Course Title: World History 8
Subject: Social Studies
Grade Level: 8th
Duration: Full Year
Prerequisite: None
Elective or Required: Required

Department Mission Statement:
The mission of Social Studies in the Glen Ridge schools is to ignite students’ passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students’ understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision-making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description:
This survey course on Western Civilization will focus on the growth and contributions of various civilizations leading to the Renaissance. Students will study the basic foundation of civilization from government, job specialization, society, religion, and leadership qualities. An emphasis on geography is achieved through a regional approach to the study of these civilizations. Students will complete projects, conduct research, participate in simulations, and analyze both the textbook and primary sources. Students are expected to take notes, analyze and interpret primary and secondary sources, and make parallels to events and situations with today and the ancient world.

Author: Carol Svetik
Date Submitted: Fall 2018
World History 8

Topic/Unit 1:
PREHISTORY AND BEGINNING
OF CIVILIZATION

Approximate # Of Weeks: 2-3

Essential Questions:

1. How do we learn about the past?
2. How does human activity and environment affect each other?
3. What causes societies to change?
4. What is government and what can it do?
5. What conditions are necessary for a civilization to begin to develop?

Upon completion of this unit students will be able to:

• Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies. (6.2.8.A.1.a)
• Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. (6.2.8.B.1.a)
• Compare and contrast how nomadic and agrarian societies used land and natural resources. (6.2.8.B.1.b)
• Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations. (6.2.8.C.1.a)
• Determine the impact of technological advancements on hunter/gatherer and agrarian societies. (6.2.8.C.1.b)
• Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time. (6.2.8.D.1.a)
• Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures. (6.2.8.D.1.b)
• Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. (6.2.8.D.1.c)
Interdisciplinary Standards (njcccs.org)

- **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **Standard 9.3 - Career Awareness, Exploration, and Preparation**
  All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

- **CCSS.ELA-Literacy.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.

- **CCSS.ELA-Literacy.RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).

- **CCSS.ELA-Literacy.WHST.6-8.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- **CCSS.ELA-Literacy.WHST.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Activities – include 21st Century Technologies:

- Journal Assignment comparing Paleolithic to Neolithic life
- In the textbook critically read about how information was gathered before writing was invented.
- Simulate skills of archaeologists and anthropologists to modern day items assuming they were found thousands of years in the future in a writing assignment.
- Discuss and take notes on life during the Paleolithic period and Neolithic period.
- List the 7 features of civilization.
- Play a game in which students have to create their own communities in order to discuss how farming made civilization possible.
- Webquest/Research utilizing online databases to compare life during the Paleolithic and Neolithic time periods.

Enrichment Activities:

- Compare and contrast political maps of this area and explain their significance.
- Research the finds that the Leakeys made in Africa and explain the significance to paleoanthropology.
Simulate an investigation of the death of an Ice Age Man by examining the artifacts found with his body in order to learn how the Ice Age affected life.

**Methods of Assessments/Evaluation:**

- Exit Slips (Oral/Written)
- Thumbs Up/Thumbs Down
- Pair/Share
- 3*2*1 (3 learned/2 unsure/1 want to know more about)
- Game Involves Movement
- Revisit Essential Question
- Chapter/Unit Tests
- Essay
- Homework
- Worksheets
- Classwork
- Journal

**Resources/Including Online Resources:**

- Online Textbook Information: connected.mcgraw-hill.com
- Teacher Webpage
- Prehistoric Timeline  
- Prehistoric Times  http://www.kidskonnect.com/subjectindex/16-educational/history/277prehistoric-times.html

**Topic/Unit 2:**  
MESOPOTAMIA: CRADLE OF CIVILIZATION

**Approximate # Of Weeks:** 4

**Essential Questions:**

1. What social, political, and economic opportunities arise when cultures interact?
2. Why does conflict develop?
3. How does religion influence the development of individual societies as well as global processes?
4. What factors contribute to a stable and lasting civilization?
Upon completion of this unit students will be able to:

• Explain why different ancient river valley civilizations developed similar forms of government. (6.2.8.A.2.a)
• Explain how codifying laws met the needs of ancient river valley societies. (6.2.8.A.2.b)
• Determine the role of social hierarchy in the economic and social structures of ancient river valley civilizations. (6.2.8.A.2.c)
• Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. (6.2.8.B.2.a)
• Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts. (6.2.8.B.2.b)
• Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations. (6.2.8.C.2.a)
• Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations. (6.2.8.D.2.a)
• Explain how the development of written language transformed all aspects of life in ancient river valley civilizations. (6.2.8.D.2.b)
• Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline. (6.2.8.D.2.c)
• Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies. (6.2.8.D.2.d)

Interdisciplinary Standards (njcccs.org):

• **Standard 8.2 – Technology Education** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.
• **CCSS.ELA-Literacy.WHST.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
• **CCSS.ELA-Literacy.WHST.6-8.9** Draw evidence from informational texts to support analysis reflection, and research.
• **CCSS.ELA-Literacy.WHST.6-8.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
• **CCSS.ELA-Literacy.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).
Activities – include 21st Century Technologies:
- Fill in a Map of Ancient Mesopotamia and compare it to its modern counterpart
- Students will travel to several stations where Laws from Hammurabi’s code in order to apply Hammurabi’s Code to various situations and compare Hammurabi’s Code to the U.S. Constitution.
- Students will write their names in Ancient Cuneiform on clay tablets in order to recreate the experience of a student during the time period.
- Create a list of studied civilizations.
- Project. Conduct research on specific topics related to Mesopotamia in order to choose one of a number of projects to complete on an aspect of Mesopotamia such as creating a 3D replica of a Ziggurat, create a 3D ma of a city in Ancient Mesopotamia, create a mud brick typical of the time period, create a power point presentation or website covering life during the time period or a 3D replica of the Gates of Ishtar.

Enrichment Activities:
- Research other River Valley Civilizations, such as those found in Asia, to Ancient Mesopotamia.
- Utilize an interactive map associated with the Natural Wonders of the World and identify regions, learn about individual countries, measure distances, and locate political boundaries.

Methods of Assessments/Evaluation:
- Exit Slips (Oral/Written)
- Thumbs Up/Thumbs Down
- Pair/Share
- 3*2*1 (3 learned/2 unsure/1 want to know more about)
- Revisit Essential Question
- Chapter/Unit Tests
- Mesopotamia project which includes the development of a research paper
- Homework
- Classwork
- Power point Presentations
- Webpage
- Virtual Museum tour

Resources/Including Online Resources:
- Online Textbook Information: connected.mcgraw-hill.com
- Teacher Webpage
- This History Our History http://mesopotamia.lib.uchicago.edu/
- Mesopotaamia http://www.mesopotamia.co.uk/
Topic/Unit 3:

ANCIENT EGYPT

Approximate # Of Weeks: 4 weeks

Essential Questions:

1. What economic, social, and geographic factors led to the rise of the Ancient Egyptian Civilization?
2. Why was religion so important to the Ancient Egyptian way of life?
3. What advances did the Egyptians make in technology, engineering, and literacy?
4. How do people, events, and ideas that shaped the ancient world continue to influence our world today?

Upon completion of this unit students will be able to:

• Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of Ancient Egypt.(6.2.8.A.3.b)
• Determine how Africa’s physical geography and natural resources posed challenges and opportunities for trade and development.(6.2.8.B.4.c)
• Determine the role of slavery in the economic and social structures of Ancient Egypt. (6.2.8.A.2.c)
• Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of Ancient Egypt. (6.2.8.B.2.a)
• Compare and contrast physical and political maps of Ancient Egypt and its modern counterparts and determine the geopolitical impact of these civilizations, then and now. (6.2.8.B.2.b)
• Analyze the impact of religion on daily life, government, and culture in Ancient Egypt. ( 6.2.8.D.2.a)
• Analyze the factors that led to the rise and fall of Ancient Egypt. (6.2.8.D.2.c)

Interdisciplinary Standards (njcccs.org):

• Standard 8.1 – Computer and Information Literacy
  All students will use computer applications to gather and organize information and to solve problems.
• Standard 8.2 – Technology Education
All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

- **CCSS.ELA-Literacy.WHST.6-8.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.WHST.6-8.9** Draw evidence from informational texts to support analysis, reflection, and research.
- **CCSS.ELA-Literacy.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.
- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.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).
- **CCSS.ELA-Literacy.RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Activities – include 21st Century Technologies:**

- Presentation: Conduct research on aspects of daily life or religion in Ancient Egypt in order to create a PowerPoint presentation on an aspect of daily life or religion in small groups.
- Google Expedition to the Pyramids of Giza
- Create a replica of the Book of the Dead using authentic Egyptian hieroglyphics.
- Create a map of Ancient Egypt
- Fill out a time line of the different time periods of Ancient Egypt
- Annotate a primary source about the Nile and its importance “Hymn of the Nile”
- Fill in a graphic organizer by conducting research on the different pharaohs and leaders of Ancient Egypt
- Fill out a venn diagram comparing the lives of the rich and the poor
Choose one of a number of projects to complete on an aspect of Ancient Egypt by designing a three dimensional display representing a topic that relates to Ancient Egypt. The display can be in the form of a diorama, recreation of the topic such as a pyramid or an illustrated tri-fold poster board exhibit.

**Enrichment Activities:**

- Read *Curse of the Pharaohs* by Dr. Zahi Hawass
- Create their own hieroglyphics
- Write a narrative detailing how the afterlife might have affected Egyptians in their daily life

**Methods of Assessments/Evaluation:**

- Egyptian project which includes the development of a research paper
- Group Presentations
- Exit Slips (Oral/Written)
- Thumbs Up/Thumbs Down
- Pair/Share
- 3*2*1 (3 learned/2 unsure/1 want to know more about)
- Revisit Essential Question
- Chapter/Unit Tests
- Homework
- Classwork
- Create dialogues between Egyptian Gods which demonstrate their personalities and powers
- Power point Presentations
- Webpage

**Resources/Including Online Resources:**

- Online Textbook Information: connected.mcgraw-hill.com
- Teacher Webpage
- The British Museums Ancient Egypt [http://www.ancientegypt.co.uk/](http://www.ancientegypt.co.uk/)
Topic/Unit 4: Israelites

Approximate # Of Weeks: 2-3 Weeks

Essential Questions:

1. How does religion influence the development of individual societies as well as global processes?
2. Where did the Israelites’ religion begin?
3. What individuals shaped the beliefs of the Israelites?
4. How does the Israelites’ history impact our geopolitical world today?

Upon completion of this unit students will be able to:

• Compare and contrast the tenets of various world religions (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, etc.), their patterns of expansion, and their responses to the current challenges of globalization. (6.2.8.D.3.e)
• Determine the extent to which religions and other belief systems shape the values of societies. (6.2.8.D.3.f)
• Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. (6.2.8.A.4.a)
• Analyze how religion both unified and divided people. (6.2.8.D.4.b)
• Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people. (6.2.8.D.4.c)

Interdisciplinary Standards (njcccs.org):

• Standard 8.1 – Computer and Information Literacy
  All students will use computer applications to gather and organize information and to solve problems.
• Standard 8.2 – Technology Education
  All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.
• Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
• CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on disciplinespecific content.
• CCSS.ELA-Literacy.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
• CCSS.ELA-Literacy.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
• CCSS.ELA-Literacy.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.
• CCSS.ELA-Literacy.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.
• CCSS.ELA-Literacy.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.
• CCSS.ELA-Literacy.WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.
• CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
• CCSS.ELA-Literacy.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.
• CCSS.ELA-Literacy.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).
• CCSS.ELA-Literacy.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).
• CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
• CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Activities – include 21st Century Technologies:

• Fill out a worksheet by critically viewing the film Prince of Egypt to bridge Egypt and Judaism.
• Worksheet: Compare the events of Prince of Egypt to that related in Exodus by reading the text from the Bible and answering questions associated with both.
• Discuss the historical background and foundation story associated with the Israelites
• Research holidays, beliefs and traditions associated with Judaism.
• Research the history associated with the persecution of the Israelites since their foundation up until the present.
• Write a paper that demonstrates an understanding of the history of persecution of the Israelites and analyze how this history contributes to modern day conflict in the Middle East.

Enrichment Activities:

• Research and write about the impact religion has on governments, society, and culture.
• Compare Judaism to the other five major religions including Islam, Christianity, Buddhism and Hinduism.
• Discuss the historical background and foundation stories associated with each of the five major religions
• Create a presentation, power point or project associated with the five major religions such as a 3D replica of a Jambaya Dagger, a Stupa or Pagoda, Zen Garden, Buddhist Garuda Statue or paint a Buddhist Mandala or a Muslim Arabesque Wall Hanging.
• Write a research paper on the aspect associated with the project the student has chosen in regards to the five major religions.

Methods of Assessments/Evaluation:

• Research paper which includes a synopsis of the history of the Israelites and how this has contributed to modern day conflict.
• Religion project which includes the development of a research paper
• Group Presentations
• Exit Slips (Oral/Written)
• Thumbs Up/Thumbs Down
• Pair/Share
• 3*2*1 (3 learned/2 unsure/1 want to know more about)
• Revisit Essential Question
• Chapter/Unit Tests
• Homework
• Classwork
• Power point Presentations
• Webpage

Resources/Including Online Resources:
Online Textbook Information: connected.mcgraw-hill.com
Google Classroom
World Religions Index http://wri.leaderu.com
Heritage: Civilization and the Jews http://www.pbs.org/wnet/heritage/

Topic/Unit 5:
ANCIENT GREECE

Approximate # Of Weeks: 5-6

Essential Questions:

1. How did the geography of Ancient Greece both shape and define the civilization?
2. How has classical Greece influenced Western civilization?
3. How did democracy and other political philosophies emerge from the early political systems in Greece?
4. What leads to rivalry between nations and how does war contribute to the rise and fall of civilizations?

Upon completion of this unit students will be able to:

• Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical Greece. (6.2.8.A.3.b)
• Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution. (6.2.8.A.3.c)
• Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now. (6.2.8.A.3.d)
• Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system. (6.2.8.A.3.e)
• Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of Ancient Greece and provided motivation for expansion. (6.2.8.B.3.a)
• Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise. (6.2.8.B.3.b)
• Analyze the impact of expanding land and sea trade routes throughout the Mediterranean. (6.2.8.C.3.a)
• Explain how the development of a uniform system of exchange facilitated trade in classical civilizations. (6.2.8.C.3.b)
• Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. (6.2.8.D.3.a)
• Compare the golden ages of Greece to Rome and justify major achievements that represent world legacies. (6.2.8.D.3.d)
• Determine the extent to which religions, mythologies, and other belief systems shaped the values of Ancient Greece. (6.2.8.D.3.f)

Interdisciplinary Standards (njcccs.org):

• **Standard 8.1 – Computer and Information Literacy**
  All students will use computer applications to gather and organize information and to solve problems.

• **Standard 8.2 – Technology Education**
  All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

• **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

• **CCSS.ELA-Literacy.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.

• **CCSS.ELA-Literacy.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.

• **CCSS.ELA-Literacy.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).

• **CCSS.ELA-Literacy.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.

• **CCSS.ELA-Literacy.RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).

• **CCSS.ELA-Literacy.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).
• **CCSS.ELA-Literacy.RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.
• **CCSS.ELA-Literacy.RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.
• **CCSS.ELA-Literacy.WHST.6-8.1** Write arguments focused on **disciplinespecific content**.
• **CCSS.ELA-Literacy.WHST.6-8.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
• **CCSS.ELA-Literacy.WHST.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
• **CCSS.ELA-Literacy.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.
• **CCSS.ELA-Literacy.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.
• **CCSS.ELA-Literacy.WHST.6-8.9** Draw evidence from informational texts to support analysis, reflection, and research.

**Activities – include 21st Century Technologies:**

• Create a map of Ancient Greece
• By watching*The Simpsons*(0624 Lemon of Troy, and 1314 Tales of the Public Domain) students will compare aspects of Greek history and literature to modern popular culture.
• Participate in a stations activity where they will fill out a worksheet by critically reading primary sources on various aspects of Greek history, culture, and philosophy.
• Discuss aspects of Greek philosophy by applying them to various situations in small groups.
• Fill out a Venn diagram comparing the similarities and differences between Sparta and Athens and determine how they lead to conflict.
• Discuss and summarize a specific battle fought during the duration of Ancient Greece.
• Participate in a stations exercise to gather information about the contributions that Ancient Greek civilizations made to our lives today.
• Participate in a Socratic seminar to debate which Greek contribution had the greatest impact on our lives today
• Create a series of Ancient Greek “Baseball Cards” on a number of different topics such as Gods/Goddesses, the Olympics, Battles and important historical figures of the time period.

Enrichment Activities:

• Research and present on an aspect associated with Ancient Greece.
• Discuss the cultural value of Homer and interpret the meaning of an excerpt.
• Read a play from the time period by such authors as Homer, Aeschylus, Euripides, etc.

Methods of Assessments/Evaluation:

• Ancient Greek project which includes the development of a research paper
• Group Presentations
• Exit Slips (Oral/Written)
• Thumbs Up/Thumbs Down
• Pair/Share
• 3*2*1 (3 learned/2 unsure/1 want to know more about)
• Revisit Essential Question
• Chapter/Unit Tests
• Homework
• Classwork
• Power point Presentations
• Webpage

Resources/Including Online Resources:

• Online Textbook Information: connected.mcgraw-hill.com
• Teacher Webpage
• Ancient Greece http://www.ancientgreece.com/s/Main_Page/
• The British Museum Ancient Greece http://www.ancientgreece.co.uk/
• Ancient Greece Think Quest
  http://library.thinkquest.org/CR0210200/ancient_greece/greece.htm

Topic/Unit 6:
ANCIENT India
Approximate # Of Weeks: 3-4

Essential Questions:

1. How did the geography of Ancient India both shape and define the civilization?
2. As Aryan society became more complex, how did they organize their society?
3. How did the fundamental tenets of Hinduism and Buddhism impact India?
4. What were the contributions of Indian culture to literature, art, math and science?

Upon completion of this unit students will be able to:

• Explain why different ancient river valley civilizations developed similar forms of government. (6.2.8.A.2.a)
• Explain how codifying laws met the needs of ancient river valley societies. (6.2.8.A.2.b)
• Determine the role of social hierarchy in the economic and social structures of ancient river valley civilizations. (6.2.8.A.2.c)
• Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. (6.2.8.B.2.a)
• Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts. (6.2.8.B.2.b)
• Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations. (6.2.8.C.2.a)
• Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations. (6.2.8.D.2.a)
• Explain how the development of written language transformed all aspects of life in ancient river valley civilizations. (6.2.8.D.2.b)
• Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline. (6.2.8.D.2.c)
• Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies. (6.2.8.D.2.d)

Interdisciplinary Standards (njcccs.org):

• **Standard 8.1 – Computer and Information Literacy**
  All students will use computer applications to gather and organize information and to solve problems.
• **Standard 8.2 – Technology Education**  
All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

• **Standard 6.3 Active Citizenship in the 21st Century**  
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

• **CCSS.ELA-Literacy.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.

• **CCSS.ELA-Literacy.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.

• **CCSS.ELA-Literacy.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).

• **CCSS.ELA-Literacy.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.

• **CCSS.ELA-Literacy.RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).

• **CCSS.ELA-Literacy.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).

• **CCSS.ELA-Literacy.RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.

• **CCSS.ELA-Literacy.WHST.6-8.1** Write arguments focused on discipline specific content.

• **CCSS.ELA-Literacy.WHST.6-8.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

• **CCSS.ELA-Literacy.WHST.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

• **CCSS.ELA-Literacy.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.
• **CCSS.ELA-Literacy.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.

• **CCSS.ELA-Literacy.WHST.6-8.9** Draw evidence from informational texts to support analysis reflection, and research.

**Activities – include 21st Century Technologies:**

- Create a map of Ancient India
- Participate in a stations activity where they will fill out a worksheet by critically reading primary sources on various aspects of India’s history, culture, and religion.
- After viewing a brief video, students will make an outline of the social structure of the Caste System and explain its effect on daily life in Indian society.
- Students explore the early history of Hinduism and create a scrapbook that highlights important gods, holy sites, and ancient texts.
- Students will write a letter from the perspective of Roman trader trying to convince his partner to join him in India by describing the land, the people and the opportunities that could be found in ancient India.
- Create a Venn diagram comparing Buddhism with Hinduism
- Analyze excerpts of the Sanskrit epics Ramayana and Mahabharata and make inferences about life in ancient India based on the stories

**Enrichment Activities:**

- Research and present on an aspect associated with Ancient India.
- Discuss the cultural value of the Vedas and interpret the meaning of an excerpt.
- Give a presentation on the major landmarks associated with ancient and modern day India.
- Research laws that have challenged the acceptance of the Caste system and whether it is still unofficially being followed today.

**Methods of Assessments/Evaluation:**

- Ancient India project which includes the development of a scrapbook
- Group Presentations
- Exit Slips (Oral/Written)
- Thumbs Up/Thumbs Down
- Pair/Share
• 3*2*1 (3 learned/2 unsure/1 want to know more about)
• Revisit Essential Question
• Chapter/Unit Tests
• Homework
• Classwork
• Power point Presentations
• Webpage

Resources/Including Online Resources:

• BBC News on India
• Ancient India Museum http://www.ancientindia.co.uk/
• Stories from Indian Mythology
• Educational Videos, Lessons and Games on the History of India
  https://www.neok12.com/History-of-India.htm

Topic/Unit 7:
ANCIENT China

Approximate # Of Weeks: 3-4

Essential Questions:

1. How did the geography of Ancient China both shape and define the civilization?
2. What are the cultural characteristics of major Chinese dynasties?
3. What are the lasting effects of the Han Dynasty?
4. What were the contributions of Chinese culture to literature, art, math and science?
5. What characteristics did other early civilizations share with early China?

Upon completion of this unit students will be able to:

• Explain why different ancient river valley civilizations developed similar forms of government. (6.2.8.A.2.a)
• Explain how codifying laws met the needs of ancient river valley societies. (6.2.8.A.2.b)
• Determine the role of social hierarchy in the economic and social structures of ancient river valley civilizations. (6.2.8.A.2.c)
• Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations. (6.2.8.B.2.a)
• Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts. (6.2.8.B.2.b)
• Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations. (6.2.8.C.2.a)
• Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations. (6.2.8.D.2.a)
• Explain how the development of written language transformed all aspects of life in ancient river valley civilizations. (6.2.8.D.2.b)
• Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline. (6.2.8.D.2.c)
• Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies. (6.2.8.D.2.d)

Interdisciplinary Standards (njcccs.org):

• Standard 8.1 – Computer and Information Literacy
  All students will use computer applications to gather and organize information and to solve problems.
• Standard 8.2 – Technology Education
  All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.
• Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
• CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
• CCSS.ELA-Literacy.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.
• CCSS.ELA-Literacy.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).
• **CCSS.ELA-Literacy.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.

• **CCSS.ELA-Literacy.RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).

• **CCSS.ELA-Literacy.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).

• **CCSS.ELA-Literacy.RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.

• **CCSS.ELA-Literacy.RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.

• **CCSS.ELA-Literacy.WHST.6-8.1** Write arguments focused on discipline specific content.

• **CCSS.ELA-Literacy.WHST.6-8.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

• **CCSS.ELA-Literacy.WHST.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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• **CCSS.ELA-Literacy.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.

• **CCSS.ELA-Literacy.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.

• **CCSS.ELA-Literacy.WHST.6-8.9** Draw evidence from informational texts to support analysis reflection, and research.

**Activities – include 21st Century Technologies:**

• Create a map of Ancient China

• Participate in a stations activity where they will fill out a worksheet by critically reading primary sources on various aspects of China’s history, culture, and religion.

• Compare and contrast aspects of different religions and philosophies followed in ancient China such as Confucianism, Taoism, and Legalism by analyzing stories and sayings associated with these belief systems.
• Write a script and present to the class in the form of a play which reflects a conversation between people of different faiths followed in ancient China.
• Have students participate in a google expedition to the Great Wall of China while learning about the history behind its construction.
• Through research, analyze various emperors and the Dynasties they are associated with.
• Ancient China webquest
• Create an Ancient China Theme Park highlighting landmarks and attractions that draw people to different locations in China

Enrichment Activities:

• Compare and contrast with Ancient China, Mesopotamia, India, Egypt and Greece and Rome through research. Present your findings to the class.
• Research and present on an aspect associated with Ancient China.
• Conduct a debate on book burning as seen in the Qin Dynasty
• Give a presentation on the major landmarks associated with ancient and modern day China.

Methods of Assessments/Evaluation:

• Ancient China project which includes the development of a script and play associated with their different philosophies and beliefs that were followed.
• Group Presentations
• Exit Slips (Oral/Written)
• Thumbs Up/Thumbs Down
• Pair/Share
• 3*2*1 (3 learned/2 unsure/1 want to know more about)
• Revisit Essential Question
• Chapter/Unit Tests
• Homework
• Classwork
• Power point Presentations
• Webpage

Resources/Including Online Resources:

• Ancient China
  http://www.socialstudiescms.com/ancient-china
• The British Museum
  http://www.ancientchina.co.uk/menu.html
• Ancient China for Kids https://china.mrdonn.org/
Topic/Unit 6:
ANCIENT ROME

Approximate # Of Weeks:  5-6

Essential Questions:

1. How did the location, geography, and climate of Rome affect the development of civilization there?
2. How was the Roman Republic founded and organized?
3. What factors contributed to the destabilization of the Roman Republic?
4. How widespread was the influence of the Roman culture?
5. What led to the eventual end of the Roman Empire?

Upon completion of this unit students will be able to:

• Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome to control and unify their expanding empires. (6.2.8.A.3.a)

• Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of Ancient Rome. (6.2.8.A.3.b)

• Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of Ancient Rome and provided motivation for expansion. (6.2.8.B.3.a)

• Analyze the impact of expanding land and sea trade routes throughout the Mediterranean. (6.2.8.C.3.a)

• Explain how the development of a uniform system of exchange facilitated trade in classical civilizations. (6.2.8.C.3.b)

• Explain how Ancient Rome 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. (6.2.8.C.3.c)
• Compare and contrast social hierarchies in Ancient Rome as they relate to power, wealth, and equality. (6.2.8.D.3.a)
• Determine common factors that contributed to the decline and fall of the Roman Empire. (6.2.8.D.3.c)
• Compare the golden ages of Greece to Rome and justify major achievements that represent world legacies. (6.2.8.D.3.d)
• Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers. (6.2.8.B.4.b)
• Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations. (6.2.8.B.4.g)
• Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa. (6.2.8.C.4.d)

Interdisciplinary Standards (njcccs.org):

• **Standard 8.1 – Computer and Information Literacy**
  All students will use computer applications to gather and organize information and to solve problems.

• **Standard 8.2 – Technology Education**
  All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

• **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

• **CCSS.ELA-Literacy.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.

• **CCSS.ELA-Literacy.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.

• **CCSS.ELA-Literacy.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).

• **CCSS.ELA-Literacy.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.

• **CCSS.ELA-Literacy.RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).
• **CCSS.ELA-Literacy.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).

• **CCSS.ELA-Literacy.RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

• **CCSS.ELA-Literacy.RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.

• **CCSS.ELA-Literacy.RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.

• **CCSS.ELA-Literacy.WHST.6-8.1** Write arguments focused on disciplinespecific content.

• **CCSS.ELA-Literacy.WHST.6-8.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

• **CCSS.ELA-Literacy.WHST.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

• **CCSS.ELA-Literacy.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.

• **CCSS.ELA-Literacy.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.

• **CCSS.ELA-Literacy.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.

• **CCSS.ELA-Literacy.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.

• **CCSS.ELA-Literacy.WHST.6-8.9** Draw evidence from informational texts to support analysis reflection, and research.

• **CCSS.ELA-Literacy.WHST.6-8.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Activities – include 21st Century Technologies:**

• Create a chronology of the Punic Wars and their outcomes.
• Research and write about the importance of the Peloponnesian Wars
• Discuss the impact of Roman culture, particularly the idea of the family unit, on the success of Rome.
• Discuss the impact of Christianity on Rome.
• Create a map and timeline of events for Ancient Rome.
• Discuss the devastation of the eruption of Mt. Vesuvius by viewing Google Earth and a video.
• Complete an Ancient Rome webquest answering questions relating to daily life in Ancient Rome.
• Create a newspaper of a specific Roman period by researching and writing articles about government, important historical figures, battles, and daily life.
• Fill out a venn diagram by researching the governments of the Roman Republic and the Roman Empire
• Reenact the death of Julius Caesar by reading excerpts of William Shakespeare’s play *Julius Caesar*

**Enrichment Activities:**

• Create a play in which the role and perspectives of plebeians and patricians are clearly represented.
• Read and discuss a primary source quotation from Polybius, Suetonius
• Write a blog post about legal issues relating to the rule of law as it pertains to then and now.

**Methods of Assessments/Evaluation:**

• Ancient Rome newspaper project which includes the incorporation of research
• Group Presentations
• Exit Slips (Oral/Written)
• Thumbs Up/Thumbs Down
• Pair/Share
• 3*2*1 (3 learned/2 unsure/1 want to know more about)
• Revisit Essential Question
• Chapter/Unit Tests
• Homework
• Classwork
• Power point Presentations

**Resources/Including Online Resources:**

• Online Textbook Information: connected.mcgraw-hill.com
• Teacher Webpage
• Videos: [http://www.history.com/topics/ancient-rome](http://www.history.com/topics/ancient-rome)
Approximate # Of Weeks: 5

Essential Questions:

1. What changes occurred in Europe after the fall of Rome?
2. How did the lack of a strong central government contribute to the rise of feudalism?
3. How do changes in the size of population affect a society?
4. Why did Christians begin a series of wars to conquer Palestine and what affect did these crusades have on society politically and economically?

Upon completion of this unit students will be able to:

- Analyze the European systems of feudalism and its effectiveness in promoting social, economic, and political order. (6.2.8.A.4.b)
- Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions. (6.2.8.A.4.c)
- Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires’ relationships with other parts of the world. (6.2.8.B.4.a)
- Determine how Africa’s physical geography and natural resources posed challenges and opportunities for trade and development. (6.2.8.B.4.c)
- Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers. (6.2.8.B.4.b)
- Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations. (6.2.8.B.4.g)
- Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization. (6.2.8.C.4.a)
- Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class. (6.2.8.C.4.c)
• Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts. (6.2.8.C.4.e)
• Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders. (6.2.8.D.4.d)
• Assess the demographic, economic, and religious impact of the plague on Europe. (6.2.8.D.4.e)
• Determine which events led to the rise and eventual decline of European feudalism. (6.2.8.D.4.f)
• Determine the extent to which the Byzantine Empire influenced the Islamic world and Western Europe. (6.2.8.D.4.h)
• Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies. (6.2.8.D.4.j)
• Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. (6.2.8.B.4.d)
• Explain how and why Islam spread the significance of Islam to the development and spread of learning, and the impact Islam continues to have on African society. (6.2.8.D.4.i)

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• CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

• CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

• CCSS.ELA-Literacy.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.

• CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on disciplinespecific content.

• CCSS.ELA-Literacy.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

• CCSS.ELA-Literacy.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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• CCSS.ELA-Literacy.WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

• CCSS.ELA-Literacy.WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Activities – include 21st Century Technologies:

- Create a venn diagram for Justinian’s Code and various laws that correspond to laws today.
- Research Byzantine architecture through the internet.
- Fill out a worksheet by reading primary source material on the Magna Carta.
- Make a Crusades time line.
- Students discuss how important the church was for medieval peasants and rulers.
- Fill out a worksheet by critically viewing a video on the importance of the defensive castle.
- Fill out a worksheet by critically viewing a documentary on the Battle of Hastings.
- Conduct research on a specific topic during the Middle Ages in order to choose one of a number of projects to complete on an aspect of the Middle Ages such as creating a coat of arms, a 3d replica of a castle, perform a monologue or scene from a William Shakespeare play, create a 3D graveyard with eulogies associated with historical figures of the time period, or create a banquet with authentic food from the time period.

Enrichment Activities:

- Research feudalism in Europe and Japan identifying similarities and differences.
- Research the impact of the Black Plague on population, society, religion and the economy.

Methods of Assessments/Evaluation:

- Middle Ages project which includes the incorporation of a research paper.
- Group Presentations.
- Exit Slips (Oral/Written).
- Thumbs Up/Thumbs Down.
- Pair/Share.
- 3*2*1 (3 learned/2 unsure/1 want to know more about).
- Revisit Essential Question.
- Chapter/Unit Tests.
- Homework.
- Classwork.
- Power point Presentations.

Resources/Including Online Resources:

• Teacher Webpage
• Interactive Middle Ages http://www.learner.org/interactives/middleages/
• BBC History, The Middle Ages http://www.bbc.co.uk/history/britis/middle_ages/
• Islam: Empire of Faith http://www.pbs.org/islam/