Social Studies
Archaeology

Unit I:
Unit Title: Archaeology as a Science
Summary and Rationale
This unit provides an introduction to theory and methods in archaeological research, data collection, and analysis. The objective is to familiarize the student with the strategies that are employed in the investigation of archaeological sites and remains and how these strategies further the aims of archaeological science.   This unit is important for providing students with important concepts regarding the science of archaeology. They will discover why archaeology is a science and what its scientific methods are. It also helps establish a scientific context for historical questions regarding various ancient societies. Specific scientific method and practices will be elaborated, practiced and perfected.
Recommended Pacing
5 Weeks
Standards

2014 NJ Social Studies Student Learning Standards

CPI	CPI Description
6.2.8.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written record
6.2.8.C.1.a	Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations
6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations
6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
5.1.12.D.1	Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences
5.1.12.D.2	Represent ideas using literal representations, such as graphs, tables, journals, concept maps, and diagrams
6.2.12.D.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
5.1.8.A.3	Use scientific principles and models to frame and synthesize scientific arguments and pose theories
5.1.8.B.2	Gather, evaluate, and represent evidence using scientific tools, technologies, and computational strategies.
5.1.8.C.2	Revise predictions or explanations on the basis of discovering new evidence, learning new information, or using models.

C3 Framework Inquiry Arc

Dimension 1 –Developing Questions and Planning Inquiries	*Dimension 2 – Applying Disciplinary Concepts*
Students will: • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning the causes of imperialism, resistance, political organization, and modernization are linked to important issues and themes in world history. • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement and disagreement among scholars and participants in historical events regarding the causes and consequences of imperialism, the efficacy of non-Western responses, and the relationship between modernization and Westernization. • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.	Students will: • Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during the nineteenth and early twentieth centuries. • Explain the role of governments and institutions (ex. property rights, rule of law) in establishing a market economy in developing countries, and why advancements and investment in technology, capital goods, and human capital can increase economic growth and the standard of living. • Apply geospatial tools and analysis to issues of political and economic crises and change, and to the diffusion of peoples, goods, and ideas (ex. economic disparities and relationships between imperial powers and their colonies, the diffusion of Western ideas to colonies and other areas of the globe). • Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.
Dimension 3 – Evaluating Sources and Using Evidence	*Dimension 4 – Communicating Conclusions and Taking Informed Action*

Students will:
• Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility.
• Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims.
	Students will:
	• Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives.
	• Critique the strengths and weaknesses of presented solutions to inquiries.
	• Possible examples include:
	   o Informative and argumentative essays
	   o Debates
	   o Role playing (ex. advisor advocating reforms)
	   o Harkness Tables
	   o Creation of interactive digital maps and graphical presentations.
	   o Practice dig
	   o Site Problem
	   o Dating Techniques practice

C3 Framework Indicators (K-12 Pathways)

C3 Indicator	*C3 Indicator Description*
D1.1.9-12.	• Explain how a question reflects an enduring issue in the field.

D1.2.9-12.	• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.
D1.3.9-12.	• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.9-12.	• Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
D1.5.9-12.	• 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, the types of sources available, and the potential uses of the sources.
D2.Civ.1.9-12.	• Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
D2.Civ.3.9-12.	• Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
D2.Civ.5.9-12.	• Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
D2.Civ.6.9-12.	• Critique relationships among governments, civil societies, and economic markets.
D2.Civ.7.9-12.	• Apply civic virtues and democratic principles when working with others.
D2.Civ.8.9-12.	• Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
D2.Civ.10.9-12.	• Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.12.9-12.	• Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
D2.Civ.13.9-12.	• Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
D2.Civ.14.9-12.	• Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
D2.Eco.1.9-12.	• Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
D2.Eco.6.9-12.	• Generate possible explanations for a government role in markets when market inefficiencies exist.
D2.Eco.8.9-12.	• Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
D2.Eco.9.9-12.	• Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
D2.Geo.1.9-12.	• Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.9-12.	• Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
D2.Geo.5.9-12.	• Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
D2.Geo.11.9-12.	• Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
D2.His.1.9-12.	• Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.9-12.	• Analyze change and continuity in historical eras.
D2.His.3.9-12.	• Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
D2.His.4.9-12.	• Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
D2.His.5.9-12.	• Analyze how historical contexts shaped and continue to shape people's perspectives.
D2.His.6.9-12.	• Analyze the ways in which the perspectives of those writing history shaped the history that

	• they produced.
D2.His.9.9-12.	• Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.9-12.	• Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.11.9-12.	• Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.9-12.	• Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
D2.His.13.9-12.	• Critique the appropriateness of the historical sources used in a secondary interpretation.
D2.His.14.9-12	• Analyze multiple and complex causes and effects of events in the past.
D2.His.15.9-12.	• Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.9-12.	• Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
D3.1.9-12.	• Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.9-12.	• Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12.	• Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D3.4.9-12.	• Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
D4.1.9-12.	• Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12.	• Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.3.9-12.	• Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of 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).
D4.4.9-12.	• Critique the use of claims and evidence in arguments for credibility.
D4.5.9-12.	• Critique the use of the reasoning, sequencing, and supporting details of explanations.
D4.6.9-12.	• Use disciplinary and interdisciplinary lenses to understand the character- istics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
D4.7.9-12.	• Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
D4.8.9-12.	• Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.
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Common Core Standards Alignment

C3 Dimension	*Common Core ELA Anchor Standards*	*Shared Language*
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Analysis, Argument, Evidence, Questioning

	Anchor Language Standard 6	
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard: 5.1 Science Practices

CPI #	Cumulative Progress Indicator (CPI)

5.1.P.A.1: Display curiosity about science objects, materials, activities, and longer-term investigations in progress.

5.1.8.A.1: Demonstrate understanding and use interrelationships among central scientific concepts to revise explanations and to consider alternative explanations.

5.1.12.A.3: Use scientific principles and theories to build and refine standards for data collection, posing controls, and presenting evidence.

5.1.P.B.1: Observe, question, predict, and investigate materials, objects, and phenomena (e.g., using simple tools to crack a nut and look inside) during indoor and outdoor classroom activities and during any longer-term investigations.

Integration of Technology

Standard x.x

CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understanding(s)

Archaeology is a science that is used to answer historical questions. As such, archaeologists use a variety of scientific tools in order to help them answer historical questions. The role of archaeology is indispensible to history as it fills in the gaps of history for historians.

Essential Questions

- What is Science?
- Why is archaeology considered a science?
- What are the basic methods used to excavate a site?
- How do archaeologists date artifacts?
- What is an artifact?
- How does one interpret a site?
- How does teamwork increase chances of success in archaeological inquiry?

Themes

- Scientific method
- Interaction of people and environment
- People create things
- Methods of archaeology
- Dating techniques
- Excavation techniques

Suggested Inquiries:

- How is Archaeology a science?
- **SUB-INQUIRIES:**
- What is archaeology?
- Why are artifacts important for understanding sites?
- What is the proper method, chronologically, to excavate a site?
- Where do aerial photography and field walking fit into the archaeological process?
- How are tells formed?
- How are objects of different materials dated?
- What is the difference between relative and absolute dating?
- What are the different types of relative dating?
- What are the different types of Absolute dating?
- How do I know if a particular area could be an archaeological site?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Debates (Communication – Expression of Self; Knowledge of Cross-Disciplinary Communication; all of Research; all of Problem Solving)
- Argumentative and informative essays (Communication – Expression of Self, Awareness of Audience and Stakeholders, Knowledge of Cross-Disciplinary Communication; all of Research; all of Problem Solving)
- Presentations and persuasive campaigns advocating informed answers to inquiries (Communication – Expression of Self, Variety of Modes of Delivery, Knowledge of Cross-Disciplinary Communication, all of Research; all of Problem Solving)
- Scientific experiments
- Theory and practice with the concept of "half life"
- Practice dig
- Asking the right questions of artifacts

Objectives

Students will know or learn:
- Archaeology is key to understanding history. It fills in the gaps of history and leads to fuller understanding of civilizations.
- Proper understanding of how artifacts functioned in a civilization is vital to understanding that civilization
- The various types of dating techniques and how they are to be used.
- The proper steps to conducting a dig
- How archaeological sites from different areas can assist interpreting each other
- Understand how the decay table works

Students will be able to:
- Articulate, with appropriate assistance, essential and supporting questions to guide inquiries.
- Apply appropriate social science disciplines to the conduct of inquiries.
- Identify, evaluate, and utilize appropriate social science resources.
- Provide an informed, evidence-based solution to the inquiry in an appropriate assessment format.
- Articulate an informed statement regarding the scientific process of archaeology excavation.
- Apply relevant scientific evidence, both written, statistical and experimental, to historical debates regarding the essential question concerning the use of dating techniques.
- Evaluate the success and failure of various archaeological methods for interpreting a site.
- Use the decay table to work out dating problems
- Conduct a practice dig following all the proper steps

Modifications

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

• Google Classroom for collaboration

Writing Integration
• Use of argumentative and informative essays
• Formal research projects

Competencies
• Collaboration: all
• Communication: all
• Research: all
• Problem Solving: all
• Self and Global Awareness: Personal Management, Social Responsibility, Determination
• Essay writing

Suggested Resources
• Written, oral, and statistical historical documents
• Maps
• Images, photographs, art, political cartoons
• Secondary historical sources and debates
• Aerial photography
• Artifacts
• Site maps
• To be added as teachers and students pilot the curriculum

Social Studies
Archaeology

Unit 2:
Unit Title: Archaeology of the Ancient Near East

Summary and Rationale
When Saddam Hussein came to power in 1979 he plastered 20 foot high portraits of himself in the streets of Baghdad and compared himself to kings, like Nebuchadnezzar, who ruled over Babylon thousands of years ago and built massive monuments glorifying themselves and their gods. In this unit students will examine the origins and accomplishments of the ancient civilizations of the Middle East that inspire modern politicians and historians like the former ruler of Iraq. They will see how the conflict over Israel/Palestine has roots that go back to struggles for independence in a world dominated by superpowers like Sumeria, Assyria, Babylon, and the Persians. The rise of the first civilizations in the Fertile Crescent provides the focus of the first half of the unit. The second half covers development of the great empires of the Assyria, Babylon, and Persia, ending with the Hellenistic era brought about by the conquest of Alexander the Great in c. 330 BCE. Combining archaeological and historical sources, students will look at the political, social, religious and economic underpinnings that allowed these great civilizations to flourish, along with the institutions and values that made up the fabric of daily life, and above all peaceful interactions and conflicts between the various cultures. We'll also investigate the contribution of the Middle East to the rise of western civilization in Greece and Rome.

Recommended Pacing
5 Weeks

Standards	
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6.2.8.C.1.a	Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations
6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations
6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
6.2.12.D.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
6.2.8.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river

	valley civilizations.
6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time
6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

C3 Framework Inquiry Arc	
Dimension 1 –Developing Questions and Planning Inquiries	*Dimension 2 – Applying Disciplinary Concepts*
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Dimension 3 – Evaluating Sources and Using Evidence	*Dimension 4 – Communicating Conclusions and Taking Informed Action*
Students will: • Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. • Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple	Students will: • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. • Critique the strengths and weaknesses of presented solutions to inquiries. • Possible examples include: o Informative and argumentative essays

	o Debates
	o Role playing (ex. advisor advocating reforms)
sources to identify inconsistencies and the strengths and weakness of relevant claims.	o Harkness Tables
	o Creation of interactive digital maps and graphical presentations.
	o Practice dig
	o Site Problem
	o Dating Techniques practice

<div align="center">C3 Framework Indicators (K-12 Pathways)</div>

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D1.4.9-12.	• Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
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D2.Geo.2.9-12.	• Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
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D2.His.2.9-12.	• Analyze change and continuity in historical eras.
D2.His.3.9-12.	• Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
D2.His.4.9-12.	• Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
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D2.His.10.9-12.	• Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
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D2.His.13.9-12.	• Critique the appropriateness of the historical sources used in a secondary interpretation.
D2.His.14.9-12	• . Analyze multiple and complex causes and effects of events in the past.
D2.His.15.9-12.	• Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.9-12.	• Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
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D3.2.9-12.	• Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12.	• Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D3.4.9-12.	• Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
D4.1.9-12.	• Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12.	• Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.3.9-12.	• Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of 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).
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D4.7.9-12.	• Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

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Common Core Standards Alignment

C3 Dimension	*Common Core ELA Anchor Standards*	*Shared Language*
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understanding(s)

The people who settled the ancient Middle East had to deal with similar problems as those who settled other regions: geography, climate, scarcity of resources and hostile neighbors. How they dealt with these problems helped them create unique civilizations leading to such inventions as the earliest city-states; the earliest empire; the earliest written laws and the earliest written language, among others.

Essential Questions

- How did geography influence how a civilization develops?
- Why can it be said that all invention comes out of necessity?
- How do artifacts help interpret a site and its people?
- How do leaders affect the civilizations they control?
- What are the benefits and weaknesses of city-states?
- How did agriculture change human society?
- What was the cause of the development of writing? How does writing benefit a civilization?
- How do civilizations adapt to their environments?

Themes

- Influence of agriculture
- Interaction of people and environment
- The city-state and its role
- Important artifacts of the ancient Near East
- Kings and priests
- Competition for resources and war

Suggested Inquiries:

- How did settlers' adaptation to Mesopotamia help them to create advanced civilizations there?
- What were the most important contributions made by civilizations of the ancient Middle East to future peoples?

- **SUB-INQUIRES:**
- How were the geographic challenges of Mesopotamia overcome by the people who settled there?
- Why did people settle on Mesopotamia?
- How are city-states formed and what are the benefits?
- What new information about the Sumerians was discovered by Sir Leonard Woolley?
- Which ancient Middle Eastern cultures were civilizations? Why?
- Why did ancient Middle Eastern civilizations create written laws? What was the impact of such inventions?
- What are the most important archeological sites and discoveries in the Middle East? Why?
- How do the various civilizations in the Middle East fulfill the 5 themes of civilization?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Debates (Communication – Expression of Self; Knowledge of Cross-Disciplinary Communication; all of Research; all of Problem Solving)
- Argumentative and informative essays (Communication – Expression of Self, Awareness of Audience and Stakeholders, Knowledge of Cross-Disciplinary Communication; all of Research; all of Problem Solving)
- Presentations and persuasive campaigns advocating informed answers to inquiries (Communication – Expression of Self, Variety of Modes of Delivery, Knowledge of Cross-Disciplinary Communication, all of Research; all of Problem Solving)
- Creation of student-city-states
- Esssays
- Practice dig
- Explaining how Sumerians adapted to their environment
- What made the Assyrians so mean
- How Hammurabi influenced the rest of history-essay

Objectives

Students will know or learn:
- How city-states were developed
- Proper understanding of how artifacts functioned in a civilization is vital to understanding that civilization
- Important archaeological sites in the Middle East.
- Influence of geography on the civilizations of the Middle East
- Important artifacts of the Middle eastern civilizations
- Understand what a Ziggurat was?

Students will be able to:
- Articulate, with appropriate assistance, essential and supporting questions to guide inquiries.
- Apply appropriate social science disciplines to the conduct of inquiries.
- Identify, evaluate, and utilize appropriate social science resources.
- Provide an informed, evidence-based solution to the inquiry in an appropriate assessment format.
- Articulate an informed statement regarding the scientific process of archaeology excavation.
- Apply relevant scientific evidence that is written, statistical and experimental, to historical debates regarding the essential question concerning the advancements made by Middle Eastern civilizations.
- Evaluate the success and failure of various archaeological methods for interpreting a site.
- Compare the Ziggurat to other such structures according to building and purpose
- Create their own city-state

Modifications

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology
- Google Classroom for collaboration

Writing Integration

- Use of argumentative and informative essays

• Formal research projects

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

- Written, oral, and statistical historical documents
- Maps
- Images, photographs, art, political cartoons
- Secondary historical sources and debates
- Aerial photography
- Artifacts
- Site maps
- To be added as teachers and students pilot the curriculum

Social Studies
Archaeology

Unit 3:
Unit Title: Archaeology of Ancient Egypt
Summary and Rationale
Ancient Egypt developed a unique civilization due to its geographical surroundings. As a result, many of its advancements were passed on to later civilizations, helping in the development of ancient Greece and Rome. This unit will cover selected topics on the archaeology of ancient Egypt, incorporating the latest archaeological discoveries from sites like the Great Pyramids and Valley of the Kings. The impressive monuments of this great civilization will be placed in the context of the rise and development of Egyptian civilization. How did construction of huge pyramids and majestic temples contribute to the power and authority of the Pharaohs? The relationship between kings, nobles, and commoners will be analyzed. Egypt is often looked at as a static, unchanging civilization, however, Egyptian society and religion evolved to meet new challenges through the 3000 years of Pharaonic history. Throughout, there will be an emphasis on material culture as source for the political, social and economic dynamics of ancient Egypt. The grand artifacts of kings like Tutankhamen along with the simple objects of everyday life found in villages like Deir el-Medina, the community of workmen who built the tombs in the Valley of the Kings will be studied.
Recommended Pacing
9 Weeks
Standards

2014 NJ Social Studies Student Learning Standards

CPI	CPI Description
6.2.8.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written record
6.2.8.A.3.d	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations
6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations
6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
6.2.12.D.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
6.2.8.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine

	the geopolitical impact of these civilizations, then and now
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time
6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time

C3 Framework Inquiry Arc	
Dimension 1 –Developing Questions and Planning Inquiries	*Dimension 2 – Applying Disciplinary Concepts*
Students will: • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning the causes of imperialism, resistance, political organization, and modernization are linked to important issues and themes in world history. • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement and disagreement among scholars and participants in historical events regarding the causes and consequences of imperialism, the efficacy of non-Western responses, and the relationship between modernization and Westernization. • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.	Students will: • Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during the nineteenth and early twentieth centuries. • Explain the role of governments and institutions (ex. property rights, rule of law) in establishing a market economy in developing countries, and why advancements and investment in technology, capital goods, and human capital can increase economic growth and the standard of living. • Apply geospatial tools and analysis to issues of political and economic crises and change, and to the diffusion of peoples, goods, and ideas (ex. economic disparities and relationships between imperial powers and their colonies, the diffusion of Western ideas to colonies and other areas of the globe). • Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.
Dimension 3 – Evaluating Sources and Using Evidence	*Dimension 4 – Communicating Conclusions and Taking Informed Action*

Students will:	Students will:

• Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility.
• Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims.
	• Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives.
	• Critique the strengths and weaknesses of presented solutions to inquiries.
	• Possible examples include:
	   o Informative and argumentative essays
	   o Debates
	   o Role playing (ex. advisor advocating reforms)
	   o Harkness Tables
	   o Creation of interactive digital maps and graphical presentations.
	   o Practice dig
	   o Site Problem
	   o Dating Techniques practice

<div align="center">C3 Framework Indicators (K-12 Pathways)</div>

C3 Indicator	*C3 Indicator Description*
D1.1.9-12.	• Explain how a question reflects an enduring issue in the field.
D1.2.9-12.	• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.
D1.3.9-12.	• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.9-12.	• Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
D1.5.9-12.	• 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, the types of sources available, and the potential uses of the sources.
D2.Civ.1.9-12.	• Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
D2.Civ.3.9-12.	• Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
D2.Civ.5.9-12.	• Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
D2.Civ.6.9-12.	• Critique relationships among governments, civil societies, and economic markets.
D2.Civ.7.9-12.	• Apply civic virtues and democratic principles when working with others.
D2.Civ.8.9-12.	• Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
D2.Civ.10.9-12.	• Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.12.9-12.	• Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
D2.Civ.13.9-12.	• Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
D2.Civ.14.9-12.	• Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
D2.Eco.1.9-12.	• Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
D2.Geo.1.9-12.	• Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.9-12.	• Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

D2.Geo.5.9-12.	• Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
D2.Geo.11.9-12.	• Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
D2.His.1.9-12.	• Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.9-12.	• Analyze change and continuity in historical eras.
D2.His.3.9-12.	• Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
D2.His.4.9-12.	• Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
D2.His.5.9-12.	• Analyze how historical contexts shaped and continue to shape people's perspectives.
D2.His.6.9-12.	• Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
D2.His.9.9-12.	• Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.9-12.	• Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.11.9-12.	• Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.9-12.	• Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
D2.His.13.9-12.	• Critique the appropriateness of the historical sources used in a secondary interpretation.
D2.His.14.9-12	• . Analyze multiple and complex causes and effects of events in the past.
D2.His.15.9-12.	• Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.9-12.	• Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
D3.1.9-12.	• Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.9-12.	• Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12.	• Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D3.4.9-12.	• Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
D4.1.9-12.	• Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12.	• Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.3.9-12.	• Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of 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).
D4.4.9-12.	• Critique the use of claims and evidence in arguments for credibility.
D4.5.9-12.	• Critique the use of the reasoning, sequencing, and supporting details of explanations.
D4.6.9-12.	• Use disciplinary and interdisciplinary lenses to understand the character- istics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
D4.7.9-12.	• Assess options for individual and collective action to address local, regional, and global

	problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
D4.8.9-12.	• Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.
	•

Common Core Standards Alignment

C3 Dimension	*Common Core ELA Anchor Standards*	*Shared Language*
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understanding(s)

The unique geographic features of Egypt allowed Egyptians to create a unique civilization in fairly isolated circumstances from which sprang a complex and highly advanced society. A society that would have an important impact on future civilizations.

Essential Questions

- How does geography influence how civilizations develop?
- Why can it be said that all invention comes out of necessity?
- How do artifacts help interpret a site and its people?
- How do leaders affect the civilizations they control?
- How did agriculture change human society?
- How does writing benefit a civilization?
- How do civilizations adapt to their environments?
- How do structures reflect the role and power of individuals?
- How did the political organization of Egypt differ from that of the Middle East?
- What qualities make an effective leader?

Themes

- Influence of agriculture
- Interaction of people and environment
- The role of Pharaoh in Egyptian life and religion
- Important artifacts of the ancient Egypt
- Kings and priests
- Competition for resources and war
- Massive construction projects and their importance to Egyptian society

• Evolution of individual importance in Egyptian society

Suggested Inquiries:

- Was Egyptian Civilization successful? Why or why not?
- **SUB-INQUIRES:**
- What allowed people settle in Egypt?
- How did people geography in Egypt impact the people who settled there?
- Did the government of Egypt fulfill its role properly?
- Did Egyptian leaders affect their society in positive or negative ways? Explain.
- What can be learned about ancient Egyptians by studying their buildings/methods of construction?
- Was trade beneficial to Egypt? How? or Why not?
- Decide where the Egyptian religion either helped or hurt the people? Explain with evidence.
- What new information about the Egyptians was Howard Carter able to discover?
- What are the most important archeological sites and discoveries of ancient Egypt? Why?
- How did Akhenaten change Egyptian society?
- How and why did Egypt become an empire?
- How did ancient Egypt fulfill the 5 themes of civilization?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Debates (Communication – Expression of Self; Knowledge of Cross-Disciplinary Communication; all of Research; all of Problem Solving)
- Argumentative and informative essays (Communication – Expression of Self, Awareness of Audience and Stakeholders, Knowledge of Cross-Disciplinary Communication; all of Research; all of Problem Solving)
- Presentations and persuasive campaigns advocating informed answers to inquiries (Communication – Expression of Self, Variety of Modes of Delivery, Knowledge of Cross-Disciplinary Communication, all of Research; all of Problem Solving)
- Influence of Egyptian geography
- Egyptian Building project
- Egyptian Trade project
- Egyptian Government and its relationship to the people?
- Essays
- Explaining how Egyptians adapted to their environment
- How Akhenaten influenced the rest of history-essay

Objectives

Students will know or learn:
- Specific geographic features impacted Egyptians and how.
- Proper understanding of how artifacts functioned in a civilization is vital to understanding that civilization
- How the role of Pharaoh differed from other leaders
- Important archaeological sites in Egypt.
- Important artifacts of ancient Egypt
- Understand what a Pyramid was and how it functioned

Students will be able to:
- Articulate, with appropriate assistance, essential and supporting questions to guide inquiries.
- Apply appropriate social science disciplines to the conduct of inquiries.
- Identify, evaluate, and utilize appropriate social science resources.
- Provide an informed, evidence-based solution to the inquiry in an appropriate assessment format.
- Evaluate and compare the role of Pharaoh with modern day leaders.
- Apply relevant scientific evidence that is written, statistical and experimental, to historical debates regarding the essential question concerning the advancements made by Egyptian civilization.
- Evaluate the success and failure of various archaeological methods for interpreting a site.
- Compare Pyramid to other such structures according to building and purpose
- Evaluate the importance of selected Pharaohs based on their burials in the Valley of the Kings

Modifications

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

Integration

Technology Integration and Use of Data
• Use of appropriate online resources
• Online collaboration during conduct of inquiries
• Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
• Use of presentation technology
• Google Classroom for collaboration

Writing Integration
• Use of argumentative and informative essays
• Formal research projects

Competencies
• Collaboration: all
• Communication: all
• Research: all
• Problem Solving: all
• Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

- Written, oral, and statistical historical documents
- Maps
- Images, photographs, art, political cartoons
- Secondary historical sources and debates
- Aerial photography
- Artifacts
- Site maps
- To be added as teachers and students pilot the curriculum

Social Studies
Archaeology

Unit 4:
Unit Title: Ancient Greece
Summary and Rationale

The Greek archaeology unit focuses on the material culture remains of Ancient Greece from the 3rd millennium BC through the rise of the city-state and the spread of Greek civilization by colonization and trade throughout the Mediterranean. Contributions from studies of material culture (artifacts) will be emphasized to aid understanding of social, economic, religious, and political activities and their changes over time. Use of ancient texts, art, architecture and numerous recent archaeological studies will provide a holistic look at the archaeological record of the Greek world.

Students can expect to study ancient monuments, artworks and artifacts in order to appreciate the nature of our material evidence of the lost world of ancient Greece. Students will also read and discuss excerpts of books, primary sources and academic articles that will acquaint them with classical scholarship in the fields of art history, classics, archaeology and science that will encourage students to adopt a critical approach toward the construction of knowledge about the ancient world.

Recommended Pacing
12 Weeks
Standards

2014 NJ Social Studies Student Learning Standards

CPI	*CPI Description*
6.2.8.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written record
6.2.8.A.3.d	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations
6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies
6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations
6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes..
6.2.12.D.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
6.2.8.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine

	the geopolitical impact of these civilizations, then and now
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time
6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time
6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.B.3.b	Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline
6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.C.3.b	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor

C3 Framework Inquiry Arc	
Dimension 1 –Developing Questions and Planning Inquiries	*Dimension 2 – Applying Disciplinary Concepts*
Students will: • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning the causes of imperialism, resistance, political organization, and modernization are linked to important issues and themes in world history. • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement and disagreement among scholars and participants in historical events regarding the causes and consequences of imperialism, the efficacy of non-Western responses, and the relationship between	Students will: • Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during the nineteenth and early twentieth centuries. • Explain the role of governments and institutions (ex. property rights, rule of law) in establishing a market economy in developing countries, and why advancements and investment in technology, capital goods, and human capital can increase economic growth and the standard of living. • Apply geospatial tools and analysis to issues of political and economic crises and change, and to the diffusion of

modernization and Westernization. • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.	peoples, goods, and ideas (ex. economic disparities and relationships between imperial powers and their colonies, the diffusion of Western ideas to colonies and other areas of the globe). • Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.
Dimension 3 – Evaluating Sources and Using Evidence	*Dimension 4 – Communicating Conclusions and Taking Informed Action*

Students will:
• Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility.
• Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims.
	Students will:
	• Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives.
	• Critique the strengths and weaknesses of presented solutions to inquiries.
	• Possible examples include:
	   o Informative and argumentative essays
	   o Debates
	   o Role playing (ex. advisor advocating reforms)
	   o Harkness Tables
	   o Creation of interactive digital maps and graphical presentations.
	   o Practice dig
	   o Site Problem
	   o Dating Techniques practice

C3 Framework Indicators (K-12 Pathways)	
C3 Indicator	*C3 Indicator Description*
D1.1.9-12.	• Explain how a question reflects an enduring issue in the field.
D1.2.9-12.	• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.
D1.3.9-12.	• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.9-12.	• Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
D1.5.9-12.	• 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, the types of sources available, and the potential uses of the sources.
D2.Civ.1.9-12.	• Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
D2.Civ.3.9-12.	• Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
D2.Civ.5.9-12.	• Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
D2.Civ.6.9-12.	• Critique relationships among governments, civil societies, and economic markets.
D2.Civ.7.9-12.	• Apply civic virtues and democratic principles when working with others.
D2.Civ.8.9-12.	• Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
D2.Civ.10.9-12.	• Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.12.9-12.	• Analyze how people use and challenge local, state, national, and international laws to

		address a variety of public issues.
D2.Civ.13.9-12.	•	Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
D2.Civ.14.9-12.	•	Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
D2.Eco.1.9-12.	•	Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
D2.Eco.6.9-12.	•	Generate possible explanations for a government role in markets when market inefficiencies exist.
D2.Eco.8.9-12.	•	Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
D2.Eco.9.9-12.	•	Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
D2.Geo.1.9-12.	•	Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.9-12.	•	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
D2.Geo.5.9-12.	•	Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
D2.Geo.11.9-12.	•	Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
D2.His.1.9-12.	•	Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.9-12.	•	Analyze change and continuity in historical eras.
D2.His.3.9-12.	•	Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
D2.His.4.9-12.	•	Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
D2.His.5.9-12.	•	Analyze how historical contexts shaped and continue to shape people's perspectives.
D2.His.6.9-12.	•	Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
D2.His.9.9-12.	•	Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.9-12.	•	Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.11.9-12.	•	Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.9-12.	•	Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
D2.His.13.9-12.	•	Critique the appropriateness of the historical sources used in a secondary interpretation.
D2.His.14.9-12	•	. Analyze multiple and complex causes and effects of events in the past.
D2.His.15.9-12.	•	Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.9-12.	•	Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
D3.1.9-12.	•	Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.9-12.	•	Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12.	•	Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D3.4.9-12.	•	Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

D4.1.9-12.	• Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12.	• Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.3.9-12.	• Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of 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).
D4.4.9-12.	• Critique the use of claims and evidence in arguments for credibility.
D4.5.9-12.	• Critique the use of the reasoning, sequencing, and supporting details of explanations.
D4.6.9-12.	• Use disciplinary and interdisciplinary lenses to understand the character- istics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
D4.7.9-12.	• Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
D4.8.9-12.	• Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.
	•

Common Core Standards Alignment

C3 Dimension	*Common Core ELA Anchor Standards*	*Shared Language*
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Integration of Technology

Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understanding(s)

The people who settled ancient Greece had similar problems as those who settled other regions: geography, climate, scarcity of resources and hostile neighbors. How they dealt with these problems helped them create a unique civilization applying knowledge gained to invent new types of architecture, weapons, pottery, philosophy and ideas on government and the rights of people. Such ideas became the heart of Western Civilization.

Essential Questions
- How did geography influence how a civilization develops?   - Why can it be said that all invention comes out of necessity?   - How do artifacts help interpret a site and its people?   - How do leaders affect the civilizations they control?   - What are the benefits and weaknesses of city-states?   - How did agriculture change human society?   - What was the cause of the development of writing? How does writing benefit a civilization?   - How do civilizations adapt to their environments?   - How do structures reflect the role and power of individuals?   - How did political organizations in Greece differ from those in the Middle East and Egypt? In what ways were they similar?

Themes
- Influence of agriculture   - Interaction of people and environment   - The city-state and its role   - Important artifacts of ancient Greece   - Kings vs tyrants vs democracy   - Competition for resources and war

Suggested Inquiries:
- In what ways did Greek civilization positively effect future civilizations?   - How did geography impact the development of Greek civilization?   - What do you believe were the key Greek ideals? How did these ideals help Greece succeed as a civilization?   **SUB-INQUIRES:**   - How were the geographic challenges overcome by the people who settled in ancient Greece?   - Why did people settle on Greece?   - Why did city-states form in Greece? How did this affect the way they thought?   - Can the Minoans and Mycenaeans be considered civilizations?   - How did weapons and strategy of war change between the Trojan War and the Persian Wars Why?   - What did changes in the pottery of Greece over time indicate about Greek society during those periods?   - What are the most important archeological sites and discoveries in the Greece? Why?   - What affect did the Persian Wars have on Greek society and their standing in the Mediterranean?

Evidence of Learning (Assessments – parenthetical notes reference competencies)
- Debates (Communication – Expression of Self; Knowledge of Cross-Disciplinary Communication; all of Research; all of Problem Solving)   - Argumentative and informative essays (Communication – Expression of Self, Awareness of Audience and Stakeholders, Knowledge of Cross-Disciplinary Communication; all of Research; all of Problem Solving)   - Presentations and persuasive campaigns advocating informed answers to inquiries (Communication – Expression of Self, Variety of Modes of Delivery, Knowledge of Cross-Disciplinary Communication, all of Research; all of Problem Solving)   - Greek Temple Project   - Essays   - Walking tour of Nutley to discover elements of Greek architecture   - Proving why the Greeks won the Persian Wars   - Was Schliemann a liar or did he actually dig up gold grave masks?   - Analysis and identification of Greek pottery from different periods

Objectives
Students will know or learn:

- Specific geographic features impacted Greeks and how.
- Proper understanding of how artifacts functioned in a civilization is vital to understanding that civilization
- How the role of leadership changed throughout ancient Greek history
- Important archaeological sites in Greece.
- Important artifacts of ancient Greece

Understand what a Greek temple was and how it functioned

Students will be able to:

- Articulate, with appropriate assistance, essential and supporting questions to guide inquiries.
- Apply appropriate social science disciplines to the conduct of inquiries.
- Identify, evaluate, and utilize appropriate social science resources.
- Provide an informed, evidence-based solution to the inquiry in an appropriate assessment format.
- Evaluate and compare the role of Pharaoh with modern day leaders.
- Apply relevant scientific evidence that is written, statistical and experimental, to historical debates regarding the essential question concerning the advancements made by Greek civilization.
- Evaluate the success and failure of various archaeological methods for interpreting a site.
- Compare various Greek structure to similar such structures from other civilizations according to building and purpose
- Evaluate the importance of individuals based on their burials in Mycenae
- Compare the Greek Hoplite and the Persian soldier. Evaluate which was better. Why?
- Evaluate the importance of the Persian Wars on the course of history
-

Modifications
Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology
- Google Classroom for collaboration

Writing Integration

- Use of argumentative and informative essays
- Formal research projects

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

- Written, oral, and statistical historical documents
- Maps
- Images, photographs, art, political cartoons
- Secondary historical sources and debates
- Aerial photography
- Artifacts
- Site maps
- To be added as teachers and students pilot the curriculum

Social Studies
Archaeology

Unit 5:
Unit Title: Ancient Rome
Summary and Rationale
For hundreds of years Rome was governed by Kings. In the 500's BC, Rome threw off the yoke of kings and set up a Republic. As a result of corruption by Senators, government stopped working for the people. Generals rose up in order to fix Roman government. One of them was Julius Caesar. Following the death of Julius Caesar in 44 B.C., the Roman world was plunged into a state of near anarchy. Not until thirteen years later would the fate of Rome's future leadership be sealed. The result was the dawn of the Roman imperial period, which would witness a dramatic transformation of the political and social life of Rome under the stewardship of the first of the emperor, Augustus. In no other period of human history had so much wealth and power been under the control of a single individual and this new reality, combined with an enforced peace throughout the Mediterranean world, ushered in an era of unprecedented cultural renewal felt not only in the city of Rome itself, but throughout the empire. The imperial policies of Augustus were subsequently adapted to suit the needs of his successors to the throne.   This unit aims to explore this remarkable chapter in Western History from the perspectives of modern archaeologists and historians of ancient Roman society. Roman artifacts provide a revealing glimpse into the patterns of life and thought of the rulers and the ruled. Among the evidence we shall use to reconstruct the political and social rituals of this world are ancient literary passages, inscriptions, public and private urban spaces, coinage, sculpture, and painting. In the course of this study, students will be tasked to find connections between Rome and the modern world.
Recommended Pacing
7 Weeks
Standards

2014 NJ Social Studies Student Learning Standards

CPI	*CPI Description*
6.2.8.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written record
6.2.8.A.3.d	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations
6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
6.2.12.D.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
6.2.8.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus

	River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time
6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time
6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.C.3.b	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor
6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality

C3 Framework Inquiry Arc	
Dimension 1 –Developing Questions and Planning Inquiries	*Dimension 2 – Applying Disciplinary Concepts*
Students will: - Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. - Explain how essential questions concerning the causes of imperialism, resistance, political organization, and modernization are linked to important issues and themes in world history. - Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. - Identify points of agreement and disagreement among scholars and participants in historical events regarding the causes and consequences of imperialism, the efficacy of non-Western responses, and the relationship between	Students will: - Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during the nineteenth and early twentieth centuries. - Explain the role of governments and institutions (ex. property rights, rule of law) in establishing a market economy in developing countries, and why advancements and investment in technology, capital goods, and human capital can increase economic growth and the standard of living. - Apply geospatial tools and analysis to issues of political and economic crises and change, and to the diffusion of

	modernization and Westernization. • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.	peoples, goods, and ideas (ex. economic disparities and relationships between imperial powers and their colonies, the diffusion of Western ideas to colonies and other areas of the globe). • Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.

Dimension 3 – Evaluating Sources and Using Evidence	*Dimension 4 – Communicating Conclusions and Taking Informed Action*

Students will:
• Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility.
• Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims.
	Students will:
	• Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives.
	• Critique the strengths and weaknesses of presented solutions to inquiries.
	• Possible examples include:
	   o Informative and argumentative essays
	   o Debates
	   o Role playing (ex. advisor advocating reforms)
	   o Harkness Tables
	   o Creation of interactive digital maps and graphical presentations.
	   o Practice dig
	   o Site Problem
	   o Dating Techniques practice

C3 Framework Indicators (K-12 Pathways)	
C3 Indicator	*C3 Indicator Description*
D1.1.9-12.	• Explain how a question reflects an enduring issue in the field.
D1.2.9-12.	• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.
D1.3.9-12.	• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.9-12.	• Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
D1.5.9-12.	• 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, the types of sources available, and the potential uses of the sources.
D2.Civ.1.9-12.	• Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
D2.Civ.3.9-12.	• Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
D2.Civ.5.9-12.	• Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
D2.Civ.6.9-12.	• Critique relationships among governments, civil societies, and economic markets.
D2.Civ.7.9-12.	• Apply civic virtues and democratic principles when working with others.
D2.Civ.8.9-12.	• Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
D2.Civ.10.9-12.	• Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.12.9-12.	• Analyze how people use and challenge local, state, national, and international laws to

	address a variety of public issues.
D2.Civ.13.9-12.	• Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
D2.Civ.14.9-12.	• Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
D2.Eco.1.9-12.	• Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
D2.Eco.6.9-12.	• Generate possible explanations for a government role in markets when market inefficiencies exist.
D2.Eco.8.9-12.	• Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
D2.Eco.9.9-12.	• Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
D2.Geo.1.9-12.	• Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.9-12.	• Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
D2.Geo.5.9-12.	• Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
D2.Geo.11.9-12.	• Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
D2.His.1.9-12.	• Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.9-12.	• Analyze change and continuity in historical eras.
D2.His.3.9-12.	• Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
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D2.His.6.9-12.	• Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
D2.His.9.9-12.	• Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.9-12.	• Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.11.9-12.	• Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.9-12.	• Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
D2.His.13.9-12.	• Critique the appropriateness of the historical sources used in a secondary interpretation.
D2.His.14.9-12	• . Analyze multiple and complex causes and effects of events in the past.
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D3.2.9-12.	• Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12.	• Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D3.4.9-12.	• Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

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D4.3.9-12.	• Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of 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).
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D4.6.9-12.	• Use disciplinary and interdisciplinary lenses to understand the character- istics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
D4.7.9-12.	• Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
D4.8.9-12.	• Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.
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Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Integration of Technology

Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understanding(s)

The Roman people created a complex civilization borrowing, in part, from patterns in Greece, the ancient Middle East and Egypt. However, Romans took and shaped institutions, arts, letters and architecture to fit their unique civilization, created their own patterns, adding a new dimension to Western Civilization. All of this was picked up and absorbed by modern civilizations.

Essential Questions

- How did geography influence how a civilization develops?
- Why can it be said that all invention comes out of necessity?
- How do artifacts help interpret a site and its people?
- How do leaders affect the civilizations they control?
- What are the benefits and weaknesses of city-states?
- How did agriculture change human society?
- What was the cause of the development of writing? How does writing benefit a civilization?
- How do civilizations adapt to their environments?
- How does pottery benefit the archaeologist?
- How does was both help and hurt society?
- What are the benefits and weaknesses of autocratic leadership?
- How does democratic leadership compare to autocratic leadership?
- How do structures reflect the role and power of individuals?
- How did the political organization of Rome differ from that of the Middle East and Egypt? How was it similar?
- What new advancements did Roman civilization pass on to the future?

Themes

- Influence of agriculture
- Interaction of people and environment
- The city-state and its role
- Important artifacts of the ancient Near East
- Kings and priests
- Competition for resources and war
- Construction projects and their importance to Roman society
- Evolution of individual importance in Roman society
- The role of the Forum
- The role of the amphitheater
- The road system and its role in Roman life and trade
- Rome, a very modern ancient civilization

Suggested Inquiries:

- How did Rome borrow and shape ideas from other civilizations?
- What were the most important original contributions made by ancient Romans to future peoples?
- **SUB-INQUIRES:**
- How were the geographic challenges of Rome overcome by the people who settled there?
- Why did people settle on the Italian Peninsula?
- What early groups settled on the Italian Peninsula? What were their contributions to Romans?
- What were the most important accomplishments of the Etruscans?
- What was the importance of the Forum to Roman life?
- What were the main building materials used by Romans?
- What did the Coliseum and Circus Maximus do for Romans? What do they tell us about Romans?
- What were the main public works programs in ancient Rome? How did they function?
- What were the different kinds of living habitations of Romans? How did they differ? What do they reveal about Roman society?
- What was the main function of the Roman military?
- What does the Roman military reveal about Roman society?
- How far reaching was Roman trade?
- What did trade do for Rome?
- What were the main causes of the Fall of Rome? What lessons can modern peoples take from the fall of Rome?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Debates (Communication – Expression of Self; Knowledge of Cross-Disciplinary Communication; all of Research; all of Problem Solving)

- Argumentative and informative essays (Communication – Expression of Self, Awareness of Audience and Stakeholders, Knowledge of Cross-Disciplinary Communication; all of Research; all of Problem Solving)
- Presentations and persuasive campaigns advocating informed answers to inquiries (Communication – Expression of Self, Variety of Modes of Delivery, Knowledge of Cross-Disciplinary Communication, all of Research; all of Problem Solving)
- Roman public works projects project
- Essays
- Explaining how Romans adapted to their environment
- How Roman civilization influenced the rest of history-essay
- The Roman Civilization Book

Objectives

Students will know or learn:
- Specific geographic features impacted Romans and how.
- Proper understanding of how artifacts functioned in a civilization is vital to understanding that civilization
- How the role of leadership changed throughout ancient Roman history
- Important archaeological sites in the Roman world.
- Important artifacts of ancient Rome
- Understand what various Roman construction projects were and how they functioned

Students will be able to:
- Articulate, with appropriate assistance, essential and supporting questions to guide inquiries.
- Apply appropriate social science disciplines to the conduct of inquiries.
- Identify, evaluate, and utilize appropriate social science resources.
- Provide an informed, evidence-based solution to the inquiry in an appropriate assessment format.
- Evaluate and compare the role of Pharaoh with modern day leaders.
- Apply relevant scientific evidence that is written, statistical and experimental, to historical debates regarding the essential question concerning the advancements made by Roman civilization.
- Evaluate the success and failure of various archaeological methods for interpreting a site.
- Compare various Roman structures to similar such structures from other civilizations according to building and purpose
- Evaluate the importance of individuals based on their burials in ancient Rome
- Compare the Roman soldier to other soldiers of the ancient world. Evaluate which was better. Why?
- Evaluate the importance of the Roman Political organization on the course of history
- Compare the role of slaves in ancient Rome to other ancient and modern cultures

Modifications

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

Integration

Technology Integration and Use of Data
- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology
- Google Classroom for collaboration

Writing Integration
- Use of argumentative and informative essays
- Formal research projects

Competencies
- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

- Written, oral, and statistical historical documents
- Maps
- Images, photographs, art, political cartoons
- Secondary historical sources and debates
- Aerial photography
- Artifacts
- Site maps
- To be added as teachers and students pilot the curriculum