



Social Studies

Curriculum Guide

2004-05

**SOCIAL STUDIES
MIDDLE AND HIGH SCHOOL
2004-05 CURRICULUM GUIDE**

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Mission Statement

The mission of the Norwalk Public Schools is to create a supportive learning environment rooted in the belief that all children can learn. Our educators will challenge students to demonstrate high levels of achievement on a wide variety of clearly defined standards. Our students will graduate with the skills, knowledge, attitudes and experiences necessary to ensure their highest potential for success and life-long learning.



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Executive Summary

In light of the diversity of social, economic and cultural backgrounds of our student population, it is the responsibility of the Norwalk Public Schools to:

1. Provide each student the opportunity to obtain an education according to his/her needs and abilities.
2. Promote mutual support for the education of the child among school, staff, parents, student and community.
3. Provide an environment in which each student exerting his/her best effort can develop at his/her own rate physically, mentally, emotionally, aesthetically and socially.
4. Provide a school environment that fosters self-respect, respect for others and favorable recognition of individual and cultural differences.
5. Provide each child, the best of his/her ability; with the basic skills in reading, communication and computation, as well as skills in how to learn, how to solve problems and how to organize information in order to use its.
6. Provide student the opportunity to learn additional skills appropriate to the individual to prepare them for the future; to enable them to make responsible decisions, work constructively with others, develop lifelong health habits, function effectively as a good citizen, continue to learn and qualify for higher education or employment.
7. Provide an environment, which fosters creativity, encourages imagination, exploration and innovation.
8. Provide each student an opportunity to strive for and experience success in his/her endeavors.
9. Promote continuing improvement of service to students through staff development, in-service training, sharing of new ideas, analysis and evaluation of program goals and achievements.

We believe that school, staff, parents and the community share equally in the responsibility for maximum student growth.

ACKNOWLEDGEMENTS

We express special thanks and deep appreciation to the following teachers who are the authors and researchers contributing to this substantive endeavor.

SOCIAL STUDIES CURRICULUM DEVELOPMENT COMMITTEE MEMBERS 2004-05

MIDDLE SCHOOL COMMITTEE

GRADE 6

<i>Joseph Giandurco</i>	<i>Ponus Ridge</i>
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<i>Patrick Jeanette</i>	<i>Ponus Ridge</i>

GRADE 8

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<i>Joshua Elliot</i>	<i>Roton</i>
<i>Lisa Cerulli</i>	<i>West Rocks</i>
<i>David Gibson</i>	<i>Nathan Hale</i>

HIGH SCHOOL COMMITTEE

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<i>Bev McFadden</i>	<i>BMHS</i>	<i>Martha Morris</i>	<i>NHS</i>
<i>Peter Sommer</i>	<i>BMHS</i>	<i>Sue Warner</i>	<i>NHS</i>
<i>Mike Epstein</i>	<i>BMHS</i>	<i>Pat O'Shaughnessy</i>	<i>NHS</i>
<i>Steve Annunziato</i>	<i>BMHS</i>		
<i>Pam Auerbach</i>	<i>BMHS</i>		

Consultant/Editor – James C. McLaughlin

Philosophy of the Social Studies Department

Social Studies, as defined by the National Council for the Social Studies, is the integrated study of the social sciences and humanities to promote civic competence*. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

In Norwalk the K-12 social studies programs of history, civics, geography, economics and other social sciences help our students construct knowledge, develop skills and build attitudes as specialized ways of viewing reality. It is through their study of social studies that students learn to respond to the changing nature of knowledge and foster new and highly integrated approaches to resolving issues of significance to humanity.

The central function of social studies is to teach and promote civic competence; to educate students to be committed to the ideals and values of our democratic republic, and to use knowledge about their community, nation and world to make each a better place. Using a multicultural approach students learn in social studies that human beings are shaped by their own culture's past and present, as well as by the past and present of other cultures. The methods used and the conclusions drawn in social studies are ways to help students gain understanding of life's problems and of how people, as individuals and in groups, seek solutions.

In developing civic competence our students learn to integrate knowledge, skills and attitudes of various social studies disciplines to cultivate understanding. Students are introduced to the methods of the historian, the political scientist, the geographer, the economist and other social scientists as they analyze events and seek solutions to problems. These skills will enable students to become well-rounded individuals and active participants in the betterment of their local, national, and global communities.

*Civic competence, as defined by The National Council for the Social Studies, is the knowledge, skills, and attitudes required of students to be able to assume "the office of citizen" (as Thomas Jefferson called it) in our democratic republic.

SOCIAL STUDIES

By The end of Grade 12, students will gain knowledge of history, civics and government, geography and economics; understand the interaction between and among history, the social sciences and humanities; and apply that knowledge and understanding as responsible citizens.

PROGRAM GOALS

As a result of education in Grades K-12, students will:

- Demonstrate knowledge of the structure of United States and world history to understand life and events in the past and how they relate to one's own life experience;
- Analyze the historical roots and the current complexity of relations among nations in an increasingly interdependent world;
- Demonstrate an understanding of the concept of culture and how different perspectives emerge from different cultures;
- Apply geographic knowledge, skills and concepts to understand human behavior in relation to the physical and cultural environment;
- Describe the relationships among the individual, the groups and the institutions which exist in any society and culture;
- Demonstrate knowledge of how people create rules and laws to regulate the dynamic relationships of individual rights and societal needs;
- Apply concepts from the study of history, culture, economics and government to the understanding of the relationships among science, technology and society;
- Describe how people organize systems for the production, distribution and consumption of goods and services;
- Demonstrate an understanding of how ideals, principles and practices of citizenship have emerged over time and across cultures; and
- Describe how the study of individual development and identity contributes to the understanding of human behavior.

K-12 CONTENT STANDARDS

History*

Through the study of United States and world history:

1) Historical Thinking

Students will develop historical thinking skills, including chronological thinking recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and construction narratives and interpretation.

2) Local, United States and World History

Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.

3) Historical Themes

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

4) Applying History

Students will recognize the **continuing** importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

CIVICS and GOVERNMENT*

Through the study of civics and government:

5) United States Constitution and Government

Students will apply knowledge of the U.S. Constitution, how the U.S. system of government works and how the rule of law and the value of liberty and equality have an impact on individual, local, state and national decisions.

6) Rights and Responsibilities of Citizens

Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

7) Political Systems

Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.

8) International Relations

Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well being of their community, state and nation.

GEOGRAPHY*

Through the study of geography:

9) Places and Regions

Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions.

10) Physical Systems

Students will use spatial perspective to explain the physical processes that shape the Earth's surface and its ecosystems.

11) Human Systems

Students will interpret spatial patterns of human migration, economic activities and political unit in Connecticut, the nation and the world.

12) Human and Environmental Interaction

Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of the interactions.

ECONOMICS*

Through the study of economics:

13) Limited Resources

Students will demonstrate that because human, natural and capital resources are limited, individuals, household, businesses and governments must make choices.

14) Economic Systems

Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.

15) Economic Interdependence

Students will demonstrate how the exchange of goods and services by individuals, groups and nations create economic interdependence and change.

SOCIAL SCIENCE**

16) Individual Development And Institutions

Students will examine the various forms of human behavior to enhance understanding of the relationship between social norms and emerging personal identities, the social processes that influence identity formation, and the ethical principles underlying individual action.

17) Individuals, Groups and Institutions

Students will examine, use and build upon the knowledge of how institutions are formed, what controls and influences them, how they control and influence individuals and cultures, and how institutions can be maintained or changed.

18) Culture and Cultural Diversity

Students will understand how humans create, learn, and adapt culture to meet its needs, identify similarities and differences among various cultures and sub-cultures, and understand how diversity influences personal perspective and group behavior.

*State Standards

**National Standards

K-12 Graduation Expectations

- Write effectively using standard English for a variety of purposes and audiences.
- Communicate ideas and information coherently and effectively in a variety of modes.
- Read both fiction and nonfiction with comprehension.
- Demonstrate the ability to organize, analyze, and interpret data.
- Demonstrate an understanding of basic scientific principles.
- Demonstrate knowledge and application of the basic concepts of arithmetic, geometry and measurement, and algebra.
- Understand the traditions, practices, and perspectives of at least one non-English speaking culture.
- Develop and apply critical thinking and problem-solving skills in authentic situations.
- Use computer technology proficiently to find, organize, create, and communicate ideas or information.
- Understand the value of making decisions to establish and maintain a healthy lifestyle to promote individual wellness.

Goals

1. **Culture.** Students will understand the nature of culture, diversity, cultural change and multiple perspectives that emerge.
2. **Time, Continuity, and Change.** Students will develop an understanding of life and events in past time, the process of change over time, and a perspective on how both the past and change relate to one's own life experience.
3. **People, Places, and Environments.** Students will apply map skills and geographic concepts to understanding human behavior in relation to physical and cultural environment.
4. **Individuals, Groups, and Institutions.** Students will gain understanding of the relationship between the individual and the groups and institutions which exist in any society and culture.
5. **Power, Authority, and Governance.** Students will develop an understanding of how people create and change power, authority and governance to regulate the relationships of individual rights and society needs.
6. **Production, Distribution, and Consumption.** Students will apply concepts from the study of history, culture, economics and government to the understanding of complex connections to the sciences.
7. **Science, Technology, and Society.** Students will apply concepts from the study of history, culture, economics and government to the understanding of complex connections to the sciences.
8. **Global Connections.** Students will understand the significance of historical themes as they relate to contemporary issues.
9. **Civic Ideas and Practices.** In the context of expanding one's own participation in society, students will understand the interaction between ideals, principles and practices of citizenship over time and across cultures.

(Goals based on State and National Standards)

Content Goals

- I. To analyze how geography influences the way societies' economic and political structures developed. (1, 3, 4, 5, 6)
- II. To compare and contrast the contributions of global cultures, including geography, history, education, technology, literature, government, religion, philosophy, customs, and traditions. (1, 2, 3, 6, 8)
- III. To recognize how the past has influenced the present and how it enables students to make predictions, focusing on time, continuity, and change. (2, 8, 9)
- IV. To establish a hypothesis and support it with historical evidence. (1, 4, 5, 9)
- V. To appreciate and respect the multicultural and global nature of society. (1, 8, 9)
- VI. To develop an understanding and application of current terminology and pedagogy as defined by the National Council for the Social Studies and as expressed by the Connecticut Standards for Social Studies. (1-9)

Skill Goals

- VII. To develop study skills such as note taking, outlining, summarizing, sequencing, surveying, determining main ideas, drawing conclusions, time management, organizational skills and critical thinking. (1-9)
- VIII. To promote the skills necessary to access and apply computer technology. (2, 3, 7)
- IX. To interpret graphs, timelines, and other statistical data. (2, 3, 8)
- X. To integrate cooperative learning in order to achieve a completely interactive learning environment. (1-9)
- XI. To develop higher order thinking skills using creative problem solving and divergent thinking strategies through both oral and written assignments. (1-9)
- XII. To distinguish between primary and secondary resources, and fact from opinion. (2, 4, 6, 8)

6th Grade World History Pacing Guide

Please see 2004 curriculum guide for specific activities, assessments, content, and standards

Essential Questions for 6th Grade Social Studies

In 6th grade students explore man's development from Prehistoric Times through the Middle Ages. Students will develop an understanding of ancient, classical, and medieval periods while reading, writing, creating, exploring maps, and critical thinking.

- What makes a civilization great?
- How do maps illustrate history? How do geography and climate shape cultures?
- In what ways has technology affected the world?
- How have important archeological discoveries shaped our knowledge of the world and of ourselves?
- In what ways have modern societies been shaped by ancient philosophies, architecture, and literature?
- Why and how do civilizations rise and fall?
- What are the basic shared ideas of all religions? What are the major differences between world religions?
- What does history tell us about the benefits and pitfalls of democracy?
- How has the history of Islam and Christianity shaped current conflict?
- How has competition fueled growth within and between regions of the world?
- How are politics and economics connected to historical events and social problems?

Use the above essential questions to design purposeful lesson plans around the content & skills identified on pages 11-16 of the Social Studies Middle School Curriculum Guide (2004-2005). Please call 854-4111 if you need a copy of this guide.

Geography Skills 1 Week	Development of Mankind 2 Weeks	Mesopotamia & Early Empires 5 Weeks	Ancient Egypt 6 Weeks	Ancient Greece 8 Weeks
<ol style="list-style-type: none"> 1. Latitude & longitude 2. Continents 3. Elements & symbols of maps 4. Different kinds of maps 	<ol style="list-style-type: none"> 1. Primary sources 2. Secondary sources 3. Invention of farming & Agricultural Revolution 4. Development & creation of villages 	<ol style="list-style-type: none"> 1. Mesopotamia 2. Sumer 3. Phoenicians 4. Babylon & the Babylonians 5. Persia & Persians 6. Hebrew kingdoms 7. Assyrians 	<ol style="list-style-type: none"> 1. Nile River & geography 2. Daily life of Egyptian people 3. Writing system 4. Pyramids 5. Mummies 6. Legacy & accomplishments of Egypt 7. Religions & gods 8. Hatshepsut & Akhenaton 9. Government 10. Comparison with other river cultures 	<ol style="list-style-type: none"> 1. Geography 2. Myths/religion/legacy 3. Government 4. Persian War & invasions 5. Sparta vs. Athens 6. Alexander the Great 7. Philosophers & their written works 8. Golden Age of Greece 9. Peloponnesian War 10. Architecture 11. Literature 12. Science

<p style="text-align: center;">Ancient Rome 8 Weeks</p>	<p style="text-align: center;">Middle Ages 4 Weeks</p>	<p style="text-align: center;">World Religions 1 Week</p>
<ol style="list-style-type: none"> 1. Geography of Rome 2. Empire Building 3. Government forms 4. Roman expansion 5. Caesar & Augustus 6. Daily Life and Rome 7. Legacy of Rome 8. Literature 9. Decline of Rome 10. Christianity 11. Pax Romana 12. Laws 13. Roman War Machine 	<ol style="list-style-type: none"> 1. Religion & monks 2. Expansion 3. Charlemagne 4. Eastern/Western empires 5. Holy Roman Empire 6. Feudal Society 	<ol style="list-style-type: none"> 1. Core components of major world religions (Buddhism, Christianity, Islam, Hinduism, Judaism, Confucianism)

GRADE 6

WORLD HISTORY

PHILOSOPHY

The multicultural approach to the 6th grade Social Studies curriculum will help students explore and understand the historical development of people, places and patterns of life from ancient times until about 1000 A.D.

The student will be introduced to the methods of the historian, political scientist, archeologist, philosopher and economist as they analyze human events and seek solutions to problems.

OVERVIEW

The Social Studies program is designed to provide students with an understanding of man's development from Prehistoric Times through the Middle Ages. Using a multicultural approach the course covers ancient, classical, and medieval periods.

A critical thinking approach will provide instruction which includes research, written/oral reports, debates, current events, and divergent thinking skills.

Course Content

1. The student will use maps, globes, photographs, and pictures to analyze the physical and human landscapes of the world in order to
 - Recognize the different map projections and explain the concept of distortion.
 - Show how maps reflect particular historical and political perspectives.
 - Apply the concepts of scale, orientation, latitude and longitude.
 - Identify, create, and compare political, physical, and thematic maps of earth empires, countries, and regions.

2. The student will describe early physical and cultural development of mankind from the Paleolithic Era to the revolution of agriculture, with emphasis on
 - The impact of geography on hunter-gatherer societies.
 - Tool making and use of fire.
 - Technological and social advancements that gave rise to stable communities.
 - How archeological discoveries are enhancing our knowledge of early peoples.

3. The student will compare selected ancient river civilizations, including, but not limited to Egypt, Mesopotamia, the Indus valley, Shang China, and other ancient civilizations (such as the Hebrew and Phoenician kingdoms and the Persian Empire), in terms of
 - Location in time and place.
 - The development of social, political, and economic patterns.
 - The development of religious traditions.
 - The development of language and writing.

4. The student will describe, analyze, and evaluate the history of ancient Greece from about 2000 to 300 B.C., in terms of its impact on Western civilization, with the emphasis on
 - The influence of geography on Greek economic, social, and political development.
 - Greek mythology and religion
 - The social structure, significance of citizenship, and development of democracy in the city-state of Athens
 - The significance of the Persian Wars and the Peloponnesian Wars.
 - Life in Athens during the Golden Age of Pericles.
 - The contributions of Greek philosophers (including Socrates, Plato, and Aristotle), literature, historians, architecture, athletics.
 - The conquest of Greece by Macedonia, and the spread of Hellenistic culture by Alexander the Great.

5. The student will describe, analyze, and evaluate the history of ancient Rome from about 700 B.C. to 500 A.D., in terms of its impact on Western civilization, with emphasis on
 - The influence of geography of Rome on economic, social, and political development.
 - Theological differences between Islam, Christianity, and Judaism.
 - Roman mythology and religion.
 - The social structure, significance of citizenship, and the development of democratic features in the government of the Roman Republic.
 - Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas.
 - The roles of Julius and Augustus Caesar and the impact of military conquests on the army, economy, and social structure of Rome.
 - The collapse of the Republic and the rise of imperial Rome.
 - The economic, social, and political impact of the Pax Romana
 - The origin, traditions, customs, beliefs, and spread of Christianity.
 - Contributions in art and architecture, technology, literature and history, language, and law.
 - The reasons for the decline and fall of the Roman Empire.
 - Establishment of Constantinople as the new capital of the Roman Empire.

6. The student will analyze the origins of Islam in terms of its impact on Western civilization, with emphasis on
 - Traditions, customs, beliefs, and spread of Islam.
 - Theological differences between Islam and Christianity.
 - Cultural differences between Muslims and Christians.
 - Religious, political, and economic competition in the Mediterranean region.
 - Tracing the connections between the history of Islam and today's world.

7. The student will describe, analyze, and evaluate the history of Europe during the early Middle Ages from about 500 to 1000 A.D., in terms of its impact on Western civilization, with emphasis on
 - The structure of feudal society and its economic, social, and political effects.
 - The invasions and settlement of the Vikings, including Angles and Saxons in Britain.
 - The influence and effect of the crusades in shaping the history of Europe and on the Mediterranean world.
 - Analyzing the impact of sound and economic changes in a region over time.
 - Analyzing the impact of political ideology of the ever changing regions of the ancient world.

Skills

1. The student will develop skills in discussion, debate and expository writing by analyzing historical situations and events, including, but not limited to:
 - Different historical perspectives such as Athens vs. Sparta, Rome vs. Greece, Republic vs. Empire, Dark Ages vs. Middle Ages, Slavery vs. Serfdom, etc. (2, 4, 5, 6, 8)
 - Provide examples of the practice of slavery from early civilization to 1000 A.D. (1, 2, 4, 6, 8)
 - Understand settlement patterns and cultural influences of various ethnic and religious groups. (1, 2, 3, 7, 8, 9)
 - Different evaluations of the causes and benefits of major events in the development of civilizations. (2, 3, 4, 5, 7)
 - Analyze and explain the development and impact of differing political systems as they relate to power, individual responsibility, and personal freedoms. (1, 4, 5, 8, 9)

2. The student will improve skills in historical research and geographical analysis by, but not limited to:
 - Identifying, analyzing, and interpreting primary sources and secondary sources to make generalizations about events and life in world history up to 1000 A.D. (2, 4, 5, 6, 8, 9)
 - Identifying, analyzing, and interpreting population distribution in the Middle Ages. (3, 4, 5, 6, 7)
 - Identifying and comparing contemporary national political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1000 A.D. (1, 2, 4, 5, 7)
 - Expressing in writing a synopsis, a position, or historical view. (3, 4, 6, 7, 8, 9)
 - Constructing various timelines of key events, periods, and personalities. (2,3,6,8,9)
 - Analyzing and interpret a variety of graphs, charts, diagrams, and graphic organizers as they relate to content. (1-9)

Sample Activities

I. MAPS and PROJECTIONS

For example: Political, physical demographics, and distribution of population and resources

II. GRAPHS, CHARTS and DIAGRAMS

For example: Cause and effect, population density, graphic organizers, bar graphs, and picture charts

III. NEWSPAPERS/MAGAZINES

For example: Elections, structures of government, religious conflicts, ethnic tensions, and global conflicts

IV. DEBATES

For example: Athens vs. Sparta civil rights vs. ancient law codes, contemporary legal systems, taking a critical stance, (pro and con)

V. ANALYSES of DOCUMENTS

For example: Holy books, Rosetta Stone, Hammurabi's Code, The Odyssey, Herodotus, Cicero

VI. TIMELINES and POSTERS

For example: Events of the Peloponnesus War, Old vs. New Stone Age, invasion routes of the barbarians, growth of Islam, communication of written language

Assessment

- **Assessment for activities based on appropriate rubrics**
- **Role Play/Simulations**
For example: Critical stance, religious persecutions, and court cases
- **Technology**
For example: PowerPoint presentations, web quests, CD-ROM, and reference sites
- **Newspapers/Magazine Creation**
For example: Travel brochures (including obituaries and advertisements), Time Machine
- **Persuasive Writing**
For example: Religious issues, Philosophical views, Law Codes, Civil Liberties, settlement in a new geographic location
- **Expository Writing**
For example: Research paper, document analysis, narrative essays, and biographical speeches
- **Enrichment Activities**
For example: Medieval Fair, Renaissance Fair, Maritime Center, IMAX, and P.T. Barnum Museum
- **Research Activities**
For example: Essay writing, travel diary, Who's Who Model Creation, creation on bibliographies, and creation of Atlas/Glossary/Dictionary

Materials

World Cultures Textbook – Silver Burdett Ginn

Review Masters Workbook

Test Master Workbook

Workbook

World Maps

Topics for Persuasive Writing- Grade 6

- **Agricultural Revolution:** Explain how the Agricultural Revolution changed the way people lived. Cite examples of how people's lives changed. (At least 1 or 2 paragraphs.)
- **Mesopotamia, Sumer:** Take the stance that religion was very important to ancient Sumerians. Write a short paper explaining your stance. State opinion, support with examples to document your opinion and write a conclusion.
- **Hammurabi's Code:** Whose law is more just to you, Hammurabi's Code or our laws today? State your opinion, give examples to justify your view and write a conclusion.
- **Israel:** Who was your favorite leader from our study of ancient Israel (Moses, David or Solomon)? State your opinion with examples to support your view and write a conclusion.
- **Egypt:** Become an ancient Egyptian and write a letter to Akhenaten telling him what you think of the changes he made in Egypt. Give specific examples of how his changes affected your life. State your opinion, cite examples to document your opinion and write a conclusion.
- **Greece: (Democracy)** – Describe how Pericles' four Principles of Democracy made for a better democracy in Athens. Explain how or where those principles are found in American democracy today. Addendum – For extra credit explain which of the four principles is the most important and why.
- **Greece: Athens vs. Sparta** – Take the position of a citizen of either Athens or Sparta and write an essay explaining why your city-state is better. Include an introduction, examples to support your position and write a conclusion.
- **Greece: Philosophers** – Choose one of the philosophers we studied as your favorite. Explain why that philosopher is your favorite. Introduce your choice, give at least 3 reasons why you made this decision and write a conclusion.
- **Rome:** Write a summary of causes for the fall of the Roman Empire. (Include at least 3.) Addendum – For extra credit, explain in your opinion, which cause for the fall of Rome was the most responsible for Rome's decline. Provide specific examples.