

## WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: 6<sup>th</sup> Grade World History

### 6<sup>th</sup> GRADE WORLD HISTORY ESSENTIAL QUESTIONS

How does culture develop and change over time?	How can we measure the impact of a civilization's development and achievements?
How does the geography of a civilization shape the culture?	What can we learn from ancient civilizations about diversity, social justice, and civic action?
	How do beliefs influence action?

UNIT OF STUDY	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)
<b>Unit #1 (1-2 Weeks)</b> <b>Geography of the Ancient World</b>	<p style="text-align: center; margin: 0;"><i>Geography</i></p> <p><b>SS.6-8.EWC.26.</b> Utilize and construct maps and images to explain and analyze regional, environmental, and cultural characteristics in early civilizations.</p> <p><b>SS.6-8.EWC.27.</b> Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.</p> <p><b>SS.6-8.EWC.28.</b> Explain how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas in various early civilizations.</p> <p><b>SS.6-8.EWC.29.</b> Explain how global changes in population distribution patterns affect changes in land use in early civilizations including, but not limited to: rural versus urban, major waterways, pandemics, slavery.</p>		<p><b>C3 Inquiry Lesson</b>  <u><a href="#">Agriculture: Was the Development of Agriculture Good for Humans?</a></u>                      (4, 6, 10)</p> <p><b>Inquiry Lesson</b>  <u><a href="#">Location, Location, Location: How much did location matter to the world's ancient civilizations?</a></u> (2, 3, 4)</p> <p><b>University of Michigan Investigation</b>  <u><a href="#">Which map should we use?</a></u> (2, 4, 5, 6, 7, 8, 10, 11)</p>

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UNIT OF STUDY	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)	
Unit #2 (2-3 Weeks) Mesopotamia	History	<p><b>SS.6-8.EWC.13.</b> Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these violations.</p> <p><b>SS.6-8.EWC.15.</b> Interpret historical events from a variety of historical and cultural perspectives including but not limited to: Romans vs. “barbarians,” conquerors vs. conquered, Mongols vs. Ming Chinese.</p> <p><b>SS.6-8.EWC.16.</b> Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.</p> <p><b>SS.6-8.EWC.17.</b> Analyze the impact of technological developments on events, peoples, &amp; cultures in the ancient world.</p>	<p>Values</p> <p>Class structure</p> <p>Written language</p> <p>New inventions</p>	<p><b>DBQ Binder</b> Hammurabi’s Code: Was it Just? (2, 4, 6, 7)</p> <p><b>Project Tahoe</b> <u>Hammurabi’s Code</u> (Close Read 8)</p> <p><u>Statue of the Code of Hammurabi</u> (Zoom-In 3, 6)</p> <p><u>What is Culture?</u> (Concept 1, 3, 8, 9)</p> <p><b>C3 Inquiry Lesson</b> <u>Ancient Hebrews: What Defines a People?</u> (4, 6, 8)</p> <p><b>Supported by background content in Scott Foresman</b> pgs. 34-47 (4, 5)</p> <p><b>U of M Investigation</b> <u>What was important to King Hammurabi?</u> (6, 7, 8, 11)</p>
	Multi-Cultural	<p><b>SS.6-8.EWC.21.</b> Investigate the ways in which civilizations build communities of respect, equity, and diversity throughout early world history.</p> <p><b>SS.6-8.EWC.22.</b> Analyze the intellectual, cultural, religious, and artistic contributions to our modern world of racially and ethnically diverse individuals and cultures of early civilizations.</p>	<p>Polytheism</p> <p>Monotheism</p>	
	Civics	<p><b>SS.6-8.EWC.23.</b> Describe the different political, civil, religious, and economic organizations of early civilizations.</p>	<p>Written laws</p> <p>Punishments</p> <p>City-state</p> <p>Empire</p> <p>King</p> <p>Justice</p>	
	Geography	<p><b>SS.6-8.EWC.27.</b> Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.</p> <p><b>SS.6-8.EWC.29.</b> Explain how global changes in population distribution patterns affect changes in land use in early civilizations including, but not limited to: rural vs. urban, major waterways, pandemics, slavery.</p>	<p>Fertile Crescent</p> <p>Euphrates</p> <p>Tigris</p>	
	Economics	<p><b>SS.6-8.EWC.31.</b> Assess the economies of ancient civilizations based on trade, resources, labor, monetary system, and other factors.</p> <p><b>SS.6-8.EWC.32.</b> Explain how trade has impacted economic growth, labor markets, rights of citizens, the environment, resources, and income distribution in different ancient civilizations.</p>	<p>Irrigation</p> <p>Trade</p> <p>Bartering</p> <p>Agriculture</p> <p>Division of labor</p>	

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Unit #3 (4-6 Weeks) Egypt	History	<p><b>SS.6-8.EWC.13.</b> Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these violations.</p> <p><b>SS.6-8.EWC.14.</b> Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society in ancient civilizations.</p> <p><b>SS.6-8.EWC.16.</b> Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.</p> <p><b>SS.6-8.EWC.17.</b> Analyze the impact of technological developments on events, peoples, and cultures in the ancient world.</p>	Deity Hieroglyphics Slavery Architecture Monuments Pyramids Geometry Astronomy	<p><b>DBQ Binder</b> How did the Nile shape Ancient Egypt? (2, 3, 4, 6, 7, 8)</p> <p><b>Project Tahoe</b> <u>Ancient Egypt</u> (2, 3, 4, 6, 7, 8, 9, 10)</p> <p><u>Egyptian Women</u> (One-Pager 4, 8, 10)</p> <p><u>Making an Egyptian Mummy</u> (One-Pager 4, 8)</p> <p><u>Pyramid/Sphinx</u> (Zoom-In 8)</p> <p><b>Supported by background content in Scott Foresman</b> pgs. 74-95 (4, 5)</p> <p><b>Inquiry Lesson</b> <u>What is so important about a river?</u> <u>Investigating the Nile</u> (3, 4)</p>
	Multi-Cultural	<p><b>SS.6-8.EWC.19.</b> Analyze the ways in which dominant cultures have oppressed conquered peoples or minority groups within early civilizations as well as the responses of those groups to this oppression.</p>	Polytheism Afterlife	
	Civics	<p><b>SS.6-8.EWC.23.</b> Describe the different political, civil, religious, and economic organizations of early civilizations.</p> <p><b>SS.6-8.EWC.24.</b> Compare a current global issue to a historical event from an ancient civilization in order to propose a solution based upon past outcomes.</p>	Social hierarchy Pharaoh Theocracy	
	Geography	<p><b>SS.6-8.EWC.27.</b> Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.</p> <p><b>SS.6-8.EWC.29.</b> Explain how global changes in population distribution patterns affect changes in land use in early civilizations including, but not limited to: rural vs. urban, major waterways, pandemics, slavery.</p>	Upper and Lower Egypt Agriculture/farming Nile River Irrigation Euphrates	
	Economics	<p><b>SS.6-8.EWC.31.</b> Assess the economies of ancient civilizations based on trade, resources, labor, monetary systems, and other factors.</p>	Taxes Goods and services Trade Slavery	

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UNIT OF STUDY	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)	
Unit #4 (2-3 Weeks) Africa	History	<b>SS.6-8.EWC.12.</b> Compare the rise and fall of kingdoms and empires across the ancient world with attention to governmental systems and political developments. <b>SS.6-8.EWC.14.</b> Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society in ancient civilizations.	Social hierarchy	<b>SHEG – Reading Like a Historian</b> <u>Mansa Musa</u> (2, 5, 6, 7, 8, 9)  <b>Project Tahoe</b> <u>Epic of Sundiata- The Lion King</u> (Zoom-In 3, 6) <u>Sundiata- teacher background reading</u>  <b>Inquiry Lesson</b> <u>Why shouldn't we ignore Africa?</u> (2, 3, 5, 6, 8, 10)  <b>Supported by content in Scott Foresman</b> pgs. 370-385 (4, 5)
	Multi-Cultural	<b>SS.6-8.EWC.20.</b> Assess the impacts of cultural diffusion when diverse groups interact within and across early civilizations. <b>SS.6-8.EWC.22.</b> Analyze the intellectual, cultural, religious, and artistic contributions to our modern world of racially and ethnically diverse individuals and cultures of early civilizations.	Cultural diffusion Polytheism Christianity Islam	
	Civics	<b>SS.6-8.EWC.23.</b> Describe the different political, civil, religious, and economic organizations of early civilizations. <b>SS.6-8.EWC.25.</b> Compare and contrast government structures, processes, and laws within and across early civilizations.	Tribal structure Empire Dynasty Kings	
	Geography	<b>SS.6-8.EWC.28.</b> Explain how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas in various early civilizations.	Indian Ocean Atlantic Ocean Kalahari Desert Sahara Desert Savanna Atlas Mountains Plateau	
	Economics	<b>SS.6-8.EWC.32.</b> Explain how trade impacted economic growth, labor markets, rights of citizens, the environment, and resources and income distribution in different ancient civilizations.	Trade Barter Natural resources Currency/gold Agriculture/farming Mining	

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UNIT OF STUDY	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)	
<b>Unit #5 (2-4 Weeks)</b> <b>Persia and India</b>	History	<b>SS.6-8.EWC.14.</b> Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society in ancient civilizations. <b>SS.6-8.EWC.16.</b> Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts. <b>SS.6-8.EWC.18.</b> Analyze the use of conflict and/or diplomacy in ancient world interactions.	Caste system (social hierarchy) Brahmins Sudra/serfs Writing City planning (grid layout), Sanitation removal Sculptures Number system Vedas (Hindu scriptures)	<b>DBQ Binder</b> Asoka: Ruthless Conqueror or Enlightened Ruler? (2, 4, 6, 7, 8)  <b>Project Tahoe</b> <u>The Caste System</u> (Close Read 4,8)  <u>Persian Coin</u> (Zoom-In 3, 6)  <b>Supported by background content in Scott Foresman</b> pgs. 128-145 (4, 5)  <b>U of M Investigation</b> <u>Which countries should be included in the Middle East?</u> (2, 3, 4, 5, 6, 7, 8, 11)
	Multi-Cultural	<b>SS.6-8.EWC.22.</b> Analyze the intellectual, cultural, religious, and artistic contributions to our modern world of racially and ethnically diverse individuals and cultures of early civilizations.	Polytheism Sanskrit Monotheism Zoroastrianism Brahmins Hinduism Buddhism	
	Civics	<b>SS.6-8.EWC.23.</b> Describe the different political, civil, religious, and economic organizations of early civilizations.	Emperor Provinces Organized military Edicts	
	Geography	<b>SS.6-8.EWC.28.</b> Explain how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas in various early civilizations.	Rivers Migration	
	Economics	<b>SS.6-8.EWC.30.</b> Differentiate economic systems, patterns of trade, and how those impact civilizations.	Trade routes Agriculture/farming Currency/gold Metal Cotton Jewelry	

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UNIT OF STUDY	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary & Content Theme Standards)									
Unit #6 (4-6 Weeks) China	History	<p><b>SS.6-8.EWC.12.</b> Compare the rise and fall of kingdoms and empires across the ancient world with attention to governmental systems and political developments.</p> <p><b>SS.6-8.EWC.13.</b> Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these violations.</p> <p><b>SS.6-8.EWC.15.</b> Interpret historical events from a variety of historical and cultural perspectives including but not limited to: Romans vs. "barbarians," conquerors vs. conquered, Mongols vs. Ming Chinese.</p> <p><b>SS.6-8.EWC.16.</b> Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.</p>	<p>Dynastic cycle</p> <p>Agriculture/farming</p> <p>Great Wall</p> <p>Philosophy/Schools of thought (Confucianism, Daoism, Legalism)</p> <p>Bronze</p> <p>Silk</p> <p>Iron</p>	<p><b>DBQ Binder</b></p> <p>The Silk Road: Recording the Journey (2, 4, 6, 7, 8)</p> <p>The Great Wall of Ancient China: Did the Benefits Outweigh the Costs? (2, 4, 6, 7, 8, 10)</p> <p><b>Supported by background content in Scott Foresman</b> Pgs. 100-117 (4, 5)</p> <p><b>U of M Investigation</b> <u>Which sources are most reliable for learning about the Silk Road?</u> (4, 5, 6, 7, 8, 11)</p>								
	Multi-Cultural	<p><b>SS.6-8.EWC.19.</b> Analyze the ways in which dominant cultures have oppressed conquered peoples or minority groups within early civilizations as well as the responses of those groups to this oppression.</p> <p><b>SS.6-8.EWC.20.</b> Assess the impacts of cultural diffusion when diverse groups interact within and across early civilizations.</p> <p><b>SS.6-8.EWC.22.</b> Analyze the intellectual, cultural, religious, and artistic contributions to our modern world of racially and ethnically diverse individuals and cultures of early civilizations.</p>	<p>Philosophy/Schools of thought</p> <p>Silk Road</p> <p>The compass</p> <p>Currency</p> <p>Mongols</p>									
	Civics	<p><b>SS.6-8.EWC.23.</b> Describe the different political, civil, religious, and economic organizations of early civilizations.</p> <p><b>SS.6-8.EWC.24.</b> Compare a current global issue to a historical event from an ancient civilization in order to propose a solution based upon past outcomes.</p>	<p>Emperor</p> <p>Province</p> <p>Dynasty</p> <p>Golden-age</p> <p>Civil service</p>									
	Geography	<p><b>SS.6-8.EWC.28.</b> Explain how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas in various early civilizations.</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Flood controls</td> <td style="width: 50%;">Terraces</td> </tr> <tr> <td>Fertile plateau</td> <td>Plains</td> </tr> <tr> <td>Huang River</td> <td>Caravan</td> </tr> <tr> <td>Silk Road</td> <td>Desert</td> </tr> </table>		Flood controls	Terraces	Fertile plateau	Plains	Huang River	Caravan	Silk Road	Desert
	Flood controls	Terraces										
Fertile plateau	Plains											
Huang River	Caravan											
Silk Road	Desert											
Economics	<p><b>SS.6-8.EWC.30.</b> Differentiate economic systems and patterns of trade, and how those impact civilizations.</p> <p><b>SS.6-8.EWC.31.</b> Assess the economies of ancient civilizations based on trade, resources, labor, monetary systems, and other factors.</p> <p><b>SS.6-8.EWC.32.</b> Explain how trade has impacted economic growth, labor markets, rights of citizens, the environment, resources, and income distribution in different ancient civilizations.</p>	<p>Middle-men</p> <p>Ledger</p> <p>Import</p> <p>Export</p> <p>Currency</p> <p>Silk Road</p>										

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UNIT OF STUDY	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)	
<b>Unit #7 (4-6 Weeks) Greece and Rome</b>	History	<p><b>SS.6-8.EWC.12.</b> Compare the rise and fall of kingdoms and empires across the ancient world with attention to governmental systems and political developments.</p> <p><b>SS.6-8.EWC.13.</b> Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these violations.</p> <p><b>SS.6-8.EWC.14.</b> Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society in ancient civilizations.</p> <p><b>SS.6-8.EWC.15.</b> Interpret historical events from a variety of historical and cultural perspectives including but not limited to: Romans vs. "barbarians," conquerors vs. conquered...</p> <p><b>SS.6-8.EWC.16.</b> Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.</p> <p><b>SS.6-8.EWC.17.</b> Analyze the impact of technological developments on events, peoples, and cultures in the ancient world.</p> <p><b>SS.6-8.EWC.18.</b> Analyze the use of conflict and/or diplomacy in ancient world interactions.</p>	Gender roles Golden age Advances in education Philosophy Science Emphasis on arts Architecture Mythology The Olympics	<p><b>DBQ Binder</b></p> <p>How Great was Alexander the Great? (1, 2, 4, 6, 7, 8)</p> <p>Why did Christianity Take Hold in the Ancient World? (1, 2, 4, 8)</p> <p>What Were the Primary Reasons for the fall of Rome? (1, 2, 4, 6, 8)</p> <p>Citizenship in Athens and Rome: Which System was Better? (1, 2, 3, 7, 8)</p> <p>Education in Sparta: Did the Strengths Outweigh the Weaknesses? (2, 4, 6, 7)</p> <p><b>Project Tahoe</b></p> <p><u>Spartan Families</u> (Close Read 4, 7, 8)</p>
	Multi-Cultural	<p><b>SS.6-8.EWC.19.</b> Analyze the ways in which dominant cultures have oppressed conquered peoples or minority groups within early civilizations as well as the responses of those groups to this oppression.</p> <p><b>SS.6-8.EWC.21.</b> Investigate the ways in which civilizations build communities of respect, equity, and diversity throughout early world history.</p> <p><b>SS.6-8.EWC.22.</b> Analyze the intellectual, cultural, religious, and artistic contributions to our modern world of racially and ethnically diverse individuals and cultures of early civilizations.</p>	Polytheism Monotheism Christianity	<p><u>Black Ships before Troy</u> (Close Read 8)</p> <p><u>Women in Ancient Greece</u> (Zoom-In 3, 4, 6)</p> <p><u>Roman Gladiators</u> (One-Pager 4, 8)</p>
	Civics	<p><b>SS.6-8.EWC.23.</b> Describe the different political, civil, religious and economic organizations of early civilizations.</p> <p><b>SS.6-8.EWC.24.</b> Compare a current global issue to a historical event from an ancient civilization in order to propose a solution based upon past outcomes.</p> <p><b>SS.6-8.EWC.25.</b> Compare and contrast government structures, processes, and laws within and across early civilizations.</p>	Monarchy Oligarchy Democracy Republic Empire City-state Citizenship	<p><u>Barbaric Huns</u> (One-Pager 4, 8, 9)</p> <p><b>Inquiry:</b> <u>How have the governments of Greece and Rome Influenced the United States Government?</u> (1, 2, 6)</p>
	Geography	<p><b>SS.6-8.EWC.27.</b> Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.</p> <p><b>SS.6-8.EWC.28.</b> Explain how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas in various early civilizations.</p>	Mediterranean region Peninsula Archipelago	<p><b>C3 Inquiry Lessons</b></p> <p><u>The Olympics: Are the Olympics About More than Sports?</u> (4, 6)</p> <p><u>China and Rome: Did the Chinese and Romans Know Each Other?</u> (4, 6, 7, 8)</p>
	Economics	<p><b>SS.6-8.EWC.30.</b> Differentiate economic systems, patterns of trade, and how those impact civilizations.</p>	Trade centers Trade routes Market	<p><b>Supported by background content in Scott Foresman</b> pgs. 246-271, 276-304 (4, 5)</p> <p><b>U of M Investigation</b></p> <p><u>Was democracy in Athens a good form of government?</u> (2, 4, 5, 6, 7, 8)</p>

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<b>Unit #8 (4-6 Weeks)</b> <b>Maya, Aztec, Inca</b>	<b>History</b> <b>SS.6-8.EWC.12.</b> Compare the rise and fall of kingdoms and empires across the ancient world with attention to governmental systems and political developments. <b>SS.6-8.EWC.13.</b> Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these violations. <b>SS.6-8.EWC.14.</b> Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society in ancient civilizations. <b>SS.6-8.EWC.16.</b> Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts. <b>SS.6-8.EWC.17.</b> Analyze the impact of technological developments on events, peoples, and cultures in the ancient world.	Social Hierarchy Written language Codex Number system Calendar Legends	<b>DBQ Binder</b> The Maya: What was their most remarkable achievement? (2, 4, 6, 7, 8)  <b>Project Tahoe</b> <u>Maya Astronomy</u> (One-Page 4, 8) <u>Inca bridges</u> (One-Page 4, 8) <u>Aztec Animal Deities</u> (One Page 4, 8)
	<b>Multi-Cultural</b> <b>SS.6-8.EWC.19.</b> Analyze the ways in which dominant cultures have oppressed conquered peoples or minority groups within early civilizations as well as the responses of those groups to this oppression. <b>SS.6-8.EWC.22.</b> Analyze the intellectual, cultural, religious, and artistic contributions to our modern world of racially and ethnically diverse individuals and cultures of early civilizations.	Rituals Polytheism Chichenitza	<b>Beyond the Bubble – SHEG</b> <u>Inca Fortification</u> (2, 3, 6)
	<b>Civics</b> <b>SS.6-8.EWC.19.</b> Analyze the ways in which dominant cultures have oppressed conquered peoples or minority groups within early civilizations as well as the responses of those groups to this oppression. <b>SS.6-8.EWC.21.</b> Investigate the ways in which civilizations build communities of respect, equity, and diversity throughout early world history. <b>SS.6-8.EWC.22.</b> Analyze the intellectual, cultural, religious, and artistic contributions to our modern world of racially and ethnically diverse individuals and cultures of early civilizations. <b>SS.6-8.EWC.23.</b> Describe the different political, civil, religious, and economic organizations of early civilizations.	City states Emperor Theocracy Civil war Mercenary	<b>C3 Inquiry Lessons</b> <u>Aztec: What do the Buried Secrets of Tenochtitlan Tell Us About the Aztecs?</u> (2, 3, 4, 6, 8)  <u>Complex Societies: What Makes a Society Complex?</u> (8)
	<b>Geography</b> <b>SS.6-8.EWC.27.</b> Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.	Sierra Madre Lake Texcoco Amazon River Andes Mountains Machu Pichu	Yucatan Chinampas
	<b>Economics</b> <b>SS.6-8.EWC.31.</b> Assess the economies of ancient civilizations based on trade, resources, labor, monetary systems, and other factors.	Trade network Taxes Infrastructure Aqueducts Reservoirs Agriculture/farming Mining	<b>Supported by background content in Scott Foresman</b> pgs. 168-173, 174-181, 196-203 (4, 5)
			<b>U of M Investigation</b> <u>How did the Inca maintain control over such a large empire?</u> (2, 4, 5, 6, 7, 8, 11)