

**Guttenberg School District**

<b>Course:</b> World History <b>Grade Level:</b> 8th		<b>Time Frame:</b> 3 Weeks		
<b>Unit of Study:</b> Geography and Skills				
<b>Essential Questions:</b>				
<ol style="list-style-type: none"> <li>1. How does geography influence lifestyle and point of view?</li> <li>2. How do geography, climate, and natural resources affect the way people live and work?</li> <li>3. What story do maps and globes tell?</li> <li>4. What makes places unique and different?</li> <li>5. How do maps and globes reflect history, politics, and economics?</li> </ol>				
<b>Curriculum is aligned with:</b>				
<b>Enduring Understandings Students will understand that:</b>	<b>Assessment/ Performance Evidence</b>	<b>Strategies to Teach Skills/Concepts</b>	<b>Terminology/ Vocabulary</b>	<b>Resources/Materials for Instruction</b>
Geography influences needs, culture, opportunities, choices, interests, and skills.	Geography Diagnostic  5 Themes of Geography Project  Basic Geography Skills-workouts, handouts, and tasks based around maps, time, and geography  Personal Timeline  Ancient Civilization World Tour	Discussions Small Group Discussions Cooperative learning activities Student research Individual activities and projects (Differentiated instruction) Learning Centers Long-term projects Multi-media presentations Internet research Homework	area, atlas, continent, compass rose, latitude, longitude, Equator, hemisphere, legend, map key, map projection, meridian, parallel, Prime Meridian, scale, Tropic of Cancer, Tropic of Capricorn	SmartBoard  Ancient World Atlas-Nystrom  Ancient Content Reader  Dictionary  Daily Geography Practice Workbook

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	Quiz			
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<b>Course:</b> World History <b>Grade Level:</b> 8th	<b>Time Frame:</b> 2 Weeks
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**Unit of Study:** Origins of Mankind: Archaeology and Early Man

- Essential Questions:**
1. What are the similarities and differences between the social organization of early hunters/gatherers and those who lived in early agrarian societies?
  2. How did the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and impact their lives and help shape their societies?
  3. How did nomadic and agrarian societies use land and natural resources?
  4. What impact did the agricultural revolution (including the impact of food surplus from farming) have on population growth and the subsequent development of civilizations?
  5. How did technological advancements impact hunter/gatherer and agrarian societies?
  6. How do the pre-agricultural and post-agricultural periods compare in terms of relative length of time?
  7. How does the development of language and forms of writing relate to the expression of ideas, creation of cultural identity, and development of more complex social structures?
  8. How are archaeological discoveries used to develop and enhance understanding of life prior to written records?

**Curriculum is aligned with:**  
**NJCCCS**  
6.2.8.A.1.a  
Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.  
6.2.8.B.1.a  
Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.  
6.2.8.B.1.b  
Compare and contrast how nomadic and agrarian societies used land and natural resources.  
6.2.8.C.1.a  
Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.  
6.2.8.C.1.b  
Determine the impact of technological advancements on hunter/gatherer and agrarian societies.  
6.2.8.D.1.a

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Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

6.2.8.D.1.c

Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

**Common Core**

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

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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

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

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

Enduring Understandings Students will understand that:	Assessment/ Performance Evidence	Strategies to Teach Skills/Concepts	Terminology/ Vocabulary	Resources/Materials for Instruction
1. Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.	Map Activity-Early Man  Archaeological dig simulation  Cave Art- students	Discussions Small Group Discussions Cooperative learning activities Student research Individual activities and projects (Differentiated instruction) Learning Centers	Prehistory, archaeology, artifact, migrate, technology, domesticate, excavation site, agriculture,	SmartBoard  Ancient World Atlas-Nystrom  Ancient Content Reader

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<p>2. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.</p> <p>3. Archaeology provides historical and scientific explanations for how ancient people lived.</p>	<p>look up the cave art of Lascaux, France and create their own</p> <p>Flintstones Letter- Write a letter to Hannah Barbera telling them the mistakes they have made historically when creating the Flintstones.</p> <p>Quiz</p>	<p>Multi-media presentations Internet research Homework</p>	<p>surplus, nomad</p>	<p>Dictionary</p> <p>Early Humans Interdisciplinary Thematic Unit</p> <p>Flintstones Episode</p> <p>Shoebox archaeological site</p>
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**Course:** World History

**Time Frame:** 8 Weeks

**Grade Level:** 8th

**Unit of Study:** Ancient River Valley Civilizations: Mesopotamia, the Fertile Crescent, Egypt, The Hebrews and Phoenicia

**Essential Questions:**

1. Why did different ancient river valley civilizations develop similar forms of government?
2. How did codifying laws meet the needs of ancient river valley societies?
3. What role did slavery play in the economic and social structures of ancient river valley civilizations?
4. To what extent did geography influence settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations?
5. How do the physical and political maps of ancient river valley civilizations compare to their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China) and explain the geopolitical impact of these civilizations, then and now?
6. How did technological advancements lead to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations?
7. What was the impact of religion on daily life, government, and culture in various ancient river valley civilizations?
8. How did the development of written language transform all aspects of life in ancient river valley civilizations?
9. What factors led to the rise and fall of various ancient river valley civilizations and was there was a common pattern of growth and decline?
10. Which of the major achievements of the ancient river valley civilizations represent the most enduring legacies?

**Curriculum is aligned with:**

**NJCCCS**

6.2.8.D.1.b

Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.

6.2.8.A.2.a

Explain why different ancient river valley civilizations developed similar forms of government.

6.2.8.A.2.b

Explain how codifying laws met the needs of ancient river valley societies.

6.2.8.A.2.c

Determine the role of slavery in the economic and social structures of ancient river valley civilizations.

6.2.8.B.2.a

Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.

6.2.8.B.2.b

Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.

6.2.8.C.2.a

Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.

6.2.8.D.2.a

Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.

6.2.8.D.2.b

Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.

6.2.8.D.2.c

Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.

6.2.8.D.2.d

Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.

**Common Core**

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

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

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CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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

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

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

<b>Enduring Understandings Students will understand that:</b>	<b>Assessment/ Performance Evidence</b>	<b>Strategies to Teach Skills/Concepts</b>	<b>Terminology/ Vocabulary</b>	<b>Resources/Materials for Instruction</b>
<p>1. Ancient river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India]) developed due to favorable geographic conditions.</p> <p>2. They created centralized systems of government and advanced societies.</p> <p>3. Language, literature and the arts reflect the values and beliefs of a civilization.</p> <p>4. Competition for scarce resources may lead to conflict and</p>	<p>Map Activity - students label important Mesopotamian sites on an outline map</p> <p>Cuneiform writing - students write messages using the cuneiform alphabet and then take turns translating their peers' messages back into English</p> <p>Hammurabi's Code - students review Hammurabi's Code and then draft a code of laws for Guttenberg</p> <p>City-States - students create (alone or in groups) their own Mesopotamian city-state based on the layout and buildings that were standard at the time</p> <p>Map Activity - students label important Egyptian sites on an outline map</p>	<p>Create maps and tools to answer geographical problems.</p> <p>Identify main idea and summarize from reading.</p> <p>Interpret visual images, graphs, maps, tables and timelines.</p> <p>Predict consequences of events.</p> <p>Formulate questions and hypothesis from multiple perspectives.</p> <p>Identify ancient</p>	<p>Fertile Crescent, Mesopotamia, Civilization, fertile, Irrigation, city-state, artisan</p> <p>cataracts, delta, pharaoh, dynasty, Old Kingdom, Khufu, nobles, afterlife, mummies, elite, pyramids, engineering, Middle Kingdom, New Kingdom, Queen Hatshepsut, Ramses the Great, hieroglyphics, papyrus, Rosetta Stone, obelisk, stela</p>	<p>SmartBoard</p> <p>Ancient World Atlas-Nystrom</p> <p>Ancient Content Reader</p> <p>Dictionary</p> <p>Egypt Interdisciplinary</p> <p>Thematic Unit</p> <p>PBS Egypt's Golden Empire</p>



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<p>struggle.</p> <p>5. Development of a strong infrastructure can strengthen a civilization.</p> <p>6. Movement of goods, people, and ideas are conduits for cultural change.</p>	<p>Informative Writing Piece <i>Nile Floods</i> - students work in groups to draft newspaper articles about the impact of the annual Nile floods on various people in Egypt</p> <p>Hieroglyphic Writing - students write messages in hieroglyphics and then take turns translating their peers' messages</p> <p>Egyptian Mythology - students read a variety of Egyptian myths and then present them to the class</p> <p>Pharaoh's Project</p> <p>Egyptian Culture - students work in groups to prepare museum exhibits for a fictitious teen-oriented museum on a variety of Egyptian topics</p> <p>Egyptian Government - students create a Venn diagram comparing the United States government to the ancient Egyptian government</p> <p>Ten Commandments - students compare the 10 Commandments to religious/governmental rules in Egypt and Mesopotamia</p>	<p>contributions to the present world.</p> <p>Determine relationships of people, environment and economic/political systems.</p> <p>Compare regions on their geography, social, economic and political systems.</p>		
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	<p>Phoenician Trade - students participate in a trading simulation based on historically accurate Phoenician trade routes and trade goods</p> <p>Ancient Middle Eastern Civilizations Presentation</p> <p>Quiz/Test</p>			
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Course: World History

Time Frame: 4 Weeks

Grade Level: 8th

Unit of Study: Ancient Civilizations: India and China

**Essential Questions:**

1. What are the key elements of Hinduism? Buddhism?
2. Why do we know so little of this ancient civilization?
3. What inventions from Ancient China do we still use today? How do Confucius teachings still impact China and other Asian countries today?  
How are the ancient civilizations alike and different?
4. How did geography influence the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world?
5. How did maritime and overland trade routes (i.e., the African caravan and Silk Road) impact urbanization, transportation, communication, and the development of international trade centers?
6. What were the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty?
7. What are the major technological innovations and cultural contributions of the civilizations of this period and which represent their enduring legacies?

**Curriculum is aligned with:**

**VJCCCS**

3.2.8.A.3.a

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

3.2.8.A.3.b

Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

3.2.8.A.3.e

Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.

3.2.8.B.3.a

Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural

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systems of each of the classical civilizations and provided motivation for expansion.

3.2.8.C.3.a

Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.

3.2.8.C.3.b

Explain how the development of a uniform system of exchange facilitated trade in classical civilizations

3.2.8.C.3.c

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.

3.2.8.D.3.a

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

3.2.8.D.3.b

Relate the Chinese dynastic system to the longevity of authoritarian rule in China.

3.2.8.D.3.c

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

3.2.8.D.3.e

Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

3.2.8.D.3.f

Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

### Common Core

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

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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

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

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

Enduring Understandings Students will understand that:	Assessment/ Performance Evidence	Strategies to Teach Skills/Concepts	Terminology/ Vocabulary	Resources/Materials for Instruction
<p>1. India's rich history and culture are important parts of the world's cultural legacy</p> <p>2. China's cultural and scientific contributions to the world</p> <p>3. The emergence of empires resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</p> <p>4. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.</p>	<p>Chart the key components of Hinduism and Buddhism.</p> <p>Use a Venn diagram comparing Hinduism and Buddhism</p> <p>Map the importance of Indus River to civilization with pictures and major events.</p> <p>Create a Character Sketch of Confucius. Include how his teachings impacted Chinese society.</p> <p>Design and construct a kite or tea lamp using</p>	<p>Create appropriate maps and other tools to solve, illustrate or answer geographical problems.</p> <p>Identify main ideas, take notes, enter data, paraphrase, and summarize main ideas from reading.</p> <p>Interpret literal, inferential, analytical reading of visual images, graphs, maps, tables and timelines.</p> <p>Predict probable consequences of historical events.</p> <p>Formulate historical questions and hypothesis from multiple perspectives using multiple sources.</p>	<p>subcontinent, Sanskrit, caste system, Hinduism, reincarnation, karma, fasting, meditation, Nirvana, Buddha, Asoka</p> <p>dynasty, Confucius, lords, peasants, ethics, Daoism, silk, Silk Road, Mongols</p>	<p>SmartBoard</p> <p>Ancient World Atlas-Nystrom</p> <p>Ancient Content Reader</p> <p>Dictionary</p>

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<p>5. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.</p>	<p>Chinese cultural symbols. Display at school.</p> <p>You are a reporter for the "Ancient China Times." A worker has died while helping to build the Great Wall of China. Write an article on the toll of human lives the building of the wall took.</p> <p>Construct a timeline of the Chinese Dynasties including pictures.</p> <p>Quiz/Test</p>	<p>Identify the contributions that ancient peoples have contributed to the present world.</p> <p>Determine the cause and effect relationships and their impact on people, their environment and economic/political systems.</p> <p>Compare and contrast regions based on their geography, social, economic and political systems.</p>		
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**Course:** World History

**Time Frame:** 10 weeks

**Grade Level:** 8th

**Unit of Study:** Classical Civilizations: Greece and Rome

**Essential Questions:**

1. What are the similarities and differences between the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires?
2. What are the similarities and differences between the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations?
3. What were the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution?
4. What are the similarities and differences in the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and how do/did citizens perceive the principles of liberty and equality then and now?
5. What are the similarities and differences between the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system?
6. How did geography and the availability of natural resources influence the development of the political, economic, and cultural systems of each of the classical civilizations and provide motivation for expansion?
7. How did geography and the availability of natural resources lead to both the development of Greek city-states and to their demise?
8. What impact did expanding land and sea trade routes through the Mediterranean Basin, India, and China have on the societies that participated in them?
9. How did the development of a uniform system of exchange facilitate trade in classical civilizations?
10. How did classical civilizations use 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?
11. What are the similarities and differences between the social hierarchies in classical civilizations as they relate to power, wealth, and equality?
12. How does the Chinese dynastic system relate to the longevity of authoritarian rule in China?
13. What are the common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China?
14. What are the similarities among the golden ages of Greece, Rome, India, and China, and what major achievements

represent their world legacies?

15. What are the similarities and differences among the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization?

16. How did religions, mythologies, and other belief systems shape the values of classical societies?

**Curriculum is aligned with:**

**NJCCCS**

**6.2.8.A.3.a**

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

**6.2.8.A.3.b**

Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

**6.2.8.A.3.c**

Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

**6.2.8.A.3.d**

Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.

**6.2.8.A.3.e**

Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.

**6.2.8.B.3.a**

Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

**6.2.8.B.3.b**

Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.

**6.2.8.C.3.b**

Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.



6.2.8.C.3.c

Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.D.3.d

Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.

6.2.8.D.3.f

Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

**Common Core**

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

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

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

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

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

Enduring Understandings Students will understand that:	Assessment/ Performance Evidence	Strategies to Teach Skills/Concepts	Terminology/ Vocabulary	Resources/Materials for Instruction
1. Classical civilizations developed and	Map Activity - students label important Greek	Identify cause and effect relationships.	polis, acropolis, democracy,	SmartBoard

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<p>expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.</p> <p>2. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.</p> <p>3. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</p> <p>4. A society's beliefs and values system affects its historical accomplishments.</p> <p>5. Physical geography affects the development</p>	<p>sites on an outline map</p> <p>City-states - students will draw a map of a typical Greek city-state and compare it to earlier cities</p> <p>Greek Assembly - students will debate a current school issue using the procedures followed by the Greek Assembly</p> <p>Peloponnesian War - students will prepare a poster or brochure that attempts to convince city-states to join either the Delian or Peloponnesian Leagues</p> <p>Mock Trial - students will re-try the case of Socrates using the trial procedures used in ancient Greece</p> <p>Greek Mythology - students will read a variety of Greek myths and present them to the</p>	<p>Classify items in categories: find patterns.</p> <p>Record information by note-taking/mapping/graphing.</p> <p>Summarize information from readings, videos and other historical sources.</p> <p>Present evidence to argue in support of or against an issue under consideration.</p> <p>Identify primary and secondary sources.</p> <p>Analyze the values implied in the sources of information.</p> <p>Predict probable consequences of historical events.</p> <p>Interpret maps, charts, graphs, tables, timelines, etc.</p>	<p>aristocrats, oligarchy, citizens, tyrant, Pericles, mythology, Homer, Aesop, fables, Persian Wars, cavalry, Darius I, Xerxes I, alliance, Peloponnesian War, phalanx, Alexander the Great, Hellenistic, Socrates, Plato, Aristotle, reason</p> <p>Aeneas, Remus and Romulus, republic, dictators, Cincinnatus, plebeians, patricians, consuls, Forum, checks and balances, legions, Punic Wars, Hannibal, Spartacus, Julius Caesar, Pompey, Augustus, Pax Romana, aqueduct, civil law, crucifixion,</p>	<p>Ancient World Atlas-Nystrom</p> <p>Ancient Content Reader</p> <p>Dictionary</p> <p>Ancient Greece and Rome Interdisciplinary Units</p>
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<p>and growth of societies around the world.</p> <p>6. Military conquest shapes the economy of a nation.</p> <p>6. Ancient civilizations adapt their government to fit the needs of their society.</p> <p>7. Values drive traditions, beliefs, and morals to shape culture and may lead to unification.</p> <p>8. Humans develop and continually improve on tools and other technologies to more efficiently meet the needs of society.</p>	<p>class</p> <p>Map Activity - students will label important Roman sites on an outline map</p> <p>Rome in the Mass Media - students will view video clips that portray ancient Rome and will evaluate the clips for accuracy, entertainment value, and educational value</p> <p>Patricians vs. Plebeians - students will randomly be assigned to be either a patrician or plebeian and will be given freedoms/restrictions based on their category for the class period -- followed by a discussion of the importance of civil rights</p> <p>Roman Culture - students will complete a WebQuest about Roman culture</p>		<p>corruption,</p>	
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	<p>Roman Mythology - students will read a variety of Roman myths and present them to the class</p> <p>Roman Entertainment - students will participate in a simulation of typical Roman entertainment (using video/computer resources)</p> <p>Quiz/Test</p>			
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**Course:** World History  
**Grade Level:** 8th

**Time Frame:** 5 Weeks

**Unit of Study:** Europe in the Middle Ages

**Essential Questions:**

1. How is power distributed throughout a society?
2. Why do political leaders often ally with religious institutions?
3. What happens when a power struggle occurs between political and religious leaders?
4. What happens when central authority weakens?
5. Can an institution be corrupt, but at the same time make valuable contributions to society?
6. How can religious institutions preserve and create culture?
7. How did chivalry positively affect feudal society?
8. How did technological advancements improve societies in the Middle Ages?
9. How can an epidemic such as the bubonic plague affect political and religious institutions?
10. How did the Middle Ages end?

**Curriculum is aligned with:**

**NJCCCS**

6.2.8.A.4.c

Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.

6.2.8.A.4.a

Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.B.4.e

Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

6.2.8.B.4.g

Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations.

6.2.8.C.4.e

Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology

innovation, and impacted scientific thought and the arts.

6.2.8.D.4.b

Analyze how religion both unified and divided people.

6.2.8.D.4.c

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

6.2.8.D.4.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.D.4.e

Assess the demographic, economic, and religious impact of the plague on Europe.

6.2.8.D.4.f

Determine which events led to the rise and eventual decline of European feudalism.

6.2.8.D.4.h

Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

6.2.8.D.4.j

Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

### **Common Core**

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

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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

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in print and digital texts.

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

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

Enduring Understandings Students will understand that:	Assessment/ Performance Evidence	Strategies to Teach Skills/Concepts	Terminology/ Vocabulary	Resources/Materials for Instruction
<p>The cultural and scientific contributions during the Middle Ages lead to the modern age of civilization.</p>	<p>Students create a coat-of- arms representing themselves as a vassal or medieval lord</p> <p>Choose a person representing a specific position in the feudal system. Write a poem from their point of view.</p> <p>Feudal System Simulation</p> <p>The Plague Simulation</p> <p>Quiz/Test</p>	<p>Identify cause and effect relationships.</p> <p>Record information by note-taking/mapping/graphing.</p> <p>Summarize information from readings, videos and other historical sources.</p> <p>Present evidence to argue in support of or against an issue under consideration.</p> <p>Identify primary and secondary sources.</p> <p>Analyze the values implied in the sources of information.</p> <p>Predict probable consequences of historical events.</p> <p>Interpret maps, charts, graphs, tables, timelines, etc.</p>	<p>Middle Ages, medieval, monasteries, Charlemagne, knights, vassals, lords, manor, serfs, William the Conqueror, chivalry, feudalism, Crusades, Magna Carta, King Richard, Thomas Aquinas, Saladin, clergy, friars, Parliament, Hundred Years' War, Joan of Arc, The Black Death/plague, heresy,</p>	<p>SmartBoard</p> <p>Modern Content Reader</p> <p>Dictionary</p>

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