

Course: *World Civilizations*
Unit #3: *Transitions in Culture*

Year of Implementation: 2022-2023

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

Unit Standards

- **Content Standards**

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.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.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.GeoPP.3.b: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the 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).

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.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.

- **21st Century Life & Career Standards**

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

- **English Companion Standards**

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

- **Interdisciplinary Content Standards**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

- **NJ Statutes:**

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Transfer Goal: Students will be able to independently use their learning to and work collaboratively as they apply their knowledge from emerging empires to address and solve present day social issues such as religious conflict, social inequities, political instability, and issues arising from globalization.

As aligned with LRHSD Long Term Learning Goal(s):

1. Choose and analyze appropriate sources to gain content knowledge
2. Apply acquired content to connect past and present day events
3. Collaborate and interact with others in a diverse and ever-changing world
4. Independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics
5. Communicate effectively through written, oral, and visual means

Enduring Understandings

Students will understand that . . .

EU 1

religious development reflects a culture's perceived needs and norms.

EU 2

key communal, political, and cultural innovations evolve over time

EU 3

conflict is the result of the perceived need for political, economic, or social change by a population.

EU 4

social classes are established by the economic, political, and cultural distinctions among people.

EU 5

contact between societies results in cultural exchanges both positive and negative.

Knowledge

Students will know . . .

Essential Questions

EU 1

- How does religion reflect cultural norms?
- How do religions emerge?
- How do cultural institutions impact faith and beliefs?

EU 2

- How does communal identity develop?
- How can cultural developments impact identity?
- How do political structures reflect cultural values?

EU 3

- Why do societies wage war?
- Why do societies change over time?
- How can conflict change communities' cultural and political institutions?

EU 4

- Why are social classes established?
- How can social norms change over time?
- How do people respond to social classes?

EU 5

- How do different societies exchange ideas over time and distance?
- How does culture evolve from globalization?
- How can globalization cause conflict?

Skills

Students will be able to . . .

EU 1

- the development of the major religions/philosophies of the regions discussed.(6.2.8.HistoryCC.3.a)
- the key terms and concepts of these religions/philosophies. (6.2.8.HistoryUP.3.c)

EU 2

- the continuity and changes over time as related to society and government. (6.2.8.CivicsPI.3.a)
- the development of trade routes such as the Silk Roads. (6.2.8.GeoPP.3.a)
- the effects of the Indo-European migrations. (6.2.8.GeoPP.3.b)

EU 3

- the rise and fall of the city-states of Southwest Asia.(6.2.8.GeoPP.3.b)
- the timelines of the Egyptian kingdoms and Chinese dynasties.(6.2.8.HistoryUP.3.a)
- the rise and fall of the Mauryan and Gupta Empires. (6.2.8.HistoryCA.3.b)

EU 4

- how the caste system developed. (6.2.8.HistoryUP.3.a)
- the Chinese civil service exam and its impact on society. (6.2.8.CivicsPI.3.a)

EU 5

- the spread of religions/philosophies to points outside of origin. (6.2.8.HistoryUP.3.c)
- effects of new trade routes. (6.2.8.GeoPP.3.a)
- effects of mass migrations.(6.2.8.GeoPP.3.a)

EU 1

- chart the key elements of the religions and philosophies. (6.2.8.HistoryCC.3.a)
- read and analyze primary sources to determine different points of view. (RH.9-10.9.)
- recognize and interpret different points of view. (RH.11-12.9)
- compare and contrast the credibility of differing ideas, elements, or accounts. (9.4.12.IML.8:)

EU 2

- read and analyze primary sources to determine different points of view (RH.9-10.9.)
- create timelines for the government transitions of various empires and kingdoms. (6.2.8.CivicsPI.3.a)
- develop a graphic organizer of Indo-European language contributions. (6.2.8.GeoPP.3.b)

EU 3

- compare and contrast the credibility of differing ideas, elements, or accounts. (9.4.12.IML.8:)
- create timelines for the government transitions of various empires and kingdoms.(6.2.8.HistoryUP.3.a)
- develop arguments that use evidence to support opinions on the rise and fall of differing empires. (RH.11-12.2)

EU 4

- read and analyze primary sources to determine different points of view. (RH.9-10.9.)
- chart the caste system. (6.2.8.HistoryUP.3.a)
- draw inferences from factual material.

EU 5

- map the different trade routes of the regions. (6.2.8.CivicsPI.3.a)
- identify key trade products and effects of movement. (6.2.8.GeoPP.3.a)

- the geographic expansion and changes of empire.(6.2.8.CivicsPI.3.a)

- develop a graphic organizer of Indo-European language contributions. (6.2.8.GeoPP.3.a)
- recognize and interpret different points of view. (RH.11-12.9)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Chart the key elements of Egyptian mythology, Judaism, Zoroastrianism, Hinduism, Buddhism, Confucianism, Taoism, Legalism. (A) (EU 1, 4)
- Analyze pieces of the Tao Te Ching and other Taoist works for clarity and connections to Taoist tenets. (A,M) (EU 1, 2)
- View and discuss Power Points covering the development of the governments of Egypt, Southwest Asia, India and China. (A) (EU 3)
- Map the different trade routes of the regions. (A) (EU 5)
- Chart the caste system. (A) (EU 1, 3, 4)
- Create timelines for the government transitions of various empires and kingdoms. (A) (EU 3)
- Map the natural barriers and natural resources of India, Southwest Asia, China, and Egypt. Using these maps, the students will create an argumentative constructive response detailing which one of these empires developed in the most ideal geographic location. (A, M) (EU 5)
- Debate the merits and/or shortcomings of each religion for the hypothetical conversion of an average American teenager. Students will work in groups in an attempt to sway this hypothetical teenager to convert to their assigned faith. This activity may be structured in a variety of ways. It will be important for the teacher to instruct students that this activity is not an attempt to convert any students within the classroom. It is suggested that students of these faiths be assigned to a different faith for the purpose of the project (A, M). (EU 1, 2)

- Write pen pal letters from the point of view of a Hindu worshipper and a Buddhist worshipper. Students will describe these faiths in the common language of an average teenager and exchange letters with one another. (A, M) (EU 1)
- Identify key trade products and effects of movement. This can be done through a series of graphic organizers and/or through the examination of a multitude of primary sources as provided by the textbook. (A, M) (EU 5)
- “Buddhist Travel Guide” Activity: Students will create a travel guide for traveling Buddhist Missionaries moving across the Silk Roads. The guide will map and describe both geographically and culturally the regions through which these missionaries will travel. (M) (EU 1)
- Compare the social impacts of the building of the Great Wall of China and modern large-scale government projects (i.e. Three Gorges Dam, Aswan High Dam). (M, T) (EU 2, 5)
- Create your own modern-day philosophy. Students will use their prior knowledge to create a personal philosophy in which will have a name, origin, beliefs, and duties that the followers will have to fulfill. Students should use the *common characteristics of a religion/philosophy* to construct a functional philosophy based on the life they live in. (T) (EU 1, 2, 5)
- Develop a webbed graphic organizer of Indo-European language contributions. (A) (EU 2)
- Create a travel brochure for the purpose of enticing tourists to visit “the ruins” of a specific location from one of the empires studied in this unit. Students will not only describe key attractions to view, but will explain the importance of visiting the ruins in the modern era. (T) (EU 1, 2, 3, 4, 5)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Origins of Humans	~~20-25 days
2	River Valley Civilizations	~~20-25 days
3	Transitions in Culture	~~20-25 days
4	The Classic Era	~~20-25 days
5	Empires in the Middle East	~~20-25 days
6	The Middle Ages/Medieval Europe	~~20-25 days

Instructional Materials

The teacher may include but are not limited to the following:

- Maps of empires
- The Tao of Pooh
- Tao Te Ching
- The Analects
- *Bhagavad Gita*
- <https://www.smithsonianmag.com/history/terra-cotta-soldiers-on-the-march-30942673/#:~:text=Near%20the%20unexcavated%20tomb%20of,for%20more%20than%202%2C000%20years.>
- *ManKind: The Story of All of Us*
- *Engineering an Empire*
- Primary Source Documents
- Textbooks:
 - Ancient World History

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.