

Course: *World Civilizations*
Unit #5: *Empires of the Middle East*

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.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.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

6.2.8.GeoHP.4.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.

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.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.

6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

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

6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

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

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

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

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

9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.

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.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience

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 the Empires of the Middle East to address and solve present-day social issues such as religious conflict, social inequities, and political instability.

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

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

EU 3

contact between societies results in cultural exchanges

Essential Questions

EU 1

- How does religion cause conflict?
- Why do new religions form?
- How does religion reflect cultural norms?
- How do cultural institutions impact faith and beliefs?

EU 2

- Why do different cultures establish different social hierarchies?
- How can social norms change over time?
- How do people respond to social classes?

EU 3

both positive and negative.

EU 4

access to resources impacts political, economic, and social development.

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

EU 4

- How does a need for resources drive the direction of a society?
- How does geography influence the development of a community?
- How do societies adapt to the environment around them?

Knowledge

Students will know . . .

EU 1

- the reasons Christianity splintered during the Byzantine era. (6.2.8.HistoryUP.3.c)
- key elements of Islam. (6.2.8.HistoryUP.3.c)
- the reasons Islam spread so quickly. (6.2.8.CivicsPI.4.a)
- key concepts in the comparison of the Abrahmic faiths. (6.2.8.HistoryUP.3.c)

EU 2

- the different social classes within the Byzantine and Islamic Empires. (6.2.8.HistoryCC.4.f)
- tolerate policies implemented under the Byzantine Empire. (6.2.8.HistoryCC.4.f)
- ways in which the class system affected each society. (6.2.8.HistoryCC.4.f)

Skills

Students will be able to. . .

EU 1

- compare and contrast Catholic and Orthodox Christianity. (6.2.8.HistoryUP.3.c)
- list the key tenets of Islam. (6.2.8.HistoryUP.3.c)
- map the expansion of Islam. (6.2.8.GeoHP.4.a)
- read and analyze primary source documents to determine different points of view. (RH.9-10.9.)
- test the validity of the information, using criteria as source, objectivity, technical correctness, and currency. (RH.9-10.1)

EU 2

- identify social classes within the Byzantine and Islamic Empires. (6.2.8.HistoryCC.4.f)
- evaluate primary sources written by members of different social classes. ((6.2.8.HistoryCC.4.f))

EU 3

- key contributions of Islamic culture that spread beyond their original boundaries. (6.2.8.GeoHP.4.c)
- important advancements of the Islamic Golden Era. (6.2.8.HistoryCC.4.g)
- reasons early Russia felt Byzantine influence. (6.2.8.CivicsPI.4.a)

EU 4

- reasons for the development of new trade patterns. (6.2.8.GeoHP.4.b)
- reasons Constantinople became a hub of commerce and culture. (6.2.8.HistoryCC.4.g)
- goals of Islamic expansion. (6.2.8.HistoryCC.4.e)

EU 3

- find evidence of Christian – Islamic cultural sharing. (6.2.8.HistoryCC.4.g)
- identify key technological advancements of Islamic culture (6.2.8.HistoryCC.4.g)
- recognize and interpret different points of view. (RH.11-12.2)

EU 4

- map the region that includes the Byzantine Empire. (6.2.8.GeoHP.4.a)
- draw inferences from factual material. (RH.9-10.1)
- compare and contrast the credibility of differing ideas, elements, or accounts. (RH.11-12.2)

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

- Map the Byzantine Empire and the Expansion of Islam. (A) (EU 4)
- Create a timeline of key events of the Byzantine Empire and rise of the Islamic Empire. (A) (EU 2, 3)
- Create a graphic organizer that compares and contrasts the Catholic and the Orthodox Church. Create a speech that argues the need to split and how it will affect the world. (A) (EU 1)
- Map the expansion of the Islamic Caliphate over time (A) (EU 4)
- Develop a timeline for the Rise of the Russian Empire. (A) (EU 3, 4)
- Compare changes in the Justinian Code from the old Roman laws (A, M) (EU 2)
- Create a graphic organizer containing the religions discussed. These would include Early Polytheism, Judaism, Hinduism, Taoism, Buddhism, Confucianism, and Islam. (A, M) (EU 1)
- **Read primary source documents on Justinian's Code. Students will work in small groups to evaluate effective and ineffective codes. Students will also brainstorm justifications for the writing of specific codes. (A, M) (EU 2)**
- Create a Venn diagram comparing and contrasting the Roman Empire and the Byzantine Empire. (A, M) (EU 1, 2, 3)
- Develop a constructed response advocating for the rule of Empress Theodora to be better recognized in history (A, M) (EU 2)
- Debate the merits and faults of both types of Christianity in a persuasive "Letter to the Editor" of the Constantinople Courier. (A, M) (EU 1)
- Develop a presentation highlighting the change of Hagia Sophia, the Byzantine Orthodox Church into the Blue Mosque or the Sultan Ahmed Mosque. (A, M) (EU 1)
- **Read excerpts from *A Thousand and One Arabian Nights* and create a list of the cultural innovations in math and science mentioned throughout the text as a Think-Pair-Share activity. (A, M) (EU 3)**
- Rank the causes for the collapse of the Byzantine Empire in order of significance after viewing presentation of this material. Compare in a Think-Pair-Share activity. (A, M) (EU 3)
- Create a chart and map showing the different goods and ideas that were exchanged between the Byzantine Empire and the Islamic Caliphate. Show the goods and ideas that were carried outside of the region to Europe, Asia and Africa. (A, T) (EU 3, 4)
- Diagram the social class systems of the Byzantine Empire and the Islamic caliphate. Use this information to write letters between lower class people in Baghdad and Constantinople describing their lives, as well as a set of letters between upper class people in the same cities. Each letter should include an explanation of jobs, living conditions and what is good/bad about where these individuals live. (M) (EU 2)
- **Write a "pen pal" letter to a friend in the Byzantine Empire about being a Muslim in the contemporary Islamic Empire. Students will have to describe the positives and negatives of Islamic life as compared to Byzantine life. (M, T) (EU 1, 2, 3, 4)**
- **Create a presentation for the United Nations summit to promote peace in the Middle East by highlighting positive historical interactions and how that can be replicated in the 21st Century (T) (EU 1, 2, 3, 4)**

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 of 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 the Byzantine Empire and the growing Islamic Caliphate
- *A Thousand and One Arabian Nights*
- *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.