

**Timberlane Regional Middle School**  
**Sample of Social Studies Units from Grades 6 through 8**

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<b>Curriculum Area</b>	Social Studies		<b>Grade Level</b>	6			
<b>Title of Unit</b>	Mesopotamia (Fertile Crescent)		<b>Time Frame</b>	4-5 weeks			
<b>Developed By</b>	Timberlane Regional Middle School, Grade 6 Social Studies Teachers						
<b>Content Standards</b>							
<b>Power Standards</b>							
<p>SS:GE:6:4.4: Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts.</p> <p>SS:GE:6:5.3: Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities</p> <p>SS:WH:6:2.1: Describe the impact of land and water routes on trade, e.g., the Silk Roads, the Atlantic Triangular Trade, or the Suez Canal.</p> <p>SS:WH:6:2.2: Explore the spread and impact of ideas and technology, e.g., the concept of zero, gunpowder or the transistor.</p> <p>SS:WH:6:2.4: Examine how military encounters have led to cultural exchange, e.g., Alexander of Macedonia, conquistadors in the New World</p> <p>SS:WH:6:4.4: Trace improvements in communication, e.g., the Sumerian development of writing, Chinese printing, or the creation of the Internet.</p> <p>SS:WH:6:5.1: Trace the rise and impact of cities on daily life, e.g., Timbuktu, Rome, or Mexico City.</p>							
<p>SS:CV:6:3.2: Describe ways in which countries interact with each other culturally, economically, diplomatically, or militarily.</p> <p>SS:GE:6:2.1: Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States.</p> <p>SS:GE:6:4.1: Recognize the demographic structure of a population and its underlying causes, e.g., birth rate, ethnic composition, or distribution of wealth.</p> <p>SS:WH:6:2.3: Describe major migrations, e.g., the first humans from Africa to the rest of the world, the Huns into China and Europe, or the Bantu across Africa.</p> <p>SS:WH:6:5.3: Explain the impact of ethnic and religious groups on the development and stability of empires and nation-states, e.g., the Ancient Persia, the Ottoman Empire, or Nigeria.</p>							
<b>Understandings</b>				<b>Essential Questions</b>			
<b>Overarching Understanding</b>				<b>Overarching</b>		<b>Topical</b>	
<ol style="list-style-type: none"> <li>Land and water routes affect trade.</li> <li>Ideas and technology impact civilizations.</li> <li>Spreading of ideas is done through interaction of different people.</li> <li>Countries interact in many ways.</li> <li>Population settlements and regions change.</li> <li>Cultural exchange occurs through military encounters, spread of religions and improved communication.</li> </ol>				<ol style="list-style-type: none"> <li>What is the geography of the Fertile Crescent?</li> <li>How are empires formed?</li> <li>Who were the Sumerians, Assyrians, and Babylonians?</li> <li>How did trade and conquest affect ancient cultures?</li> <li>How did the people of the Fertile Crescent spread their ideas?</li> <li>How has trade impacted the development of man?</li> </ol>		<ol style="list-style-type: none"> <li>How did Mesopotamia become the center of trade in the Fertile Crescent?</li> <li>What civilizations rose and fell in the Fertile Crescent?</li> <li>How did this region change over time?</li> <li>Why was the development of writing a big step in human history?</li> <li>How have land routes affected pre-historical civilizations?</li> <li>Why were several of the world’s civilizations located on rivers?</li> </ol>	
<b>Related Misconceptions</b>							
All religions are the same.							
<b>Knowledge</b> Students will know...				<b>Skills</b> Students will be able to...			
<ul style="list-style-type: none"> <li>how geography helped shape the civilizations of the Fertile Crescent.</li> <li>how civilizations in Mesopotamia and other areas of the Fertile Crescent affected human history.</li> <li>how historic events shaped the culture and beliefs of people of the Fertile Crescent.</li> <li>how to use key terms to show correct meaning through context.</li> </ul>				<ul style="list-style-type: none"> <li>Organize the given information in regards to the civilization’s location, challenges of problems, and lasting achievements.</li> <li>explain the development of writing in the Fertile Crescent.</li> <li>to create a timeline of major events in the history of the Fertile Crescent.</li> <li>analyze the present conflicts in the region to past conflicts.</li> </ul>			
<b>Key Players/Places</b>				<b>Key Terms</b>			
Hammurabi Sargon	Nebuchadnezzar Hanging Gardens of Babylon	Tigris & Euphrates Rivers	scribe polytheism	cuneiform Ziggurat	code city-state	caravan monotheism	empire

<b>Curriculum Area</b>	Social Studies	<b>Grade Level</b>	7
<b>Title of Unit</b>	Rome	<b>Time Frame</b>	8-9 Weeks
<b>Developed By</b>	Timberlane Regional Middle School, Grade 7 Social Studies Teachers		
<b>Content Standards</b>			
<p><b>SS:CV:8:2.3:</b> Describe ways in which particular events and documents contributed to the evolution of American government, e.g., states' rights, universal suffrage, or civil rights.</p> <p><b>SS:GE:8:4.2:</b> Explain how cooperation and conflict among people contribute to political divisions of Earth's surface, e.g., trade agreements, military pacts, or boundary disputes.</p> <p><b>SS:WH:8:1.1:</b> Explore how leaders have attempted to achieve political legitimacy using methods and rationales, e.g. Divine Right of Kings, military power, or popular elections.</p> <p><b>SS:WH:8:1.3:</b> Explore the use and abuse of power that results in mass murder and genocide, e.g., Carthage by Rome, the conquest of Aztecs, or the Holocaust.</p>			
<p><b>SS:WH:8:3.2:</b> Analyze how architecture has symbolized the values of various societies, e.g., Greco-Roman, Tudor English, or Scandinavian.</p> <p><b>SS:GE:8:2.2:</b> Illustrate the connections among regions, e.g., world trade or regional alliances.</p> <p><b>SS:GE:8:4.1:</b> Describe ways in which physical and human regional systems are interconnected, e.g., canal systems or "hub-and-spoke" airline operations</p> <p><b>SS:HI:8:1.3:</b> Examine how religion has influenced the political life of the nation, e.g., the Know Nothing Party, the temperance movement, or the First Great Awakening.</p>			
<b>Understandings</b>		<b>Essential Questions</b>	
<b>Overarching Understanding</b>		<b>Overarching</b>	<b>Topical</b>
<ol style="list-style-type: none"> <li>1. Political organization has an impact on the growth of an empire.</li> <li>2. Ancient Rome had significant influence on modern society.</li> <li>3. The geography of Europe affected the growth of Rome.</li> <li>4. Technology affected the growth of an empire.</li> </ol>		<ol style="list-style-type: none"> <li>1. What is the relationship between Rome and Christianity?</li> <li>2. What was the difference between the republic and the empire?</li> </ol>	<ol style="list-style-type: none"> <li>1. What resources drove Rome into Europe?</li> <li>2. How was the government of Rome organized?</li> <li>3. What was the extent of the Roman Empire?</li> </ol>
<b>Related Misconceptions</b>			
Influence of popular culture has an impact on student understanding of gladiators.			
<b>Knowledge</b> Students will know...		<b>Skills</b> Students will be able to...	
<ul style="list-style-type: none"> <li>• Who the key players were and their role in Roman history.</li> <li>• The strengths of Roman Architecture.</li> <li>• What building materials, techniques and structures were developed or built.</li> <li>• The impact of Rome on modern society</li> <li>• How Roman armies were able to move through Europe with ease?</li> </ul>		<ul style="list-style-type: none"> <li>• analyze the affect Rome had on modern government, culture, and technology</li> <li>• explain the causes of the fall of Rome and its effect on Europe</li> <li>• compare and contrast the differences between the republic and the empire</li> <li>• identify, examine and evaluate the technological advances which occurred during the Roman Empire</li> <li>• compare the size and location of the Roman Empire to those that came before.</li> <li>• diagram the organization of Roman institutions.</li> </ul>	

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<b>Key Players</b>		<b>Vocabulary</b>		
Julius Caesar Jesus Romulus & Remus	Constantine Diocletian Cleopatra	republic veto senate patrician	plebeian inflation consul dictator	province mercenary aqueduct amphitheater

<b>Curriculum Area</b>	Social Studies	<b>Grade Level</b>	8
<b>Title of Unit</b>	A Nation Emerges	<b>Time Frame</b>	3 weeks
<b>Developed By</b>	Timberlane Regional Middle School, Grade 8 Social Studies Teachers		
<b>Content Standards</b>			
<b>Power Standards</b>			
<p>SS:HI:8:2.5: Investigate the impact of foreign policy on domestic affairs as illustrated in historical events, e.g., the XYZ Affair or the Vietnam War.</p> <p>SS:HI:8:2.1: Explain major attempts to force European powers to recognize and respect the sovereignty of the United States as a new nation, e.g., the Jay Treaty or the War of 1812.</p> <p>SS:HI:8:2.2: Explain major United States efforts to remove European influence from the Western Hemisphere, e.g., the Monroe Doctrine or the Cuban Missile Crisis.</p> <p>SS:HI:8:3.1: Explain how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., manifest destiny, protest movements, or freedom of expression.</p> <p>SS:CV:8:3.1: Illustrate the importance of countries working together to resolve problems, e.g., the United Nations, NATO, or the European Union.</p> <p>SS:CV:8:3.2: Analyze environmental, economic, and technological developments and their impact on society.</p> <p>SS:EC:8:5.2: Identify and explain the impact on trade of government policies, e.g., tariffs, quotas, or embargoes.</p>			
<b>Understandings</b>		<b>Essential Questions</b>	
<b>Overarching Understanding</b>		<b>Overarching</b>	<b>Topical</b>
<ol style="list-style-type: none"> <li>5. Events and actions of foreign policy have had an impact on domestic affairs.</li> <li>6. American democratic ideals and economic motives, and territorial expansion have influenced its foreign policy decisions.</li> <li>7. Actions such as the Jay Treaty and the War of 1812 forced European powers to recognize and respect the sovereignty of the United States as a new nation.</li> <li>8. A sovereign state is one which has uncontested control of the territory within its borders.</li> <li>9. The United States resisted actions that European nations took to assert control over territory in the Western Hemisphere.</li> <li>10. The United States had assistance from Great Britain in enforcing the Monroe Doctrine.</li> <li>11. Government policies have an impact on trade.</li> <li>12. Individual lives are affected by events in the business cycle.</li> <li>13. Political parties are formed as a result of different points of view on the role of government</li> </ol>		<ol style="list-style-type: none"> <li>3. Which democratic ideals, economic motives, and empire building have influenced foreign policy?</li> <li>4. How have economic motives evolved over time?</li> <li>5. In what ways did the actions of the United States succeed or fail in forcing European powers to recognize and respect the sovereignty of the United States as a new nation?</li> </ol>	<ol style="list-style-type: none"> <li>4. What has been the impact of economic, environmental, and technological developments on our society?</li> <li>5. How do events such as a recession or a depression affect individual's lives?</li> </ol>
<b>Related Misconceptions</b>			
<p>Political parties are divisive and do not advance constructive understanding of issues facing the United States.</p>			

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<b>Knowledge</b> Students will know...		<b>Skills</b> Students will be able to...		
<p><b>Major party differences</b>  <b>Accomplishments during first five presidencies</b></p>		<ul style="list-style-type: none"> <li>• Identify democratic ideals and economic motives of foreign policy makers.</li> <li>• Examine the relationship between the US and European powers.</li> <li>• Describe how economic, environmental, and technological development (such as the cotton gin, railroad, industrialization, pollution, and natural resources) affected major events in American history.</li> <li>• The student will develop the social studies skills citizenship requires, including the ability to               <ul style="list-style-type: none"> <li>a) examine and interpret primary and secondary source documents;</li> <li>b) create and explain maps, diagrams, tables, charts, graphs, and spreadsheets;</li> <li>c) analyze political cartoons, political advertisements, pictures, and other graphic media;</li> <li>d) distinguish between relevant and irrelevant information;</li> <li>e) review information for accuracy, separating fact from opinion;</li> <li>f) identify a problem and recommend solutions;</li> <li>g) select and defend positions in writing, discussion, and debate.</li> </ul> </li> </ul>		
<b>Key Players</b>		<b>Key Terms</b>		
Alexander Hamilton Napoleon Bonaparte John Marshall Lewis & Clark Zebulon Pike James Monroe Tecumseh	William Henry Harrison Henry Clay Andrew Jackson Thomas Jefferson James Madison War Hawks	Protective tariff Foreign policy Faction Neutrality	Nullify XYZ Affair Alien & Sedition Acts Impressments	Embargo War of 1812 Treaty of Ghent

<b>Curriculum Area</b>	Social Studies	<b>Grade Level</b>	8
<b>Title of Unit</b>	Government & Constitution	<b>Time Frame</b>	2-3 Weeks
<b>Developed By</b>	Timberlane Regional Middle School, Grade 8 Social Studies Teachers		
<b>Content Standards</b>			
<b>Power Standardsd</b>			
<p>SS:CV:8:2.1: Define the organization and responsibilities of federal government that are set forth in the New Hampshire Constitution, the United States Constitution and their amendments, e.g., Separation of Powers, Division of Powers, or the Bill of Rights.</p> <p>SS:CV:8:2.2: Compare and contrast the structure and major responsibilities and services of government at the local, state, and federal levels as set forth in the New Hampshire Constitution and the United States Constitution, e.g., taxation, transportation, or education.</p> <p>SS:CV:8:2.3: Describe ways in which particular events and documents contributed to the evolution of American government, e.g., states' rights, universal suffrage, or civil rights.</p> <p>SS:CV:8:1.1: Explain why limiting the powers of government is essential for the protection of individual rights.</p> <p>SS:CV:8:1.2: Analyze the major arguments for and against representative government as distinguished from direct democracy, and discuss how, in a representative democracy, minority rights are protected.</p> <p>SS:CV:8:2.4: Explain the legislative and political processes by which a bill becomes a law or government policy is established at the local, state, and federal levels, e.g., citizen petitions or conference committees.</p> <p>SS:EC:8:4.2: Identify the different ways in which income can be redistributed, e.g., taxes, welfare, or government loans</p> <p>SS:HI:8:1.2: Describe the role New Hampshire voters have played in our nation's presidential primaries and elections.</p> <p>SS:EC:8:5.2: Identify and explain the impact on trade of government policies, e.g., tariffs, quotas, or embargoes.</p> <p>SS:HI:8:3.1: Explain how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., manifest destiny, protest movements, or freedom of expression.</p> <p>SS:EC:8:2.2: Explain the elements of entrepreneurship, e.g., idea development, risk-taking, or management skills.</p> <p>SS:EC:8:6.2: Describe the rights and responsibilities of buyers and sellers in a free market economy.</p>			

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<b>Understandings</b>	<b>Essential Questions</b>	
<b>Overarching Understanding</b>	<b>Overarching</b>	<b>Topical</b>
<ol style="list-style-type: none"> <li>1. The Articles of Confederation was a constitution written during the American Revolution to establish the powers of the new national government</li> <li>2. The Constitution of the United States of America establishes and protects the citizen's fundamental rights and liberties.</li> <li>3. The Bill of Rights provided a written guarantee of individual rights.</li> <li>4. Political parties play a key role in government and provide opportunities for citizens to participate in the political process</li> <li>5. A two-party system characterizes the American political process. Although third parties rarely win elections, they play an important role in public politics.</li> <li>6. Separating power among the legislative, executive, and judicial branches helps prevent any one branch from abusing its power. A system of checks and balances gives each of the three branches of government ways to limit the powers of the other branches.</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the fundamental political principles that have shaped government in the United States?</li> <li>2. What roles do political parties play in the American political process?</li> <li>3. How are the major political parties similar, and how do they differ?</li> <li>4. How do the separation of power and checks and balances protect against an abuse of power by any one branch of the government? How does limiting the power of government protect individual rights?</li> <li>5. How has the US Constitution provided for a political voice for all the people?</li> <li>6. How do individuals participate in civic activities to protect and enhance their individual rights, freedoms, and quality of life?</li> <li>7. How did the failures of the Articles of Confederation lead to the development of federalism in the US Constitution?</li> </ol>	<ol style="list-style-type: none"> <li>1. How have the votes of New Hampshire citizens in their presidential primary affected the course of presidential politics?</li> <li>2. How can our federal and state governments remain flexible in response to social evolution?</li> <li>3. How can a tariff, quota or embargo affect international trade?</li> <li>4. What are some examples of art, music and literature that influence or are influenced by different time periods?</li> <li>5. What were the basic principles of governments stated in the Constitution of the United States of America and Bill of Rights?</li> <li>6. What fundamental rights and liberties are guaranteed in the First and Fourteenth Amendments to the Constitution of the United States of America?</li> </ol>
<b>Related Misconceptions</b>		

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<b>Knowledge</b> Students will know...		<b>Skills</b> Students will be able to...		
<p><b>Articles of Confederation</b>  <b>Basic principles of government</b>  <b>Bill of Rights</b>  <b>Fundamental political principles</b></p>		<ul style="list-style-type: none"> <li>• Identify the powers given to the state and federal gov't.</li> <li>• Identify the rights of individuals.</li> <li>• Compare/Contrast the federal and state power of gov't.</li> <li>• Evaluate why representative democracy is better than a direct democracy.</li> <li>• Compare/contrast each type of democracy.</li> <li>• Identify the powers of the 3 branches of government.</li> <li>• Compare/contrast division of powers granted to the state &amp; federal gov't in the constitution.</li> <li>• Explain how competing perceptions of state versus federal powers lead to the Civil War?</li> <li>• Provide examples of how the US cooperated with other countries to achieve foreign policy objectives. (example, Louisiana Purchase, Monroe Doctrine, Jay's Treaty).</li> <li>• Describe ways in which social events changed the Constitution, and, in turn, the structure of the government and the rights protected by the government</li> <li>• Identify elements of historical ideas, values and conflicts that have been incorporated into American Literature.</li> <li>• Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history.</li> <li>• Interpret ideas and events from different historical perspectives.</li> </ul>		
<b>Key Players</b>		<b>Vocabulary</b>		
<p>Daniel Shays                      Roger Sherman                      James Madison*                      William Patterson                      Ben Franklin*                      John Locke</p>	<p>Montesquieu                      Alexander Hamilton*                      John Jay</p>	<p>Constitution                      confederation                      federalism                      Articles of Confederation                      Shay's Rebellion                      Legislative, executive,                      judicial branches</p>	<p>Great compromise                      3/5 compromise                      Republic                      Separation of powers                      Electoral college</p>	<p>Checks &amp; balances                      Judicial review                      Bill of rights                      Representative government</p>