Middle School
Grade 8
World History
Curriculum Guide

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LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY

Dr. Marnie Hazelton
Superintendent

Denise Cleary
Assistant Superintendent

Gregory Grasso
Supervisor of Social Studies and Business

The Linden Board of Education adopted the Curriculum Guide on:

August 26, 2021	Education – Item # 9
Date	**Agenda Item**

Rationale
Be it resolved, that the following curriculum within the content area titled above be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards and meet the instructional mandates outlined by the New Jersey Department of Education.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer
Kevin Thurston – (908) 486-5432 ext. 8307; kthurston@lindenps.org

504 Officer & District Anti-Bullying Coordinator
Annabell Louis – (908) 486-2800 ext. 8025; alouis@lindenps.org

Title IX Coordinator
Steven Viana – (908) 486-7085; sviana@lindenps.org

Director of Special Education
Marie Stefanick – (908) 587-3285; mstefanick@lindenps.org

Linden Public Schools Vision
The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission
The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

Social Studies Department Vision
Know the past. Engage the present. Impact the future.

Social Studies Department Mission Statement
The mission of our department is to prepare our students to become informed and engaged citizens of an increasingly global, interdependent world. Our focus as Social Studies educators is to ensure that experiences in our classrooms are meaningful, real, and authentic for all learners. We challenge our students to engage the world around them and strive to find resolutions to both local and global problems. These are the challenges we equip our students to confront, discuss, and address throughout their lifetime. In the end, Social Studies teachers have the highest expectations for all students; we will instill discipline, hard work, and progressive thought through a rigorous instructional model.

Social Studies Department Goals
- To foster an understanding of the processes which are critical to solving complex problems, and to engage students in the regular practice of those problem-solving skills.
- To enable students, through an interpretation of historical facts, to analyze information, and to fully engage in higher-level thinking.
- To promote knowledge of the core content of historical, political, economic, legal, and social issues of our world, nation, and community.
- To help students see the world from different perspectives- those of the historian, the geographer, the economist, the political scientist, the psychologist, the lawyer, and other social scientists- and employ the different tools and techniques of each discipline in critical thought.
- To guide our diverse student population in realizing their potential as citizens of a democratic nation and members of our local community.

I. Course Description
This course will examine the timespan of the Beginning of Human Civilization to the Age of Increase Global Encounters. The content will be presented focused on the five fields of Social Studies (History, Culture, Government, Geography, and Economics). This course will have a strong emphasis on developing the skills to help students effectively engage various topics of our nation's history and examine how our nation's history has shaped and continues to influences today's society.

II. Course Instructional Materials
- Discovery Education Social Studies Tech Book
- ActiveClassroom
- Bring History Alive! (Sourcebooks for United States and World History)
- DBQ Project
- Social Studies Department Writing Rubric

III. Standards and NJDOE Mandates Guiding Instruction
A. New Jersey Student Learning Standards
https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf
B. The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History
http://www.socialstudies.org/c3
C. Amistad Commission Mandates…
(specific topics are identified where appropriate within each unit)
- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)
- Resources available at: http://www.njamistadcurriculum.net
D. Holocaust Commission Mandates…
(specific topics are identified where appropriate within each unit)
- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)
- Resources available at: https://www.nj.gov/education/holocaust/index.shtml
E. History of disabled and LGBT persons included in middle and high school curriculum
- A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of **middle school and high school** students as part of the district's implementation of the New Jersey Student Learning Standards.
- Resources at: https://www.lgbtqhistory.org/lesson-plans/
F. Diversity, Equity, and Inclusion Mandate…
- Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades **kindergarten through 12** as part of the district's implementation of the New Jersey Student Learning Standards.
- Resources available at: https://www.welcomingschools.org
G. Asian American and Pacific Islanders Mandate
- A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.
- Resources available: https://asianamericanedu.org

IV. General Interdisciplinary Connections / Materials
(specific materials are referenced within each unit)
- Language Art: Literature, Poetry relevant to the topics covered in each unit.
- Fine and Performing Arts: Art, Plays, Movies relevant to the topics covered in each unit.
- Science & Technology: Scientific or Technological advances made during or relevant to the topics covered in each unit.
- Math: Analysis and manipulation of statistics or other numeric information or data relevant to the topics covered in each unit.

V. Pacing Guide

First Marking Period	Unit #1: The Beginnings of Human Society
Second Marking Period	Unit #2: Early Civilizations and the Emergence of Pastoral Peoples
Third Marking Period	Unit #3: Classical Civilizations of the Mediterranean World, India, and China
Fourth Marking Period	Unit #4: Expanding Exchanges and Encounters Unit #5: Active Citizenship

VI. Vertical Integration – Program Mapping
The mapping of the Social Studies program within Linden Public Schools consists of the following:

Grades 1-3	Active Citizenship Developing a social, political, cultural, and economic awareness through the introduction and elaboration of essential theme including- self, family, government, needs and wants, financial literacy, traditions, and cultural symbols.
Grade 4	United States Geography An introduction to the regions of the United States, with a focus on their history and development.
Grade 5	United States History Settlement/Colonization to End of the American Revolution
Grade 6	Half Year – Civics Half Year- World Geography
Grade 7	United States History The American Revolution to Post Civil War Reconstruction
Grade 8	World History Pre-history to global encounters
Grade 9	World History Global encounters to modern times
Grade 10	United States History I Colonization, Revolutionary Era, Early Republic, Antebellum, Civil War, Reconstruction, Gilded Age, Industrial Age, Progressive Era, Imperialism, The First World War
Grade 11	United States History II Roaring Twenties, Great Depression, World War II, Social Development after WWII, Cold War, Post-Cold War Era, The World Today
Grade 12	Electives: Psychology, Sociology, Criminal Justice, African American Studies, Holocaust Studies, Political Science

VII. Accommodations, Modifications, and Teacher Strategies
   (specific recommendations are made in each unit)

Instructional Strategies	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
• Teacher Presentation • Student Presentation • Class Discussion • Socratic Discussion • Reading for Meaning • Inquiry Design Model • Interactive Lecture • Interactive Notetaking • Compare and Contrast • Research Based • Problem Based • Project Based **504 Plans** Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to: • walk, breathe, eat, or sleep • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work Examples of accommodations in 504 plans include: • preferential seating • extended time on tests and assignments • reduced homework or classwork • verbal, visual, or technology aids • modified textbooks or audio-video materials • behavior management support • adjusted class schedules or grading • verbal testing • excused lateness, absence, or missed classwork • pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy	• Allow for further independent research on topics of interest related to the unit of study • Advanced leveled readers and sources • Increase the level of complexity • Decrease scaffolding • Variety of finished products • Allow for greater independence • Learning stations, interest groups • Varied texts and supplementary materials • Use of technology • Flexibility in assignments • Varied questioning strategies • Encourage research • Strategy and flexible groups based on formative assessment or student choice • Acceleration within a unit of study • Exposure to more advanced or complex concepts, abstractions, and materials • Encourage students to move through content areas at their own pace • After mastery of a unit, provide students with more advanced learning activities, not more of the same activity • Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas	• Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate	• Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Guided notes with highlighted words and concepts • Use of Merriam-Webster's ELL dictionary • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate

VIII. Social Studies Department Writing Rubric

		0	1	2	3	4
Introduction	**Historical Context**	does not discuss the background for the question	alludes to events, with relevance, into historical time period	is present but needs to be more concise	adequately places events, with relevance, into historical time period	clearly and accurately places events into historical time period
	Thesis	no thesis is identified	thesis is alluded to or does not accurately address the question	thesis is not clearly presented or does not fully address the question	thesis is presented and accurate but could be further developed	thesis is fully presented, well-focused and structured
	Outline of Evidence	does not support the thesis or is absent altogether	limitedly supports the thesis or meets the demands of the question	supports the thesis or demands of the questions, but could contain better examples or but could be more concise	largely supports the thesis or demands of the questions	evidence is presented, organized, and effectively supports the thesis
Discussion	**Historical Knowledge**	Demonstrates little knowledge or contains many inaccuracies	Offers some relevant knowledge but lacks consistent specifics or depth	offers relevant details but is not evenly applied throughout the paper	Offers relevant and consistent details throughout paper but lacks full depth or coverage of content	In-depth and accurate, applied consistently and convincingly to support thesis
	Strength of Argument	The essay is mostly a narrative and there is no attempt to form an argument.	Arguments are present but largely consist of generalized statements	Arguments indicate some in-depth discussion but not consistency throughout	Arguments indicate in-depth discussion but some components could be further developed	Argument is relevant, in-depth and supported by evidence
	Demands of the Question	are not completely addressed	are limitedly addressed throughout the response	are partially addressed throughout the response	are largely met through a clearly focused response	are fully met showing high degree of awareness.
	Historiography		does not acknowledge various interpretations of the topic, event, or issue	Attempts to acknowledge various interpretations of the topic, event, or issue	is integrated effectively into the answer to support and supplement the argument	demonstrates an awareness of the reasons and circumstances that produced different interpretations.
Conclusion	**Recaps Thesis and Evidence**	thesis and evidence are not summarized or there is no conclusion	Conclusion is present but does not recap the essay sufficiently	The thesis and evidence are partially summarized	thesis and evidence are both mostly summarized and explained	thesis and evidence are fully summarized and well explained.
Logistics	**Organization and Structure**	is absent altogether	lacks clear approach to answering the question	organization and structure are present but could be better addressed	is acceptable and does not take away from the overall quality of the essay	is strong, clear, and well-focused arguments
	Quality of the Prose	There are severe language or grammatical issues that detract from the quality of the essay	There are many language or grammatical issues that detract from the quality of the essay or it is illegible	There are some language or grammatical issues that detract from the quality or it is difficult to decipher	There are minimal language or grammatical issues that detract from the quality of the essay	There are no language or grammatical issues that detract from the quality of the essay

Score	INC	F	D	C	GRADE
Range	0 through 6	7 through 12	13 through 18	19 through 25	
Score	B-	B+	A-	A+	
Range	26 through 28	29 through 32	33 through 36	37 through 40	

This unit focuses on the development of early humans from the Paleolithic to Neolithic Ages. It explores the role archaeologists play in understanding ancient humans. It further explores how early humans developed and the role of geography in their development. By looking at human migration and what makes us human, students will be able to explore topics such as the development of technology and the emergence of agriculture. This unit ends with a discussion of the Neolithic Revolution and the makings of civilizations.

Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. Archaeology provides historical and scientific explanations for how ancient people lived.

| STAGE 1 – Desired Results |

Essential Questions
- What does it mean to be human?
- How do climate and geography affect people's way of living?
- What are the pros & cons of technological progress?
- What evidence do we use to get clues about how people used to live?
- Why do people permanently leave their homelands?
- What are the characteristics of a civilization?

Enduring Understanding
- The migration of early humans was a result of the geography and climate of their environment
- The Agricultural Revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of civilization.
- Archaeology provides historical and scientific explanations for how ancient people lived.
- People, places, and ideas change over time.
- Technological advancements helped agricultural villages grow into cities.
- Early humans adapted to their environment. They developed tools and domesticated animals and plants to improve their lives.

Students will be able to...
- To read, understand, and analyze primary and secondary sources
- Understand and apply new vocabulary
- Identify main ideas/supporting details
- Organize /synthesize information from multiple sources
- Compare/contrast ideas
- Make inferences
- Draw conclusions
- Paraphrase and summarize information gathered from sources

Students will know…

Assessment Topic 1.1 - Archaeology
Key Vocabulary/Terms
- Archaeology, Artifact, Hominins, Homo Sapiens, Chronological, Fossil, Dig Site, Culture, Bipedal, Scientific Method,
Key Concepts/Ideas:
- Knowledge of early humans' artifacts and remains help shape our knowledge of prehistoric humans.
- Archaeology is the study of human history and prehistory through the excavation and analysis of artifacts and physical remains
- Humans evolved throughout history as their environments changed

- Artifacts reveal information about a society's culture

Possible Misunderstandings:
- Humans evolved from monkeys
- History has a definitive answer
- Since there is nothing written from prehistoric humans we cannot know anything about them

Assessment Topic 1.2 - Paleolithic Age and Early Human Migration

Key Vocabulary/Terms
- Migration, Geography, Movement, Location, Place, Region, Human-Environment Interaction, Ice Age, Bering Land Bridge, Climate, Push and Pull Factors of Migration, Paleolithic, Hunter Gatherers, Nomadic, Sedentary, Technology

Key Concepts/Ideas:
- Early humans moved from place to place as a result of global climate change and the movement of the game were dependent on for their survival. As they migrated out of Africa, Paleolithic hominids moved to the Middle East, Asia, Oceania, and the Americas to survive.
- Humans migrated out of Africa due to a variety of push and pull factors
- As humans evolved, they developed complex technology and spread out over most of the world
- Paleolithic humans adapt to their environment in order to survive
- The Paleolithic humans developed technologies to survive

Possible Misunderstandings:
- Human migration is a brief process
- People during this time were not intelligent
- People made few advances during this time

Assessment Topic 1.3 - Neolithic Revolution

Key Vocabulary/Terms
- Agricultural Revolution, nomadic, sedentary, migration, Fertile Crescent, agriculture, cultivate, domesticate, pastoral, revolution

Key Concepts/Ideas:
- Early humans developed agricultural civilizations, which marked a complete change in the way of life for the earliest humans. With this change came many benefits for early humans, making it possible for cities and civilizations to grow.
- The Agricultural Revolution changed human life
- There was a shift from a nomadic lifestyle to a sedentary lifestyle
- Agriculture is the basis for the development of early civilizations.

Possible Misunderstandings:
- The Agricultural Revolution was a brief process
- Revolutions are always violent

==Topics that address the NJDOE instructional mandates:==

Topics that address the Amistad Commission Mandate…
- Examine the ways in which black Africans and Europeans impacted the economic system of Italy
- " Is the Concept a Race a Relic?" - Robert Lee Hotz (Bring History Alive)
- Agricultural Revolution: Explore how rice, sugar cane, and tobacco contributed to the Atlantic slave trade, and how African American cuisine transformed America.

Topics that address the Holocaust Commission Mandate…
- What makes us human?

Topics that address the LBGT and Special Needs Mandate…
- Examination treatment of people that were part of the LBGT community as described in stories of Da Vinci

STAGE 2 – Evidence of Learning

==Formative Activities, Tasks, or Projects:==

Assessment Topic 1.1 - Archaeology
- Knowledge of early human artifacts and remains help shape our knowledge of prehistory
    - Students will explore and analyze a collection of artifacts and remains from the prehistoric period to create hypotheses and draw conclusions about the lives of early hominids. Students will take on the role of an archaeologist studying early hominid evolution in East Africa. How do scientists help us to better understand early human history?
    - Students will analyze the case of Otzi the Iceman to determine facts about his life using his mummified remains and tools found near his body.

Assessment Topic 1.2 - Paleolithic Age and Early Human Migration
- Early humans moved from place to place as a result of global climate change and the movement of game they were dependent on for their survival. As they migrated out of Africa, Paleolithic hominids moved to the Middle East, Asia, Oceania, and the Americas to survive.
    - Students will use archaeological data to examine the movement of early humans out of Africa into other areas of the globe.
    - Students will use a simulation to place themselves in the role of a hunter gatherer. They will learn how to build a shelter and to hunt and gather food, to understand what life was like with limited and unreliable sources.

Assessment Topic 1.3 - Neolithic Revolution
- Early humans developed agricultural civilizations. This marked a complete change in the way of life for the earliest humans. With this change came many benefits for early humans, making it possible for cities and civilizations to grow.
    - Neolithic Revolution Reading for Meaning (People were better off before the Neolithic Revolution), utilizing secondary source material and primary source artifacts.
    - Students will create their own utopian civilization, explaining how the advances made during the Neolithic Revolution facilitated survival.
- Classroom Activity: Student Skit
    - Students will take on the role of a hunter gatherer or sedentary farmer to explore the different aspects of their life. They will create a script and props that accurately portray how their assigned character lived, as well as the struggles they faced
        1. Food Production
        2. Shelter
        3. Tools and Technology
        4. Family Dynamics

<mark>Summative Activities, Tasks, or Projects:</mark>
Hunter Gatherer Simulation, Paleolithic/Neolithic Comparison DBQ, Create a Utopian Civilization project and essay

STAGE 3 – Learning Plan

<mark>Assessment Topics and Lesson Themes:</mark>

Assessment Topic 1.1 - Archaeology
Lesson Theme 1.1.1: The study of artifacts and what they tell us about early humans
Lesson Theme 1.1.2: Evolution of Hominids

Assessment Topic 1.2 - Paleolithic Age and Early Human Migration
Lesson Theme 1.2.1: Early Human Migration
Lesson Theme 1.2.2: Paleolithic Age
Lesson Theme 1.2.3: Hunter Gatherers

Assessment Topic 1.3 - Neolithic Revolution
Lesson Theme 1.3.1: Agricultural Revolution
Lesson Theme 1.3.2: Features of a Civilization

<mark>Unit Specific Interdisciplinary Connections / Materials</mark>

- *The Neolithic Revolution: The First Farmers and Shelters* - Cave Paintings (art)
- Artifact and Fossil Analysis and Records (Science)
- Adaptive Traits and Genetics (Science)
- Climate and Landforms (Science)

<mark>**Unit Specific Accommodations and Modifications**</mark>

Multiple Intelligence Activities and Engagement:
- Experience World History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2008.

Gifted and Talented Accommodations & Modifications
- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.

English Language Learners, Special Education, and At-Risk Accommodations & Modifications
- Leveled Texts for Social Studies: World Cultures Through Time, Shell Publishing, 2007.

Additional Materials

Primary and Secondary Source Analysis:
- Bring History Alive!
- "The Making of Mankind" - BBC Video
- Neolithic Revolution Comic (The Science Museum of Minnesota)
- Tools from Hunter Gatherer Societies (Big History Project)
- D.M. Knox, *The Neolithic Revolution*, Greenhaven Press, adapted from the January 2004, NYS Regents Exam.
- *The Ice Man Discovered* (https://app.discoveryeducation.com/learn/videos/fce16ec3-2139-45c2-9e30-aeda41cbbb2e/)
- T. Walter Wallbank, et al., *Civilization: Past and Present*, Scott, Foresman and Company
- *Sapiens: A Brief History of Humankind* by Yuval Noah Harari
- Kishlansky, Mark. "Part I: The Origins of Civilization." *Sources of World History: Readings for World Civilization*. 2nd ed. Vol. 1. Belmont: Wadsworth, 1999. 2-11. Print.
- Reilly, Kevin. "Origins and History." *Worlds of History: A Comparative Reader*. 1st ed. Vol. 1. Boston: Bedford/St. Martin's, 2000. 1-22. Print

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Unit #2
Early Civilizations and the Emergence of Pastoral Peoples
(Mesopotamia, Egypt, India, China)
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Overview
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This unit focuses on the development of early civilizations and the emergence of pastoral peoples. It explores ancient river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China). This unit further explores the role of geography in the development and success of these early civilizations. In addition to geography, this unit explores how these civilizations created centralized systems of government and advanced societies.

Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

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STAGE 1 – Desired Results
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Essential Questions
- How and why did the first major civilizations flourish?
- How does geography influence the way people live?
- How do religions develop, spread, and shape society?
- What role does religion play in society?
- How are societies impacted by diplomacy, trade, and war?
- How and why does conflict develop?
- What is culture?
- What purpose does government serve in society?

Enduring Understanding
- People, places, and ideas change over time
- Ancient river valley civilizations developed due to favorable geographic conditions
- Cultures are held together by shared beliefs and common practices and values
- The value that a society places on individual rights is often reflected in that society's government
- The prosperity of ancient river valley civilizations led to advances in art, mathematics, religion, and science.
- The creation of a strong central government was a key factor in each of the major ancient civilizations flourishing.
- Efficient farming techniques were vital in ensuring success for the major ancient civilizations.

Students will be able to...
- To read, understand, and analyze primary and secondary sources
- Understand and apply new vocabulary
- Identify main ideas/supporting details
- Organize /synthesize information from multiple sources
- Compare/contrast ideas
- Make inferences
- Draw conclusions
- Paraphrase and summarize information gathered from sources

Students will know...

Assessment Topic 2.1 - Mesopotamia
Key Vocabulary/Terms
- Mesopotamia, Civilization, City-State, Sumer, Fertile Crescent, Tigris River, Euphrates River, Agriculture, Silt, Irrigation, Polytheism, Ziggurat, Social Pyramid, Scribe, Cuneiform, Patriarchal, Sargon, Akkadians, Babylon, Hammurabi, Assyria, Epic, Gilgamesh, Empire

Key Concepts/Ideas:
- Mesopotamia developed in the Fertile Crescent between the Tigris and Euphrates Rivers
- Floods and the invention of irrigation helped the farmers of Mesopotamia
- Religion and gender influenced Mesopotamian society
- Mesopotamian technology and cultural innovations influenced future civilizations
- There were many empires that developed in Mesopotamia

Possible Misunderstandings:
- Agriculture and irrigation existed in Mesopotamia before it was settled
- Babylon was the only empire located in Mesopotamia
- Mesopotamians had no laws before the Code of Hammurabi

Assessment Topic 2.2 – Egypt, Kush, and Phoenicia

Key Vocabulary/Terms
- Egypt, Nile River, Delta, Lower Egypt, Upper Egypt, Papyrus, Pharaoh, Hieroglyphics, Dynasty, Old Kingdom, Middle Kingdom, New Kingdom, Hatshepsut, Thutmose III, Ramses II, Tutankhamen, Polytheism, Pyramid, Embalming, Nubia, Kush, Phoenicia, Red Sea, Cultural Diffusion, Port City, Colony,

Key Concepts/Ideas:
- Egypt's location influenced its development and success
- The Nile River was important to Egypt's success
- Power and social class effected the lives of ancient Egyptians
- Egypt had a vast trade network, which greatly impacted its neighbors
- Trade helped change and spread the ancient Kush culture
- The sea shaped and impacted Phoenician society and the outside world

Possible Misunderstandings:
- Egypt is not part of Africa
- All of Egypt is a desert
- The Nubians and Phoenicians made no lasting contributions to world culture
- Egypt, Nubia, and Phoenicia developed as three independent cultures

Assessment Topic 2.3 – Indus River Valley Civilizations

Key Vocabulary/Terms
- India, South Asia, Subcontinent, Himalayan Mountains, Indus River, Ganges River, Mohenjo-Daro, Deccan Plateau, Monsoon, Vedas, Hinduism, Caste System, Brahmin, Kshatriyas, Vaisyas, Sudras, Buddhism, Empire, Mauryan Empire, Ashoka, Gupta Empire, Sanskrit, Polytheism, Brahma, Vishnu, Shiva, Ramayana, Reincarnation, Karma, Dharma, Kama, Artha, Moksha, Siddhartha Gautama, Buddha, Four Noble Truths, Eight-Fold Path, Nirvana,

Key Concepts/Ideas:
- Physical geography shaped Indian civilization
- Power and the Caste System effected the lives of the ancient Indian people
- Religions, such as Hinduism and Buddhism, influenced Indian society
- The Golden Age of India produced contributions in literature, art, mathematics, and science

Possible Misunderstandings:
- It only took a few hundred years for the early Indian societies to form, develop, and disappear
- Ancient India was homogenous in culture, language, and religion
- Indian culture had not effect on the West

Assessment Topic 2.4 – Ancient China

Key Vocabulary/Terms
- China, Asia, Huang He (Yellow) River, Gobi Desert, Dynasty, Banpo, Shang Dynasty, Qin Dynasty, Han Dynasty, Mongolian Nomads, Silk Road, the Great Wall of China, Warring States Period, Philosophy, Confucius, Confucianism, Laozi, Daoism, Han Feizi, Legalism, Zhou Dynasty, Mandate of Heaven, Feudalism, Qin Dynasty, Qin Shi Huangdi, Han Dynasty, Bureaucracy, Meritocracy, Civil Service, Buddhism

Key Concepts/Ideas:
- Geography shaped the development of China's civilization
- Society and government were influenced by Chinese thinkers
- Society changed under the different Chinese dynasties
- China and the rest of the world benefited from the Silk Road
- The Great Wall of China was built as a line of defense against invasions

Possible Misunderstandings:
- All Chinese people are the same
- Confucianism, Daoism, and Legalism are religions
- All Chinese rulers were strict dictators

<mark>Topics that address the NJDOE instructional mandates:</mark>

Topics that address the Amistad Commission Mandate…
- Egyptian and Kushite development and influence on the rest of the world
- Mesopotamia/Hammurabi's Code: Compare the Jim Crow Laws with that of Hammurabi's Code. Would Hammurabi view these laws as just?
- Phoenician Civilization: Explore the effects of globalization on the Atlantic slave trade.
- Compare the caste system with the system of slavery that existed for centuries in the United States. Do remnants of both systems still exist in their respective countries.
- When exploring Hinduism, teach about satyagraha, Gandhi, and the Indian independence movement. Compare this movement to the civil rights movement, and Gandhi to MLK.

Topics that address the Holocaust Commission Mandate…
- Facing History and Ourselves Resource
- Compare the propaganda used by the pharaohs of Egypt (Hatshepsut, Amenhotep, etc.) with the propaganda used by the Nazis to persecute the Jewish people during WW2.

Topics that address the LBGT and Special Needs Mandate…
- LGBT History Timeline (https://www.glsen.org/article/lgbtq-history-1)
- People with a History: An Online Guide to Lesbian, Gay, Bisexual, and Trans* History, Section II The Ancient Mediterranean – Chapter 2: The Ancient Near East and Egypt (https://sourcebooks.fordham.edu/pwh/index-anc.asp#c2)
- Mesopotamia/Hammurabi's Code: Compare the early laws that persecuted the sexual orientation and gender of members of the LGBTQ+ community with the laws under Hammurabi. Were these laws more similar or different? Explore the modern Supreme Court case of Fulton V. City of Philadelphia. What is a just decision?

STAGE 2 – Evidence of Learning

<mark>Formative Activities</mark>

Assessment Topic 2.1 – Mesopotamia
- The geography, government, economics, and culture shaped early societies in Mesopotamia.
  - Students will research the technology for flood control and irrigation in the Tigris-Euphrates river valleys. How does irrigation ensure a reliable food supply? Why did large-scale irrigation projects require more complex political, economic, and administrative organization?
  - Students will explore the different empires in Mesopotamia (Sumerians, Akkadians, Babylonians, Assyrians, and Neo-Babylonians) to trace the locations and size of the empires, as well as their key cultural developments and reasons for decline.
  - Students will read sections of the *Epic of Gilgamesh* and show how this story of a hero-king expresses ancient Mesopotamian religious and cultural values.
  - Students will read portions of Hammurabi's Code and answer the following: Do you think Hammurabi's Code existed to punish wrongdoers or protect members of the empire? Students will then complete a DBQ arguing whether they believe Hammurabi's Code is just or not.

Assessment Topic 2.2 – Egypt, Kush, and Phoenicia
- The geography, government, economics, and culture shaped early societies in Egypt, Kush, and Phoenicia. Through trade, these three civilizations influenced each other, as well as the rest of the world.
  - Students will debate the relative importance of physical geography, demand for and available supply of specific resources, and centralized political power in the development of trade in Egypt.

- o Students will explore the different pharaohs and shifts in power. Students will then complete a murder mystery try to determine how King Tutankhamen died, after taking power at such a young age. Students will read different accounts and create a PowerPoint or infographic to defend their theory to the class.
- o Create a visual aid of an Egyptian social pyramid that displays the social classes from the pharaoh at the top to the slaves at the bottom, exploring the role of each class and how they are all needed to create a successful civilization.
- o Students will look at sources, such as architecture, pottery, and sculpture, from Egypt and Nubia. Students will compare the different sources to determine if they believe Egypt and Nubia were independent or dependent cultures and answer the following: Was Kush culture largely an adaptation of Egyptian traditions, or was it its own distinct culture?

Assessment Topic 2.3 – Indus River Valley Civilizations
- Geographic isolation and cultural diffusion affected society in Southeast Asia. Religion, power, and social classes shaped the ancient Indian people and society.
  - o Students will participate in a Caste System simulation. Students will be assigned a caste and be given different tasks to complete, based on their castes. Students will debrief by discussing how the different castes interact, as well as the roles of karma, dharma, and reincarnation in ancient Indian society. Students can end by discussing how the caste system affects modern India through documentaries and news articles.
  - o Students will explore the life of the Mauryan Empire's Ashoka by creating a character development map, using video clips (BBC *The Story of India* Episode 2), and primary sources. Students will then complete a DBQ debating whether Ashoka was an enlightened leader or ruthless conqueror.
  - o Students will explore the religions of ancient India. Students will create a top hat compare and contrast organizer comparing the origins, beliefs, and practices of Hinduism and Buddhism.

Assessment Topic 2.4 – Ancient China
- Ancient China was a powerful and prosperous civilization. Its geographic location impacted its development and the civilization was shaped by the different dynasties and philosophies that were developed.
  - o Students will label a map of the Eastern Hemisphere, focusing on India and China. Students will then respond to the following: Where did the major river valley civilization exist in relation to the deserts? How were human communities able to adapt to their environments? How did the geographic features, including the deserts and mountains, affect the development and growth of these ancient river valley civilizations?
  - o Students will explore the three philosophies that shaped ancient China including Confucianism, Daoism, and Legalism. Students will research the origins, founders, beliefs, and goals of the different philosophies. Students will then be assigned one philosopher to research further and portray in a tea party style debate, where they will use their knowledge of their philosophy and philosopher to offer suggestions to modern day scenarios.
  - o Students will familiarize themselves with the dynastic cycle from ancient China. Students will use the cycle to create an infographic to show how one of the earliest dynasties (Zhou, Qin, or Han) demonstrated the steps in the cycle.
  - o Students will create a pair of journal entries comparing daily life in two different dynasties.
  - o Students will participate in a Silk Road simulation. Students will be assigned a different city along the road as well as products they need to trade and acquire. Students will go from city to city to trade their goods, while facing challenges that an actual trader would face. In the end students will write a reflection commenting on the goals, challenges, and benefits of the Silk Road.

- Classroom Activity: Ancient River Valley Civilizations Map
  - o Students will create a map of the ancient river valley civilizations (Mesopotamia, Egypt, India, and China). Students will map key geographic features, major cities, and cultural landmarks. Students will use their maps to compare and contrast two of the four civilizations mapped. Finally, students will take one of the civilizations and explain how it was successful based on the five features of civilization.

Summative Activities, Tasks, or Projects:
- Hammurabi's Code: Was it Just? DBQ, Museum exhibit to memorialize the ancient river valley civilizations, Ashoka: Enlightened Ruler or Ruthless Conqueror? DBQ, Great Wall of China: Did the benefits outweigh the costs? DBQ

Assessment Topics and Lesson Themes:

Assessment Topic 2.1 - Mesopotamia –
The geography, government, economics, and culture shaped early societies in Mesopotamia.

Lesson Theme 2.1.1: Geography of Mesopotamia
Lesson Theme 2.1.2: Mesopotamian Society
Lesson Theme 2.1.3: Mesopotamian Innovations and Contributions

Assessment Topic 2.2 – Egypt, Kush, and Phoenicia -
The geography, government, economics, and culture shaped early societies in Egypt, Kush, and Phoenicia. Through trade, these three civilizations influenced each other, as well as the rest of the world.

Lesson Theme 2.2.1: Egyptian Geography
Lesson Theme 2.2.2: Egyptian Society
Lesson Theme 2.2.3: Egyptian Innovations and Contributions
Lesson Theme 2.2.4: Kush Geography and Society
Lesson Theme 2.2.5: Phoenician Geography and Society

Assessment Topic 2.3 – Indus River Valley Civilizations -
Geographic isolation and cultural diffusion affected society in Southeast Asia. Religion, power, and social classes shaped the ancient Indian people and society.

Lesson Theme 2.3.1: Geography of India
Lesson Theme 2.3.2: India's Rulers and Society
Lesson Theme 2.3.3: India's Religions: Origins and Characteristics

Assessment Topic 2.4 – Ancient China -
Ancient China was a powerful and prosperous civilization. Its geographic location impacted its development and the civilization was shaped by the different dynasties and philosophies that were developed.

Lesson Theme 2.4.1: Geography of China
Lesson Theme 2.4.2: China's Belief Systems
Lesson Theme 2.4.3: Chinese Dynasties
Lesson Theme 2.4.4: Ancient Chinese Economy

Unit Specific Interdisciplinary Connections / Materials
- Literature: *Epic of Gilgamesh, The Ramayana*
- Science and Forensics: King Tut's Death Investigation
- Math: Innovations from China, India, and Egypt focusing on new math systems

Unit Specific Accommodations and Modifications
Multiple Intelligence Activities and Engagement:
- Experience World History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2008.

Gifted and Talented Accommodations & Modifications
- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.

English Language Learners, Special Education, and At-Risk Accommodations & Modifications
- Leveled Texts for Social Studies: World Cultures Through Time, Shell Publishing, 2007.

Digital Resources:
Turnitin, NearPod, Newsela, DiscoveryEducation, ActiveClassroom

Primary and Secondary Source Analysis:
- *Bring History Alive!*
- Carlton H. Tucker, "From the Axial Age to the New Age: Religion as a Dynamic in World History," *Bring History Alive!*
- John Nobel Wilford, "Collapse of Earliest Known Empire is Linked to Long Harsh Drought," *Bring History Alive!*
- *The Epic of Gilgamesh*
  - Video: https://www.youtube.com/watch?v=2pGhEu9elnA&t=397s
  - Epic: http://www.aina.org/books/eog/eog.pdf
- Hammurabi's Code Excepts (DBQ Project or Discovery Education 3.3- "On Trial-Hammurabi's Code)
- King Tut Resources - https://www.nationalgeographic.com/search?q=KIng+tut
- Discovery Education: Kush: An Independent Culture Document Based Investigation
- Ashoka's Edicts
- *The Ramayana*
  - Video: https://www.youtube.com/watch?v=qsuqbPda5uo
  - Guide: https://www.bl.uk/onlinegallery/whatson/exhibitions/ramayana/guide.html
- BBC *The Story of India* documentary clips (YouTube)
- World History For Us All Unit 4.2.1: Belief Systems in China
  (https://whfua.history.ucla.edu/units/four/closeup/Era04_closeup421.php)

Overview:

This unit focuses on the development, expansion, and fall of the classical civilizations of Greece and Rome, and the development and rise of the monotheistic religions of Judaism and Christianity. It explores the various social, political, economic, and cultural structures of the ancient Mediterranean civilizations of Greece and Rome, in addition to the legacy their impacts have on the world today, and how Judaism and Christianity developed into global religions.

Classical civilizations (i.e., Greece, Rome) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

STAGE 1 – Desired Results

Essential Questions
- How and why did the first major civilizations flourish?
- How does geography influence the way people live?
- How do religions develop, spread, and shape society?
- What role does religion play in society?
- How are societies impacted by diplomacy, trade, and war?
- How and why does conflict develop?
- What is culture?
- What purpose does government serve in society?

Enduring Understanding
- People, places, and ideas change over time
- The value that a society places on individual rights is often reflected in that society's government
- Cultures are held together by shared beliefs and common practices and values
- Religion can influence a society's beliefs and values
- The movement of people, goods, and ideas causes societies to change over time
- Classical Athens developed the most democratic system of government the world has ever seen, although not everyone could participate in the decision making. It became a foundation of modern democracies.
- Rome grew from a Mediterranean city, to a republic, to an empire.
- The Greco-Roman culture helped shape Western thought and culture for centuries.

Students will be able to…
- To read, understand, and analyze primary and secondary sources
- Understand and apply new vocabulary
- Identify main ideas/supporting details
- Organize /synthesize information from multiple sources
- Compare/contrast ideas
- Make inferences
- Draw conclusions
- Paraphrase and summarize information gathered from sources

Students will know…

Assessment Topic 3.1 – Ancient Greece
Key Vocabulary/Terms

- City-state, Mediterranean Sea, Aegean Sea, Ionian Sea, Greece, Greek Empire, Persia, Sparta, Macedonia, Peloponnesus, peninsula, archipelago, island, Mount Olympus, Cyrus the Great, Darius, Athens, democracy, direct democracy, representative democracy, representative government, aristocracy, oligarchy, monarchy, constitutional monarchy, hierarchy, nationalism, imperialism, constitution, popular sovereignty, polis, Peloponnesian Wars, Persian Wars, Alexander the Great, philosophy, philosopher Socrates, Plato, Aristotle, Acropolis, agora, Parthenon, cultural diffusion, mythology, Hellenistic Age.

Key Concepts/Ideas
- Ancient Greece was a series of mountainous islands and peninsula in and along the coastline of the Mediterranean Sea. This affected the Greek way of life, including the development of their culture and their interactions with other people, such as the Persians.
- Greek city-states experimented with various types of governments. Some quickly developed monarchies, or oligarchies, while others, like Athens, slowly developed a new political system: a democracy.
- The philosophies of Socrates, Plato, and Aristotle greatly influenced political and cultural life in ancient Greece. These philosophies continue to influence society today.

Possible Misunderstandings
- Ancient Greece developed in a river valley.
- Ancient Greece was a single, unified nation or government. All laws, customs, and languages were the same.
- The democracy of ancient Athens is the same as the democracy in the United States today.
- The definition of "citizen" had the same meaning in ancient Athens as it does today.
- Socrates wrote down all his thoughts and ideas.
- Alexander the Great's empire lasted for a long period of time.

Assessment Topic 3.2 – The Roman Republic and Empire
Key Vocabulary/Terms
- Italy, Rome, Roman Empire, Roman Republic, Mediterranean Sea, Apennine Mountains, Alps, Tiber River, Latium, Gaul, Spain, Great Britain, Romulus, Remus, Aeneas, Forum, dictator, patriarchy, representative, Diocletian, Commodus, tribune, gladiator, Julius Caesar, Etruscans, Cincinnatus, republic, Carthage, Constantine, Senate, Goths, plebian, Twelve Tables, patrician, Octavian, Emperor Augustus, jury, Pantheon, census, consul, bicameral, Hannibal, Brutus, Caligula, Claudius, Pax Romana, Mark Antony, Cleopatra VII, Nero, Charlemagne, Ptolemy, Tiberius, triumvirate, Colosseum, legionnaires, Circus Maximus, province, Huns, Attila, Germanic peoples, Byzantine Empire, Eastern Orthodox Christianity, Catholicism/Roman Catholicism.

Key Concepts/Ideas
- Rome grew from a city on the Tiber River in central Italy, to a huge empire that simultaneously occupied parts of Europe, Africa, and Asia.
- Early Rome was greatly influenced by ancient Greek and Etruscan cultures.
- A civil war, following the assassination of Julius Caesar, led to the end of Roman Republic and the founding of the Roman Empire.
- Roman society was patriarchal, hierarchal, traditional, and family orientated. The patrician class consisted of a small group of wealthy men who formed the governing body known as the senate, while the plebeians were the general freeborn citizens of Rome.
- Political, geographic, and cultural factors led the Roman Empire to slowly collapse.

Possible Misunderstanding
- Ancient Romans spoke Italian.
- Rome was always a powerful empire.
- "Caesar" refers only to a single person, Julius Caesar.
- The plebeian class did all the work in ancient Rome.
- Latin is a "dead" language that is no longer used today.
- The Roman Empire collapsed suddenly.

Assessment Topic 3.3 – The Ancient Hebrews and the Origins of Judaism
Key Vocabulary/Terms
- King Solomon, Ur, Sabbath, Ten Commandments, Jerusalem, polytheism, Saul, Assyrian Empire, Ruth, King David, Canaan, Hebrew Bible, Kingdom of Israel, Judaism, Moses, Red Sea, Muslims, Christianity, Islam, monotheism, Mecca, diaspora, Neo-Babylonian, Torah, Talmud, rabbi, Nebuchadnezzar.

Key Concepts/Ideas
- The kingdom of Israel is in the Middle East, in an area like the modern country.

- Judaism is the world's oldest monotheistic religion. Some of its traditions have influenced the other monotheistic religions of Christianity and Islam.

Possible Misunderstandings
- Israel has only existed since the 20th century.
- Judaism refers to an ethnic group or a religion.
- Judaism has nothing in common with the religions of Christianity or Islam.
- Judaism is a major world religion in terms of numbers.
- The Hebrew Bible is different when compared to the Old Testament of the Christian bible.
- The festival of Hanukah is the Jewish equivalent to Christmas.

Assessment Topic 3.4 – The Origins and Growth of Christianity
Key Vocabulary/Terms
- King Solomon, bishop, missionary, Jerusalem, Mecca, Saul, Ruth, Herod the Great, universalizing religion, King David, Judaism, Constantine, New Testament, apostle, Muhammad, Abraham, Nazareth, Bethlehem, Moses, Judea, Israel, Messiah, Palestine, Nebuchadnezzar, Hebrews, Christianity, Ten Commandments, Jesus, Catholic Church, disciple, monastery, monk, Saint Anthony, Saint Patrick, pope, Paul, monotheism, polytheism.

Key Concepts/Ideas
- Christians believe Jesus Christ lived, taught, died, and was resurrected in Israel at the start of the Common Era.
- Christianity spread throughout the Roman Empire and other parts of Europe for several reasons and with a variety of results.

Possible Misunderstandings
- The origin of Christianity has no connection with Judaism.
- Jesus did not live and die as a Jew.
- Early Christians were not persecuted for their faith.
- The Christian church has been unchanged since its beginnings.

Topics that meet the NJDOE instructional mandates:

Topics that address the Amistad Commission Mandate…
- Comparing the Twelve Tables and the US Constitution, focusing on slavery
- Comparing African American Civil Rights martyrs to early Christian martyrs
- Compare the slave rebellion of Spartacus with that of Nat Turner

Topics that address the Holocaust Commission Mandate…
- Facing History and Ourselves Resource
- A People Survival DBQ (Judaism)
- When teaching about the emergence of Judaism and Christianity, explore the history of religious persecution, specifically the Holocaust

LBGT and Special Needs Mandate…
- LGBT History Timeline (https://www.glsen.org/article/lgbtq-history-1)
- People with a History: An Online Guide to Lesbian, Gay, Bisexual, and Trans* History, Section II The Ancient Mediterranean – Chapter 2: The Ancient Near East and Egypt (https://sourcebooks.fordham.edu/pwh/index-anc.asp#c2)
- When teaching about the direct democracy of early Athens, explore whether a democratic republic is representative of all groups of people, including members of the LGBTQ+ community
- Compare the persecution of early Christians with the persecution of members of the LGBTQ+ community in the United States
- Connect the Martyrs of Lyons with significant figures in the gay rights movement and the disability rights movement who made sacrifices for their causes

STAGE 2 – Evidence of Learning

Formative Activities

Assessment Topic 3.1 – Ancient Greece
- The geography, government, economics, and culture shaped early society in ancient Greece.
    - Students will participate in a play, reenacting the trial of Socrates, and then debate, write, or complete a Reading for Meaning (RFM), about whether Socrates deserved death.
    - Students will participate in a Socratic seminar where they will analyze and discuss quotes from the Greek philosophers Socrates, Plato, and Aristotle, to determine each of their views on what it means to live a "good" life.
    - Students will construct a comparative chart that graphically depicts the political, economic, social, and cultural similarities and differences between Athenian and Spartan societies. They can use this information to create a brochure persuading a citizen of Greece to live in either respective city-state.
    - Students will analyze the roles that women had n Athenian society and women's rights under the law. They will use this evidence and background knowledge to write a journal entry from the perspective of a woman in Athens hypothesizing why democracy was limited only to men. As an extension, students can also create protest posters from the perspective of an Athenian woman highlighting their contributions to society.
    - Student will analyze modified sections from *The Republic* to write an essay on how Plato's ideal city has influenced political thought and the modern world today. They can also write whether they think his ideal city would succeed or fail in today's social and political climate.
    - Students will travel to various city-states around the classroom, to experience the many political systems that existed within ancient Greece (direct democracy, representative democracy, oligarchy, monarchy, etc.). They will complete a pro-con chart for the governing system of each city-state.
    - Students will create a Greek mythology themed yearbook, where the students featured are various gods or goddesses.
    - Students will debate whether sports, and the culture surrounding it, are more similar or different to sports in ancient Greece.

Assessment Topic 3.2 – The Roman Republic and Empire
- The geography, government, economics, and culture shaped early society in ancient Rome.
    - Students will study various primary and secondary sources to build a scale model of the Forum, Coliseum, Circus Maximus, Aqua Claudia, etc. They will explain the history of the site, in addition to its impact on the world today. Another option is to construct a Roman city, then comparing it to a modern city.
    - Students will create a "Histogram" account from the perspective of a Roman emperor of their choosing.
    - Students will write a poem from the perspective of a Roman gladiator, senator, plebeian, or slave highlighting idea of 'bread and games'. Other social, economic, and political features of Roman society must be mentioned in their writing.
    - Students will construct a top-hat graphic organizer comparing the Twelve Tables to the United States Constitution. As an extension, students can debate whether they believe any changes should be made to the U.S. Constitution.

Assessment Topic 3.3 – The Ancient Hebrews and the Origins of Judaism
- The ancient Hebrew people and Judaism originated in Israel. Since its beginnings, the teachings of Judaism have spread across the globe.
    - Students will construct a map showing the route of the Hebrews escaping from Egypt, and their spread across Palestine. Students can expand on this activity by writing a journal entry from perspective from a Hebrew on the route, or by illustrating some of the challenges faced by this group on their journey.
    - Students will translate into modern language several excerpts from the *Book of Deuteronomy* and examine its meaning and relevance to the Hebrew people.
    - Students will analyze primary source documents to develop an argument on the most important factor that contributed to the survival Judaism from ancient times to today.
    - Students will read a text from one of the earliest rabbis, Hillel, and participate in a Socratic seminar in response to open-ended questions.

Assessment Topic 3.4 – The Origins and Growth of Christianity
- Christianity originated in the Roman Empire, and eventually spread across the globe. It is now one of the world's most popular religions.
    - Students will participate in a classroom gallery walk of early Christian religious art such as mosaics and paintings. Students will analyze the works to determine the values they express.
    - Students will create a cartoon strip depicting the story of Jesus of Nazareth.
    - Students will construct a top-hat graphic organizer to outline the similarities and differences between Judaism and Christianity in their respective beliefs concerning the Deity.

How Great was Alexander the Great? DBQ, Citizenship in Athens or Rome: Which one was better? DBQ, Education in Sparta: Did the strengths outweigh the weaknesses? DBQ, What Were the Primary Reasons for the Fall of Rome? DBQ, Create an Empire Project

STAGE 3 – Learning Plan

Assessment Topics and Lesson Themes:

Assessment Topic 3.1 – Ancient Greece-
The geography, government, economics, and culture shaped early society in ancient Greece.

Lesson Theme 3.1.1: Geography of Ancient Greece
Lesson Theme 3.1.2: Greek Political Systems
Lesson Theme 3.1.3: Greek Cultural Achievements

Assessment Topic 3.2 – The Roman Republic and Empire-
The geography, government, economics, and culture shaped early society in ancient Rome.

Lesson Theme 3.2.1: Geography and Economy of Ancient Rome
Lesson Theme 3.2.2: Roman Origins and Early Political Structures
Lesson Theme 3.2.3: From Republic to Empire
Lesson Theme 3.2.4: Roman Culture
Lesson Theme 3.2.5: A Weakening Empire

Assessment Topic 3.3 – The Ancient Hebrews and the Origins of Judaism-
The ancient Hebrew people and Judaism originated in Israel. Since its beginnings, the teachings of Judaism have spread across the globe.

Lesson Theme 3.3.1: Culture and Beliefs of the Ancient Hebrews
Lesson Theme 3.3.2: Life in Ancient Israel and the Diaspora

Assessment Topic 3.4 – The Origins and Growth of Christianity-
Christianity originated in the Roman Empire, and eventually spread across the globe. It is now one of the world's most popular religions.

Lesson Theme 3.4.1: Christianity: Origins and Characteristics
Lesson Theme 3.4.2: Christianity's Spread

Unit Specific Interdisciplinary Connections / Materials
- Science: The eruption of Mt. Vesuvius and its impacts
- Language Arts: Analyzing a gladiator poem by Marcus Valerius Martialis
- Math: Creating a scale model of an ancient Roman landmark
- Art: Analyzing early Christian artwork, creating a cartoon strip depicting the life of Jesus of Nazareth
-

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:
- Experience World History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2008.

Gifted and Talented Accommodations & Modifications
- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.

English Language Learners, Special Education, and At-Risk Accommodations & Modifications
- Leveled Texts for Social Studies: World Cultures Through Time, Shell Publishing, 2007.

Primary and Secondary Source Analysis:
- *Bring History Alive!*
- The Trial of Socrates Play Script (http://www.sps186.org/downloads/basic/727003/Trial%20of%20Socrates.pdf)
- Greek mythology resource (https://www.mensaforkids.org/teach/lesson-plans/an-introduction-to-greek-mythology/)
- *The Republic* by Plato
- *Crito* by Plato
- Plato's Allegory of the Cave Video (https://www.youtube.com/watch?v=1RWOpQXTltA)
- *The Histories* by Herodotus
- The Founding of Rome: Romulus and Remus Video (https://www.youtube.com/watch?v=heZoGPlncDk)
- Eruption of Mt. Vesuvius Video (https://www.youtube.com/watch?v=dY_3ggKg0Bc)
- Pliny the Elder's Letters to Tacitus about the Eruption of Mt. Vesuvius (https://igppweb.ucsd.edu/~gabi/sio15/lectures/volcanoes/pliny.html)
- *Coliseum-A Gladiator's Story* (video)
- *The Golden Ass* by Apuleius
- *Histories* by Tacitus
- Spartacus (video) https://ed.ted.com/lessons/from-slave-to-rebel-gladiator-the-life-of-spartacus-fiona-radford

Digital Resources:
Turnitin, NearPod, Newsela, DiscoveryEducation, ActiveClassroom

Overview

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.

STAGE 1 – Desired Results

Essential Questions
- How does religion develop and shape society?
- Why do civilizations rise and fall?
- How does geography affect the way people live?
- How does trade lead to the exchange of ideas among different cultures?
- What are the pros & cons of different cultures coming in contact with each other?

Enduring Understanding
- People, places, and ideas change over time.
- Cultures are held together by shared beliefs and common practices and values.
- Religion can influence a society's beliefs and values
- Great civilizations developed in the Americas without contact from Africa, Asia, and Europe.
- There are pros and cons when different cultures interact with each other.
- The Aztec, Inca, and Mayans developed many advancements in science and technology that are still used today.
- The arrival of the Spanish to the Americas led to the demise of both the Aztecs and Incas.
- The spread of Christianity and Islam influenced African culture
- The Middle Ages was a time of constant warfare, disease, and hardship for the vast majority of people.
- In West Africa, there were three great empires (Ghana, Mali, and Songhai) who gained power by controlling the gold and salt trade

Students will be able to...
- To read, understand, and analyze primary and secondary sources
- Understand and apply new vocabulary
- Identify main ideas/supporting details
- Organize /synthesize information from multiple sources
- Compare/contrast ideas
- Make inferences
- Draw conclusions
- Paraphrase and summarize information gathered from sources

Students will know...

Assessment Topic 4.1 – The Origins of Islam and the Early Islamic Empires
Key Vocabulary/Terms
- Arabian Peninsula, Oasis, Persian Gulf, Red Sea, Muhammad, Islam, Mecca, Medina, Kaaba, Bedouin, Muslim, Pilgrimage, Sunni, Shiite, Five Pillars of Islam (Faith, Prayer, Charity, Fasting, Pilgrimage), Ramadan, Hajj, Iman, Mosque, Quran, Sunnah
Key Concepts/Ideas:
- The geography of the Arabian Peninsula shaped the way of life of the people living there.
- Muhammad's teachings contributed to the growth of Islam in Asia.
- The origins and characteristics of Islam.
- The importance of the religion to culture and politics in the Islamic world.

- Islamic expansion throughout Asia and Africa was a result of military conquests and unprepared adversaries
- The encounters between Muslims and Christians during the expansion of the Islamic world
- The development of trade routes led to the growth of cities and the economy in Islamic society
- The Islamic religion affected life for men and women in the region
- Important innovations under Islamic empires expanded global trade and cultural diffusion

Possible Misunderstandings:
- Islam and Muslim are two separate religions
- Islam is a fundamentalist, violent religion

Assessment Topic 4.2 – Medieval India and China

Key Vocabulary/Terms
- Silk Road, Gupta Empire, Mahayana Buddhism, bhakti movement, pilgrimage, Buddhism, Sanskrit, Jainism, unification, Yellow Turban Rebellion, civil war, Tang Empire, Marco Polo, Song dynasty, Han Dynasty, junk, Great Wall of China, Mediterranean Sea, Middle East, Li Yuan, Daoism, Grand School, Chang'an, census, Neo-Confucianism, Confucianism, Mandate of Heaven, Catholic Church, Himalayas, Black Sea, William Tyndale, Persian Gulf, Pax Romana, Huns, John Calvin, Eurasia, Protestant Reformation, Genghis Khan, New Testament, social reform, Pax Mongolica, Mongolia, Mongols, pope, Protestantism, steppe, Gobi Desert, Martin Luther, Great Schism, Crusaders, commonwealth, Zheng He, porcelain, Zhu Yuanzhang

Key Concepts/Ideas:
- Changes and accomplishments defined India's Golden Age.
- The reasons for the fracturing of China.
- Important Chinese dynasties (Tang dynasty, Song dynasty) developed Chinese culture during the era before the Mongol invasion.
- The evolution of Confucianism during this period impacted governmental systems.
- The expansion of the Mongolian Empire.
- The impact of Mongol rule on Chinese civilization and other cultures.
- Trade under the Ming dynasty spread Chinese ideas and goods across the world.
- The expansion of trade in China led to the growth of the empire and its people.
- The decision by Ming emperors to cut off overseas expeditions and outlaw foreign trade affected Chinese culture

Possible Misunderstandings:
- China has always been an isolated country with no contact with the outside world.
- Imperial China was less culturally and technologically advanced than Western Europe.
- There is no difference between Korean culture and Chinese culture

Assessment Topic 4.3 – Japan and Korea

Key Vocabulary/Terms
- Archipelago, Toyotomi Hideyoshi, Tokugawa Shogunate, Kyoto, Province, Heian period, Mount Fuji, Edo, Empire, Lady Murasaki, Confucius, Prince Shotoku, shogun, daimyo, The Tale of the Heike, Tokugawa Ieyasu, The Tale of Genji, Buddhism, Ainu, Minamoto Yoritomo, artisan, Zen Busshism, Emperor, Hokusai, merchant, civil war, Bushidō, feudalism, Prince Shotoku, peasant, Basho, haiku, Absolute Monarchy, Yangban, Koguryŏ, Silk Road, Paekche, Johannes Gutenberg, Koryŏ, celadon, Han Dynasty, Chosŏn, Mongols, Wang Kon, Silla, Chosŏn dynasty, Neo-Confucianism, Taoism, Confucianism

Key Concepts/Ideas:
- The geography of the region shaped the way of life of the people living there.
- Major political, economic, and religious developments existed in Japanese history.
- The relationship between feudal power, military rank, and social status in shogunate Japan
- There was a connection between Zen Buddhism and Bushido
- Important achievements contributed to the Japanese people
- Mongol rule was important to Korean society
- Korea has served as a link between China and Japan

Possible Misunderstandings:
- Japan became a powerful nation only by going to war with its rivals
- A shogun and a samurai are the same thing
- No major religions other than Shinto are practiced in Southeast Asia
- There is no difference between Chinese, Korean, and Japanese cultures

Assessment Topic 4.4 – Early Americas

Key Vocabulary/Terms

- Middle America, conquistador, Toltec, Olmec, Aztec, codex, Andes, polytheism, Classic Period, Chichén Itzá, climate, Yucatán Peninsula, terrace farming, Inca, treaty, maize, Amazon River, La Venta, indentured servant, steppe, infrastructure, ziggurat, Christopher Columbus, mestizo, Copan, Mayans, South America. Northwest Passage, colonization, stela, Central Plateau, Aztec Empire, Aztec, Itzcóatl, Hernán Cortés, social class, Lake Texcoco, Mexica, Montezuma, tribute, Andes, emperor, Cuzco, Francisco Pizarro, guano, irrigation, llama, Machu Picchu, , Pachacuti

Key Concepts/Ideas:

- The geography of the region shaped the way of life of the people living there
- Mayan culture and scientific innovations
- The rise and growth of the Aztec Empire.
- The political and social structure of Aztec civilization
- The impact of physical geography on Incan culture.
- The Incan political and social structures.

Possible Misunderstandings:

- The slave trade in Africa began with the arrival of the Europeans
- All early Americans lived as nomads
- All early Americans lived in tepees
- All early Americans spoke the same language and had the same traditions

Assessment Topic 4.5 – African Empires

Key Vocabulary/Terms

- Zanzibar, Timbuktu, Mombasa, Mount Kilamanjaro, Bantu, Zambezi River, Aksum, Congo River Basin, desert, East Africa, Kush, Congo River, Mali, Bartolomeu Dias, Niger River, Nile River, Indian Ocean, Sahel, trade, Kalahari Desert, Ghana, Mogadishu, Sahara Desert, Giza, Ethiopia, Kingdom of Benin, Savanna, Sofala, nomadic, Sub-Saharan Africa, Great Zimbabwe, Great Rift Valley, city-state, Arabian Peninsula, Timbuktu, embargo, Mecca, markets, merchant, province, Ibn Battuta, Indian Subcontinent, Mansa Musa, West Africa, Mogadishu, Mali Empire, Red Sea, North Africa, caravan, Ethiopia, pilgrimage, Nubia, Muslims, Songhai Empire, polytheism, Coptic Christianity, indigenous, Muhammad, King Ezana, monotheism

Key Concepts/Ideas:

- The geography of the region shaped the way of life of the people living there
- The growth of the empires of Ghana, Mali, and Songhai
- The cultural, social, economic, and political characteristics affected African empires
- There were indigenous religions practiced in Africa before the introduction of Christianity and Islam
- Islam and Christianity influenced African cultures

Possible Misunderstandings:

- Africa did not support many varied civilizations
- European kingdoms grew larger and richer than African trading empires

==Topics that address the NJDOE instructional mandates:==

Topics that address the Amistad Commission Mandate…

- Africa and the Slave Trade Before European Intervention
- http://www.bbc.co.uk/history/british/abolition/africa_article_01.shtml#three
- Slaves from various West African kingdoms, such as the modern-day nation of Benin, have heavily influenced culture in the United States. Explore the African American food ways, oral histories, and language, and connect it with the cultures of the West African kingdoms.

Topics that address the LBGT and Special Needs Mandate…

- LGBT History Timeline (https://www.glsen.org/article/lgbtq-history-1)
- People with a History: An Online Guide to Lesbian, Gay, Bisexual, and Trans* History, Section VI: Africa, Asia, Latin America, Oceania (https://sourcebooks.fordham.edu/pwh/index-wld.asp)

Topics that address the Holocaust Commission Mandate…

- Facing History and Ourselves Resource

- Review various journal entries from Holocaust survivors to illustrate the importance of documenting events and having a "keeper of tales". Connect this with the oral histories of the West African kingdoms.

STAGE 2 – Evidence of Learning

Assessment Topic 4.1 – The Origins of Islam and the Early Islamic Empires
- Islam began in the Arabian Peninsula and spread through Asia and Africa. Muslims follow the Five Pillars of Islam and the Quran and Sunnah to guide their actions. As Islam spread empires began to grow and produced many important innovations.
    - Students will connect the Five Pillars of Islam to their own lives. Students will be assigned one of the Pillars to illustrate and describe the essential details concerning the particular pillar, what it means for Muslims, and how it can connect to their lives. For example, to connect to the Hajj, students will write about an experience that had a significant impact on their life. They will also provide an illustration of their pillar.
    - Students will imagine that they are a Muslim caliph who is deciding on a policy regarding the practice of other religions in his territory. Students will a write a letter to the caliph supporting the continuation of his policy of tolerance. They will cite economic, religious, or political reasons from informative videos, the Quran, and other resources.
    - Students will describe the campaigns that brought that areas from Spain to India under Muslim rule. Students will respond to the following, who were the important individuals and groups who participated? What kind of military tactics did the conquerors use?

Assessment Topic 4.2 – Medieval India and China
- India's Golden Age was defined by many changes and accomplishments. The Gupta Empire consolidated power, while creating scientific advancements and cultural achievements. Religious awakenings and the bhakti movement affected also affected the culture of Medieval India. In China, after the fall of the Han Dynasty, dynasties such as the Sui, Tang, Song, and Ming unified China and shaped the culture and economics of the region. In the Mongol Empire, Genghis Khan took control and expanded throughout Asia.
    - Students will research an innovation that came out of India's Golden Age. They will select cotton, base-10 numbers, or spices. Then, students will explain how their chosen innovation changed the history of South Asia and how it helped to create our modern world. Students can present their findings as a news broadcast to the class.
    - Students will assume the role of an adviser to a Tang emperor and argue for the development of a network of roads and canals. Students will have to justify the cost, brainstorm ways the Tang could finance the project, organize the building, and ultimately explain how the project would benefit the state and the public.
    - Students will research primary source accounts of the Mongols from the 13th and 14th century to write a newspaper article about the "real" facts surrounding the Mongols.

Assessment Topic 4.3 – Japan and Korea
- Geography was important to Japan and Korea, even though their geographic locations provided challenges for the empires. Ancient Japanese culture was marked by religious influences, the Heian Court, samurais, and feudalism. While Japan was unified, they were also cut off from the rest of the world. Korea was influenced China, and then the Koryŏ dynasty took power. Even though Korea was invaded by the Mongols, they were still able to maintain their culture.
    - Students will construct a map of the Japanese islands showing their elevation and proximity of the islands to the Korean and Chinese mainland. Students will explain the role of geography in the development of Japan. They will also explain how the proximity to the Chinese and Korean mainland affected the Japanese culture.
    - Students will explain the basic beliefs of Shinto. Students will use works from art and literature to describe the importance of Shinto on Japan.
    - Students will participate in a round-table discussion on how Korea's past imperialist policies effect their culture today. Students will analyze historic video footage and documents to for evidence.

Assessment Topic 4.4 – Early Americas
- The Aztec, Inca, and Maya empires were located in Central and South America. Geographic and religious influences shaped the three empires, as well the previous inhabitants of the regions. Each empire also had vast societal, cultural, and technological advancements.

- o Students will use visual data such as graphs and charts to illustrate how the Maya altered their methods of farming based on topography and climate. Students will work in groups to create an infographic to show these changes and argue for the importance of agricultural production to the development of the Maya empire.
  - o Students will read excerpts from Douglas Gifford's *Warriors, Gods, Spirits from Central and South American Mythology* to examine the ways in which Maya myths reflect social values and daily survival skills.
  - o Students will create a top hat organizer to compare and contrast the Aztec, Inca, and Maya empires looking at looking at their political, social, and economic systems. They will use this information to determine which empire they believe to be most successful in a debate.

Assessment Topic 4.5 – African Empires

- Early African empires were shaped by the geography of Africa, specially the patterns of settlement and commerce in sub-Saharan Africa. Initially, trade helped the spread and growth of west African empires, such as the Mali, Songhai, Benin, and Aksum. While most of the empires had strong, traditional religions, the introduction of Christianity and Islam fundamentally changed the cultures of West Africa.
  - o Students will identify a person in their family who is the "keeper of tales." Students will learn about their family history. They will compare their histories and stories to those from West Africa. They will explore the function of a griot in West African society and explain how their stories and oral traditions give historians access to the past.
  - o Students will read Ethiopian legends of the introduction to Christianity to that land. Students will answer the following questions in a short paragraph. By what routes do you think Christians may have reached Ethiopia in the 4th Century? Where was the Kingdom of Aksum and why did its location favor international trade?
  - o Students will compare the political, economic, and social structure of the Mali and Songhai. How important was trade between the two empires? How did the wealth and power of Mansa Musa or Askia Muhammad compare with that of Christian and Islamic rulers? What role did Muslim scholars play in governing cities?
- Classroom Activity: Example
  - o Students will draw a map identifying the major land and maritime trade routes linking Africa, Europe, and Asia. Students will use symbols to show how major goods and ideas were carried along these routes. Students will then choose two areas studied to write a short paragraph describing how trade and cultural diffusion affected the region.

<mark>Summative Activities, Tasks, or Projects:</mark>

- DBQs – The Aztecs – Should Historians Emphasize Agricultural or Human Sacrifice, Mansa Musa's Hajj, Samurai and Knights – Were the Similarities Greater Than the Differences, The Silk Road, Why did Christianity Take Hold in the Ancient World, Why did Islam Spread so Quickly?

STAGE 3 – Learning Plan

<mark>Assessment Topics and Lesson Themes:</mark>

Assessment Topic 4.1 - The Origins of Islam and the Early Islamic Empires   -
Islam began in the Arabian Peninsula and spread through Asia and Africa. Muslims follow the Five Pillars of Islam and the Quran and Sunnah to guide their actions. As Islam spread empires began to grow and produced many important innovations

Lesson Theme 4.1.1: Roots of Islam
Lesson Theme 4.1.2: Islamic Expansion
Lesson Theme 4.1.3: Life in the Islamic Empires

Assessment Topic 4.2 – Medieval India and China –
India's Golden Age was defined by many changes and accomplishments. The Gupta Empire consolidated power, while creating scientific advancements and cultural achievements. Religious awakenings and the bhakti movement affected also affected the culture of Medieval India. In China, after the fall of the Han Dynasty, dynasties such as the Sui, Tang, Song, and Ming unified China and shaped the culture and economics of the region. In the Mongol Empire, Genghis Khan took control and expanded throughout Asia.

Lesson Theme 4.2.1: Medieval India

Lesson Theme 4.2.2: China's Reunification and Development
Lesson Theme 4.2.3: The Mongols
Lesson Theme 4.2.4: The Ming Dynasty

Assessment Topic 4.3 – Japan and Korea -
Geography was important to Japan and Korea, even though their geographic locations provided challenges for the empires. Ancient Japanese culture was marked by religious influences, the Heian Court, samurais, and feudalism. While Japan was unified, they were also cut off from the rest of the world. Korea was influenced China, and then the Koryŏ dynasty took power. Even though Korea was invaded by the Mongols, they were still able to maintain their culture.

Lesson Theme 4.3.1: Japan's Geography and Political Development
Lesson Theme 4.3.2: Japanese Society
Lesson Theme 4.3.3: Korea's Geography and Society

Assessment Topic 4.4 – Early Americas -
The Aztec, Inca, and Maya empires were located in Central and South America. Geographic and religious influences shaped the three empires, as well the previous inhabitants of the regions. Each empire also had vast societal, cultural, and technological advancements.

Lesson Theme 4.4.1: Early North America Cultures and the Maya
Lesson Theme 4.4.2: The Aztec Empire
Lesson Theme 4.4.3: The Inca Empire

Assessment Topic 4.5 – African Empires -
Early African empires were shaped by the geography of Africa, specially the patterns of settlement and commerce in sub-Saharan Africa. Initially, trade helped the spread and growth of west African empires, such as the Mali, Songhai, Benin, and Aksum. While most of the empires had strong, traditional religions, the introduction of Christianity and Islam fundamentally changed the cultures

Lesson Theme 4.5.1: Geography of Africa
Lesson Theme 4.5.2: Growth of African Empires
Lesson Theme 4.5.3: Religion and Culture in Africa

Unit Specific Interdisciplinary Connections / Materials
- Students will compare the development of the base-10 number system of ancient India to other great mathematical achievements of the recent past and present day (math)
- Students will analyze and compare ancient folktales with the folktale writings of today (Language arts)
- Students will participate in a version of ancient Mayan ball games and compare the game play to modern sport (physical education)

Unit Specific Accommodations and Modifications
Multiple Intelligence Activities and Engagement:
- Experience World History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2008.

Gifted and Talented Accommodations & Modifications
- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.

English Language Learners, Special Education, and At-Risk Accommodations & Modifications
- Leveled Texts for Social Studies: World Cultures Through Time, Shell Publishing, 2007.

Additional Materials

Primary and Secondary Source Analysis:
- *Bring History Alive!*
- National Geographic *Inside Mecca* Documentary - (https://www.youtube.com/watch?v=gf8Bk6AwPKw)

- The Metropolitian Museum of Art – The Five Pillars of Islam (https://www.metmuseum.org/learn/educators/curriculum-resources/art-of-the-islamic-world/unit-one/the-five-pillars-of-islam)
- Excerpt from *The Travels (*Discovery Education)
- *Rich and Poor: Exploring the Differences of North and South Korea* (Video) (Discovery Education)
- *Start of the Korean War* (Video) (Discovery Education)
- *Korean War: Early Victories for North Korea* (Video) (Discovery Education)
- *Numerals and the Origin of Zero* (Video) (Discovery Education)
- *The Spice Trade and the Age of Exploration* (Video)(Discovery Education)
- Excerpts from *The Sayings of Confucius* (Discovery Education)
- *The Economics Principals of Confucius and His School* (Discovery Education)
- *The Dao View of Society* (Discovery Education)
- Excerpt from *Japan as it Was and Is* (Discovery Education)
- Excerpt from *Shinto: The Way of the Gods* (Discovery Education)
- Excerpts from the *Writings of Carpini and Ruysbroeck* (Discovery Education)
- Excerpts from *The Travels of Marco Polo* (Discovery Education)
- *The Mongols Lay Siege to Baghdad* (Image) (Discovery Education)
- *Mongol Expansion* (Map) (Discovery Education)
- *Genghis Khan and the Making of the Modern World* (Book)
- Excerpt from *The Civilizations of the Mayas* (Discovery Education)
- Excerpt from *Popul Vuh* (Discovery Education)
- Excerpt from *A Description of an Ancient Mayan Ball Court* (Discovery Education)
- *Aztec Empire: Life in Tenochtitlan* (Video) (Discovery Education)
- *The Aztecs Succumb to Disease and Cortes* (Video) (Discovery Education)
- *The Rise and Fall of the Aztecs* (Video) (Discovery Education)
- Excerpts from *The Memoirs of Conquistador Bernard Diaz Del Castillo* (Discovery Education)

Digital Resources:
Turnitin, NearPod, Newsela, DiscoveryEducation, ActiveClassroom

Active Citizenship
Overview:

This unit is very much based on current events, as such the topics and materials will vary from year to year.

Political Science & Active Citizenship in the 21st Century involves, but is not limited to the following:
• Recognize the causes and effects of prejudice on individuals, groups, and society.
• Recognize the value of cultural diversity, as well as the potential for misunderstanding.
• Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
• Demonstrate an understanding of current social issues, basic human rights, and consumerism.
• Listens open-mindedly to views contrary to their own.
• Collaboratively develop and practice strategies for managing and resolving conflict.
• Demonstrate an understanding of democratic values and processes.
• Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
• Challenge unfair viewpoints and behavior by taking action.
• Make informed and reasoned decisions.

STAGE 1 Desired Results

Essential Questions…
A. Civics, Government, and Human Rights
   • How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
   • How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
B. Geography, People, and the Environment
   • How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
   • How does geography influence how people live?
C. Economics, Innovation, and Technology
   • How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
   • How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
D. History, Culture, and Perspectives
   • How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
   • How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions
• What does it mean to be "media literate"?
• How is life difficult for those who are "stateless" or "undocumented"?
• Why do some countries use child soldiers?
• What are the pros & cons of globalization?
• What are "unintended consequences"?
• What does it mean to be a "responsible citizen"?
• What basic human rights should be guaranteed to all people living on the planet?

Enduring Understanding…
• As citizens of a country, you have certain obligations like paying taxes, jury duty, and military service (in some countries).
• Every day, millions of young girls around the world, like Malala, are prevented from getting an education.

- Child labor laws are in place to protect the well-being of our youth and ensure that their education is priority number one.

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Key Concepts/Ideas:
- There are several "push-pull factors" that cause thousands of people to leave their homes every day in search of a better life in a land they have never set foot in.
- While the main two political parties in the USA are the Democrats and Republicans, the number of political parties one can choose to be affiliated with is actually in the double digits.
- One in four people born today will not receive a birth certificate, and that will severely limit their opportunities to an education, judicial

Possible Misunderstandings:
- Students might not fully understand that their lives are very much connected to the world in which they live.

Key Vocabulary/Terms:
globalization

STAGE 2
Evidence of Learning

TBD by the teacher

- Write an argumentative letter about why one should or shouldn't create a democratic society.
- Complete a document analysis of a well-known speech.
- Write an open-ended response essay answering the following question: "Why are there millions more boys than girls in school around the world?"
- Around Election Day, the students will research key social issues and have a mock class debate as representatives of our political parties.
- Create posters discussing the mission and origin of the International Day for the Elimination of Violence against Women (November 25th).
- Draw a sweatshop scene, labeling several aspects of the scene.
  Write a journal as if you are from Central America and are riding train tops in hopes of making it into the USA to get a job or locate a family member.

STAGE 3
Learning Plan

TBD by teacher

- General modifications will be applied to the material as needed.

- Interdisciplinary materials will vary depending on the topic(s) selected by the teacher

Topics that address the Amistad Commission Mandate…
- Interdisciplinary materials will vary depending on the topic(s) selected by the teacher

Topics that address the Holocaust Commission Mandate…
- Interdisciplinary materials will vary depending on the topic(s) selected by the teacher

Topics that address the LBGT and Special Needs Mandate…
- Interdisciplinary materials will vary depending on the topic(s) selected by the teacher

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin

Primary & Secondary Source Analysis: *Junior Scholastic* magazines – Archived & current issues

Middle School World History - Instructional Standards

New Jersey Student Learning Standards- Social Studies

Unit #1: The Beginnings of Human Society

SOC.6.2.8.HistoryCC.1.a	Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).
SOC.6.2.8.GeoHE.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
SOC.6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
SOC.6.2.8.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
SOC.6.2.8.GeoPP.1.a	Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
SOC.6.2.8.HistoryCC.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
SOC.6.2.8.HistorySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Unit #2: Early Civilizations and the Emergence of Pastoral Peoples

SOC.6.2.8.GeoHE.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
SOC.6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
SOC.6.2.8.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
SOC.6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
SOC.6.2.8.HistoryCA.2.a	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.
SOC.6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.
SOC.6.2.8.GeoSV.2.a	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
SOC.6.2.8.EconGE.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.

SOC.6.2.8.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

Unit #3: Classical Civilizations of the Mediterranean World, India, and China

SOC.6.2.8.CivicsPI.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.
SOC.6.2.8.GeoPP.3.a	Use geographic models to describe how 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.
SOC.6.2.8.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
SOC.6.2.8.CivicsHR.3.a	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
SOC.6.2.8.CivicsDP.3.a	Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
SOC.6.2.8.HistoryUP.3.c	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.
SOC.6.2.8.HistoryCA.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
SOC.6.2.8.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
SOC.6.2.8.HistoryCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
SOC.6.2.8.CivicsDP.3.b	Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
SOC.6.2.8.EconEM.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
SOC.6.2.8.HistoryUP.3.b	Compare the status 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 (i.e., political, economic, and social).
SOC.6.2.8.EconGE.3.a	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.
SOC.6.2.8.GeoPP.3.b	Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

Unit #4: Expanding Exchanges and Encounters

SOC.6.2.8.HistoryCC.4.e	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
SOC.6.2.8.EconNE.4.a	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.GeoPP.4.b	Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
SOC.6.2.8.GeoHE.4.c	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.HistoryCC.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.
SOC.6.2.8.EconGE.4.a	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.GeoHE.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.GeoGI.4.a	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.CivicsPI.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.HistoryCC.4.d	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.
SOC.6.2.8.HistoryCC.4.a	Determine which events led to the rise and eventual decline of European feudalism.
SOC.6.2.8.HistoryCC.4.b	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.GeoPP.4.a	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.
SOC.6.2.8.HistoryCC.4.f	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.CivicsDP.4.a	Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).
SOC.6.2.8.GeoHE.4.b	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
SOC.6.2.8.GeoPP.4.c	Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.
SOC.6.2.8.HistoryCC.4.c	Assess the demographic, economic, and religious impact of the plague on Europe.

Unit #5: Active Citizenship

SOC.6.3.8.CivicsPR.7	Compare how ideas become laws at the local, state, and national level.
SOC.6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
SOC.6.3.8.CivicsPR.2	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for

	growth and change over time.
SOC.6.3.8.CivicsPD.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
SOC.6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
SOC.6.3.8.CivicsPR.6	Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.
SOC.6.3.8.EconET.1	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
SOC.6.3.8.CivicsPI.4	Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.
SOC.6.3.8.CivicsDP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
SOC.6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
SOC.6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
SOC.6.3.8.CivicsPR.1	Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.
SOC.6.3.8.CivicsDP.2	Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).
SOC.6.3.8.CivicsPR.4	Use evidence and quantitative data to propose or defend a public policy related to climate change.
SOC.6.3.8.CivicsPD.2	Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
SOC.6.3.8.EconET.2	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).
SOC.6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.
SOC.6.3.8.CivicsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
SOC.6.3.8.CivicsPI.3	Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
SOC.6.3.8.CivicsPD.3	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

College, Career & Civic Life: C3 Framework for Social Studies

Dimension 1: Developing Questions & Planning Inquiries

SOC.6-8.D1.3.6-8	Explain points of agreement experts have about interpretations and applications of

disciplinary concepts and ideas associated with a supporting question.

SOC.6-8.D1.1.6-8	Explain how a question represents key ideas in the field.
SOC.6-8.D1.2.6-8	Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
SOC.6-8.D1.5.6-8	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
SOC.6-8.D1.4.6-8	Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.

Dimension 2: Applying Disciplinary Concepts & Tools

Civics

SOC.6-8.D2.Civ.1.6-8	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
SOC.6-8.D2.Civ.6.6-8	Describe the roles of political, civil, and economic organizations in shaping people's lives.
SOC.6-8.D2.Civ.14.6-8	Compare historical and contemporary means of changing societies, and promoting the common good.
SOC.6-8.D2.Civ.9.6-8	Compare deliberative processes used by a wide variety of groups in various settings.
SOC.6-8.D2.Civ.8.6-8	Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
SOC.6-8.D2.Civ.5.6-8	Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
SOC.6-8.D2.Civ.11.6-8	Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.
SOC.6-8.D2.Civ.2.6-8	Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
SOC.6-8.D2.Civ.7.6-8	Apply civic virtues and democratic principles in school and community settings.
SOC.6-8.D2.Civ.10.6-8	Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
SOC.6-8.D2.Civ.13.6-8	Analyze the purposes, implementation, and consequences of public policies in multiple settings.
SOC.6-8.D2.Civ.12.6-8	Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
SOC.6-8.D2.Civ.3.6-8	Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
SOC.6-8.D2.Civ.4.6-8	Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.

Economics

SOC.6-8.D2.Eco.7.6-8	Analyze the role of innovation and entrepreneurship in a market economy.
SOC.6-8.D2.Eco.14.6-8	Explain barriers to trade and how those barriers influence trade among nations.
SOC.6-8.D2.Eco.2.6-8	Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
SOC.6-8.D2.Eco.6.6-8	Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
SOC.6-8.D2.Eco.15.6-8	Explain the benefits and the costs of trade policies to individuals, businesses, and society.
SOC.6-8.D2.Eco.3.6-8	Explain the roles of buyers and sellers in product, labor, and financial markets.
SOC.6-8.D2.Eco.9.6-8	Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.
SOC.6-8.D2.Eco.12.6-8	Explain how inflation, deflation, and unemployment affect different groups.
SOC.6-8.D2.Eco.5.6-8	Explain ways in which money facilitates exchange by reducing transactional costs.
SOC.6-8.D2.Eco.4.6-8	Describe the role of competition in the determination of prices and wages in a market economy.
SOC.6-8.D2.Eco.13.6-8	Explain why standards of living increase as productivity improves.
SOC.6-8.D2.Eco.10.6-8	Explain the influence of changes in interest rates on borrowing and investing.
SOC.6-8.D2.Eco.11.6-8	Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.
SOC.6-8.D2.Eco.1.6-8	Explain how economic decisions affect the well-being of individuals, businesses, and society.
SOC.6-8.D2.Eco.8.6-8	Explain how external benefits and costs influence market outcomes.

Geography

SOC.6-8.D2.Geo.1.6-8	Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.
SOC.6-8.D2.Geo.8.6-8	Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.
SOC.6-8.D2.Geo.4.6-8	Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
SOC.6-8.D2.Geo.6.6-8	Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
SOC.6-8.D2.Geo.11.6-8	Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.
SOC.6-8.D2.Geo.10.6-8	Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
SOC.6-8.D2.Geo.7.6-8	Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
SOC.6-8.D2.Geo.2.6-8	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
SOC.6-8.D2.Geo.3.6-8	Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.

SOC.6-8.D2.Geo.9.6-8	Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.
SOC.6-8.D2.Geo.5.6-8	Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
SOC.6-8.D2.Geo.12.6-8	Explain how global changes in population distribution patterns affect changes in land use in particular places.

History

SOC.6-8.D2.His.16.6-8	Organize applicable evidence into a coherent argument about the past.
SOC.6-8.D2.His.17.6-8	Compare the central arguments in secondary works of history on related topics in multiple media.
SOC.6-8.D2.His.4.6-8	Analyze multiple factors that influenced the perspectives of people during different historical eras.
SOC.6-8.D2.His.1.6-8	Analyze connections among events and developments in broader historical contexts.
SOC.6-8.D2.His.9.6-8	Classify the kinds of historical sources used in a secondary interpretation.
SOC.6-8.D2.His.14.6-8	Explain multiple causes and effects of events and developments in the past.
SOC.6-8.D2.His.10.6-8	Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
SOC.6-8.D2.His.2.6-8	Classify series of historical events and developments as examples of change and/or continuity.
SOC.6-8.D2.His.11.6-8	Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
SOC.6-8.D2.His.7.6-8	Begins in grades 9–12
SOC.6-8.D2.His.13.6-8	Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
SOC.6-8.D2.His.6.6-8	Analyze how people's perspectives influenced what information is available in the historical sources they created.
SOC.6-8.D2.His.12.6-8	Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
SOC.6-8.D2.His.8.6-8	Begins in grades 9–12
SOC.6-8.D2.His.5.6-8	Explain how and why perspectives of people have changed over time.
SOC.6-8.D2.His.3.6-8	Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
SOC.6-8.D2.His.15.6-8	Evaluate the relative influence of various causes of events and developments in the past.

Dimension 3: Evaluating Sources & Using Evidence

SOC.6-8.D3.2.6-8	Evaluate the credibility of a source by determining its relevance and intended use.
SOC.6-8.D3.1.6-8	Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
SOC.6-8.D3.3.6-8	Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
SOC.6-8.D3.4.6-8	Develop claims and counterclaims while pointing out the strengths and limitations of both.

Dimension 4: Communicating Conclusions & Taking Informed Action

SOC.6-8.D4.3.6-8	Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
SOC.6-8.D4.4.6-8	Critique arguments for credibility.
SOC.6-8.D4.8.6-8	Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.
SOC.6-8.D4.1.6-8	Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
SOC.6-8.D4.6.6-8	Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
SOC.6-8.D4.5.6-8	Critique the structure of explanations.
SOC.6-8.D4.2.6-8	Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
SOC.6-8.D4.7.6-8	Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

New Jersey Student Learning Standards: Reading Companion Standards

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.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.
LA.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).
LA.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.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.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).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.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.

New Jersey Student Learning Standards: Writing Companion Standards

LA.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.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.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.
LA.WHST.6-8.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.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.
LA.WHST.6-8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.WHST.6-8.3	(See note; not applicable as a separate requirement)
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.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.
LA.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.

New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills

Career Readiness, Life Literacies, and Key Skills Practices

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP3	Attend to personal health and financial well-being.

9.2 Career Awareness

WRK.9.2.8.CAP.14	Evaluate sources of income and alternative resources to accurately compare employment options.
WRK.9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
WRK.9.2.8.CAP.17	Prepare a sample resume and cover letter as part of an application process.
WRK.9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
WRK.9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
WRK.9.2.8.CAP.6	Compare the costs of post-secondary education with the potential increase in income from a career of choice.
WRK.9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.
WRK.9.2.8.CAP.16	Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.
WRK.9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
WRK.9.2.8.CAP.13	Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.
WRK.9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
WRK.9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
WRK.9.2.8.CAP.20	Identify the items to consider when estimating the cost of funding a business.
WRK.9.2.8.CAP.7	Devise a strategy to minimize costs of post-secondary education.
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering,

	apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
WRK.9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
WRK.9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.4 Life Literacies and Key Skills

TECH.9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
TECH.9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
TECH.9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.
TECH.9.4.8.DC.8	Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
TECH.9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).
TECH.9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
TECH.9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
TECH.9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
TECH.9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
TECH.9.4.8.IML.13	Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
TECH.9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
TECH.9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
TECH.9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.
TECH.9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
TECH.9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.
TECH.9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.

TECH.9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
TECH.9.4.8.IML.5	Analyze and interpret local or public data sets to summarize and effectively communicate the data.
TECH.9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
TECH.9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
TECH.9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
TECH.9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
TECH.9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
TECH.9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.
TECH.9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
TECH.9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
TECH.9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
TECH.9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).
TECH.9.4.8.IML.11	Predict the personal and community impact of online and social media activities.
TECH.9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
TECH.9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
TECH.9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
TECH.9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
TECH.9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.

New Jersey Student Learning Standards- Computer Science & Design Thinking

CS.6-8.8.1.8.NI.3	Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.
CS.6-8.8.2.8.ITH.4	Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
CS.6-8.8.2.8.ETW.1	Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.
CS.6-8.8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.

CS.6-8.8.1.8.NI.2	Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.
CS.6-8.8.2.8.ITH.2	Compare how technologies have influenced society over time.
CS.6-8.8.2.8.ITH.5	Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
CS.6-8.8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
CS.6-8.8.2.8.NT.4	Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.
CS.6-8.8.1.8.IC.2	Describe issues of bias and accessibility in the design of existing technologies.
CS.6-8.8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
CS.6-8.8.1.8.NI.1	Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination.
CS.6-8.8.1.8.NI.4	Explain how new security measures have been created in response to key malware events.
CS.6-8.8.2.8.NT.1	Examine a malfunctioning tool, product, or system and propose solutions to the problem.
CS.6-8.8.2.8.NT.3	Examine a system, consider how each part relates to other parts, and redesign it for another purpose.
CS.6-8.8.2.8.ETW.3	Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.
CS.6-8.8.2.8.ETW.4	Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.
CS.6-8.8.2.8.NT.2	Analyze an existing technological product that has been repurposed for a different function.
CS.6-8.8.2.8.ITH.3	Evaluate the impact of sustainability on the development of a designed product or system.
CS.6-8.8.2.8.EC.2	Examine the effects of ethical and unethical practices in product design and development.
CS.6-8.8.2.8.ETW.2	Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).