Unit 3 - The Classical World

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 3**
Length: **10 weeks**
Status: **Published**

Summary

In the World History course, students study early humans and civilizations through the Middle Ages in Europe, Africa, and Asia. Using a frame-case approach in each unit, students engage in comparative analysis, especially in terms of geographic regions, and consider continuities and changes over time. Throughout the course, students practice critical reading in order to analyze increasingly complex sources and effectively synthesize material to respond to analytical writing prompts. Furthermore, to foster an enduring understanding and demonstrate their command of the content, students are challenged with project-and problem-based activities and analytical writing tasks.

This unit is part of the larger aforementioned course sequence and specifically focuses on The Classical World where students will use a case-frame approach to study the growth, expansion, and downfall of various civilizations such as: Greece, Rome, China, Axum, Gupta, and the Mayans and Aztecs in Mesoamerica. Students will also understand how the role of government coupled with a social hierarchy impacted individual success and access to power. By the end of this unit, students will be able to identify reasons why civilizations rise and fall, as well as explain how technological advancements and the expansion of trade led to cultural diffusion.

Revised: August 2023

Standards

- 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.
- 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 (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
- 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.
- 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.
- 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.

- 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
- 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.
- 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.
- 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.
- 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 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).
- 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.
- 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 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.
- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions
- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- WHST.6-8.1. Write arguments focused on discipline-specific content.
    - A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
    - B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
  - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - E. Establish and maintain a formal/academic style, approach, and form.
  - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.
- WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using

valid reasoning and relevant and sufficient evidence.

- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, c6.1.8.CivicsPD.2).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness,

and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- How do the political, economic, and social attributes of society promote change?
- To what extent is the expansion and development of a civilization universally beneficial?
- What is a Golden Age and to what extent is it "golden" for all?
- Why do civilizations rise and fall?

Enduring Understandings:

- A combination of internal and external factors leads to the fall of a civilization.
- Technological developments and the expansion of trade led to cultural diffusion during the classical era.

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to): Golden Age, empire, conquest, monarchy, Twelve Tables, republic, oligarchy, bureaucracy, democracy, social class, plebeian, patrician, aristocracy, epitaph, constitution, Silk Road, metropolis, Mandate of Heaven, Dynastic Cycle, expansion, cultural diffusion, Pax Romana
- Cultural exchange and diffusion dramatically increased during the era of classical civilizations.
- Classical civilizations developed and expanded into empires by creating centralized governments and promoting trade.
- Innovations and technological advancements that impacted classical civilizations also influenced future generations.
- The foundations of the United States government were born in the Classical Mediterranean civilizations.
- Free men, women, enslaved people, and foreigners had differing rights and responsibilities in the

political, economic and social structures of classical civilizations.

- The foundational concepts and principles of Athenian democracy and the Roman Republic would later influence the development of the United States Constitution.
- Geographic, economic, political and social factors can contribute to the decline and fall of an empire.
- Many of the achievements of these civilizations influenced other civilizations.
- The identification of social hierarchies in classical civilizations.
- How religion, economic issues and conflict shaped the values and decisions of classical civilizations.
- The importance of physical features and location of the civilizations and how it led to trade.

Students will be skilled at:

- Comparing and contrasting the significant aspects of the various classical civilizations.
- Explaining how geography contributed to the success and downfalls of classical civilizations.
- Investigating the foundations and principles of democracy.
- Evaluating the leadership of classical rulers such as, but not limited to: Alexander the Great, Ghangus Khan, Mark Anthony, Cleopatra, and Hannibal.
- Using geographic models to determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of classical civilizations and provided motivation for expansion.
- Comparing and contrasting civilizations in terms of governance, economics and social structure as they relate to power, wealth and equality.
- Investigating the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
- Evaluating the lasting impact of classical civilization achievements on future civilizations.
- Discussing the economic, social and political problems that led to the decline of classical civilizations.
- Explaining how classical civilizations developed new technologies to enhance agricultural/manufacturing output, commerce to expand military capabilities, to improve life in urban areas and to allow for greater division of labor.
- Determining the extent to which religion impacted classical civilizations.
- Analyzing the impact the Silk Road and other land/sea trade routes had on classical civilizations.
- Analyzing the differences in philosophies and bureaucratic styles of Classical China.

Learning Plan

This unit includes, but is not limited to, the following learning strategies:

Case Study (Greece, Rome, China, Axum, Gupta, Mesoamerica): Students will conduct research to engage in comparative analysis of the following civilizations. Research topics include, but not limited to: belief systems, daily life, culture, economic systems, government, record keeping, science and technology, contributions and achievements, social hierarchy, gender roles, geography, war and conquest.

- Greece
- Rome
- Gupta
- Axum
- China - Zhou, Warring States, Qin, Han
- Mesoamerica - Mayan, Aztecs

Geography Analysis: Students will analyze the geography of the different classical civilizations and identify the effects it had on their development. Students will use maps and articles to describe the geography of the different civilizations and explain how it helped or hurt their development.

Intro to Comparative Classical Civilizations: Students will categorize events by different classical civilizations and create a timeline by analyzing multiple sources.

What's in a Golden Age?: Students will develop a definition of a Golden Age by analyzing primary sources of various classical civilizations.

Biography Project: Students will research a historical figure from one of the classical civilizations and create an epitaph based on their research.

Socratic Seminar: Students will prepare a Golden Age comparison chart and answer discussion questions to prepare for a Socratic seminar. Students will conclude the lesson by answering the question: "does each civilization deserve to be designated a Golden Age?"

The Laws of the Twelve Tables: Students will analyze the Twelve Tables and evaluate their effect. Students will also compare the Twelve Tables to current laws and decide if they would be effective today.

Roman Republic vs. USA: Students will compare and contrast the structure of the Roman Republic to the United States government by analyzing multiple sources. Students will then answer the question - "Was the United States Government an experiment engineered by our Founding Fathers or a proven product of the Classical minds?"

Evaluating the Roman Republic: Students will analyze multiple aspects of the Roman Republic and evaluate if it was democratic. Students will fill out a graphic organizer based on multiple articles prior to answering "To what extent was the Roman Republic democratic?"

The Good, The Bad, The Mad: Students will research and evaluate multiple Roman Emperors and describe what type of leader they were. Students will then debate which Roman leader would be most effective today.

Did Rome Fall or Was It Pushed?: Students will analyze multiple aspects of the fall of Rome and decide if it fell (internal problems) or it was pushed (external problems). Students will wrap up the activity by explaining their decision in a short paragraph.

Philosophies and School Rules: Students will analyze the three Chinese philosophies and compare and contrast them with a graphic organizer. After reviewing the philosophies, students will be broken into groups where they are assigned one of the philosophies and have to create school rules using that philosophy.

Gaoko Exam vs SAT: Students will compare and contrast the Gaoko Exam to the SAT. Students will analyze multiple articles on both and answer the question - "To what extent is assessment necessary in determining qualifications to lead (government positions) or advance (college entry/acceptance/job promotion)?"

Evaluating Athenian Democracy: Students will analyze multiple aspects of Athens and evaluate if it was democratic. Students will fill out a graphic organizer based on multiple articles prior to answering "To what extent was Athens democratic?"

Cultural Highway - The Silk Road: Students will analyze the effects of the Silk Road and the impact it had on multiple civilizations. Students will highlight and annotate articles on the Silk Road, focusing on the effects it had for multiple civilizations.

Was Alexander's Empire Great?: Students will analyze the effects of Alexander the Great's empire.

Students will analyze multiple sources and complete a graphic organizer that focuses on different aspects of his empire. Students will answer the question - “To what extent was Alexander the Great’s empire great?”

Golden Ages: Students will analyze multiple aspects of the classical civilizations that helped make them Golden Ages. Students will analyze multiple sources and complete a graphic organizer outlining the Golden Ages for each civilization.

Technology and Modification of Land: Students will explore how the classical civilizations adapted to and modified their environments to meet their need for food, clothing, and shelter. Students will analyze multiple sources to learn about the modifications made to help these civilizations advance.

Impact of Innovations: Students will explore the unique achievements of the classical civilizations. Students will analyze multiple sources to learn about the impact their innovations had. Students will create and defend a claim as to which innovation was most impactful.

Profiling A ‘Polis: Students will read about the different city states of Ancient Greece and compare and contrast them. Students will use the reading to complete a graphic organizer and answer the question “to what extent were the city states of Greece similar?”

Caesar CSI: Students will explore the death of Julius Caesar and find out who killed him. Students will analyze multiple accounts about the death of Julius Caesar and take notes based on the different stations. Students will write a report to the question “who killed Julius Caesar?”

Maya CSI: Students will read through four different theories about the fall of the Mayan civilization and explain what they believe caused the fall of their civilization. Students will create an explanation that uses all four theories and create “tips” for future civilizations.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessments

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance

tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Analysis of geography and the impact it had on the different civilizations.
- Twelve Tables analysis and comparing it to today's laws.
- Comparison of Roman Republic to US Government
- Research of different leaders and discussing if they were effective or not.
- Graphic organizer comparing the different Chinese philosophies.
- Discussion on the fall of the Roman Empire.
- Comparison and graphic organizer of the Gaokao exam and SAT
- Highlighting and annotations of various texts throughout the unit
- Graphic organizers outlining the aspects of the different Golden Ages
- Discussing cause and effect of the different innovations created during this time period.
- CSI Station Activities

Summative Assessments:

- Analytical Writing Responses
    - Does each civilization deserve to be designated a Golden Age?
    - Was the United States Government an experiment engineered by our Founding Fathers or A proven product of the Classical minds?
    - To what extent was the Roman Republic democratic?
    - To what extent is assessment necessary in determining qualifications to lead (government positions) or advance (college entry/acceptance/job promotion)?
    - To what extent was Athens democratic?
    - To what extent was Alexander the Great’s empire great?
    - Which Golden Age Civilization was most significant?
    - To what extent were the city states of Greece similar?

- Tests including multiple choice questions document stimulus questions, analytical writing responses, and/or historical thinking skills application
- Biography Project - Students will research a historical figure from one of the classical civilizations and create an epitaph based on their research.
- Socratic Seminar - comparison of Golden Ages and if the civilizations deserve that title.

Benchmark Assessments:

- Historical Thinking Skills (contextualization, point of view, purpose, cause and effect, turning point, similarity/difference)

Alternative Assessments:

- World History Concepts Curation Project - Throughout the course, students can select key artifacts from various forms of media to highlight key historical concepts as related to the unit. For each artifact, they must compose a narrative explaining how the curated piece reflects the assigned concept.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district-approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit-related objectives:

- Newsela: Grades 5-8: World History Era 3: Classical Civilizations https://newsela.com/subject/other/2000307082/resources/text-set/2000307082
- Newsela: Enduring Legacies https://newsela.com/subject/other/2000307078/resources/text-set/2000307078
- Khan Academy: Early Civilizations https://www.khanacademy.org/humanities/world-history/world-history-beginnings/birth-agriculture-neolithic-revolution/a/introduction-what-is-civilization
- Khan Academy: The Olmec Ancient Civilizations https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-americas/a/the-olmec-article
- Khan Academy: Aksum https://www.khanacademy.org/humanities/big-history-project/agriculture-civilization/first-cities-states/a/aksum-1
- Khan Academy: The Mauryan and Gupta Empires https://www.khanacademy.org/humanities/whp-origins/era-3-cities-societies-and-empires-6000-bce-to-700-c-e/36-the-growth-of-empires-betaa/a/read-the-mauryan-and-gupta-empires-beta
- Newsela: Mesoamerica https://newsela.com/subject/other/407164/resources/text-set/407164
- Various lessons on different civilizations - PBS Media

- Roman Roads - worldhistory.org
- Classical Civilizations - Khan Academy
- Various Texts covering topics all year https://courses.lumenlearning.com/atd-herkimer-westerncivilization/
- Classical Civilization Maps - Infobase
- Classical Civilization Texts - Infobase
- Lessons on Classical Civilizations (7-11) https://msh.councilforeconed.org/table-of-contents.php
- New Visions Lessons (Global I)
- Stanford History Education Group (SHEG) Lessons
- World History Inquiry Kits - thinkport.org
- The Persians and the Greeks Video - Crash Course History
- 2,000 Years of Chinese History! The Mandate of Heaven and Confucius Video - Crash Course History
- Alexander the Great Video - Crash Course History
- The Silk Road and Ancient Trade Video - Crash Course History
- The Roman Empire. Or the Republic. Or...Which Was It?: Crash Course World History
- Christianity from Judaism to Constantine: Crash Course World History
- Fall of The Roman Empire...in the 15th Century Video - Crash Course History

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Read texts aloud for students to assist in comprehension and analysis
- Provide opportunities for text-to-speech for written responses.
- Use visual presentations of all materials and include graphic organizers for writing.