

Unit 3: Early Asian Civilizations (Weeks 13-23)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Week 13-23**
Status: **Published**

UNIT RATIONALE

In this unit, students will explore eight physical features of the Indian subcontinent so that we can explain how they affected early settlement in India and analyze the many advances made in ancient India during the golden age under the rule of the Gupta Empire so that we can explain India's advancements in universities, literature, painting & sculpture, metalwork, mathematics, and roadwork. Also, students will analyze the major beliefs of Hinduism so that we can explain Hinduism's social structure, the beliefs about Brahman and other deities, and the concepts of Dharma, Karma, and Samsara and analyze the beliefs and teachings of Buddhism so that we can explain who Siddhartha Gautama was and how his teachings are the bases for Buddhism, what are the Four Noble Truths, and the teachings of the Eightfold Path. At the end of the unit, students will explore the climate, physical features, and vegetation in five geographic regions in China so that we can explain how geography affected settlement, ways of life, and communication in China while also analyzing one of China's earliest dynasties, the Shang dynasty so that we can then explain how Shang's government, social classes, religion, writings, arts, and technology helped shape China and analyze the 'Golden Age' of China during the Han Dynasty so that we can explain how the Chinese made many advances that improved their government and daily life.

ESSENTIAL QUESTIONS

1. How did geography affect early settlement in India?
2. Why is the period during the Gupta Empire known as a “golden age”?
3. What are the origins and beliefs of Hinduism?
4. What are the main beliefs and teachings of Buddhism?
5. How did geography affect life in ancient China?
6. What do Shang artifacts reveal about this civilization?

In what ways did the Han dynasty improve government and daily life in China?

STANDARDS

21st Century Standards

CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 6-8 - Social Studies (2020)

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.

6.2.8.CivicsPI.2.a:

Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

6.2.8.CivicsHR.2.a:

Determine the role of slavery in the economic and social structures of early river valley civilizations.

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 (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).

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.

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.

6.2.8.HistoryCC.2.b:

Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

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.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.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.HistoryUP.3.a:

Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality

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.

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.

6.2.8.GeoHE.4.a:

Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

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

6.2.8.HistoryCC.4.b:

Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

SOC.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.
SOC.6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
SOC.6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.
SOC.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 (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
SOC.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.
SOC.6.2.8.EconGE.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.
SOC.6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
SOC.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.
SOC.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.
SOC.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.
SOC.6.2.8.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
SOC.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.
SOC.6.2.8.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
SOC.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.
SOC.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.
SOC.6.2.8.GeoHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
SOC.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.
SOC.6.2.8.EconGE.4.a	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
SOC.6.2.8.HistoryCC.4.b	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
SOC.6.2.8.C.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.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

SOC.6.2.8.EconNE.4.a	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
TECH.8.1.8.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.8.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH,

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.6-8.8.2.8.I TH.2

Compare how technologies have influenced society over time.

PRE-ASSESSMENTS

[Pre-Lesson Test: Ancient India](#)

[Pre-Lesson Test: Ancient China](#)

INSTRUCTIONAL PLAN

MODULE 1

Lesson 1: Ancient India

Student Learning Intentions (SLI)

WALT: (We are learning to...)

....explore eight physical features of the Indian subcontinent so that we can explain how they affected early settlement in India.

...analyze the many advances made in ancient India during the golden age under the rule of the Gupta Empire so that we can explain India's advancements in universities, literature, painting & sculpture, metalwork, mathematics, and roadwork.

Student Learning Strategies

In a 'Response Group' activity, students learn about eight key physical features of the Indian subcontinent. After discussing each feature's suitability for human settlement, students predict where they think the first settlements in India were located.

In a 'Writing for Understanding' activity, students assume the role of writers traveling through ancient India during the time of the Gupta Empire. They "tour" different sites throughout the empire to learn about the important

	<p>achievements during this “golden age.” They use their notes to write and illustrate a palm-leaf book about their travels.</p>
<p>Success Criteria</p>	<p>I can explain how the Brahmaputra, the Ganges, and the Indus rivers carried rich silt from the mountains to the plains and that this was the start of civilization in India.</p> <p>I can explain how the Deccan Plateau had rich black soil and was good for growing cotton.</p> <p>I can explain how the mountain ranges of India provided natural barriers and protection against outside invasions</p> <p>I can explain how the Thar desert provided little plant life for Northern India.</p> <p>I can explain the rise of the Gupta Empire which led to an era of stability & prosperity for India.</p> <p>I can explain how Guptas built many universities for the upper classes to attend.</p> <p>I can explain how literature created during this time spread beyond India and continues to be influential today.</p> <p>I can explain how painting and sculpture flourished during this time and depicted religious values and noble life.</p> <p>I can explain how Indian artisans were famous for their ironwork.</p> <p>I can explain how Gupta mathematicians developed a decimal system and were the first to treat zero as a number.</p> <p>I can explain how the system of roads throughout India helped to promote trade and prosperity.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Lesson 13 Mini-Quiz</p> <p>Lesson 18 Mini-Quiz</p>
<p>Activities and Resources</p>	<p>Lesson 13 Geography and the Early Settlement of India Textbook</p> <p>Lesson 13 Geography and the Early Settlement of India Student Notebook</p> <p>Lesson 18 The Achievements of the Gupta Empire Textbook</p> <p>Lesson 18 The Achievements of the Gupta Empire Student Notebook</p>
<p>Suggested Modifications</p>	<p>Risk of Failure:</p> <p>~Modify Directions</p>

~Peer Support

~Increase 1-on-1 Instruction

~Contact Home

Gifted & Talented:

~Extension/Enrichments

~Modify/Change Activities

~Higher Reading Level Material

504:

~Chunking

~Checking for Understanding

~Extra Time

IEP:

~Chunking

~Checking for Understanding

~Extra Time

~Oral Reading

~Timers

English Language Learners:

~Native Language Support

~Adjusted Speech

~Visuals

MODULE 2

Lesson 2: Hinduism & Buddhism

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

...analyze the major beliefs of Hinduism so that we can explain Hinduism's social structure, the beliefs about Brahman and other deities, and the concepts of Dharma, Karma, and Samsara.

...analyze the beliefs and teachings of Buddhism so

	<p>that we can explain who Siddhartha Gautama was and how his teachings are the bases for Buddhism, what are the Four Noble Truths, and the teachings of the Eightfold Path</p>
<p>Student Learning Strategies</p>	<p>In a 'Writing for Understanding' activity, students create and examine posters about Hindu beliefs and the ways they have affected daily life in India. Then students write an essay stating which belief has the greatest influence on daily life in India.</p> <p>In a 'Writing for Understanding' activity, students analyze images related to the life of Buddha and his path to enlightenment. Then, they write a third-person narrative using the images they studied and based on events in Buddha's life.</p>
<p>Success Criteria</p>	<p>I can explain the Vedas texts and how they guide the varnas or social structures.</p> <p>I can explain Hindu beliefs about Brahman and other deities.</p> <p>I can explain the concept of Dharma.</p> <p>I can explain the concept of Karma.</p> <p>I can explain the concept of Samsara.</p> <p>I can explain who was Siddhartha Gautama.</p> <p>I can explain Buddha's teachings.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Lesson 15 Mini-Quiz The Buddha & Four Truths Common Lit. Assessment Lesson 16 Mini-Quiz</p>
<p>Activities and Resources</p>	<p>Lesson 15: Hinduism Textbook Lesson 15: Hinduism Student Notebook "OH MY GOD" Hinduism Episode Yoga Activity Lesson 16: Buddhism Textbook Lesson 16: Buddhism Student Notebook Buddhism EdPuzzle Buddhism Guest Speaker</p>
<p>Suggested Modifications</p>	<p>Risk of Failure:</p> <ul style="list-style-type: none"> ~Modify Directions ~Peer Support ~Increase 1-on-1 Instruction ~Contact Home

Gifted & Talented:

- ~Extension/Enrichments
- ~Modify/Change Activities
- ~Higher Reading Level Material

504:

- ~Chunking
- ~Checking for Understanding
- ~Extra Time

IEP:

- ~Chunking
- ~Checking for Understanding
- ~Extra Time
- ~Oral Reading
- ~Timers

English Language Learners:

- ~Native Language Support
- ~Adjusted Speech
- ~Visuals

MODULE 3

Lesson 3: Ancient China

Student Learning Intentions (SLI) WALT:
(We are learning to...)

...explore the climate, physical features, and vegetation in five geographic regions in China so that we can explain how geography affected settlement, ways of life, and communication in China.
...analyze one of China's earliest dynasties, the Shang dynasty, so that we can then explain how Shang's government, social classes, religion, writings, arts, and technology helped shape China.
...analyze the 'Golden Age' of China during the Han Dynasty so that we can explain how the Chinese

	<p>made many advances that improved their government and daily life.</p>
<p>Student Learning Strategies</p>	<p>In a 'Problem-Solving Groupwork', students create a relief map and a geographic poster of China's five regions. In their groups, students share information about China's geography and then analyze how geography affected settlement and ways of life in ancient China.</p> <p>In a 'Social Studies Skill Builder', students become "archaeologists" who have just discovered a Shang tomb, which they will "excavate" to learn about this civilization. Students then brainstorm ways they can avoid misinterpretation as they analyze artifacts from a Shang tomb.</p> <p>In a 'Social Studies Skill Builder', students visit several stations, each one representing a part of Chinese life that was improved by a new practice, discovery, or invention during the Han dynasty.</p>
<p>Success Criteria</p>	<p>I can explain the geographical features of outer & inner China.</p> <p>I can explain the early settlements and isolation of the first inhabitants of China.</p> <p>I can explain how different regions of China led to different ways of life for each region.</p> <p>I can explain how the Shang government was ruled by powerful kings.</p> <p>I can explain how the Shang social classes were divided into six different social classes: the king's clan, nobles, artisans, traders, farmers, and slaves.</p> <p>I can explain the religion, writing, arts, and technology of the Shang Dynasty.</p> <p>I can explain how the Shang Dynasty ended.</p> <p>I can explain the warfare & government of the Han Dynasty.</p> <p>I can explain the agriculture & industry of the Han Dynasty.</p> <p>I can explain the art, medicine, and science of the Han Dynasty.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Lesson 19 Mini-Quiz Lesson 20 Mini-Quiz Lesson 23 Mini-Quiz</p>

Activities and Resources

- [Lesson 19 Geography and the Early Settlement of China Textbook](#)
- [Lesson 19 Geography and the Early Settlement of China Student Notebook](#)
- [Lesson 20 The Shang Dynasty Textbook](#)
- [Lesson 20 The Shang Dynasty Student Notebook](#)
- [Lesson 23 The Han Dynasty Textbook](#)
- [Lesson 23 The Han Dynasty Student Notebook](#)

Suggested Modifications

Risk of Failure:

- ~Modify Directions
- ~Peer Support
- ~Increase 1-on-1 Instruction
- ~Contact Home

Gifted & Talented:

- ~Extension/Enrichments
- ~Modify/Change Activities
- ~Higher Reading Level Material

504:

- ~Chunking
- ~Checking for Understanding
- ~Extra Time

IEP:

- ~Chunking
- ~Checking for Understanding
- ~Extra Time
- ~Oral Reading
- ~Timers

English Language Learners:

- ~Native Language Support
- ~Adjusted Speech
- ~Visuals

REFLECTIONS

After completing this unit in full, these lessons exceeded the time given and took about 9 weeks to complete. Overall, each success criteria was met.

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

ELA.L.SS.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).
ELA.L.SS.6.1.B	Use intensive pronouns (e.g., myself, ourselves).
ELA.L.SS.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
ELA.L.SS.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
ELA.L.SS.6.1.E	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
ELA.L.SS.6.1.F	Recognize spelling conventions.
ELA.L.KL.6.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.KL.6.2.B	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA.L.KL.6.2.C	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
ELA.L.KL.6.2.D	Maintain consistency in style and tone.
ELA.RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
ELA.RL.CI.6.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RI.CI.6.2	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.