Unit 3 - Unit 3: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)

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

Unit Overview

The emergence and development of civilization from early man to the river valleys of the Middle East took thousands of years. As civilizations were developing here, they were also developing in the Indus River Valley and Huang He (Yellow River Valley), each with their own distinct culture. Students will explore the commonalities and differences among the River Civilizations. In this unit, students will also learn about the religions and philosophies of this region.

The formation of Greek city-states developed largely because of the geographic isolation that Greece provided. As the city-states of Athens and Sparta grew in wealth and power, so did the idea of democracy. These ideas would be challenged, and the security of Athens and Sparta would be threatened by the Persian Empire. Eventually, Alexander the Great would rise to power and spread Hellenistic Culture throughout Egypt and Asia. The Greeks are responsible for significant ideological, cultural, and scientific accomplishments which are still prevalent today.

Rome developed along the Tiber River and would expand to conquer from modern day Spain to Turkey. As the Roman Republic took form, it would eventually disappear with the rise of dictators and Julius Caesar. The Roman Republic, would later form into the Roman Empire, and ultimately spilt

Enduring Understandings

The rise and fall of civilizations is cyclical.
Evaluate different forms of government and select the perfect form of government.
Evaluate the social and political structures of Greece and Rome.
The lasting impact of India and China’s on today’s society.
How religion impacted life in ancient India and in ancient China.

Essential Questions

How did early people adapt to their environment?
How do periods of chaos and disorder bring about change.
How did early people adapt to their environment?
What are the lasting influences of Greece and Rome on today’s society?

Learning Objectives

Describe, compare and contrast the geography of the ancient Indian & Chinese River Civilizations.
Explain how deforestation has led to heavier flooding in modern India. (CLIMATE CHANGE)
Identify and explain the social hierarchies of India and China.
Identify and explain the tenets, and books of the major religions & philosophies of the region: Buddhism, Hinduism, Sikhism, Taoism, Confucianism, and Legalism.
Identify and explain the achievements of the Mauryan and Gupta Empires, as well as their significant leaders/rulers.
Identify the cultural, technological, and scientific contributions made by the Indian and Chinese Civilizations.
Explain how and why the Indian Civilization fell.
Explain the significance of the Silk Road and the Great Wall of China.
Explain how the Silk Road led to an exchange of goods, ideas, and beliefs.
Explain how the geography and the availability of resources influenced the growth and development of Greece and Rome.
Identify and explain the social hierarchies of Greece and Rome.
Compare and contrast structures of government and power within India, China, Greece, and Rome.
Compare and contrast the rights of women, free men, slaves, and foreigners in Greece, Rome, China, and India.
Explain how the Athenian Democratic government, and the Roman Republic influenced the development of the U.S. Constitution.
Explain the rise and fall of Greece and Rome, and identify the factors which led to their decline.
Compare and contrast the values and political structure of Athens and Sparta.
Identify the causes and explain the effects of the Persian and Peloponnesian War.
Explain how Alexander the Great established an empire that influenced Egypt and Asia.
Determine cultural values of ancient civilizations by analyzing myths.
Compare the polytheistic religions of Greece and Rome.
Explain the importance of myths, and how they reflect the values of a society.
Identify the lasting cultural, technological, philosophical, mathematical, architectural, and scientific contributions made by the Greeks and Romans.
Explain how the Peloponnesian War would lead to the rise of Alexander the Great of Macedonia.
Compare and contrast the rights of patricians and plebeians.
Explain the rise and fall of the Roman Republic and Roman Empire.
Explain the rise and fall of the Byzantine Empire.
Construct timelines of the events occurring during major eras.
Explain how major events are related to one another in time.
Select and use various geographic representations to compare information about people, places, regions, and environment
Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, growth systems.
Identify and explain primary and secondary sources, and how historians use them to study the past.
Analyze, and interpret primary and secondary sources.
Evaluate the credibility of sources, both primary and secondary.
Write and respond to open-ended questions.
Cast of Characters: Baby Krishna | The Story of India | PBS LearningMedia (DEI)
Newsela - The meaning behind the many colors of India's Holi festival (DEI)
The Holocaust in Greece (Holocaust Law)
Newsela - Ancient Greece: The rise of city-states Athens and Sparta
Liberation of Rome | Holocaust Encyclopedia (ushmm.org) (Holocaust Law)
A Brief Timeline of the History of Disabilities (LGBT Pw/D)
American Buddhism (AAPI)
Explain how deforestation has led to heavier flooding in modern India. (Climate Change
Analyze MLK's I Have a Dream Speech (Amistad)

Students will compare and contrast life in Athens and in Sparta. (LGBT Pw/D)

Standards: Content

6.2.3	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)
	Classical civilizations (i.e., Greece, Rome, India and China) 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.
	Governments have different structures which impact development (expansion) and civic participation.
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.
	The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
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.
	Social and political systems have protected and denied human rights (to varying degrees) throughout time.
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.
	Relationships between humans and environments impact spatial patterns of settlement and movement.
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.
	People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.
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.
	Economic interdependence is impacted by increased specialization and trade.
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.
	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
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.
	An individual’s perspective is impacted by one's background and experiences.
6.2.8.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
	Perspectives change over time.
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).
	Historical contexts and events shaped and continue to shape people’s perspectives.
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.
	Historians analyze claims within sources for perspective and validity.
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.

Standards: Interdisciplinary

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.
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.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
RI.TS.6.4	Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
RI.MF.6.6	Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
RI.CT.6.8	Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
W.IW.6.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.IW.6.2.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 aid in comprehension.
W.IW.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.IW.6.2.F	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
W.SE.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
SL.II.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.UM.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Assessment Evidence

Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Modeling, Simulations, Vocabulary Responses, Exit Questions, Textbook, Human Heritage- A World History, Glencoe
Summative	Tests, Quizzes, Projects, Written and Oral Responses
Alternative & Benchmark	Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments Benchmark – Teacher generated unit assessments.
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, People and Places by Macmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents
Cast of Characters: Baby Krishna | The Story of India | PBS LearningMedia (DEI)
Newsela - The meaning behind the many colors of India's Holi festival (DEI)
The Holocaust in Greece (Holocaust Law)
Newsela - Ancient Greece: The rise of city-states Athens and Sparta
Liberation of Rome | Holocaust Encyclopedia (ushmm.org) (Holocaust Law)
A Brief Timeline of the History of Disabilities (LGBT Pw/D)
American Buddhism (AAPI)
MLK's I Have a Dream Speech (Amistad)
Approved Class Resource List
Social Studies Primary Source List

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad	X	Diversity, Equity, and Inclusion
X	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change	X	Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness		Relationship Skills
	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		