

Social Studies Grade 8 Unit 4

Unit: Social Sciences and History , Grade(s) Grade 8

The Medieval World Part 3

Duration: 9 Weeks

Unit

Essential Questions/Enduring Understandings

- EQ1: How did the landforms, climate, and resources affect the history of West Africa?
 EQ2: Why did areas in Africa become centers of commerce?
 EQ3: How did trade routes help to establish powerful city states within Africa?
 EQ4: How did Islam influence the development of Medieval Africa?
 EQ5: How did the Tang dynasty reunify China?
 EQ6: How did the Song deal with threats from the north?
 EQ7: What were the effects of the Mongol invasion and the rise of the Ming dynasty on China?
 EQ8: What internal and external factors shaped Japan's civilizations?
 EQ9: What characterized Japan's feudal age?

- EU1: The continent of Africa includes varied kinds of terrain
 EU2: Each region in Africa has a different climate and provides different resources for people who live there.
 EU3: Ghana, Mali, Songhai and Great Zimbabwe were great empires within ancient Africa.
 EU4: The Tang dynasty began China's Golden Age, which increased Chinese territory and Chinese culture and trade flourished.
 EU5: The Song dynasty expanded the merit system and promoted the spread of knowledge.
 EU6: The Mongols established a vast empire under the leadership of Genghis Khan that included China
 EU7: Chinese inventions such as paper, fireworks, compass, paper money, and gunpowder have all had a major effect on the world today.
 EU8: Japan's limited natural resources affected its history
 EU9: Samurai and shoguns took control away from the Japanese emperor and closed Japan to outsiders.
 EU10: The Japanese developed an economic system of feudalism in which poor people are legally bound to work for wealthy landowners.

Students will be able to...

- Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems
- Plot events onto a timeline that shows prehistory and history and explain the notion of time and how it is used by social scientists.
- Identify the geographical area that will be used to study world history and read maps of the area using latitude and longitude skills.
- Analyze trends in human migration and cultural interaction and explain the reasoning behind these developments.
- Respond to open-ended essay questions
- Utilize social studies based vocabulary in their explanations of the concepts we are studying, both verbally and in written responses.
- Devise a plan for taking notes and responding to readings that are assigned in class that is effective based on text structure and the main idea of the text.

Evidence of Learning/ Assessment

- Competency 1 - The Mongols
- Competency 2 - Knights versus Samurai

- Formative Assessments

- Exit Tickets
- Differentiated Interactive Notebook Entries
- 3-2-1 Reflections
- Teacher-created Quizzes
- [Digital Formative Assessment Options](#)

Instructional Design/Learning Plan

- Suggested Sequence for Learning
- Suggested Learning Activities
 - Act out a silent barter with a partner using modern objects. Then write a paragraph detailing the level of difficulty met and why this technique was used in Africa.
 - Divide students into three groups and ask them to pretend they are members of Arab caravans visiting the empires of Ghana, Mali, and Songhai. Direct them to record their impressions of the journey, including their journey across the Sahara, in the form of journal entries. Read the entries to the class.
 - Pretend you are an Arab trader. Make a list of the goods you are bringing to trade and the goods you will be trading for. Which kingdom would you most like to trade with and why? Share your answers with the class.
 - Draw a diagram to summarize the accomplishments of the three great West African kingdoms.
 - Create a web organizer to show the features of Swahili culture.
 - Take on the roles of various members of government to debate which would be best to help the emperor govern China.
 - Determine which method of selecting Chinese officials resulted in the best leaders. Create a sensory figure for that type of official.
 - Create an argument to answer the question: What was it like to take a civil servant examination?
 - Create an advertisement promoting the aspect of society you believe most improved the economy of medieval China.
 - Learn about ten medieval Chinese discoveries or inventions. Then, rank the influence of each achievement on a spectrum.
 - Create a scroll containing four Chinese discoveries or inventions that you believe have had the greatest influence on the modern world.
 - Listen to three conversations about China's contact with foreigners during three periods of Chinese history.
 - Write a proclamation from a Ming emperor regarding foreign contact.
 - Read the narrative of Zheng He's life and write an autobiographical narrative of an exciting event in your own life.
 - Create an illustrated time line describing the conquests of Genghis Khan and the Mongol Empire
 - Write a letter, as a visitor to Japan, in which they describe the similarities and differences between Japan and their home culture.
 - Learn the social customs of the Heian aristocracy. Then, write a diary entry about life during the Heian period.
 - Create an argument to answer the question: Why was Lady Murasaki an important figure in Japan's history?
 - After research, create a poster on the training, armor and code of behavior for Japanese Samurai warrior
 - Create a class schedule for a young person who is new to samurai training.
 - Read about Tomen Gozen and discuss the difference between history and legends.

Unit Materials

National Geographic - Great Civilizations

DBQ Project

InfoBase

Standards Covered

*ELA NJSL

RH: Reading History and Social Studies

Craft and Structure

- RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

Key Ideas and Details

- RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Range of Reading and Level of Text Complexity

- RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST: Writing History, Science and Technical Subjects

Production and Distribution of Writing

- WHST.6-8.4: Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- WHST.6-8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WHST.6-8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Range of Writing

- WHST.6-8.10: Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Research to Build and Present Knowledge

- WHST.6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WHST.6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.

Text Types and Purposes

- WHST.6-8.1: Write arguments focused on discipline-specific content.
- WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

*Social Studies NJSL

SOC.6.2.8: World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and

ethically responsible world citizens in the 21st century.

SOC.6.2.8.4: Expanding Exchanges and Encounters (500 CE-1450 CE)

- **SOC.6.2.8.A: Civics, Government, and Human Rights**
 - SOC.6.2.8.A.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
 - SOC.6.2.8.A.4.b: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
- **SOC.6.2.8.B: Geography, People, and the Environment**
 - SOC.6.2.8.B.4.a: 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.b: 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.
 - SOC.6.2.8.B.4.c: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
 - SOC.6.2.8.B.4.e: 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.
 - SOC.6.2.8.B.4.f: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- **SOC.6.2.8.C: Economics, Innovation, and Technology**
 - SOC.6.2.8.C.4.a: 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).
- **SOC.6.2.8.CS4: Expanding Exchanges and Encounters: The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.**
- **SOC.6.2.8.D: History, Culture, and Perspectives**
 - SOC.6.2.8.D.4.a: 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.e: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
 - SOC.6.2.8.D.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Additional Properties

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