

NEPTUNE CITY SCHOOL DISTRICT

World History II

Curriculum

Grade 7



NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune City School District to properly prepare the Neptune City students for successful integration into the Neptune City High School Educational Program.

April 1, 2025

Document *

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NEPTUNE CITY SCHOOL DISTRICT

WORLD HISTORY II CURRICULUM GRADE 7

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Curriculum

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NEPTUNE CITY SCHOOL DISTRICT

World History II

Acknowledgements

The World History II curriculum was developed for seventh graders through the dedicated efforts of Neptune Middle School Social Studies teacher Ronald Puryear, with the guidance of the district's Curriculum Steering Committee members including Department Chairperson Nicole Sanyigo, Supervisor of Humanities Lakeda Demery-Alston, and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction, and Assessment.

This curriculum guide was developed to provide students with authentic learning experiences that enable them to apply content knowledge, develop citizenship skills, and prepare students for the 21st century workplace.

The document was written in alignment with the New Jersey Student Learning Standards for Social Studies (2020), English Language Arts (2023), WIDA Standards (2020), and the Career Readiness, Life Literacies, and Key Skills (2020) with the increased rigor that is embedded in those standards. It is our hope that this curriculum will serve as a valuable resource for the staff members who teach this course and that they will provide feedback and make recommendations for improvement.

NEPTUNE CITY SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the NEPTUNE CITY School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially, and culturally-conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

NEPTUNE CITY School District

Educational Outcome Goals

The students in the NEPTUNE CITY schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

NEPTUNE CITY SCHOOL DISTRICT

WORLD HISTORY II GRADE 7

COURSE DESCRIPTION

World History II Grade 7 is the second course in a series of two sequential world history courses offered to middle school students. This course begins with the study of the Roman Empire and traces major patterns and developments in world history up to the Age of Exploration. This course has also been designed to meet the standards put forth by the New Jersey Student Learning Standards for Social Studies (2020), English Language Arts (2023), WIDA Standards (2020), and Career Readiness, Life Literacies, and Key Skills (2020). Current events will be studied and integrated into the curriculum as a means of creating a link between the past and present.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

X	Recognize one's own feelings and thoughts
X	Recognize the impact of one's feelings and thoughts on one's own behavior
X	Recognize one's personal traits, strengths and limitations
X	Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

X	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
X	Recognize the skills needed to establish and achieve personal and educational goals
X	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

X	Recognize and identify the thoughts, feelings, and perspectives of others
X	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
X	Demonstrate an understanding of the need for mutual respect when viewpoints differ
X	Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

X	Develop, implement and model effective problem solving and critical thinking skill
X	Identify the consequences associated with one's action in order to make constructive choices
X	Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

X	Establish and maintain healthy relationships
X	Utilize positive communication and social skills to interact effectively with others
X	Identify ways to resist inappropriate social pressure
X	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
X	Identify who, when, where, or how to seek help for oneself or others when needed

ACCOMMODATIONS AND MODIFICATIONS

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP(Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests

- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

Multilingual Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)

- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials vii
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words: <http://visual.merriamwebster.com/>
- Use an online translator to assist students with pronunciation
http://www.reverso.net/text_translation.aspx?lang=EN

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Encourage student to proofread work
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

- Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population:

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions.
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses.
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies).
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts

- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	The Roman Empire and the Mediterranean Region
Suggested Time Frame	10 Weeks

Overview / Rationale
<p>Students will examine the rise of the Roman Republic and the roots of its eventual fall. The influence of the Romans on Europe and the United States will also be explored. Students will be able to understand how the Roman Empire helped Christianity develop and how the Roman Empire shaped the Mediterranean Region and laid the foundation for future civilizations. Students will be able to understand how the Byzantine Empire flourished after the fall of the Roman Empire. Students will also be able to analyze the impact the split of the Roman Empire had on Christianity. Students will be able to describe the influence the Byzantine Empire had on the Ottoman Empire and other civilizations. Students will examine Roman culture and its influence around the world today.</p>

Stage 1 – Desired Results
<p>Established Goals: New Jersey Social Studies Standards (2020): 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.GeoPP.3.b Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline. 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 empire’s 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.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.2.b Analyze the impact of religion on daily life, government, and culture in various early river valley 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.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</p>

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.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.CivicsDP.3.b Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.

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.HistoryCA.3.a Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

6.2.8.HistoryCA.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

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.EconEM.3.a Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

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.HistoryUP.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

Essential Questions:

- How did the Mediterranean Sea affect Roman trade and food supply?
- How did geography protect Rome? How did geography help lead to the decline of Rome?
- Why and how are capital cities located geopolitically inside of empires?
- How did the design of the Roman aqueducts and sewer system change Europe's environment today?
- Does isolationism or expansion work better for a civilization?

Enduring Understandings:

- The availability of natural resources impacts a civilization.
- Geography influences the incline and decline of a civilization.
- Geography influences the culture of a civilization.
- Ancient civilizations' geographical modifications impact modern civilizations.
- Geography led to the economic development, ability to trade, or isolation of a civilization.
- Trade routes influenced the development

<ul style="list-style-type: none"> ● Why are trade routes protected? ● Can culture exist without religion? ● How did polytheism influence Roman daily life? ● How did/does monotheism change the way humans interact within their culture? ● How did the change to a monotheistic faith assimilate pagan traditions? ● What defines morals? ● How does culture influence laws? ● How does religion influence laws? ● How are countries' codes or laws defined by major world religions today? ● How did the class system in Rome affect the legal rights of the various classes of citizens? ● Has the government changed over time or have people? ● How have the Greeks and Romans set up modern Democratic-Republics? ● How has technology changed the workforce today? ● Can architecture determine an empire's greatness? ● What is the legacy of a civilization? 	<p>of cultural centers.</p> <ul style="list-style-type: none"> ● Religion has an impact on varied aspects of a civilization. ● Religion has varying impacts on aspects of a civilization. ● The central ideas of religions have responded to changing civilizations. ● The religion and economics of a civilization shapes the social structure. ● Legal systems have developed and changed over time. ● The modern government of a Constitutional Republic was developed by the combination of Athenian and Roman governments. ● Technology will have an impact on a civilization. ● The major achievements of ancient civilizations have impacted modern life. ● There are various traits that lead to the decline of a civilization. ● The methods used by ancient people to control and unite their expanding empires. ● The impact religion had on a civilization's ability to control their territories. ● A uniform system of exchange helped trade amongst civilizations. ● Trade helped to shape societies to ensure their existence. ● All people have an impact on a civilization ● Power, wealth, and equality are meted out to people in a civilization. ● The principles of liberty and equality have changed over time.
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● The impact of geography on a civilization. ● How trade is conducted and what items are traded to help civilizations thrive. ● How the availability of resources led to the development of civilizations. ● What leads a civilization to move to a new location. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Discuss how the availability of resources shapes the culture of a civilization. ● Analyze how resources of an area shape the culture of a civilization. ● Analyze why a civilization expanded. ● Explain why a civilization grows and declines because of natural resources. ● Analyze how geography influences

<ul style="list-style-type: none"> ● How climate is defined and its impact on a civilization. ● Who has power and what factors influence who gets power. ● Where the Mediterranean region is located. ● The factors that lead to urbanization. ● Artifacts left by ancient civilizations and the importance these items have today. ● How religion and culture shape a civilization. ● How religions adapt to global events. ● The perspectives of the Crusaders. ● How legal systems share similar traits throughout history. ● How technology was developed and its impact on ancient and future civilizations. ● The legacy of ancient civilizations and their influence on modern societies. 	<p>various aspects of a civilization.</p> <ul style="list-style-type: none"> ● Model the impact of geography on a civilization. ● Explain how geography influences trade and interaction with other civilizations. ● Analyze why the Arabian Peninsula was the epicenter for trade between Africa and Europe. ● Examine how trade routes influenced the development of cities. ● Model how increased interactions influence cultural diffusion. ● Analyze the impact of religion on the culture of a civilization. ● Explain how religion shapes the values of a civilization. ● Compare various religions and their response to globalization. ● Determine causes of the Crusades from varied perspectives. ● Analyze how religion shapes social structures and its impact on people. ● Compare the modern legal system to those developed by ancient people. ● Analyze the impact of Athenian democracy and Roman republicanism on the modern United States government. ● Explain how technology impacted ancient life. ● Determine the impact of major achievements on future civilizations. ● Determine the factors that led to the decline of ancient civilizations. ● Recognize the influence of the medieval English government on modern government. ● Explain how the Byzantine Empire influenced medieval civilizations. ● Determine the impact of major achievements on future civilizations.
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Interdisciplinary Connections

New Jersey English Language Arts Standards (2023):

Grade 7 Reading

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Grade 7 Writing

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.SE.7.6. 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.

Grade 7 Speaking and Listening

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

8.2 Design Thinking- Grades 6-8

Interaction of Technology and Humans

Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.

X	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
	Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.negative effects on society. Technology spurs new businesses and careers.
X	8.2.8.ITH.2: Compare how technologies have influenced society over time.
X	8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
X	8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
	Effects of Technology on the Natural World
	Resources need to be utilized wisely to have positive effects on the environment and society. Some technological decisions involve tradeoffs between environmental and economic needs, while others have positive effects for both the economy and environment.
X	8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).
X	8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.
	Ethics & Culture
	Technological disparities have consequences for public health and prosperity.
X	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
X	8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS
9.1 FINANCIAL LITERACY - Grades 6 - 8

	Financial Psychology
	An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial wellbeing.

X	9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.
	Economic and Government Influence
	Taxes affect one's personal finances.
X	9.1.8.EG.2: Explain why various sources of income are taxed differently.
	There are government agencies and policies that affect the financial industry and the broader economy.
X	9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

Multilingual Learners	
WIDA English Language Development Standards (2020):	
<p>ELD-SS 6-8 Explain Interpretive</p> <p>Interpret social studies explanations by</p> <ul style="list-style-type: none"> • Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events • Analyzing sources for logical relationships among contributing factors or causes • Evaluating experts' points of agreement, along with strengths and weakness of explanations 	
<p>ELD-SS 6-8 Explain Expressive</p> <p>Construct social studies explanations that</p> <ul style="list-style-type: none"> • Introduce and contextualize phenomena or events • Establish perspective for communicating outcomes, consequences, or documentation • Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses • Generalize multiple causes and effects of developments or events 	
<p>ELD-SS 6-8 Argue Interpretive</p> <p>Interpret social studies arguments by</p> <ul style="list-style-type: none"> • Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective) • Analyzing relevant information from multiple sources to support claims • Evaluating point of view and credibility of source based on relevance and intended use 	
<p>ELD-SS 6-8 Argue Expressive</p> <p>Construct social studies arguments that</p> <ul style="list-style-type: none"> • Introduce and contextualize topic 	

- Select relevant information to support claims with evidence gathered from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

Making Connections to Careers

Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Historian-a person who studies social sciences and history.
- Athlete - a person who plays a sport.
- Cartographer-a person who draws or produces maps.
- Computer Game Developer - a person who makes games for the internet, mobile phones, PCs and other electronic devices.
- Dietician - a person who advises others on food and nutritional needs.
- Economist - a person who studies economics and offers solutions to economic problems.
- Fashion Designer - a person who creates clothes, accessories, and shoes.
- Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court.
- Anthropologist-a person who studies and practices Anthropology.
- Lawyer - a person who advises, counsels or advocates for others in the context of legal matters.
- Librarian - a person who works professionally in a library and gives access to information and resources.
- Musician - a person who makes music.
- Curator-a keeper or custodian of a museum or other collection.
- Poet - a person who composes poetry.
- Politician - an elected leader at the local, state, or national level.
- Teacher - a person who helps others acquire knowledge.

Student Resources

Materials for the DBQ Project are found in the binder Document Based Questions in World History *Pearson My World History, 2012* ISBN: 978-0-9711098-2-7, 2016.

Primary Source Analysis:

DBQ Project: Citizenship in Athens and Rome: Which Was Better?

- Polity of Athenians (Doc B)
- A Speech from Claudius (Doc C)
- Law Comparison Excerpts (Doc D)

DBQ Project: Why did Christianity take hold in the Ancient World?

- Gospel of Luke (Doc A)
- A Letter Written by Pliny the Younger (Doc G)

DBQ Project: What were the Primary Reasons for the “Fall” Of Rome?

- Roman Military Armour Comparison (Doc B)
- The Huns Invading (Doc D)
- Excerpt from Pricis (Doc E)

DBQ Project: What was the Primary Reason to Study the Byzantines?

- Justinian, John Locke, and Thomas Jefferson Comparison (Doc D)

Secondary Source Analysis:

DBQ Project: Citizenship in Athens and Rome: Which Was Better?

- Citizenship Chart (Doc A)
- Assembly vs Senate Comparison (Docs E and F)

DBQ Project: Why did Christianity take hold in the Ancient World?

- Background Essay
- Rome’s Polytheistic Past (Doc B)
- PBS Excerpt, From Jesus to Christ (Doc C and D)
- Roman and Christian Ideology Chart (Doc E)
- Paul's Missions Map (Doc F)

DBQ Project :Background Essay: What were the Primary Reasons for the “Fall” of Rome?

- Roman Emperor Chart (Doc A)
- Foreign Invasions Map (Doc C)
- Natural and Unnatural Disasters (Doc F)

DBQ Project: What was the Primary Reason to Study the Byzantines?

- Background Essay
- Attacks on Constantinople Map (Doc A)
- Engineering of a Moat (Doc B)
- Eastern Orthodox Christianity Around the World (Doc C)
- Greek Literature Classics (Doc E)

Technology:

- Chromebooks
- Presentation Software/Whiteboards
- Google Suite (Docs, Classroom, Forms)
- Youtube.com/Vimeo.com
- Relevant film/tv/music streaming services (ex: Spotify, Netflix, Amazon)
- Digital Online Photography Samples
- Flipped Classroom
- Student Response Systems
- Mobile Technology/App-Based learning
- Use of Virtual Reality goggles through Google Street View and Youtube VR for immersive tours
- Kahoot.it
- Linkit!
- QR code generator
<https://www.qr-code-generator.com/>
- Student created infographics

- <https://piktochart.com/>
- Hyperdocs
<https://hyperdocs.co/>
- Online Subscriptions- Junior Scholastic, EdPuzzle, ReadWorks, NewsELA, Edmodo
- Storyboards
<https://www.storyboardthat.com/>
- Pear Deck
<https://www.peardeck.com/googleslides>
- Nearpod
<https://share.nearpod.com/e/IStrcMA92eb>

Supporting Text pages:

- *Pearson My World History, 2012* - Chapters 12,13,14-Pages 358 - 425
 - Page 365, Map Analysis- Italy Physical
 - Page 367, Roman Hill Comparison
 - Page 368, Comparison Chart Etruscans, Latins, Romans
 - Page 379, Roman Greek Gods Comparison
 - Page 381, Map Analysis Roman Expansion
 - Page 382, Julius Caesar Cartoon
 - Page 385, DBQ Rome U.S Government Comparison
 - Page 391, Map Analysis Roman Growth
 - Page 392, Roman Technology and Building
 - Page 394, Pompei
 - Page 397, Latin Language Chart
 - Page 398, Quote from Juvenile “Satire”
 - Page 400, Roman Chariot Image
 - Page 403, Map of Christian Religion growth
 - Page 406, Paul's Mission Map
 - Page 416, Timeline of the “Fall”
 - Page 418, Map of Roman Invaders
 - Page 421, DBQ of Decline of Rome
 - Page 422, DBQ, Spread of Christianity
 - Page 433, Maps of Eastern Roman Empire
 - Page 434, Image of Walls of Constantinople
 - Page 435, Greek Fire Introduction
 - Page 437, Orthodox Christianity Chart Comparison
 - Page 441, Hagia Sophia
 - Page 445, DBQ Constantinople

Teacher Resources

Google Folders contain various resources aligned to various topics.

Materials:

- Smartboard, Document Camera, Promethean Board, Class Binders of Documents, ScreenCastify, Curriculum related texts & excerpts, Document Based Questions, Upfront Magazine, Graphic Novels, Rulers, Yard Sticks, Compasses, Color Pencils or Highlighters, Blank Gridded Maps, Age Appropriate Literature and Historical Fiction

Novels, Listening Aids, Headphones, Subtitled Videos, Chromebooks, Library, Class Library, Flash Cards, Class Notebooks, Graphic Organizers, Online Magazines, Online Newspapers

Texts:

- *Pearson My World History, 2012* - Chapters 12,13,14 - Pages 358 - 425

PowerPoints:

- The Roman Republic and Political System (Google Drive)
- The Rise of the Roman Empire (Google Drive)
- The Byzantine Empire
https://docs.google.com/presentation/d/1hSuDpTuNzV11tAuvJrdGN0IgPK1Qqm_g46cCJPS_m3A/edit?ts=5f1e391a#slide=id.p1

Websites:

- Achieve 3000
 - Ancient Greece and Rome: Losing History
 - Ancient Greece and Rome: When Rome Went to Britain
 - Forms of Government
- Youtube <https://www.youtube.com/>
- Reading Quest <https://www.readingquest.org/>
- Scholastic scholastic.com
- Teaching Tolerance teachingtolerance.org
- History Channel <https://www.history.com/>
- Smithsonian <https://www.si.edu/>
- Ted Ed <https://ed.ted.com/>
- BBC History <http://www.bbc.co.uk/history/forkids/>
- Britannica <https://www.britannica.com/>

Videos:

- *Ben Hur, 2016* (G) - Circus Maximus Scene
- *Angels and Demons, 2009* (PG-13) - City of Rome Design
- *Pompeii, 2014* (PG-13) - Rural Geography of Italy
- *Empire, 2005* (TV-14) - Scenes: Assassination of Julius Caesar; Octavius' desire to regain his position; Marc Antony's dealings to not give up power; and the dealing and politicking by Octavius to regain enough support to regain control of Rome
- Crash Course: The Roman Empire. Or Republic. Or...Which Was It?
<https://www.youtube.com/watch?v=oPf27gAup9U>
- Julius Caesar:
<https://www.youtube.com/watch?v=5X2l1YFuM-w#!>
- Ancients Behaving Badly: Caesar:
<https://www.youtube.com/watch?v=Dxff0fCe9TM>
- Roman Culture: Ben Hur:
<https://www.youtube.com/watch?v=k6TUGccyzNs>
- Punic Wars: Carthage:
<https://www.youtube.com/watch?v=mpaR6Sx3ZRg>

- Brain Pop: Fall of the Roman Empire:
<https://www.brainpop.com/socialstudies/ancientcultures/falloftheromanempire>
- Brain Pop: Rise of the Roman Empire:
<https://www.brainpop.com/socialstudies/ancientcultures/riseoftheromanempire>
- Brain Pop: The Roman Republic:
<https://www.brainpop.com/socialstudies/ancientcultures/romanrepublic>
- Brain Pop: Pax Romana:
<https://www.brainpop.com/socialstudies/ancientcultures/paxromana/>
- The Pantheon:
<https://smarthistory.org/the-pantheon/>
- Roman Philosophy, Stoicism:
<https://www.youtube.com/watch?v=R9OCA6UFE-0>
- Day in the Life of the Roman Soldier:
<https://www.youtube.com/watch?v=R9OCA6UFE-0>
- Crash Course: Fall of the Roman Empire:
<https://www.youtube.com/watch?v=3PszVWZNWVA&t=644s>
- Engineering An Empire:
<https://www.youtube.com/watch?v=JfocKPxD2Qc>
- Christianity and Roman Culture:
<https://www.youtube.com/watch?v=TG55ErfdaeY>
- Christianity and the Spread through Roman Empire:
<https://www.youtube.com/watch?v=TG55ErfdaeY>
- Roman Technology:
<https://www.youtube.com/watch?v=mCRASSTfuSlc>
- Crash Course: Christianity from Judaism to Constantine:
<https://www.youtube.com/watch?v=3PszVWZNWVA&t=644s>
- Byzantine Empire Documentary:
<https://www.youtube.com/watch?v=c2xF3Bk70NQ>
- Fall of Byzantium:
<https://www.youtube.com/watch?v=f1CWG-2GLU4>
- Justinian and Theodora Cartoon (Ten 9 Minute Videos):
https://www.youtube.com/watch?v=H_2E0RxVHH4&list=PLEb6sGT7oD8HLpPQ0N4UTmTtPlpXfJias
- Justinian's Code Sourcebook -Fordham University:
<https://sourcebooks.fordham.edu/basis/535institutes.asp>
- Christopher Columbus:
<https://www.youtube.com/watch?v=GD3dgiDreGc>

Stage 2 – Assessment Evidence

Pre-Assessments:

- LinkIt! Test: World History Content Pre Assessment
- Class Surveys

Formative Assessments:

- Oral discussion

- Pair share
- Quick draw
- Word splash
- Whiteboard splash
- Video clip summary
- Paraphrase this
- Vocabo-ball
- What ifs?
- Why ask Why?
- Sticky Note Categorization
- Star My Notes
- Top Ten List
- Confer, Compare, Clarify
- Jigsaw Activities
- Do Nows
- Summaries

Summative Assessments:

- Teacher created Unit Tests
- Research Paper
- Class Survey

Performance Task(s):

- 3D Roman Technology Visual Comparison
- Drawings of Roman Gods
- Imperial Fight Club Paper
- Venn Diagram- Greece , Rome, and the U.S.A
- Storyboard That-Romulus and Remus
- Stations or Choice board Roman Achievements

Stage 3 – Learning Plan

Google Folders contain suggestions for learning activities:

📁 World History II Resource Folder

https://drive.google.com/drive/folders/1EUzpjSaGX2Rpz5XNGK_3K1FPR5MN5ndA

The Roman Republic and the Mediterranean World

- Analyze the geography of the Mediterranean region to determine the best areas for resources through examining maps.
- Compare Roman use of slaves in Antiquity to the American perspective of slavery.
- Analyze the Carthaginian Holocaust compared to modern genocides.
- Read early Roman myths and compare them to those of Ancient Greece through discussion and essay analysis.

- Create a timeline from Romulus and Remus to Julius Caesar.
- Compare the political structure of the Roman Republic to Athens and the modern United States by creating a presentation via Google Slides or poster to present to class.
- Analyze the motivations of Hannibal prior to and during the Punic Wars.
- Examine the technology of the Roman Legions and compare them to the modern United States military.
- View the following and discuss as a class: Crash Course: Video Analysis of Roman Historical Perspectives <https://www.youtube.com/watch?v=oPf27gAup9U>
- View the following and discuss as a class: Julius Caesar: Video Analysis of Leadership Issues :<https://www.youtube.com/watch?v=5X2l1YFuM-w#>!
- View the following and discuss as a class: Ancients Behaving Badly: Perspectives on Famous Leaders Comparison
<https://www.youtube.com/watch?v=Dxff0fCe9TM>
- View the following and discuss as a class: Roman Culture: Ben Hur: Historical fiction of Roman chariot Racing
<https://www.youtube.com/watch?v=k6TUgceyzNs>
- View the following and discuss as a class: Punic Wars: Carthage: African perspective of the Roman Empire During Antiquity
<https://www.youtube.com/watch?v=mpaR6Sx3ZRg>
- Students will close-read, analyze, and compare and contrast elements in the DBQs listed in resources above. Students will then formulate a thesis to author an argumentative essay. Students will participate in a class debate.
- Students will create storyboards on the story of Romulus and Remus using Storyboardthat.com or a comic strip template.

The Roman Empire

- Complete the following and discuss results as a class: Brain Pop: Summary Activity of the Fall of Rome
<https://www.brainpop.com/socialstudies/ancientcultures/falloftheromanempire>
- Complete the following and discuss results as a class: Brain Pop: Rise of the Roman Empire <https://www.brainpop.com/socialstudies/ancientcultures/riseoftheromanempire>
- Complete the following and discuss results as a class: Brain Pop: The Roman Republic <https://www.brainpop.com/socialstudies/ancientcultures/romanrepublic>
- Complete the following and discuss results as a class: Brain Pop: Pax Romana
<https://www.brainpop.com/socialstudies/ancientcultures/paxromana/>
- Complete the following and discuss results as a class: The Pantheon
<https://smarthistory.org/the-pantheon/>
- Complete the following and discuss results as a class: Roman Philosophy, Stoicism
<https://www.youtube.com/watch?v=R9OCA6UFE-0>
- View the following and discuss as a class: Day in the Life of the Roman Soldier
<https://www.youtube.com/watch?v=R9OCA6UFE-0>
- View the following and discuss as a class: Crash Course: Fall of the Roman Empire
<https://www.youtube.com/watch?v=3PszVWZNWVA&t=644s>
- View the following and discuss as a class: Engineering An Empire:
<https://www.youtube.com/watch?v=JfocKPxD2Qc>

- Discuss and delineate how the change of leadership (like in the U.S. and how the changing of presidents can usher in a positive change) and why a change in leadership can be good or bad. Students will also relate the information gained to the changes in U.S. presidents.
- Choose activities from the digital choice board “Achievements of Rome”.
- Students will analyze Roman art by creating mosaics using tiles.
- Complete challenges in the activity “Julius Caesar Escape Room”.
- Create a drawing and write an essay for the “Roman God’s Project”.
- Using the Roman Empire, analyze how the development of a single currency helped to enhance the economy of the Roman Empire by writing an essay.
- Using various items, money, and mottos, students will examine how Latin is used today. Students will also translate everyday language into Latin.
- Using the Roman proverbs website, the students will analyze the meaning of the proverbs by using the Trifold format. The Trifold format has the students writing the proverb on the front cover, the meaning of the proverb on the bottom inside cover, and drawing a picture of the proverb on the inside.
- View the following and discuss as a class: Christianity and Roman Culture: Video Analysis of the Infusion of Christianity into Roman Culture:
<https://www.youtube.com/watch?v=TG55ErfdaeY>.
- View the following and discuss as a class: Christianity and the spread through the Roman Empire: <https://www.youtube.com/watch?v=TG55ErfdaeY>.
- View the following and discuss as a class: Roman Technology:
<https://www.youtube.com/watch?v=mCRASTfuSlc>.
- Students will close-read, analyze, and compare and contrast elements in the DBQs listed in resources above. Students will then formulate a thesis to author an argumentative essay. Students will participate in a class debate.
- Students will complete a station or choice board project. Choices include students crafting their birthdays in roman numerals, record themselves speaking Latin, and will explore a virtual field trip of the Colosseum on Nearpod.
- Students will play Roman games knucklebones (form of jacks) and latrunculi (form of checkers) to compare and contrast to modern day games.

The Byzantine Empire

- Using the Roman and Byzantine Empires resources, create a venn diagram to illustrate the similarities and differences in the following areas: religion, trade, military, government, area, natural resources, and languages spoken.
- Choose one of the following topics from a choice board to author an essay and participate in a class debate: What If Essay -Why would peace enhance the ability of Rome to accomplish its many achievements? How did the development of a single currency enhance trade in Rome? Why was Christianity appealing to the poor and some non-Jews (Gentile)?
- View the following and discuss as a class: Byzantine Empire Documentary:
<https://www.youtube.com/watch?v=c2xF3Bk70NQ>.
- View the following and discuss as a class: Fall of Byzantium:
<https://www.youtube.com/watch?v=f1CWG-2GLU4>.

- View the following and discuss as a class: Justinian and Theodora Cartoon (Ten 9 Minute Videos):
https://www.youtube.com/watch?v=H_2E0RxVHH4&list=PLEb6sGT7oD8HLpPQ0N4UTmTtPlpXfJias.
- View the following and discuss as a class: Justinian's Code Sourcebook -Fordham University:
<https://sourcebooks.fordham.edu/basis/535institutes.asp>.
- Students will close-read, analyze, and compare and contrast elements in the DBQs listed in resources above. Students will then formulate a thesis to author an argumentative essay. Students will participate in a class debate.
- Students will craft mosaics through the use of tiles or Google Drawings to illustrate the importance of art in the Byzantine Empire.
- Students will explore the Hagia Sophia through a virtual field trip using Nearpod or Google Earth.

Unit Plan Title	The Middle East, Islam, Africa, and Medieval China
Suggested Time Frame	10 weeks

Overview / Rationale
Students will be able to analyze how civilizations in Africa and the Arabian Peninsula developed. Students will also be able to determine the achievements the Islamic civilizations provided for other civilizations and how these achievements influenced all aspects of modern life. Students will examine medieval Chinese civilizations and their connections to the Middle East via the Silk Road.

Stage 1 – Desired Results
<p>Established Goals:</p> <p>New Jersey Social Studies Standards (2020):</p> <p>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.</p> <p>6.2.8.GeoPP.3.b Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.</p> <p>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 empire’s relationships with other parts of the world.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6.2.8.HistoryCC.4.g Evaluate the importance and enduring legacy of the major achievements of</p>

the people living Asia, Africa (Islam), Europe and the Americas over time.

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.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.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.HistoryUP.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.HistoryUP.3.b Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

Essential Questions:

- How are religion and culture connected?
- How did Islam develop in the Arabian Peninsula?
- What is the central belief Muslims have about God?
- How did the Muslim Empires shape the people of the areas conquered by the Muslims?
- How did the achievements of the Muslims influence civilizations then and now?
- Which resource was the most valuable to African civilization?
- Which Western African civilization provided the greatest achievement?
- Why was Ethiopia a Christian kingdom?
- Why was oral tradition important to Ancient African civilizations?
- What is the legacy of a civilization?
- Why would income inequality be a norm throughout history?
- How are social hierarchies determined?
- How has science changed production over time?
- How has religion impacted a ruler's ability to control diverse populations?
- What technologies did the ancient civilizations develop that changed the world?
- What physical achievements lasted until today?
- Who defines morals?

Enduring Understandings:

- Religion impacts all aspects of society.
- People look to religion to help provide the moral foundation to provide order in a civilization.
- Islam provided the philosophical environment for technological and literary advancements.
- Individuals have the power to make positive changes in society.
- The development of laws helped civilizations survive and thrive.
- Societies require rules, laws, and government.
- Supply and demand are the basis of all civilizations.
- Geography impacts various aspects of a civilization.
- Resources impact how civilizations interact with other civilizations.
- The geography of the Arabian Peninsula helped to promote it as the center for trade among Africa and Europe.
- Peace provides the environment needed to advancement in technology, trade, and education.
- Trade provides the resources needed to survive and thrive.
- Trade and trade routes helped to promote the development of urban areas.
- Societies require rules, laws, and government.

<ul style="list-style-type: none"> ● How does religion influence laws and codes? ● How did the desert affect trade and the spread of information? ● What defines the “Golden Age” of a civilization? ● Why are trade routes protected? ● How does geography impact a civilization? ● Why are important cities placed in specific locations? ● How did the geography of the Arabian Peninsula help to protect Mecca? 	<ul style="list-style-type: none"> ● Citizens can influence the government in many ways if they choose to participate. ● Governments can change based on the needs of people, their society, and their culture. ● Trade guided the development of innovations in technology, science, thought, and the arts. ● People look to religion to help provide the moral foundation to provide order in a civilization. ● The geography of Africa helped, and hindered, in the development of a civilization. ● Individuals have the power to make positive changes in society. ● Societies require rules, laws, and government. ● The achievements of ancient civilizations provided the foundation for modern civilizations. ● The core values of a civilization that lead to the expansion of the religion. ● The core values of a religion and how they respond to globalization. ● The impact the legacy of a civilization has on future civilizations. ● Religion as social control. ● Trade helped to shape societies to ensure their existence. ● All people have an impact on a civilization. ● How power, wealth, and equality are meted out to people in a civilization.
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● How religion influences a civilization. ● That religion provided the foundation for the establishment of a great Islamic Empire. ● That governments are developed based on the principles of a religion and its people. ● The basics of the Islamic faith. ● That through trade the Islamic faith was able to thrive and spread. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Describe how Islam was founded. ● Analyze Islam’s role in the development of social classes. ● Describe how the rules and laws of the Islamic faith impacted how civilizations developed and thrived. ● Describe the impact of the schism on the Byzantine Empire and throughout the Mediterranean region.

<ul style="list-style-type: none"> ● That Islam influenced the development of India, Europe, and the Middle East. ● Items like salt and iron were once valuable and vital to trade. ● How the kingdoms of West Africa developed and thrived. ● The composition of the Eastern African civilizations. ● The achievements of the African civilizations and the impact they had on past and modern society. ● How the rights and responsibilities of people are different today from those of the ancient world. ● A person's status impacts their ability to gain wealth, power, and/or equality. ● That all people were not the same and how one's social status influenced their rights and responsibilities. ● How agricultural improvements led to the development of powerful states. ● How population growth and urbanization led to the development of powerful states. ● How religion helps to maintain social control. ● Which legacy of ancient civilizations had an impact on future civilizations. ● Determine the core values that lead to the expansion of the religion. ● Determine the core values and how they respond to globalization. ● How the geography of Africa both helped, and hindered, the development of a civilization. ● How to use maps to show the trade routes used between the Islamic world and Europe. ● How trade guided the development of innovations in technology, science, thought, and the arts. ● How trade contributed to the development of cities. ● How trade routes improved communication between civilizations. 	<ul style="list-style-type: none"> ● Explain how trade impacted Islam and the Islamic Empire. ● Analyze the achievements of the Islamic Empire. ● Describe the importance of Mansa Musa and his impact on regional economics. ● Analyze how Western African civilizations used their natural resources to gain wealth. ● Explain how natural resources, through supply and demand, attain value. ● Describe the legacy of the West African civilizations. ● Describe the composition of the Eastern African civilizations. ● Analyze the achievements of the African civilizations. ● Explain how the availability of resources shapes the culture of a civilization. ● Analyze how resources of an area shape the culture of a civilization. ● Analyze why a civilization expanded. ● Explain why a civilization grows and declines because of natural resources. ● Analyze how geography influences various aspects of a civilization. ● Model the impact of geography on a civilization. ● Explain how geography influences trade and interaction with other civilizations. ● Analyze why the Arabian Peninsula was the epicenter for trade between Africa and Europe. ● Analyze how trade routes influenced the development of cities. ● Model how increased interactions influence cultural diffusion. ● Explain how the availability of resources shapes the culture of this civilization. ● Analyze how religion responded to globalization. ● Determine the impact of major achievements on future civilizations. ● Analyze how religion impacted and
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<ul style="list-style-type: none"> ● Why the geography of the Arabian Peninsula helped to promote it as the center for trade among Africa and Europe. ● How geography spurred the need for trade. ● How geography can promote isolationism. ● Determine which geographical modifications impacted future civilizations. ● How culture is influenced by the natural resources of a region. ● How natural resources can help and hinder a civilization. ● How resources shape the culture of a civilization. 	<p>influenced how rulers tried to unify and control diverse populations.</p> <ul style="list-style-type: none"> ● Determine how societal change led to the development of kingdoms and states. ● Compare the roles of people on the political, economical, and social structure of various civilizations. ● Explain how power, wealth, and equality are dispersed in a civilization. ● Determine how the ideas of liberty and equality are different between ancient people and modern people.
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Interdisciplinary Connections

New Jersey English Language Arts Standards (2023):

Grade 7 Reading

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Grade 7 Writing

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.SE.7.6. 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.

Grade 7 Speaking and Listening

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

8.2 Design Thinking- Grades 6-8	
	Interaction of Technology and Humans
	Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.
X	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
	Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.negative effects on society. Technology spurs new businesses and careers.
X	8.2.8.ITH.2: Compare how technologies have influenced society over time.
X	8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
X	8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
	Effects of Technology on the Natural World
	Resources need to be utilized wisely to have positive effects on the environment and society. Some technological decisions involve tradeoffs between environmental and economic needs, while others have positive effects for both the economy and environment.
X	8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).
X	8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

	Ethics & Culture
	Technological disparities have consequences for public health and prosperity.
X	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
X	8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS 9.1 FINANCIAL LITERACY - Grades 6 - 8	
	Economic and Government Influence
	There are government agencies and policies that affect the financial industry and the broader economy.
X	9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.
X	9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment and income.

Multilingual Learners
<p>WIDA English Language Development Standards (2020):</p> <p>ELD-SS 6-8 Explain Interpretive</p> <p>Interpret social studies explanations by</p> <ul style="list-style-type: none"> ● Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events ● Analyzing sources for logical relationships among contributing factors or causes ● Evaluating experts' points of agreement, along with strengths and weakness of explanations <p>ELD-SS 6-8 Explain Expressive</p> <p>Construct social studies explanations that</p> <ul style="list-style-type: none"> ● Introduce and contextualize phenomena or events ● Establish perspective for communicating outcomes, consequences, or documentation ● Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses ● Generalize multiple causes and effects of developments or events <p>ELD-SS 6-8 Argue Interpretive</p> <p>Interpret social studies arguments by</p>

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to support claims
- Evaluating point of view and credibility of source based on relevance and intended use

ELD-SS 6-8 Argue Expressive

Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support claims with evidence gathered from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

Making Connections to Careers

Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Trader-a person who buys and sells goods, currency, or stocks.
- Architect-a person who designs buildings and in many cases also supervises their construction.
- Chef - a professional cook, especially in a restaurant or hotel.
- Anthropologist-a person who studies Anthropology.
- Curator-a keeper or custodian of a museum or other collection.
- Economist - a person who studies economics and offers solutions to economic problems.
- Fashion Designer - a person who creates clothes, accessories, and shoes.
- Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court.
- Politician-a person who is professionally involved in politics, especially as a holder of or a candidate for an elected office.
- Lawyer - a person who advises, counsels or advocates for others in the context of legal matters.
- Librarian - a person who works professionally in a library and gives access to information and resources.
- Musician - a person who makes music.
- Photographer - a person who makes photographs.
- Poet - a person who composes poetry.
- Politician - an elected leader at the local, state, or national level.
- Teacher - a person who helps others acquire knowledge.
- Merchant-a person or company involved in wholesale trade, especially one dealing with foreign countries or supplying merchandise to a particular trade.

Student Resources

Primary Source Analysis:

DBQ Project: Why Did Islam Spread So Quickly?

- Verses from the Quran (Doc B)
- The Ordinances of Government (Doc E)
- The Origins of the Islamic State (Doc F)

DBQ Project: Mansa Musa's Hajj, A Personal Journey

- Ibn Battuta meeting the Sultan (Doc C)
- Verses From the Quran (Doc D)
- Al Umari the Arab Scholar (Doc E)
- The Catalan Atlas (Doc F)

DBQ Project: The Mongols: How Barbaric were the Barbarians?

- The History of the Mongols (Doc 2)
- Carpini on Battle Tactics (Doc 3)
- The History of the World Conqueror (Doc 4)
- The Yams (Doc 8)

DBQ Project: The Silk Road: Recording the Journey

- Image Analysis of Dunhuang Cave (Doc B)
- A Natural History Excerpt (Doc C)
- Image Form Circa 640 CE (Doc D)

DBQ Project: Should We Celebrate the Voyages of Zheng He?

- Qing Dynasty Historian (Doc D)
- The Changle Inscription (Doc E)

Secondary Source Analysis:

DBQ Project: Why Did Islam Spread So Quickly?

- Background Essay
- Trade Routes Map (Doc A)
- The Spread of Islam (Doc C)
- Short History of Islam (Doc D)

DBQ Project: Mansa Musa's Hajj, A Personal Journey

- Background Essay
- Census of Pilgrimage Chart (Doc A)
- Map of Western Sahara (Doc B)

DBQ Project: The Mongols: How Barbaric were the Barbarians?

- Background Essay
- Mongol Expansion Map (Doc 1)
- Mongol Commerce in Persia and Asia (Doc 6)
- The Yasa and the Bilk (Doc 10)

DBQ Project: The Silk Road: Recording the Journey

- Background Essay
- Silk Road Han-Roman Times Map (Doc A)
- Ancient Trade in Antioch Chart (Doc E)

DBQ Project: Should We Celebrate the Voyages of Zheng He?

- Background Essay
- Voyages of Zheng He (Doc A)
- Columbus Zheng He Comparison Chart (Doc B)
- Fleet By the Numbers (Doc C)

Technology:

- Chromebooks
- Presentation Software/Whiteboards
- Google Suite (Docs, Classroom, Forms, Drawings)
- Youtube.com/Vimeo.com
- Relevant film/tv/music streaming services (ex: Spotify, Netflix, Amazon)
- Digital Photography
- Open Online Courses/Flipped Classroom
- Blended online learning modules
- Student Response Systems
- Mobile Technology/App-Based learning
- Use of Virtual Reality goggles through Google Street View and Youtube VR for immersive tours
- Kahoot.it
- Linkit!
- QR code generator
<https://www.qr-code-generator.com/>
- Student created infographics
<https://piktochart.com/>
- Hyperdocs
<https://hyperdocs.co/>
- Online Subscriptions- Junior Scholastic, EdPuzzle, ReadWorks, NewsELA, Edmodo
- Padlet
<https://padlet.com/>
- Flipgrid
<https://info.flipgrid.com/>

Supporting Text pages:

- *Pearson My World History, 2012* - Chapters 15, 16, 17. Pages 450-543
 - Page 451, Map of Arabia
 - Page 457, The Five Pillars of Islam
 - Page 461, Muslim Expansion Map
 - Page 464, Umayyad and Abbasid Empires
 - Page 466, The Taj Mahal
 - Page 469, Muslim Trade Routes
 - Page 472, Muslim Math and Science
 - Page 473, Mosaics and Calligraphy
 - Page 478, DBQ the Hajj
 - Page 489, African Climate Map
 - Page 491, Iron Sculpture

- Page 492, West African Trade Map
- Page 494, Sundiata
- Page 495, Catalan Atlas
- Page 496, Empires Chart
- Page 498, Timbuktu Scholarship
- Page 505, Village and Clan Chart
- Page 511, DBQ Timbuktu Culture
- Page 517, Chinese City Design
- Page 518, Tang and Song Dynasties Map
- Page 520, Cultural Diffusion Map
- Page 522, Chinese Porcelain
- Page 525, Map of Mongolian Empire
- Page 527, Social Groups of the Mongols
- Page 528, Silk Road and Other Trade Routes
- Page 531, The Forbidden City
- Page 532, Zheng He's Ship
- Page 535, Chinese Paper and Technologies
- Page 537 Ancient Chinese Calligraphy
- Page 539, Philosophy and Eastern Religion
- Page 540, Chinese Trade and Products
- Page 543, DBQ Marco Polo

Teacher Resources

Materials:

- Smartboard, Document Camera, Promethean Board, Class Binders of Documents, ScreenCastify, Curriculum related texts & excerpts, Document Based Questions, Upfront Magazine, Graphic Novels, Rulers, Yard Sticks, Compasses, Color Pencils or Highlighters, Blank Gridded Maps, Age Appropriate Literature and Historical Fiction Novels, Listening Aids, Headphones, Subtitled Videos, Chromebooks, Library, Class Library, Flash Cards, Class Notebooks, Graphic Organizers, Online Magazines, Online Newspapers

Text: *Pearson My World History, 2012* - Chapters 15, 16, 17. Pages 446-541

Websites:

- Achieve 3000
 - The Winged Man
 - Ali the Artist
 - Empires and Nation-States: Digging for Treasures
 - Shakespeare Goes to Afghanistan
- Youtube <https://www.youtube.com/>
- Reading Quest <https://www.readingquest.org/>
- Scholastic [scholastic.com](https://www.scholastic.com)
- Teaching Tolerance teachingtolerance.org
- History Channel <https://www.history.com/>

- Smithsonian <https://www.si.edu/>
- Ted Ed <https://ed.ted.com/>
- BBC History <http://www.bbc.co.uk/history/forkids/>
- Britannica <https://www.britannica.com/>

Videos:

- Mansa Musa:
<https://www.youtube.com/watch?v=O3YJMaL55TM&feature=youtu.be>
- Hijaz- Saudi Arabia:
<https://www.youtube.com/watch?v=Fk8DjvwJjLg>
- Crash Course: https://www.youtube.com/watch?v=Nosq94oCl_M
- Mecca https://www.youtube.com/watch?v=jM8lwroj_MQ
- Sunni Shia Divide <https://www.youtube.com/watch?v=pQMpcSQIvOk&t=1s>
- Islam Empire of Faith <https://www.youtube.com/watch?v=PF6VPZsHDZQ>
- The Mongols <https://www.youtube.com/watch?v=szxPar0BcMo&t=43s>
- Building the Great Wall <https://www.youtube.com/watch?v=AB4nXADdPPY>
- China: Power and Prosperity <https://www.youtube.com/watch?v=JovtmKFxi3c>
- Ghengis Khan : Rise of Mongol Empire
<https://www.youtube.com/watch?v=XAFnxV2GYRU&t=429s>
- Zheng He's Super Ship <https://www.youtube.com/watch?v=j4WuAcn9FoE>
- The Silk Road <https://www.youtube.com/watch?v=vfe-eNq-Qyg>
- Islam and Architecture <https://www.youtube.com/watch?v=XdOxBCpk39c&t=252s>
- The complex Geometry of Islam <https://www.youtube.com/watch?v=pg1NpMmPv48>
- The Lost Libraries of Timbuktu <https://www.youtube.com/watch?v=BzBCI9kcdqc>
- The Sahara https://www.youtube.com/watch?v=jri0u_JwRjI

Stage 2 – Assessment Evidence

Pre-Assessments:

- Class Surveys

Formative Assessments:

- Oral discussion
- Pair share
- Quick draw
- Word splash
- Whiteboard splash
- Video clip summary
- Paraphrase this
- Vocabo-ball
- What ifs?
- Why ask Why?
- Sticky Note Categorization

- Star My Notes
- Top Ten List
- Confer, Compare, Clarify
- Jigsaw Activities
- Do Now
- Summaries
- Choice Boards
- Gold Salt Trade Simulation

Summative Assessments:

- Unit Tests
- Research Paper
- Class Survey
- Performance Tasks

Performance Task(s):

- Drawings of Islamic Architecture/ Geometric Patterns
- African Masks Cultural Art Designs
- Written Paper: Sharia Law and Western Civil Rights Comparison
- Choice Board: Chinese Technology Presentation
- Choice Board: African Culture

Stage 3 – Learning Plan

Google Folders contain suggestions for learning activities:

📁 **World History II Resource Folder**

https://drive.google.com/drive/folders/1EUzpjSaGX2Rpz5XNGK_3K1FPR5MN5ndA

Middle East and Islam

- Analyze the geography of the Mediterranean region to determine the best areas for resources by labeling maps.
- Students complete some algebraic equations to examine the influence Islamic education had on mathematics and how it changed the application of math.
- Students will create a visual poster of the 5 Pillars of Islam.
- The class will brainstorm and discuss misconceptions and/or stereotypes of Middle Eastern peoples.
- Students will research tribal leadership pros and cons, complete a T chart, and discuss findings as a class.
- Students will complete the Middle Eastern Country Project “Unknown Country Report”.
- Students will choose activities from the Islamic Technology Choice Board: Calligraphy, Poetry, Mathematics, Medicine, and other topics via Google Scholar.
- View the following and discuss as a class: Hijaz- Saudi Arabia:
<https://www.youtube.com/watch?v=Fk8DjvwJjLg>.
- View the following and discuss as a class: Crash Course:

https://www.youtube.com/watch?v=Nosq94oCl_M.

- View the following and discuss as a class: Mecca:
https://www.youtube.com/watch?v=jM8lwroj_MQ.
- View the following and discuss as a class: Sunni Shia Divide:
<https://www.youtube.com/watch?v=pQMpcSQIvOk&t=1s>.
- View the following and discuss as a class: Islam Empire of Faith:
<https://www.youtube.com/watch?v=PF6VPZsHDZQ>.
- View the following and discuss as a class: Islam and Architecture:
<https://www.youtube.com/watch?v=XdOxBCpk39c&t=252s>.
- View the following and discuss as a class: The complex Geometry of Islam:
<https://www.youtube.com/watch?v=pg1NpMmPv48>.
- Compare the Sects of Christianity to the Sects within Islam (based on video or reading analysis).
- Should people follow a religious leader who lived in a cave and stated he has the true word of God? Explain. Discuss the answers students provide. Ask students if they would follow a person stating this. Place students into small groups (around 3 to 4 students). Divide the section into two parts and have the students provide a summary of the section they read. Share the information the students learned in the section. Have students answer the section or complete a worksheet.
- Why do people like to be in groups? Provide an example of your reason. Ask students, who is the best rapper in the music industry? If you had to choose, which rapper would you listen to exclusively (you can only choose one person)? After the students select their choices, the students should then be able to explain why this person should be given their attention. Now explain that this is the same fight people had when Islam split. Also, Islam helped to shape and influence Arabic society. Students are to read and answer the questions or complete the worksheet.
- What makes an invention useful? Explain. After students have written their answer, share answers. During the sharing portion, ask students if the items like antibiotics, poetry, numbers, or writing are important. Have students read sections and answer questions in the section. Afterwards, have students answer the first question again to see if they would change their answer. Again, share the answers.
- Students will close-read, analyze, and compare and contrast elements in the DBQs listed in resources above. Students will then formulate a thesis to author an argumentative essay. Students will participate in a class debate.
- Using Padlet Interactive Map, students will pin Google Forms, websites, videos, or pictures to learn about the different geographic features of the Arabian Peninsula.

Ancient Africa

- Students will work in groups to break codes utilizing technology in the “Africa Escape Room”.
- Students use the web to research African masks and then use this information to design and create their own.
- Students will participate in the simulation “Trans-Saharan Commodities Activity: Compare Crude Oil and the Value of Ancient Salt”. Students will simulate trading resources. Class will discuss supply and demand which will be followed by an inflation lesson.

- Students will create a journal by authoring a make believe narrative of the DBQ “What If I were on Mansa Musa’s Hajj?”.
- Gold Salt Activity: Create a class currency with popcorn and chocolate (popcorn being salt and chocolate being gold). Show how the market gets destroyed when Mansa Musa who controls all gold in West Africa travels or takes a Hajj through each town.
- African Geography: The 4 Climates. Create a pictorial map of Africa and the animals and plants that inhabit each climate and why each animal and plant life thrives in that region.
- Ask students, “Scholarship: What is it today? What was it in Timbuktu?” View the following and discuss as a class: The Lost Libraries of Timbuktu: <https://www.youtube.com/watch?v=BzBCI9kcdqg>. Write a video analysis of what makes Timbuktu a place of medieval Islamic scholarship and modern day worldly inquiry.
- View the following and discuss as a class: Mansa Musa: <https://www.youtube.com/watch?v=O3YJMaL55TM&feature=youtu.be> (TED-ED video analysis of richest person in human history).
- View the following and discuss as a class: The Sahara https://www.youtube.com/watch?v=jri0u_JwRjI (video analysis of geography which affects the peoples of Africa).
- Students will close-read, analyze, and compare and contrast elements in the DBQs listed in resources above. Students will then formulate a thesis to author an argumentative essay. Students will participate in a class debate.
- Students will create the geographic features of Africa using pipe cleaners, gems, pom poms, sand, glitter, and various other art supplies to illustrate the various features such as desert, rainforests, Mediterranean climate, rivers, and the Savanna.
- Students will learn about African culture through a choice board. Activities include learning about oral tradition by recording a tradition they would want to pass down using Flipgrid, creating a family tree illustrating kinship, creating a dance that illustrates African movement, and crafting African masks using arts and crafts, Pear Deck, or Google Drawings.
- Students will simulate through silent barter the gold salt trade. In groups, students will put a product for sale and try to trade it with other groups. Products may include salt, gold, horses, silk, and other products traded at the time.

Medieval China

- Students will research topics for the project “Modern Trade Wars”. Topics include Ancient Chinese Technologies, Modern Chinese Products, Workers Rights, Capitalism vs Controlled Communism, Population Control, and Military Industrial Spending. Students will relate modern issues to the researched topics to compare and contrast how technologies are still traded for high price on dollar and yen.
- Students will discuss in a debate or Socratic Seminar various Mongolian social groups and the way people from Southern China were treated. Students will discuss the questions, “Does that animosity still exist? How is this similar to the United States? Do we view people in different parts of the United States as different or below us?”. After students debate, they can conclude with a Quick Write.
- View the following and discuss as a class: The Mongols <https://www.youtube.com/watch?v=szxPar0BcMo&t=43s> (Crash Course Summary of the world's cruelest leader).

- View the following and discuss as a class: Great Wall
<https://www.youtube.com/watch?v=AB4nXADdPPY>. Analyze and discuss the beauty of the architecture. Students will answer “Was there another way to stop the Mongols?”.
- View the following and discuss as a class: China: Power and Prosperity
<https://www.youtube.com/watch?v=JovtmKFXi3c>. Discuss the impact on much of the current world, wealth issues, and who is going to “build” or “manufacture” the next century.
- View the following and discuss as a class: Genghis Khan : Rise of Mongol Empire
<https://www.youtube.com/watch?v=XAFnxV2GYRU&t=429s>. Discuss and analyze the rapid growth and violent undertaking as well as use of genocide as a daily way of life.
- View the following and discuss as a class: Zheng He’s Super Ship
<https://www.youtube.com/watch?v=j4WuAcn9FoE>. Debate which was the best designed warship of all time, Zheng He’s or today’s aircraft carrier? Compare Zheng He to Christopher Columbus’ discoveries, genocides, etc.
- View the following and discuss as a class: The Silk Road
<https://www.youtube.com/watch?v=vfe-eNq-Qyg>. Discuss “What was the Middle East’s and Persia’s role in the Silk Road? Did the Mongols protect “the Road”? Explain yams and the modern “posts” or postal system.
- Students will close-read, analyze, and compare and contrast elements in the DBQs listed in resources above. Students will then formulate a thesis to author an argumentative essay. Students will participate in a class debate.
- Students will explore the Great Wall of China using Google Earth.
- Students will create their own artwork of good and evil in nature to illustrate the concept of Daoism.
- Students will view clips of Kung Fu Panda to discuss concepts of Daoism they see in the clips.
- Students will celebrate Chinese New Year (The Lunar New Year) through a station activity. Some activities may include learning how to use chopsticks, writing in Mandarin
<https://service.goodcharacters.com/daily/20161227-mandarin-chinese-new-year-greetings.html>, view a video clip on how to create Chinese writing symbols
<https://youtu.be/3JGFUabPWAg>, learning the Chinese Zodiac calendar, and making lanterns.

Unit Plan Title	Ancient American Civilizations And Feudal Japan
Suggested Time Frame	10 Weeks

Overview / Rationale

Students will be able to explain how the Mayan and Aztec civilizations developed and functioned throughout the Central American region. Students will be able to determine how geography shaped the ancient civilizations of North and South America. Students will examine the correlation between European exploration and the genocide of the indigenous peoples of the Americas.

Stage 1 – Desired Results

Established Goals:

New Jersey Social Studies Standards (2020):

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.GeoPP.3.b Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

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 empire's 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.HistoryCC.2.b Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

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.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.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.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.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.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.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.

Essential Questions:

- How did geography influence and impact the development of the Mesoamerican civilizations?
- How have the resources in the Yucatán given the Mayan civilization reason to expand?
- How did geography protect the civilizations at Machu Picchu?
- Why and how are capital cities located geopolitically inside of Empires?
- Which achievement of the Mayan and Aztec had the greatest impact on future civilizations?
- How did geography influence/impact the development of the ancient North American and South American civilizations?
- Why were roads or lines of communication protected?
- How did the ancient North American and South American civilizations' achievements impact future civilizations?
- How did the ancient North American and South American civilizations structure their society?
- How did geography influence and impact the development of civilizations?
- How does religion impact a civilization?
- In what ways does religion influence culture?
- How do people impact a religion?
- How were the Native Peoples of the Americas lives different, due to worshipping many gods, when compared to their European counterparts?

Enduring Understandings:

- The environment impacted the development of the Maya and Aztec.
- The social order of the Maya and Aztecs provided the means for their many achievements.
- The environment impacted the development of the ancient North American and South American civilizations.
- The social order of these civilizations provided the resources needed to attain many of the achievements.
- Culture is influenced by the geography of a place.
- Geography influences the culture of a civilization.
- Geography led to the economic development, ability to trade, or remain an isolationist civilization.
- How trade routes influenced the development of cultural centers.
- Trade has immediate and long-term effects on a civilization.
- Religion has varying impacts on various aspects of a civilization.
- The central ideas of religions have responded to changing norms in civilizations.
- Religion and economic systems of a civilization shape the social structure.
- The legal systems, developed by past civilizations, have changed over time.
- Technology will have an impact on a civilization.
- The major achievements of ancient

<ul style="list-style-type: none"> • Who defines morals? • How is a culture or a government influenced by religious tenets? • How do the availability of resources impact the development of government and economic systems? • How were the American Natives hierarchy structured differently than Europeans or Middle Easterners at the time? • How has the government changed over time? • How does technology impact people? • How has science changed production of crops over time? • What artifacts determine the legacy of a civilization? • What factors lead to the decline of a civilization? • What technologies did this ancient empire change the world with? • What physical achievements lasted today? • How has the government changed worldwide over the past thousand years? • How are social hierarchies determined? • How do leaders use religion and culture to control a diverse population? • How did geography influence and impact the development of Ancient Japan? • How did the culture of China influence the culture of Japan? • Why were samurai important in Ancient Japan? • Which aspect of Japanese culture provided the greatest influence on the development of Japanese civilization? 	<p>civilizations have impacted modern life.</p> <ul style="list-style-type: none"> • There are various traits that lead to the decline of a civilization. • The impact ancient civilizations had on modern life. • The impact religion had on a civilization's ability to control their territories. • Trade helped to shape societies to ensure their existence. • All people have an impact on a civilization. • Feudalism helped to promote order in Europe and Japan.
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • How resources shape the culture of a civilization. • How natural resources can help and hinder a civilization. • How culture is influenced by the geography of a region. • How geography can spur the need for trade. • How geography can promote isolationism. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Explain how the availability of resources shapes the culture of a civilization. • Analyze how resources of an area shape the culture of a civilization. • Analyze why a civilization expanded. • Analyze how geography influences various aspects of a civilization. • Explain why a civilization grows and

<ul style="list-style-type: none"> ● How trade contributed to the development of cities. ● How trade routes improved communication between civilizations. ● The impact a religion can have on all aspects of a civilization. ● How religion shapes the values of a civilization. ● How economic systems can shape the values of a civilization. ● How conflict can shape the values of a civilization. ● Determine the core values that lead to the expansion of a religion. ● Determine the core values and how they respond to globalization. ● How the social structure is impacted by religion and economics. ● How technology can improve life. ● How technology can enhance commerce. ● How technology led to specialization. ● Determine the legacy of ancient civilizations and the impact on future civilizations. ● Which factors led to the decline of ancient civilizations. ● Which legacy of ancient civilizations had an impact on future civilizations. ● How religion helps to maintain social control. ● How agricultural improvements led to the development of powerful states. ● How population growth and urbanizations led to the development of powerful states. ● That all people were not the same and how one's social status influenced their rights and responsibilities. ● Analyze how the geography of Japan shaped its culture. ● How the culture was shaped by internal and external influences. ● Why the samurai were essential to Japan. ● How the Tokugawa united Japan. ● How feudalism functioned in Japan. 	<p>declines because of natural resources.</p> <ul style="list-style-type: none"> ● Analyze how geography influences various aspects of a civilization. ● Determine how geography shapes the culture of a civilization ● Model the impact of geography on a civilization. ● Analyze the impact of religion on the culture of a civilization. ● Explain how religion shapes the values of a civilization. ● Compare various religions and their response to globalization. ● Analyze how religion responded to globalization. ● Analyze how religion shapes social structures and its impact on people. ● Compare the modern legal system to those developed by ancient people. ● Explain how technology impacted ancient life. ● Determine the impact of major achievements on future civilizations. ● Analyze how religion impacted and influenced how rulers tried to unify and control diverse populations. ● Determine how societal change led to the development of kingdoms and states. ● Compare the roles of people on the political, economical, and social structure of various civilizations. ● Analyze the geography of Japan. ● Explain how trade influenced Japan. ● Analyze how social status impacted one's rights and responsibilities. ● Analyze how culture is impacted by internal and external factors. ● Determine the impact samurai had on Japan. ● Analyze the steps Tokogawa used to unite Japan. ● Determine how feudalism worked in Japan. ● Explain the differences between Noh and Kabuki theaters.
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<ul style="list-style-type: none"> • The differences of Noh and Kabuki theaters. • The structure of Japanese families. • How Shinto and Buddhism shaped Japanese society. 	<ul style="list-style-type: none"> • Explain the structure of the Japanese family. • Analyze how Shinto and Buddhism shaped Japanese society.
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Interdisciplinary Connections

New Jersey English Language Arts Standards (2023):

Grade 7 Reading

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Grade 7 Writing

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.SE.7.6. 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.

Grade 7 Speaking and Listening

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

8.2 Design Thinking- Grades 6-8	
	Interaction of Technology and Humans
	Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.
X	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
	Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.negative effects on society. Technology spurs new businesses and careers.
X	8.2.8.ITH.2: Compare how technologies have influenced society over time.
X	8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
X	8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
	Effects of Technology on the Natural World
	Resources need to be utilized wisely to have positive effects on the environment and society. Some technological decisions involve tradeoffs between environmental and economic needs, while others have positive effects for both the economy and environment.
X	8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).
X	8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.
	Ethics & Culture
	Technological disparities have consequences for public health and prosperity.
X	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
X	8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

Multilingual Learners

WIDA English Language Development Standards (2020):

ELD-SS 6-8 Explain Interpretive

Interpret social studies explanations by

- Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors or causes
- Evaluating experts' points of agreement, along with strengths and weakness of explanations

ELD-SS 6-8 Explain Expressive

Construct social studies explanations that

- Introduce and contextualize phenomena or events
- Establish perspective for communicating outcomes, consequences, or documentation
- Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses
- Generalize multiple causes and effects of developments or events

ELD-SS 6-8 Argue Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to support claims
- Evaluating point of view and credibility of source based on relevance and intended use

ELD-SS 6-8 Argue Expressive

Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support claims with evidence gathered from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

Making Connections to Careers

Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Historian-a person who studies social sciences and history.
- Athlete - a person who plays a sport.
- Cartographer-a person who draws or produces maps.

- Computer Game Developer - a person who makes games for the internet, mobile phones, PCs and other electronic devices.
- Economist - a person who studies economics and offers solutions to economic problems.
- Fashion Designer - a person who creates clothes, accessories, and shoes.
- Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court.
- Anthropologist-a person who studies and practices Anthropology.
- Lawyer - a person who advises, counsels or advocates for others in the context of legal matters.
- Librarian - a person who works professionally in a library and gives access to information and resources.
- Military Personnel-a person who is a civil servant or member of the Armed Forces.
- Curator-a keeper or custodian of a museum or other collection.
- Poet - a person who composes poetry.
- Politician - an elected leader at the local, state, or national level.
- Teacher - a person who helps others acquire knowledge.
- Artist-a person who produces works in any of the arts that are primarily subject to aesthetic criteria.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS

9.1 FINANCIAL LITERACY - Grades 6 - 8

	Financial Psychology
	An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial wellbeing.
X	9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

Student Resources

Primary Source Analysis:

DBQ Project: The Aztecs: Should Historians Emphasize Sacrifice or Agriculture?

- Hieroglyphs of Farm Schematics (Doc B)
- Spanish Priests Excerpt (Doc D)
- Sacrifice Eye Witness (Doc E)

DBQ Project: Samurai and Knights: Were There Similarities Greater Than Their Differences?

- Code of A Warrior (Doc E)
- Poetry of the Warrior (Doc F)

Secondary Source Analysis:

DBQ Project: The Maya: What Was Their Most Remarkable Achievement?

- Background Essay
- Maya Trade Routes (Doc A)

- Mayan Political Power (Doc B)
- Maya Numerals (Doc C)
- Mayan Calendar (Doc D)

DBQ Project: The Aztecs: Should Historians Emphasize Sacrifice or Agriculture?

- Background Essay
- Aztec Growth Map (Doc A)
- Mexico City Mural (Doc C)

DBQ Project: Samurai and Knights: Were There Similarities Greater Than Their Differences?

- Background Essay
- Feudalism Pyramid Chart Comparison (Doc A)
- Allegiance and Loyalty (Doc B)
- Training a Warrior (Doc C)
- Armour And Protection (Doc D)

Technology:

- Chromebooks
- Presentation Software/Whiteboards
- Google Suite (Docs, Classroom, Forms)
- Youtube.com/Vimeo.com
- Relevant film/tv/music streaming services (ex: Spotify, Netflix, Amazon)
- Digital Photography
- Open Online Courses/Flipped Classroom
- Blended online learning modules
- Student Response Systems
- Mobile Technology/App-Based learning
- Use of Virtual Reality goggles through Google Street View and Youtube VR for immersive tours
- Kahoot.it
- Linkit!
- QR code generator
<https://www.qr-code-generator.com/>
- Student created infographics
<https://piktochart.com/>
- Hyperdocs
<https://hyperdocs.co/>
- Online Subscriptions- Junior Scholastic, EdPuzzle, ReadWorks, NewsELA, Edmodo

Supporting Text pages:

- *Pearson My World History, 2012* - Chapters 15, 16, 17. Pages 450-543
 - Page 583, Migration Map
 - Page 584. Olmec Map
 - Page 585, Mayan Temples
 - Page 588, Mayan Numerals
 - Page 591, Aztec Chinampas
 - Page 592, Aztec Government Chart
 - Page 594, Calendar Stone

- Page 598, Machu Picchu
- Page 603, Map of South America
- Page 604, Incan Bridges and Quipus
- Page 609, Southwestern Natives
- Page 614, Native American Dwellings
- Page 549, Map of Japan
- Page 554, Samurai Headdress
- Page 557, Feudalism Chart
- Page 563, Japanese Tea Ceremony
- Page 564, Japanese Theatre
- Page 566, Shinto Shrines
- Page 567, Japanese Buddhism
- Page 571, DBQ Japanese Culture

Teacher Resources

Texts: *Pearsons My World History, 2012*

Videos:

- Mansa Musa - <https://www.youtube.com/watch?v=O3YJMaL55TM&feature=youtu.be>
- Crash Course - https://www.youtube.com/watch?v=Nosq94oCl_M
- Forging a Katana - https://www.youtube.com/watch?v=VE_4zHNcieM
- Tokyo - https://www.youtube.com/watch?v=sc1vk9_qglS
- Shintoism - <https://www.youtube.com/watch?v=LoQxdAbRS0>
- Japanese Buddhism - <https://www.youtube.com/watch?v=We2pP1yu960>
- Architecture - <https://www.youtube.com/watch?v=7708E1bmoxc>
- Japanese Homes - <https://www.youtube.com/watch?v=sR3Lzsnyhkl>
- Japanese Culture - <https://www.youtube.com/watch?v=4fTrOmDrDgU>
- Rise of the Samurai - <https://www.youtube.com/watch?v=9l-xmIokFgg>
- **Video - *Ancient Japan***
 - This video provides students with insights on Ancient Japan and the achievements of the Ancient Japanese.
- **Video - *Deadliest Warrior (TVSeries) - Samurai v. Viking***
 - This video provides students with insights on the culture of the samurai and the weapons they used to fight. Additionally, to see a mock battle.

Stage 2 – Assessment Evidence

Pre-Assessments:

- Class Surveys

Formative Assessments:

- Oral discussion
- Pair share
- Quick draw
- Word splash

- Whiteboard splash
- Video clip summary
- Paraphrase this
- Vocabo-ball
- What ifs?
- Why ask Why?
- Sticky Note Categorization
- Star My Notes
- Top Ten List
- Confer, Compare, Clarify
- Jigsaw Activities
- Do Now
- Summaries
- Choice Boards

Summative Assessments:

- Unit Tests
- Research Paper
- Class Survey
- Performance Tasks

Performance Task(s):

- Origami Folding
- Samurai Armor
- Stations Activity
- Google Slides Project

Stage 3 – Learning Plan

Google Folders contain suggestions for learning activities:

 **World History II Resource Folder**

https://drive.google.com/drive/folders/1EUzpjSaGX2Rpz5XNGK_3K1FPR5MN5ndA

Mesoamerica

- Students can work in a small group or pair to complete the reading of different sections and work together to answer the questions.
- Students can research the techniques used to create the chinampas.
- Students can research how the Maya and Aztec built pyramids and constructed their cities.
- Educational videos and movie clips listed above will be viewed and discussed as a class.
- Read and answer the questions from the text or complete the activity.

- Ask students to describe the meaning of the 2012 doomsday prediction. After sharing their information, inform the students about how the culture of the Mayan helped to develop a highly complicated calendar that accurately predicted many astrological events. But, the prediction of the end of the current calendar is still a topic of debate.
- Have students list three cultural items taken from other civilizations. Read and discuss the information on page 588 in the textbook. Also, discuss why the priest would want to be able to predict specific events?
- Project a picture of the Sun Tablet and ask students to list what this item could be. Also ask students to provide some details to support their answer. Discuss the answers the students provided and explain that the Sun Tablet was a calendar for the Aztecs. Have students read the section in the textbook.
- Mesoamerican Writing
 - Using the key provided, students are to create a statement or poster in the Mayan language.
- Divination Activity
 - Students are divided into 3 – 5 groups (depending on adult supervision).
 - Have students walk the halls. At each corner, the students are to flip a coin (Heads – Turn left, Tails – Turn right).
 - Document each flip and where their journey ended. Activity could be done outside with school permission and parental support. (Time limit 5 minutes within the school, 30 minutes outside the school).
- Stations Activity: Students will complete one task regarding one of the MesoAmerican civilizations (Incas, Mayas, Aztecs)
 - Watch a BrainPop Video on one of the civilizations on Edpuzzle and complete comprehension questions
 - Go on a virtual field trip to one of the major landmarks of these 3 civilizations using Nearpod
 - Analyze the different writing systems and record keeping styles of the 3 civilizations and demonstrate how to write in each system using Peardeck
- Google Slides project: students will work in groups to create a Google Slides project on either the Incas, Mayas, or Aztecs. Topics include researching: the history of their civilization, the religion, art, achievements and their decline.

North and South America

- Comparison Chart
 - Using civilizations of North America, students are to compare and contrast these tribes/civilizations. Items to be present can include: geography, hierarchy, resources, settlement type, clothes worn, and stories/fables.
- Ask students to turn to page 603 in the textbook and answer the questions.
 - Discuss the type of environment the Inca people survived in. After sharing the students' answers, have students answer the section or complete the worksheet. Afterwards, discuss the students' response to the Essential Question on page 610.
 - Have students describe the differences in how people live in the following locations: New Jersey, Florida, Alaska, and Hawaii.

- Discuss the differences to see if students demonstrated how geography impacted the way people lived. Have students read the section. Have students answer the section or complete the worksheet. After reading, have students discuss their answer to the Drawing Conclusions question.

Japan

- Trade Route Map
 - Using a map of Japan, students are to label the areas and show the major resources for that area. Next, students are to develop the best trade routes for these resources. Also, students will explain why these are the best routes.
- Read and answer the question from the text.
 - Ask students, why would the development of Japan be difficult given the geography of Japan? To help students, use the map on page 549 to see the different land formations. In addition, explain that Japan is composed of many islands (archipelago). Discuss the answers students provide. Have students answer the section or complete the worksheet. Have students list three cultural items taken from other civilizations.
 - Have students describe a samurai. List the items on the board. Have students read the section. Have students answer the section or complete the worksheet. After reading, ask students if what they read supported or went against their ideas of a samurai. What information from the text supported their ideas? What information, from the text, went against their ideas?
 - Turn to page 563. Have students read the portion on the Japanese Tea Ceremony. After reading, ask the students whether a ceremony like this is still needed today? Why? Have students share their answers. Watch the video on Ancient Japan and discuss how it shows/explains the importance of the ceremony today. Afterwards, explain that this ceremony, and others, are vital to Japan and have shaped the nation of Japan. Read the section. Have students answer the section or complete the worksheet.
 - Students are to create a Japanese style “suit of armor.” Using cardboard, string, and markers, students are to create a chest covering using Japanese armor techniques.
- Students will craft origami to practice the cultural art.

Unit Plan Title	Feudalism, Middle Ages, and Bubonic Plague
Suggested Time Frame	10 weeks

Overview / Rationale
<p>Students will be able to determine how limited resources helped to shape the tribal clans into feudal powers. In addition, how Christianity spread throughout Europe converting these clans into Christians and how Christianity was changed in the process.</p> <p>Students will be able to analyze how resources, government, and religion helped to shape the European continent. Students will analyze that trade helped to provide a secondary focus for the Crusades and how the misuse of governmental power led to political reformations that impacted future civilizations.</p> <p>Students will be able to analyze how resources, religion, and disease impacted the European continent. Students will analyze that trade helped to provide a revival in European wealth. Also, how this new wealth influenced the Church.</p>

Stage 1 – Desired Results
<p>Established Goals:</p> <p>New Jersey Social Studies Standards (2020):</p> <p>6.2.8.GeoPP.3.b Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.</p> <p>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 empire’s relationships with other parts of the world.</p> <p>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).</p> <p>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.</p> <p>6.2.8.HistoryCC.2.b Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p>

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.HistoryCA.3.a Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

6.2.8.HistoryCA.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.

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.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.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.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.EconEM.3.a Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

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.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.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.HistoryUP.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.HistoryUP.3.b Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Is income inequality the norm throughout history? ● Why would income inequality be the norm throughout history? ● How are social hierarchies determined? ● How has science changed production over time? ● How is labor used as a commodity over time? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Religion impacts all aspects of society. ● People look to religion to help provide the moral foundation to provide order in a civilization. ● Islam provided the philosophical environment for technological and literary advancements. ● Individuals have the power to make positive changes in society.
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<ul style="list-style-type: none"> ● In what ways does basic trade still exist today? ● How do leaders use religion and culture to control a diverse population? ● Over the past thousand years, how has "government" changed worldwide? ● What physical achievements lasted today? ● What technologies did the ancient civilizations develop that changed the world? ● What led to the fall of a civilization? ● What can be used to determine the legacy of a civilization? ● How has the government changed over time? ● How did religion and the feudal economy shape the culture in Europe and Japan? ● Who defines morals? ● What impact does religious tenets have on a society? ● How did the change to monotheistic religions assimilate the pagan culture? ● How can religion and culture exist separately? ● How did monotheism change the culture of a civilization? ● How did the Silk Road change the perspective of trade in the medieval world? ● Why are trade routes protected? ● Why are capital cities located geopolitically inside an empire? ● How does geography help to protect a civilization? 	<ul style="list-style-type: none"> ● The development of laws helped civilizations survive and thrive. ● Societies require rules, laws, and government. ● Supply and demand are the basis of all civilizations. ● Natural resources determine a civilization's wealth. ● Resources impact how civilizations develop and interact with other civilizations. ● Peace provides the environment needed to advancement in technology, trade, and education. ● Trade provides the resources needed to survive and thrive. ● Societies require rules, laws, and government. ● Governments can change based on the needs of people, their society, and their culture. ● Technological changes impact the environment. ● Resources impact how civilizations develop and interact with other civilizations. ● Citizens can influence the government in many ways if they choose to participate. ● People look to religion to help provide the moral foundation to provide order in a civilization. ● Individuals have the power to make positive changes in society. ● How the availability of natural resources impacts a civilization. ● Geography influences the culture of a civilization. ● Trade routes influenced the development of cultural centers. ● Trade has an immediate and long-term effect on a civilization. ● Religion has an impact on various aspects of a civilization. ● The central ideas of religions have responded to changing civilizations.
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	<ul style="list-style-type: none"> ● Religion and economics of a civilization shapes the social structure. ● Legal systems have developed and changed over time. ● Major achievements of ancient civilizations have impacted modern life. ● Various attributes have led to the decline of a civilization. ● The impact ancient civilizations have had on modern life. ● The methods used by ancient people to control and unite their expanding empires. ● The impact religion had on civilizations' ability to control their territories. ● Feudalism helped to promote order in Europe and Japan. ● A uniform system of exchange helped trade amongst civilizations. ● Trade helped to shape societies to ensure their existence. ● All people have an impact on a civilization. ● Power, wealth, and equality are meted out to people in a civilization. ● Principles of liberty and equality have changed over time.
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● A person's status impacts their ability to gain wealth, power, and/or equality. ● How the rights and responsibilities of people differ today from those of the ancient world. ● That one's social status influenced their rights and responsibilities. ● The similarities and differences of feudalism in Japan and Europe. ● How agricultural improvements led to the development of powerful states. ● How population growth and urbanizations led to the development of powerful states. ● The impact trade has on a civilization. ● Religion helps to maintain social control. ● Which method worked best for ancient rulers to control and unify their empires. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Explain why a civilization grows and declines because of natural resources. ● Analyze how geography influences various aspects of a civilization. ● Analyze how trade routes influenced the development of cities. ● Model how increased interactions influence cultural diffusion. ● Analyze the impact of religion on the culture of a civilization. ● Explain how religion shapes the values of a civilization. ● Compare various religions and their response to globalization. ● Analyze how religion responded to globalization.

<ul style="list-style-type: none"> ● The legacy of ancient civilizations and the impact it will have on future civilizations. ● The factors led to the decline of ancient civilizations. ● How the American legal system was shaped by classical civilizations. ● How the social structure is impacted by religion and economy. ● The core values that lead to the expansion of the religion. ● The core values and how they respond to globalization. ● How religion shapes the values of a civilization. ● How economic issues shape the values of a civilization. ● How conflict shapes the values of a civilization. ● The impact a religion can have on all aspects of a civilization. ● Trade can have an immediate, and long-term, effect on China. ● Trade can have an immediate, and long-term, effect on Europe. ● Trade contributed to the development of cities. ● Trade routes improved communication between civilizations. ● Culture is influenced by the natural resources of a region. ● Natural resources can help and hinder a civilization. 	<ul style="list-style-type: none"> ● Analyze how religion shapes social structures and its impact on people. ● Compare the modern legal system to those developed by ancient people. ● Determine the impact of major achievements on future civilizations. ● Determine the factors that led to the decline of ancient civilizations. ● Determine the impact of major achievements on future civilizations. ● Compare how ancient civilizations controlled and unified their empires. ● Analyze how religion impacted/influenced how rulers tried to unify and control diverse populations. ● Explain how trade routes impact civilizations. ● Compare Japanese and European feudal systems. ● Determine how societal change led to the development of kingdoms and states. ● Compare the roles of people on the political, economical, and social structure of various civilizations. ● Compare how power, wealth, and equality are dispersed in a civilization. ● Compare how the idea of liberty and equality are different between ancient people and modern people.
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Interdisciplinary Connections
<p>New Jersey English Language Arts Standards (2023):</p> <p><u>Grade 7 Reading</u></p> <p>RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.</p>

RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Grade 7 Writing

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.SE.7.6. 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.

Grade 7 Speaking and Listening

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

8.2 Design Thinking- Grades 6-8	
	Interaction of Technology and Humans
	Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.
X	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
	Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer,

	and/or more efficient.negative effects on society. Technology spurs new businesses and careers.
X	8.2.8.ITH.2: Compare how technologies have influenced society over time.
X	8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
X	8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
	Effects of Technology on the Natural World
	Resources need to be utilized wisely to have positive effects on the environment and society. Some technological decisions involve tradeoffs between environmental and economic needs, while others have positive effects for both the economy and environment.
X	8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).
X	8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.
	Ethics & Culture
	Technological disparities have consequences for public health and prosperity.
X	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
X	8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

Multilingual Learners	
WIDA English Language Development Standards (2020):	
ELD-SS 6-8 Explain Interpretive Interpret social studies explanations by <ul style="list-style-type: none"> ● Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events ● Analyzing sources for logical relationships among contributing factors or causes ● Evaluating experts' points of agreement, along with strengths and weakness of explanations 	
ELD-SS 6-8 Explain Expressive	

Construct social studies explanations that

- Introduce and contextualize phenomena or events
- Establish perspective for communicating outcomes, consequences, or documentation
- Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses
- Generalize multiple causes and effects of developments or events

ELD-SS 6-8 Argue Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to support claims
- Evaluating point of view and credibility of source based on relevance and intended use

ELD-SS 6-8 Argue Expressive

Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support claims with evidence gathered from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

Making Connections to Careers

Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Historian-a person who studies social sciences and history.
- Athlete - a person who plays a sport.
- Cartographer-a person who draws or produces maps.
- Computer Game Developer - a person who makes games for the internet, mobile phones, PCs and other electronic devices.
- Economist - a person who studies economics and offers solutions to economic problems.
- Fashion Designer - a person who creates clothes, accessories, and shoes.
- Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court.
- Anthropologist-a person who studies and practices Anthropology.
- Lawyer - a person who advises, counsels or advocates for others in the context of legal matters.
- Librarian - a person who works professionally in a library and gives access to information and resources.
- Military Personnel-a person who is a civil servant or member of the Armed Forces.
- Curator-a keeper or custodian of a museum or other collection.

- Poet - a person who composes poetry.
- Politician - an elected leader at the local, state, or national level.
- Teacher - a person who helps others acquire knowledge.
- Artist-a person who produces works in any of the arts that are primarily subject to aesthetic criteria.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS
9.1 FINANCIAL LITERACY - Grades 6 - 8

	Financial Psychology
	Marketing techniques are designed to encourage individuals to purchase items they may not need or want.
X	9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.

Student Resources

Primary Source Analysis:

DBQ Project: Samurai and Knights: Were there similarities greater than the differences?

- Document F: Death Poetry

DBQ Project: The Black Death: How different were Christian and Muslim Responses

- Doc N: The Strasburg Chronicle
- Doc O: Pope Clement
- Doc P: Ibn Battuta

Secondary Source Analysis:

DBQ Project: Samurai and Knights: Were there similarities greater than the differences?

- Doc A: Feudalism Hierarchy
- Doc C: Memoirs Comparison

DBQ Project: The Black Death: How different were Christian and Muslim Responses

- Doc A: Expansion Map
- Doc C: Mortality Rate Comparison Chart
- Doc F: Religious Response Chart

Secondary Source Readings:

- MyStory - *Charlemagne and Leo: The Sword and the Crown*, pg 625 - 627
- MyStory - *Henry II's Murderous Words*, pg 649 - 651
- MyStory - *Joan of Arc: Voices of Victory*, pg 679 - 681

Technology:

- Chromebooks
- Presentation Software/Whiteboards

- Google Suite (Docs, Classroom, Forms)
- Youtube.com/Vimeo.com
- Relevant film/tv/music streaming services (ex: Spotify, Netflix, Amazon)
- Digital Photography
- Open Online Courses/Flipped Classroom
- Blended online learning modules
- Student Response Systems
- Mobile Technology/App-Based learning
- Use of Virtual Reality goggles through Google Street View and Youtube VR for immersive tours
- Kahoot.it
- Linkit!
- QR code generator
<https://www.qr-code-generator.com/>
- Student created infographics
<https://piktochart.com/>
- Hyperdocs
<https://hyperdocs.co/>
- Online Subscriptions- Junior Scholastic, EdPuzzle, ReadWorks, NewsELA, Edmodo

Supporting Text pages:

- Chapters 21, 22, 23 - Pages 624 - 706
 - Migrating Tribes, 300s - 500s, pg 630
 - Closer Look - *Charlemagne's Europe*, pg 632
 - *Monastic Life*, pg 635
 - Map Skills - *Spread of Christianity in Europe, 1050*, pg 636
 - Map Skills - *Invasions of Europe, 700-1000*, pg 641
 - *Feudalism in Medieval Europe*, pg 642
 - Closer Look - *A Medieval Manor*, pg 644
 - *Holy Roman Empire*, pg 653
 - Chart Skills - *Conflict Between Henry II and Becket*, pg 655
 - Closer Look - *The Medieval Church*, pg 644
 - Map Skills - *Norman Conquest*, pg 659
 - Closer Look - *Norman Power*, pg 644
 - Map Skills - *The Crusades*, pg 667
 - Map Skills - *The Reconquista*, pg 674
 - *Medieval Trade*, pg 684
 - Map Skills - *Medieval Trade Routes*, pg 685
 - *A Gothic World*, pg 691
 - Closer Look - *The Black Death*, pg 697
 - Chart Skills - *Population of England*, pg 698

Teacher Resources

Texts: *Pearson My World History, 2012* - Chapters 21, 22, 23 - Pages 624 - 706

Websites:

- Achieve 3000

- The Winged Man
- Medieval Europe: Understanding the Black Death
- Medieval Europe: English Princess Found?
- A Castle Rises, Slowly
- Youtube <https://www.youtube.com/>
- Reading Quest <https://www.readingquest.org/>
- Scholastic [scholastic.com](https://www.scholastic.com)
- Teaching Tolerance [teachingtolerance.org](https://www.teachingtolerance.org)
- History Channel <https://www.history.com/>
- Smithsonian <https://www.si.edu/>
- Ted Ed <https://ed.ted.com/>
- BBC History <http://www.bbc.co.uk/history/forkids/>
- Britannica <https://www.britannica.com/>

Videos:

- What was Feudalism? | 4 Minute History - <https://youtu.be/EUzRNp7OucQ>
- Fall of The Roman Empire...in the 15th Century: Crash Course World History #12 - <https://youtu.be/3PsZVWZNWVA>
- Medieval Europe: Crash Course European History #1 - <https://youtu.be/rNCw2MOfnLQ>
- The Dark Ages...How Dark Were They, Really?: Crash Course World History #14 - <https://youtu.be/QV7CanyzhZg>
- Ancient & Medieval Medicine: Crash Course History of Science #9 - <https://youtu.be/iGiZXQVGpbY>
- The Crusades - Pilgrimage or Holy War?: Crash Course World History #15 - <https://youtu.be/X0zudTQelzI>
- Cathedrals and Universities: Crash Course History of Science #11 - <https://youtu.be/0wDILwLIFeI>
- The Vikings! - Crash Course World History 224 - <https://youtu.be/Wc5zUK2MKNY>
- Europe: The First Crusade - The People's Crusade - Extra History - #1 - <https://youtu.be/HIs5B2U7US0>
- Europe: The First Crusade - Peter the Hermit - Extra History - #2 - <https://youtu.be/aAodRUPN7IE>
- Europe: The First Crusade - A Good Crusade? - Extra History - #3 - https://youtu.be/pI5_idvxm18
- Europe: The First Crusade - Men of Iron - Extra History - #4 - <https://youtu.be/UdzsMEHUBrQ>
- Europe: The First Crusade - Siege of Antioch - Extra History - #5 - <https://youtu.be/ZvUibFUJFKM>
- Europe: The First Crusade - On to Jerusalem - Extra History - #6 - <https://youtu.be/oyYGLoo3bj0>
- Europe: The First Crusade - Lies - Extra History - <https://youtu.be/15KhdeIc0EI>
- How clean were Medieval people? - <https://youtu.be/Ue6KrclRvY8>
- Why You Wouldn't Survive In Medieval time - <https://youtu.be/DEfPkQDC-Ug>
- Medieval Europe Geography by Instructomania - <https://youtu.be/1rlZVQ2OtEo>
- The Story of Magna Carta - <https://youtu.be/9zT4hkAxxLg>
- What Made the Spanish Inquisition So Horrible? - <https://youtu.be/9aKCxOlPKNo>

Stage 2 – Assessment Evidence

Pre-Assessments:

- LinkIt! Test: World History Content Pre Assessment
- Class Surveys

Formative Assessments:

- Oral discussion
- Pair share
- Quick draw
- Word splash
- Whiteboard splash
- Video clip summary
- Paraphrase this
- Vocabo-ball
- What ifs?
- Why ask Why?
- Sticky Note Categorization
- Star My Notes
- Top Ten List
- Confer, Compare, Clarify
- Jigsaw Activities
- Do Now
- Summaries

Summative Assessments:

- Unit Tests
- Research Paper
- Class Survey

Performance Task(s):

- Create a map of the various “roads” traveled during the crusades by each Empire.
- Create a comparative model of Covid-19 cell structure and the Bubonic Plague cell structure.
- Create a 3D model of a feudal society in 1400.

Stage 3 – Learning Plan

Google Folders contain suggestions for learning activities:

■ **World History II Resource Folder**

https://drive.google.com/drive/folders/1EUzpjSaGX2Rpz5XNGK_3K1FPR5MN5ndA

Middle Age

- Students can work in a small group or pair to complete the reading of different sections and work together to answer the questions.
- Students can create a Modern Magna Carta. Ask students to write ideas they feel the government should change to improve society and government. This information could be sent to either local, state, or federal government officials.
 - Students can also take the ideas and principles applied in this activity and create their own set of rules for the classroom and/or school
- Students can analyze the geography activity on page 659.
- Students can analyze the primary sources for the Crusades on page 702-703.
- Read and answer the questions from the reading/text.
- Introductory Activities:
 - Who should have the ultimate power of a society, religious leaders or government officials? Why? Share answers and discuss.
 - Have students determine the impact of the struggle between rulers and religious leaders on Europe.
 - Have students describe what changes the local government needs to improve Neptune (i.e. police, township activities, road construction/improvement...).
 - Also ask students to explain how they would do things if they had their druthers (choice). After sharing, students can complete the reading by either completing the section assessment questions or complete the worksheet for the section.
 - Next, students could be asked if what the English nobles did was right. Have the students explain.
 - Ask students, “Should religion endorse violence? Explain.”
 - Ask students if they can support their answer with information from the Bible.
 - After sharing, inform students that Christianity used the Bible to justify the Crusades. After sharing, students can complete the reading by either completing the section assessment questions or complete the worksheet for the section.
 - Crusaders/Terrorist Brainstorm:
 - Have students list the motivations terrorists use to commit the atrocities against their “enemies”.
 - List the responses on the board.
 - Then compare these motivations against those used by the Crusades.
 - Have the students explain why there is a similarity with these two different groups.
 - Have students answer, “Which European country was once ruled by a Muslim

leader?”

- Share and discuss. After sharing, students can complete the reading by either completing the section assessment questions or complete the worksheet for the section.
- After the students complete the activities, ask students if the actions taken by the Spanish (Reconquista) were justified. Share answers.
- Open ended questions:
 - Which would you prefer, freedom or security? Explain.
 - Why did religious leaders feel they should be the ultimate power of a place?
 - How did the signing of the Magna Carta influence Europe?
 - What impact did the Crusades have on Europe and its surrounding civilizations?
 - How did the Muslim occupation of Spain influence future Spanish culture?
 - How did the Muslim occupation of Spain influence Europe?
 - How does disease impact a civilization?

The Crusades

- On page 667 of the textbook, students will analyze the routes used for the Crusades.
- In addition to answering the questions, students can also answer:
 - Why do you feel some of the Crusade forces only went to Constantinople?
 - What was Constantinople’s function for this region?
- Muslim Influence
 - Students can chart the many aspects of Muslim culture in Spain (racial, social, engineering, science, technology, religious...).
- The Bubonic Plague
 - After completing this activity, have students pick two effects of the Black Plague on Europe and explain how it impacted Europe.
 - Students can work in a small group or pair to complete the reading of different sections of the textbook and work together to answer the questions.
 - In small groups, students can explain the importance of banks on modern and medieval society.
 - In cooperative learning groups, students can explain the characteristics of gothic architecture.
 - In cooperative learning groups, students can analyze the visuals on page 700 in the textbook.
- Students will participate in a Bubonic Plague simulation using a deck of cards. Students will have the role of a peasant, knight, or lord in a feudal society.
 - Each social class will be looking for something ie: food, gold, honor, etc. One student will have a card that is labeled as a rat to indicate the plague
 - Students will secretly trade cards with one another to try and obtain their wants/needs while also distributing the plague card. At the end of each round, students who had the plague card will have contracted the virus and be asked to sit down.

- Discussion of the simulation and how it demonstrated the spread of diseases will take place after 3 rounds.
- Do Now/Follow up Questions:
 - Why is trade important? Share and discuss.
 - Why were banks needed? Share and discuss.
 - Explain the characteristics of gothic architecture.
 - Why do nations go to war (either ancient or modern)? Share and discuss.
 - Students are to list different diseases they have heard about. Additionally, what impact these diseases had on people. What conditions lead to the spread of these diseases? Share and discuss.

Pacing Guide

Time	Unit	Standards
10 Weeks	The Roman Empire and Mediterranean World: Roman, Republic (4 weeks), Roman Empire (4 weeks)	6.2.8.GeoPP.3.a, 6.2.8.GeoPP.3.b, 6.2.8.GeoHE.4.a, 6.2.8.GeoHE.4.b, 6.2.8.GeoHE.4.c, 6.2.8.GeoHP.4.b, 6.2.8.HistoryCC.2.b, 6.2.8.HistoryCC.3.a, 6.2.8.HistoryUP.3.c, 6.2.8.HistoryCC.4.f, 6.2.8.CivicsDP.3.a, 6.2.8.CivicsDP.3.b, 6.2.8.EconGE.3.a, 6.2.8.HistoryCA.3.a, 6.2.8.HistoryCA.3.b
	Byzantine (2 weeks)	6.2.8.CivicsPI.3.a, 6.2.8.CivicsPI.4.a, 6.2.8.EconEM.3.a, 6.2.8.HistoryCC.4.b, 6.2.8.HistoryUP.3.a, 6.2.8.GeoHE.4.c
10 Weeks	The Middle East and Islam (3 Weeks)	6.2.8.GeoPP.3.a, 6.2.8.GeoPP.3.b, 6.2.8.GeoHE.4.a, 6.2.8.GeoHE.4.b, 6.2.8.GeoHE.4.c, 6.2.8.GeoHP.4.a, 6.2.8.GeoHP.4.b, 6.2.8.GeoHE.4.c, 6.2.8.GeoHP.4.c, 6.2.8.CivicsPI.4.a
	Africa (3 Weeks)	6.2.8.HistoryUP.3.c, 6.2.8.HistoryCC.4.g, 6.2.8.CivicsPI.4.a, 6.2.8.HistoryCC.4.b, 6.2.8.CivicsHR.3.a, 6.2.8.HistoryUP.3.a, 6.2.8.GeoHE.4.b, 6.2.8.GeoGI.4.a
	Medieval China (4 weeks)	6.2.8.HistoryUP.3.b, 6.2.8.GeoHP.4.b, 6.2.8.GeoHP.4.c, 6.2.8.GeoHE.4.b, 6.2.8.CivicsPI.4.a, 6.2.8.GeoHE.4.b, 6.2.8.GeoHE.4.c, 6.2.8.GeoSV.4.a
10 Weeks	Ancient American Civilizations: Central America (4 Weeks) South America (2 Week) North America (2 Weeks)	6.2.8.GeoPP.3.a, 6.2.8.GeoPP.3.b, 6.2.8.GeoHE.4.a, 6.2.8.GeoHE.4.b, 6.2.8.GeoHE.4.c, 6.2.8.GeoHP.4.a, 6.2.8.GeoHP.4.b, 6.2.8.GeoHE.4.c, 6.2.8.GeoGI.4.a

	Feudal Japan (2 weeks)	6.2.8.HistoryUP.3.c, 6.2.8.HistoryCC.4.g, 6.2.8.CivicsPI.4.a, 6.2.8.HistoryCC.4.b, 6.2.8.CivicsHR.3.a, 6.2.8.HistoryUP.3.a, 6.2.8.HistoryUP.3.b, 6.2.8.GeoHE.4.a, 6.2.8.GeoHE.4.b, 6.2.8.GeoHE.4.c, 6.2.8.EconNE.4.a
10 Weeks	Feudalism (2 weeks)	6.2.8.GeoPP.3.a, 6.2.8.GeoPP.3.b, 6.2.8.GeoHE.4.a, 6.2.8.GeoHP.4.b, 6.2.8.HistoryCC.2.b, 6.2.8.HistoryCC.3.a, 6.2.8.GeoHE.4.b, 6.2.8.HistoryUP.3.c, 6.2.8.HistoryCC.4.f, 6.2.8.CivicsDP.3.a, 6.2.8.HistoryCC.4.d, 6.2.8.HistoryCC.4.e, 6.2.8.HistoryCC.4.a, 6.2.8.CivicsPI.4.a, 6.2.8.GeoHE.4.c, 6.2.8.EconNE.4.a
	The Middle Ages (6 weeks)	6.2.8.EconGE.3.a, 6.2.8.HistoryCC.4.g, 6.2.8.CivicsPI.4.a, 6.2.8.HistoryCC.4.b, 6.2.8.CivicsHR.3.a, 6.2.8.HistoryCC.4.f, 6.2.8.HistoryCC.4.g, 6.2.8.HistoryCC.4.a, 6.2.8.CivicsDP.4.a, 6.2.8.GeoHE.4.b, 6.2.8.GeoHE.4.c, 6.2.8.EconNE.4.a
	Bubonic Plague (2 weeks)	6.2.8.HistoryCC.4.c, 6.2.8.HistoryCC.4.g, 6.2.8.CivicsPI.4.a, 6.2.8.GeoHE.4.b, 6.2.8.GeoHE.4.c, 6.2.8.EconNE.4.a

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