

### **Our Mission**

The mission of the Haddonfield Middle School is to teach, guide, and nurture young adolescents. In partnership with parents and the community, we strive to create a school where students want to learn and see the benefit of their learning. We help students become independent learners, responsible decision-makers, and thoughtful citizens. We provide a comprehensive curriculum that integrates learning – academic, artistic, technological, and athletic – with life. Recognizing the developmental characteristics unique to our students, we build on the foundation of elementary education, and with mutual respect, prepare students for high school and a changing world.

### **Our Vision**

Improve academic and developmental outcomes for all students in grades 6-8 through careful identification of best practices using relevant data in order to prepare students to be lifelong learners ready for high school, college, career, and citizenship.

### **Social Studies**

The purpose of the HMS Social Studies program is to prepare young people to be humane, rational, and participative citizens in a complex, multicultural, rapidly changing, and interdependent world. In order to understand how the world is an integrated system, students must examine the past, present, and future, and think, feel and act from a perspective that is global rather than narrowly personal, regional or national. With an emphasis on critical thinking, the Social Studies department will be emphasizing the use of primary and secondary source analysis from grades 6-8.

Social Studies 7 builds upon the skills introduced in grade 6 Social Studies. Following the exploration of the Ancient World, 7th grade Social Studies begins with the rise and decline of Rome, late antiquity and the Medieval world, and then explores the civilizations from Europe, Africa, and the Middle East to Asia and the Americas.

**SEPTEMBER/OCTOBER**

**ANCIENT ROME**

**Enduring Understandings (*The big ideas*)**

- Rome's location on the Italian Peninsula brought it in contact with the Etruscans and the Greeks, who influenced Roman culture in the fields of engineering, sports, architecture, writing, art, and religion.
- A long struggle for power in the early Republic was between a small elite who had power and wealth, the patricians, and the majority of Romans, plebeians, who had no voice in the government.
- The increase of Rome's power happened gradually and came at a price - the loss of the Republic
- Daily life drastically differed for the rich and the poor and also varied greatly for men and women.
- Christianity began in the Middle East and by 380 BCE was the official religion of the Roman Empire
- Rome's influence survives in areas such as modern art, architecture, engineering, language, philosophy, and law, and still continue to shape the modern world.

**Essential Questions:**

- How did the Etruscans and the Greeks influence Rome?
- What were the characteristics of the Roman Republic and how did they change over time?
- How did wealth affect daily life in the Roman Empire?
- Did the benefits of Roman Expansion outweigh the costs?
- How did Christianity originate and spread?
- How are Christian lives shaped by the beliefs and practices of Christianity?
- To what extent does ancient Rome influence us today?

Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<p>The legend of Rome and how it established cultural identity for Romans.</p> <p>What the Romans borrowed from the Etruscans and Greek</p> <p>How the Romans overthrew the Etruscans and created a republic</p>	<p>Determine how geography and the availability of natural resources influenced the development of Rome and provided motivation for expansion. (6.2.8.B.3.a)</p> <p>Compare and contrast social hierarchies in Rome as they relate to power, wealth, and equality. (6.2.8.D.3.a)</p>	<p>Read alouds and note taking</p> <p>Completion of T-charts and venn diagram.</p> <p>Interactive lessons contained in digital student notebook of History Alive The Ancient World</p>	<p>Formative Assessments Daily – observations, questioning, student self assessments, exit slips, etc</p> <p>Diagnostic and Summative Assessments:</p> <ul style="list-style-type: none"> <li>• Quiz: Multiple Choice and Short Answers</li> <li>• TEST</li> </ul>

<p>The roles of the plebeians and patricians, and how the plebs gained near-equity</p> <p>The four main periods of Roman expansion and the costs and benefits of:</p> <ul style="list-style-type: none"> <li>• Conquest of the Italian Peninsula</li> <li>• Punic Wars</li> <li>• The Final Years of the Republic</li> <li>• Transformation from Republic to Empire</li> </ul> <p>The difference between how the wealthy and how the poor experience varying aspects of ancient Roman daily life, such as:</p> <ul style="list-style-type: none"> <li>• education</li> <li>• family life</li> <li>• cuisine</li> <li>• housing</li> <li>• law and order</li> <li>• religion</li> <li>• recreation</li> </ul> <p>The origins,tenets, beliefs and spread of Christianity</p> <p>How aspects of Roman culture, such as art and language, influence modern life</p>	<p>Compare and contrast the tenets of Christianity with other religions, and its pattern of expansion (6.2.8.D.3.d)</p> <p>Analyze the role of religion and economics in shaping Rome's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of the wealthy and poor women and men. (6.2.8.D.4.a)</p> <p>Cite specific textual evidence to support analysis of primary source from Ancient Rome (LA.6-8.RH.6-8.1)</p> <p>Determine the central ideas or information of different periods of expansion and provide an accurate summary of the source.(LA.6-8.RH.6-8.2)</p> <p>Write informative/explanatory texts about the significant historical events of Roman History (LA.6-8.WHST.6-8.2 )</p>	<p>Think-Pair-Share using stations (reading and note taking), along with cartoon-captioning</p> <p>Collaborative group work and problems solving (create commemorative columns)</p> <p>Use of Google Earth and VR technology (Rome Reborn Project)</p> <p>Game-based learning (Rome to Home Scattergories,)</p> <p>Use of piktochart, digital storyboard, and other online resources.</p> <p>Jigsaw activities.</p> <p>Flipped instruction as appropriate</p> <p>timeline development</p> <p>DBQ on the “fal” of Rome.</p>	<ul style="list-style-type: none"> <li>• Explanatory Paragraphs</li> <li>• Document Based Questions (DBQ)</li> </ul> <p>Performance Assessments</p> <ul style="list-style-type: none"> <li>• column creation detailing expansion</li> <li>• dialogue creation and role play Roman life</li> <li>• digital portfolio on Roman achievements linked to today</li> <li>• designing Etruscan coins to reflect influences on Rome</li> </ul>
<p><b>Resources:</b> Chromebook , Google Classroom, Google Docs &amp; Forms, Piktochart, and History Alive Ancient World digital textbook</p> <p><b>Technology Standards:</b>8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem (Roman Empire - Transformation of Fall?)</p>			

**NOVEMBER**

**MEDIEVAL TIMES IN EUROPE**

**Enduring Understandings (*The big ideas*)**

- The fall of the Roman Empire led to a time of unknown and danger. Europeans developed the system of feudalism to help provide stability and safety.
- The Roman Catholic Church was pivotal in daily life in medieval western Europe after the decline of the Roman Empire.
- Europeans moved from the countryside into towns by 1200. Towns experienced trade, crime, disease, and varying lifestyles.
- Joan of Arc played a central role in changing old European traditions.
- New political developments, the Bubonic Plague, and the Hundred Years' War led to the decline of feudalism in Europe during the late Middle Ages.
- The eastern part of Rome became the Byzantine Empire and formed the Eastern Orthodox Church.

**Essential Questions:**

- How well did feudalism establish order in Europe in the Middle Ages?
- How influential was the Roman Catholic Church in medieval Europe?
- What was life like in medieval European towns?
- How did events in Europe contribute to the decline of feudalism and the rise of democratic thought?
- How did the Byzantine Empire develop and form its own distinctive church?

Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<p>The social structure of feudalism and how it provided stability and protected property.</p> <p>How the Church's value was seen in art, architecture, education, and holidays.</p>	<p>Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. (6.2.8.A.4.a)</p> <p>Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions. (6.2.8.A.4.c)</p>	<p>Read alouds and note taking</p> <p>Completion of T-charts and venn diagram.</p> <p>Interactive lessons contained in digital student notebook of History Alive The Ancient World</p>	<p>Formative Assessments Daily – observations, questioning, student self assessments, exit slips, etc</p> <p>Diagnostic and Summative Assessments:</p> <ul style="list-style-type: none"> <li>• Quiz: Multiple Choice and Short Answers</li> <li>• TEST</li> <li>• Explanatory Paragraphs</li> <li>• Analysis of primary sources</li> </ul>

<p>That Europeans expressed their faith by becoming fairs or nuns and fighting in the Crusades.</p> <p>How trade and newly formed guilds built the economy.</p> <p>Why daily life differed for certain groups of people.</p> <p>Crime and disease infiltrated European towns.</p> <p>The key events that led to the decline of feudalism:</p> <ul style="list-style-type: none"> <li>• Magna Carta established liberties.</li> <li>• Parliament included more people in the government/</li> <li>• The Bubonic Plague killed 1/3 of Europe's population.</li> <li>• The Hundred Years' War reduced the importance of nobles and knights.</li> </ul> <p>Why the Byzantine Empire formed and contributed to the founding of the Eastern Orthodox Church.</p>	<p>Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. (6.2.8.B.4.a)</p> <p>Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges. (6.2.8.B.4.e)</p> <p>Explain how the geographies and climates of Europe, influenced their economic development and interaction or isolation with other societies. (6.2.8.B.4.f)</p> <p>Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas). (6.2.8.C.4.a).</p> <p>Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people. (6.2.8.D.4. a)</p> <p>Assess the demographic, economic, and religious impact of the plague on Europe. (6.2.8.D.4.c)</p> <p>Determine which events led to the rise and eventual decline of European feudalism. (6.2.8.D.4.d).</p>	<p>Think-Pair-Share using stations (reading and note taking), along with cartoon-captioning</p> <p>Role-playing simulations to showcase feudalism</p> <p>Map reading to determine feudalism's effectiveness</p> <p>Visiting stations based on famous medieval European sites</p> <p>Analysis of artwork</p> <p>Use of piktochart, digital storyboard, and other online resources.</p> <p>Jigsaw activities.</p> <p>Flipped instruction as appropriate</p> <p>Timeline development</p>	<p>Performance Assessments</p> <ul style="list-style-type: none"> <li>• Develop a report card for feudalism</li> <li>• Perform dramatizations about daily life in medieval Europe</li> <li>• Write a first person diary entry</li> <li>• Construct a cartoon depicting feudal roles</li> <li>• Design a real estate slogan for Constantinople</li> </ul>
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<p>How the Justinian Code made a lasting impression in the world today.</p>	<p>Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. (6.2.8.D.4.f)</p> <p>Evaluate the importance and enduring legacy of the major achievements of the people living in Europe over time. (6.2.8.D.4.g)</p> <p>Cite specific textual evidence to support analysis of Charlemagne's reign (LA.6-8.RH.6-8.1)</p> <p>Determine the central ideas or information of <i>Life of Charlemagne</i> and provide an accurate summary of the source.(LA.6-8.RH.6-8.2)</p>		
<p><b>Resources::</b>Chromebook , Google Classroom, Google Docs &amp; Forms and History Alive Ancient World digital textbook</p> <p><b>Technology Standards:</b> 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a theory (Feudalism)</p>			

## DECEMBER

### ISLAM IN MEDIEVAL TIMES

#### Enduring Understandings (*The big ideas*)

- The Arabian Peninsula's harsh environment affected people's way of life.
- Muhammad and his followers united the Arabian peninsula by spreading Islam.
- Islam is one of the most practiced religions in the world today.
- Islamic culture has left a lasting impact on a variety of fields.
- The Crusades were a series of wars between European Christians and Middle Eastern Muslims over the Holy Land, and it affected different groups of people.

#### Essential Questions:

- How did Islam originate and spread?
- How do Muslim beliefs and practices of Islam shape Muslims' lives?
- What important innovations and adaptations did medieval Muslims make?
- How did the Crusades affect the lives of Christians, Muslims, and Jews?

Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<p>Before Islam, the Arabian Peninsula was not united politically, but it was culturally.</p> <p>The adaptations people made due to the environment of the Arabian Peninsula.</p> <p>The life of Muhammad and his role in the founding and spread of Islam.</p> <p>The Four Caliphs &amp; the Umayyad Dynasty expanded the borders of Arabia under Islamic rule.</p>	<ul style="list-style-type: none"> <li>• Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations (6.2.8.A.4.a).</li> <li>• Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world (6.2.8.B.4.a).</li> </ul>	<p>Read alouds and note taking.</p> <p>Completion of T-charts and venn diagram.</p> <p>Interactive lessons contained in digital student notebook of History Alive The Medieval World.</p> <p>Think-Pair-Share activity.</p> <p>Jigsaw stations.</p> <p>Arab nomad simulation.</p>	<p>Formative Assessments Daily – observations, questioning, student self assessments, exit slips, etc</p> <p>Diagnostic and Summative Assessments:</p> <ul style="list-style-type: none"> <li>• Quiz: Multiple Choice and Short Answers</li> <li>• TEST</li> <li>• Explanatory Paragraphs</li> <li>• Document Based Questions (DBQ)</li> </ul>

<p>Islam, Judaism, and Christianity share many similarities.</p> <p>The Qur'an, the Sunnah, and the Five Pillars of Islam guide Muslim faith.</p> <p>Shari'ah is Islamic law that covers practices of daily life.</p> <p>Muslims came into contact with other people in Asia and Europe, which led to new advancements. Ex. architecture, science, math, medicine, literature, education, and the arts.</p> <p>European nations waged the Crusades to repel the Muslim and retake the Holy Land.</p> <p>The Crusades impacted Christians, Muslims, and Jews.</p> <p>The Mongols, Mughals, and Ottomans contributed to the further spread of Islam.</p>	<ul style="list-style-type: none"> <li>● Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia (6.2.8.B.4.d).</li> <li>● Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted 39 scientific thought and the arts (6.2.8.C.4.b).</li> <li>● Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders (6.2.8.D.4.b).</li> <li>● Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe (6.2.8.D.4.f).</li> <li>● Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time (6.2.8.D.4.g).</li> </ul>	<p>Gallery walk and note recording.</p> <p>Cause and effect charts.</p> <p>Political cartoons.</p> <p>Flipped instruction as appropriate</p> <p>timeline development</p>	<p>Performance Assessments:</p> <ul style="list-style-type: none"> <li>● Arabian Peninsula real estate poster.</li> <li>● Analysis of a timeline.</li> <li>● Map identification and analysis.</li> <li>● News article on Crusades.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Cite specific textual evidence to support analysis of the spread of Islam (LA.6-8.RH.6-8.1)</li> <li>• Determine the central ideas or information and provide an accurate summary of the source.(LA.6-8.RH.6-8.2)</li> <li>• Write informative/explanatory texts (LA.6-8.WHST.6-8.2 ).</li> </ul>		
<p><b>Resources:</b>Chromebook , Google Classroom, Google Docs &amp; Forms and History Alive digital textbook</p> <p><b>Technology Standards:</b> 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability (real estate infograph/digital poster)</p>			

REVISED November 2018:		JANUARY	
CULTURE AND KINGDOM OF WEST AFRICA			
<b>Enduring Understandings (<i>The big ideas</i>)</b> <ul style="list-style-type: none"><li>• Geography and trade contributed to the growth of early kingdoms and empires in West Africa, such as Ghana and Mali.</li><li>• Islam left a last impression on West African culture in the arts, law, and education.</li><li>• Cultural achievements, like traditions and the arts, made in West Africa are still influential today.</li></ul>			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What was the most significant factor in the development of early societies in West Africa?</li><li>• To what extent did trans-Saharan trade lead to Ghana’s wealth and success?</li><li>• In what ways did Islam influence West Africa society?</li><li>• In what ways do the cultural achievements of West Africa influence our culture today?</li></ul>			
Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
The relationship between the Niger River, trade, and development of communities in West Africa.  The characteristics of the forest, desert, savanna, and Sahel.  The growth of towns and cities resulted in more efficient communities and, eventually, kingdoms.  Kingdoms like Ghana and Mali built its power and wealth on trade, specifically gold and salt.  Silent bartering was a method used to trade goods.	<ul style="list-style-type: none"><li>• Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations (6.2.8.A.4.a).</li><li>• Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world (6.2.8.B.4.a).</li><li>• Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation,</li></ul>	Jigsaw.  Flipped instruction as appropriate.  Think-Pair-Share.  Interactive note-taking.  Gallery walk on both Islamic influences then and now.  Problem-solving simulation in vegetation regions of Africa.  Trade rank list.  Role-playing simulation centered on gold and salt trade.	Formative Assessments Daily – observations, questioning, student self assessments, exit slips, etc  Diagnostic and Summative Assessments: <ul style="list-style-type: none"><li>• Quiz: Multiple Choice and Short Answers</li><li>• TEST</li><li>• Explanatory Paragraphs</li><li>• Document Based Questions (DBQ)</li></ul> Performance Assessments: <ul style="list-style-type: none"><li>• Travel video.</li><li>• Cartoon strip.</li></ul>

<p>Loss of natural resources and war led to the decline of African kingdoms.</p> <p>Contact with the outside world brought Islam to Africa.</p> <ul style="list-style-type: none"> <li>Adhered to the Five Pillars of Islam &amp; celebrated Muslim holidays.</li> <li>Shari'ah law.</li> <li>Emphasized learning at Islamic schools in Timbuktu.</li> <li>Arabic became the main language.</li> <li>Geometric styles and mosques changed architecture.</li> </ul> <p>Influences that Islam has on contemporary West Africa.</p> <p>The importance of written and oral traditions.</p> <p>Music and visual arts are cultural achievements in West Africa.</p> <ul style="list-style-type: none"> <li>Call &amp; response songs.</li> <li>Drums, dancing, and traditional instruments.</li> <li>Sculpting, mask-making, and textiles.</li> <li>Kente cloth.</li> </ul>	<p>communication, and the development of international trade centers (6.2.8.B.4.b).</p> <ul style="list-style-type: none"> <li>Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion ( 6.2.8.B.4.c ).</li> <li>Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia (6.2.8.B.4.d).</li> <li>Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges ( 6.2.8.B.4.e).</li> <li>Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation</li> </ul>	<p>Listen to and learn a call and response song.</p> <p>Hear a West African tale and dramatize it.</p> <p>timeline development</p>	<ul style="list-style-type: none"> <li>Analysis of primary sources.</li> <li>Identify sensory statements for sensory figure.</li> <li>Graph creation.</li> <li>Report card for Askia Muhammad.</li> <li>Museum display.</li> <li>Word web.</li> <li>Compose a song.</li> <li>Mask making.</li> </ul>
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	<p>with other societies (6.2.8.B.4.f).</p> <ul style="list-style-type: none"> <li>Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people (6.2.8.D.4.a).</li> <li>Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time (6.2.8.D.4.g).</li> <li>Cite specific textual evidence to support analysis of a primary source (LA.6-8.RH.6-8.1)</li> <li>Determine the central ideas or information and provide an accurate summary of the source.(LA.6-8.RH.6-8.2)</li> <li>Write informative/explanatory texts (LA.6-8.WHST.6-8.2 ).</li> </ul>		
<p><b>Resources:</b> Chromebook , Google Classroom, Google Docs &amp; Forms, Piktochart, and History Alive Ancient World digital textbook</p> <p><b>Technology Standards:</b> 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results (changes in the Arabian Peninsula)</p>			

**IMPERIAL CHINA****Enduring Understandings (*The big ideas*)**

- Chinese emperors relied on bureaucracy to help them govern and used various methods to select officials.
- Contributions from the Tang and Song dynasties resulted in changes in agriculture, trade and commerce, and urbanization.
- Chinese inventions in exploration, industry, military technology, and medicine continue to impact our lives today.
- Chinese rulers either welcomed to rejected foreign relations, depending on the policies of a specific dynasty.

**Essential Questions:**

- Which method of selecting officials led to the best leaders of China?
- How did the Chinese improve their economy during the Tang and Song dynasties?
- How have medieval Chinese discoveries and inventions influenced the modern world?
- How did foreign-contact policies of three medieval Chinese dynasties affect China?

Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<p>China was ruled under an imperial government by dynasties.</p> <p>Aristocracy had an early influence on Chinese government.</p> <p>Civil service examinations.</p> <ul style="list-style-type: none"> <li>• Based on Confucianism.</li> <li>• Selected government officials.</li> <li>• Used differently under each dynasty.</li> </ul> <p>Rice became China's most important crop.</p>	<ul style="list-style-type: none"> <li>• Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world (6.2.8.B.4.a).</li> <li>• Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers (6.2.8.B.4.b).</li> </ul>	<p>Jigsaw.</p> <p>Flipped instruction as appropriate.</p> <p>Think-Pair-Share.</p> <p>Interactive note-taking.</p> <p>In an experiential exercise, students take on the roles of various members of government to debate which type of civil servants would be best to help the emperor govern China.</p> <p>In a visual activity, students analyze images of medieval China</p>	<p>Formative Assessments Daily – observations, questioning, student self assessments, exit slips, notes, etc</p> <p>Diagnostic and Summative Assessments:</p> <ul style="list-style-type: none"> <li>• Quiz: Multiple Choice and Short Answers</li> <li>• TEST</li> <li>• Explanatory Paragraphs</li> <li>• Document Based Questions (DBQ)</li> </ul> <p>Performance Assessments:</p>

<ul style="list-style-type: none"> <li>Improved farming resulted in more production.</li> <li>Supported larger population.</li> <li>Stimulated economy.</li> </ul> <p>Improvements in navigation and trade was helped by networks of rivers and canals.</p> <p>Changes in agriculture and the growth of trade resulted in urbanization.</p> <p>Chinese discoveries extended far beyond China.</p> <ul style="list-style-type: none"> <li>Magnetic compass, paddlewheel boats, canal locks, and arch bridges improved travel.</li> <li>Advances in papermaking and printing spread learning.</li> <li>Developed gunpowder and rockets.</li> <li>Game cards, paper money, and mechanical clocks enriched daily life.</li> <li>Disinfectants and steam slowed the spread of disease.</li> </ul> <p>Foreign policy depended on which dynasty governed.</p>	<ul style="list-style-type: none"> <li>Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges (6.2.8.B.4.e).</li> <li>Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies (6.2.8.B.4.f).</li> <li>Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas) (6.2.8.C.4.a).</li> <li>Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people (6.2.8.D.4.a).</li> </ul>	<p>in order to learn about the changes that occurred in agriculture, commerce, and urbanization during the Tang and Song dynasties.</p> <p>Learning how to write Chinese characters for important achievements.</p> <p>Rank the significance of each Chinese cultural achievement on a spectrum.</p> <p>Gallery walk on different products and technologies from Quanzhou.</p> <p>Debate the benefits and drawbacks of an open-door versus closed-door policy.</p> <p>Distinguish fact from opinion in a Marco Polo autobiography.</p> <p>timeline development</p>	<ul style="list-style-type: none"> <li>Advertisement: TV commercial, bumper sticker, flyer, etc.</li> <li>Create a scroll that celebrates Chinese discoveries and inventions.</li> <li>Write a proclamation regarding foreign policy from the perspective of a Ming emperor.</li> <li>Read a narrative on Zheng He's life and write an autobiography on themselves.</li> <li>Write a poem based on a loved place similar to an example from Li Bai.</li> <li>Create a wanted poster for a Chinese emperor.</li> </ul>
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<ul style="list-style-type: none"> <li>• During the Tang dynasty, goods and ideas came into China but the Chinese grew to resent foreign influences.</li> <li>• During the Yuan dynasty, cultural exchange flourished but the Chinese resented non-Chinese rulers.</li> <li>• During the Ming dynasty, people were originally encouraged to explore but eventually discouraged travel and foreign contact.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty (6.2.8.D.4.e).</li> <li>• Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time (6.2.8.D.4.g).</li> <li>• Cite specific textual evidence to support analysis of a primary source (LA.6-8.RH.6-8.1)</li> <li>• Determine the central ideas or information and provide an accurate summary of the source.(LA.6-8.RH.6-8.2)</li> <li>• Write informative/explanatory texts (LA.6-8.WHST.6-8.2 ).</li> </ul>		
<p><b>Resources::</b> Chromebook, Google Classroom, Google Suite and History Alive Medieval World digital textbook</p> <p><b>Technology Standards:</b> 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (Chinese cultural achievements)</p>			

**JAPAN DURING MEDIEVAL TIMES****Enduring Understandings (*The big ideas*)**

- The Japanese created a unique civilization because it adapted and acquired elements of other Asian cultures, including government, urbanization, religion, writing, literature, and the arts.
- The effects of Japan's "Golden Age," called the Heian period, are still felt today.
- Japanese leadership shifted from rich aristocratic families to the military.
- The samurai dominated Japan for nearly 700 years as shoguns and daimyos, and developed their own culture.

**Essential Questions:**

- In what ways did neighboring cultures influence Japan?
- What was life like for aristocrats during the Heian period?
- What was the role of the samurai in the military society of medieval Japan?

Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<p>Japan's geographic proximity to China, Korea, and India played a role in its cultural convergence.</p> <p>The Japanese created a unique culture by acquiring and adapting elements found in China, Korea, and India.</p> <ul style="list-style-type: none"> <li>• Bureaucratic government.</li> <li>• Buddhism.</li> <li>• Kanji and kana are words and sounds. Tanka is poetry.</li> <li>• Stupas inspired architecture pagodas.</li> <li>• New kinds of music like gagaku.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order (6.2.8.A.4.b).</li> <li>• Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world (6.2.8.B.4.a).</li> <li>• Analyze the motivations for civilizations to modify the environment, determine the positive</li> </ul>	<p>Jigsaw.</p> <p>Flipped instruction as appropriate.</p> <p>Think-Pair-Share.</p> <p>Interactive note-taking.</p> <p>Samurai school.</p> <p>Venn diagrams.</p> <p>Dialogue between a samurai and Beowulf.</p>	<p>Formative Assessments Daily – observations, questioning, student self assessments, exit slips, notes, etc</p> <p>Diagnostic and Summative Assessments:</p> <ul style="list-style-type: none"> <li>• Quiz: Multiple Choice and Short Answers</li> <li>• TEST</li> <li>• Explanatory Paragraphs</li> <li>• Document Based Questions (DBQ)</li> </ul> <p>Performance Assessments:</p> <ul style="list-style-type: none"> <li>• Develop a class schedule for a samurai.</li> </ul>



<p>Aristocrats, like the Fujiwara family, were born into their social class and dominated politics and wealth.</p> <p>Heian period marked a “Golden Age.”</p> <ul style="list-style-type: none"> <li>• New works of sculpting, literature, and painting.</li> <li>• Influence still felt today, particularly in literature and drama.</li> <li>• Period ended in civil war and the rise of military leaders.</li> </ul> <p><i>The Tale of Genji</i> has a significant influence on modern Japanese culture.</p> <p>Samurai, serving as shoguns and daimyos, rose to power and created their own culture.</p> <ul style="list-style-type: none"> <li>• Zen Buddhism focused samurai.</li> <li>• Wore unique armor and fought with a variety of weapons.</li> <li>• Studied the arts and a complex tea ceremony.</li> <li>• Lived by a code of bushido.</li> <li>• Samurai women were prevalent but status soon declined.</li> <li>• Resembled feudalism.</li> <li>• Effects still present today.</li> </ul>	<p>and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges (6.2.8.B.4.e).</p> <ul style="list-style-type: none"> <li>• Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies (6.2.8.B.4.f).</li> <li>• Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas) (6.2.8.C.4.a).</li> <li>• Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people (6.2.8.D.4.a).</li> <li>• Evaluate the importance and enduring legacy of the major achievements of the people living Asia,</li> </ul>	<p>Graphic organizer on culture exchange between Japan, China, and Korea.</p> <p>Examine a list of items and determine if they originated from the United States or Asia.</p> <p>Play a matching game to connect cultural aspects of Japan to their country of origin.</p> <p>Gallery walk.</p> <p>Explore an aristocrat’s home to gain insight into their daily lives.</p> <p>timeline development</p>	<ul style="list-style-type: none"> <li>• Design a commemorative plaque.</li> <li>• Write a diary entry.</li> <li>• Craft a constitution for a government.</li> </ul>
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	<p>Africa (Islam), Europe and the Americas over time (6.2.8.D.4.g).</p> <ul style="list-style-type: none"> <li>• Cite specific textual evidence to support analysis of a primary source (LA.6-8.RH.6-8.1)</li> <li>• Determine the central ideas or information and provide an accurate summary of the source.(LA.6-8.RH.6-8.2)</li> <li>• Write informative/explanatory texts (LA.6-8.WHST.6-8.2).</li> </ul>		
<p><b>Resources:</b>Chromebook, Google Classroom, Google Suite and History Alive Medieval World digital textbook</p> <p><b>Technology Standards:</b> 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. (Samurai School curriculum and schedule)</p>			

**CIVILIZATIONS OF THE AMERICAS****Enduring Understandings (*The big ideas*)**

- Aspects of Mayan culture - The Development of Maya Civilization , Class Structure and Family Life, Religious Beliefs and Practices, and Agricultural Techniques
- The rise of the Aztecs from a band of nomads to the masters of a great empire - from the Valley of Mexico in the mid-1200s C.E., the building of their great capital, Tenochtitlán around 1325, and their 100 year empire
- Daily life in Tenochtitlan - class structure, marriage, food, religion, recreation
- The rise of the Inca Empire, its class structure, family life and religion, and its relationships with other people
- Great achievements - their writing system, calendar, knowledge of astronomy, and architecture of the Mayas, the great capital city of the Aztecs, and the engineering and medicine of the Incas

**Essential Questions:**

- What led to the rise, flourishing, and fall of the Maya civilization?
- How did the Aztecs rise to power?
- What was daily life like for Aztecs in Tenochtitlán?
- How did the Incas manage their large and remote empire?
- What were the significant achievements of the Maya, Aztecs, and Incas?

Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<p>The causes and effects of the rise and fall of the Maya civilization.</p> <p>The structure of Maya society, and the roles and functions of each class</p> <p>The political and geographic features of the Maya civilization.</p>	<p>Analyze the role of religion and other means Mayan, Incan and Aztec rulers used to unify and centrally govern. .SOC.6.2.8.A.4.a</p> <p>Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.SOC.6.2.8.B.4.a</p> <p>Explain how the geographies and climates of the Americas influenced their economic development and interaction or isolation with other societies. SOC.6.2.8.B.4.f</p>	<p>Complete an authentic task using a Sacred Round. Interpret the meaning of the Sacred Round to solve four problems of Maya culture.</p> <p>Create glyphs to represent four important aspects of Maya culture.</p> <p>Analyze several images to learn about the development of the Aztec Empire.</p>	<p>Formative Assessments Daily – observations, questioning, student self assessments, exit slips, etc</p> <p>Diagnostic and Summative Assessments:</p> <ul style="list-style-type: none"> <li>• Quiz: Multiple Choice and Short Answers</li> <li>• TEST</li> <li>• explanatory and argumentative writing</li> </ul>

<p>Various theories to explain the sudden fall of the Maya civilization.</p> <p>The origins of the Aztecs, how they arrived and survived in the Valley of Mexico, and the legend of their empire's beginnings.</p> <p>How the Aztecs built their capital of Tenochtitlán and its main features</p> <p>Aztec warfare and other methods the Aztecs used to create and maintain their empire.</p> <p>How the Incas adapted from other cultures</p> <p>Various aspects of Incan civilization and culture, including class structure, family life, religion, and warfare.</p> <p>Evaluate major achievements</p>	<p>Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of and fall of the Mayan, Incan and Aztec empires SOC.6.2.8.B.4.a</p> <p>Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people. SOC.6.2.8.D.4.a</p> <p>Evaluate the importance and enduring legacy of the major achievements of the Mayan, Incan and Aztec empires .SOC.6.2.8.D.4.g</p> <p>Cite specific textual evidence to support analysis of sources regarding the causes and reasons for the rise and fall of these civilizations LA.6-8.RH.6-8.1</p> <p>Determine the central ideas or information of a primary or secondary source regarding descriptions of each civilization's culture,, providing an accurate summary of the source distinct from prior knowledge or opinions.LA.6-8.RH.6-8.2</p> <p>Write informative/explanatory texts, including the origin and advances of the of one of the three cultures .LA.6-8.WHST.6-8.2</p> <p>Write arguments focused on the theories behind the fall of the Aztec empire LA.6-8.WHST.6-8.1</p>	<p>Design a flag depicting important details about the Aztec empire.</p> <p>Simulate relaying a message from one part of the Incan empire to another by passing a message down a line of students.</p> <p>Complete two Venn diagrams comparing and contrasting aspects of the Incan civilization to your own society.</p> <p>Analyze an image of the geography of the Incan empire</p> <p>Read-alouds</p> <p>Note taking</p> <p>Think-pair-share</p> <p>jigsaw</p> <p>timeline development</p> <p>Writing explanatory or argumentative paragraphs to answer essential questions</p> <p>Flipped instruction as appropriate</p>	<p>Performance Assessments</p> <ul style="list-style-type: none"> <li>● Complete an authentic task using a Sacred Round. Interpret the meaning of the Sacred Round to solve four problems of Maya culture.</li> <li>● Create an infographic of the Development of the Aztec empire</li> </ul>
<p><b>Resources:</b> Chromebook, Google Classroom, Google Suite and History Alive Medieval World digital textbooks</p> <p><b>Technology Standard:</b> 8.1.8.B.1 Synthesize and publish information about a global event (Incan or Mayan discoveries)</p>			

**EUROPE'S RENAISSANCE AND REFORMATION****Enduring Understandings (*The big ideas*)**

- The changes in Europe that led to the Renaissance
- Renaissance advances in architecture and engineering, painting, sculpture, literature, and science and mathematics.
- Key aspects, and advances of Renaissance figures, such as Leonardo da Vinci, Michelangelo, and William Shakespeare.
- Corrupt practices and key events that weakened the Catholic Church.
- Factors that contributed to the spread of Protestant ideas throughout Europe.
- The long- and short-term causes and effects of the Reformation.

**Essential Questions:**

- What changes in Europe led to the Renaissance?
- How did the Reformation divided the Christian church, millions of people, and European states?
- What advances were made during the Renaissance?
- In what ways have various leading figures of the Renaissance affected modern society?
- What factors led to the weakening of the Catholic Church and the beginning of the Reformation?
- What were the effects of the Reformation?
- How did world religions change and spread during the modern period?

Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<p>Origins of the Renaissance</p> <ul style="list-style-type: none"> <li>• The Growth of Trade and Commerce</li> <li>• The Influence of Italian City-States</li> <li>• The Growth of Humanism</li> </ul> <p>Advances made during the Renaissance</p>	<p>Explain how Ideas developed during the Renaissance and Reformation made political, economic, and cultural changes that have had a lasting impact SOC.6.2.12.CS2</p> <p>Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas to other empires SOC.6.2.12.A.2.a</p> <p>Relate the division of European regions during this time period into those that remained Catholic and those that</p>	<p>In a Visual Discovery activity, students analyze images to explore various aspects of society that contributed to the rise of the Renaissance. They perform an Act-It-Out using one of the images as a backdrop.</p> <p>In an Experiential Exercise, students take a “tour” of Florence, learning about various aspects of the Renaissance</p>	<p>Formative Assessments Daily – observations, questioning, student self assessments, exit slips, etc</p> <p>Diagnostic and Summative Assessments:</p> <ul style="list-style-type: none"> <li>• Quiz: Multiple Choice and Short Answers</li> <li>• TEST</li> </ul>

<ul style="list-style-type: none"> <li>• Architecture and Engineering</li> <li>• Sculpture</li> <li>• and Painting</li> <li>• Science and Math</li> <li>• Politics, culture and Trade</li> </ul> <p>The drivers of the Renaissance</p> <p>The lives and accomplishment of major Renaissance figures such as Michelangelo, Shakespeare, Copernicus, Voltaire, Cervantes, Da Vinci and others</p> <p>Causes of and Reasons for the Reformation</p> <ul style="list-style-type: none"> <li>• Weakening of the Catholic Church</li> <li>• Calls for Reform</li> <li>• Martin Luther, Calvin, Tyndale and other figures 'beliefs and actions</li> </ul> <p>Branches of Protestantism—Lutheranism, Calvinism, and Anglicanism</p> <p>The Counter-reformation by the Catholic Church</p> <p>The effects of the Reformation</p>	<p>became Protestant to the practice of religion SOC.6.2.12.B.2.a</p> <p>Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts. SOC.6.2.12.D.2.a</p> <p>Determine the factors that led to the Reformation and the impact on European politics. SOC.6.2.12.D.2.b</p> <p>Justify how innovations from Asian Islamic ancient Greek and Roman culture, laid the foundation for the Renaissance. SOC.6.2.12.D.2.c</p> <p>Analyze the impact of new intellectual and religious ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. SOC.6.2.12.D.2.d</p> <p>Cite specific textual evidence to support analysis of sources regarding the causes and reasons for the reformation LA.6-8.RH.6-8.1</p> <p>Determine the central ideas or information of a primary or secondary source regarding a major Renaissance figure, providing an accurate summary of the source distinct from prior knowledge or opinions.LA.6-8.RH.6-8.2</p> <p>Write informative/explanatory texts, including the origin and advances of the Renaissance .LA.6-8.WHST.6-8.2</p> <p>Write arguments of benefits and costs of the Reformation .LA.6-8.WHST.6-8.1</p>	<p>In a Response Group activity, students read and learn about the lives and achievements of prominent Renaissance figures</p> <p>In a Visual Discovery activity, students explore the main ideas and key individuals of the Reformation.</p> <p>In a Skill Builder, students explore the causes and effects of the Reformation and summarize the content covered in this lesson using illustrations and annotations</p> <p>Read-alouds, Note taking</p> <p>Think-pair-share</p> <p>timeline development</p> <p>Venn diagram to compare and contrast aspects of Catholicism and Protestantism during the Reformation.</p> <p>Writing explanatory or argumentative paragraphs to answer essential questions</p> <p>Create a scrapbook page that describes Renaissance Florence</p> <p>Flipped instruction as appropriate</p>	<ul style="list-style-type: none"> <li>• explanatory and argumentative writing</li> </ul> <p>Performance Assessments</p> <ul style="list-style-type: none"> <li>• Students produce a “virtual tour” of the Renaissance</li> <li>• Explain causes and effects of the Reformation using illustrations and annotations.</li> </ul>
<p><b>Resources/Technology:</b>Chromebook, Google Classroom, Google Suite and History Alive Medieval World digital textbook</p> <p><b>Technology Standards:</b> 8.1.8.A.3 Develop a simulation that provides an environment to solve a real world problem (virtual tour)</p>			

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**JUNE**

## EUROPE ENTERS THE MODERN AGE

### Enduring Understandings (*The big ideas*)

- The rewards, challenges, and dangers faced by European explorers during the Age of Exploration, as they explored "uncharted territory"
- The major shift in the way people thought about the natural world from the Scientific Revolution and its leaders thoughts, ideas, discoveries and writings that marked this movement
- The roots of the Enlightenment, the philosophers whose ideas greatly influenced the Enlightenment and see how their works led to new ideas about government and individual rights.
- The several women who played important roles in the Enlightenment, and their contribution toward spreading the Enlightenment and advocacy of women's equality

### Essential Questions:

- How did the Age of Exploration change the way Europeans viewed the world?
- How did the Scientific Revolution change the way people understood the world?
- How have the ideas of the Enlightenment influenced modern government?

Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
The causes of European exploration  The beginnings of exploration by Portugal and Henry Hudson  Spain's explorations by Columbus, Pizarro and Cortes, and the impact to the Aztecs and Incas  The Roots of the Scientific Revolution  Leaders of the Scientific Revolution <ul style="list-style-type: none"><li>• Copernicus proposed the daring idea that Earth and</li></ul>	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa. (6.2.12.A.2.a )  Evaluate the importance and enduring legacy of the major achievements of the leaders of the Scientific Revolution and Enlightenment living in Europe over time. (6.2.8.D.4.g)	Experiential exercise to discover rewards and dangers of early explorers  Visual Discovery activity to explore how people's understanding of the world was affected by the Scientific Revolution - role cards and act-it-out  Response Group activity, students visit an Enlightenment	Formative Assessments Daily – observations, questioning, student self assessments, exit slips, etc  Diagnostic and Summative Assessments: <ul style="list-style-type: none"><li>• Quiz: Multiple Choice and Short Answers</li><li>• TEST</li><li>• explanatory and argumentative writing</li></ul>

<p>the other planets travel around the sun.</p> <ul style="list-style-type: none"> <li>• Kepler describing the planets' orbits.</li> <li>• Galileo's discoveries about motion and the planets</li> <li>• Newton and the Law of Gravity</li> </ul> <p>The Scientific Method</p> <ul style="list-style-type: none"> <li>• Ideas of Bacon and Descartes</li> <li>• a powerful way of testing ideas about nature</li> </ul> <p>Key Inventions such as the microscope, thermometer, barometer</p> <p>The Roots of the Enlightenment</p> <ul style="list-style-type: none"> <li>• Grew out of the Renaissance and the Scientific Revolution.</li> <li>• Challenged accepted beliefs.</li> <li>• Enlightenment philosophers wanted to apply the ideas and methods of the Scientific Revolution to problems of government and society.</li> </ul> <p><b>Enlightenment Thinkers</b></p> <ul style="list-style-type: none"> <li>• Thomas Hobbes and his conclusions about government.</li> </ul>	<p>Analyze the impact of new intellectual, philosophical, and scientific ideas, during the Scientific Revolution and the Enlightenment, on how humans viewed themselves and how they viewed their physical and spiritual worlds.(6.2.12.D.2.d)</p> <p>Cite specific textual evidence to support analysis of sources regarding the major shift in the way people thought about the natural world during the Scientific Revolution LA.6-8.RH.6-8.1</p> <p>Determine the central ideas or information of a primary or secondary source regarding the challenges and rewards of early explorers, providing an accurate summary of the source distinct from prior knowledge or opinions.LA.6-8.RH.6-8.2</p> <p>Write informative/explanatory texts about the origin of the Enlightenment LA.6-8.WHST.6-8.2</p> <p>Write arguments focused on the why and how women played an important role in the Enlightenment. LA.6-8.WHST.6-8.1</p>	<p>salon and learn about five of the most influential Enlightenment thinkers.</p> <p>Game play called "Whose Idea Was This, Anyway?" analyze excerpts from important historical documents to determine which thinker's ideas they represent.</p> <p>Read-alouds</p> <p>Note taking</p> <p>Think-pair-share</p> <p>jigsaw</p> <p>timeline development</p> <p>Writing explanatory or argumentative paragraphs to answer essential questions</p> <p>Flipped instruction as appropriate</p>	<p>Performance Assessments</p> <ul style="list-style-type: none"> <li>• Students debate the positive and negative effects of European exploration as if in a trial</li> <li>• Students role play by assuming identities of influential figures in the Enlightenment engaged in a coffee shop or salon discussion</li> </ul>
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<ul style="list-style-type: none"> <li>• John Locke and the the rights to life, liberty, and property.</li> <li>• Montesquieu and his argument for separation of powers in government.</li> <li>• Voltaire and religious tolerance and free speech.</li> <li>• Cesare Beccaria and reform in criminal law to protect the rights of the accused</li> </ul> <p><b>The Impact of the Enlightenment on Government</b></p> <p><b>Women of the Enlightenment</b></p> <ul style="list-style-type: none"> <li>• Abigail Adams, Olympe de Gouges, and Mary Wollstonecraft,</li> <li>• Extend ideas of liberty and equality to women.</li> </ul>			
<p><b>Resources:</b> Chromebook, Google Classroom, Google Suite and History Alive Medieval World digital textbook</p> <p><b>Technology Standards:</b> 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem (Enlightenment influences on today's government)</p>			

**Appendix I**