

Bay Head School

Content Area: Social Studies
Course Title: World History/Global Studies

Grade Level: Sixth/Seventh Grade

The Beginnings of Human Society: Paleolithic and Neolithic Ages

Grade 6
20 days

Early Civilizations and the Emergence of Pastoral Peoples:
Ancient River Valley Civilizations
Mesopotamia, Egypt, India, China

Grade 6
160 days

The Classical Civilizations of the Mediterranean World, India and China

Grade 7
110 days

Expanding Exchanges and Encounters

Grade 7
70 days

Updated: August 2018 by Sharon Carroll
Aligned to New Jersey Student Learning Standards for Social Studies

Board Approved:

**Bay Head School
SOCIAL STUDIES CURRICULUM
Unit Overview**

Content Area: Social Studies

Grade Level: Sixth/Seventh Grades

Domain (Unit Title): The Beginnings of Human Society

Cluster Summary:

- Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.
- The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.
- Archaeology provides historical and scientific explanations for how ancient people lived.

Primary Interdisciplinary Connections:

ELA, Geography, and Science

21st Century Themes:

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Career and Technical Education

All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

Standard 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Standard 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Number	Standard for Mastery
6.2.8.A.1.a	Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.
6.2.8.B.1.a	Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
6.2.8.B.1.b	Compare and contrast how nomadic and agrarian societies used land and natural resources.
6.2.8.C.1.a	Relate the agricultural revolution (including the impact of food surplus from farming) to 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.D.1.a	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
6.2.8.D.1.b	Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.
6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.A.2	Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does the development of technology affect the development of a society? • What are the consequences of technology? • Why do people migrate? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Understand that technological advancements impact all aspects of the development of a society. • Throughout history humans have developed technology and skills to help them survive. • People may move as individuals or as a group and absorb or pass on ideas. • Slaves are usually moved against their will. • People move for economic, political, or religious reasons. •
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<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • The social organization of early hunters/gatherers and those who lived in early agrarian 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies • Compare and contrast how nomadic
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<p>societies</p> <ul style="list-style-type: none"> ● Aspects of the Paleolithic Age ● Aspects of the Neolithic Age ● The location of the East Africa region ● The various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas ● The impact of migration on lives of the migratory hunters/gathers and on the shaping of societies ● How nomadic and agrarian societies used land and natural resources ● The impact of technological advancements on hunter/gatherer and agrarian societies ● The relationship of the agricultural revolution to population growth and the subsequent development of civilizations ● How archaeological discoveries such as cave paintings are used to develop and enhance understanding of life prior to written records ● The difference of pre-agricultural and post-agricultural periods in terms of relative length of time. 	<p>and agrarian societies used land and natural resources.</p> <ul style="list-style-type: none"> ● Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas ● Describe the impact of migration on lives of the migratory hunters/gathers and on the shaping of societies ● Explain the impact of technological advancements on hunter/gatherer and agrarian societies ● Relate the agricultural revolution to population growth and the subsequent development of civilizations. ● Explain how archaeological discoveries such as cave paintings are used to develop and enhance understanding of life prior to written records. ● Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time
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<p>Bay Head School SOCIAL STUDIES CURRICULUM Unit Overview</p>	
<p>Content Area: Social Studies</p>	<p>Grade Level: Sixth/Seventh Grades</p>
<p>Domain (Unit Title): Early Civilizations and the Emergence of Pastoral Peoples: Ancient River Valley Civilization</p>	

Cluster Summary: Ancient river valley civilizations (e.g., Mesopotamia, Egypt, Indus River {modern Pakistan and northwestern India}, and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

Primary Interdisciplinary Connections:

ELA, Geography, and Science

21st Century Themes:

<p>21st Century Life & Career Skills</p>	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p>Personal Financial Literacy</p>	<p>All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p>
<p>Career Awareness, Exploration, and Preparation</p>	<p>All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>
<p>Career and Technical Education</p>	<p>All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p>

Learning Targets

Standard 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people,

cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Standard 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Number	Standard for Mastery
6.2.8.A.2.a	Explain why different ancient river valley civilizations developed similar forms of government.
6.2.8.A.2.b	Explain how codifying laws met the needs of ancient river valley societies.
6.2.8.A.2.c	Determine the role of slavery in the economic and social structures of ancient river valley civilizations.
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 ancient river valley civilizations.
6.2.8.B.2.b	Compare and contrast physical and political maps of ancient 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.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.
6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.
6.2.8.D.2.d	Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.

6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.A.2	Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What are the consequences of technology? ● How are religion and culture connected? ● How much does geography affect people’s lives? ● What are the consequences of trade? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Technology is the use of knowledge and skills and affects politics, economics, and culture. ● Societies can be transformed by technology, the push to develop it can have unintended effects. ● Communities of believers can influence culture and government and provide stability to a society. ● Religious expression as art may add value to a culture. ● Religious disagreements may lead to conflict. ● Religious conflict may lead to oppression and intolerance. ● Geography includes people as well as places and how their environments interact. ● Geographic regions share certain characteristics. ● Geography affects how people and things move and where civilizations develop. ● Trade has positive and negative consequences which may include the sharing of ideas and customs. ● Trade networks led to new ways of doing business. ● Trade on a global scale is now
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common.

Unit Objectives

Students will know...

- The Fertile Crescent sustained the first known civilization.
- Sumer had a class system in which priests and kings held power.
- Sargon conquered Sumerian city-states to create an empire.
- Hammurabi's Code defined laws that united the empire.
- Assyrians and Persians created and governed vast empires.
- Mesopotamians cultures mad lasting governed vast empires.
- Phoenicians spread Mesopotamian civilizations through ocean trade.
- The Phoenician alphabet was a significant contribution.
- How Egypt's geography shaped its geography.
- Dynasties of pharaoh's ruled Egypt.
- That Egyptians worshipped many gods.
- That Egyptians developed one of the world's first systems of writing.
- Egyptian accomplishments in math, science, art, architecture, and literature.
- Trade led to diffusion between Egypt and its neighbors.
- How the cultures of Egypt and Nubia were linked and yet distinct.
- The story of Abraham and how the Israelite belief in one God became Judaism.
- The story of Moses and how he led the Israelites out of slavery.
- The Israelites settled in Canaan.

Unit Objectives

Students will be able to...

- Identify main ideas and details about the Standard of Ur.
- Identify and create a modern "standard."
- Analyze causes and effects of the first empires.
- Draw conclusions about Hammurabi's Code and its impact of modern laws.
- Summarize how Assyrian and Persian empires were governed.
- Work in teams to plan Babylon's restoration.
- Summarize information about the Phoenicians.
- Categorize information to conduct a Phoenician trade exercise.
- Compare the viewpoints to understand the lives of ordinary Egyptians.
- Summarize ancient Egypt's main accomplishments.
- Develop cultural awareness about the role of mathematics in building the pyramids.
- Analyze cause and effect as it affected relations between Egypt and Nubia.
- Solve problems that might have affected relations between Egypt and Nubia.
- Develop awareness of Jewish beliefs based on the Jewish scriptures.
- Understand the story of Moses.
- Understand the Jewish teachings and practices.
- Analyze the importance of law and learning Judaism.
- Understand the effects of Diaspora.
- Summarize Judaism's effect on the world today.

- Judaism is based on the Hebrew bible.
- Jewish people value studying and understanding God's laws.
- Judaism teaches how people relate to God and one another.
- Key events in the history of the kingdoms of Israel and Judah.
- How the Diaspora occurred and where Jews have lived.
- How Judaism has affected our world today.
- Geography of the Indian subcontinent.
- How Indus Valley civilization was organized.
- Mysteries remain about ancient India.
- Theories about the origins of the Indo- Aryans.
- Information the Vedas provide about Aryan life.
- Groups that evolved into a caste system.
- How Hinduism evolved from Vedic beliefs and practices.
- Hindu teaching about life after death.
- How Hinduism spread throughout India.
- Buddha's search for truth led to spiritual enlightenment.
- Teachings of the Buddha.
- Two forms of Buddhism emerged.
- Chandragupta used strategy to unite India.
- Chandragupta created a bureaucracy, tax system, and spy network.
- Asoka improved the lives of his subjects.
- The Gupta dynasty created the second Indian empire.
- India made advances in the arts, sciences, and mathematics

- Identify physical features of South Asia.
- Draw inferences about Indus Valley civilization.
- Compare theories about the Aryans.
- Describe the Vedas and caste system.
- Sequence the development of Hinduism.
- Comprehend Hindu beliefs.
- Compare and contrast Buddhism with Hinduism.
- Synthesize knowledge of Buddhism.
- Determine Chandragupta's rise to power.
- Evaluate the reigns of Chandragupta and Asoka by asking questions.
- Summarize achievements of the Gupta dynasty.
- Create a booklet highlighting India's advances in learning.
- Describe the physical features of China.
- Summarize the rise of the Shang.
- Identify the main ideas and details of Zhou rule.
- Identify how the Zhou used the mandate of Heaven to gain control of China.
- Compare and contrast spiritual traditions, Confucianism, and Daoism.
- Analyze the philosophies of Confucius and Laozi.
- Understand why Shi Huang Di was able to gain and hold power as the First Emperor.
- Ask and answer questions about Qin.
- Contrast the Han's strengths with the Qin's weaknesses.
- Identify reasons why the Han dynasty was successful.
- Summarize Han society and achievements.
- Prioritize the effect of Han inventions

under the Gupta.

- How geographic features isolated China from other civilizations.
- That the Chinese civilizations arose along the Huang River.
- Achievements of the Shang dynasty.
- Characteristics of ancestor worship.
- Goals and beliefs of Confucianism and Daoism.
- How the Qin became the first dynasty to unify China.
- Characteristics of a Legalist form of government.
- Han emperors created one of the most successful Chinese dynasties.
- Confucianism, the Silk Road, and the civil service enhanced the Han dynasty.
- Han society was based on Confucian teachings.
- China expanded and prospered under the Han dynasty.

on ancient China.

Bay Head School
SOCIAL STUDIES CURRICULUM
Unit Overview

Content Area: Social Studies

Grade Level: Sixth/Seventh Grades

Domain (Unit Title): Classical Civilizations of the Mediterranean World, India and China

Cluster Summary:

- Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.
- Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.
- Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

Primary Interdisciplinary Connections:

ELA, Math, Science, Physical Education, Art, and Drama

21st Century Themes:

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
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Career and Technical	All students who complete a career and technical education

Education	program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.
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Learning Targets

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Standard 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Number	Standard for Mastery
6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.
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.A.3.c	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
6.2.8.A.3.d	Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.

6.2.8.A.3.e	Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.
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 demise.
6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.
6.2.8.C.3.b	Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.
6.2.8.C.3.c	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.
6.2.8.D.3.b	Relate the Chinese dynastic system to the longevity of authoritarian rule in China.
6.2.8.D.3.c	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
6.2.8.D.3.d	Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.
6.2.8.D.3.e	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.D.3.f	Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.A.2	Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
6.3.8.D.1	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Unit Essential Questions

- How words move people to take action?
- Why the American Revolution occurred?

Unit Enduring Understandings

Students will understand that...

- the written and spoken word can be powerful motivators.
- various economic, cultural, political and religious factors influenced the American Revolution.

Unit Objectives

Students will know...

- The effects of mountains and sea on Greek character and culture.
- Invasions and wars in early Greek history.
- The significance of the city-state, or polis.
- The gender and class divisions of Greek society.
- The variety of governments in Greek city-states.
- The evolution of democracy in Athens.
- Differences from Athens in terms of education, citizenship, and

Unit Objectives

Students will be able to...

- Analyze causes and effects of events in early Greek history.
- Sequence events leading up to the development of the polis.
- Identify important ideas and details about Greek colonization and trade.
- Distinguish the rights, roles, and status of different groups in ancient Greece.
- Summarize different aspects of government in Athens.
- Identify facts and suggest opinions about Athenian democracy.
- Compare and contrast Athens and Sparta.

women's roles.

- The effect of Athens's rise to dominance.
- The spread of Hellenistic culture throughout Alexander's empire.
- The influence of Greek art, architecture, mythology, poetry and drama.
- Greek philosophers, scientists, and historians.
- Influence of geography and adjacent cultures on Rome and its culture.
- Influences of the Roman republic on later governments.
- Gender and class divisions in Roman society.
- The role of war in the expansion and later collapse of the Roman republic.
- Roman contributions to technology, trade, and culture.
- Legal and cultural influences of the Roman empire on later cultures.
- Key features of Judaism and Christianity.
- Events that led to the decline of the Roman empire.
- The Song dynasty's government was based on the civil service system.
- The principles of Confucianism.
- The reasons for the building of the Great Wall of China.
- Groups that evolved into a caste system.

- Identify evidence about the course of ancient Greek wars.
- Recognize the influence of Greek culture.
- Synthesize information on the Greek arts and religion.
- Draw conclusions about important scholars and scientists of ancient Greece.
- Analyze cause-and-effect links between geography and Rome's development.
- Compare and contrast the effects of different governmental structures.
- Draw conclusions about the daily lives of different groups in Rome.
- Summarize the growth and decline of the Roman republic.
- Analyze the effects of practical achievements on Rome's prosperity and growth.
- Identify main ideas and details about Roman culture and its legacy.
- Compare and contrast Judaism and Christianity.
- Identify causes of the Roman empire's decline and effects of its collapse.
- Draw conclusions about the objective of the civil service exams.
- Analyze quotes of Confucius and compare to common proverbs.
- Identify ways in which Shi Huang Di centralized his government.
- Explain how the caste system affects the daily lives of Indian citizens.

Evidence of Learning

Suggested Formative Assessments:

Classroom Discussion	Portfolios
Anecdotal Notes	Cooperative Learning Groups
Exit Slips	Open Ended Questions
Checklists	Vocabulary Quizzes
Presentations or Projects	Rubrics

Suggested Summative Assessments:

Participation and teacher observation assessments	District benchmarks or interim
Pre-test, post-test, and daily work	End of unit tests
State assessments	Anecdotal records
Chapter tests	Student Report Card grades

Suggested Modifications (ELLs, Special Education, Gifted and Talented):

Low Level Strategies:

- Modified classroom and homework assignments
- Teacher tutoring
- Parent - teacher communication
- Anchor charts and visual aids
- Flexible grouping
- Teacher - student goal setting
- Technology integration
- Centers
- Response to intervention

High Level Strategies

- Multi-step and higher level math problems
- Enrich problems
- Extend activities
- Centers
- Student driven activities
- Student choice activities
- Peer tutoring

Suggested activities for lesson plans:

Research an explorer giving details about the person's explorations and discoveries. Create a circle graph that shows the amount of land claimed by England, Spain, France, and the Netherlands by 1650.

Create and label a diagram of a Renaissance invention. Create Explorer wheels.

Utilize technology presentation programs to create a slide show of a major explorer.

Simulate the conflict in Jamestown.

Create a multimedia presentation. Virtual field trip to Jamestown.

Conduct an interview of a famous colonist. Recognize the Puritan belief system.

Write a journal account of life in Plymouth.

Discover the origin of the Town Meeting form of government. Make a model of Jamestown settlements.

Create maps to identify location of European settlements.

Create a model of a typical colony town that shows how land was used to support its inhabitants.

Create a labeled map of the colonies.

Listen to songs sung by enslaved workers. Discover how enslaved

Africans were able to keep their culture alive under difficult conditions.

Virtual field trip of Colonial Williamsburg. Create a model of a Southern plantation.

Create a multimedia presentation related to the revolution. Create a portrait of a Revolutionary Hero. Compare/Contrast loyalists and patriots.

Debate the issue of British rule vs. self-government (e.g. talk show format)

Bill of Rights

Branches of Government Tolerance

Kids Discover: [American Revolution](#)

Discovery Education Media:

<http://www.discoveryeducation.com/> Promethean

Planet: <http://www.prometheanplanet.com/en-us/>

Brain Pop: <http://www.brainpop.com/>

The American Revolution:

http://www.mce.k12tn.net/revolutionary_war/american_revolution.htm George

Washington's Socks (historical fiction)

Tolerance/Holocaust Lessons: www.scholastic.com

Project Based Learning: www.ideportal.com

Teacher Notes:

Europeans seeking religious freedoms established colonies in America. Jamestown and Plymouth colonies are established by the English settlers. Colonists and Native Americans begin to interact in positive and negative ways. The economics of the newly established regions are influenced by geographical location; summarize how slavery developed in America. England and France's power struggles affected the colonists and Naïve Americans which led to the French and Indian War.