



# PISCATAWAY TOWNSHIP SCHOOLS

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**Content Area:** Social Studies  
**Grade Span:** Grade 7  
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**Approval date:** August 2022

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## COURSE OVERVIEW

Description		
<p>In this course, seventh grade students will study history from the first civilizations to the Roman Empire. Students will develop analytical and research skills as they investigate causes, themes, and important events/figures.</p>		
Goals		
<p>Students will develop an understanding of historical themes and civilizations while developing strategies and skills that historians use in their practices.</p>		
Scope and Sequence		
Unit	Topic	Length
Unit 1	The First Civilizations	September - October
Unit 2	Ancient Egypt	October - November
Unit 3	Ancient Israelites	December
Unit 4	Early India	December- January
Unit 5	Early China	January - February
Unit 6	The Ancient Greeks	March
Unit 7	Greek Civilization	March- April
Unit 8	The Rise of Rome	April- May
Unit 9	Roman Civilization	May- June
Resources		
<p><b>Core Text: World Civilizations Schoology</b>  <b>Group Tech Sources - collection &amp; Discovery Education</b></p> <p><b>Suggested Resources:</b> Nearpod, various texts, media, websites,</p>		

## UNIT 1: The First Civilizations

<b>Summary and Rationale</b>	
Some of the first civilizations arose in southwest Asia. The people of these civilizations gradually learned how to farm and developed systems of government, writing, and religion.	
<b>Recommended Pacing</b>	
September - October	
<b>State Standards</b>	
<b>Standard 6.2 World History/Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Era 1</b>	<p><b>Beginnings of Human Society</b>  <b>Core Idea:</b> Relationships between humans and environments impact spatial patterns of settlement and movement.</p> <ul style="list-style-type: none"> <li>• 6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.</li> <li>• 6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas</li> </ul> <p><b>Core Idea:</b> Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p> <ul style="list-style-type: none"> <li>• 6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution [(e.g., the impact of food surplus from farming)] on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).</li> <li>• 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</li> <li>• 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</li> </ul> <p><b>Core Idea:</b> Examining historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry</p> <ul style="list-style-type: none"> <li>• 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</li> </ul>
<b>Era 2</b>	<p><b>Early Civilizations and the Emergence of Pastoral Peoples</b>  <b>Core Idea:</b> Political and civil institutions impact all aspects of people’s lives.</p> <p>6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures</p>

	<p><b>Core Idea:</b> Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface</p> <ul style="list-style-type: none"> <li>6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now</li> </ul>
	<p><b>Core Idea:</b> Chronological sequencing helps us track events over time as well as events that took place at the same time.</p> <ul style="list-style-type: none"> <li>6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</li> </ul>
<b>Era 3</b>	<p><b>The Classical Civilizations of the Mediterranean World, India, and China</b></p> <p><b>Core Idea:</b> The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.</p> <ul style="list-style-type: none"> <li>6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (Hammurabi’s Code of Laws)</li> </ul>
	<p><b>Core Idea:</b> Relationships between humans and environments impact spatial patterns of settlement and movement.</p> <ul style="list-style-type: none"> <li>6.2.8.GeoPP.3.a: Use geographic models to describe how 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.</li> </ul>
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>Societies require rules, laws, and government.</li> <li>Governments can change based upon the needs of people, their society, and their culture.</li> <li>Both the physical characteristics and human inhabitants of regions change over time.</li> <li>Technological changes impact the environment.</li> <li>There are credible and questionable sources of information about historical and contemporary events.</li> <li>Societies are impacted by both internal and external factors.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>What is the government and what can it do?</li> <li>Why do rules, laws, and government not always preserve individual rights and the common good?</li> <li>What can be done about it?</li> <li>How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> <li>How do human activity and the environment affect each other?</li> <li>How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> <li>How do you locate legitimate sources?</li> <li>What causes societies to change over time?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>The earliest humans hunted animals and gathered plants for food.</li> <li>When farming developed, people settled in towns and cities.</li> <li>In early Mesopotamian civilizations, religion and government were closely linked.</li> </ul>	

- Some of the earliest, yet strictest laws, were drafted by Mesopotamian kings to keep order and govern their people.
- Around 900 B.C., the first empires arose in Mesopotamia, using the principles of a well-organized government, new innovations, and powerful armies to dominate the region.

**Students will be able to:**

- Determine how one can effectively understand the past by studying oral, visual, or physical artifacts from prior time periods
- Assess the importance of technological innovation as it relates to the progress of mankind Examine the ways in which early man interacted with the environment
- Describe the development of the first major civilizations in Mesopotamia’s river valleys
- Analyze the rise and fall of the Assyrian and Chaldean Empires
- Develop Common Core Literacy in Social Studies skills
- Develop Common Core Writing in Social Studies

**Resources**

**Core Text:** Discovery Education Techbook,  
World Civilization Schoology Resources

**Suggested Resources:** Nearpod, texts,  
websites, Primary Sources - Hammurabi  
Code of Laws/ DBQ

Back to School Activities- Getting to know  
you , Identity, culture, names \*\*\*

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[Facinghistory.org](http://Facinghistory.org)

## UNIT 2: Ancient Egypt

<b>Summary and Rationale</b>	
While the people of Mesopotamia were engaged in reoccurring wars, people living along Africa’s Nile River formed wealthy, powerful, and highly advanced civilizations.	
<b>Recommended Pacing</b>	
October- November	
<b>State Standards</b>	
<b>Standard 6.2 World History/Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Era 1</b>	<p><b>Beginnings of Human Society</b>  <b>Core Idea:</b> Relationships between humans and environments impact spatial patterns of settlement and movement.</p> <ul style="list-style-type: none"> <li>• 6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.</li> <li>• 6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.</li> </ul> <p><b>Core Idea:</b> Historical events and developments are shaped by social, political, cultural, technological, and economic factors</p> <ul style="list-style-type: none"> <li>• 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies</li> <li>• 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</li> </ul> <p><b>Core Idea:</b> Examining historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry.</p> <ul style="list-style-type: none"> <li>• 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records</li> </ul>
<b>Era 2</b>	<p><b>Early Civilizations and the Emergence of Pastoral Peoples</b>  <b>Core Idea:</b> Human rights can be protected or abused in various societies.</p> <ul style="list-style-type: none"> <li>• 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.</li> </ul> <p><b>Core Idea:</b>Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface.</p> <ul style="list-style-type: none"> <li>• 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now</li> </ul> <p><b>Core Idea:</b>The physical and human characteristics of places and regions are connected to human identities and cultures</p>

	<ul style="list-style-type: none"> <li>6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.</li> </ul>
	<p><b>Core Idea:</b> Economic interdependence is impacted by increased specialization and trade.</p> <ul style="list-style-type: none"> <li>6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.</li> </ul>
	<p><b>Core Idea:</b> Chronological sequencing helps us track events over time as well as events that took place at the same time.</p> <ul style="list-style-type: none"> <li>6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</li> </ul>
	<p><b>Core Idea:</b> Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p> <ul style="list-style-type: none"> <li>6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</li> <li>6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilization</li> </ul>
	<p><b>Core Idea:</b> Historians develop arguments using evidence from multiple relevant historical sources.</p> <ul style="list-style-type: none"> <li>6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.</li> </ul>
<b>Era 4</b>	<p><b>Expanding Exchanges and Encounters</b></p> <p><b>Core Idea:</b> Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p> <ul style="list-style-type: none"> <li>6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire’s social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.</li> <li>6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.</li> </ul>
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>Societies require rules, laws, and government.</li> <li>Governments can change based upon the needs of people, their society, and their culture.</li> <li>Where we live influences how we live.</li> <li>Natural resources determine a nation’s wealth.</li> <li>Societies are impacted by both internal and external factors.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>What is the government and what can it do?</li> <li>How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> <li>How do natural resources affect the course of history?</li> <li>How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> <li>Are there general lessons to be learned from history?</li> </ul>	
<b>Objectives</b>	

**Students will know:**

- Egyptian civilization developed in the fertile Nile River valley, where natural barriers discouraged invasions.
- Some of the earliest and most distinct examples of social stratification began in Ancient Egypt, where society was divided into groups based on wealth and power.
- The Old Kingdom of Ancient Egypt was dominated by all-powerful pharaohs, who ordered the construction of complex cities, great pyramids, and strong kingdoms. \*\*\*\* Role of male & female pharaohs
- Egypt's Middle and New Kingdoms are contemporarily viewed as Egypt's Golden Age, in which it expanded its borders as an empire rich in art, literature, and architecture.
- South of Egypt, a new civilization arose called Kush.
- The Kushites adopted Egyptian ways and eventually conquered what was left of the already fractured Egyptian civilization.

**Students will be able to:**

- Analyze the ways in which the Nile River influence Egyptian civilization
- Compare and contrast Ancient Egyptian, Mesopotamian, and modern social classes
- Assess the technological and cultural advancements of the Middle Kingdom and New Kingdom
- Evaluate the ways in which the Kushites were able to rise to power
- Determine the causes for a civilization's downfall
- Develop Common Core Literacy in Social Studies skills
- Develop Common Core Writing in Social Studies skills

**Resources**

**Core Text:** Discovery Education, World Civilization Schoology Resources

**Suggested Resources:** Various texts, media, and websites , Nile River DBQ Engineering and Empire Video \*\*\*\*



## UNIT 3: The Ancient Israelites

<b>Summary and Rationale</b>	
Like the Sumerians, the ancient Israelites developed a society based on ideas of justice and strict laws. Unlike many people of the Ancient world, the Israelites believed that there was only one God.	
<b>Recommended Pacing</b>	
December	
<b>State Standards</b>	
<b>Standard 6.2 World History/Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Era 1</b>	<p><b>Beginnings of Human Society</b>  <b>Core Idea:</b> Relationships between humans and environments impact spatial patterns of settlement and movement.</p> <ul style="list-style-type: none"> <li>• 6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.</li> </ul> <p><b>Core Idea:</b> Examining historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry.</p> <ul style="list-style-type: none"> <li>• 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</li> </ul> <p><b>Core Idea:</b> Human rights can be protected or abused in various societies.</p> <ul style="list-style-type: none"> <li>• 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.</li> </ul> <p><b>Core Idea:</b> Chronological sequencing helps us track events over time as well as events that took place at the same time</p> <ul style="list-style-type: none"> <li>• 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</li> </ul> <p><b>Core Idea:</b> Historians develop arguments using evidence from multiple relevant historical sources</p> <ul style="list-style-type: none"> <li>• 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.</li> </ul>
<b>Era 3</b>	<p><b>The Classical Civilizations of the Mediterranean World, India, and China</b>  <b>Core Idea:</b> Historical events and developments are shaped by social, political, cultural, technological, and economic factors</p> <ul style="list-style-type: none"> <li>• 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</li> </ul>

	<p><b>Core Idea:</b> Historical contexts and events shaped and continue to shape people’s perspectives.</p> <ul style="list-style-type: none"> <li>6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization</li> </ul>
<b>Era 4</b>	<p><b>Expanding Exchanges and Encounters</b></p> <p><b>Core Idea:</b> Political and civil institutions impact all aspects of people’s lives.</p> <ul style="list-style-type: none"> <li>6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</li> </ul>

**Instructional Focus**

**Unit Enduring Understandings**

- Societies require rules, laws, and government.
- Governments can change based upon the needs of people, their society, and their culture. Nations interact with each other through trade, treaties and use of force.
- The earth is a global community where the actions of one country can affect lives in other countries.
- Regional geographic differences can result in social, economic and political differences.
- There are varying perspectives on the meaning of historical events.
- There are credible and questionable sources of information about historical and contemporary events.
- The past influences the present and the future.
- Societies are impacted by both internal and external factors.
- Many cultural traditions and heritages contribute to our state’s and nation’s diversity.

**Unit Essential Questions**

- How have economic, political, and cultural developments promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- Why do rules, laws, and government not always preserve individual rights and the common good?
- What can be done about it?
- What social, political, and economic opportunities and problems arise when cultures interact?
- How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
- Are there general lessons to be learned from history?
- What causes societies to change over time?
- Why is there political and social conflict?
- How much influence do individuals have in changing history?

**Objectives**

- Students will know:**
- The twelve tribes of Israel, founded by Abraham in the land of Canaan, believed in one God who set down moral laws for his people.
  - The Israelites looked to strong kings, such as David and Solomon, to unite them and build a powerful kingdom with a new capital in Jerusalem.
  - Although ruled by other groups of people, the Jews continued to use their monotheistic religion as a unifying element of their society.

**Students will be able to:**

- Compare and contrast the tenets of monotheism and polytheism
- Utilize primary and secondary sources to trace the development of the Kingdom of Israel
- Evaluate the connection between the Ten Commandments and our modern understanding of right and wrong
- Identify and examine the origins and struggles of Jewish societies and its impact on modern culture and events. \*\*
- Explain the events leading up the Holocaust\*\*
- Develop Common Core Literacy in Social Studies skills
- Develop Common Core Writing in Social Studies skills

**Resources**

**Core Text:** Discovery Education  
Techbook, World Civilization Schoology  
Resources

**Suggested Resources:** Various texts,  
media, and websites

Nearpod: Understanding the Holocaust\*\*

<https://nearpod.com/t/social-studies/8th/historic-events-the-holocaust-ind-learning-L63411471>

<https://www.ushmm.org/teach/teaching-materials>

[www.discoveryeducation.com](http://www.discoveryeducation.com). \*\*

## UNIT 4: Early India

<b>Summary and Rationale</b>	
Like ancient Greece, early India was a land of warriors, thinkers, and scientists, Out of an early river valley civilization grew a complex society based on religious thought and technological innovation	
<b>Recommended Pacing</b>	
December- January	
<b>State Standards</b>	
<b>Standard 6.2 World History/Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Era 2</b>	<p><b>Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations</b></p> <p><b>Core Idea:</b> Human rights can be protected or abused in various societies.</p> <ul style="list-style-type: none"> <li>6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations</li> </ul>
	<p><b>Core Idea:</b> The physical and human characteristics of places and regions are connected to human identities and cultures.</p> <ul style="list-style-type: none"> <li>6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.</li> </ul>
	<p><b>Core Idea:</b> Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p> <ul style="list-style-type: none"> <li>6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</li> <li>6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.</li> </ul>
<b>Era 3</b>	<p><b>The Classical Civilizations of the Mediterranean World, India, and China</b></p> <p><b>Core Idea:</b> [Human rights can be protected or abused in various societies.] Governments have protected and abused human rights (to varying degrees)at different times throughout history.</p> <ul style="list-style-type: none"> <li>6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</li> </ul>
	<p><b>Core Idea:</b> Perspectives change over time</p> <ul style="list-style-type: none"> <li>6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).</li> </ul>
	<p><b>Core Idea:</b> Historical contexts and events shaped and continue to shape people’s perspectives.</p> <ul style="list-style-type: none"> <li>6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization</li> </ul>
	<p><b>Core Idea:</b> Historians analyze claims within sources for perspective and validity</p>

	<ul style="list-style-type: none"> <li>• 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</li> </ul>
<b>Era 4</b>	<p><b>Expanding Exchanges and Encounters</b></p> <p><b>Core Idea:</b> Political and civil institutions impact all aspects of people’s lives</p> <ul style="list-style-type: none"> <li>• 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</li> </ul>
	<p><b>Core Idea:</b> The physical and human characteristics of places and regions are connected to human identities and cultures.</p> <ul style="list-style-type: none"> <li>• 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.</li> <li>• 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies</li> </ul>
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Societies require rules, laws, and government.</li> <li>• Governments can change based upon the needs of people, their society, and their culture.</li> <li>• Nations interact with each other through trade, treaties and use of force.</li> <li>• The earth is a global community where the actions of one country can affect lives in other countries.</li> <li>• Regional geographic differences can result in social, economic and political differences.</li> <li>• There are varying perspectives on the meaning of historical events.</li> <li>• There are credible and questionable sources of information about historical and contemporary events.</li> <li>• The past influences the present and the future.</li> <li>• Societies are impacted by both internal and external factors.</li> <li>• Many cultural traditions and heritages contribute to our state’s and nation’s diversity</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How have economic, political, and cultural developments promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? <ul style="list-style-type: none"> <li>• Why do rules, laws, and government not always preserve individual rights and the common good? What can be done about it?</li> <li>• What social, political, and economic opportunities and problems arise when cultures interact?</li> <li>• How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others?</li> <li>• How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> <li>• How does human migration affect a region? How do natural resources affect the course of history?</li> <li>• How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</li> <li>• What causes societies to change over time?</li> <li>• Why is there political and social conflict?</li> </ul> </li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Just as many other early, powerful civilizations, climate and geography influenced the rise of India's first civilization.</li> </ul>	

- The Aryans invaded northern India, later changing the organization of the government and installing a new social system which separated the people of India into distinct social groups.
- India's two main religions were Hinduism and Buddhism, both of which affected nearly every aspect of people's lives.
- India had two great empires: the Maurya and the Gupta.
- The Mauryans helped spread Buddhism throughout Asia, while art and learning flourished during the Gupta Empire.

**Students will be able to:**

- Compare and contrast how climate and geography impacted various early river valley civilizations
- Critique the composition of the early Indian caste system
- Compare and contrast the major tenets of Hinduism and Buddhism
- Evaluate the successes and failures of both the Maurya and Gupta empires
- Develop Common Core Literacy in Social Studies skills
- Develop Common Core Writing in Social Studies skills

### Resources

**Core Text:** Discovery Education  
 Techbook, World Civilization Schoology  
 Resources  
**Suggested Resources:** Various texts,  
 media, and websites  
 Gandhi Video

## UNIT 5: Early China

<b>Summary and Rationale</b>	
<p>The ancient Chinese, like the ancient Egyptians, established long-ruling, powerful, and complex societies. Ancient China was responsible for extensive innovation and new philosophical thought, including Confucianism, Daoism, and Legalism.</p>	
<b>Recommended Pacing</b>	
January- February	
<b>State Standards</b>	
<p><b>Standard 6.2 World History/Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	
<b>Era 2</b>	<p><b>Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations</b> - Early river valley civilizations developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.</p> <p><b>Core Idea:</b> Political and civil institutions impact all aspects of people’s lives</p> <ul style="list-style-type: none"> <li>● 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</li> </ul>
	<p><b>Core Idea:</b> Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface.</p> <ul style="list-style-type: none"> <li>● 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now</li> </ul>
	<p><b>Core Idea :</b> The physical and human characteristics of places and regions are connected to human identities and cultures</p> <ul style="list-style-type: none"> <li>● 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.</li> </ul>
	<p><b>Core Idea:</b> Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p> <ul style="list-style-type: none"> <li>● 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</li> </ul>
<b>Era 3</b>	<p><b>The Classical Civilizations of the Mediterranean World, India, and China</b></p> <p><b>Core Idea:</b> Governments have different structures which impact development (expansion) and civic participation.</p> <ul style="list-style-type: none"> <li>● 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.</li> </ul>
	<p><b>Core Idea:</b> People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.</p>

	<ul style="list-style-type: none"> <li>6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.</li> </ul>
	<p><b>Core Idea:</b> Perspectives change over time.</p> <ul style="list-style-type: none"> <li>6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now</li> </ul>
	<p><b>Core Idea:</b> Historical contexts and events shaped and continue to shape people’s perspectives.</p> <ul style="list-style-type: none"> <li>6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</li> </ul>
	<p><b>Core Idea:</b> Historians analyze claims within sources for perspective and validity.</p> <ul style="list-style-type: none"> <li>6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time</li> <li>6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</li> </ul>
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>Societies require rules, laws, and government.</li> <li>Governments can change based upon the needs of people, their society, and their culture.</li> <li>Protecting the common good may require sacrificing individual rights. Maintaining that fragile balance is the collective role of all citizens.</li> <li>Nations interact with each other through trade, treaties and use of force.</li> <li>Both the physical characteristics and human inhabitants of regions change over time.</li> <li>Where we live influences how we live.</li> <li>Natural resources determine a nation’s wealth.</li> <li>There are credible and questionable sources of information about historical and contemporary events.</li> <li>The past influences the present and the future.</li> <li>Societies are impacted by both internal and external factors.</li> <li>Individuals have the power to make positive changes in society.</li> <li>Many cultural traditions and heritages contribute to our state’s and nation’s diversity</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>How have economic, political, and cultural developments promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li> <li>What is the government and what can it do?</li> <li>Why do rules, laws, and government not always preserve individual rights and the common good? What can be done about it?</li> <li>What social, political, and economic opportunities and problems arise when cultures interact?</li> <li>How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> <li>How do natural resources affect the course of history?</li> <li>How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> <li>How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</li> </ul>	



- Are there general lessons to be learned from history?
- What causes societies to change over time?
- Why is there political and social conflict?

### Objectives

#### Students will know:

- Chinese civilization was shaped by distinct geographical features, such as river valleys, deserts, and vast mountain ranges.
- Throughout Chinese history, many long-lasting dynasties used strong, professional armies to rise to power and govern for many years.
- Early Chinese society had three main social classes: aristocrats, farmers, and merchants. During periods of unrest, ideas such as Confucianism, Daoism, and Legalism developed.
- Early Chinese rulers claimed that the Mandate of Heaven gave them the right to rule.
- Many early Chinese developments that improved ancient Chinese society can still be found in the modern world.
- The Silk Road was a groundbreaking feat in technological innovation, trade, and transportation that allowed for the carrying of Chinese goods as far as Greece and Rome

#### Students will be able to:

- Examine how river valleys, mountains, and deserts influenced the development of Chinese civilization.
- Evaluate the need for new belief systems and/or schools of thought due to a lack of order in society  
Compare and contrast Confucianism, Daoism, and Legalism
- Analyze the ruling philosophies, accomplishments, and failures of the Qin and Han dynasties
- Appraise the impact of technology on society
- Compare modern economic globalization with the development of the Silk Road
- Identify and Explain various traditions within Lunar New Year celebrations \*\*\*
- Develop Common Core Literacy in Social Studies skills
- Develop Common Core Writing in Social Studies skills

### Resources

**Core Text:** Discovery Education  
Techbook, World Civilization Schoology  
Resources

**Suggested Resources:** Various texts,  
media, and websites

Taoist Beliefs DBQ

Lunar New Year:

<https://nearpod.com/t/social-studies/8th/lunar-new-year-in-china-the-us-612-L88337739> \*\*\*  
[www.discoveryeducation.com](http://www.discoveryeducation.com). \*\*\*

Black History Month \*

Civil Rights Movement project,  
webquest, Nearpod on Music, Art, and  
Speeches, Movies (Ruby Bridges, Hidden  
Figures, Remember the Titans)



## UNIT 6: The Ancient Greeks

Summary and Rationale	
Greek civilizations began almost 4,000 years ago, but Greek ideas about government, science, and the arts are still highly present and significant in the modern world.	
Recommended Pacing	
March	
State Standards	
<p><b>Standard 6.2 World History/Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p><b>Standard 6.3 Active Citizenship in the 21st Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
<b>Era 3</b>	<p><b>The Classical Civilizations of the Mediterranean World, India, and China</b> Classical civilizations developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</p> <p><b>Core Idea:</b> The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments</p> <ul style="list-style-type: none"> <li>• 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system .</li> <li>• 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.</li> </ul>
	<p><b>Core Idea:</b> [Human rights can be protected or abused in various societies.]</p> <ul style="list-style-type: none"> <li>• 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</li> </ul>
	<p><b>Core Idea:</b> Relationships between humans and environments impact spatial patterns of settlement and movement.</p> <ul style="list-style-type: none"> <li>• 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of [Greek city-states] classical civilizations and to their decline.</li> </ul>
	<p><b>Core Idea:</b> Historians analyze claims within sources for perspective and validity.</p> <ul style="list-style-type: none"> <li>• 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</li> </ul>
<b>6.3</b>	<p><b>Core Idea:</b> Governments have different structures which impact development (expansion) and civic participation</p> <ul style="list-style-type: none"> <li>• 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies</li> </ul>
Instructional Focus	

### Unit Enduring Understandings

- Societies require rules, laws, and government.
- Governments can change based upon the needs of people, their society, and their culture.
- Citizens can influence the government in many ways if they choose to participate.
- Citizenship is a lifelong endeavor.
- It is the responsibility of citizens to actively participate in government; otherwise, the country is run by a few for the few.
- Nations interact with each other through trade, treaties and use of force.
- The earth is a global community where the actions of one country can affect lives in other countries.
- Where we live influences how we live.
- There are credible and questionable sources of information about historical and contemporary events
- The past influences the present and the future.
- Societies are impacted by both internal and external factors.
- Individuals have the power to make positive changes in society. Many cultural traditions and heritages contribute to our state's and nation's diversity.

### Unit Essential Questions

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural developments promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- What is the government and what can it do? How have the basic values and principles of American democracy changed and in what ways have they been preserved?
- How can citizens and groups participate effectively in the democratic process?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- Are there general lessons to be learned from history?
- What causes societies to change over time?
- How much influence do individuals have in changing history?

### Objectives

#### Students will know:

- The earliest civilizations in Greece were the Minoans and the Mycenaeans.
- Greece's mountains, climate, and surrounding seas played an immense role in their history.
- Athens and Sparta became the two most powerful city-states in ancient Greece.
- Sparta focused on its military force, while Athens focused on trade, culture, and democracy.
- The concept of citizenship developed in the ancient Greek city-states.
- The Persian Empire gained control of most of southwest Asia; however, when the Persians tried to conquer the Greeks, Athens and Sparta united to defeat them.
- Under the leadership of Pericles, Athens became a powerful city-state and culture blossomed.

#### Students will be able to:

- Describe how geography and the Minoan and Mycenaean civilizations influenced Greek culture
- Compare and contrast the city-states of Sparta and Athens
- Analyze the connections between Athenian democracy and modern American representative democracy
- Explain the causes, progression, and results of the Persian Wars

- Assess the leadership of Pericles. Examine and interpret primary accounts of Ancient Greek culture and government.
- Determine the effects of the Peloponnesian War
- Develop Common Core Literacy in Social Studies skills
- Develop Common Core Writing in Social Studies skills

### Resources

**Core Text:** Discovery Education  
Techbook, World Civilization Schoology  
Resources

**Suggested Resources:** Various texts,  
media, and websites

## UNIT 7: Greek Civilization

<b>Summary and Rationale</b>	
<p>The studies and accomplishments of the Greeks, including science, philosophy, mathematics, and the arts, are still widely recognized and researched in the modern world. When Alexander the Great conquered the Persian Empire, he spread these cultural achievements and ideas throughout southwest Asia and the Mediterranean world.</p>	
<b>Recommended Pacing</b>	
<p>March- April</p>	
<b>State Standards</b>	
<p><b>Standard 6.2 World History/Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	
<p><b>Era 3</b></p>	<p><b>The Classical Civilizations of the Mediterranean World, India, and China</b> Classical civilizations developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</p> <p><b>Core Idea:</b> The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments</p> <ul style="list-style-type: none"> <li>• 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system .</li> <li>• 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.</li> </ul>
	<p><b>Core Idea:</b> Historians analyze claims within sources for perspective and validity.</p> <ul style="list-style-type: none"> <li>• 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</li> </ul>
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Societies require rules, laws, and government.</li> <li>• Governments can change based upon the needs of people, their society, and their culture.</li> <li>• Citizens can influence the government in many ways if they choose to participate.</li> <li>• Citizenship is a lifelong endeavor. It is the responsibility of citizens to actively participate in government; otherwise, the country is run by a few for the few.</li> <li>• Nations interact with each other through trade, treaties and use of force.</li> <li>• The earth is a global community where the actions of one country can affect lives in other countries.</li> <li>• Where we live influences how we live.</li> <li>• There are credible and questionable sources of information about historical and contemporary events.</li> <li>• The past influences the present and the future.</li> <li>• Societies are impacted by both internal and external factors.</li> </ul>	

- Individuals have the power to make positive changes in society.
- Many cultural traditions and heritages contribute to our state’s and nation’s diversity

**Unit Essential Questions**

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural developments promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- What is the government and what can it do?
- How have the basic values and principles of American democracy changed and in what ways have they been preserved?
- How can citizens and groups participate effectively in the democratic process?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- Are there general lessons to be learned from history?
- What causes societies to change over time?
- How much influence do individuals have in changing history?

**Objectives**

**Students will know:**

- The Greeks believed that gods and goddesses controlled nature and shaped their lives.
- Greek poetry and fables, most notably those of Homer and Aesop, were written with the intent of transmitting Greek values and morals.
- The dramatic style of the Greeks still manages to shape entertainment today.
- Greek art and architecture expressed Greek ideas of beauty and harmony.
- Greek philosophers and historians, such as Plato, Aristotle, and Herodotus, developed ideas and histories that are still widely adhered to and studied today.
- Alexander conquered the Persian Empire and spread Greek culture throughout southwest Asia.
- Hellenistic cities became the centers of learning, innovation, and culture.

**Students will be able to:**

- Interpret primary and secondary documents, such as myths and fables, to develop an understanding of Greek culture, values, and beliefs.
- Explain important Greek achievements in art and architecture
- Identify and assemble examples of Greek art and architecture that are still present in the modern world
- Determine the impact that the Greeks had on the study of history and politics
- Analyze Alexander’s rise to power and his development of an empire
- Describe how Hellenistic kingdoms became centers of learning and culture
- Develop Common Core Literacy in Social Studies skills
- Develop Common Core Writing in Social Studies skills

**Resources**

**Core Text:** Discovery Education  
 Techbook, World Civilization Schoology  
 Resources

**Suggested Resources:** Various texts, media, and websites  
Alexander the Great DBQ

## UNIT 8: The Rise of Rome

<b>Summary and Rationale</b>	
While the Chinese civilization arose in East Asia, the Romans created an empire that covered a majority of the Mediterranean world. Just as in Greece, many of the ancient Roman developments and institutions are still present and widely recognized in the modern Western world.	
<b>Recommended Pacing</b>	
April	
<b>State Standards</b>	
<b>Standard 6.2 World History/Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>Era 3</b>	<p><b>The Classical Civilizations of the Mediterranean World, India, and China</b> Classical civilizations developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</p> <p><b>Core Idea:</b> The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments</p> <ul style="list-style-type: none"> <li>• 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system .</li> <li>• 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.</li> </ul>
	<p><b>Core Idea:</b> Human rights can be protected or abused in various societies</p> <ul style="list-style-type: none"> <li>• 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</li> </ul>
	<p><b>Core Idea:</b> Relationships between humans and environments impact spatial patterns of settlement and movement.</p> <ul style="list-style-type: none"> <li>• 6.2.8.GeoPP.3.a: Use geographic models to describe how 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.</li> </ul>
	<p><b>Core Idea:</b> An individual’s perspective is impacted by their background and experiences.</p>



	<ul style="list-style-type: none"> <li>6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality</li> </ul>
<b>Era 4</b>	<p><b>Expanding Exchanges and Encounters</b></p> <p><b>Core Idea:</b> Political and civil institutions impact all aspects of people’s lives</p> <ul style="list-style-type: none"> <li>6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</li> </ul>
	<p><b>Core Idea:</b> The physical and human characteristics of places and regions are connected to human identities and cultures.</p> <ul style="list-style-type: none"> <li>6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.</li> <li>6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</li> </ul>

**Instructional Focus**

**Unit Enduring Understandings**

- Societies require rules, laws, and government.
- Governments can change based upon the needs of people, their society, and their culture.
- Citizens can influence the government in many ways if they choose to participate.
- Citizenship is a lifelong endeavor. It is the responsibility of citizens to actively participate in government; otherwise, the country is run by a few for the few.
- Nations interact with each other through trade, treaties and use of force.
- The earth is a global community where the actions of one country can affect lives in other countries.
- Where we live influences how we live.
- There are credible and questionable sources of information about historical and contemporary events.
- The past influences the present and the future.
- Societies are impacted by both internal and external factors.
- Individuals have the power to make positive changes in society.
- Many cultural traditions and heritages contribute to our state’s and nation’s diversity.
- Not all social problems can be solved.

**Unit Essential Questions**

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural developments promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- What is the government and what can it do? How have the basic values and principles of American democracy changed and in what ways have they been preserved?
- How can citizens and groups participate effectively in the democratic process?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- Are there general lessons to be learned from history?
- What causes societies to change over time?
- How much influence do individuals have in changing history?
- Why is there political and social conflict?

**Objectives**

**Students will know:**

- As a recurring geographical theme in ancient history, the civilization of Rome began along major bodies of water in present-day Italy.
- The Romans created a republic and conquered Italy.
- By treating people fairly, the Romans were able to build their small city into a great power.
- Rome was a republic for almost 500 years.
- During this time, it gradually expanded the right to vote and clearly defined the roles of government and the individual through the Roman Constitution and Twelve Tables.
- The long and costly Punic Wars and the destruction of the Carthaginian Empire eventually cleared the way for Rome’s dominance over the Mediterranean region
- The use of enslaved labor hurt farmers, increased poverty and corruption, and brought the army into politics.
- As a result, civil wars ensued, bringing about the end of the republic and rise of the empire.
- The Roman Empire was headed by both heroic and controversial figures, such as Julius Caesar and Augustus, who sought reform and dominance over the region.
- Rome’s system of roads, aqueducts, ports, and common currency made the empire rich and prosperous.

**Students will be able to:**

- Analyze and interpret primary accounts of the origins of Roman civilization
- Compare and contrast representative and authoritarian forms of government
- Examine primary sources to draw connections between the Roman government/legal system with those of modern America
- Trace and explain the causes, progression, and effects of the Punic Wars
- Determine the reasons for Rome's failure as a republic
- Relate how military and political reforms made Rome rich and prosperous
- Debate the legacy of Julius Caesar
- Develop Common Core Literacy in Social Studies skills
- Develop Common Core Writing in Social Studies skills

**Resources**

**Core Text:** Discovery Education  
Techbook, World Civilization Schoology  
Resources  
**Suggested Resources:** Various texts,  
media, and websites

## UNIT 9: Roman Civilization

<b>Summary and Rationale</b>	
<p>Like the Greeks, the Romans achieved cultural and technological feats that have played an immense role in shaping Western Civilization; however, poor leadership and a declining economy would eventually bring about the collapse of this highly accomplished civilization.</p>	
<b>Recommended Pacing</b>	
<p>May- June</p>	
<b>State Standards</b>	
<p><b>Standard 6.2 World History/Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	
<b>Era 3</b>	<p><b>The Classical Civilizations of the Mediterranean World, India, and China</b> Classical civilizations developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</p> <p><b>Core Idea:</b> The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments</p> <ul style="list-style-type: none"> <li>• 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system .</li> <li>• 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.</li> </ul>
	<p><b>Core Idea:</b> Economic interdependence is impacted by increased specialization and trade.</p> <ul style="list-style-type: none"> <li>• 6.2.8.EconGE.3.a: 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</li> </ul>
	<p><b>Core Idea:</b> Historical events and developments are shaped by social, political, cultural, technological, and economic factors</p> <ul style="list-style-type: none"> <li>• 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</li> </ul>

	<p><b>Core Idea:</b> An individual’s perspective is impacted by their background and experiences.</p> <ul style="list-style-type: none"> <li>6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</li> </ul>
	<p><b>Core Idea:</b> Historians analyze claims within sources for perspective and validity.</p> <ul style="list-style-type: none"> <li>6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</li> <li>6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</li> </ul>

**Instructional Focus**

**Unit Enduring Understandings**

- Societies require rules, laws, and government.
- Governments can change based upon the needs of people, their society, and their culture.
- Citizens can influence the government in many ways if they choose to participate.
- Citizenship is a lifelong endeavor. It is the responsibility of citizens to actively participate in government; otherwise, the country is run by a few for the few.
- Nations interact with each other through trade, treaties and use of force.
- The earth is a global community where the actions of one country can affect lives in other countries.
- Where we live influences how we live.
- There are credible and questionable sources of information about historical and contemporary events.
- The past influences the present and the future.
- Societies are impacted by both internal and external factors.
- Individuals have the power to make positive changes in society.
- Many cultural traditions and heritages contribute to our state’s and nation’s diversity.
- Not all social problems can be solved.

**Unit Essential Questions**

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural developments promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- What is the government and what can it do?
- How have the basic values and principles of American democracy changed and in what ways have they been preserved?
- How can citizens and groups participate effectively in the democratic process?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- Are there general lessons to be learned from history?
- What causes societies to change over time?
- How much influence do individuals have in changing history?
- Why is there political and social conflict?

**Objectives**

**Students will know:**

- In addition to their own developments in science and engineering, Roman artists and writers borrowed many ideas from the Greeks.
- The rich and the poor had very different lives in the Roman Empire, as did men and women.
- Poor leadership, a declining economy, and attacks by Germanic tribes weakened the Roman Empire.
- To the Western world, Rome passed on many achievements in government, law, language, and the arts.

**Students will be able to:**

- Compare and contrast the developments and achievements of the Greeks and Romans
- Assess the impact that Roman innovations and thought have had on the modern world
- Describe the roles of men and women in Ancient Rome
- Differentiate between the lives of the rich and poor in Ancient Rome
- Determine and evaluate the leading causes of Rome's decline as a civilization
- Develop Common Core Literacy in Social Studies skills
- Develop Common Core Writing in Social Studies skills

**Resources**

**Core Text:** Discovery Education  
 Techbook, World Civilization Schoology  
 Resources  
**Suggested Resources:** Various texts,  
 media, and websites  
 Emperor Campaign Activity - varies \*\*\*\*

Key:

- \*AMISTAD
- \*\*Holocaust
- \*\*\*AAPI
- \*\*\*\*LGBTQ