

**Englewood Public School District**  
**World History**  
**Grade 5**  
**Third Marking Period**

**Unit 3 - Civilizations in India and China**

**Overview:** During this unit, students will explore Indian and Chinese cultures' religions, social systems, literature, arts, science, mathematics, and metallurgy.

**Time Frame:** 30 to 35 Days

**Enduring Understandings:**

*Indian civilization first developed on the Indus River.*

*Hinduism, the largest religion in India today, developed out of ancient Indian beliefs and practices.*

*Buddhism began in India and became a major religion.*

*The Mauryas and the Guptas built great empires in India.*

*The people of ancient India made great contributions to the arts and sciences.*

*Chinese civilization began with the Shang dynasty along the Huang He.*

*The Zhou dynasty brought political stability and new ways to deal with political and social changes in ancient China.*

*The Qin dynasty unified China with a strong government and a system of standardization.*

*The Han dynasty created a new form of government that valued family, art, and learning.*

*Trade routes led to the ex-change of new products and ideas among China, Rome, and other lands.*

**Essential Questions:**

*How do India's rich history and culture affect the world today?*

*How do the Aryan Varnas and Hinduism overlap?*

*How did Siddhartha Gautama search for wisdom engender Buddhism?*

*How did Asoka and Gupta gain their control over India?*

*What type of literature did writers of ancient India create?*

*How did the Gupta Dynasty contribute to art, mathematics, science, and coinage?*

*How do the people, events, and ideas that shaped China continue to influence the world?*

**Standards**

**Topics and Objectives**

**Activities**

**Resources**

**Assessments**

<p><i>Civilization in India and China (2300BC-200AD):</i></p> <p>6.2.8. A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p> <p>6.2.8. A.2.b Determine the role of slavery in the economic and social structures of early river valley civilizations.</p> <p>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.</p> <p>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.</p>	<p><b>Topics/Objectives</b> Students will:</p> <p>Explore how the geography of India includes high mountains, great rivers and heavy seasonal rains.</p> <p>Identify how Harappan civilization developed along the Indus River. Summarize how the Aryan invasion of India changed the region's civilization.</p> <p>Show why Indian society divided into distinct groups under the Aryans.</p> <p>Share how the Aryans practices a religion known as Brahmanism.</p> <p>Outline how Hinduism developed out of Brahmanism and influences of other cultures.</p> <p>Review how the Jains reacted to Hinduism by breaking away and forming their own religion.</p> <p>Summarize how Siddhartha Gautama searched for wisdom in many ways.</p> <p>Review how the teaching of</p>	<p><b>Skills Development:</b> History and Geography-The Indus River Valley and Shang China</p> <ul style="list-style-type: none"> <li>• Social Studies Skills- Interpreting Diagrams and Conduct Internet Research</li> </ul> <p>Focus on Writing-Illustrated Poster and Oral Presentation (NJSLSA.R7, NJSLSA.R1, CRP4)</p> <p><b>Graphic Skills:</b> Reading Check and Section Assessment (NJSLSA.R1)</p> <p><b>Reading Support:</b></p> <ul style="list-style-type: none"> <li>• Guided Reading, Spanish and English</li> <li>• Vocabulary Builder, general and modified Flash Cards ( NJSLSA.R7, NJSLSA.R1, 8.1.5.A.3)</li> </ul> <p><b>Online Book Pages:</b></p> <ul style="list-style-type: none"> <li>• Animated History – Aryan Migrations into India and Ancient China 1523-221 BC, Han China 202 BC- 220 AD</li> <li>• Primary Resources- The Analects</li> <li>• Political Cartoon- <i>Section Links, "Online Notebook"-select right arrow for scaffolding</i></li> </ul>	<p>World History, Holt McDougal – Houghton Mifflin Harcourt, 2012, Chapters 5 and 6 – pages 119 to 195</p> <p><b>On Line Book Pages:</b></p> <ul style="list-style-type: none"> <li>• Section Audios-select arrow near main (Also see Audios, includes Spanish Summaries.)</li> <li>• Taking Notes-Graphic organizer idea headers for each section.</li> </ul> <p><b>e-Activities:</b></p> <ul style="list-style-type: none"> <li>• Videos- Impact of Buddhism as a World Religion, Confucius: Words of Wisdom, The First Emperor of China, Omens in Ancient China, China's Shortest Dynasty, Confucius: Words of Wisdom, The First Emperor of China, and Omens in Ancient China</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• Section Lesson Plan</li> <li>• "Do Now"-Daily Bell ringer Transparencies</li> <li>• Chapter Power Points Presentations</li> <li>• Differentiated Instruction Lesson plans-ELLs. Special Ed, and</li> </ul>	<p><b>Formative Assessments:</b> <b><u>e-Activities:</u></b> <b><u>Quizzes and Review</u></b></p> <ul style="list-style-type: none"> <li>• Section Assessments</li> <li>• Section Online Quizzes</li> </ul> <p><b>Benchmark Assessment:</b> Exact Path</p> <p><b>Summative Assessments:</b> <b><u>On Line Book Pages:</u></b></p> <ul style="list-style-type: none"> <li>• Chapter Review: Pages 153-54 &amp; 193-94</li> <li>• Standardized Test Practice: Pages 155 &amp; 194</li> </ul> <p><b><u>Teacher Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Chapter Review, general and modified</li> <li>• Chapter Tests Forms A &amp; B</li> <li>• Modified Chapter Test</li> </ul> <p><b>Alternative Assessments:</b></p>
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<p>6.2.8. D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p> <p>6.2.8. D.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p> <p>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.</p> <p>6.2.8. D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p> <p>6.2.8. A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p> <p>6.2.8. A.3.b Compare and contrast the rights and responsibilities of free men,</p>	<p>Buddhism deals with finding peace.</p> <p>Consider how Indian artists created great works of religious art.</p> <p>Recall how the Sanskrit literature flourished during the Gupta period.</p> <p>Express how China's physical geography made farming possible but travel and communication difficult.</p> <p>Recognize how civilization began in China along the Huang He and Chang Jiang rivers.</p> <p>Recall how China's first dynasties helped Chinese society develop and made many other achievements.</p> <p>Identify how the Zhou dynasty expanded China but then declined.</p> <p>Share how Confucius offered ideas to bring order to Chinese society.</p> <p>Summarize how Daoism</p>	<p><i>questions</i> (NJSLSA.R7, NJSLSA.R1)</p> <p><b><u>Holt McDougal Social Studies, e- Activities</u></b></p> <ul style="list-style-type: none"> <li>• Animated Geography and History-Physical Geography and Resources of India 300BC, Ancient China 1523-223BC, Han China 202 BC-AD,</li> <li>• Animated History-</li> <li>• Animated Geography-Aryan Migrations 1500BC-250BC, The Spread of Buddhism 500 BS-500 AD, Silk Roads 150 BC- AD 500</li> <li>• Explore Ancient India</li> <li>• Travel to Ancient India</li> <li>• Mauryan Leaders</li> <li>• Confucianism</li> <li>• Chinese Philosophers</li> <li>• Art of Ancient China (8.1.5.A.3)</li> </ul> <p><b><u>Enrichment Activities (See Student Resources):</u></b></p> <ul style="list-style-type: none"> <li>• Biographies-Candragupta Maurya, Kautilya, Mahinda</li> <li>• Biographies- Wudi and Liu Bang</li> <li>• Literature: Comparing Buddhist and Hindu Literature- <u>The Books of Songs</u>, Translated by Arthur Waley</li> </ul>	<p>Advanced/Gifted and Talented</p> <ul style="list-style-type: none"> <li>• Answer Keys- Enrichment Activities, Reading Support, and Skill Development</li> <li>• Quick Facts Transparencies-The Varnas, Major Beliefs of Hinduism, The Eighth Fold Path, India: Visual Summary, Zhou Society, Main Ideas and Confucianism, Emperor Shi Huangdi, Ancient China: Visual Summary</li> <li>• Map Transparencies-Physical, Harappan Civilization, Aryan Invasions, Early Spread of Buddhism, Mauryan Empire, c.320-185BC, Gupta Empire, c. 400, China: Physical, Shang Dynasty, c. 1500-1050 BC Zhou Dynasty, c 1050-450 BC, Qin Dynasty, c 221 BC-206 AD, Han Dynasty, c 206 BC-220 AD, Silk Road</li> </ul> <p><b><u>Teacher One Stop:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Browser Unit by Chapter</i></li> <li>• <i>Browser Unit by Resources Type</i>-Daily Bell Ringer, Constitutional Study Guide, U.S. Supreme Court Law Cases, etc.</li> </ul>	<p><a href="http://www.schrockguide.net/assessment-and-rubrics.html">http://www.schrockguide.net/assessment-and-rubrics.html</a></p> <p><a href="https://www.teachthought.com/pedagogy/6-types-assessment-learning">https://www.teachthought.com/pedagogy/6-types-assessment-learning</a></p> <p>Performance based evaluation using rubrics (<a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a>)</p> <p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p> <p>Scavenger Hunt: Create questions based on a topic or a chapter.</p> <p>Film Project: Ask groups to write and film a 5-10 minute movie based on the topic or subject.</p>
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<p>women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6.2.8. D.3.a Compare and contrast social hierarchies in</p>	<p>and Legalism also gained followers.</p> <p>Explore how first Qin emperor created a strong but strict government.</p> <p>Consider how a unified China was created through Qin policies and achievements</p> <p>Explain how the first Qin emperor created a strong but strict government.</p> <p>Explain how a unified China was created through Qin policies and achievements.</p> <p>Explore how Han dynasty government was based on the ideas.</p> <p>Identify how family life strengthened Han China.</p> <p>Summarize how the Han made achievements in art, literature and learning.</p> <p>Show why farming and manufacturing grew during the Han dynasty.</p>	<ul style="list-style-type: none"> <li>Primary Resources- The Story of Savitri from India's Mahabharata, Mohandas Gandhi's Autobiography, <u>The Teachings of Confucius and Laozi</u></li> <li>Social Studies Skills Activity- Interpreting Diagrams</li> <li>History and Geography- The Indus River</li> <li>Focus on Writing- An Illustrated Poster (W.5.4)</li> </ul> <p><b><u>e- Activities,</u></b> <b><u>Writing About History:</u></b></p> <ul style="list-style-type: none"> <li>Notetaking Wizard</li> <li>Autobiographical Narratives</li> <li>Fictional Narratives</li> <li>Expository Writing</li> <li>Persuasive Writing</li> <li>Research Writing</li> <li>Summaries of Reading Materials</li> <li>Current Events (W.5.5, W.5.9, 9.2.8.B.3)</li> </ul> <p><b><u>Student Premium Resources</u></b> <b><u>Multimedia Connections:</u></b></p> <ul style="list-style-type: none"> <li>Hinduism and Buddhism</li> <li>China and the Great Wall (8.1.5.A.1, 8.1.5.E.1)</li> </ul>	<ul style="list-style-type: none"> <li><i>Internet Resources</i></li> <li><i>Interactive Teacher's Edition</i>-unit preview, chapter planning guide, differentiated instruction (ESL, Special Ed., and Advanced/Gifted) etc.</li> </ul> <p><b><u>Holt McDougal Social Studies e-Chapter Enrichment Links</u></b></p> <p><b><u>Ancient India</u></b></p> <p><b>Section 1</b> <b>The History of Ancient India</b> Browse through this overview of ancient Indian history.</p> <p><b>Section 2</b> <b>Hinduism: The Basics</b> Find out the basic tenets of Hinduism on this site by the Himalayan Academy.</p> <p><b>Section 3</b> <b>Essentials of Buddhism</b> The essential truths in the practice of Buddhism can be found on this site.</p> <p><b>Section 4</b> <b>India History from 1000 BC to AD 1</b> Explore this site and uncover the major events in South Asian history from 1000 BC to AD 1. Click arrow at the</p>
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classical civilizations as they relate to power, wealth, and equality.

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. D.3.d Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8. D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

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

Share how trade routes linked China with the Middle East and Rome.

Consider how Buddhism came to China from India with many followers.

### **Teacher Premium**

#### **Resources**

#### **Activities:**

- Replicas of the Great Wall
- A Philosophical Debate
- Centuries of Dynasties
- Leaders Envision the Wall
- Silk Road Exchanges
- Asia's Unparalleled Empire
- On the Road with Marco Polo
- Understanding Modern China (9.2.8.B.3)

right of the time line to learn about the Gupta period.

### **Section 5**

#### **Ancient Indian Writing**

Learn more about the writing systems of early India and explore the world of an epigrapher.

#### **Ancient China**

### **Section 1**

#### **Beauty: The Land of China**

Visit the many regions of China and learn about their unique geographical characteristics. Click on each region's name to find out more about it.

### **Section 2**

#### **Ancient China**

Explore the Zhou reign in ancient China (1050-256 BC) and discover the most creatively productive period in Chinese thought: The Period of the One Hundred Schools.

### **Section 3**

#### **Qin Dynasty**

The Qin came to power in 221 BC. This site chronicles the reign of the Qin and their many achievements.



are inherent in living in an interconnected world.)

#### **Section 4**

##### **Han Dynasty**

Beginning in 206 BC, when Liu Pang defeated the Qin army, this dynasty ruled until AD 9.

#### **Section 4**

##### **The Silk Road: Trade, Trade War, Faith**

Learn more about the significance of the Silk Road in this interactive exhibit. Click on Silk Road Themes to explore different aspects of the famous trade route.

Teacher's One Stop Planner-Internet Resources, Teacher Resources, Fold Notes Appendix-- Pyramid, Double Door, Booklet, Layered Book, Key-Term Fold, Four-corner Fold, Three-Panel Flip Chart, Table Fold, Two-Panel Flip Chart, and Tri-Fold

##### **Additional Resources**

Primary Sources:

<http://www.loc.gov/exhibits/>  
Virtual Field Trips – Google

Expeditions:

<https://edu.google.com/expeditions/#about>

<https://www.nationalgeographic.org/topics/graphic->

**organizer/ GRAPHIC  
ORGANIZERS**

**Key Vocabulary:** subcontinent, monsoons, Sanskrit, caste system, Hinduism, reincarnation, karma, Jainism, nonviolence, fasting, meditation, the Buddha, Buddhism, nirvana, missionaries, Chandragupta Maurya, Asoka, Candra Gupta II, metallurgy, alloys, Hindu-Arabic numerals, inoculation, peasants, Confucius, ethics, Confucianism, Daoism, Laozi, Legalism, jade, Oracle, Astronomy, Shi Huangdi, Great Wall, lords, sundial, seismograph, acupuncture, silk, Silk Road, diffusion

## Accommodations and Modifications:

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA –

[https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/). This particular unit has limited language barriers due to the physical nature of the curriculum.

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"><li>• Speak and display terminology</li><li>• Teacher modeling</li><li>• Peer modeling</li><li>• Provide ELL students with multiple literacy strategies.</li><li>• Word walls</li><li>• Use peer readers</li><li>• Give page numbers to help the students find answers</li></ul>	<ul style="list-style-type: none"><li>• Utilize modifications &amp; accommodations delineated in the student’s IEP</li><li>• Work with paraprofessional</li><li>• Use multi-sensory teaching approaches.</li><li>• Work with a partner</li><li>• Provide concrete examples</li><li>• Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA">http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA</a>).</li><li>• Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques- auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).</li></ul>	<ul style="list-style-type: none"><li>• Using visual demonstrations, illustrations, and models</li><li>• Give directions/ instructions verbally and in simple written format. Oral prompts can be given.</li><li>• Peer Support</li><li>• Increase one on one time</li><li>• Teachers may modify instructions by modeling what the student is expected to do</li><li>• Instructions may</li></ul>	<ul style="list-style-type: none"><li>• Curriculum compacting</li><li>• Inquiry-based instruction</li><li>• Independent study</li><li>• Higher order thinking skills</li><li>• Adjusting the pace of lessons</li><li>• Interest based content</li><li>• Real world scenarios</li><li>• Student Driven Instruction</li><li>• Use project-based learning</li><li>• Structure the learning around explaining or solving a social or community-based issue.</li><li>• Collaborate with after-school programs or clubs to extend learning opportunities.</li><li>• William and Mary Social Studies curriculum for gifted learners: <a href="https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum">https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum</a></li></ul>



<ul style="list-style-type: none"> <li>● Provide a computer for written work</li> <li>● Provide two sets of textbooks, one for home and one for school</li> <li>● Provide visual aides</li> <li>● Provide additional time to complete a task</li> <li>● Use graphic organizers</li> </ul>		<p>be printed out in large print and hung up for the student to see during the time of the lesson.</p> <ul style="list-style-type: none"> <li>● Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).</li> </ul>	
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**Integration of Technology Standards NJSL 8:**

**8.1.5.A.3:** Use a graphic organizer to organize information about problem or issue.

**8.1.5.E.1:** Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**Career Ready Practices:**

**CRP4:** Communicate clearly and effectively and with reason.

**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.

**Integration of 21st Century Standards NJSL 9:**

**9.2.8.B.3:** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities.

**Interdisciplinary Connections: ELA-NJSLS/ELA:**

**Anchor Standards:**

**NJSLSA.R1:** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**NJSLSA.R4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Grade 5 Standards:**

**W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.5.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

**W.5.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. .