

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade Seven Social Studies:
World Regional Studies Two
December 2020

BOE APPROVED FEBRUARY 2021

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

REVISION

Grade 7 - World Regional Studies

World Regional Studies is a two-year course for Grades 6 and 7.

Regional Units of Study

World Regional Studies includes:

- Introduction to Culture
- Africa
- The Middle East
- South Asia
- East Asia
- Current events

The study of the world's regions and cultures requires that students generate and research compelling questions such as:

- How does where we live affect how we live?
- How and why do places change over time?
- What are the benefits and challenges that result from globalization?
- How has competition for resources and land affected the development of various regions and/or cultures?
- How do the natural resources in a particular place affect the culture and affect that region's ability to be a part of the global community?
- What characteristics make groups of people unique?
- Why are certain places more populated than others?
- How does technology influence connections among human settlements and the diffusion of culture?
- What are human rights?

Considerations for Curriculum Development

Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines.

Social studies instructors should emphasize skills and practices that prepare students for informed and engaged participation in civil life.

Prior Knowledge:

1. It will be expected that students in elementary school will establish a fundamental understanding of geography and the use of maps and globes.
2. It will also be expected that students in elementary school will have explored America's geographic and cultural regions.
3. It will be expected that students will engage in activities that promote the development of research, reading, writing, speaking, and listening skills as part of the inquiry in the social studies classroom.

Spiraling Skills:

1. It will be expected that students in middle school will apply geographic concepts and skills to study regions of the Earth.
2. It will be expected that students in high school will apply an understanding of geography, economics, and civics to study modern world history.
3. It will be expected that elementary school, middle school, and high school students will all use local and state geography as a window into larger geographic themes.
4. It will be expected that students in elementary school, middle school, and high school will analyze a variety of viewpoints and perspectives on topics studied in the course of the year..

Core Standards Connections to the Connecticut (CSS)

The Literacy in History/Social Studies, Science, and Technical Subjects standards can be accessed at CCSS.ELA-Literacy.RH.6-8, CCSS.ELA-Literacy.RH.9-10, and CCSS.ELA-Literacy.RH.11-12.

Dimension of Inquiry	Connecticut Core Standards
Developing questions and planning inquiry	R1, W7, SL1
Applying disciplinary concepts and tools	R1-10, W1, W2, W7, SL1, L1-3, L6
Evaluating sources and using evidence	R1-10, W1, W2, W7-10, SL1, L1-3
Communicating conclusions and taking informed action	R1, W1-8, SL1-6, L1-3

Source: <http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf>

As stated, the Connecticut Social Studies frameworks use social studies literacy skills found in the Connecticut Core Standards; at the same time, it should be noted that the social studies frameworks were developed independently from the Connecticut Core Standards and include many skills and content connections not found in the Connecticut Core Standards. It is also important that social studies teachers use the ELA College and Career Readiness Anchor Standards, especially the anchor standards for speaking and listening and language.

Course Pacing Guide:

Unit:	Unit Subtopics:	Length of Time:
Introduction to Culture:	<ul style="list-style-type: none"> • The Five Themes of Geography • The Seven Elements of Culture • Prehistory 	6-8 Weeks
Africa	<ul style="list-style-type: none"> • Physical geography • Ancient Egypt • Culture of the region • European imperialism in the region • Modern issues in the region 	6-8 Weeks
The Middle East	<ul style="list-style-type: none"> • Physical geography • Ancient Mesopotamia • Culture of the region • Imperialism in the region • Modern issues in the region 	8-10 Weeks
South Asia	<ul style="list-style-type: none"> • Physical geography • Ancient India • Culture of the region • British imperialism in the region • Modern issues in the region 	6-8 Weeks
East Asia	<ul style="list-style-type: none"> • Physical geography • Ancient China • Culture of the region • European imperialism in the region • Modern issues in the region 	6-8 Weeks

Stage 1 Desired Results

ESTABLISHED GOALS

Geographic Representations: Spatial Views of the World

GEO 6–7.1 Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.

GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

Human-Environment Interaction: Places, Regions, and Culture

GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.

GEO 6-7.4: Analyze the cultural and environmental characteristics that make places both similar to and different from one another.

GEO 6-7.5: Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.

Human Population: Spatial Patterns and Movement

GEO 6–7.6 Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.

GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.

Global Interconnections

GEO 6-7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

Transfer

Students will be able to independently use their learning to...

Develop questions and plan inquiry. (R1,WZ, SL1)

Apply disciplinary concepts and tools. (R1-10, W1, W2, WZ, SL1, L1-3, L6)

Evaluate sources and use evidence. (R1-10, W1, W2, WZ, SL1, L1-3)

Communicate conclusions & take informed action. (R1, SL1-8, SL1-6, L1-3)

*Meaning***UNDERSTANDINGS**

Students will understand that...

- Maps can be used or constructed to represent data in a spatial form.
- Different styles of maps will demonstrate different information.
- Regions are defined by human and physical characteristics that are always changing.
- The change in the importance, value and availability of resources is an important aspect of human systems.
- Culture is connected to the physical and human characteristics of a place.
- A country's economy is dependent on the physical characteristics of the land.
- Our modern culture comes from a long history starting in prehistory.

ESSENTIAL QUESTIONS

1. How do the 5 Themes of Geography help connect us to our culture?
2. How does culture provide us with a lens through which we can learn about the world?
3. How does culture change?

Supporting/Focus Questions:

- How do maps reflect a region's political, geographic, and economic characteristics?
- How do the natural resources in a particular place affect the culture and affect that region's ability to be a part of the global community?
- How does culture vary for people in different regions?

<p>GEO 6–7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.</p> <p>Economics</p> <p>ECO 6–8.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>Civic and Political Institutions</p> <p>CIV 6-7.1 Explain specific roles played by citizens (such as votes, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).</p> <p>Change, Continuity and Context</p> <p>HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region</p> <p>CT State Framework</p> <p>INQ 6–8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>INQ 6–8.7 Evaluate the credibility of a source by determining its relevance and intended use.</p> <p>INQ 6–8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p> <p>INQ 6–8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>CCSS Literacy:</p> <p>CCSS.ELA-Literacy.RH.6-8.1-10</p> <p>CCSS.ELA-Literacy.WHST.6-8.1, 2,7-10</p>		<ul style="list-style-type: none"> • How does our past lead us toward our future? • How does culture differ around the world?
	<p>Acquisition</p> <p>Students will know...</p> <ul style="list-style-type: none"> • Physical characteristics affect the cultures and spatial patterns of humans. • Economy is dependent on the natural resources available and provided by the physical characteristics of the region. • Political and physical maps provide insight into the role that physical features play in the creation of political boundaries. • Thematic maps provide insight into climate, economic resources, and spatial patterns of humans. • Culture makes up everything humans are and do. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Identifying and analyzing different types of maps. (i.e., political, physical, thematic, etc.) • Analyzing the role that physical features play in the development of a region's culture and society. • Explaining the relationship between humans and the environment. • Evaluating the credibility of different resources • Gathering, analyzing and creating inferences based on information from multiple sources. • Using maps and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. • Identifying and analyzing the roles of citizens in different regions. • Analyzing the ways in which cultural and environmental characteristics vary among various regions of the world. • Creating presentations that synthesize the information learned through the research process.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • T • M, A • T • T • M, A • T, A 	<p>Checklist/Rubric based on CCSS, NCSS, and CT State standards:</p> <ul style="list-style-type: none"> • Historical/Information Accuracy • Interpretation & application of sources • Citation of evidence • Thorough understanding and explanation of information/content • Organization & mechanics (i.e., bullet points, images to support information, definitions, etc.) 	<p>PERFORMANCE TASK: Create A Culture Project <i>Students will show that they really understand... what culture is and how it is created by gathering and synthesizing information, interpreting maps and using the content specific vocabulary acquired in the unit.</i></p> <p><i>Goal: Create a presentation about a utopian culture of your own creation. Includes geographical, cultural, economic, political, and environmental aspects, combining both the five themes of geography and seven elements of culture. As you plan, use the lens of the five themes of geography and seven elements of culture to guide you. Include a conclusion summarizing why the culture you created would be ideal if society ever had to begin with a new culture.</i></p> <p><i>Role: Culture Re-Creation Agent</i></p> <p><i>Audience: New World Committee Members</i></p> <p><i>Situation: You are a Culture Re-creation Agent trying to convince the New World Committee that you think a new culture would be the best to “restart” the world’s culture and whose specific information about both the 5 themes of geography and seven elements of culture to create your culture and be able to validate and explain your decisions and why it would be best for the world.</i></p> <p><i>Product: Presented to peers in either a Google slides presentations, brochure, or Google website.</i></p> <p><i>Standard:</i></p> <ul style="list-style-type: none"> • Using the information you have learned throughout the unit to support your claim as to why your culture is the best. • Using bullet points, maps, and images in your presentation to make it clear and easy to follow. • Presenting your information appropriately to classmates using strong eye contact and appropriate volume of voice.

<ul style="list-style-type: none"> • T, M, A 	<ul style="list-style-type: none"> • Skillful application of disciplinary tools (i.e., maps, atlases, primary sources, secondary sources, etc) used to make accurate inferences and logical predictions and draw conclusions. 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Inquiry-Based lessons to answer essential and supporting questions. • Document-Based Questions (DBQ's). • Atlas & map skills. • Entrance/Exit slips. • Social Studies notebook. • Unit vocabulary assessment. • Close reading of primary and secondary source documents. • Student self-reflection/self-assessment. • peer evaluations/peer feedback. • Assignment feedback/conferencing notes. • Application of disciplinary concepts and skills to current issues and events.
<ul style="list-style-type: none"> • T, M, A 	<ul style="list-style-type: none"> • Selection of evidence that is sufficient, relevant, and compelling to support a claim. 	
<ul style="list-style-type: none"> • M 	<ul style="list-style-type: none"> • Thorough understanding and analysis of key tools/concepts. 	
<ul style="list-style-type: none"> • M, A 	<ul style="list-style-type: none"> • Accurate application of content and domain specific vocabulary. 	

Stage 3 – Learning Plan		
	<p><i>Pre-Assessment</i></p> <ul style="list-style-type: none"> • Pre-assessment for fundamental geography knowledge and skills involving the labeling of maps and written student reflection on what they think culture is. • KWL charts focused on major unit concepts. • Pre-assessment of students' abilities to synthesize information from multiple sources to answer a critical thinking question with evidence to support the argument (DBQ). Students will use evidence to respond to the following question: Why did Christianity take hold in the ancient world? 	
	<p>Summary of Key Learning Events and Instruction:</p>	<p>Progress Monitoring:</p>
<ul style="list-style-type: none"> • T, A 	<ul style="list-style-type: none"> • Students will learn, internalize, and correctly use unit and domain specific vocabulary. (e.g., culture, religion, economics, prehistory, etc.). 	<ul style="list-style-type: none"> • Class discussions involving student-generated questions. • Student discussion based on overarching questions. • Notebook responses / journal entries. • Analysis of primary and secondary sources. • Research and inquiry development processes. • Self reflection. (i.e., entrance / exit slips, peer assessments, self assessments) • Conferencing / Teacher-student conferences.
<ul style="list-style-type: none"> • T, M, A 	<ul style="list-style-type: none"> • Students will interpret and analyze different types of maps associated with the individual unit in order to recognize spatial patterns and geographic areas. (e.g., political map, physical map, resources map, etc.) 	
<ul style="list-style-type: none"> • T, M, A 		

<ul style="list-style-type: none"> • T, M, A • T, M • T, M, A • T, M 	<ul style="list-style-type: none"> • Students will synthesize multiple sources and construct an argument on how history has affected culture. • Students will select and use credible sources to support their research for their final project of the unit using the given notes template (e.g., Culturegrams, Encyclopedia Britannica, primary source documents, news articles). • Students will use specific readings and videos to analyze the roles citizens play in the government along with the importance of rights and responsibilities. • Students will identify location and characteristics of regions of the world through research, inquiry, and use of maps and globes to create a presentation (Create a Culture project). 	
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Recommended Resources

Newsela <https://newsela.com/>

Kids Discover <https://online.kidsdiscover.com/home>

Online databases listed at school website under LMC, such as, www.culturegrams.com, www.eb.com, www.countryreports.com

Online video databases listed at school website under LMC, such as www.discoveryed.com, www.brainpop.com

Online map skills - <https://online.seterra.com/en>

Research, Presentation, and Evidence-Based Writing Rubrics [Click Here](#)

Pre-Assessment DBQ - [Click Here](#)

Stage 1 Desired Results

ESTABLISHED GOALS

Geographic Representations: Spatial Views of the World

GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

Human-Environment Interaction: Places, Regions, and Culture

GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.

GEO 6–7.5: Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.

Human Population: Spatial Patterns and Movement

GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.

Global Interconnections

GEO 6–7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.

Change, Continuity and Context

HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region.

Perspectives

HIST 6–7.4 Explain how and why perspectives of people have changed over time.

CT State Framework*Transfer*

Students will be able to independently use their learning to...

Develop questions and plan inquiry. (R1,W7, SL1)

Apply disciplinary concepts and tools. (R1-10, W1, W2, W7, SL1, L1-3, L6)

Evaluate sources and use evidence. (R1-10, W1, W2, W7, SL1, L1-3)

Communicate conclusions & take informed action. (R1-10, W1-6, SL1-6, L1-3)

Synthesize the cultural, social, political, and economic characteristics that may define a geographic region to build a global perspective.

*Understanding***UNDERSTANDINGS:**

Students will understand that...

- The past has influenced and shaped the modern world.
- The past can be used to drive decisions made in the present.
- Nations compete for limited resources and land.
- Discoveries and advances in technology are capable of creating social change.
- Competition for limited land and natural resources leads to innovation.
- Government systems aren't always fair

ESSENTIAL QUESTIONS:

1. How does the geography of Africa affect its people?
2. How has Ancient Egypt shaped the modern world?
3. Was European imperialism in Africa inevitable? Why or why not?
4. How did Africa change after the end of European imperialism?

Supporting/Focus Questions:

<p>INQ 6–8.7 Evaluate the credibility of a source by determining its relevance and intended use.</p> <p>INQ 6–8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p> <p>INQ 6–8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p> <p>INQ 6–8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>Civic and Political Institutions</p> <p>CIV 6-7.1 Explain specific roles played by citizens (such as votes, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).</p> <p>CIV 6–7.3 Compare historical and contemporary means of changing societies and promoting the common good.</p> <p>CCSS Literacy:</p> <p>CCSS.ELA-Literacy.RH.6-8.1-10</p> <p>CCSS.ELA-Literacy.WHST.6-8.1, 2,7-10</p>	<p>to all groups of citizens.</p>	<ul style="list-style-type: none"> • Why are Africa's different types of environments important to the continent's make up? • Why was Ancient Egypt able to last so long as a civilization? • What was so unique about Ancient Egyptain culture? • Why did Europeans colonize Africa? • What was the Scramble for Africa? • Why did the European powers withdraw from Africa and end imperialism? • What systems did the European powers use to force when withdrawing from Africa? • How did apartheid affect South Africa during and after Great Britain's withdrawal from the country?
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How Africa's different climates, physical features, and physical geography affects the people in different places on the continent. • How monarchs ruled in Ancient Egypt and their role in maintaining the civilization. • How the Nile river was vital to the survival of people during Ancient Egypt. • How historians were able to understand hieroglyphics and what role the Rosetta Stone played in decoding them. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identifying and analyzing different types of maps. (i.e., political, physical, thematic, etc.) • Analyzing the role that physical features play in the development of Africa's culture and society. • Explaining the relationship between humans and the environment. • Evaluating the credibility of different resources • Gathering, analyzing and creating inferences based on information from multiple sources. • Using maps and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

	<ul style="list-style-type: none"> • How European powers decided how to divide up the African continent. • What types of resources Europeans came to Africa for. • What reasons the European powers had for departing their colonies on the continent. 	<ul style="list-style-type: none"> • Analyzing the ways in which cultural and environmental characteristics vary among various regions of the world. • Creating presentations that synthesize the information learned through the research process.
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REVISION

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • M, A • T • T • M, A • T, A • T, A 	<p>Checklist/Rubrics based on CCSS, NCSS, and CT State standards:</p> <ul style="list-style-type: none"> - Historical/Information Accuracy. - Interpretation & application of sources. - Citation of evidence. - Thorough understanding and explanation of information/content. - Ability to critically analyze and ask inquiry-styled questions based on information presented by sources. - Organization & mechanics. (i.e., bullet points, images to support information, definitions, etc.) 	<p>PERFORMANCE TASK(S): <i>Ancient Egypt Project</i> <i>Students will show that they really understand</i> how aspects of Ancient Egypt have influenced our current culture by presenting an argument using evidence gathered and synthesized throughout the unit.</p> <p><i>Goal:</i> Create a presentation about a topic within Ancient Egypt. Include geographical, cultural, political, and environmental aspects. As you plan, consider which aspects of Ancient Egypt have influenced our current culture and how that aspect was beneficial to society.</p> <p><i>Role:</i> Historian</p> <p><i>Audience:</i> Fellow Historians</p> <p><i>Situation:</i> Students will take on the role of a historian trying to explain to their fellow historians how different aspects of Ancient Egypt helped to create the world we have today. Students will choose a specific topic about Ancient Egypt to research and present about.</p> <p><i>Product:</i> Presented to peers in either a Google slides presentations, poster, or physical creation or video. Student choice subject to teacher approval.</p> <p><i>Standards:</i> You will be able to demonstrate your understanding by:</p> <ul style="list-style-type: none"> - Using the information you have learned throughout the unit to support your argument. - Using bullet points, maps, and images in your presentation to make it clear and easy to follow. • Presenting your information appropriately to classmates using strong eye contact and appropriate volume of voice.

<ul style="list-style-type: none"> • T, M, A • T, A • M • M, A 	<ul style="list-style-type: none"> • Skillful application of disciplinary tools (i.e., maps, atlases, primary sources, secondary sources, etc) used to make accurate inferences and logical predictions and draw conclusions. • Selection of evidence that is sufficient, relevant, and compelling to support a claim. • Thorough understanding and analysis of key tools/concepts. • Accurate application of content and domain specific vocabulary. 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Inquiry-Based Lessons to answer essential and supporting questions. • DocumentBased Questions (DBQ's). • Atlas & map skills. • Entrance/Exit slips. • Social Studies notebook. • Unit vocabulary assessment. • Close reading of primary and secondary source documents. • Student self-reflection/self-assessment. • peer evaluations/peer feedback. • Assignment feedback/confering notes. • Application of disciplinary concepts and skills to current issues and events.
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Stage 3 – Learning Plan		
Code	Pre-Assessment	
<ul style="list-style-type: none"> • T • A 	<ul style="list-style-type: none"> • KWL or other advance organizers. (concept map, anticipation guide, etc) • Unit pre-assessment administered as a Common Formative Assessment by the department. The pretest will include an assessment of spatial knowledge of Africa and academic vocabulary. 	
<ul style="list-style-type: none"> • M, A • T, A • T 	<p>Summary of Key Learning Events and Instruction:</p> <ul style="list-style-type: none"> • Students will analyze the role geography plays in the development of Africa through the examination of historical and political maps, video clips, and content specific readings/passages. • Students will analyze the social structure, government, and daily life of Ancient Egyptians through readings, videos, and charts. • Students will select and use credible sources to support their note taking and projects. (e.g., 	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Class discussions involving student-generated questions. • Student discussion based on overarching questions. • Notebook responses / journal entries. • Research and inquiry development processes. • Self reflection. (i.e., entrance/ exit slips, peer assessments, self assessments) • Confering / Teacher-student conferences.

<ul style="list-style-type: none"> • M • M • M, A 	<p>Encyclopedia Britannica, Newsela, primary source documents).</p> <ul style="list-style-type: none"> • Students will identify the roots of European imperialism and culture in Africa and evaluate its impact on the region. This will be done through the exploration of specific articles, inquiry style lessons, and videos. • Students will analyze modern issues in Africa that have influenced the development of the region and create possible solutions to modern issues by way of readings, discussion, videos, and maps. • Teacher will explicitly teach domain specific vocabulary. 	
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Recommended Resources

Newsela <https://newsela.com/>

- https://newsela.com/subject/other/2000369895?search_id=undefined Ancient Egypt specific textset

Kids discover <https://online.kidsdiscover.com/>

- <https://online.kidsdiscover.com/unit/ancient-egypt> Ancient Egypt specific unit articles

Online databases listed at school website under LMC, such as, www.culturesonline.com, www.eb.com, www.countryreports.com

Online video databases listed at school website under LMC, such as www.discoveryed.com, www.brainpop.com

Big History Project - <https://www.oerproject.com/>

Inquiry-Design Model: <https://drive.google.com/drive/folders/1gncdXiOPhjszo2iNyW7q6TRpcqAX0K?usp=sharing>

Stanford History Education Group (SHEG) - Reading Like a Historian <https://sheg.stanford.edu/history-lessons>

Online map skills - <https://online.seterra.com/en>

Research, Presentation, and Evidence-Based Writing Rubrics - [Click Here](#)

Stage 1 Desired Results

ESTABLISHED GOALS

Geographic Representations: Spatial Views of the World

GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

Human-Environment Interaction: Places, Regions, and Culture

GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.

GEO 6-7.4: Analyze the cultural and environmental characteristics that make places both similar to and different from one another.

GEO 6-7.5: Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.

Human Population: Spatial Patterns and Movement

GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.

Global Interconnections

GEO 6-7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

GEO 6–7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.

Economics

ECO 6–8.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.

Transfer

Students will be able to independently use their learning to...

Develop questions and plan inquiry. (R1,W7, SL1)

Apply disciplinary concepts and tools. (R1-10, W1, W2, W7, SL1, L1-3, L6)

Evaluate sources and use evidence. (R1-10, W1, W2, W7-10, SL1, L1-3)

Communicate conclusions & take informed action. (R1, W1-8, SL1-6, L1-3)

Synthesize the cultural, social, political, and economic characteristics that may define a geographic region to build a global perspective.

*Meaning***UNDERSTANDINGS:**

Students will understand that...

- Geography of an area determines the type of life available in that area.
- The history of a region helps create its modern culture.
- Culture is what gives a region its identity and makes it unique.
- Religion is a large part of culture for many people.
- The past can be used to drive decisions made in the present.
- Competition due to limited land and natural resources leads to innovation.
- Government systems aren't always fair

ESSENTIAL QUESTIONS:

1. How has the physical characteristics of the Middle East affected the region culturally?
2. How has the ancient history of the Middle East led to its current modern day culture?
3. How has religion changed in the Middle East throughout history?
4. How has the culture in the Middle East led to modern day issues in the region?

Supporting/Focus Questions:

- How do Middle Eastern countries adapt to their environments?

<p>ECO 6–7.2 Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.</p> <p>Change, Continuity and Context</p> <p>HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region</p> <p>Perspectives</p> <p>HIST 6–7.4 Explain how and why perspectives of people have changed over time.</p> <p>Civic and Political Institutions</p> <p>CIV 6–7.1 Explain specific roles played by citizens (such as votes, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).</p> <p>CIV 6–7.3 Compare historical and contemporary means of changing societies and promoting the common good.</p> <p>CT State Framework</p> <p>INQ 6–8.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.</p> <p>INQ 6–8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>INQ 6–8.7 Evaluate the credibility of a source by determining its relevance and intended use.</p> <p>INQ 6–8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p> <p>INQ 6–8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p>	<p>to all groups of citizens.</p> <ul style="list-style-type: none"> Modern issues often have historic beginnings. 	<ul style="list-style-type: none"> What types of resources are there in the Middle East? What gifts has the modern world gotten from Ancient Mesopotamia (Sumer, Akkadia, Assyria, and Babylonia)? What was so unique about Ancient Mesopotamia's civilizations and culture? Why was Hammurabi's Code so revolutionary? Why was monotheism such a popular style of religion? Why did Christianity take hold in the ancient world? Why did Islam spread so quickly? How can modern day issues in the Middle East be solved peacefully? What caused the issues between Israel and Palestine to escalate?
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> How the Middle East's climate, physical features, and physical geography affects the people in different places in the region. How the civilizations in Ancient Mesopotamia were connected and related to one another. How historians were able to understand Hammurabi's Code and what role Hammurabi's Code played in Ancient Babylonia. How the idea of monotheism began in modern day Israel. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Identifying and analyzing different types of maps (i.e., political, physical, thematic, etc.) Analyzing the role that physical features play in the development of a region's culture and society. Explaining the relationship between humans and the environment. Evaluating the credibility of different resources Gather, analyze and create inferences based on information from multiple sources Using maps and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

<p>INQ 6–8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>CCSS Literacy: CCSS.ELA-Literacy.RH.6-8.1-10 CCSS.ELA-Literacy.WHST.6-8.1, 2,7-10</p>	<ul style="list-style-type: none"> • How the three major monotheistic religions grew from one another and have many similarities. • What types of modern day issues people of the region are facing. • How peace has been previously attempted in the region and what could possibly be done in the future. 	<ul style="list-style-type: none"> • Identifying and analyzing the roles of citizens in different regions. • Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. • Creating presentations that synthesize the information learned through the research process. • Writing a thesis/claim using evidence to support it. • Presenting information and arguments in a variety of formats. (slides, website, brochure, mini-documentary, essay, etc.) • Analyzing the current political, economic, and societal issues the region is facing.
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REVISION

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • M, A • T • T • M, A • T, A • T, A 	<p>Checklist/Rubrics based on CCSS, NCSS, and CT State standards:</p> <ul style="list-style-type: none"> • Historical/Information accuracy. • Interpretation & application of sources. • Citation of evidence. • Thorough understanding and explanation of information/content. • Ability to critically analyze and ask inquiry-styled questions based on information presented by sources. • Organization & mechanics. (i.e., bullet points, images to support information, definitions, charts, etc). 	<p>PERFORMANCE TASK(S): <i>Israel Palestine Peace Plan Project.</i> <i>Students will show that they really understand the situation surrounding Israel and Palestine by gathering and synthesizing information, interpreting maps, and using the content specific vocabulary acquired in the unit.</i></p> <p><i>Goal: Create an individual and unique solution to the current situation between Israel and Palestine. The solution includes geographical, cultural, political, and environmental aspects. As you plan, use the lens of the history of the region, religions, culture, and past peace attempts to guide you. Include a proposal summarizing how you would divide the land in the region to create lasting peace and why your plan would work long term.</i></p> <p><i>Role: UN Peacekeeper</i></p> <p><i>Audience: The UN Assembly</i></p> <p><i>Situation: You are a UN Peacekeeper tasked with creating a plan to create lasting peace between Israel and Palestine by dividing up the land. I Choose how you would divide the land to create lasting peace between the two sides and then present your plan to the Assembly." Your plan should include evidence that you have considered what has already been attempted to make peace in the region and what has and has not worked.</i></p> <p><i>Product: Presented to peers in either a Google slides presentations, brochure, or Google website.</i></p> <p><i>Standards:</i></p> <ul style="list-style-type: none"> • Using the information you have learned throughout the unit to support your argument. • Using bullet points, maps, and images in your presentation to make it clear and easy to follow. • Presenting your information appropriately to classmates using strong eye contact and appropriate volume of voice.

<ul style="list-style-type: none"> • T, M, A 	<ul style="list-style-type: none"> • Skillful application of disciplinary tools (i.e, maps, atlases, primary sources, secondary sources, databases, etc.) used to make accurate inferences and logical predictions and draw conclusions. 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Inquiry-Based Lessons to answer essential and supporting questions. • Document-Based Questions (DBQ's). • Atlas & map skills. • Entrance/Exit slips. • Social Studies notebook. • Unit vocabulary assessment. • Region Map skills assessment. • Close reading of primary and secondary source documents. • Student self-reflection/self-assessment. • peer evaluations/peer feedback. • Assignment feedback/conference notes. • Application of disciplinary concepts and skills to current issues and events.
<ul style="list-style-type: none"> • T, M, A 	<ul style="list-style-type: none"> • Selection of evidence that is sufficient, relevant, and compelling to support a claim. 	
<ul style="list-style-type: none"> • M 	<ul style="list-style-type: none"> • Thorough understanding and analysis of key tools/concepts. 	
<ul style="list-style-type: none"> • M, A 	<ul style="list-style-type: none"> • Accurate application of content and domain specific vocabulary. 	

Stage 3 – Learning Plan		
Code	Pre-Assessment	
<ul style="list-style-type: none"> • T • A 	<ul style="list-style-type: none"> • KWL or other advanced organizers. (concept map, anticipation guide, etc.) • Unit pre-assessment administered as a Common Formative Assessment by the department. The pretest will include an assessment of spatial knowledge of the Middle East and academic vocabulary. 	
<ul style="list-style-type: none"> • M • M • T, A 	<p>Summary of Key Learning Events and Instruction:</p> <ul style="list-style-type: none"> • Students will analyze the role geography plays in the development of Africa through the examination of historical and political maps, video clips, and content specific readings/passages. • Students will analyze the social structure, government, and daily life of Ancient Egyptians through readings, videos, and charts. • Students will select and use credible sources to support their note taking and projects (e.g., 	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Class discussions involving student-generated questions. • Student discussion based on overarching questions. • Notebook responses/ journal entries. • Research and inquiry development processes. • Self reflection. (ie, entrance/ exit slips, peer assessments, self assessments) • Conferring/Teacher-student conferences.

<ul style="list-style-type: none"> • M, A • M • T, A • T • M • M, A 	<p>Encyclopedia Britannica, Newsela, primary source documents).</p> <ul style="list-style-type: none"> • Students will identify the roots of European imperialism and culture in Africa and evaluate its impact on the region. This will be done through the exploration of specific articles, inquiry style lessons, and videos. • Students will analyze the role religion plays in the region by use of maps, charts, readings, videos, and class discussion. • Students will analyze modern issues in Africa that have influenced the development of the region and create possible solutions to modern issues by way of readings, discussion, videos, and maps. • Teacher will explicitly teach domain specific vocabulary. 	
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Recommended Resources

Newsela <https://newsela.com/>
 Kids discover <https://online.kidsdiscover.com/>
 Online databases listed at school website under LMC, such as, www.culturegen.com, www.eb.com, www.countryreports.com
 Online video databases listed at school website under LMC, such as www.discoveryed.com, www.brainpop.com
 Big History Project - <https://www.oerproject.com/>
 Inquiry-Design Model: <https://drive.google.com/drive/folders/1gncdXiOPtjszo2iNyW7q6TRpcgAX0K?usp=sharing>
 Stanford History Education Group (SHEG) - Reading Like a Historian <https://sheg.stanford.edu/history-lessons>
 Online map skills - <https://online.seterra.com/en>
 Research, Presentation, and Evidence-Based Writing Rubrics - [Click Here](#)

Stage 1 Desired Results

ESTABLISHED GOALS

Geographic Representations: Spatial Views of the World

GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

Human-Environment Interaction: Places, Regions, and Culture

GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.

GEO 6-7.5: Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.

Human Population: Spatial Patterns and Movement

GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.

Global Interconnections

GEO 6–7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.

Change, Continuity and Context

HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region.

Perspectives

HIST 6-7.4 Explain how and why perspectives of people have changed over time.

CT State Framework*Transfer*

Students will be able to independently use their learning to...

Develop questions and plan inquiry. (R1,W7, SL1)

Apply disciplinary concepts and tools. (R1-10, W1, W2, W7, SL1, L1-3, L6)

Evaluate sources and use evidence. (R1-10, W1, W2, W7, SL1, L1-3)

Communicate conclusions & take informed action. (R1, W4-8, SL1-6, L1-3)

Synthesize the cultural, social, political, and economic characteristics that may define a geographic region to build a global perspective.

*Meaning***UNDERSTANDINGS:**

Students will understand that

- Geography of an area determines the type of life available in that area.
- The history of a region helps create its modern culture.
- Culture gives a region its identity.
- Culture of an area is what makes it unique.
- Religion is a large part of culture for many people.
- The past can be used to drive decisions made in the present.
- Competition due to limited land and

ESSENTIAL QUESTIONS:

1. How has the physical characteristics of South Asia affected the region culturally?
2. How have religion and philosophy changed cultures in South Asia throughout history?
3. Was British imperialism in India inevitable? Why or why not?
4. How has the culture in South Asia led to modern day issues in the region and between religious groups?

Supporting/Focus Questions:

- Why are South Asia's different types of environments important to the region's make up?

<p>INQ 6–8.7 Evaluate the credibility of a source by determining its relevance and intended use.</p> <p>INQ 6–8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p> <p>INQ 6–8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p> <p>INQ 6–8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>Civic and Political Institutions</p> <p>CIV 6-7.1 Explain specific roles played by citizens (such as votes, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).</p> <p>CIV 6–7.3 Compare historical and contemporary means of changing societies and promoting the common good.</p> <p>CCSS Literacy:</p> <p>CCSS.ELA-Literacy.RH.6-8.1-10</p> <p>CCSS.ELA-Literacy.WHST.6-8.1, 2,7-10</p>	<p>natural resources leads to innovation.</p> <ul style="list-style-type: none"> • Government systems aren't always fair to all groups of citizens. • Modern issues often have historic beginnings. 	<ul style="list-style-type: none"> • How does the physical geography of South Asia impact its history? • How did Great Britain come to take control of India? • Why did Great Britain colonize India? • What was the British Raj? • Why was Gandhi called "the father of India?" • Why did Great Britain withdraw from India and end imperialism there? • What systems did Great Britain leave in place when withdrawing from India? • How can modern issues in the region be solved peacefully?
<p>Acquire Information</p>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How South Asia's climates, physical features, and physical geography affects the people in different places in the region. • How Hinduism and its ideas dictate much of Indian culture and daily life. • How the British East India Company came to India and subsequently led to British imperialism in the region. • How the British ruled over India and the Indian people reacted to their presence. • How Gandhi came to prominence and helped lead India to independence. • What types of modern day issues people of the region are facing. • How peace has been previously attempted in the region and what could 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identifying and analyzing different types of maps. (i.e., political, physical, thematic, etc.) • Analyzing the role that physical features play in the development of a region's culture and society. • Explaining the relationship between humans and the environment. • Evaluating the credibility of different resources • Gather, analyze and create inferences based on information from multiple sources. • Using maps and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. • Identifying and analyzing the roles of citizens in different regions. • Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

	possibly be done in the future.	<ul style="list-style-type: none">• Creating presentations that synthesize the information learned through the research process.
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REVISION

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • M, A • T • T • M, A • T, A • T, A 	<p>Checklist/Rubrics based on CCSS, NCSS, and CT State standards:</p> <ul style="list-style-type: none"> - Historical/Information accuracy. - interpretation & application of sources. - citation of evidence. - Thorough understanding and explanation of information/content. - Ability to critically analyze and ask inquiry-styled questions based on information presented by sources. - Organization & mechanics. (i.e., bullet points, images to support information, definitions, etc.) 	<p>PERFORMANCE TASK(S): <i>Civil Disobedience Project</i> <i>Students will show that they really understand the concept of civil disobedience as made famous by Gandhi and used in India by presenting an argument using evidence gathered and synthesized throughout the unit.</i></p> <p><i>Goal: Create unique "Civil Disobedience" solution to overturn one of the given laws that the British Raj implemented in India that historically the native people disliked. The solution will include geographical, cultural, political, and environmental aspects. As you plan, use the lens of the history of the region, religions, culture, and past attempts at the laws removal to guide you. Include a proposal written at the end summarizing how you specifically believe India should move forward with peacefully expelling the British from India. Be prepared to share and defend your plan with your classmates.</i></p> <p><i>Role: Indian National Congress Leader</i></p> <p><i>Audience: The Indian National Congress</i></p> <p><i>Situation: Students will take on the role of a Indian National Congress leader who is working toward Indian Liberation and has been tasked with creating a plan to use civil disobedience to remove "unfair" laws enacted by the British Raj on native Indian people. Students will choose what type of civil disobedience they feel would best fit the law they are trying to overthrow and explain why that would work. Students will need to keep in mind what has already been attempted to overthrow the law and what has and has not worked.</i></p> <p><i>Product: Presentation to peers (format may be slide presentations, brochure, mini documentary).</i></p> <p><i>Standards:</i></p> <ul style="list-style-type: none"> • Using the information you have learned throughout the unit to support your argument. • Using bullet points, maps, historical references, past attempts at peace, and images in your presentation to make it clear and easy to follow. • Presenting your information appropriately to classmates using strong eye contact and appropriate volume of voice.

<ul style="list-style-type: none"> • T, M, A • T, A • M • M, A 	<ul style="list-style-type: none"> • Skillful application of disciplinary tools (i.e., maps, atlases, primary sources, secondary sources, etc) used to make accurate inferences and logical predictions and draw conclusions. • Selection of evidence that is sufficient, relevant, and compelling to support a claim. • Thorough understanding and analysis of key tools/concepts. • Accurate application of content and domain specific vocabulary. 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Inquiry-Based Lessons to answer essential and supporting questions. • Document-Based Questions (DBQ's). • Atlas & map skills. • Entrance/Exit slips. • Social Studies notebook. • Unit vocabulary assessment. • Close reading of primary and secondary source documents. • Student self-reflection/self-assessment. • peer evaluations/peer feedback. • Assignment feedback/confering notes. • Application of disciplinary concepts and skills to current issues and events.
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Stage 3 – Learning Plan		
Code	Pre-Assessment	
<ul style="list-style-type: none"> • T • A 	<ul style="list-style-type: none"> • KWL or other advance organizer (concept map, anticipation guide, etc) • Unit pre-assessment administered as a Common Formative Assessment by the department. The pretest will include an assessment of spatial knowledge of South Asia and academic vocabulary. 	
<ul style="list-style-type: none"> • M, A • T, A • M, A 	<p>Summary of Key Learning Events and Instruction:</p> <ul style="list-style-type: none"> • Students will analyze the role geography plays in the development of South Asia through the examination of historical and political maps, video clips, and content specific readings/passages. • Students will analyze the social structure, government, and daily life of Ancient India through readings, videos, and charts. • Students will select and use credible sources to support their note taking and projects (e.g., 	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Class discussions involving student-generated questions. • Student discussion based on overarching questions. • Notebook responses / journal entries. • Analysis of primary and secondary sources. • Research and inquiry development processes. • Self reflection. (ie, entrance / exit slips, peer assessments, self assessments) • Confering / Teacher-student conferences.

<ul style="list-style-type: none"> • M, A • M • M, A 	<p>Encyclopedia Britannica, Newsela, primary source documents).</p> <ul style="list-style-type: none"> • Students will identify the reasons for British imperialism in India and evaluate its lasting impact on the region. This will be done through the exploration of specific articles, inquiry style lessons, and videos. • Students will analyze Gandhi's impact on India and discuss/debate the pros and cons of his use of nonviolence as a means of protesting by using readings, videos, and class discussion. • Students will compare and contrast both India and Pakistan's claim to Kashmir using information from the unit including readings, videos, and classroom discussion. • Students will analyze modern issues in South Asia that have influenced the development of the region and create possible solutions to modern issues by way of readings, discussion, videos, and maps. • Teacher will explicitly teach domain specific vocabulary. 	
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Recommended Resources

Newsela <https://newsela.com/>
 Kids discover <https://online.kidsdiscover.com/>
 Online databases listed at school website under LMC, such as www.culturegrams.com, www.eb.com, www.countryreports.com
 Online video databases listed at school website under LMC, such as www.discoveryed.com, www.brainpop.com
 Big History Project - <https://www.oerproject.com/>
 Inquiry-Design Model: <https://drive.google.com/drive/folders/1qncb4XiOPb4jszo2iNyW7q6TRpcgAX0K?usp=sharing>
 Stanford History Education Group (SHEG) - Reading Like a Historian - <https://sheg.stanford.edu/history-lessons>
 Research, Presentation, and Evidence-Based Writing Rubrics - [Click Here](#)

Stage 1 Desired Results

ESTABLISHED GOALS

Geographic Representations: Spatial Views of the World

GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

Human-Environment Interaction: Places, Regions, and Culture

GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.

GEO 6-7.4: Analyze the cultural and environmental characteristics that make places both similar to and different from one another.

GEO 6-7.5: Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.

Human Population: Spatial Patterns and Movement

GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.

Global Interconnections

GEO 6-7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

GEO 6–7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.

Economics

ECO 6–8.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.

ECO 6–7.2 Evaluate alternative approaches or solutions to current economic issues in

Transfer

Students will be able to independently use their learning to...

Develop questions and plan inquiry. (R1,W7, SL1)

Apply disciplinary concepts and tools. (R1-10, W1, W2, W7, SL1, L1-3, L6)

Evaluate sources and use evidence. (R1-10, W1, W2, W7, SL1, L1-3)

Communicate conclusions & take informed action. (R1, W1-6, SL1-6, L1-3)

Synthesize the cultural, social, political, and economic characteristics that may define a geographic region to build a global perspective.

*Meaning***UNDERSTANDINGS**

Students will understand that...

- Geography of an area determines the type of life available in that area.
- The history of a region helps create its modern culture
- Culture is what gives a region its identity.
- Religion is a large part of culture for many people.
- The past can be used to drive decisions made in the present.
- Government systems aren't always fair to all groups of citizens.
- Modern issues often have historic

ESSENTIAL QUESTIONS:

1. How have the physical characteristics of East Asia helped their culture preserve through history?
2. How has Ancient China shaped the modern world?
3. How has religion and philosophy changed culture in East Asia throughout history?
4. How did communism change China?
5. How has the changes in culture in East Asia led to modern day issues in the region?

Supporting/Focus Questions:

<p>terms of benefits and costs for different groups and society as a whole.</p> <p>Change, Continuity and Context</p> <p>HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region</p> <p>Perspectives</p> <p>HIST 6–7.4 Explain how and why perspectives of people have changed over time.</p> <p>Civic and Political Institutions</p> <p>CIV 6–7.3 Compare historical and contemporary means of changing societies and promoting the common good.</p> <p>CT State Framework</p> <p>INQ 6–8.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.</p> <p>INQ 6–8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>INQ 6–8.7 Evaluate the credibility of a source by determining its relevance and intended use.</p> <p>INQ 6–8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p> <p>INQ 6–8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p> <p>INQ 6–8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and</p>	<p>beginnings.</p>	<ul style="list-style-type: none"> • How does the physical geography of East Asia depend on its history? • What was so unique about Ancient China's civilizations and culture? • What did Ancient China invent that we still use today? • How do confucian ideals dictate and direct Chinese culture? • How did communism take over in China? • What was the Cultural Revolution? • Why did so many people choose to follow Mao Zedong? • What modern day issues face China, especially as a communist country?
<p>Students will know...</p> <ul style="list-style-type: none"> • How East Asia's climates, physical features, and physical geography affects the people in different places in the region. • How China's ancient past heavily guides their present and future. • Why the ancient dynasties built the Great Wall • How confucianism and its ideals dictate much of Chinese culture and daily life • How the Communist party came to China and subsequently led to taking over the country. • How communism affects the Chinese people. • How Mao Zedong came to 	<p>Acquisition</p> <p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Evaluating the credibility of different resources • Gathering, analyzing and creating inferences based on information from multiple sources. • Analyzing primary and secondary sources to determine key ideas and possible bias. • Writing a thesis/claim using evidence to support it. • Presenting information and arguments in a variety of formats. (slides, website, brochure, mini-documentary, essay, etc.) • Analyzing the factors that contribute to the emigration of people within Latin America as well as from Latin America to the United States. • Evaluating how the physical features and availability of natural resources in Latin America influence population patterns and 	

maps) and digital technologies (e.g., Internet, social media, and digital documentary). CCSS Literacy: CCSS.ELA-Literacy.RH.6-8.1-10 CCSS.ELA-Literacy.WHST.6-8.1, 2,7-10	<ul style="list-style-type: none"> prominence and power in China. What types of modern day issues people of the region are facing. 	<ul style="list-style-type: none"> ways of making a living. Analyzing the current political, economic, and societal issues of a region.
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> M, A T T M, A T, A T, A 	<p>Checklist/Rubrics based on CCSS, NCSS, and CT State standards:</p> <ul style="list-style-type: none"> Historical/Information Accuracy. Interpretation & application of sources. Citation of evidence. Thorough understanding and explanation of information/content. Ability to critically analyze and ask inquiry-styled questions based on information presented by sources. Organization & mechanics. (i.e., bullet points, images to support information, definitions, charts, etc.) 	<p>PERFORMANCE TASK(S): <i>One Child Policy Debate</i> Students will show that they truly understand the effects felt on China by the implementation of the One Child Policy by interpreting maps and statistics, using the content specific vocabulary acquired in the unit, and crafting their own inquiry questions based on their research.</p> <p><i>Goal:</i> research the reasoning, mentality, and history of China's One Child Policy. determine if it was a "good idea" or a "bad idea" and support your opinion using geographical, cultural, political, and environmental informational evidence. As you plan, use the lens of the history of the region, religions, culture, and the current standing of the Policy to guide you. Include a summary including why you believe it was a good or bad idea and either how you think it helped China, or what should take the policy's place.</p> <p><i>Role:</i> Chinese Political Leader <i>Audience:</i> Other Political Leaders</p> <p><i>Situation:</i> You are a Chinese political leader who has been asked whether the One Child Policy was a good or bad idea., Present your research on the issues, and answer the question: Was the One Child Policy a good or bad idea? If good, how did it help China? If bad, what should take its place? In your presentation, provide background information including the history of the policy, what made the policy come in place originally, as well as the current state of the policy.</p> <p><i>Product:</i> Debate with peers complete with a summary paragraph and evidence.</p> <p><i>Standards:</i></p> <ul style="list-style-type: none"> Using the information you have learned throughout the unit to support your

		<ul style="list-style-type: none"> argument. Using bullet points, maps, and images in your presentation to make it clear and easy to follow. Presenting your information appropriately to classmates using strong eye contact and appropriate volume of voice.
<ul style="list-style-type: none"> T, M, A T, M, A M M, A 	<ul style="list-style-type: none"> Skillful application of disciplinary tools (i.e., maps, atlases, primary sources, secondary sources, databases, etc.) used to make accurate inferences and logical predictions and draw conclusions. Selection of evidence that is sufficient, relevant, and compelling to support a claim. Thorough understanding and analysis of key tools/concepts. Accurate application of content and domain specific vocabulary. 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Inquiry-Based Lessons to answer essential and supporting questions. Document-Based Questions (DBQ's). Atlas & map skills. Entrance/Exit slips. Social Studies notebook. Unit vocabulary assessment. Region Map skills assessment. Close reading of primary and secondary source documents. Student self-reflection/self-assessment. Peer evaluation/peer feedback. Assignment feedback/conferencing notes. Application of disciplinary concepts and skills to current issues and events.

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
<ul style="list-style-type: none"> • T • A 	<ul style="list-style-type: none"> • KWL or other advance organizer (concept map, anticipation guide, etc) • Unit pre-assessment administered as a Common Formative Assessment by the department. The pretest will include an assessment of spatial knowledge of East Asia and academic vocabulary. 	
<ul style="list-style-type: none"> • M • M • T, A • M, A • M • T, A • T • M, A 	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> • Students will analyze the role geography plays in the development of East Asia through the examination of historical and physical maps, video clips, and content specific readings/passages. • Students will analyze the social structure, government, and daily life of the dynasties of Ancient China through readings, videos, and charts. • Students will select and use credible sources to support their note taking and projects (e.g., Encyclopedia Britannica, Newsela, primary source documents). • Students will identify the reasons for British imperialism in China and evaluate its lasting impact on the region. This will be done through the exploration of specific articles, inquiry state lessons, and videos. • Students will analyze Mao Zedong's impact on China and discuss/debate the pros and cons of his use of the Red Guard as a means of establishing the Great Leap Forward in China by using readings, videos, and class discussion. • Students will compare and contrast the pros and cons to communism in China by using information from the unit including readings, videos, and classroom discussion. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Class discussions involving student-generated questions. • Student discussion based on overarching questions. • Notebook responses to journal entries. • Research and inquiry development processes. • Self reflection. (i.e. entrance/ exit slips, peer assessments, self assessments) • Conferencing Teacher-student conferences.

- Students will analyze modern issues in East Asia such as China's One-Child Policy that have influenced the development of the region and create possible solutions to modern issues by way of readings, discussion, videos, and maps.
- Teacher will explicitly teach domain specific vocabulary.

Recommended Resources

Newsela <https://newsela.com/>
 Kids discover <https://online.kidsdiscover.com/>
 Online databases listed at school website under LMC, such as, www.culturegrams.com, www.eb.com, www.cnn.com/reports.com
 World Almanac Statistical Data - Junior Scholastic Almanac Statistics, <https://www.cia.gov/library/publications/the-world-factbook/>
 Online video databases listed at school website under LMC, such as www.discoveryed.com, www.brainpop.com
 Big History Project - <https://www.oerproject.com/>
 Inquiry-Design Model: <https://drive.google.com/drive/folders/1qncb4XiQPb4jszo2iNyW7a6TRmgAX0K?usp=sharing>
 Stanford History Education Group (SHEG) - Reading Like a Historian - <https://sheg.stanford.edu/history-lessons>
 Online map skills - <https://online.seterra.com/en>
 Research, Presentation, and Evidence-Based Writing Rubrics - [Click Here](#)