Unit 3 - Civilizations in India and China

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Ongoing**
Length: **approx 30 days**
Status: **Published**

NCS 6th grade Social Studies Curriculum

BOE Adopted & Approved October 2017

Big Idea

Indian civilization developed in the Indus River Valley. The Harpian civilization was followed by the Aryans. As Aryan society became more complex, it divided into strict groups. This class system became an integral part of Indian society. Two major religions, Hinduism and Buddhism, developed in India. Two great empires also emerged. The Mauryan and Gupta empires united much of India. During these empires, Indians made great advances in the arts and sciences. Chinese civilization also developed along rivers.

Essential Questions

Have human needs changed over time?

To what extent does our natural environment shape human life?

Can the Ancient World be a blueprint for today's world?

Are there general lessons to be learned from history?

What causes societies to change over time?

Why is there political and social conflict?

How much influence do individuals have in changing history?

How can multiple historical sources be used to investigate a historical question and to formulate and defend a thesis with evidence?

Which historical eras, individuals, groups, ideas and themes in regions of the Eastern Hemisphere are important?

Which regional issues and perspectives in the Eastern Hemisphere are important?

How does the distribution of resources influence economic production and individual choice?

How do various nations define the rights, responsibilities, and roles of citizens?

How do different forms of government and international organizations influence the world community?

Skills

Determine how geography and 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

Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China

Relate the Chinese dynastic system to the longevity of authoritarian rule in China

Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China

Compare the golden ages of India, and China, and justify major achievements that represent world legacies

Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Hinduism, Confucianism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization

Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers

Learning Targets include but not limited to:

Indian civilization first developed on the Indus River

Hinduism, the largest religion in India today, developed out of ancient Indian beliefs and practices

Buddhism began in India and became a major religion

The Mauryas and the Guptas built great empires in India

The people of India made great contributions to the arts and sciences

Chinese civilization began with the Shang dynasty along the Huang He

The Zhou dynasty brought political stability and new ways to deal with political and social problems in ancient China

The Qin dynasty unified China with a strong government and a system of standardization

The Han dynasty created a new form of government that valued family, art, and learning

Trade routes led to the exchange of new products and ideas among China, Rome, and other peoples - Silk

Road

Performance Tasks include but not limited to:

Making a Brochure - Research the geography and civilizations of India, taking notes as you go. Finally, use the interactive brochure template to present what you have found about attractions, climate, geography

Argumentative Essay - Was Shi Huangdi good for the people of China (Qin Dynasty)?

Venn Diagram - Compare and contrast Hinduism & Buddhism; Daoism, Confucianism & Legalism

Oral Presentation -Choose a person or event , convey importance of person/event and what person did or what happened during event

Research Confucianism. Take note of the political and cultural problems Confucianism tried to address. Investigate some of the current political and cultural problems in the United States. Could Confucianism solve problems in the United States? Prepare a persuasive argument to support your answer (Alternative- Gandhi)

Silk Road Chart - Illustrate goods and ideas exchanged

Standards

SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.8.C	Economics, Innovation, and Technology
SOC.6.1.8.D	History, Culture, and Perspectives

Assessments

Quizzes & Tests

Projects/Performance Tasks/DBQs

Classwork

Student Participation

Study Guides, scribe notes

Resources/Instructional Materials

Include but not limited to:

Google Classroom

BYOD

Google Drawing & Docs

Quizlet

Kahoot

Chromebooks, Tablets, Smart phones

Smart Board

Primary Source Documents

Videos (World Religious Series, History Channel, Discovery Channel, National Geographic, PBS)

Newsela

Maps

Timelines

Informational Text

Holt World History Textbook

Articles, Periodicals...

Modifications

Modifications for Special Education Students	Note IEP, audio recordings, digital media, screen casts, visual presentation, study guides, outlines, teacher's notes, graphic organizers, essay template
Modifications for English Language Learners	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines, teacher's notes, graphic organizers, essay template
Modifications for Students Who Lack Support for School	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading

	level, read directions aloud, alternative assignments, study guides, outlines, teacher's notes, graphic organizers, essay template
Modifications for Gifted Students	Integrate, abstract, complex and varied assignments, freedom of choice when applicable, variable pacing levels

Integration of 21st Century Skills/Career Education

Focus on the development of 21st Century Content Skills:

- Global awareness
- Financial, economic, business and entrepreneurial literacy
- Civic literacy
- Health and wellness awareness
- Environmental literacy

Focus on the Development of Learning and Thinking Skills:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

Focus on the Development of Life Skills:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

Interdisciplinary Connections

- Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.
- Authenticity - Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.
- Applied Learning - Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g.,teamwork, problem-solving, communication, etc.).

- Active Exploration - Projects extend beyond the classroom by connecting to internships, fieldbased investigations, and community explorations.
- Adult Connections - Projects connect students with adult mentors and coaches from the wider community.
- Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real-world standards of performance.