



HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
Office of Curriculum and Instruction
CURRICULUM MAP

COURSE TITLE	Grade 8 Social Studies - Medieval World History							
GRADE BAND		K-4		5-6	X	7-8		9-12
DEPARTMENT	Social Studies							
LAST REVISION DATE	August 2022							
BOE APPROVAL DATE	September 19, 2022							

COURSE OVERVIEW	
<p>The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. To that end, this curriculum is aligned with the 2020 New Jersey Student Learning Standards - Social Studies. The interdisciplinary nature of the Social Studies Standards allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Student Learning Standards have been noted in the areas of English Language Arts, Mathematics, Science, Health and Physical Education, World Languages, Visual and Performing Arts, Computer Science & Design Thinking, and Career Readiness, Life Literacies, & Key Skills.</p> <p>The eighth grade course of study includes a thematic narrative of World History from the end of ancient times to the beginning of the modern era. Students analyze primary and secondary sources and use social scientists’ tools to interpret the story of the past. The pivotal concepts include the impact of geography on human development, the role of technology in societies, and the role of government in civilizations. Students continue to explore and examine the development and decline of civilizations that they began in seventh grade. They study geography and its influence on settlements and their success and decline. Students also examine language, religion, art, architecture, literature, government, and daily life in Byzantium, the Middle East, Africa, Central America, India, China, Japan, and Europe during the Middle Ages, including a comparative study of world religions. Students develop a better understanding of geography, economics, civics, and history in this course.</p>	

UNIT OF STUDY	Fall of Rome/Byzantine Empire
PACING	27 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • How did social structures and trade patterns influence the development of civilizations? • How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? • How do physical geography, human geography, and the human environment interact to influence the development of cultures, societies, and nations? • How and why have scientific and technological developments over the course of history changed the way people live, including how economies and governments function? • How did the various achievements of classical civilizations and empires impact future societies? • What are the key similarities and differences between the major world religions, and why do they have those similarities and differences? • What impact does religion have on the world? How does religion unite and how does it divide? Consider: politics, art, culture, etc. • How can the study of multiple perspectives, beliefs systems (religions), and cultures provide a context for understanding and challenging actions and decisions in a diverse and interdependent world? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> • Classical civilizations developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. • The emergence of empires resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. • Societies often create and implement technology to manage the environment. • During the era of classical civilizations, cultural exchange and diffusion dramatically increased and enduring world religions emerged. • Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations. • Byzantium's unique location at the crossroads of three continents made it a hub of cultural diffusion. • Despite encroachments by Islamic peoples, the structure and organization of the Byzantine empire enabled it to survive for 1000 years. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> • Compare and contrast the American legal system with the legal system of the Byzantine Empire and determine how the Byzantine legal system influenced the American one. • Explain how the Byzantine Empire's geography influenced its political, economic, and cultural centers and how it influenced its relationship with other civilizations. • Explain the lasting legacy of the major achievements of the Byzantine Empire. • Explain how the Byzantine Empire influenced the Islamic Empire. 	

COMMON ASSESSMENTS

Pre-Assessment(s)	<ul style="list-style-type: none">● KWL Chart
Formative	<ul style="list-style-type: none">● Comparison Activity
Summative	<ul style="list-style-type: none">● Common Assessment 1: Writing prompt utilizing primary and secondary sources
Benchmark	<ul style="list-style-type: none">● Common Assessment 1: Writing prompt utilizing primary and secondary sources

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living in Asia, Africa (Islam), Europe and the Americas over time.
- 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
- 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.
- 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
- 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- 6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- 6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
- 6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

- 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
- 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships.

Computer Science & Design Thinking

- 8.1.8.D.4: Assess the credibility and accuracy of digital content.
- 8.1.8.E.1: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

English Language Arts

- RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2: Determine the central ideas of 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 a 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.
- WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events.
- 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.6-8.7: Conduct short research projects to answer a 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/or 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.

Mathematics

- 8.F.B.4: Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
- 8.F.B.5: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Science

- MS-ESS3-2: Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- MS-ESS3-4: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Visual & Performing Arts

- 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
- 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

World Languages

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- 9.1.8.A.6: Explain how income affects spending decisions.

9.2-Career Awareness, Exploration, Preparation, and Training

- 9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4: Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.4-Life Literacies & Key Skills

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

CAREERS ASSOCIATED WITH THIS UNIT

- Archeology, Anthropology, Art-Historian, Teacher, Professor, Travel-Agent, Historical Sites Influencer, Museum Curator, Lawyer

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- This unit addresses human rights related to the Holocaust Curriculum Mandate and includes various groups of people throughout history (Inclusive Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goal

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Relationship Skills

- Evaluate personal, ethical, safety, and civic impact of decisions

Responsible Decision-Making

- Utilize positive communication and social skills to interact effectively with others

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- “Inquiry Kits for Social Studies.” *Thinkport.org* | Special Collections | Teaching with Primary Sources, 2022, <https://thinkport.org/tps/inquiry-kits.html>.
- Ehrenhalt, Jey. “Spotlight: Partnering with Museums to Teach Honest History.” *Learning for Justice*, 2022, <https://www.learningforjustice.org/magazine/spring-2022/partnering-with-museums-to-teach-honest-history>.
- “Lesson Plans.” *NEH*, <https://edsitement.neh.gov/lesson-plans>.
- Blattner, Don. *Amazing Facts in World History*. Mark Twain Media, Inc. 2003.
- Spielvogel, Jackson J. *Discovering Our Past: A History of the World's Early Ages*. McGraw Hill Education, 2013.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.
- “Resources Search.” *ADL*, 23 May 2022, <https://www.adl.org/resources/lessons-plans/search>.
- “Home: The Asian American Education Project.” *Home | The Asian American Education Project*, <https://asianamericanedu.org/>.
- “LGBTQ-Inclusive Lessons and Resources.” *LGBTQ Inclusive Lessons and Resources*, <https://www.teach.lgbt/subject/social-studies/>.
- Bingham, Jane, et al. *Encyclopedia of World History*. Usborne Publishing Limited, 2002.
- Jacobs, Heidi Hayes and Michal LeVasseur. *History of Our World*. Pearson Prentice Hall, 2008.
- Forte, Imogene and Marjorie Frank. *The Basic/Not Boring Series, Middle Grades Social Studies*. Incentive Publications, Inc., 2002.
- Miles, Lisa. *The Usborne Illustrated Atlas of World History*. Scholastic Inc., 1995.
- Bingham, Jane, et al. *Usborne World History The Last 500 Years*. Scholastic Inc., 2000.
- Gray, Patricia and Kathy Erickson. *World History Detective*. The Critical Thinking Co., 2012.
- Adams, Simon. *The Kingfisher Atlas of the Medieval World*. Kingfisher Publications, 2007.
- Rowling, Marjorie. *Life in Medieval Times*. The Berkley Publishing Group, 1968.
- “Primary Sources” *Internet History Sourcebooks Project*, <https://sourcebooks.fordham.edu/index.asp>.
- “Lesson Plans.” *Historyguide.org*, <http://www.historyguide.org/resources.html>.
- “History of Early Medieval Europe.” | *Essential Humanities*, <http://www.essential-humanities.net/western-history/early-medieval-europe/#byzantine-empire>.
- “The Middle Ages Timeline.” *Soft Schools*, <https://www.softschools.com/viewTimeline.action?id=%20165>.

- *British Library*,
<https://www.bl.uk/greek-manuscripts/articles/byzantine-historiography-from-the-end-of-antiquity-to-1453>.
- “The Rise and Fall of the Byzantine Empire - Leonora Neville.” *TED*, TED-Ed,
<https://ed.ted.com/lessons/the-rise-and-fall-of-the-byzantine-empire-leonora-neville>.
- “A Brief History of Goths - Dan Adams.” *TED*, TED-Ed,
<https://ed.ted.com/lessons/a-brief-history-of-goths-dan-adams>.
- Macaulay, David. *Cathedral*. Houghton Mifflin Company, 1973.
- Elliott, Lynne. *Children and Games in the Middle Ages*. Crabtree Publishing Company, 2004.
- Anderson, Dale. *Churches and Religion in the Middle Ages*. World Almanac Library, 2006.
- Lassieur, Allison. *Create a Castle*. Publications International, Ltd., 1997.
- Gies, Joseph and Frances Gies. *Life In A Medieval City*. Harper Perennial, 1969.
- Rowling, Marjorie. *Life in Medieval Times*. The Berkley Publishing Group, 1968.
- Bingham, Jane. *The Usborne Internet-Linked Medieval World*. Scholastic Inc., 2004.
- “World History Lesson Plans Resources.” *PBS LearningMedia*,
<https://ny.pbslearningmedia.org/subjects/social-studies/world-history/>.

UNIT OF STUDY	Medieval Islamic Empire
PACING	21 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • How did social structures and trade patterns influence the development of societies? • How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? • How and why have scientific and technological developments over the course of history changed the way people live, including how economies and governments function? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> • Societies often create and implement technology to manage the environment. • Cultural exchange and diffusion increased to varying degrees. • Classical civilizations and isolated peoples developed and expanded into societies and empires of varying size and diversity by creating governments and promoting commerce, a common culture, and social values. • The emergence of empires and societies resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political or decentralized organization. • The geographical characteristics of the Middle East created numerous challenges for people in the region. • Islam was the driving force behind political structures and institutions as well as daily life. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> • Compare and contrast the American legal system with the legal system of the Islamic Empire and determine how the Islamic legal system influenced other modern nations. • Explain how the Islamic Empire's geography influenced its political, economic, and cultural centers and how it influenced its relationship with other civilizations. • Explain the lasting legacy of the major achievements of the Islamic Empire. • Compare and contrast the lasting legacies of the Byzantine Empire and the Islamic Empire. • Compare and contrast the major tenants of Islam to that of other world religions. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> • KWL Chart
Formative	<ul style="list-style-type: none"> • Comparison Activity
Summative	<ul style="list-style-type: none"> • Common Assessment 1: Writing prompt utilizing primary and secondary sources
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- 6.2.8.CivicsPI.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 6.2.8.GeoPP.3.a Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
- 6.2.8.GeoHP.4.a Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
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- 6.2.8.HistoryCC.4.e Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
- 6.2.8.GeoHP.4.c Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.
- 6.3.8.CivicsPI.2 Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

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- 8.F.B.4: Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
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Science

- MS-ESS3-2: Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- MS-ESS3-4: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Visual & Performing Arts

- 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
- 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
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- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

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CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

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9.2-Career Awareness, Exploration, Preparation, and Training

- 9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4: Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally

9.4-Life Literacies & Key Skills

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

CAREERS ASSOCIATED WITH THIS UNIT

- Archeology, Anthropology, Art-Historian, Teacher, Professor, Travel-Agent, Historical Sites Influencer, Museum Curator, Lawyer

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- This unit addresses human rights related to the Holocaust Curriculum Mandate and includes various groups of people throughout history (Inclusive Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goal

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Relationship Skills

- Evaluate personal, ethical, safety, and civic impact of decisions

Responsible Decision-Making

- Utilize positive communication and social skills to interact effectively with others

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- "Inquiry Kits for Social Studies." *Thinkport.org* | Special Collections | Teaching with Primary Sources, 2022, <https://thinkport.org/tps/inquiry-kits.html>.
- Ehrenhalt, Jey. "Spotlight: Partnering with Museums to Teach Honest History." *Learning for Justice*, 2022, <https://www.learningforjustice.org/magazine/spring-2022/partnering-with-museums-to-teach-honest-history>.
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- "Resources Search." *ADL*, 23 May 2022, <https://www.adl.org/resources/lessons-plans/search>.
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- *Heimler's History*. (n.d.). YouTube. Retrieved August 9, 2022, from <https://www.youtube.com/c/SteveHeimler>.
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- "History TV Shows | the History Channel." *History.com*, and A&E Television Networks, <https://www.history.com/shows>.
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- “Presidential Libraries.” *National Archives*. <https://www.archives.gov/presidential-libraries>.
- “Discover Advanced Placement.” The College Board. Retrieved August 9, 2022, from <https://ap.collegeboard.org/>.
- “World History Lesson Plans Resources.” *PBS LearningMedia*, <https://ny.pbslearningmedia.org/subjects/social-studies/world-history/>.

UNIT OF STUDY	Geographically Isolated Peoples of Central and South America (Olmec, Maya, Aztec, Inca)
PACING	25 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • How did social structures and trade patterns influence the development of societies? • How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? • How and why have scientific and technological developments over the course of history changed the way people live, including how economies and governments function? • How did the various achievements of isolated peoples and empires impact future societies? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> • Geographically isolated peoples developed and expanded into societies and empires of varying size and diversity by creating governments and promoting commerce, a common culture, and social values. • The emergence of isolated peoples resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political or decentralized organization. • While commercial and agricultural improvements created new wealth and opportunities for the societies, most people's daily lives remained unchanged. • Societies often create and implement technology to manage the environment. The technologies of geographically isolated peoples were comparable, if not rivaled, those found in Asia, Europe, and Northern Africa. • Cultural exchange and diffusion increased to varying degrees. • Isolated people's societies declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future societies. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> • Explain how the geography of the peoples of Central and South America influenced their political, economic, and cultural centers and how it influenced their relationship with the surrounding peoples. • Explain the lasting legacy of the major achievements of the peoples of Central and South America and how they influenced, and continue to influence, modern nations. • Create an argument about the effects of colonization on the human rights and civilizations of indigenous people. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> • KWL Chart
Formative	<ul style="list-style-type: none"> • Comparison Activity
Summative	<ul style="list-style-type: none"> • Common Assessment 2: Writing prompt utilizing primary and secondary sources

Benchmark	<ul style="list-style-type: none"> ● Common Assessment 2: Writing prompt utilizing primary and secondary sources
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world. ● 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. ● 6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road). ● 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living in Asia, Africa (Islam), Europe and the Americas over time. ● 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship). ● 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality). 	
INTERDISCIPLINARY CONNECTIONS <i>Must include the standard # & verbiage</i>	
<i>Comprehensive Health & Physical Education</i>	
<ul style="list-style-type: none"> ● 9.1.8.A.6: Explain how income affects spending decisions. 	
<i>Computer Science & Design Thinking</i>	
<ul style="list-style-type: none"> ● 8.1.8.D.4: Assess the credibility and accuracy of digital content. ● 8.1.8.E.1: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 	
<i>English Language Arts</i>	
<ul style="list-style-type: none"> ● RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources. ● RH.6-8.2: Determine the central ideas of 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 a 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.
- WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events.
- 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.6-8.7: Conduct short research projects to answer a 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/or 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.

Mathematics

- 8.F.B.4: Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
- 8.F.B.5: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Science

- MS-ESS3-2: Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- MS-ESS3-4: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Visual & Performing Arts

- 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
- 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

- 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

World Languages

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS ***Must include the standard # & verbiage***

9.1-Personal Financial Literacy

- 9.1.8.A.6: Explain how income affects spending decisions.

9.2-Career Awareness, Exploration, Preparation, and Training

- 9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4: Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.4-Life Literacies & Key Skills

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

CAREERS ASSOCIATED WITH THIS UNIT

- Archeology, Anthropology, Art-Historian, Teacher, Professor, Travel-Agent, Historical Sites Influencer, Museum Curator, Lawyer

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

***Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)***

- This unit addresses human rights related to the Holocaust Curriculum Mandate and includes various groups of people throughout history (Inclusive Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goal

Social Awareness

- Recognize the skills needed to establish and achieve personal and educational goal

Relationship Skills

- Evaluate personal, ethical, safety, and civic impact of decisions

Responsible Decision-Making

- Utilize positive communication and social skills to interact effectively with others

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

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- Ehrenhalt, Jey. “Spotlight: Partnering with Museums to Teach Honest History.” *Learning for Justice*, 2022, <https://www.learningforjustice.org/magazine/spring-2022/partnering-with-museums-to-teach-honest-history>.
- “Lesson Plans.” *NEH*, <https://edsitement.neh.gov/lesson-plans>.
- Blattner, Don. *Amazing Facts in World History*. Mark Twain Media, Inc. 2003.
- Spielvogel, Jackson J. *Discovering Our Past: A History of the World's Early Ages*. McGraw Hill Education, 2013.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.
- “Resources Search.” *ADL*, 23 May 2022, <https://www.adl.org/resources/lessons-plans/search>.
- “Home: The Asian American Education Project.” *Home | The Asian American Education Project*, <https://asianamericanedu.org/>.
- “LGBTQ-Inclusive Lessons and Resources.” *LGBTQInclusive Lessons and Resources*, <https://www.teach.lgbt/subject/social-studies/>.
- Bingham, Jane, et al. *Encyclopedia of World History*. Usborne Publishing Limited, 2002.
- Jacobs, Heidi Hayes and Michal LeVasseur. *History of Our World*. Pearson Prentice Hall, 2008.

- Forte, Imogene and Marjorie Frank. *The Basic/Not Boring Series, Middle Grades Social Studies*. Incentive Publications, Inc., 2002.
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- "The Columbian Exchange." *PBS LearningMedia*, GBH, 1 Aug. 2022, <https://ny.pbslearningmedia.org/resource/midlit11.soc.splcol/the-columbian-exchange/#.W1DXdJKhPY>.
- "Latin American Network Information Center." *LANIC*, <http://lanic.utexas.edu/>.
- "The Rise and Fall of the Incan Empire". *TedEd*. <https://ed.ted.com/lessons/the-rise-and-fall-of-the-inca-empire-gordon-mcewan>.
- *Historyguide.org*, <http://www.historyguide.org/resources.html>.
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- *Mystery of the Maya* DVD.
- *Secrets of Ancient Empires*. The First Beliefs DVD.
- Chandler, Fiona. *Usborne World History Series, Ancient World*. Scholastic Inc., 1999.
- *Ancient Civilizations: Fall of the Aztec and Maya Empires* DVD.
- Bingham, Jane. *The Usborne Internet-Linked Medieval World*. Scholastic Inc., 2004.
- "World History Lesson Plans Resources." *PBS LearningMedia*, <https://ny.pbslearningmedia.org/subjects/social-studies/world-history/>.

UNIT OF STUDY	Geographically Isolated Peoples of Sub-Saharan Africa
PACING	25 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • How did social structures and trade patterns influence the development of societies? • How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? • How and why have scientific and technological developments over the course of history changed the way people live, including how economies and governments function? • How did the various achievements of isolated peoples and empires impact future societies? • What impact does religion have on the world? How does religion unite and how does it divide? Consider: politics, art, culture, etc. • How can the study of multiple perspectives, beliefs systems (religion), and cultures provide a context for understanding and challenging actions and decisions in a diverse and interdependent world? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> • The emergence of empires resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. • While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged. • Societies often create and implement technology to manage the environment. The technologies of geographically isolated peoples were comparable, if not rivaled, those found in Asia, Europe, and Northern Africa. • Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. • Geographically-isolated peoples developed into empires or societies of varying size and diversity by creating governments and promoting commerce, a common culture, and social values. • The emergence of geographically-isolated peoples resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> • Explain how the geography of the isolated peoples of Sub-Saharan Africa influenced their political, economic, and cultural centers and how it influenced their relationship with the surrounding peoples. • Explain the lasting legacy of the major achievements of the isolated peoples of Sub-Saharan Africa and how they influenced, and continue to influence, modern nations. • Analyze the economic role that caravans and natural resources such as salt and gold played in the lives of Sub-Saharan Africans. • Take a position on the conflict between the want for imperial expansion and the isolated peoples of Sub-Saharan Africa's rights as civilizations. • Compare and contrast the lasting legacies of the geographically isolated peoples of the Americas and Sub-Saharan Africa. 	

COMMON ASSESSMENTS

Pre-Assessment(s)	<ul style="list-style-type: none">● KWL Chart
Formative	<ul style="list-style-type: none">● Comparison Activity
Summative	<ul style="list-style-type: none">● Common Assessment 2: Writing prompt utilizing primary and secondary sources
Benchmark	<ul style="list-style-type: none">● Common Assessment 2: Writing prompt utilizing primary and secondary sources

NEW JERSEY STUDENT LEARNING STANDARDS (NJSLS)

Must include the standard # & verbiage

- 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- 6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
- 6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
- 6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
- 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships.

Computer Science & Design Thinking

- 8.1.8.D.4: Assess the credibility and accuracy of digital content.
- 8.1.8.E.:1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

English Language Arts

- RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2: Determine the central ideas of 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 a 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.
- WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events.
- 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.6-8.7: Conduct short research projects to answer a 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/or 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.

Mathematics

- 8.F.B.4: Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
- 8.F.B.5: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Science

- MS-ESS3-2: Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- MS-ESS3-4: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Visual & Performing Arts

- 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
- 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

World Languages

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.PRST.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- 9.1.8.A.6: Explain how income affects spending decisions.

9.2-Career Awareness, Exploration, Preparation, and Training

- 9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4: Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.4-Life Literacies & Key Skills

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

CAREERS ASSOCIATED WITH THIS UNIT

- Archeology, Anthropology, Art-Historian, Teacher, Professor, Travel-Agent, Historical Sites Influencer, Museum Curator, Lawyer

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- This unit addresses human rights related to the Holocaust Curriculum Mandate and includes various groups of people throughout history (Amistad Curriculum Mandate and Inclusive Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goal

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Relationship Skills

- Evaluate personal, ethical, safety, and civic impact of decisions

Responsible Decision-Making

- Utilize positive communication and social skills to interact effectively with others

MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- "Inquiry Kits for Social Studies." *Thinkport.org* | Special Collections | Teaching with Primary Sources, 2022, <https://thinkport.org/tps/inquiry-kits.html>.
- Ehrenhalt, Jey. "Spotlight: Partnering with Museums to Teach Honest History." *Learning for Justice*, 2022, <https://www.learningforjustice.org/magazine/spring-2022/partnering-with-museums-to-teach-honest-history>.
- "Lesson Plans." *NEH*, <https://edsitement.neh.gov/lesson-plans>.
- Blattner, Don. *Amazing Facts in World History*. Mark Twain Media, Inc. 2003.
- Spielvogel, Jackson J. *Discovering Our Past: A History of the World's Early Ages*. McGraw Hill Education, 2013.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.
- "Resources Search." *ADL*, 23 May 2022, <https://www.adl.org/resources/lessons-plans/search>.
- "Home: The Asian American Education Project." *Home | The Asian American Education Project*, <https://asianamericanedu.org/>.
- "LGBTQ-Inclusive Lessons and Resources." *LGBTQ Inclusive Lessons and Resources*, <https://www.teach.lgbt/subject/social-studies/>.
- Bingham, Jane, et al. *Encyclopedia of World History*. Usborne Publishing Limited, 2002.
- Jacobs, Heidi Hayes and Michal LeVasseur. *History of Our World*. Pearson Prentice Hall, 2008.
- Forte, Imogene and Marjorie Frank. *The Basic/Not Boring Series, Middle Grades Social Studies*. Incentive Publications, Inc., 2002.
- Miles, Lisa. *The Usborne Illustrated Atlas of World History*. Scholastic Inc., 1995.
- Bingham, Jane, et al. *Usborne World History The Last 500 Years*. Scholastic Inc., 2000.
- Gray, Patricia and Kathy Erickson. *World History Detective*. The Critical Thinking Co., 2012.
- Adams, Simon. *The Kingfisher Atlas of the Medieval World*. Kingfisher Publications, 2007.
- Rowling, Marjorie. *Life in Medieval Times*. The Berkley Publishing Group, 1968.
- *Exploring Africa*, <http://exploringafrica.matrix.msu.edu/>.
- *British Library*, <https://www.bl.uk/greek-manuscripts/articles/byzantine-historiography-from-the-end-of-antiquity-to-1453>.
- *Historyguide.org*, <http://www.historyguide.org/resources.html>.
- Zamosky, Lisa. *Primary Source Readers Series, Sub-Saharan Africa*. Teachers Created Materials Publishing, 2007.
- "Who Built Great Zimbabwe? and Why? - Breeanna Elliott." *TED, TED-Ed*, <https://ed.ted.com/lessons/who-built-great-zimbabwe-and-why-breeanna-elliott>.
- "Mansa Musa, One of the Wealthiest People Who Ever Lived - Jessica Smith." *TED, TED-Ed*, <https://ed.ted.com/lessons/mansa-musa-one-of-the-wealthiest-people-who-ever-lived-jessica-smith>.
- Buck, Gladys G. and Josephine Buck Jones. *Africa*. Milliken Publishing Company, 2004.
- Dierckx, Heidi M.C. *Africa*. Mark Twain Media, Inc., 1998.
- Ten Dyke, Elizabeth. *World History Series, Medieval Africa*. Social Studies School Service, 2004.
- Mandela, Nelson. *Nelson Mandela's Favorite African Folktales*. Tafelberg Publishers Ltd. 2002.
- Chanel, Sherilin. *National Geographic Reading Expeditions Series, World Regions Africa Geography and Environments*. National Geographic Society, 2003.
- *Nova: Secrets of Lost Empires Inca* DVD

- Medicott, Mary. *Tales from Africa*. Kingfisher, 1995.
- Pancella, Peggy. *Historical Biographies Series, Mansa Musa*. Heinemann Library, 2004.
- "World History Lesson Plans Resources." *PBS LearningMedia*,
<https://ny.pbslearningmedia.org/subjects/social-studies/world-history/>.

UNIT OF STUDY	Medieval India
PACING	18 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • How did social structures and trade patterns influence the development of civilizations? • How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? • How and why have scientific and technological developments over the course of history changed the way people live, including how economies and governments function? • How did the various achievements of classical civilizations and empires impact future societies? • What impact does religion have on the world? How does religion unite and how does it divide? Consider: politics, art, culture, etc. • How can the study of multiple perspectives, beliefs systems (religion), and cultures provide a context for understanding and challenging actions and decisions in a diverse and interdependent world? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> • Classical civilizations developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. • The emergence of empires resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. • While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged. • Societies often create and implement technology to manage the environment. • Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. • Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> • Compare and contrast the American legal system with the legal systems of the Medieval Indian empires and determine how their legal system influenced the American one. • Explain how India’s geography influenced its political, economic, and cultural centers and how it influenced its relationship with other civilizations. • Explain the lasting legacy of the major achievements of the Medieval Indian empires. • Explain what the caste system is and how it still impacts the people of Modern India. • Compare and contrast the principles, standards, and practices of the religions of Medieval India with each other. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> • KWL Chart

Formative	<ul style="list-style-type: none"> ● Comparison Activity
Summative	<ul style="list-style-type: none"> ● Common Assessment 3: Writing prompt utilizing primary and secondary sources
Benchmark	<ul style="list-style-type: none"> ● Common Assessment 3: Writing prompt utilizing primary and secondary sources

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
- 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world.
- 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
- 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- 6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire’s social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships.

Computer Science & Design Thinking

- 8.1.8.D.4: Assess the credibility and accuracy of digital content.
- 8.1.8.E.1: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

English Language Arts

- RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2: Determine the central ideas of 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 a 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.
- WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events.
- 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.6-8.7: Conduct short research projects to answer a 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/or 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.

Mathematics

- 8.F.B.4: Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
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CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

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CAREERS ASSOCIATED WITH THIS UNIT

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Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- This unit addresses human rights related to the Holocaust Curriculum Mandate and includes various groups of people throughout history (Amistad Curriculum Mandate and Inclusive Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goal

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Relationship Skills

- Evaluate personal, ethical, safety, and civic impact of decisions

Responsible Decision-Making

- Utilize positive communication and social skills to interact effectively with others

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

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- Ehrenhalt, Jey. "Spotlight: Partnering with Museums to Teach Honest History." *Learning for Justice*, 2022, <https://www.learningforjustice.org/magazine/spring-2022/partnering-with-museums-to-teach-honest-history>.
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- "Resources Search." *ADL*, 23 May 2022, <https://www.adl.org/resources/lessons-plans/search>.
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- "LGBTQ-Inclusive Lessons and Resources." *LGBTQInclusive Lessons and Resources*, <https://www.teach.lgbt/subject/social-studies/>.
- Bingham, Jane, et al. *Encyclopedia of World History*. Usborne Publishing Limited, 2002.
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- Forte, Imogene and Marjorie Frank. *The Basic/Not Boring Series, Middle Grades Social Studies*. Incentive Publications, Inc., 2002.
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- Gray, Patricia and Kathy Erickson. *World History Detective*. The Critical Thinking Co., 2012.
- Adams, Simon. *The Kingfisher Atlas of the Medieval World*. Kingfisher Publications, 2007.
- Rowling, Marjorie. *Life in Medieval Times*. The Berkley Publishing Group, 1968.
- "Gupta Empire Timeline." *Soft Schools*, <https://www.softschools.com/viewTimeline.action?id=346>.
- *The Gupta Empire: An Indian Golden Age - Saylor Academy*. <https://resources.saylor.org/wwwresources/archived/site/wp-content/uploads/2012/10/HIST101-7.2.1-GuptaDynasty-FINAL1.pdf>.
- Mingren, Wu. "Gupta Empire of Ancient India Was Golden Age of Goodwill, Artistic Endeavors and Military Might." *Ancient Origins*, Ancient Origins, 24 Sept. 2018, <https://www.ancient-origins.net/history-important-events/gupta-empire-ancient-india-golden-age-artistic-021947>.
- "Indian Ocean in World History." *Indian Ocean in World History*, <https://www.indianoceanhistory.org/>.
- "The Story of India." *PBS, Public Broadcasting Service*, <http://www.pbs.org/thestoryofindia/>.
- *Ancient India: A Journey Back in Time*. Lost Treasures of the Ancient World DVD.
- Coletti, Sharon and Kendra Corr. *I Think: World History Series, Ancient Asia*. InspiredED Educators, Inc. 2009.
- Langley, Andrew. *Medieval Life*. Dorling Kindersley Limited, 2006.
- Banks, Greg. *National Geographic Ancient Civilization Series, China*. National Geographic Society, 2007.
- *Secrets of Ancient Empires*. The First Beliefs DVD.
- Cleary, Thomas. *The Dhammapada Sayings of Buddha*. Bantam Books, 1994.
- Chandler, Fiona. *Usborne World History Series, Ancient World*. Scholastic Inc., 1999.
- *Walk With the Mast - The Story of the Sites of The Buddha* DVD.

- Coletti, Sharon and Kendra Corr. *I Think: World History Series, Middle Ages Asia*. InspiredED Educators, Inc. 2009.
- Gies, Joseph and Frances Gies. *Life In A Medieval City*. Harper Perennial, 1969.
- Rowling, Marjorie. *Life in Medieval Times*. The Berkley Publishing Group, 1968.
- Bingham, Jane. *The Usborne Internet-Linked Medieval World*. Scholastic Inc., 2004.
- "World History Lesson Plans Resources." *PBS LearningMedia*,
<https://ny.pbslearningmedia.org/subjects/social-studies/world-history/>.
- Khan, M.S. "Science and Technology in Early Medieval India."
<https://dergipark.org.tr/tr/download/article-file/688183>

UNIT OF STUDY	Medieval China
PACING	19 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • How did social structures and trade patterns influence the development of societies? • How does geography shape societies? • How and why do new technologies alter societies? • How did the various achievements of isolated peoples and empires impact future societies? • How did China’s geography and advantages lead to its rise as a global power? • How and why do governments and civilizations function together? • Why has China always been a “silent” world power? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> • Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. • Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations. • The emergence of empires resulted from the promotion of interregional trade, culture exchanges, new technologies, urbanization, and centralized political organization. • A highly diverse set of geographical characteristics enabled China to develop a diverse economy and flourishing culture. • While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> • Explain how China’s geography influenced its political, economic, and cultural centers and how it influenced its relationship with other civilizations. • Analyze the economic and societal impact of the Silk Road on Europe, Asia, and Africa. • Explain the lasting legacy of the major achievements of the Medieval Chinese dynasties. • Using the Dynastic Cycle, explain the rise and fall of Medieval Chinese dynasties. • Create an argument related to the Mongol's desire for expansion and the Medieval Chinese dynasties’ policies against outside influence. • Compare and contrast the lasting legacies of Medieval Chinese dynasties with that of the Medieval Indian Empires. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> • KWL Chart
Formative	<ul style="list-style-type: none"> • Comparison Activity
Summative	<ul style="list-style-type: none"> • Common Assessment 3: Writing prompt utilizing primary and secondary sources

Benchmark

- Common Assessment 3: Writing prompt utilizing primary and secondary sources

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
- 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- 6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
- 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
- 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- 6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
- 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships.

Computer Science & Design Thinking

- 8.1.8.D.4: Assess the credibility and accuracy of digital content.
- 8.1.8.E.1: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

English Language Arts

- RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2: Determine the central ideas of 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 a 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.
- WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events.
- 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.6-8.7: Conduct short research projects to answer a 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/or 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.

Mathematics

- 8.F.B.4: Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
- 8.F.B.5: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Science

- MS-ESS3-2: Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- MS-ESS3-4: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.

Visual & Performing Arts

- 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
- 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a: Explain how a person’s aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

World Languages

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.PRNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- 9.1.8.A.6: Explain how income affects spending decisions.

9.2-Career Awareness, Exploration, Preparation, and Training

- 9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4: Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.4-Life Literacies & Key Skills

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

CAREERS ASSOCIATED WITH THIS UNIT

- Archeology, Anthropology, Art-Historian, Teacher, Professor, Travel-Agent, Historical Sites Influencer, Museum Curator, Lawyer

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- This unit addresses human rights related to the Holocaust Curriculum Mandate and includes various groups of people throughout history (Inclusive Curriculum Mandate and Asian-American and Pacific Islander Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goal

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Relationship Skills

- Evaluate personal, ethical, safety, and civic impact of decisions

Responsible Decision-Making

- Utilize positive communication and social skills to interact effectively with others

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- "Inquiry Kits for Social Studies." *Thinkport.org* | Special Collections | Teaching with Primary Sources, 2022, <https://thinkport.org/tps/inquiry-kits.html>.
- Ehrenhalt, Jey. "Spotlight: Partnering with Museums to Teach Honest History." *Learning for Justice*, 2022, <https://www.learningforjustice.org/magazine/spring-2022/partnering-with-museums-to-teach-honest-history>.
- "Lesson Plans." *NEH*, <https://edsitement.neh.gov/lesson-plans>.
- Blattner, Don. *Amazing Facts in World History*. Mark Twain Media, Inc. 2003.
- Spielvogel, Jackson J. *Discovering Our Past: A History of the World's Early Ages*. McGraw Hill Education, 2013.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.
- "Resources Search." *ADL*, 23 May 2022, <https://www.adl.org/resources/lessons-plans/search>.
- "Home: The Asian American Education Project." *Home | The Asian American Education Project*, <https://asianamericanedu.org/>.
- "LGBTQ-Inclusive Lessons and Resources." *LGBTQInclusive Lessons and Resources*, <https://www.teach.lgbt/subject/social-studies/>.
- Bingham, Jane, et al. *Encyclopedia of World History*. Usborne Publishing Limited, 2002.
- Jacobs, Heidi Hayes and Michal LeVasseur. *History of Our World*. Pearson Prentice Hall, 2008.
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- Adams, Simon. *The Kingfisher Atlas of the Medieval World*. Kingfisher Publications, 2007.
- Rowling, Marjorie. *Life in Medieval Times*. The Berkley Publishing Group, 1968.
- Granat, Diana and Stanlee Brimberg. *China*. Scholastic, Inc., 1999.
- Kindle, Patricia C. and Susan Finney. *The Gifted Learning Series, China Then and Now*. Good Apple, Inc., 1998.
- Israel, Constance and Kathleen Fitzgibbon. *Journeys Around the World Series, China, Japan, India*. Harcourt Achieve, Inc., 2007.
- *Wang Wei* Index, <http://www.chinese-poems.com/wang.html>.
- "The Han Dynasty of Ancient China: Civilization and History." *TimeMaps*, 30 June 2021, <https://www.timemaps.com/civilizations/the-han-dynasty-of-ancient-china/>.
- "Medieval China - History." *Quatr.us Study Guides*, 18 Apr. 2018, <https://quatr.us/china/medieval-china-history.htm>.
- "History vs Genghis Khan" *TedEd*, <https://ed.ted.com/lessons/history-vs-genghis-khan-alex-gendler>.
- "The Silk Road: Connecting the Ancient World through Trade" *TedED* <https://ed.ted.com/lessons/the-silk-road-history-s-first-world-wide-web-shannon-harris-castel-o>.
- Theobald, Ulrich. "Tang Dynasty 唐 (618-907)." *Tang Dynasty 唐, 618-907* (*Www.chinaknowledge.de*), <http://www.chinaknowledge.de/History/Tang/tang.html>.
- "2-National Palace Museum." 國立故宮博物院, <https://www.npm.gov.tw/?l=2>.
- "History of Han Dynasty 206 BC–220 AD." *History of Han Dynasty - China Education Center*, <https://www.chinaeducer.com/en/whychina/han.php>.
- *Ancient China: A Journey Back in Time*. Lost Treasures of the Ancient World DVD.
- Breyer, Michelle. *Ancient China*. Teacher Created Materials, Inc., 1999.

- Coletti, Sharon and Kendra Corr. *I Think: World History Series, Ancient Asia*. InspiredED Educators, Inc. 2009.
- Langley, Andrew. *Medieval Life*. Dorling Kindersley Limited, 2006.
- Banks, Greg. *National Geographic Ancient Civilization Series, China*. National Geographic Society, 2007.
- *Secrets of Ancient Empires*. The First Beliefs DVD.
- *Xi'an-Chang'an The Cradle of Chinese Civilizations/Sites of the World's Cultures* DVD.
- Coletti, Sharon and Kendra Corr. *I Think: World History Series, Middle Ages Asia*. InspiredED Educators, Inc. 2009.
- Gies, Joseph and Frances Gies. *Life In A Medieval City*. Harper Perennial, 1969.
- Rowling, Marjorie. *Life in Medieval Times*. The Berkley Publishing Group, 1968.
- Levy, Janey. *The Silk Road*. The Rosen Publishing Group, Inc., 2005.
- "World History Lesson Plans Resources." *PBS LearningMedia*, <https://ny.pbslearningmedia.org/subjects/social-studies/world-history/>.
- "Four Great Inventions of Ancient China." <https://www.fmprc.gov.cn/ce/ceza/eng/zt/zgabc/t165406.htm>.

UNIT OF STUDY	Feudal Japan
PACING	19 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How did social structures and trade patterns influence the development of civilizations? ● How have economic, political, and cultural decisions promoted or prevented the growth of 	

- personal freedom, individual responsibility, equality, and respect for human dignity?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How and why have scientific and technological developments over the course of history changed the way people live, including how economies and governments function?
- What are the key similarities and differences between the major world religions, and why do they have those similarities and differences?
- What impact does religion have on the world? How does religion unite and how does it divide? Consider: politics, art, culture, etc.
- How can the study of multiple perspectives, beliefs systems (religion), and cultures provide a context for understanding and challenging actions and decisions in a diverse and interdependent world?
- How and why did Japan seek to protect its unique culture from Chinese influence?

ENDURING UNDERSTANDINGS

- The emergence of a unified kingdom resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized, political organization.
- The absence of natural resources forced the Japanese to rely on the sea for their survival and limited their contact with the outside world.
- Isolation forced the Japanese to rely on native and regional technology and innovation for advancement.

LEARNING TARGETS

- Explain how Japan’s geography influenced its political, economic, and cultural centers and how it influenced its relationship with other civilizations.
- Explain the lasting legacy of the major achievements of feudal Japan’s dynasties.
- Using the Dynastic Cycle, explain the rise and fall of feudal Japan’s dynasties.
- Explain what feudalism is, how it started, and evaluate its effectiveness in promoting social, economic, and political order.

COMMON ASSESSMENTS

Pre-Assessment(s)	<ul style="list-style-type: none"> ● KWL Chart
Formative	<ul style="list-style-type: none"> ● Comparison Activity
Summative	<ul style="list-style-type: none"> ● Common Assessment 4: Writing prompt utilizing primary and secondary sources
Benchmark	<ul style="list-style-type: none"> ● Common Assessment 4: Writing prompt utilizing primary and secondary sources

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- 6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- 6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
- 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships.

Computer Science & Design Thinking

- 8.1.8.D.4: Assess the credibility and accuracy of digital content.
- 8.1.8.E.1: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

English Language Arts

- RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
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Mathematics

- 8.F.B.4: Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
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- MS-ESS3-2: Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
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- 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
- 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
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CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

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9.1-Personal Financial Literacy

- 9.1.8.A.6: Explain how income affects spending decisions.

9.2-Career Awareness, Exploration, Preparation, and Training

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.4-Life Literacies & Key Skills

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

CAREERS ASSOCIATED WITH THIS UNIT

- Archeology, Anthropology, Art-Historian, Teacher, Professor, Travel-Agent, Historical Sites Influencer, Museum Curator, Lawyer

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- This unit includes various groups of people throughout history (Asian-American and Pacific Islander Curriculum Mandate and Inclusive Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goal

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Relationship Skills

- Evaluate personal, ethical, safety, and civic impact of decisions

Responsible Decision-Making

- Utilize positive communication and social skills to interact effectively with others

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- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

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- Ehrenhalt, Jey. "Spotlight: Partnering with Museums to Teach Honest History." *Learning for Justice*, 2022, <https://www.learningforjustice.org/magazine/spring-2022/partnering-with-museums-to-teach-honest-history>.
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- "Home: The Asian American Education Project." *Home | The Asian American Education Project*, <https://asianamericanedu.org/>.
- "LGBTQ-Inclusive Lessons and Resources." *LGBTQInclusive Lessons and Resources*, <https://www.teach.lgbt/subject/social-studies/>.
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- Rowling, Marjorie. *Life in Medieval Times*. The Berkley Publishing Group, 1968.
- Tokugawa Art Museum, <https://www.tokugawa-art-museum.jp/en/>.
- "Japan Travel and Living Guide." *Japan Travel and Living Guide*, <https://www.japan-guide.com/>.
- *David Macculay's World of Ancient Engineering: Castle DVD*.
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- Gravett, Christopher. *Eyewitness Books, Knight*. Dorling Kindersley Publishing, Inc., 1993.
- Langley, Andrew. *Eyewitness Books, Medieval Life*. Dorling Kindersley Publishing, Inc., 1988.
- Padrino, Mercedes. *Feudalism and Village Life in the Middle Ages*. World Almanac Library, 2006.
- Vargas, Stephanie. *World History Series, Shogun Japan*. Social Studies School Service, 2002.
- *Samurai Japan A Journey Back in Time*. Lost Treasures of the Ancient World DVD.
- Macdonald, Fiona. *The Plagues and Medicine in the Middle Ages*. World Almanac Library, 2006.
- Bingham, Jane. *The Usborne Internet-Linked Medieval World*. Scholastic Inc., 2004.
- "World History Lesson Plans Resources." *PBS LearningMedia*, <https://ny.pbslearningmedia.org/subjects/social-studies/world-history/>.

UNIT OF STUDY	Medieval Western Europe
PACING	26 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • How did social structures and trade patterns influence the development of civilizations? • How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? • How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? • How and why have scientific and technological developments over the course of history changed the way people live, including how economies and governments function? • How did the various achievements of classical civilizations and empires impact future societies? • What are the key similarities and differences between the major world religions, and why do they have those similarities and differences? • What impact does religion have on the world? How does religion unite and how does it divide? Consider: politics, art, culture, etc. • How can the study of multiple perspectives, beliefs systems (religion), and cultures provide a context for understanding and challenging actions and decisions in a diverse and interdependent world? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> • Medieval civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations. • The emergence of empires resulted from promotion of interregional trade, cultural exchanges, new technologies, urtabization, and centralized political organization. • While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged. • Geographical barriers limited the extent to which regional unity could be achieved. • Religious disputes, wars, and epidemics prevented Europe from achieving global prominence prior to 1450. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> • Explain how the geography of Western Europe influenced its political, economic, and cultural centers and how it influenced its relationship with other civilizations. • Explain the lasting legacy of the major achievements of Medieval Western Europe. • Analyze the impact that the fall of the Western Roman Empire had on the formation of Medieval Western Europe. • Compare and contrast feudalism in Japan and Western Europe, evaluate its effectiveness in promoting social, economic, and political order. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> • KWL Chart

Formative	<ul style="list-style-type: none"> ● Comparison Activity
Summative	<ul style="list-style-type: none"> ● Common Assessment 4: Writing prompt utilizing primary and secondary sources
Benchmark	<ul style="list-style-type: none"> ● Common Assessment 4: Writing prompt utilizing primary and secondary sources

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. 6.2.8.EconNE.4.a Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
- 6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).
- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- 6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
- 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
- 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- 6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.
- 6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
- 6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.
- 6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.
- 6.2.8.GeoSV.4.a: 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.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
- 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

- 6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.
- 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships.

Computer Science & Design Thinking

- 8.1.8.D.4: Assess the credibility and accuracy of digital content.
- 8.1.8.E.1: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

English Language Arts

- RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2: Determine the central ideas of 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 a 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.
- WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events.
- 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.6-8.7: Conduct short research projects to answer a 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/or 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.

Mathematics

- 8.F.B.4: Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
- 8.F.B.5: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Science

- MS-ESS3-2: Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- MS-ESS3-4: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Visual & Performing Arts

- 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
- 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

World Languages

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- 9.1.8.A.6: Explain how income affects spending decisions.

9.2-Career Awareness, Exploration, Preparation, and Training

- 9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4: Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.4-Life Literacies & Key Skills

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

CAREERS ASSOCIATED WITH THIS UNIT

- Archeology, Anthropology, Art-Historian, Teacher, Professor, Travel-Agent, Historical Sites Influencer, Museum Curator, Lawyer

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- This unit addresses human rights related to the Holocaust Curriculum Mandate and includes various groups of people throughout history (Amistad Curriculum Mandate and Inclusive Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goal

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Relationship Skills

- Evaluate personal, ethical, safety, and civic impact of decisions

Responsible Decision-Making

- Utilize positive communication and social skills to interact effectively with others

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- “Inquiry Kits for Social Studies.” *Thinkport.org* | Special Collections | Teaching with Primary Sources, 2022, <https://thinkport.org/tps/inquiry-kits.html>.
- Ehrenhalt, Jey. “Spotlight: Partnering with Museums to Teach Honest History.” *Learning for Justice*, 2022, <https://www.learningforjustice.org/magazine/spring-2022/partnering-with-museums-to-teach-honest-history>.
- “Lesson Plans.” *NEH*, <https://edsitement.neh.gov/lesson-plans>.
- Blattner, Don. *Amazing Facts in World History*. Mark Twain Media, Inc. 2003.
- Spielvogel, Jackson J. *Discovering Our Past: A History of the World's Early Ages*. McGraw Hill Education, 2013.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.
- “Resources Search.” *ADL*, 23 May 2022, <https://www.adl.org/resources/lessons-plans/search>.
- “Home: The Asian American Education Project.” *Home | The Asian American Education Project*, <https://asianamericanedu.org/>.
- “LGBTQ-Inclusive Lessons and Resources.” *LGBTQ Inclusive Lessons and Resources*, <https://www.teach.lgbt/subject/social-studies/>.
- Bingham, Jane, et al. *Encyclopedia of World History*. Usborne Publishing Limited, 2002.
- Jacobs, Heidi Hayes and Michal LeVasseur. *History of Our World*. Pearson Prentice Hall, 2008.
- Forte, Imogene and Marjorie Frank. *The Basic/Not Boring Series, Middle Grades Social Studies*. Incentive Publications, Inc., 2002.
- Miles, Lisa. *The Usborne Illustrated Atlas of World History*. Scholastic Inc., 1995.
- Bingham, Jane, et al. *Usborne World History The Last 500 Years*. Scholastic Inc., 2000.
- Gray, Patricia and Kathy Erickson. *World History Detective*. The Critical Thinking Co., 2012.
- Adams, Simon. *The Kingfisher Atlas of the Medieval World*. Kingfisher Publications, 2007.
- Rowling, Marjorie. *Life in Medieval Times*. The Berkley Publishing Group, 1968.
- Galloway, Priscilla. *Archers, Alchemists, and 98 Other Medieval Jobs You Might Have Loved or Loathed*. Annick Press, Limited., 2003.
- *Building the Great Cathedrals* DVD.
- Macaulay, David. *Cathedral*. Houghton Mifflin Company, 1973.
- Anderson, Dale. *Churches and Religion in the Middle Ages*. World Almanac Library, 2006.
- Elliott, Lynne. *Children and Games in the Middle Ages*. Crabtree Publishing Company, 2004.
- Lassieur, Allison. *Create a Castle*. Publications International, Ltd., 1997.
- *David Macculay’s World of Ancient Engineering: Cathedral* DVD.

- *Empires - Islam: Empire of Faith* DVD.
- Gravett, Christopher. *Eyewitness Books, Castle*. Dorling Kindersley Limited, 1994.
- Gravett, Christopher. *Eyewitness Books, Knight*. Dorling Kindersley Publishing, Inc., 1993.
- Langley, Andrew. *Eyewitness Books, Medieval Life*. Dorling Kindersley Publishing, Inc., 1988.
- Padrino, Mercedes. *Feudalism and Village Life in the Middle Ages*. World Almanac Library, 2006.
- *History of Civilization Series, The Middle Ages*, Milliken Publishing Company, 1999.
- Macdonald, Fiona. *How Would You Survive in the Middle Ages?* Franklin Watts, 1995.
- *Just the Facts: The Middle Ages* DVD.
- Walker, Richard. *Kingfisher Knowledge Series, Epidemics & Plagues*. Kingfisher Publications, 2006.
- Heller, Julek and Dierdre Headon. *Knights*. Schocken Books, 1982.
- Smith, A.G. *Knights and Armor*. Dover Publications, Inc., 1985.
- Macdonald, Fiona. *Knights, Castles and Warfare in the Middle Ages*. World Almanac Library, 2006.
- *Life in Medieval Europe* DVD.
- Green, John. *Life In A Medieval Castle and Village*. Dover Publications, Inc., 1990.
- Gies, Joseph and Frances Gies. *Life In A Medieval City*. Harper Perennial, 1969.
- Tierney, Tom. *Medieval Fashions*. Dover Publications, Inc., 1998.
- Cowan, Susan and Anita Yeoman. *Middle Ages Series, Life in the Middle Ages*. S & S Learning Materials, 1998.
- Langley, Andrew. *Medieval Life*. Dorling Kindersley Limited, 2006.
- Anderson, Dale. *Monks and Monasteries in the Middle Ages*. World Almanac Library, 2006.
- *Nova: Secrets of Lost Empires Medieval Siege* DVD.
- Stark, Rebecca. *The Middle Ages*. Educational Impressions, Inc., 2008.
- Baker, Rosalie F. and Charles F. Baker III. *The Ming Dynasty, The World of the Yongle Emperor*, Volume 5, Number 5, *Calliope World History for Young People*, May/June 1995.
- Macdonald, Fiona. *The Plagues and Medicine in the Middle Ages*. World Almanac Library, 2006.
- Bingham, Jane. *The Usborne Internet-Linked Medieval World*. Scholastic Inc., 2004.
- Gravett, Christopher. *Eyewitness Books, Knight*. Dorling Kindersley Publishing, Inc., 1993.
- Vargas, Stephanie. *World History Series, Shogun Japan*. Social Studies School Service, 2002.
- Beida, Barry. *World History Series, Medieval Europe*. Social Studies School Service, 2002.
- "World History Lesson Plans Resources." *PBS LearningMedia*, <https://ny.pbslearningmedia.org/subjects/social-studies/world-history/>.