

Map: **SS Grade 6** Grade Level: **6**District: **Island Trees**Created: **12/19/2006** Last Updated: **02/13/2007**

	Essential Questions	Content	Skills	Standards/PIs
Unit 1	<p>Why is it important to understand history in context of time?</p> <p>In what ways can one utilize a timeline effectively?</p> <p>How has creating a personal timeline helped you to understand how your life has evolved?</p> <p>What is culture?</p> <p>What gives a society its character?</p> <p>How do groups in society develop their own cultures?</p>	<p><i>Geography of Early Civilizations</i></p> <p>GEOGRAPHIC AND CLIMATE CONDITIONS INFLUENCE HOW EARLY PEOPLE USED THE LAND</p> <p>CLIMATE CONDITIONS CAUSE THE END OF THE OSA AND THE ICE AGE AND MARKS THE BEGINNING OF THE NSA</p> <p><i>History of Early Civilizations</i></p> <p>TIME PERIODS IN HISTORY - BC vs. AD</p> <p>-BC (Before Christ)</p> <p>-AD (anno Domini)</p> <p>MEETING BASIC NEEDS THROUGH CULTURE AND CUSTOMS</p> <p>SOCIETIES INTERACT TO MEET THEIR BASIC NEEDS</p> <p>PEOPLE'S VALUES AND CULTURE SHAPE THE WAY THEY LIVE</p>	<p>Analyze a Time Line</p> <p>Utilize a semantic web to jot down important events in your life</p> <p>Locate and arrange historical dates in sequential order on class timeline</p> <p>Define culture as a means of providing for human needs</p> <p>Identify various aspects of culture</p> <p>Brainstorm a list of social groups one would belong to in middle school</p> <p>Identify specific values and explore common values that help hold a society together on a graphic organizer</p>	<p>SS3-K1-1A</p> <p>SS3-K1-1C</p> <p>SS3-K1-1D</p> <p>SS3-K2-1D</p> <p>SS4-K1-1A</p> <p>SS5-K1-1B</p> <p>SS5-K1-1C</p> <p>SS5-K1-1E</p> <p>SS5-K4-1A</p> <p>SS1-K1-1A</p> <p>SS2-K1-1A</p> <p>SS2-K1-1B</p> <p>SS2-K1-1C</p>

	<p>What were the achievements of the world's earliest people?</p> <p>How do we know about Ice Age Cultures?</p>	<p>THE OLD STONE AGE (PAOLITHIC AGE) HUNTED AND GATHERED TO MEET THEIR BASIC NEEDS</p> <p>THE BEGINNING OF A CULTURE</p>	<p>Determine how one's beliefs affect our way of governing (ex. freedom)</p> <p>Relate cultures to their environments and values</p> <p>Explain how cultures build on one another</p> <p>Vocabulary:</p> <ul style="list-style-type: none"><li>-BC/AD</li><li>-Eastern Hemisphere</li><li>-Culture</li><li>-Customs</li><li>-Society</li><li>-Values</li><li>-Government</li><li>-Religion</li><li>-Legacy</li><li>-Ice Age</li><li>-Old Stone Age</li><li>-New Stone Age</li><li>-Civilizations</li><li>-Domesticate</li></ul>		
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	<p>How did farming change the way of life of early people?</p> <p>Why did the New Stone Age begin as the Ice Age ended?</p>	<p><i>Economics of Early Villages</i></p> <p>EARLY VILLAGES SUCH AS CATAL HUYUK LEARN TO CULTIVATE THE LAND AND DOMESTICATE THE ANIMALS</p>	<ul style="list-style-type: none"> <li>-Cultivate</li> <li>-Agriculture</li> <li>-Catal Huyuk</li> <li>-Specialization (specialize)</li> <li>-Artisan</li> <li>-Technology</li> <li>-History</li> <li>-Prehistory</li> <li>-Hunter-Gatherer</li> <li>-Artifacts</li> <li>-Archaeology</li> <li>-Primary Sources</li> <li>-Secondary Sources</li> <li>-Neolithic Revolution</li> <li>-Needs and wants</li> </ul> <p>Explain how the earth in the time of the earliest people differed from our earth today</p> <p>Compare and contrast the Old Stone Age to the New Stone Age</p>		
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<p>Why would animals have been domesticated for food before they were used for work?</p>	<p>SPECIALIZATION AFFECTS THE WAY PEOPLE LIVE</p>	<p>Describe how early people met their needs through hunting and gathering</p>
<p>How does job specialization make our lives easier and richer?</p>	<p>THE GROWTH OF TECHNOLOGY HAS HAD MAJOR EFFECTS ON PEOPLE, PLACES AND REGIONS</p>	<p>Analyze how early culture grew out of people's work together</p>
<p>How might village living help bring on improvements in technology?</p>		<p>Read "<a href="#">Stone Painting</a>" in <a href="#">Eastern Hemisphere</a></p>
<p>Where does our knowledge of the past come from?</p>		<p>Create questions based on reading and background knowledge</p>
<p>Why do people today want to learn about people in cultures that disappeared long ago?</p>		<p>Recognize why the New Stone Age began as the Ice Age ended</p>
		<p>Show the effects of the New Stone Age on a graphic organizer</p>
		<p>Produce a list of jobs in the community and discuss why these jobs are necessary</p>
		<p>Infer that one technology builds upon another and technology uses and changes the environment</p>

			<p>Analyze the growth of technology</p> <p>Point out examples of modern technology found in the classroom /school</p> <p>Read "Living in Catal Huyuk" from <a href="#">Eastern Hemisphere</a></p>		
		<p><b>WRITING AFFECTS THE WAY THE PAST IS EXAMINED (HISTORY AND PREHISTORY)</b></p>	<p>Encourage students to imagine and describe the world in which we live 50, 100 and even 5,000 years ago</p>		
		<p><b>ARCHAEOLOGY PROVIDES CLUES INTO THE PAST</b></p>	<p>Complete Teacher Created Anticipation Guide</p>		
		<p><b>DIFFERENT ACCOUNTS ON THE EVENTS OF THE PAST (Primary sources, Secondary sources)</b></p>	<p>Write Double Entry Notes on assigned reading of Old Stone Age and New Stone Age</p> <p>Acknowledge the difference between history and prehistory</p> <p>Define artifact and discuss how the study of</p>		

			<p>artifacts help us to learn about the past</p> <p>Employ a list of artifacts one would find 1,000 years from now if they visited this classroom</p> <p>Explore why knowledge of the human past is useful</p> <p>Locate primary and secondary sources you can use to find out about the history of your family</p>		
Unit 2	<p><b>Ancient Egypt</b></p> <p>What makes historians consider Egypt a great civilization?</p> <p>How has the Nile River affected the growth of Nile River Valley?</p> <p>What role did religion play on the daily lives of Egyptians?</p> <p>What technological advances did the Egyptians introduce?</p> <p>How was Egyptian gov't &amp; society organized?</p>	<p><i>Geography of Ancient Egypt</i></p> <p>Identify the Nile river valley</p> <p>Distinguish the relationship between the Nile and the growth of Egyptian Civilization</p> <p><i>History of Ancient Egypt</i></p> <p>Time periods in history - BC</p> <p>The Egyptians use the Nile River to meet their basic needs</p>	<p>Define term : ancient</p> <p>Locate ancient Egypt civilization on a timeline</p> <p>Create a list of historical findings of the early civilizations</p> <p>Identify Nile river valley on a globe and a map</p> <p>Distinguish the Tropic of Cancer in relation to the four river valleys on</p>		<p>SS2-K1-1A</p> <p>SS2-K1-1B</p> <p>SS2-K1-1C</p> <p>SS2-K2-1A</p> <p>SS2-K2-1B</p> <p>SS2-K2-1C</p> <p>SS2-K3-1A</p> <p>SS2-K3-1B</p> <p>SS2-K3-1C</p> <p>SS2-K4-1A</p> <p>SS2-K4-1C</p> <p>SS2-K4-1D</p> <p>SS3-K1-1A</p> <p>SS3-K1-1C</p> <p>SS3-K1-1D</p>

		<p>The belief in many gods shape peoples' lives and beliefs</p> <p>Geography and climate affect how people used the Nile River to their advantage</p> <p>Hieroglyphics allowed Egyptians to record and preserve its' legacy</p> <p><i>Government of Ancient Egypt</i></p> <p>Menes unites Egypt under one government</p> <p>Pyramids play a role in Egyptian society, customs, and beliefs</p>	<p>globe/map</p> <p>Describe the role of the Nile in Ancient Egypt's economy</p> <p>Locate and trace the Nile River on a map</p> <p>Identify the relationship between the Nile and the growth of Egyptian Civilization</p> <p>Vocabulary:</p> <p>ancient</p> <p>silt</p> <p>delta</p> <p>economy</p> <p>irrigation</p> <p>pharoah</p> <p>pyramid</p> <p>empire</p> <p>hieroglyphics</p> <p>papyrus</p> <p>scribe</p> <p>Rosetta Stone</p> <p>slavery</p>		<p>SS3-K2-1C</p> <p>SS3-K2-1D</p> <p>SS4-K1-1A</p> <p>SS4-K2-1D</p> <p>SS4-K2-1E</p> <p>SS5-K1-1C</p>
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historical map

boundary

cataract

Identify Places:

Nile River Valley

Upper Egypt

Lower Egypt

Memphis

Thebes

Kush

Identify People:

Menes

Khufu

Hatshepsut

Howard Carter

Tutankhamen

Express how Egypt was united under the ruling of the pharaohs

Recognize how Egypt created an empire

Describe Tutankhamen's tomb

Discover and sequence

steps of mummification process

Create a class list of interesting facts about Egypt. Everyday a different "scribe" will be chosen to record the fact.

Collect and analyze various readings and illustrations from text, internet, etc. to understand high levels of skill that were necessary for building pyramids

Evaluate photograph of the Great Sphinx and identify the type of animal it represents

Infer what type of attributes/characteristics the Egyptian pharaohs might want to identify with based on the reading

Summarize the way of life of the Hyksos people

Recognize and interpret historical map of Ancient Egypt

Discover why writing was important to a civilization

			<p>Point out the Egyptian religion</p> <p>Analyze Egypt's social structure</p>		
Unit 3	<p>What makes historians consider Mesopotamia a great civilization?</p> <p>How did the geography of Mesopotamia make this a likely area for the rise of civilization?</p> <p>How were Mesopotamian city-states different from one another?</p> <p>What were some characteristics of Sumerian city states?</p> <p>Why did city states rise and fall in Mesopotamia?</p> <p>Why &amp; how did the Code of Hammurabi have an effect on society?</p> <p>Why is the "Hanging Gardens" considered One of the Seven Wonders of the Ancient World?</p> <p>What impact did cuneiform have on</p>	<p><i>Geography of Fertile Crescent</i></p> <p>People of the Fertile Crescent extracted their basic needs from a harsh environment</p> <p><i>Government of Fertile Crescent</i></p> <p>City States had certain characteristics and left behind lasting legacies</p> <p>The Tigris and Euphrates play a positive role in the growth of Mesopotamian civilizations</p>	<p>Vocabulary:</p> <p>drought</p> <p>famine</p> <p>surplus</p> <p>barter</p> <p>city-state</p> <p>ziggurat</p> <p>cuneiform</p> <p>Code of Hammurabi</p> <p>Judaism</p> <p>Ten Commandments</p> <p>polytheism</p> <p>monotheism</p> <p>Locate Mesopotamia within the larger area of the Fertile Crescent on a map</p>	<p>SS2-K1-1A</p> <p>SS2-K1-1B</p> <p>SS2-K1-1C</p> <p>SS2-K4-1A</p> <p>SS3-K1-1A</p> <p>SS3-K1-1C</p> <p>SS3-K1-1D</p> <p>SS5-K1-1E</p> <p>SS5-K1-1C</p> <p>SS5-K1-1B</p> <p>SS5-K1-1A</p>	

<p>the life and legacy of Babylonians?</p>	<p>Polytheism and Ziggurats played a major role in Sumerian beliefs</p>	<p>Trace the route of the Tigris and Euphrates rivers</p>
<p>How do we know that China has a rich and ancient past?</p>	<p>Struggles for land and continuous warfare led to the downfall of various city states</p>	
<p>Why was the Huang River an ideal river for a civilization?</p>	<p><i>History of Fertile Crescent</i></p>	<p>Interpret a chart showing the evolution of cuneiform writing from pictures to symbols</p>
<p>What geographic features of the Huang valley attracted settlement?</p>	<p>The Code of Hammurabi were the first set of written laws</p>	<p>Create a venn diagram comparing and contrasting Mesopotamia and the Nile Valley</p>
<p>How did the Shang affect the history of ancient China?</p>	<p>Writing (cuneiform) met the needs of Sumerians to keep records</p>	<p>List ways in which people of the Fertile Crescent met the challenges of a harsh environment</p>
		<p>Identify the problems the Tigris and Euphrates rivers caused</p>
		<p>Outline the ways the people of Mesopotamia achieved civilization</p>
		<p>Summarize how the Code of Hammurabi contributed to civilization</p>
		<p>Describe the Sumerian religion and how it was practiced</p>
<p>Why is the Huang River known as "China's Sorrow"?</p>		<p>Compare and contrast hieroglyphic and cuneiform writing</p>

Compare and contrast Sumerian cities with other city-states in Mesopotamia

State where the first conquerors settled

Infer what happened to Sumerian Culture and civilization after the Babylonians conquered Mesopotamia

Examine the laws of Hammurabi and its consequences when the law is broken

Acknowledge the harshness of the Code of Hammurabi by comparing it to American law in cooperative groups

Chart the achievements of the Mesopotamian civilization

Identify the "Hanging Gardens" and analyze why it's considered one of the seven wonders of the ancient world

Record the religious beliefs of Judaism

Recall Judaism's introduction of monotheism

Trace the route of Abraham from Sumer to Canaan on a map

Locate Canaan in relation to Egypt and Mesopotamia on a map

Illustrate the differences between the Code of Hammurabi to the Ten Commandments

Explore the concept of monotheism and express how it differs from polytheism

Analyze character traits of King Solomon

Interpret proverbs by discussing the meanings through context clues

Summarize the Hebrew Legacy

Locate and describe the Huang Valley

Identify important events of Ancient China on a timeline

Distinguish the development of the Shang dynasty

Recognize the role of family and ancestors in

		<p><i>History of Ancient China</i></p> <p>People of the Huang Valley created a rich civilization that lives on today</p> <p>China has a rich and ancient past</p> <p>Family was valued in Ancient China</p> <p>Modern Chinese Writing developed from a system that developed 3,500 years ago</p>	<p>Chinese life</p> <p>Identify kinds of information archaeologists learn from oracle bones?</p> <p>Research and contrast Chinese writing with our alphabet</p> <p>Explain why the Anyang was important</p> <p>Ancient China Vocabulary:</p> <p>plateau</p> <p>dynasty</p> <p>ancestor</p> <p>oracle</p> <p>Key Places:</p> <p>Huang River Valley</p> <p>Anyang</p>			
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	Essential Questions	Content	Skills	Standards/PIs
Unit 4	What characteristics does Ancient Greece have that makes historians consider it a Great Civilization ?	<i>Geography of Ancient Greece</i>	Locate the Aegean World on a map	SS2-K1-1A
	How did the geographical landscape of Ancient Greece affect the lives of its citizens?	The surrounding seas were important to the early Greeks	Describe the geographical features of ancient Greece	SS2-K1-1B
	What importance did the sea have in the development of Ancient Greece?		Explain why the Greeks mastered the seas	SS2-K1-1C
	What were the major city-states (polises) of Ancient Greece and how did their lifestyles differ?		Explain how cultural borrowing brought writing to Greece	SS2-K2-1A
	In what ways was Athens able to become the leader of Ancient Greece's government?	<i>Government of Ancient Greece</i>		SS2-K2-1B
	What steps did Athens take in becoming a democracy?			SS2-K2-1C
	What were the characteristics of Athenian Democracy?	Ancient Greeks build the world's first democracy		SS2-K3-1A
	What type of legacy did the Ancient Greeks leave behind?	Sparta and Athens displayed two different aspects of Ancient Greek Culture		SS2-K3-1B
	How are the modern Olympic games different from the games of		Vocabulary:	SS2-K3-1C
				SS2-K3-1A
			SS2-K4-1A	
			SS2-K4-1B	
			SS2-K4-1D	
			SS3-K1-1A	
			SS3-K1-1B	
			SS3-K1-1C	
			SS3-K1-1D	
			SS3-K2-1C	
			SS3-K2-1D	
			SS3-K2-1B	
			SS4-K2-1E	
			SS4-K2-1A	
			SS5-K1-1B	
			SS5-K1-1C	

Ancient Greece?

What type of impact did Alexander the Great have on Ancient Egypt and the spreading of its ideas?

*History of Ancient Greece*

The Greek Legacy (myths, epics, Olympic games, theater and philosophy) have enriched societies through the centuries

Greek culture spreads across the ancient Middle East

-peninsula

-colony

-polis

-helot

-agora

-Acropolis

-monarchy

-tyranny

-oligarchy

-democracy

-assembly

-myth

-epic

-tragedy

-comedy

**-philosophy**

**Contrast the characteristics of Sparta and Athens**

**Identify the forms of government such as monarchy, tyranny, oligarchy, and democracy**

**Summarize the form of democracy that Athens developed in the time of Pericles**

**Recognize the major Greek gods and goddesses and Homer and his epics**

**Paraphrase the early Olympics**

**Distinguish the development of comedy and tragedy**

**Identify Socrates and Plato and record the role of philosophy in ancient Greece**

			<p>Outline the formation of Alexander the Great's Empire</p> <p>Chart the effects that the Peloponnesian Wars had on Greece</p> <p>Research how the Greek Culture spread across the Middle East</p>		
Unit 5	<p>How did the geographical landscape of Ancient Rome affect its history?</p> <p>What early settlers impacted the beginnings of Roman Society?</p> <p>In what legendary beginning did Rome receive its name?</p> <p>How was the Roman government organized?</p> <p>How was Roman society organized?</p> <p>What events allowed Rome to begin and eventually expand its empire?</p> <p>What affect did the death of Julius Caesar have on the Roman Empire?</p> <p>What type of legacy did the Ancient Romans leave behind?</p> <p>What affect did Christianity have on Roman society?</p> <p>Why wasn't Rome able to maintain its empire?</p>	<p><i>Geography of Ancient Rome</i></p> <p>Geographical features of Italian Peninsula</p> <p>Geography attracted human settlement</p> <p><i>History of Ancient Rome</i></p> <p>The legend of Romulus and Remus</p> <p>Romans established and strengthened a republic that stood poised on the brink of becoming a world empire</p> <p>Cause and effect of the Punic Wars</p>	<p>Describe the geography of the Italian Peninsula</p> <p>Explain why the geography attracted human settlement</p> <p>Recount the legend of the founding of Rome</p> <p>Describe the workings of Rome's republic</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>-basin</li> <li>-republic</li> <li>-senate</li> <li>-consul</li> <li>-patrician</li> <li>-plebeian</li> <li>-tribune</li> <li>-Twelve Tables</li> <li>-territory</li> <li>-dictator</li> <li>-Civil War</li> <li>-Pax Romana</li> </ul>	<p>SS2-K1-1A</p> <p>SS2-K1-1B</p> <p>SS2-K1-1C</p> <p>SS3-K1-1A</p> <p>SS3-K1-1B</p> <p>SS3-K1-1C</p> <p>SS3-K1-1D</p> <p>SS3-K2-1A</p> <p>SS3-K2-1B</p> <p>SS3-K2-1C</p> <p>SS3-K2-1D</p> <p>SS4-K2-1B</p> <p>SS5-K1-1A</p> <p>SS5-K1-1B</p>	

<p>Christianity developed into the official religion of the Roman Empire</p>	<ul style="list-style-type: none"> <li>-architecture</li> <li>-Colosseum</li> </ul>
<p><i>Government of Ancient Rome</i></p>	<ul style="list-style-type: none"> <li>-gladiator</li> <li>-forum</li> </ul>
<p>Rome's government and rulers helped create a vast empire</p>	<ul style="list-style-type: none"> <li>-aqueduct</li> <li>-Romance language</li> </ul>
<p><i>Economics Of Ancient Rome</i></p>	<ul style="list-style-type: none"> <li>-New Testament</li> <li>-Christianity</li> </ul>
<p><i>Economics Of Ancient Rome</i></p>	<ul style="list-style-type: none"> <li>-apostle</li> <li>-bishop</li> <li>-pope</li> </ul>
<p>Ancient Romans left the world a rich legacy in architecture, engineering, and language</p>	<p>Point out the cause and effect of the Punic Wars</p>
	<p>Identify Key Places:</p>
	<ul style="list-style-type: none"> <li>-Rome</li> <li>-Sicily</li> <li>-Alps</li> <li>-Apennines</li> <li>-Gaul</li> <li>-Hannibal</li> <li>-Scipio</li> <li>-Carthage</li> <li>-Zama</li> <li>-Julius Caesar</li> <li>-Cleopatra</li> </ul>

-Octavian

-Virgil

-Jesus

-Paul

-Peter

-Constantine

-Palestine

-Bethlehem

-Nazareth

Summarize how Rome ruled its territories

Distinguish Julius Caesars role in Roman History

Analyze Roman advances in architecture

Recognize Roman forms of entertainment

Paraphrase the influence of Latin on modern language

Describe the major

			<p>events in the spread of Christianity</p> <p>Research how the Roman Empire finally lost its power utilizing information through internet, etc.</p>			
Unit 6	<p>How did the fall of the Roman Empire prepare Europe for the Middle Ages?</p> <p>Why were the Vikings a threat to the European Villages?</p> <p>How did the King put an army together?</p> <p>What were the advantages of the feudal system?</p> <p>Why is the manor considered a self-sufficient economic unit?</p> <p>What role did the following play in the feudal system: serfs, knights, kings, vassals</p> <p>What jobs were there in the Feudal Manor?</p>	<p><i>Geography of Middle Ages</i></p> <p>Europe's geographic features have contributed to its development Ex. fertile farmland, navigable rivers, temperate climate, many harbors</p> <p><i>Government of Middle Ages</i></p> <p>Feudalism developed to provide mutual protection</p>	<p>Locate Europe on a globe and describe Europe's main geographic features</p> <p>Describe how Europe's geography encouraged the growth of civilization</p> <p>Describe the effects of the Vikings on Europe</p> <p>Explain the onset of feudalism and life within this system</p> <p>Identify the role of monasteries and convents in the Middle Ages</p> <p>Discuss the work of the monastic scribes</p> <p>Explain the role of cathedrals</p> <p>Review the causes and effects of the Crusades</p>		<p>SS2-K1-1A</p> <p>SS2-K1-1C</p> <p>SS2-K1-1B</p> <p>SS2-K3-1A</p> <p>SS2-K3-1A</p> <p>SS2-K3-1C</p> <p>SS2-K3-1B</p> <p>SS2-K4-1B</p> <p>SS2-K4-1D</p> <p>SS3-K1-1A</p> <p>SS3-K1-1B</p> <p>SS3-K1-1C</p> <p>SS3-K1-1D</p> <p>SS3-K2-1B</p> <p>SS3-K2-1C</p> <p>SS3-K2-1D</p> <p>SS4-K2-1A</p> <p>SS4-K2-1B</p> <p>SS4-K2-1C</p> <p>SS4-K2-1D</p> <p>SS5-K4-1A</p>	

<p>What role did the church have in the Middle Ages?</p> <p>What was life like on the monastery and the convent?</p> <p>How was the Feudal Manor and monastery/convents similar?</p> <p>What were the Crusades?</p> <p>How did the Crusades change the way people lived during the Middle Ages?</p> <p>How did the Crusaders change European commerce?</p> <p>How did the guild system regulate commerce?</p> <p>How did people's feelings of the monarchy change?</p> <p>What changes were implemented to limit the power of the monarchy?</p> <p>What was the role of the Magna Carta?</p>	<p><i>History of Middle Ages</i></p> <p>Christianity played a powerful role in life in the Middle Ages, also known as the Age of Faith</p> <p>European civilization developed rapidly as trade and commerce increased and towns and cities prospered</p>	<p>Recognize the benefits and difficulties that arose from the Crusades</p> <p>Describe the guild system</p> <p>Identify the importance of the Magna Carta</p> <p>Vocabulary:</p> <p>Gulf Stream</p> <p>North Atlantic Drift</p> <p>Middle Ages</p> <p>feudalism</p> <p>lord</p> <p>fief</p> <p>vassal</p> <p>serf</p> <p>manor</p> <p>knight</p> <p>monastery</p> <p>convent</p> <p>monk</p> <p>nun</p> <p>saint</p>			
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cathedral  
pilgrimage  
Crusade  
commerce  
guild  
apprentice  
journeyman  
charter  
Magna Carta

Identify Key People:

Charlemagne  
Benedict  
Francis of Assisi  
King John

Identify Key Places:

Eurasia  
Ural Mountains  
Caucasus Mountains  
Jutland Peninsula  
Scandinavian Peninsula  
Kola Peninsula

			<p>Carpathian Mountains</p> <p>Iceland</p> <p>British Isles</p> <p>Pyrenees</p> <p>Alps</p> <p>Chartres</p> <p>Holy Land</p> <p>Venice</p> <p>Genoa</p>		
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	Essential Questions	Content	Skills	Standards/PIs
Unit 7	How did the change brought about by the Crusade lay the ground work for the Renaissance?	<i>History of Renaissance</i>  The Renaissance revived interest in the arts and learning of ancient Greece and Rome	Identify where Renaissance took place on a map  Explain how Renaissance art and learning built on ancient Greek and Roman civilizations	SS2-K1-1A SS2-K1-1B SS2-K1-1C SS2-K2-1A SS2-K2-1C
	What did the Renaissance hope to accomplish?	The protests of Martin Luther and the development of the printing press ushered in the Reformation and the dominance of the Roman Catholic Church in Europe	Describe the contributions of Michelangelo and Leonardo da Vinci to the Renaissance	SS2-K3-1A SS2-K3-1B
	What role did patrons play?			SS2-K3-1B
	What were the major cities of the Renaissance?		Describe Martin Luther's protest	SS2-K4-1A SS2-K4-1B
	How is a person considered a "Renaissance" person?	<i>Government of Renaissance</i>	Describe the effects of the Reformation on Europe	SS2-K4-1B SS2-K4-1D
	Who were some notable artists and what did they create?	Under Elizabeth I, England became a world power	Identify Elizabeth I's accomplishments	SS3-K1-1A SS3-K1-1C
	Why was Leonardo da Vinci ahead of his time?		Explain the significance of the defeat of the Spanish Armada	SS3-K1-1D
	What role did Martin Luther play in the Reformation?		List some freedoms in the English Bill of Rights	SS4-K1-1D
	Why did the church need to change?		Vocabulary: Renaissance	
	What effect did Guttenberg's printing press have on the Reformation?		classics patron Reformation Roman Catholic Protestant armada Parliament	

			<p><b>Bill of Rights</b></p> <p>absolute monarchy</p> <p>constitutional monarchy</p> <p><b>Identify key people:</b></p> <p>Petrarch</p> <p>Lorenzo de'Medici</p> <p>Michelangelo</p> <p>Leonardo da Vinci</p> <p>Martin Luther</p> <p>Johann Guttenberg</p> <p>Elizabeth I</p> <p>Francis Drake</p> <p>William Shakespeare</p> <p><b>Identify key places:</b></p> <p>Florence</p> <p>Wittenberg</p> <p>Trent</p> <p>English Channel</p> <p>London</p>		
	<p>What caused the French Revolution?</p> <p>How did the French revolution bring about changes to the government of France?</p>	<p><i>Government during French Revolution</i></p> <p>Government under King Louis XVI in France</p> <p>There were many changes in the</p>	<p>Find France on a mag/globe and recognize where it is in relation to the U.S.</p> <p>Point out French Revolution on a timeline</p>		<p>SS2-K1-1A</p> <p>SS2-K1-1B</p> <p>SS2-K2-1B</p> <p>SS2-K2-1C</p> <p>SS2-K2-1A</p>

Unit 8	How did the fall of the Bastille change French society?	government from 1789-1815		SS2-K3-1A
	How did the Declaration of the Rights of Man affect the government in France?	The Declaration of Man affected the government in France <i>History</i>	Analyze French society before the revolution	SS2-K4-1D SS3-K1-1A SS3-K1-1B SS3-K1-1C
	How did Napoleon change the French government?		Distinguish the social classes before the French revolution	SS3-K1-1D SS3-K2-1C SS4-K1-1C
	What did the French Revolution change for the common people?	Effects of Napoleonic Era on France and Europe	I identify why there was a need for change in France  Point out the changes in France's government from 1789-1815	SS4-K1-1D SS4-K2-1A SS4-K2-1D SS5-K1-1A SS5-K1-1B SS5-K1-1E
			Vocabulary: divine right estates aristocracy	SS5-K4-1A
		France's social structure changed during the Revolution	I identify Key People: Louis XVI Marie Antoinette Napolean Bonaparte  Describe the Reign of Terror  Determine and discuss the Storming of the Bastille	

			<p>Compare the Declaration of the Rights of Man to the Declaration of Independence</p> <p>Describe Napoleon and acknowledge his affect on France and Europe</p> <p>Listen to song "La Marseillaise" and acknowledge emotions during early days of the revolution</p>		
Unit 9	<p>How have the Russian people been oppressed throughtout the country's history?</p> <p>What role did the Mongols (Batu Khan &amp; the Golden Horde) have in shaping Russia?</p>	<p><i>Geography of Russia</i></p> <p>Europe and North Asia constitute a region of great diversity in land and people</p> <p>There are many important geographic features of Russia and its neighbors</p> <p><i>Government of Russia</i></p> <p>Strong rulers often use harsh means to unite Russia and build its power and wealth</p> <p>Revolution ended the Russian monarchy and led to the birth of a communist Soviet union</p>	<p>Locate Russia on a map and identify its boundaries</p> <p>Compare the size of Russia to its neighbors on a political map</p> <p>Utilize a globe to identify bodies of water and mountains</p> <p>Identify the countries of the region, including the members of the Commonwealth of Independent States</p> <p>Describe the regions geographic features</p> <p>Discuss the Trans-Siberian Rail Journey</p> <p>Point out the Vladivostok on a map and analyze why the Trans-Siberian Railroad was built to connect Vladivostok with Siberia</p>	<p>SS2-K3-1A</p> <p>SS2-K3-1C</p> <p>SS2-K4-1A</p> <p>SS2-K4-1B</p> <p>SS2-K4-1D</p> <p>SS3-K1-1A</p> <p>SS3-K1-1B</p> <p>SS3-K1-1C</p> <p>SS3-K1-1D</p> <p>SS3-K2-1B</p> <p>SS3-K2-1C</p> <p>SS3-K2-1D</p> <p>SS4-K1-1A</p> <p>SS4-K2-1A</p> <p>SS5-K1-1C</p>	

Outline the climate of Russia and its neighbors

Compare and contrast the Tundra and the Taiga as well as forests and grasslands

Research Russia with the U.S. and compare in terms of size, climate, regions, landforms and population

Vocabulary:

strait

tundra

permafrost

taiga

steppe

oppression

Golden Horde

tsar

abolition

**socialism**

**communism**

**totalitarian**

**collective farm**

**Identify Key Places:**

**Russia**

**Siberia**

**Bering Strait**

**St. Petersburg**

**Moscow**

**Vladivostok**

**Novgorod**

**Kiev**

**Identify Key People:**

Rurik

Batu Khan

Ivan the Great

Peter the Great

Catherine the Great

Alexander II

Lenin

Karl Marx

Joseph Stalin

Paraphrase the Mongols' role in Russian history

Point out the goals of Peter the Great and Catherine the Great for changing Russia

Describe serfdom in Russia

Identify what Lenin's role was in Russia

Distinguish how the Soviet Union changed under Stalin

			<p>Review how the people of Russia were being governed</p> <p>Outline the birth of the Soviet Union</p> <p>Discover economic and political steps Lenin took to make Russia a communist state</p> <p>Define a Totalitarian Country</p>			
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	Essential Questions	Content	Skills	Standards/PIs
Unit 10	<p>How did nationalism lead to World War I?</p> <p>Why was the war in Europe a "world war"?</p> <p>What events led to the fall of Nazism?</p>	<p><i>History</i></p> <p>Strong feelings of nationalism constituted a major cause of World War I in 1914</p> <p><i>Government</i></p> <p>Nationalism led to alliances in Europe before World War I</p> <p>Hitler and Nazi Germany plunged Europe into World War II</p>	<p>Locate events of World War I</p> <p>Distinguish what caused alliances to be formed in Europe and the affects they had</p> <p>Define Vocabulary:</p> <p>nationalism</p> <p>alliance</p> <p>depression</p> <p>blitzkrieg</p> <p>Holocaust</p> <p>concentration camp</p> <p>United Nations</p> <p>Iron Curtain</p> <p>Cold War</p>	<p>SS2-K1-1A</p> <p>SS2-K1-1C</p> <p>SS2-K2-1A</p> <p>SS2-K2-1B</p> <p>SS2-K2-1C</p> <p>SS2-K4-1A</p> <p>SS2-K4-1B</p> <p>SS2-K4-1C</p> <p>SS2-K4-1D</p> <p>SS3-K1-1A</p> <p>SS3-K1-1B</p> <p>SS3-K1-1C</p> <p>SS3-K1-1D</p> <p>SS4-K1-1B</p> <p>SS4-K1-1C</p> <p>SS4-K1-1E</p> <p>SS4-K2-1B</p> <p>SS4-K2-1E</p> <p>SS4-K2-1C</p> <p>SS5-K1-1A</p> <p>SS5-K1-1B</p> <p>SS5-K1-1C</p> <p>SS5-K1-1D</p> <p>SS5-K1-1E</p> <p>SS5-K4-1A</p>

NATO  
Warsaw Pact  
glasnost  
European Community

Identify Key People:

Franz Ferdinand  
Adolf Hitler  
Joseph Stalin  
Winston Churchill  
Franklin Roosevelt  
Anne Frank  
Lech Walesa  
Mikhail Gorbachev  
Boris Yeltsin

Key Places:

Latvia  
Estonia  
Lithuania

Point out what event  
caused the alliances to  
go to war

Summarize how long  
World War I lasted and

			<p>identify who was punished</p> <p>Identify role Hitler had in the rise of Nazism in Germany</p> <p>Note economic conditions of Germany that helped bring Hitler to power</p> <p>Research to compile events of WWII</p> <p>Analyze cause/effect of the Holocaust by acknowledging stories of survivors</p>		
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#### Key to Standards used in this Map

- SS1-K1-1A** [1 occurrence] - SS Standard 1 - Key Idea 1 [History of the United States and New York i] - Performance Indicator 1A - explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans. [Intermediate]
- SS2-K1-1A** [9 occurrences] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1A - know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations. [Intermediate]
- SS2-K1-1B** [8 occurrences] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1B - know some important historic events and developments of past civilizations. [Intermediate]
- SS2-K1-1C** [8 occurrences] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1C - interpret and analyze documents and artifacts related to significant developments and events in world history. [Intermediate]
- SS2-K2-1A** [5 occurrences] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1A - develop timelines by placing important events and developments in world history in their correct chronological order. [Intermediate]
- SS2-K2-1B** [4 occurrences] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1B - measure time periods by years, decades, centuries, and millennia. [Intermediate]
- SS2-K2-1C** [5 occurrences] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1C - study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes. [Intermediate]
- SS2-K3-1A** [8 occurrences] - SS Standard 2 - Key Idea 3 [World History iii] - Performance Indicator 1A - investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history. [Intermediate]
- SS2-K3-1B** [5 occurrences] - SS Standard 2 - Key Idea 3 [World History iii] - Performance Indicator 1B - interpret and analyze documents and artifacts related to significant

developments and events in world history. [Intermediate]

**SS2-K3-1C** [4 occurrences] - SS Standard 2 - Key Idea 3 [World History iii] - Performance Indicator 1C - classify historic information according to the type of activity or practice: social/cultural, political, economic, geographic, scientific, technological, and historic. [Intermediate]

**SS2-K4-1A** [6 occurrences] - SS Standard 2 - Key Idea 4 [World History iv] - Performance Indicator 1A - explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed. [Intermediate]

**SS2-K4-1B** [6 occurrences] - SS Standard 2 - Key Idea 4 [World History iv] - Performance Indicator 1B - analyze different interpretations of important events and themes in world history and explain the various frames of reference expressed by different historians. [Intermediate]

**SS2-K4-1C** [2 occurrences] - SS Standard 2 - Key Idea 4 [World History iv] - Performance Indicator 1C - view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents. [Intermediate]

**SS2-K4-1D** [7 occurrences] - SS Standard 2 - Key Idea 4 [World History iv] - Performance Indicator 1D - investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions. [Intermediate]

**SS3-K1-1A** [10 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1A - map information about people, places, and environments. [Intermediate]

**SS3-K1-1B** [6 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1B - understand the characteristics, functions and applications of maps, globes, aerial and other photographs, satellite-produced images, and models. [Intermediate]

**SS3-K1-1C** [10 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1C - investigate why people and places are located where they are located and what patterns can be perceived in these locations. [Intermediate]

**SS3-K1-1D** [10 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1D - describe the relationships between people and environments and the connections between people and places. [Intermediate]

**SS3-K2-1A** [1 occurrence] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1A - formulate geographic questions and define geographic issues and problems. [Intermediate]

**SS3-K2-1B** [4 occurrences] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1B - use a number of research skills; (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems. [Intermediate]

**SS3-K2-1C** [6 occurrences] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1C - present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models. [Intermediate]

**SS3-K2-1D** [6 occurrences] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1D - interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems. [Intermediate]

**SS4-K1-1A** [3 occurrences] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1A - explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources. [Intermediate]

**SS4-K1-1B** [1 occurrence] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1B - define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems. [Intermediate]

**SS4-K1-1C** [2 occurrences] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1C - understand how scarcity requires people and nations to make choices which involve costs and future considerations. [Intermediate]

**SS4-K1-1D** [2 occurrences] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1D - understand how people in the United States and throughout the world are both producers and consumers of goods and services. [Intermediate]

**SS4-K1-1E** [1 occurrence] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1E - investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems. [Intermediate]

**SS4-K2-1A** [4 occurrences] - SS Standard 4 - Key Idea 2 [Economics ii] - Performance Indicator 1A - identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources. [Intermediate]

**SS4-K2-1B** [3 occurrences] - SS Standard 4 - Key Idea 2 [Economics ii] - Performance Indicator 1B - organize and classify economic information by distinguishing relevant from irrelevant information, placing ideas in chronological order, and selecting appropriate labels for data. [Intermediate]

**SS4-K2-1C** [2 occurrences] - SS Standard 4 - Key Idea 2 [Economics ii] - Performance Indicator 1C - evaluate economic data by differentiating fact from opinion and identifying frames of reference. [Intermediate]

**SS4-K2-1D** [3 occurrences] - SS Standard 4 - Key Idea 2 [Economics ii] - Performance Indicator 1D - develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions. [Intermediate]

**SS4-K2-1E** [3 occurrences] - SS Standard 4 - Key Idea 2 [Economics ii] - Performance Indicator 1E - present economic information by using media and other appropriate

visuals such as tables, charts, and graphs to communicate ideas and conclusions. [Intermediate]

**SS5-K1-1A** [4 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1A - explain the probable consequences of the absence of government and rules. [Intermediate]

**SS5-K1-1B** [6 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1B - describe the basic purposes of government and the importance of civic life. [Intermediate]

**SS5-K1-1C** [6 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1C - understand that social and political systems are based upon peoples beliefs. [Intermediate]

**SS5-K1-1D** [1 occurrence] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1D - discuss how and why the world is divided into nations and what kinds of governments other nations have. [Intermediate]

**SS5-K1-1E** [4 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1E - analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs. [Intermediate]

**SS5-K4-1A** [4 occurrences] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1A - respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint. [Intermediate]