# In this document, you will find the pacing for 6th Grade Social Studies Quarter 2. It is broken down by weeks/days. Please use this resource when you are planning your lessons. At the end of each week, I have included some online resources. You are NOT limited to these resources, however, they can come in handy when you are thinking about engagement. The table of contents is listed below. You can click the Week, and it will take you directly to that page.

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# WEEK 1

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| **Day of the Week** | **Monday**  **10/18** | **Tuesday**  **10/19** | **Wednesday**  **10/20** | **Thursday**  **10/21** | **Friday**  **10/22** |
| **Standard** | 6.18 Analyze the achievements of ancient Egyptian civilization, including: hieroglyphics, papyrus, and the pyramids and Sphinx at Giza. | | | 6.19 Examine the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict, including its relationship with Nubia. | |
| **PBO** | 6.18 SWBAT synthesize data from multiple sources IOT analyze the achievements of ancient Egyptian civilization, including: hieroglyphics, papyrus, and the pyramids and Sphinx at Giza. | | | 6.19 SWBAT construct and communicate arguments citing evidence IOT examine the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict, including its relationship with Nubia. | |
| **Tier II & Tier III Vocabulary** | Tier III: hieroglyphics, papyrus, pyramids, Sphinx at Giza | | | Tier II: examine, surrounding, conflict  Tier III: cultural diffusion, Nubia | |
| **Big Ideas** | This week will be an examination of the enduring legacies of Egyptian civilization and its relationship to neighboring African civilizations. | | | | |
| **Daily Learning Targets** | TSW analyze the achievements of Ancient Egyptian civilization.  TSW describe hieroglyphics and how it is different from cuneiform.  TSW explain how papyrus is made.  TSW locate the Pyramids of Giza on a map.  TSW explain why the Pyramid of Giza is considered one of the eight wonders of the world.  TSW identify the Sphinx at Giza.  TSW explain the purpose of the Sphinx at Giza. | | | TSW locate Nubia on a map.  TSW describe cultural diffusion.  TSW explain how cultural diffusion was changed by trade and conflict in Ancient Egypt.  TSW analyze the impact of cultural diffusion on the relationship between Ancient Egypt and Nubia. | |
| **Resources** | Resource Library: [The Kingdoms of Kush](https://www.nationalgeographic.org/media/kingdoms-kush/)  Lesson: [The Kush in Ancient Nubia and Egypt](https://tn.pbslearningmedia.org/resource/social-studies-061-ws2-r1-grades-6-12/the-kush-in-ancient-nubia-and-egypt/support-materials/)  Nystrom Atlas of World History p. 18-19  Video: [Hip Hughes: Ancient Egypt Explained – The Old Kingdom](https://www.youtube.com/watch?v=jpb4_K7gMzc&list=PL63FCC94DD9F44C96&index=4), [Great Pyramids at Giza](https://www.ancient.eu/video/1022/the-great-pyramids-of-giza/), [Ancient Egypt: Architecture](https://www.ancient.eu/video/1014/ancient-egypt-architecture/)  Ancient Egypt Social Structure Text: <https://www.commonlit.org/en/texts/egyptian-social-structure>  Developing Civilization in Ancient Egypt: <https://www.commonlit.org/en/texts/developing-civilization-in-ancient-egypt>  Evolution of Ancient Egypt’s Pyramids: <https://www.youtube.com/watch?v=TMkoX1kfyDs> | | | | |

# WEEK 2

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| **Day of the Week** | **Monday**  **10/25** | **Tuesday**  **10/26** | **Wednesday**  **10/27** | **Thursday**  **10/28** | **Friday**  **10/29** |
| **Standard** | 6.20 Identify and locate geographical features of ancient Israel, including: Dead Sea, Jerusalem, Jordan River, Mediterranean Sea, Red Sea, Sinai Peninsula. | 6.21 Describe the development of the ancient Israelites, and explain the reasons for their movements from Mesopotamia to Canaan (later called Israel), from Canaan to Egypt, and from Egypt back to Canaan. | 6.22 Describe the origins and central features of Judaism: Key Person(s): Abraham, Moses; Sacred Texts: The Tanakh (i.e., Hebrew Bible); Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility. | | **CFA #1:**  **Standards**  **6.18 - 4**  **6.19 - 4**  **6.20 - 4**  **6.21 - 4**  **6.22 - 4** |
| **PBO** | 6.20 SWBAT develop geographic awareness by analyzing locations IOT identify and locate geographical features of ancient Israel, including: Dead Sea, Jerusalem, Jordan River, Mediterranean Sea, Red Sea, Sinai Peninsula. | 6.21 SWBAT develop geographic awareness by analyzing locations IOT describe the development of the ancient Israelites, and explain the reasons for their movements from Mesopotamia to Canaan (later called Israel), from Canaan to Egypt, and from Egypt back to Canaan. | 6.22 SWBAT collect data and information from sources IOT describe the origins and central features of Judaism: Key Person(s): Abraham, Moses; Sacred Texts: The Tanakh (i.e., Hebrew Bible); Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility. | |
| **Tier II & Tier III Vocabulary** | Tier III: Dead Sea, Jerusalem, Jordan River, Sinai Peninsula | Tier II: describe  Tier III: Israelites, Canaan; | Tier II: origins, central features, key person(s), sacred texts, basic beliefs, emphasis  Tier III: Judaism, Abraham, Moses, Tanakh, Hebrew Bible, monotheism, Ten Commandments | |
| **Big Ideas** | The unit has been structured into three weeks, with the first week covering the geography of Ancient Israel and the early periods of their history. During this week, students will begin to learn the origins and central features of Judaism, the first of the major world religions they will study in middle school. The second week continues the examination of Judaism and covers the unification of the tribes of Israel and its early kings. This week concludes with the events that occurred after the death of King Solomon. The story of the Israelites will be picked back up again in the unit on Rome when the destruction of Jerusalem by the Romans will be covered with the historical context of the Roman Empire. | | | |
| **Daily Learning Targets** | TSW identify and locate geographical features of ancient Israel, including:  • Dead Sea  • Jerusalem  • Jordan River  • Mediterranean Sea  • Red Sea  • Sinai Peninsula  TSW create a map of the major geographical features of ancient Israel, including the location of Jerusalem.  TSW compare their map of Ancient Israel to Mesopotamia. | TSW identify the migrations of the ancient Israelites on a map.  TSW explain the reasons ancient Israelites moved from Mesopotamia to Canaan.  TSW explain the reason why ancient Israelites moved from Canaan to Egypt.  TSW explain the reasons why ancient Israelites moved from Egypt back to Canaan (later called Israel). | TSW identify the roles of Abraham and Moses.  TSW describe the contributions of Abraham and Moses in developing the Hebrews into a nation of people later referred to as Israelites.  TSW identify the Tanakh (Hebrew Bible) as the sacred text of the Jewish faith. | |
| **Resources** | [Historical Maps: Israel Through Time](https://www.timemaps.com/history/middle-east-3500bc/)  [Satellite Image of Canaan](https://member.ancient.eu/image/9382/satellite-image-of-canaan-palestine-israel/)  [Image: Torah Scroll](https://member.ancient.eu/image/637/torah/)  Geographical Features Quizziz Review: <https://quizizz.com/admin/quiz/5dae041d9444c6001a80c116/geographical-features-of-ancient-israel>  Map of Israel Labeling: <https://gms.gcschools.net/ourpages/auto/2019/9/29/46638097/Map%20of%20Israel.pdf>  Migration of Ancient Israelites: <http://explorethemed.com/IAIsrael.asp>  Israelite Migration TDQs: <https://www.cravenk12.org/cms/lib/NC02214561/Centricity/Domain/3009/Israelites%20GR%201.pdf>  Hebrews and the Land of Milk and Honey: <https://www.ushistory.org/civ/4g.asp>  Ancient Israel CK12 Lesson: <https://www.ck12.org/user:yxblcmtpbnnaz2nib2uudxm./book/giles-county-sixth-grade-social-studies/section/4.0/>  Ancient Israel Workbook Pages: <https://www.leonschools.net/cms/lib/FL01903265/Centricity/Domain/2804/Chapter%206%20Work%20Packet.pdf> | | | |

# WEEK 3

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| **Day of the Week** | **Monday**  **11/1** | **Tuesday**  **11/2** | **Wednesday**  **11/3** | **Thursday**  **11/4** | **Friday**  **11/5** |
| **Standard** | 6.22 Describe the origins and central features of Judaism: Key Person(s): Abraham, Moses; Sacred Texts: The Tanakh (i.e., Hebrew Bible); Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility. | | 6.23 Identify the importance of Saul as the first king of Israel, David as the second king who founded Jerusalem as the capital, and Solomon as the third king who built the first temple. | | |
| **PBO** | 6.22 SWBAT collect data and information from sources IOT describe the origins and central features of Judaism: Key Person(s): Abraham, Moses; Sacred Texts: The Tanakh (i.e., Hebrew Bible); Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility. | | 6.23 SWBAT develop historical awareness by identifying patterns over time IOT identify the importance of Saul as the first king of Israel, David as the second king who founded Jerusalem as the capital, and Solomon as the third king who built the first temple. | | |
| **Tier II & Tier III Vocabulary** | Tier II: origins, central features, key person(s), sacred texts, basic beliefs, emphasis  Tier III: Judaism, Abraham, Moses, Tanakh, Hebrew Bible, monotheism, Ten Commandments | | Tier II: founded, capital  Tier III: Saul, king, Israel, David, Solomon, temple; | | |
| **Big Ideas** | The unit has been structured into three weeks, with the first week covering the geography of Ancient Israel and the early periods of their history. During this week, students will begin to learn the origins and central features of Judaism, the first of the major world religions they will study in middle school. The second week continues the examination of Judaism and covers the unification of the tribes of Israel and its early kings. This week concludes with the events that occurred after the death of King Solomon. The story of the Israelites will be picked back up again in the unit on Rome when the destruction of Jerusalem by the Romans will be covered with the historical context of the Roman Empire. | | | | |
| **Daily Learning Targets** | TSW identify the central features of Judaism, including monotheism, the Ten Commandments, and the emphasis on individual worth and personal responsibility.  TSW explain why Hebrews, Israelites, Jews, and Israelis are identified as the same people but refer to them at different points in their history. | | TSW identify Saul as the first king, David as the second king, and Solomon as the third king of Israel.  TSW compare the roles and major contributions of the kings of Israel.  TSW explain the purpose of a temple in religious faith. | | |
| **Resources** | [Model of the Second Temple](https://member.ancient.eu/image/3625/second-temple-model/)  [Map of the Levant in 830 BCE](https://member.ancient.eu/image/285/map-of-the-levant-circa-830-bce/)  [Solomon’s Temple](https://member.ancient.eu/image/5061/solomons-temple-jerusalem/)  Ancient Israel CK12 Lesson: <https://www.ck12.org/user:yxblcmtpbnnaz2nib2uudxm./book/giles-county-sixth-grade-social-studies/section/4.0/>  Ancient Israel Workbook Pages: <https://www.leonschools.net/cms/lib/FL01903265/Centricity/Domain/2804/Chapter%206%20Work%20Packet.pdf> | | | | |

# WEEK 4

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| **Day of the Week** | **Monday**  **11/8** | **Tuesday**  **11/9** | **Wednesday**  **11/10** | **Thursday**  **11/11**  **NO SCHOOL** | **Friday**  **11/12** |
| **Standard** | 6.24 Summarize the breakup of the Kingdom of Israel, Babylonian captivity, and the return of the Jews to their homeland under the Persian Empire. | | |  | **CFA #2:**  **Standards**  **6.22 - 6**  **6.23 - 6**  **6.24 - 8** |
| **PBO** | 6.24 SWBAT develop historical awareness by identifying patterns over time IOT summarize the breakup of the Kingdom of Israel, Babylonian captivity, and the return of the Jews to their homeland under the Persian Empire. | | |
| **Tier II & Tier III Vocabulary** | Tier II: summarize  Tier III: Kingdom of Israel, Babylonian, Jews, Persian Empire | | |
| **Big Ideas** | The unit has been structured into three weeks, with the first week covering the geography of Ancient Israel and the early periods of their history. During this week, students will begin to learn the origins and central features of Judaism, the first of the major world religions they will study in middle school. The second week continues the examination of Judaism and covers the unification of the tribes of Israel and its early kings. This week concludes with the events that occurred after the death of King Solomon. The story of the Israelites will be picked back up again in the unit on Rome when the destruction of Jerusalem by the Romans will be covered with the historical context of the Roman Empire. | | |
| **Daily Learning Targets** | TSW describe key events that led to the breakup of Israel into two kingdoms Israel and Judah.  ***Make sure you hit the following key points:***   * ***destruction of the Northern Kingdom (by Assyria) which was called Israel*** * ***the Southern Kingdom, which was known Judah, remained and the people become known as the Jews*** * ***Judah eventually fell due to Babylonian captivity under Nebuchadnezzar II (New Babylon).***   TSW summarize what led to the capture of the Jewish people and the outcome of their time spent in Babylonian captivity.  TSW describe why the Jews returned to their homeland under the Persian Empire.  ***Make sure you hit the following key points:***   * ***destruction of the first Temple*** * ***the end of Babylonian captivity*** * ***Cyrus the Great granting permission for the Jews to return*** * ***the rebuilding of the second Temple in Jerusalem.*** | | |
| **Resources** | [Model of the Second Temple](https://member.ancient.eu/image/3625/second-temple-model/)  [Map of the Levant in 830 BCE](https://member.ancient.eu/image/285/map-of-the-levant-circa-830-bce/)  [Solomon’s Temple](https://member.ancient.eu/image/5061/solomons-temple-jerusalem/)  [Map of Assyrian Deportation](https://en.wikipedia.org/wiki/File:Deportation_of_Jews_by_Assyrians.svg)  [Painting – Babylonian Captivity](https://en.wikipedia.org/wiki/File:Tissot_The_Flight_of_the_Prisoners.jpg) | | | | |

# WEEK 5

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| **Day of the Week** | **Monday**  **11/15** | **Tuesday**  **11/16** | **Wednesday**  **11/17** | **Thursday**  **11/18** | **Friday**  **11/19** |
| **Standard** | 6.25 Identify and locate geographical features of ancient India, including: Ganges River, Himalayan Mountains, Indian Ocean, Indus River, Monsoon winds, Subcontinent of India. | 6.26 Explain the emergence of the Harappan civilization in the Indus River Valley as an early agricultural civilization, and describe its achievements, including: Architecture built with bricks, Arranging roads into a series of grid-systems, Sanitation and sewer systems. | | | |
| **PBO** | 6.25 SWBAT develop geographic awareness by analyzing locations IOT identify and locate geographical features of ancient India, including: Ganges River, Himalayan Mountains, Indian Ocean, Indus River, Monsoon winds, Subcontinent of India. | 6.26 SWBAT collect data and information from sources IOT explain the emergence of the Harappan civilization in the Indus River Valley as an early agricultural civilization, and describe its achievements, including: Architecture built with bricks, Arranging roads into a series of grid-systems, Sanitation and sewer systems. | | | |
| **Tier II & Tier III Vocabulary** | Tier III: Ganges River, Himalayan Mountains, Indian Ocean, Indus River, Monsoon winds, subcontinent of India, India | Tier III: Harappan civilization, Indus River Valley, agricultural civilization, architecture, grid-systems, sanitation, sewer systems; | | | |
| **Big Ideas** | This unit has been split into three weeks. The first covers the geography of Ancient India and the establishment of the first settlements in the region and the advancements they presented. The second week examines the predominant culture of Ancient India, with students learning about the social structure and the origins and central features of Hinduism. The third week continues with the examination of another world religion, Buddhism, and the lasting legacies of Ancient Indian civilizations on scientific and intellectual traditions. | | | | |
| **Daily Learning Targets** | TSW identify and locate geographical features of ancient India, including: (G)  • Ganges River  • Himalayan Mountains  • Indian Ocean  • Indus River  • monsoon winds  • subcontinent of India  TSW create a map of the major geographical features of ancient India.  TSW describe subcontinent.  TSW describe monsoon winds. | TSW identify the location of the Harappan civilization on a map.  TSW explain how the Harappan civilization emerged in the Indus River Valley as an early agricultural civilization.  TSW describe the achievements of the Harappan civilizations, including:   * architecture built with bricks, * arranging roads into a series of gridsystems, * sanitation and sewer systems. | | | |
| **Resources** | * [Video: Instructomania, ‘Ancient India Social Classes’](https://www.youtube.com/watch?v=zSUSFbyojrY&list=PLTy20U1mGXrVGWJrBiVf4kkz_WAwGPVVE&index=3&t=0s) * Blank Ancient Indian Map: <https://hersheyk12.instructure.com/courses/811/files/72350/download?verifier=zToXNPMbl7lDQHKKIQoeiyRzf0KanWSdtHAYMgGd&wrap=1> * Indus River Valley Text: <https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-india/a/the-indus-river-valley-civilizations> * Geography of Indus River Valley: <https://php.radford.edu/~vga/wp-content/uploads/2013/09/WH13a_Attachment_F.pdf> * Indus River Valley PPT: <http://www.gvsd.org/cms/lib02/PA01001045/Centricity/Domain/610/2013IndusValleyandHarrappanEmpire.ppt> * Indus River Valley Video: <https://www.pbs.org/video/indus-valley-civilization-ufdsp9/> | | | | |

# WEEK 6

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| **Day of the Week** | **Monday**  **11/29** | **Tuesday**  **11/30** | **Wednesday**  **12/1** | **Thursday**  **12/2** | **Friday**  **12/3** |
| **Standard** | 6.27 Describe the social structure of the caste system, and explain its effects on everyday life in ancient India. | 6.28 Describe the origins and central features of Hinduism: Key Person(s): origins in Aryan traditions; Sacred Texts: The Vedas; Basic Beliefs: dharma, karma, reincarnation, and moksha. | | | **CFA #3:**  **Standards**  **6.25 - 5**  **6.26 - 5**  **6.27 - 5**  **6.28 - 5** |
| **PBO** | 6.27 SWBAT construct and communicate arguments citing evidence by illustrating cause and effect IOT describe the social structure of the caste system, and explain its effects on everyday life in ancient India. | 6.28 SWBAT collect data and information from sources IOT describe the origins and central features of Hinduism: Key Person(s): origins in Aryan traditions; Sacred Texts: The Vedas; Basic Beliefs: dharma, karma, reincarnation, and moksha. | | |
| **Tier II & Tier III Vocabulary** | Tier III: social structure, caste system | Tier III: Hinduism, Aryan traditions, Vedas, dharma, karma, reincarnation, moksha; | | |
| **Big Ideas** |  | | | |
| **Daily Learning Targets** | TSW describe the social structure of the caste system.  TSW explain the effect of the caste system on everyday life in ancient India. | TSW identify the origins of Aryan traditions.  TSW explain the influence of Aryan traditions on the central features of Hinduisim.  TSW identify the central teachings of the Vedas.  TSW summarize the key features of Hinduism which came from the Vedas.  TSW describe the relation of dharma, karma, reincarnation, and moksha to Hinduism. | | |
| **Resources** | Images: [Indus Valley Seals](https://www.youtube.com/watch?v=3uS7Ne8mubQ) and [Excavation site a Mohenjo-Daro](https://member.ancient.eu/image/2130/excavation-site-at-mohenjo-daro/) and [Mohenjo-Daro Slideshow](https://www.harappa.com/slideshows/mohenjo-daro)  [Video: Mocomi, Indus Valley Civilization Facts](https://www.youtube.com/watch?time_continue=26&v=KhDY4KJuvc0)  [Historical Maps of India Through Time](https://www.timemaps.com/history/south-asia-3500bc/)  Caste System: <https://p14cdn4static.sharpschool.com/UserFiles/Servers/Server_142278/File/Becky%20Carson/Caste%20System%20Activity.pdf>  Hinduism Notes/Chart: <https://gms.gcschools.net/ourpages/auto/2019/12/10/58683364/Standard%206_28%20Hindusim%20Basic%20Beliefs%20and%20Sacred%20Texts.docx>  Hinduism Video: <https://app.discoveryeducation.com/learn/videos/d61738d8-4c14-4a01-bbff-44f0484ba0a5?embed=0> | | | | |

# WEEK 7

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| **Day of the Week** | **Monday**  **12/6** | **Tuesday**  **12/7** | **Wednesday**  **12/8** | **Thursday**  **12/9** | **Friday**  **12/10** |
| **Standard** | 6.29 Describe the origins and central features of Buddhism: Key Person(s): Siddhartha Gautama (Buddha); Sacred Texts: Tripitaka; Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana. | | | 6.30 Identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including: medical education, medical techniques, and mathematics (e.g., Hindu-Arabic numerals) | |
| **PBO** | 6.29 SWBAT collect data and information from sources IOT describe the origins and central features of Buddhism: Key Person(s): Siddhartha Gautama (Buddha); Sacred Texts: Tripitaka; Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana. | | | 6.30 SWBAT synthesize data from multiple sources IOT identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including: medical education, medical techniques, and mathematics (e.g., Hindu-Arabic numerals). | |
| **Tier II & Tier III Vocabulary** | Tier III: Buddhism, Siddhartha Gautama, Buddha, Tripitaka, Four Noble Truths, Eightfold Path, Nirvana; | | | Tier II: intellectual, emerged, techniques  Tier III: traditions, Hindu-Arabic numerals | |
| **Big Ideas** | This unit has been split into three weeks. The first covers the geography of Ancient India and the establishment of the first settlements in the region and the advancements they presented. The second week examines the predominant culture of Ancient India, with students learning about the social structure and the origins and central features of Hinduism. The third week continues with the examination of another world religion, Buddhism, and the lasting legacies of Ancient Indian civilizations on scientific and intellectual traditions. | | | | |
| **Daily Learning Targets** | TSW identify Siddhartha Guatama (Buddha).  TSW explain the the influence of Buddha’s teachings on the central features of Buddhism.  TSW identify the role of the Tripiṭaka for a Buddhist:   * rules for monks (discipline) * teachings and meditation techniques * songs and stories from the Buddha’s life (higher knowledge)   TSW summarize the Four Noble Truths and Eightfold Path.  TSW explain the significance of the Four Noble Truths and Eightfold Path. | | | TSW identify the long-lasting intellectual traditions of ancient India, including:   * Medical education * Medical techniques * Mathematics   TSW explain the impact of the achievements of the late empire of ancient Egpyt. | |
| **Resources** | [Timeline](https://www.pbs.org/thestoryofindia/timeline/1/)  [Video: Mr. Nicky, Ancient India](https://www.youtube.com/watch?v=vskHZIPJCE4&list=PL6FB2247735A870B6&index=7&t=0s) | | | | |

# WEEK 8

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| **Day of the Week** | **Monday**  **12/13** | **Tuesday**  **12/14** | **Wednesday**  **12/15** | **Thursday**  **12/16** | **Friday**  **12/17** |
| **Standard** | 6.31 Identify and locate geographical features of ancient China, including: Gobi Desert, Himalayan Mountains, Pacific Ocean, Plateau of Tibet, Yangtze River, Yellow River. | 6.32 Analyze the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley, and explain how China’s geography helped create a unique yet diverse cultural identity that was isolated from the rest of the world. | This is an extra day in case you are off pacing or need time to review. | CFA #4:  Standards  6.29  6.30  6.31  6.32 | **This can be used for any missed assignments.** |
| **PBO** | 6.31 SWBAT develop geographic awareness by analyzing locations IOT identify and locate geographical features of ancient China, including: Gobi Desert, Himalayan Mountains, Pacific Ocean, Plateau of Tibet, Yangtze River, Yellow River. | 6.32 SWBAT develop geographic awareness by analyzing locations IOT analyze the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley, and explain how China’s geography helped create a unique yet diverse cultural identity that was isolated from the rest of the world. |
| **Tier II & Tier III Vocabulary** | Tier III: China, Gobi Desert, Pacific Ocean, Plateau of Tibet, Yangtze River, Yellow River; | Tier II: influence  Tier III: Chinese civilization, Yellow River Valley, geography, cultural identity, isolated |
| **Big Ideas** | The first week centers around geography. Students will examine the geographical features of the region and then analyze how this would have impacted the development of civilizations in China. This unit will conclude in Quarter 3 with an examination of the Qin and Han dynasties and the lasting impacts of the Silk Roads. | |
| **Daily Learning Targets** | TSW identify and locate geographical features of ancient China, including:  • Gobi Desert  • Himalayan Mountains  • Pacific Ocean  • Plateau of Tibet  • Yangtze River  • Yellow River  TSW create a map of the major geographical features of Ancient China. | TSW identify the major geographical features surrounding ancient China.  TSW explain why the geography in the region led ancient Chinese civilizations to settle in the Yellow River Valley during the era  of the Shang Dynasty.  TSW describe which geographic features of China contributed to its isolation from the rest of the world.  TSW explain n the consequences of  this isolation. |
| **Resources** | [Interactive Map of China](http://www.pbs.org/story-china/map/#/map/early-china)  [Variety of Outline Maps of China](http://afe.easia.columbia.edu/china/geog/maps.htm#1b)  [Video: (animated map) History of China, Every Year](https://www.youtube.com/watch?v=UWqVzZnwnOk) (only need to play until 2:40 mark)  [Historical Maps of China Through Time](https://www.timemaps.com/history/china-2500bc/) | | | | |