China, Korea, and Japan</u></p> <hr/> <p>Lesson 1: Introducing Early China, Korea, and Japan Lesson 2: Early Chinese Civilization Lesson 3: Life in Ancient China Lesson 6: Qin and Han Empires</p>	

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ADDITIONAL RESOURCES Topic 3: Ancient Egypt and Kush

Lesson 4: Understanding Multiple Perspectives: Life in Ancient Egypt
Lesson 7: Reviewing Ancient Egypt and Kush

ADDITIONAL RESOURCES – Topic 7: Early China, Korea, and Japan

Lesson 5: Analyzing Sources: Confucian Ideals
Lesson 7: Early River Valley Civilizations
Lesson 8: Analyzing Sources: The Early Silk Road
Lesson 9: Reviewing Early China, Korea, and Japan

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TRIMESTER 2 – UNIT 4

Comparative World Religions (CA. 2,000 B.C.E. – ca. 630 C.E.)

(This is not a separate unit – the content is embedded into other units. As the content falls chronologically into the curriculum – you will need to continually compare and contrast the Five World Religions: Judaism, Christianity, Islam, Hinduism, Buddhism).

See additional resources.

Unit Description:

6.4 - Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems. (Standard: 2; Themes: ID, SOC)

ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS (Suggested assessments - choose one or more)
<ul style="list-style-type: none"> How did the diffusion or spreading of religion throughout the world cause migration, trade and war? 	<ul style="list-style-type: none"> 6.4a Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics 6.4b Belief systems and religions are based on sets of mutually held values 6.4c Belief systems and religions often are used to unify groups of 	<ul style="list-style-type: none"> Students will study the belief systems of Judaism, Christianity, Islam, Buddhism, Hinduism, and Confucianism by looking at where the belief system originated, when it originated, founder(s) if any, and the major tenets, practices, and sacred writings or holy texts for each. (Note: Although not within this historic period, students may also study Sikhism and other major belief systems at this point.) (6.4b) Students will be able to identify similarities and differences across belief systems, including their effect on social order and gender roles. (6.4c) 	<ul style="list-style-type: none"> Use library and internet sources to research the role of food and food customs in one of the world's major religions. Create a presentation to report your findings to the class. (<i>Seal of Civic Readiness Pillar: Civic Knowledge</i>) Select any nation in the world and research how that nation's laws or government protects or does not protect freedom of religion for its citizens. Share your findings with the class. (<i>Seal of Civic Readiness Pillar: Civic Mindset</i>) After being assigned to one of the main world religions, gather evidence on how

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	<p>people and may affect social order and gender roles.</p>	<p>➤ Students will explore the influence of various belief systems on contemporary cultures and events. (6.4c)</p>	<p>your assigned religion promotes justice, kindness, fairness, and respect for others. Create a chart or poster to present your findings to the class.</p>
<p>Resources:</p> <p><u>FOCUS LESSONS:</u></p> <ul style="list-style-type: none"> • World Religions Handbook <p><u>ADDITIONAL RESOURCES</u></p> <p><u>Topic 3 Ancient Egypt and Kush</u> Lesson 5: Egyptian Religion and Art</p> <p>Topic 4 The Israelites Lesson 3: Beliefs Lesson 4: Greco-Roman Judaism</p>		<p><u>Topic 5 Ancient Greece</u> Lesson 4: Greek Mythology and Belief Systems</p> <p><u>Topic 6 Ancient South Asia</u> Lesson 3: Religions of Ancient South Asia</p> <p><u>Topic 7 Early China, Korea, Japan</u> Lesson 5: Confucian Ideals</p> <p><u>Topic 9 The Rise of Christian Kingdoms</u> Lesson 1: Christian Kingdoms, Lesson 2: Early Christians Lesson 3: Early Church</p> <p><u>Topic 11 Medieval Europe</u> Lesson 5: Kingdoms and Crusades Lesson 7: Culture and Church</p> <p><u>Topic 12 Rise of Islamic Empires</u> Lesson 3: The Rise of Islam</p>	

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TRIMESTER 2 - UNIT

COMPARATIVE CLASSICAL CIVILIZATIONS
IN THE EASTERN HEMISPHERE (ca. 600
B.C.E. – ca. 500 C.E.)

(10-13 Weeks)

(Ancient Greece, Ancient Rome, Ancient China)

Unit Description:

6.5 - As complex societies and civilizations change over time; their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements. (Standards: 2, 3, 5; Themes: ID, TCC, GEO, SOC, GOV, CIV)

ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS (Suggested assessments - choose one or more)
<ul style="list-style-type: none"> How did the achievements of Classical Civilizations affect present day government, architecture, social events and traditions? How does a society's culture express what it values? 	<ul style="list-style-type: none"> 6.5a Geographic factors influence the development of classical civilizations and their political structures 6.5b Political structures were developed to establish order, to create and enforce laws, and to enable decision making 6.5c A period of peace, prosperity, 	<ul style="list-style-type: none"> Students will locate the classical civilizations on a map and identify geographic factors that influenced the extent of their boundaries, locate their cities on a map, and identify their political structures. □ Students will compare the similarities and differences between the Chinese (Qin, Han) (6.5a) Students will compare the similarities and differences between the Chinese (Qin, Han) and Greco-Roman classical civilizations by examining religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy (6.5a) Students will examine the similarities and differences between the political systems of Chinese (Qin, Han) and Greco-Roman (Athens, 	<ul style="list-style-type: none"> Class Newspaper – Each student will take a different headline from either Greece, Rome or China (teacher created topics) and write an informative article to be added to the class newspaper. <i>(Seal of Civic Readiness Pillar: Civic Knowledge)</i> Athens / Sparta Reflect - write a well-developed paragraph explaining how the political systems of Athens and Sparta affected their development. <i>(Seal of Civic Readiness Pillar: Civic Knowledge)</i> Write a letter from the perspective of a Roman citizen convincing a friend not to come back to Rome because

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	<p>and cultural achievements may be indicative of a golden age</p>	<p>Sparta, Roman Republic, Roman Empire) classical civilizations (6.5b)</p> <ul style="list-style-type: none"> ➤ Students will examine evidence related to the Qin, Han, and Greco-Roman (Athens and Roman Empire) civilizations and determine if these civilizations have experienced a golden age (6.5c) ➤ Students will examine how cultural achievements of these civilizations have influenced contemporary societies (6.5c) 	<p>the empire is declining. (<i>Seal of Civic Readiness Pillar: Civic Mindset</i>)</p> <ul style="list-style-type: none"> • Qin and Han Reflection – In a well-developed essay, explain how the Qin and Han empires were similar and how they were different? (<i>Seal of Civic Readiness Pillar: Civic Knowledge</i>)
<p>Resources:</p> <p><u>FOCUS LESSONS - Topic 5 Ancient Greece</u></p> <p>Lesson 1: Greece: The Birthplace for Democracy Lesson 2: 1Greek Geography and Greek Civilization Lesson 6: Alexander’s Empire Lesson 8: Greek Achievements</p> <p>ADDITIONAL RESOURCES - Topic 5 Ancient Greece <u>Lesson 3: Understanding Multiple Perspectives: Sparta and Athens</u> Lesson 4: Analyzing Sources: Greek Mythology and Belief System Lesson 7: Understanding Multiple Perspectives: Greek Philosophy Lesson 9: Reviewing Ancient Greece</p>		<p><u>FOCUS LESSONS Topic 7: Early China, Korea, and Japan</u> Lesson 6: Qin and Han Empires</p> <p><u>FOCUS LESSONS - Topic 8 Ancient Rome</u></p> <p>Lesson 1: Introducing Ancient Rome Lesson 2: The Founding of Rome Lesson 3: The Roman Republic Lesson 4: The Roman Empire Lesson 7: The Decline of Rome</p> <p>ADDITIONAL RESOURCES - Topic 8 Ancient Rome Lesson 5: Analyzing Sources: Roman Culture Lesson 6: Analyzing Sources: Roman Science and Technology Lesson 8: Turning Points: The Fall of Rome Lesson 9: Reviewing Ancient Rome</p>	

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<p>TRIMESTER 3 - UNIT 6</p> <p>MEDITERRANEAN WORLD: FEUDAL WESTERN EUROPE, THE BYZANTINE EMPIRE, AND THE ISLAMIC CALIPHATES (ca. 600 C.E. - ca. 1450)</p> <p>(8 Weeks)</p>	<p>Unit Description: 6.6 - The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions interacted with each other and clashed over control of holy lands. (Standards: 2, 3, 4, 5; MOV, TCC, GOV, CIV, EXCH)</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS (Suggested assessments - choose one or more)
<ul style="list-style-type: none"> • What was life like for the people of the Middle Ages? • How can a historic event change peoples' life? 	<ul style="list-style-type: none"> • 6.6a Overexpansion, corruption, invasions, civil wars, and discord led to the fall of Rome. Feudalism developed in Western Europe in reaction to a need for order and to meet basic needs. • 6.6b The Byzantine Empire preserved elements of the Roman Empire, controlled lands within the Mediterranean basin, and began to develop Orthodox Christianity. 	<p>Students will examine reasons for the fall of the Roman Empire and the development of feudalism in Western Europe, including efforts to restore the empire, the decentralization of political authority, and the role of the Christian Church in providing some measure of central authority. (6.6a)</p> <p>Students will examine how the Byzantine Empire preserved elements of the Roman Empire by blending Roman traditions with Greek culture, and developed a Christian faith, known as Orthodox Christianity, which united Church and state authority in the person of the emperor. (6.6b)</p> <p>Students will examine the Umayyad and Abbasid caliphates, noting how the introduction of Islam changed the societies and cultures each conquered, blending with those societies and cultures and creating</p>	<ul style="list-style-type: none"> • Work with a partner to research and find photos of European cities, towns, and villages that still have Medieval features. Use these images to create a multimedia presentation. Write a short description of each photo to read aloud as narration as you make your presentation to the class. (Seal of Civic Readiness Pillar: Civic Knowledge) • Choose a role from the Feudal Social Class System to research. Your group's task is to research each role in the feudal system. You will look at their daily lives and lifestyle, and within your group create a presentation or skit to demonstrate each role in the Feudal System. (Seal of Civic Readiness Pillar: Civic Knowledge) • Feudal System Reflection – after presentations, write a well-developed paragraph explaining which class had the

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	<ul style="list-style-type: none"> • 6.6c Islam spread within the Mediterranean region from southwest Asia to northern Africa and the Iberian Peninsula. • 6.6d Competition and rivalry over religious, economic, and political control over holy lands led to 	<p>dynamic new Islamic societies and cultures. (6.6c)</p> <ul style="list-style-type: none"> ➤ Students will examine the three distinct cultural regions of the Mediterranean world in terms of their location, the extent of each region at the height of its power, and the political, economic, and social interactions between these regions. (6.6d) ➤ Students will examine the three distinct cultural regions of the Mediterranean world in terms of their location, the extent of each region at the height of its power, and the political, economic, and social interactions between these region(6.6d) 	<p>hardest life during the time of feudalism. (Seal of Civic Readiness Pillar: Mindset)</p>
<p>Resources: conflict such as the Crusades.</p> <p><u>FOCUS LESSONS - Topic 11 -Medieval Europe</u></p> <p>Lesson 1: Introducing Medieval Europe Lesson 2: The Early Middle Ages Lesson 3: Feudalism and the Rise of Towns Lesson 5: Kingdoms and Crusades Lesson 7: Culture and the Church Lesson 8: The Late Middle Ages</p> <p><u>ADDITIONAL RESOURCES – Topic 11 – Medieval Europe</u></p> <hr/> <p>Lesson 4: Analyzing Sources: Life in Feudal Europe Lesson 6: Analyzing Sources: Magna Carta Lesson 7: Reviewing Medieval Europe</p>		<p><u>FOCUS LESSONS - Topic 12 -The Rise of Islamic Empires</u></p> <p>Lesson 1: Introducing The Rise of Islamic Empires Lesson 3: The Rise of Islam Lesson 4: The Spread of Islam</p> <p><u>ADDITIONAL RESOURCES-Topic 12 -The Rise of Islamic Empires</u></p> <hr/> <p>Lesson 2: Beginnings</p> <p>Lesson 5: Analyzing Sources Life in the Islamic World Lesson 6: Analyzing Sources Achievements of Muslims Lesson 7: Reviewing the Rise of Islamic Empires</p>	

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TRIMESTER 3 - UNIT 7	<p style="text-align: center;"> INTERACTIONS ACROSS THE EASTERN HEMISPHERE (ca. 600 C.E. – ca. 1450) (3 Weeks) </p> <p> Unit Description: Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases. (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH, EXCH) </p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS (Suggested assessments - choose one or more)
<ul style="list-style-type: none"> Why did Europeans explore the world? What are the advantages and unintentional consequences of trade? 	<ul style="list-style-type: none"> 6.7a The Silk Roads, the Indian Ocean, and the Trans-Saharan routes formed the major Afro-Eurasian trade networks connecting the East and the West. Ideas, people, technologies, products, and diseases moved along these routes. 6.7b The Mongol conquests in Eurasia fostered connections between the East and the West, and the Mongols served as 	<ul style="list-style-type: none"> Students will create maps that illustrate items exchanged and ideas spread along the Silk Roads, across the Indian Ocean, and on the Trans-Saharan trade routes. (6.7a) Students will examine how the location of resources helped determine the location of trade routes and the economic impact of the exchange of resources. (6.7a) Students will study interregional travelers such as Marco Polo, Ibn Battuta, Mansa Musa, and Zheng He and examine why they traveled, the places visited, what was learned, and what was exchanged as a result of their travel. (6.7a) Students will map the extent of the Mongol Empire at the height of its power. (6.7b) 	<ul style="list-style-type: none"> Debate: advantages and consequences of trade. Using debate protocol, support your claim with evidence. Scale of Civic Readiness Pillar: Civic Skills and Action Debate Reflection – After participating in the debate write a well-organized paragraph stating whether you would change your position, as based on evidence presented. Scale of Civic Readiness Pillar: Civic Mindset

Mongols served as

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	<p>important agents of change and cultural diffusion.</p> <ul style="list-style-type: none"> 6.7c Complex societies and civilizations adapted and designed technologies for transportation that allowed them to cross challenging landscapes and move people and goods efficiently. 	<ul style="list-style-type: none"> ➤ Students will examine the methods used by the Mongols to enable them to rule over a diverse population, noting how Mongol rule expanded trade.(6.7b) ➤ Students will examine the spread of the Black Death (Bubonic Plague) as a result of interregional exchange and its effects on various regions within Afro-Eurasia, using a variety of sources, such as maps, poetry, and other primary source documents. (6.7b) ➤ Students will examine how various technologies affected trade and exchanges. Some examples are types of ships, including junk and caravels; improvements to ships, such as sails and rudders; navigation tools, such as the compass and astrolabe; and gunpowder (6.7c) 	
<p>Resources: <u>FOCUS LESSONS - Topic 17 - The Age of Exploration and Trade</u></p> <p>Lesson 1: Introducing The Age of Exploration Lesson 2: The Age of Exploration</p>		<p><u>ADDITIONAL RESOURCES - Topic 17 - The Age of Exploration and Trade</u></p> <p>Lesson 5: Multiple Perspectives: Slavery in the Americas Lesson 6: Analyzing Sources: Commercialism and Colonialism Lesson 7: Reviewing The Age of Exploration and Trade</p>	