

Verona Public School District Curriculum Overview

Social Studies- Grade 8



Curriculum Committee Members:

Ms. Maggie Manning
Ms. Rebecca Hadjiloucas

Supervisor:

Dr. Sumit Bangia

Curriculum Developed:

Winter 2012
Winter 2015
June 2016
Summer 2018

Board Approval Date:

April 10, 2012
March 24, 2015
August 30, 2016
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Verona Public Schools
121 Fairview Ave., Verona, NJ 07044
www.veronaschools.org

Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

The Social Studies Grade Eight course is a survey course in ancient civilizations from prehistoric man through Ancient Mesopotamia, Egypt, India, China, Greece and Rome. The course continues with a look at these regions during medieval times and the dramatic changes that took place during the Renaissance. Learners may complete written, oral and physical projects, which analyze both past and current problems confronting these regions, and apply insights gained from the historical study along with problem solving techniques and critical thinking skills. They strive to attain an appreciation of the rich heritage of these regions studied through art, literature, music and cultural diversity. Continued emphasis on literacy based skills is promoted through the incorporation of increasingly more rigorous primary/secondary resources and the writing of document based questions (DBQs).

Prerequisite(s):

none

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> X A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration X D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation x B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> CRP2. Apply appropriate academic and technical skills. x CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> x CRP1. Act as a responsible and contributing citizen and employee. x CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> x CRP4. Communicate clearly and effectively and with reason. x CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> x CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. x CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<p>Burstein, Stanley M., Dr., and Richard Shek, Dr. <i>World History</i>. New York: Holt, Rinehart, and Winston, 2008. Print.</p> <p>Roden, Phil, and Charles Brady. <i>Mini-Q's in World History</i>. Evanston: DBQ Project, 2011. Print. Vol. 2 of <i>The DBQ Project</i>.</p>	<ul style="list-style-type: none"> ● TCI: Ancient World and Cultures: online textbook and activities ● Nova ● PBS ● History Channel ● Primary and Secondary Sources ● Discovery Channel and United Streaming

Brunner, Michael, Melissa Green, and Lawrence McBride, Dr. "Nystrom Atlas of World History." Map. *Nystrom Atlas of World History*. Chicago: Nystrom Herff Jones Education Division, 2004 1-144. Print.

"Atlas of World Geography." Map. *Atlas of World Geography*. Ed. Brett R. Gover. Revised 2009 Edition ed. Skokie: Rand McNally, 2006. 1-176. Print.

- Online databases

Unit Title / Topic: Paleo and Neolithic Eras

Unit Duration: 2 Weeks

Stage 1: Desired Results

Established Goals:

2014 New Jersey Student Learning Standards for Social Studies

- 6.2.8.A.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.
- 6.2.8.B.1.a.Explain the various migratory patterns of hunters/gatherers that 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.C.1.a.Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.
- 6.2.8.C.1.b. Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- 6.2.8.D.1.a.Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
- 6.2.8.D.1.b. Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.e.
- 6.2.8.D.1.c. Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

New Jersey Student Learning Standards for English Language Arts Companion Standards:

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.
- 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 proficient.
- WHST.6-8.1. Write arguments focused on *discipline-specific content*.
 - 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.
 - 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.
 - C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - D. Establish and maintain a formal/academic style, approach, and form.
 - E. Provide a concluding statement or section that follows from and supports the argument presented.
- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - 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.
 - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Establish and maintain a formal/academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

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.

Transfer Goal:

Students will be able to independently use their learning to...

- Students will be able to independently use their learning to analyze the living patterns and accomplishments of prehistoric man, so that in the long run, students can scrutinize popular misinterpretations of history.

Meaning

Enduring Understandings:

Students will understand that:

- Despite popular misrepresentations of “cavemen,” early humans were intelligent and complex.
- Hunters/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.
- Otzi the Ice Man was an informative discovery that helps us better understand how people lived in the time before agrarian civilizations.
- 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.
- Geography plays an important and vital role in impacting civilizations and their legacies.

Essential Questions:

- How does archeology provide knowledge of early human life?
- To what extent can we recreate the past using artifacts?
- How do people adapt to changes in their physical environment?
- Why do people move?
- What can we learn about early humans from the remains of Otzi the Ice Man?
- How was the Neolithic Revolution a turning point in history?
- Why was agriculture a necessary precondition for more sophisticated civilizations?

Acquisition of Knowledge & Skills

Students will know:

- Scientists study the remains of early humans to learn about the time before written records.

Students will be able to:

- Describe and use archaeological methods of generating hypotheses, examining and interpreting evidence, and evaluating sources.

- “Civilization” developed very recently in the scope of human history.
- Stone Age tools, culture, and living arrangements grew more complex as time passed, making survival easier for early humans.
- People adapted to new environments by making clothing, shelter, and new types of tools.
- Although arguably more complex, push/pull factors today differ little from the push/pull factors of early humans.
- Farming and the domestication of animals allowed for the rise of permanent shelters and the subsequent development of civilizations.
- Hunter gatherers and agrarian farmers had completely different lifestyles and there are positives and negatives of each.

- Trace the development and adaptations of early humans overtime, and analyze how these developments led to an increase in survival.
- Compare and contrast the lives of early hunter/gatherers to those who lived in agrarian societies.
- Explain the various migratory patterns of people who moved from Africa to Eurasia, Australia, and the Americas and describe the impact of migration.
- Compare and contrast reasons and methods for migration of early humans and humans today.
- Piece together informations surrounding the death and discovery of Otzi’s remains.
- Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.
- Determine the impact of technological advancements of hunter/gatherer and agrarian societies.
- Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

Stage 2: Acceptable Evidence

Transfer Task

- In response to a popular Geico ad with the text “So easy a caveman can do it,” students will complete a written paragraph answering the prompt, “To what extent do you agree or disagree with the common portrayal of early humans shown in this advertisement?”

Other Evidence

Notebook Check
 Do-Nows
 Teacher Guided Questions
 Close Reading Activities
 Primary Source Analysis Activities
 Maps
 Graphic Organizers
 Exit Tickets
 Study Guides
 Homework
 Quizzes
 Tests

Stage 3: Activities

- Atlas: Basic Map Skills
- Migration Map Recreation
- Migration Then/Now Close Reading Questions
- Artifact Get to Know You Activity
- Early Hominid Jigsaw
- Otzi the Ice Man Crime Scene Investigation
- Hunter Gatherer vs Agrarian Farmer Survival Game and Graphic Organizer

Stage 1: Desired Results**Established Goals:****2014 New Jersey Student Learning Standards for Social Studies**

- 6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- 6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 6.2.8.A.2.b Determine the role of slavery in the economic and social structures of early river valley civilizations.
- 6.2.8.B.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.
- 6.2.8.B.2.b Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
- 6.2.8.C.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.
- 6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 6.2.8.D.2.c 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.
- 6.2.8.D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

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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.

Transfer Goal:

Students will be able to independently use their learning to...

- Students will be able to independently use their learning to assess the role of geography in the development of ancient river valley civilizations' advancements, in order to evaluate the importance of human-environment interactions in history and today.

Meaning

Enduring Understandings:

Students will understand that:

- Ancient river valley civilizations developed due to favorable geographic conditions.
- Access to water leads to the development of a civilization's resources, trade and inventions.
- Humans shape and adapt to their environment to meet their needs.
- Government power and authority shape the rights and responsibilities of individuals in societies.
- Language, literature and the arts reflect the values and beliefs of a civilization.

Essential Questions:

- How do people of the Ancient River Valley Civilizations shape and get shaped by the geography around them?
- How did the rivers at the heart of all four Ancient River Valley Civilizations shape their economies, cultures, and ways of life?
- What essential components are needed to create culture?
- How do religion and government exercise authority over people?
- How did the development of writing change the organization, communication, and progress of the world's first civilizations?
- What legacies have been left by the Ancient River Valley Civilizations, and how can their influences still be seen in our lives today?

Acquisition of Knowledge & Skills

Students will know:

- The seven characteristics of a civilization
- The agricultural revolution led to the development of civilizations.
- The valleys of Tigris, Euphrates, Nile, Indus and Huang He were the sites of the first civilizations because their geography was best suited to the growth of civilizations

Students will be able to:

- Analyze the role of agriculture in leading to permanent settlements.
- Locate important geographic features of the Ancient River Valley regions on a map.
- Determine the extent to which people of the ancient river valley civilization shaped or were shaped by the geography around them.
- Explain how written language transformed life in ancient river valley civilizations.

- Technology enabled the civilizations to further develop and encourage exchange of ideas in writing, art and architecture.
- Religion was a driving force in the governments, cultures, and societies of Ancient River Valley Civilizations.
- The achievements made by Ancient River Valley Civilizations continue to influence our lives today.

- Evaluate whether or not Hammurabi's Code was just
- Analyze the influence of religion on government, culture, and ways of life.
- Compare and contrast social structures of the Ancient River Valley Civilizations.
- Evaluate the contributions of various leaders of the Ancient River Valley Civilizations.
- Analyze factors that led to the rise and fall of ancient river valley civilizations.
- Explain the major achievements made by the Ancient River Valley Civilizations and evaluate their enduring legacies today.

Stage 2: Acceptable Evidence

Transfer Task

- Students will use 5 primary source documents to create and support a 5 paragraph essay about how the Nile shaped Ancient Egypt.

Other Evidence

- Notebook Check
- Do-Nows
- Teacher Guided Questions
- Close Reading Activities
- Primary Source Analysis Activities
- Maps
- Graphic Organizers
- Exit Tickets
- Study Guides
- Homework
- Quizzes
- Tests
- Kahoot

Stage 3: Activities

- Label a map of the four river Valley Civilizations.
- "7 characteristic of a civilization in Sumer" Jigsaw
- Development of Written Language in Sumer Video
- Epic of Gilgamesh Excerpt and Analysis
- Achievements of Later Mesopotamian civilizations poster activity

- Hammurabi Courtroom Simulation
- Impact of the Nile DBQ
- Society and Daily Life in Ancient Egypt Stations
- Daily Life Narratives
- Myth of Khnemu of the Nile Myth Analysis
- Virtual Mummification
- Egyptian Underworld Board Game Project
- Famous Egyptian Pharaoh Skits
- Ancient Egyptian Achievements Webquest
- Mohenjo Daro Artifact Museum Gallery Walk
- Bollywood Production of “Mohenjo Daro” Film Trailer Analysis
- Caste System Simulation and Graphic organizer
- “Untouchability Today” Close Reading Activity
- Buddhism Video
- Hinduism + Buddhism compare and contrast
- Geography of China Survival Game
- 3 Philosophies of China Graphic Organizer
- Dynastic Cycle chart

Unit Title / Topic: Ancient Greece

Unit Duration: 4 Weeks

Stage 1: Desired Results

Established Goals:

2014 New Jersey Student Learning Standards for Social Studies

- 6.2.8.A.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.
- 6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- 6.2.8.A.3.c 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.d Compare the status (i.e., political, economic, and social) 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.
- 6.2.8.A.3.e 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.
- 6.2.8.B.3.a Determine how geography and 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.
- 6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.
- 6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
- 6.2.8.D.4.a Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

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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.

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.

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

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.

Transfer Goal:

Students will be able to independently use their learning to...

- Students will be able to independently use their learning to assess the legacy of ancient Greece and its impact upon history.

Meaning

Enduring Understandings

Students will understand that:

- Geography influenced Ancient Greece's economy, culture, and way of life.
- Cultural exchange and diffusion dramatically increased during the era of classical civilization.
- Although famous for having the first democracy, Ancient Greece was the cradle of the development of various political systems, each with their own positives and negatives.
- Religion was an ever present force in Ancient Greece that influenced all aspects of everyday life.
- Although all part of Ancient Greece, each City State was independent and had its own unique governments, cultures, and characteristics.
- Hellenic civilization left many lasting legacies for future civilizations.

Essential Questions:

- How did the mountainous terrain and vast amounts of water influence Ancient Greece's economy, culture, and ways of life?
- How does the geography of Ancient Greece lead to the development of completely independent city states?
- How are governments created, structured, maintained and changed?
- How does the need for order give rise to forms of government?
- What are the rights and responsibilities of citizens in a society?
- How can we use mythology to interpret what Ancient Greeks believed and valued?
- How did religion and mythology influence everyday life in Ancient Greece?
- How can a powerful, famous leader be seen as both a hero and a villain?
- How do the achievements made by Ancient Greeks during this classical period continue to influence our lives today?

Acquisition of Knowledge & Skills

Students will know:

- Geography helped shape Greek civilization by creating isolated regions and little farm land, but also providing the means for trade and transportation.
- The Greeks created city-states for protection and security.
- Aristocrats and tyrants ruled early Athens.
- Athens democracy, although fundamentally different, continues to influence our democracy today.
- Greeks believed their gods influenced every aspect of their lives, from natural disasters to bountiful harvests.
- Greek city states were independent from one another, and fought wars against one another for power and influence.
- Sparta was an militaristic oligarchy who remained isolated while relying on framing and military conquests.
- Athens was a democracy which valued education and relied on trade, which was inline with their value system as they liked to spread ideas and learn from others.
- Alexander the Great built an empire that united much of Europe, Asia and Egypt, blending Greek and other cultures.
- The Greeks made great contributions to the arts, philosophy, mathematics, medicine and engineering.

Students will be able to:

- Determine how geography and the availability of natural resources influenced the development of Ancient Greece and provided motivation for expansion
- Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in Ancient Greece.
- Determine the foundational concepts and principles of Athenian democracy that later influenced the development of the United States Constitution.
- Compare and contrast the roles and responsibilities of citizens of Athens and Sparta to those of the United States citizens today.
- Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.
- Determine the extent to which religions, mythologies, and other belief systems shape the values of Ancient Greece.
- Explain an advantage and disadvantage for each of the 4 political systems.
- Evaluate whether they consider Athens to be a true democracy.
- Analyze how the achievements made by the Ancient Greeks continue to influence our lives today.
- How did Alexander the Great influence the spread of Greek culture into Asia?
- Evaluate whether Alexander the Great was a hero or a villain.

Stage 2: Acceptable Evidence

Transfer Task:

- Students will use primary source documents to write a 5 paragraph essay in which they create and support an argument about whether Alexander the Great was a hero or a villain.

Other Evidence

- Notebook Check
- Do-Nows
- Teacher Guided Questions
- Close Reading Activities
- Primary Source Analysis Activities
- Maps
- Graphic Organizers

- Exit Tickets
- Study Guides
- Homework
- Quizzes
- Tests
- Kahoot

Stage 3: Activities

- Geography of Greece Interactive Notebook
- Geography of Greece Flow Chart
- Greece Travel Brochure/Slideshow
- Greek Root Words Lesson
- Development of Government Simulation
- 4 Forms of Government Graphic Organizer
- USA Democracy and Athenian Democracy Comparison
- Persian Wars: Should We Join the Fight? Voting Simulation
- Edited Clip from the Movie 300
- Greek god/goddesses scavenger hunt
- Persephone Video
- Mesopotamia/Egyptian/Greek Religion Synthesis
- Ancient and Modern Olympics Comparison
- "A Day in the Life" Athens and Sparta Diary Entries
- Athens and Sparta ABC Brainstorm
- Alexander the Great "Hero or a Villain" DBQ

Unit Title / Topic: Ancient Rome

Unit Duration: 4 Weeks

Stage 1: Desired Results

Established Goals:

2014 New Jersey Student Learning Standards for Social Studies

- 6.2.8.A.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.
- 6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- 6.2.8.A.3.c 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.d Compare the status (i.e., political, economic, and social) 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.
- 6.2.8.A.3.e 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.
- 6.2.8.B.3.a Determine how geography and 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.
- 6.2.8.C.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.
- 6.2.8.C.3.b 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.
- 6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.D.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
- 6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 6.2.8.D.3.d 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.
- 6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
- 6.2.8.D.4.a Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.D.4.f Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

New Jersey Student Learning Standards for English Language Arts Companion Standards:

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.
- RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

- 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.
- 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.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

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

- 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.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

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.

Transfer Goal:

Students will be able to independently use their learning to...

- Students will be able to independently use their learning to assess the legacy of ancient Rome and its impact on society today.

Meaning

Enduring Understandings:*Students will understand that:*

- The geographic features of the Italian Peninsula contributed to the growth of the powerful Roman Empire.
- The adoption of Greek and Etruscan cultures at the foundation of Rome starts a tradition of incorporating outside cultures and ideas while spreading their own that will last through the Roman Empire.
- Principles, ideals and the structure of the Roman Republic live on today in the United States Constitution and the structure of our governmental bodies.
- Rome spread its power, influence, and culture gradually, until its reach spread across Europe, Asia, and Africa.
- One of Rome's most impressive and lasting accomplishments was its vast array of ingeniously designed architectural structures.
- Although the Roman Empire is famous for their wealth, intricate art, and elaborate structures, the lavish lifestyles of citizens varied to the extreme based on social class.
- Many different factors combined to contribute to the decline of Western Rome, including outside invasion, internal disorganization, diseases, natural disasters, and an incorrigible bureaucracy.
- While western Rome declined, eastern Rome, known today as the Byzantine Empire, flourished and contributed to world history.

Essential Questions:

- How did the geography of the Italian Peninsula strengthen Rome's economic or military power?
- How did Rome treat the different cultures they encountered as they spread their vast empire?
- How are governments created, structured, maintained and changed?
- How do the principles, ideals and structures of the Roman Republic live on in the United States Constitution today?
- How did the spread of the Roman Empire influence the lives of the millions of people it eventually incorporated?
- How did quality of life vary from citizen to citizen depending on social class and gender?
- What purposes did the various engineered structures serve in ancient Rome?
- How did Rome contribute to the field of engineering and how have modern structures and engineers been influenced by Rome?
- How did multiple factors combine to weaken western Rome and lead to its decline?
- What are some of the similarities and differences between western and eastern Rome?

Acquisition of Knowledge & Skills**Students will know:**

- Rome's location and government helped it become a major power in the ancient world.
- Rome's tripartite government and written laws helped create a stable society that eventually influences the United States.
- The latter period of the Roman Republic was marked by wars of expansion and political crises, leading to its collapse and the rise of the Roman Empire.
- Although the wealthy classes in Rome lead lavish lives filled with leisure time, beautiful homes, fancy parties, and well protected neighborhoods, the poor worked most hours of the day, lived in filthy homes in crime ridden neighborhoods, and their children were lucky to live past age 10.
- People in the Roman Empire practiced many religions before Christianity became Rome's official religion.

Students will be able to:

- Determine how geography and the availability of natural resources influenced the development Rome and provided motivation for expansion.
- Analyze the benefits and potential conflicts surrounding the inclusion of the hundreds of different cultures encountered as the Roman Empire spread.
- Compare and contrast government under the Roman Republic with the United States government today.
- Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the Roman Empire.
- Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth and equality.
- Analyze primary sources relating to the decline of Western Rome and develop a written argument emphasizing which reasons were most harmful.

- Rome did not suddenly collapse, but experienced a prolonged weakening due to external invasion by groups like the Huns, Vandals, and Visigoths, internal disorganization and ineffective government marked by political turmoil and assassinations, poor leadership, heavy taxes, a military spread too thin, in addition to numerous other problems.
- Eastern Rome, Byzantium, was a prosperous extension of the Roman Empire, known for its adoption of Christianity, construction of the Hagia Sophia basilica, the Circus Maximus, and notable rulers like Constantine, Justinian and his wife, Theodora.

- Explain key similarities and differences between the western Roman Empire and the Eastern Roman Empire.
- Describe two contributions to world history that originated in the Byzantine Empire.

Stage 2: Acceptable Evidence

Transfer Task

- Students will apply what they have learned about Roman advancements in engineering and present research on one self-selected engineered structure, like the Colosseum, Pantheon, Cloaca Maxima, Circus Maximus, etc.

Other Evidence

- Notebook Check
- Do-Nows
- Teacher Guided Questions
- Close Reading Activities
- Primary Source Analysis Activities
- Maps
- Graphic Organizers
- Exit Tickets
- Study Guides
- Homework
- Quizzes
- Tests
- Kahoot

Stage 3: Activities

- Italian Peninsula Map and Power/Influence Graphic Organizer
- Greek and Etruscan Influences Gallery Walk
- Three Branches of American Govt Video
- Structure of the Roman Republic Stations
- Compare and Contrast US Govt and Roman Republic Memory Game
- Republic to Empire Column building posters
- Equality vs. Inequality Gallery Walk
- Roman gods/goddesses scavenger hunt
- Greek/Rome myth comparison
- Rise of Christianity Video
- Persecution of Christians Pliny the Younger Primary Source Activity
- “Big Paper” Decline of Western Rome Primary Source Station Activity
- Eruption of Mt. Vesuvius Webquest
- “Are we headed towards a decline like Rome?” Essay
- Virtual Tour of the Hagia Sophia and Byzantine Icon Analysis
- Nika Rebellion Comparison to Super Bowl Riots
- Theodora Biography and Epitaph Creation
- Engineered Structure Project and Presentations

Unit Title / Topic: Africa and the Middle East

Unit Duration: 6 Weeks

Stage 1: Desired Results

Established Goals:

2014 New Jersey Student Learning Standards for Social Studies

6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.

6.2.8.B.4.c Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

6.2.8.B.4.d 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.f Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8.D.3.d 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.

6.2.8.D.4.a Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

6.2.8.C.4.b 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.D.4.b 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

New Jersey Student Learning Standards for English Language Arts Companion Standards:

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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.

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- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

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

- 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.

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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.

Transfer Goal:

Students will be able to independently use their learning to...

- Students will be able to independently use their learning to reevaluate existing perceptions and draw connections between the cultures that we study in Africa and the Middle East and their own, in order to promote cultural awareness.
- Students will be able to independently use their learning to evaluate which reasons most directly contributed to the rapid spread of Islam so that they can develop their ability to make and defend an argument.

Students will understand that:

- The Middle East is the birthplace of three major religions: Judaism, Christianity and Islam.
- Although these religions differ in many ways, there are also many shared traits.
- The Middle East today is comprised of many different countries that were once located within various medieval Islamic caliphates and civilizations.
- The Ottomans, Safavids, and Mughals were three important Islamic civilizations in the Middle East.
- Middle Eastern trade with Africa promoted the exchange of religions, ideas and valuable resources.
- Ibn Battuta preserved records of his travels across the Islamic World and can be compared to Italian explorer Marco Polo.
- Africa, as a continent, is rich in diverse cultures, peoples, landscapes, and fauna.

Essential Questions:

- What key similarities and differences exist across Judaism, Christianity, and Islam?
- What are the main tenets of each of these three religions?
- How did Islam shape the governments, economies, societies, and militaries of medieval civilizations?
- How did religion foster trade and vice versa?
- What is a “single story” and why is it dangerous?
- How did the geography and resources of western Africa influence the empires that arose there?
- What are your perceptions of “Africa” and how have they changed since the start of the unit?

- Early African societies contributed to world history in many ways, including myths and fables.
- Existing perceptions of Africa may often prove false.
- Africa was home to the substantial empires of Ghana, Mali, and Songhai.
- Islam established trade networks that spread the religion itself as well as African resources like gold, in the gold/salt exchange.
- Mansa Musa, perhaps the world's richest man, and Sundiata, were two influential leaders of African empires.
- The cultures of West Africa continue to influence us today as Americans.

Students will know:

- Judaism, Christianity, and Islam share common roots as Abrahamic religions, are monotheistic, and share some similar main tenets.
- The Holy Book of Christianity is the Bible, while the Holy Book of Islam is the Qu'ran. Jewish beliefs are listed in the Torah and discussed in another important Judaic text, the Talmud.
- Christianity and Judaism share the Ten Commandments while Islam centers around the Five Pillars.
- Muslim scholars made lasting achievements in the science, philosophy and the arts.
- That when studying another culture or interacting with customs and beliefs that may be different from our own, a quality historian seeks an inclusive and truthful story in the presentation of history.
- Ibn Battuta traveled across the Muslim world, including to Africa.
- The Gold/Salt Exchange was a major example of trade in the medieval world.
- The Empires of Ghana, Mali, and Songhai benefitted from this profitable trade.
- Sundiata was a founding ruler of the Mali Empire and his story served as inspiration for Disney's The Lion King.
- Mansa Musa was perhaps the world richest man as a result of this profitable trade and traveled to Mecca on the Hajj, demonstrating the importance of Islam to Western African history.
- Before the introduction of Islam, Africa was host to a variety of religions that centered around animism. Even after Islam became widespread, these previous beliefs remained strong in many areas and continued to shape Western Africa.
- Western Africa has directly played a role in each of our lives as Americans, especially in the presence of many descendants of people from this region, as

Students will be able to:

- Analyze how the location of the Middle East contributed to the rapid spread of Islam.
- Explain key similarities and differences across Judaism, Islam, and Christianity.
- Identify main tenets of each religion and Holy Books/ texts.
- Describe contributions made by Muslim scholars.
- Identify and analyze geographical features of the African continent
- Define what Chimamanda Ngozi Adichie means by "a single story" and relate the importance of her message to our study of history.
- Analyze observations of Ibn Battuta' as they relate to our understanding of the medieval Islamic world.
- Simulate the Gold/Salt Exchange.
- Assess the claim that Mansa Musa was "the richest man in history."
- Distinguish the difference between a myth and a fable.
- Enact a skit of an Anansi tale or "Mufaro's Beautiful Daughters" and explain how it fits into the category of either myth or fable.
- Reevaluate their perceptions of Africa based on what they have learned by the end of the unit.

well as music (call and response), food, phrases in our lexicon (banjo, jazz, yam), stories (Anansi), and resources that make up products we use regularly.

Stage 2: Acceptable Evidence

Transfer Task

Students will document what comes to mind when they think of “Africa” at the beginning of the Africa section of the unit. At the end of instruction, students will metacognitively reflect on if and how their perceptions have changed now that they have a wider picture.

Students will analyze a series of documents relating to the spread of Islam throughout the Middle East and Africa, determine which reasons were most important, and write a 5 paragraph DBQ essay with supporting evidence.

Other Evidence

- Notebook Check
- Do-Nows
- Teacher Guided Questions
- Close Reading Activities
- Primary Source Analysis Activities
- Maps
- Graphic Organizers
- Exit Tickets
- Study Guides
- Homework
- Quizzes
- Tests
- Kahoot

Stage 3: Activities

- Map and Analysis of the Middle East and Africa’s Geographical Features
- Three Religions Comparison Chart
- Description of the 10 Commandments and 5 Pillars
- Islamic Achievements Stations
- “Danger of a Single Story” TED Talk Excerpt and Discussion
- Gold/Salt Exchange Simulation
- Mansa Musa Video

- Sundiata and The Lion King Comparison
- Assessing Credibility Lesson: Was Mansa Musa the Richest Man in History?
- Torah, New Testament, and Qu'ran Excerpt Analysis
- Ibn Battuta Biography and Travels Station
- How did Islam spread so quickly? DBQ
- Anansi Tale Video
- Mufaro's Beautiful Daughters Reading
- Connections to Africa Bingo Game
- Musical Contributions Lesson: Call and Response Simulation and African Instruments
- Perceptions of Africa Reflection
- "A Mile in Our Shoes" Islamophobia in Modern Day America Close Reading Activity
- Impact of Islam on West Africa Station Activity

Unit Title / Topic: Middle Ages: China, Japan, Europe

Unit Duration: 8 Weeks

Stage 1: Desired Results

Established Goals:

2014 New Jersey Student Learning Standards for Social Studies

- 6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 6.2.8.A.4.b Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
- 6.2.8.A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.
- 6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- 6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
- 6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
- 6.2.8.B.4.f Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.C.4.a Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- 6.2.8.C.4.b 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.D.4.a Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.D.4.b 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.c Assess the demographic, economic, and religious impact of the plague on Europe.
- 6.2.8.D.4.d Determine which events led to the rise and eventual decline of European feudalism.
- 6.2.8.D.4.e Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
- 6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

New Jersey Student Learning Standards for English Language Arts Companion Standards:

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.
- RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

- 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.
- 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.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

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

- 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.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- G. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

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.

Transfer Goal:

Students will be able to independently use their learning to...

- Students will be able to independently use their learning to compare and contrast life during the Middle Ages in Europe, China and Japan, in order to determine how civilizations across Eurasia experienced the medieval era similarly and differently.
- Students will be able to independently use their learning to examine to what extent “the dark ages” is a fair and applicable term for the medieval period, considering examples of both obstacles and advancements to human progress.

Students will understand that:

- Geography played a role in shaping the development of medieval societies in Europe, Japan, and China.

Essential Questions:

- How did geography influence the development of medieval societies in Europe, Japan, and China?
- How did feudalism function in Europe in Japan?

- Modern day countries in Europe, Japan, and China have been influenced by the cultures, advancements, and decisions made by earlier medieval societies.
- During the Middle Ages, Europe was especially hard hit by the Black Death, but the effects of this pandemic greatly reorganized European life.
- Religion was a source of conflict in the Crusades.
- The Silk Road was a major source of cultural diffusion.
- Cultural diffusion was heightened during the Middle Ages as a result of increased trade, travel, and technology. Cultural diffusion led to many positive changes, but was also a double edged sword.
- Similarities can be drawn between European feudalism and feudalism of Japan at the time.
- Japan borrowed and adapted different cultural practices from its neighbors.
- China experienced great prosperity during the Middle Ages that sharply contrasts with many medieval European experiences.
- The Middle Ages were experienced differently by different people around the globe.
- The United States of America has many connections to China through trade, travel, and immigration and this relationship has at times been strained, but fruitful.
- Although the roles for women in medieval societies were limited, there are numerous examples of women who challenged the status quo and promoted greater equality and opportunities through their example.

- What effects did the Black Death have on Europe's population and socio-economic organization?
- How did religion shape the daily lives, beliefs, and actions of people across Eurasia?
- In what ways was cultural diffusion positive and in what ways was it negative?
- How did these different civilizations experience the Middle Ages differently? What similarities can be drawn?
- How did medieval societies contribute to world history and our lives today?
- How did women challenge existing limitations and gender roles in their respective medieval societies?

Students will know:

- Feudalism was an extensive social system throughout Europe and Japan at this time which shaped the daily lives of individuals as well as larger political, religious, and economic structures.
- The Catholic Church was a prominent presence in people's daily lives and in the organization of society as a whole.
- Religions clashed in the religious wars of the Crusades fought for control over the Holy Land.
- Trade and travel, in some ways spurred by religious conflict, served to spread goods, peoples, and ideas.
- Trade during the Middle Ages often was a double edged sword having both positive and harmful consequences, the most infamous of which was the spreading of disease via the Black Death.

Students will be able to:

- Assess how geography influenced the development of medieval civilizations and relationships amongst them
- Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
- Draw connections stemming from the Magna Carta and other legal documents promoting modern democratic thought and human rights
- Analyze how religion both unified and divided people.
- Analyze the causes and outcomes of the Crusades from different perspectives.
- Assess the demographic, economic, and religious impact of the plague on Europe.
- Examine China's conflicted relationship with open trade and assess how openness and isolationism influenced Chinese history.
- Research women who challenged medieval gender roles and compare their achievements and goals to a character in a novel read in ELA.

- The Black Death was a complicated disease that wiped out a large percentage of the European population and ushered in consequential changes.
- One of the most important contributions made by medieval Europe was the Magna Carta, which has informed many other legal documents and concepts of fundamental rights throughout history.
- Japan experienced a prosperous golden age of art and poetry during the Heian period.
- Similarities can be drawn between European feudalism and Japanese feudalism.
- Medieval Samurai warriors left a legacy that can still be felt in Japanese culture today.
- Through cultural diffusion, ideas from India, Korea, and China influenced the development of Japan, including government, writing, and religion.
- Medieval China contributed many advances to world history that are relevant today, like gunpowder, the seismograph, and Kung Fu.
- The dynastic cycle was explained by the mandate of Heaven, which justified rulership through divine grant.
- Medieval Chinese dynasties like the Tang, Song, Ming, and Yuan altered the trajectory of Chinese history in their own way.
- Historically, China has at times been open to trade, while at other times, been closed off. China's varying degrees of relations with the rest of the world has had both benefits and drawbacks.

- Analyze the major technological innovations and cultural contributions of the civilizations of this period and explain how they impact us today.
- Reevaluate the term “the dark ages.”

Stage 2: Acceptable Evidence

Transfer Task

- Students will analyze primary and secondary sources in comparing and contrasting European knights and Japanese samurai and in a 5 paragraph DBQ essay, argue and defend with evidence whether these two warrior classes shared more similarities or differences.
- Students will reflect on both the hardships and advancements of the Middle Ages, as experienced across Eurasia, and evaluate whether the classification “the dark ages” should or should not be used, by participating in a class debate.

Other Evidence

- Notebook Check
- Do-Nows
- Teacher Guided Questions
- Close Reading Activities
- Primary Source Analysis Activities
- Maps
- Graphic Organizers
- Exit Tickets

- Study Guides
- Homework
- Quizzes
- Tests
- Kahoot

Stage 3:Activities

- Map of Eurasia and Analysis of Important Geographic Features
- How Did Feudalism Work Skit
- Role of Christianity and the Catholic Church Stations
- Tissue Paper Stained Glass Mosaic Craft
- Interdisciplinary Research Paper on Women in Medieval History Template
- Research Visit to the Library
- Noodle Tools Notecards Creation on Women in Medieval History
- Crusades: Pope Urban and Suleiman the Magnificent Contrasting Views Primary Source Analysis
- Black Death Transmission and Effects Simulation and Debriefing
- Magna Carta Legacy TED Video
- Magna Carta, UN Declaration of Human Rights, US Constitution Comparison
- Samurai and Knights: Were the Similarities Greater Than the Differences? DBQ Essay
- Samurai School Jigsaw
- Cultural Diffusion Shapes Japan Stations: Language, Government, and Religion
- Tale of Genji Excerpt Reading and Analysis
- Write Your Own Haiku and Tanka Creation
- Lady Murasaki Shikibu Illustration
- Chinese Inventions Guessing Game
- Discovery Education Video: Journals Through History - China
- Zheng He Biography Video
- "Dark Ages?" Debate
- A Day in the Life of a Knight
- Feudalism Matching Memory Game
- Impact of the Plague Station Activity
- Isolation vs Foreign Contact in Medieval China and Today
- China Develops a New Economy Flow Charts

Unit Title / Topic: Early America: Maya, Inca, Aztec

Unit Duration: 3 Weeks

Social Studies- Grade 8

Stage 1: Desired Results

Established Goals:

2014 New Jersey Student Learning Standards for Social Studies

- 6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- 6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges
- 6.2.8.C.4.a Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

New Jersey Student Learning Standards for English Language Arts Companion Standards:

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 - H. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - I. Establish and maintain a formal/academic style, approach, and form.
 - J. Provide a concluding statement or section that follows from and supports the argument presented.
- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
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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.

Transfer Goal:

Students will be able to independently use their learning to...

Students will be able to independently use their learning to describe how the heritage and legacy of the Maya, Inca, and Aztec civilizations remain relevant today.

Meaning

Enduring Understandings:

Students will understand that:

- Geography presented unique challenges and advantages to peoples of the Maya, Inca, and Aztec civilizations.
- Mayan, Incan, and Aztec civilizations were each extremely advanced and in many ways surpassed Europe in technological and scientific advancements.
- Maya culture was influenced by social structure, religion, and achievements in science and the arts.
- Life in the Aztec Empire was shaped by social structure, religion and warfare.
- The Incas created an empire with a strong central government.
- Human-environment interactions can have many consequences, which most likely led to the collapse of the Maya.
- European arrival and conquest marked the decline of the Aztec and Inca civilizations, especially due to the unprecedented transmission of new diseases to the American population.
- Maya, Inca, and Aztec civilizations may not exist today, but many people trace their ancestry to these cultures and keep their heritage alive.

Essential Questions:

- How did the Maya build a civilization without a river?
- How did the Inca maintain order across such a large territory?
- What resources were important to the Mesoamerican and South American civilizations?
- How did Maya, Inca, and Aztec civilizations contribute to world history?
- What role did human sacrifice play in religion?
- How did the arrival of Europeans change Mesoamerican and South American societies? And how did these civilizations in turn change Europe and the course of history?
- How do these civilizations continue to remain relevant today through their legacy?

Acquisition of Knowledge & Skills

Students will know:

- The Maya built great cities linked by trade and scientific advancement.
- Maya glyphs are in the process of being translated more completely to provide a greater understanding of this civilization.

Students will be able to:

- Analyze unique challenges in overcoming geography, as demonstrated through Mayan cenotes and Aztec chinampas
- Compare and contrast the cultural characteristics of each of the civilizations

- Many lost Mayan structures remain buried under dense jungle and are threatened by modern problems like deforestation, the narcotics trade, and theft.
- The Inca established one of world's most impressively effective governments that connected an extensive empire through well-built road networks of the Qhapac Nan.
- Parts of the Inca Road are still used today and groups work to preserve it into the future.
- The Inca did not have a written language, but spoke Quechua and used quipus to keep track of quantities. Quechua is still practiced today.
- The Aztec civilization constructed a modern city using creatively engineered floating structures on Lake Texcoco.
- People continue to build boats and floating habitable islands in similar fashion today.
- The Mexican flag incorporates symbols of the Aztec foundation story and modern Mexico city is built on top of what was once Tenochtitlan.

- Explain the major achievements of Maya, Aztec, and Inca civilizations
- Explore examples of how Mayan, Aztec, and Incan heritage is an important part of personal and cultural identity
- Evaluate how our knowledge of these civilizations is limited due to misrepresentation on the part of European conquerors and historians and few sources from the perspective of Mayans, Aztecs, or Incans

Stage 2: Acceptable Evidence

Transfer Task

- Students will connect what they have learned about Mesoamerican and South American civilizations to current events and present an article they have analyzed which centers upon a recent archeological discovery or attempt to preserve or enrich Maya, Inca, or Aztec cultural heritage.

Other Evidence

- Notebook Check
- Do-Nows
- Teacher Guided Questions
- Close Reading Activities
- Primary Source Analysis Activities
- Maps
- Graphic Organizers
- Exit Tickets
- Study Guides
- Homework
- Quizzes
- Tests
- Kahoot

Stage 3:Activities

- Map and Geographic Analysis of Maya, Aztec, and Inca Civilizations
- Mayan Glyph Translation Worksheet
- Excerpt from NOVA Documentary “Cracking the Maya Code” Video
- Mayan Culture Jigsaw
- El Mirador Discovery in Guatemalan Jungle Article Reading
- Codex Mendoza Illustration Analysis of Aztec Origin Story
- Excerpt from Engineering An Empire Series Episode on Aztecs
- Cortes’ Impression of Tenochtitlan Primary Source Analysis
- Inca Road Webquest
- Exploration of the Museum of the American Indian Inca Road Exhibit Online
- NPR Podcast on Why We Know All Roads Lead to Rome, But Not Quito
- Cortes and Montezuma Interactions Primary Source Analysis
- Pizarro and Atahualpa Interactions Primary Source Analysis
- Crash Course Video on Spanish Colonization in the New World
- Maya, Inca, Aztec Heritage Current Events Project
- Impact of Spanish Colonization DBQ Refresher