

School District of South Orange-Maplewood
Social Studies World History 1 Curriculum-Grade 8



South Orange Maplewood
School District
Department of Curriculum &
Instruction
2017-2018

THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD

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Frank D'Elia
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Philosophy

The South Orange & Maplewood School District believes that students develop the enduring understandings and skills necessary to prepare them to actively assume citizenship responsibilities in the 21st century. Students will, through participation in a wide array of social studies disciplines, develop requisite skills to read and think critically, examine events and phenomena through multiple perspectives, develop reasoned arguments and informed opinions, detect bias and grapple with ambiguity, and engage in substantive conversation through informal and structured discourse.

The National Council for the Social Studies outlines five principles of powerful teaching and learning. Teaching and learning must be meaningful, integrative, value-based, challenging, and active. These principles, coupled with the Historical Thinking Standards developed by the National Center for History in the Schools (UCLA), provide the foundation for the development of a rigorous and engaging social studies curriculum. As a result, the social studies program focuses on providing rich and rigorous learning experiences for students that enable them to uncover what has been documented about the past *and* to construct meaning for themselves.

The South Orange & Maplewood School District supports a Social Studies Program, which is inclusive of all learners and maximizes opportunities for each student to:

- Develop discipline-based literacy and information acquisition and analysis skills
- Explore social studies content in an integrative manner- drawing upon content in the arts, humanities, and sciences
- Critically examine the values that serve as a foundation for our democratic form of government- justice, equality, and freedom of thought and speech in their study of the past and present
- Investigate their respective disciplines with an appreciation for multiple perspectives
- Understand that any study of the past is a purposefully constructed narrative and be able to construct meaning on their own
- Work individually and collaboratively to investigate the past and present, discuss and debate issues and interpretations, and build meaning
- Use technology and digital media to develop understanding and construct meaning
- Utilize targeted instructional strategies to enhance reading comprehension and argument-based writing

Guidelines for Social Studies Instruction

The National Council for the Social Studies outlined broad attributes of Powerful Teaching and Learning in Social Studies in *A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy* (1992, 2008).

More specifically, a rigorous social studies program is characterized by the use of effective instructional practices where:

- Students understand the clearly stated learning outcomes tied to the driving questions of the curriculum and are presented for each lesson. These outcomes may be presented as 'Key Questions to be addressed during instruction.'
- Students are required to articulate *their* understanding of key ideas developed over the course of a lesson and this understanding is assessed throughout instruction.
- Students engage in purposeful and rigorous tasks designed to deepen their understanding of the course content and hone their thinking skills associated with a particular discipline.
- Students have frequent opportunities to explore primary and secondary source material to learn about the past, specifically:
 - Sourcing: identifying the author, main idea, intended audience and purpose
 - Contextualization: identifying the people, events, ideas at the time
 - Corroboration: establishing relationship between one source to other evidence.
- Students apply reading comprehension strategies (Pre-, During, and Post-) that are purposefully selected and explicitly modeled and reinforced.
- Students have regular and frequent opportunities to develop meaning through dialogue (especially student-to-student dialogue), to pose questions relating to the ideas and content they interact with, and to reflect on the significance of a particular learning task.
- Students use various methods to organize information including graphic organizers. The Cornell method of note taking will be used in all social studies classes.
- Students use a variety of ways to demonstrate their understanding over the course of the year.
- Students receive regular and insightful feedback regarding their achievement and progress in a timely manner.

Reading Instruction in Social Studies

Teachers of social studies are teachers of reading. In social studies classrooms, students are asked to read for a variety of purposes ranging from determining the main idea of a particular passage to uncovering the biases or purposes for writing in an author's account of a particular event in the past.

To support teacher's efforts to provide students with the tools to enhance their comprehension and close reading of historical texts, all social studies teachers in grades 6-12 have a copy of Daniels and Zemelman's *Subjects Matter*, a content-area reading guide that focuses on pre-reading and reading processing strategies. In addition, teachers are provided with a resource packet, *Historical Think Alouds and Other Strategies to Promote Reading Comprehension*- a collection of strategies and approaches to assist teachers in teaching the types of thinking historians experience while conducting 'close readings' of source material. As historian Carl Becker noted, "Like it or not, we are all historians." Authentic learning experiences in social studies classrooms require students to engage in historical thinking.

The Role of the Textbook in Social Studies Instruction

Every social studies course has core textbooks to serve as a resource for students. These textbooks do not however, serve as the sole source of information for students and oftentimes play a subsidiary function when they are required to assume the role of a historian by constructing meaning based on the evidence at hand. Therefore in a meaningful and active social studies classroom students work frequently with a variety of source material to enhance their understanding of past and pose questions that purposefully reveal the limits of their understanding.

Assessment

Students should be assessed on a regular basis on their understanding of the course content and social studies skills as outlined in the district curricula. Students must have opportunities to demonstrate their understanding in a variety of ways and these methods of assessment should be used on multiple occasions throughout the year. For example, DBQ's are used for certain district assessments. The analysis of documents, subsequent grouping of documents, and the writing of essays should all be done systematically throughout the semester to develop the critical thinking skills required to perform these tasks well.

Course Goals and Rationale

Course Goals:

The goals of the two-year World History course in SOMSD are:

- a. to introduce and develop in students the skills, methods of inquiry, content and conceptual understandings associated with a **rigorous** world history course in a manner suitable for 8th - 9th graders and,
- b. To develop in students the **confidence** to tackle more challenging course work and,
- c. To encourage **risk-taking** within a supportive learning environment.

Purpose:

The primary purpose of the course is to lay the groundwork for widening the pool of students who are better prepared for higher level course work at CHS. Since students are grouped heterogeneously in middle school social studies classrooms, every 8th grader will be *exposed* to the same skills and approaches to learning needed for later success in rigorous courses and have the opportunity to build confidence over a two-year period. At a minimum, we strive to develop more students who would feel that they are better positioned and more confident to enter AP US history in grade 10 having gone through a similarly structured program in grades 8-9 (Last year, College Board aligned the assessment rubrics for APUSH, World history and European history).

AP Exam?

Students are NOT required to sit for the AP exam in grade 9. That is an option students/families can decide for themselves.

In order to deemphasize the AP test, the pacing of the course will run until the 2nd week in June – 3 to 4 weeks **after** the AP exam. We will seek to provide support structures for students who decide in December, 2017 that they wish to take the exam in May, 2018. These structures (i.e., after-school tutorials, study hall) – are contingent on budgetary spending, are aimed to support students who wish to take on the additional course content and sit for the AP exam.

Students, who are keenly interested in taking the exam and will commit to the extra school time to do so, are being afforded an opportunity *above and beyond* what is emphasized in the classroom, which is confidence and capacity for the future.

**Scope & Sequence
Units of Study**

Semester I

1. First Humans	1 week	
2. Ancient Middle East	2 weeks	
3. Ancient Egypt	2 weeks	
4. West Africa (early)	1 week	
5. India & China	2 weeks	
6. Greece	4 weeks	
7. Rome	4 weeks	16 weeks

Semester II

8. Americas (Olmecs, Mayans, Aztecs, Incas)	2 weeks	
9. Byzantium & Islam	2 weeks	
10. West Africa in the Middle Ages	2 weeks	
11. China & Japan	2-3 weeks	
12. Europe in the Middle Ages	4 weeks	
13. Renaissance & Reformation	3 weeks	16 weeks

District Assessments/Tasks

Q1: SGO District DBQ	Sept./Oct.
Q3: SGO District DBQ	April
Q4: End of Course Assessment	June

Unit 1: The First Humans
Duration: 1 Week

Overview

The First Humans begin during a historical period known as prehistory in east Africa. From Africa the first humans began to migrate to Eurasia, Australia, and finally to the Americas. During most of the first human's history, they attributed their survival to the concepts of hunting and gathering, domestication of plants and animals and early formations of civilizations.

Core Concepts:

1. Before humans began to keep recorded records is known as the prehistory the Old Stone Age or Paleolithic Age.

- a. Historians often learned details of the past from artifacts or objects made by humans.
- b. Survival during this time period depended on the concept of hunting and gathering. Traveling in small bands of 20 or 30, men hunted or fished and women and children gathered berries, fruits, nuts grains, roots or shellfish.

2. The Neolithic Revolution ushered in a time period where new skills and technologies dramatically changed everyday life.

- a. The first humans no longer relied on a nomadic lifestyle and transitioned into an agrarian society. These early farmers were the first to domesticate plants and animals.
- b. The emergence of settling in permanent villages created social classes, economic discrepancies and development of elaborate tools and new technologies.

Driving Questions:

- What were the characteristics of hunter-gathering societies?
- How did the agriculture and domestication of animals promote the rise of settled communities?
- How do we learn about civilizations that left no written records?

Content: Students will be able to

- Learn how the study of artifacts enhance the knowledge of understanding prehistory
- Understand how discoveries in Africa and beyond have influenced anthropologists' views about early humans and their ancestors.
- Describe the skills and beliefs that early modern humans developed during the Old Stone Age.
- Analyze why the beginning of farming is considered the start of the New Stone Age and the Neolithic Revolution.
- Explain how the Neolithic Revolution dramatically changed the way people lived.
- Explain the early development of humankind from the Paleolithic Era to agricultural revolution
- Understand early human societies, through the development of culture.

- Examine how the early humans overcame limits set by the physical environment
- Define nomads
- Explain how hunter-gather societies migrating in search of food, water and shelter.
- Comprehend how the early humans learned how to make and use fire.
- Define domestication
- Explain the development of agriculture through the domestication of plants and animals.

Skills: Students will demonstrate the ability to:

- Examine the cultural accomplishments of cave art, pottery, and tool making.
- Interpret evidence of early human life and its changes.

Assessments:

- Charting on the contributions of the early communities
- Responses to primary source prompts
- Participation in classroom discussion, debates, KWL informational chart
- Note taking skills on summarizing reading about life before and after farming
- AP Style Multiple Choice (examining the prompts)

Teacher Lesson Plan Resources:

- <http://besthistorysites.net/prehistory/>
- **BBC Prehistoric Life**
http://www.bbc.co.uk/sn/prehistoric_life/human/human_evolution/index.shtml
- **Human Origins Project**
<http://www.nationalgeographic.com/explorers/projects/human-origins/>
- **Hall of Human Origins**
<http://www.amnh.org/exhibitions/permanent-exhibitions/human-origins-and-cultural-halls/anne-and-bernard-spitzer-hall-of-human-origins>
- **The Tools of world historians**
http://www.learner.org/courses/worldhistory/unit_main_1.html
- Readings from James Mitchner's **The Source**
- Worksheet on identifying primary and secondary sources
- Group work on cave paintings
- Analysis of the Flintstones and finding the errors /misconceptions about pre-history ...

Teacher Content Resources

- World History: Preparing for the AP Exam, 2017 ed.
- AP World History Exam, 2017 edition. Princeton Review
- http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index_section2.shtml

Standards Alignment

NJSLS

6.2.8.A.1.a Compare and contrast the social organization, natural resources, and land use 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 that 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.C.1.a Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on 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 Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

6.2.8.D.1.b Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

NJ Amistad

Unit 3:

1. The continent of Africa has provided the setting for the beginning of the human race. All humans on Earth can trace their origins back 7 million years to Africa. Most archaeologists think that modern man or *Homo sapiens* (wise man) first emerged in Africa around 200,000 years ago.
3. Looking at the broadest definition of civilization, Africans formed the earliest civilizations.

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.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

- 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.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 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.

Unit 2: Ancient Middle East, 3200 B.C. – 500 B. C.
Duration: 2 Weeks

Overview

A number of early civilizations arose in the Fertile Crescent, a region of the Middle East named for its rich soils and golden wheat fields. Over time, nomadic herders, ambitious invaders, and traders easily overcame the region's few natural barriers. As a result, the region became a crossroads where people and ideas meet and mingled. Each new group that arrived made its own contributions to the history of the region.

Core Concepts:

1. Geography influences the Fertile Crescent area known as Mesopotamia and the world's first civilization known as Sumer.
 - a. Control of the Tigris and Euphrates was key to development in Mesopotamia, which led to invention of dikes and irrigation ditches to carry water to the fields.
 - b. The Sumerians had few natural resources, they used clay to make bricks and depended traders utilizing the rivers to supply goods.
2. Sumerian civilization takes shape creating complex government, hierarchical societal structure, religion practices, and invention of writing.
 - a. The complex government in each city-state included the ruler, military and scribes.
 - b. Each Sumerian city-state had a distinct social hierarchy, which included ruling family leading officials and high priests. A small middle class made up of lesser priests, scribes, merchants and artisans. The majority of people were peasant farmers.
 - c. The Sumerians were polytheistic, worshiping many gods and these gods were thought of to control all aspects of life and forces of nature.
 - d. The Sumerians invented the earliest known writing called cuneiform.

3. Powerful leaders created large, well-organized empires, bringing peace and prosperity to the region.
 - a. The establishment of the Babylonian empire ushered in a ruler name Hammurabi who created a code of law that documented corresponding crimes and punishments. Nebuchadnezzar will also rule and stretches the empire from the Persian Gulf to the Mediterranean Sea.
 - b. The Hittites, Assyrians, and Persians all contributed a variety of lasting contributions. The Hittites brought new ironworking techniques that influenced the use of tools and weapons. The Assyrians were known for the fierce fighting tactics as well as preservers of history with the creation of a library. The Persians created lasting contributions the areas of economic and religious development.

4. The contributions of the Phoenician sea traders become known as the “carriers of civilizations.”
 - a. Phoenicians became known for manufacturing and trading. Develop new shipbuilding techniques, made glass from sand, and created purple dye from sea snails.
 - b. One of the most significant contributions of the Phoenicians was the development of a 22-letter alphabet.

5. The beliefs of the ancient Israelites, also called the Hebrews, differed in basic ways from those of nearby civilizations.
 - a. Israelites believed in an all-knowing, all-powerful God who was present everywhere. The Israelites believed that God made a covenant agreement with Abraham.
 - b. Judaism teaches about law and morality that was illustrated in the Torah.

Driving Questions:

- What were the characteristics of the world's first civilization?
- What geographic characteristics made the Fertile Crescent a good place for civilization to develop?
- How did various strong rulers unite the lands of the Fertile Crescent into well-organized empires?
- What are the ways that the various inhabitants of the ancient Middle East conquered each other?
- How did the development of writing change the development of society?
- What were the ways that the ancient Middle East spread their ideas?
- How did the beliefs of ancient Israelites differ from those of other nearby peoples?
- Which events recorded in the Torah reflect the Israelite belief that God had a plan for the people of Israel?

Content: Students will be able to

- Understand how geography influenced the development of civilization in the Fertile Crescent.
- Outline the main features of Sumerian civilization.

- Explain how the advances in learning made by the Sumerians left a lasting legacy for later peoples to build on.
- Outline the achievements of the first empires that arose in Mesopotamia.
- Understand how conquests brought new empires and ideas into the Middle East.
- Describe how the Persians established a huge empire.
- Summarize the contributions the Phoenicians made to the ancient Middle East.
- Understand what made the ancient Israelites' belief system unique from others at the time.
- Analyze the moral and ethical ideas of Judaism.
- Describe how environmental conditions impacted the development of different human communities
- Compare and contrast the economic, political, and environmental factors that led to the development of major ancient civilizations
- Locate the areas settled by early civilizations
- Identify the geographic features that impacted the development of these civilizations
- Compare and contrast contributions of these civilizations with other civilizations
- Analyze the effects of some of these contributions on modern civilizations.
- Define Fertile Crescent
- Explain the social stratification where some people had more status than others
- Describe the commonality amongst the early civilizations
- Explain what Hammurabi's Code reveals about Babylonia
- Outline the main events in the early history of the Israelites.

Assessments:

1. Directed writing activity
2. Responses to primary source prompts
3. Re-assessment questions
5. DBQ analysis activity
6. Create maps of the area identifying the location of each civilization, and the major geographic features.
7. Secondary and primary sources (including Sumerian School Days) focusing on the contributions.
8. Chart listing the 3 major principles of Hammurabi's Code. This primary source will be used as a stepping-stone to understanding document based questions (DBQs).
9. Creating their own modern day version of a Hammurabi's Code using both factual and opinioned information gathered from secondary sources. The student's will be comparing and contrasting the political rule of both Hammurabi and Nebuchadnezzar.
10. What does the Torah tell us? Analysis of the Torah through primary readings and questions.
11. AP Style Multiple Choice (examining the prompt)
12. AP Style Short Answer Question (modified)

Teacher Lesson Plan Resources:

SHEG Historical Thinking Task: Hammurabi's Code

<http://sheg.stanford.edu/upload/V3LessonPlans/Hammurabis%20Code%20Lesson%20Plan.pdf>

SHEG Historical Thinking Task: Assyrian Siege of Jerusalem

<http://sheg.stanford.edu/assyrian-siege-jerusalem>

Comparison; Why do Civilizations Fall? (Annenberg Learner)

<http://www.learner.org/interactives/collapse/>

Fordham Ancient History Sourcebook: Mesopotamia (great primary sources)

<http://sourcebooks.fordham.edu/halsall/ancient/asbook03.asp>

<http://www.mesopotamia.co.uk/staff/main.html>

<http://mesopotamia.lib.uchicago.edu/teacherresources/>

<http://mesopotamia.lib.uchicago.edu/teacherresources/article.php?m=Lesson%20Plans>

<http://mesopotamia.lib.uchicago.edu/mesopotamialife/index.php>

Women's Lives in Mesopotamia <http://www.womeninworldhistory.com/lesson2.html>

Tigris Euphrates river Valley Civilization <http://www.rivervalleycivilizations.com/tigris-euphrates.html>

Teacher Content Resources

<http://www.mesopotamia.co.uk/>

http://historylink101.com/ancient_mesopotamia/ancient_mesopotamia_research.htm

World History: Preparing for the AP Exam, 2017 ed.

AP World History Exam, 2017 edition. Princeton Review

Standards Alignment

NJSLS

6.2.8.A.2.b Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

6.2.8.B.2.a Determine the role of slavery in the economic and social structures of early river valley civilizations.

6.2.8.B.2.b Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts

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 early river valley civilizations.

6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations.

6.2.8.D.2.c Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

6.2.8.D.2.d Evaluate the important and enduring legacy of the major achievements of the early river valley civilizations over time.

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.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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- CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Unit 3: Ancient Egypt

Duration: 2 weeks

Overview:

The fertile lands of the Nile Valley attracted Stone Age farmers. People migrated there from the Mediterranean area, from hills and deserts near the Nile, and from other parts of Africa. In time, a powerful civilization emerged that depended heavily on the control of the river waters. The ancient Egyptian civilization developed a culture based on religious beliefs about gods, values, and life after death, which affected their daily lives. In addition, scribes used one of the world's earliest forms of writing to record information, and scholars and artists made advances in science, art, and literature.

Core Concepts:

1. Geography helps shape Egypt and the development of three distinctive kingdoms.
 - A. The yearly flooding of the Nile River deposited a layer of rich silt, which provided a fertile area for farming.
 - B. Scholars divide the history of ancient Egypt into three main periods: The Old Kingdom, Middle Kingdom and the New Kingdom. Throughout these three kingdoms, ancient Egypt development to governmental concept of the pharaoh, built the great pyramids, engaged in warfare, and extended their empire to other parts of Africa.
2. Religion shapes life in ancient Egypt and influenced their view of the afterlife.
 - A. Egyptians believed in gods of divine forces that they believed ruled this world and the afterlife.
 - B. The Egyptians believed that each soul had to pass a test to win eternal life.
3. Egyptians made advances in learning and developed in the arts and literature.
 - A. The Egyptians used hieroglyphs to record important economic, administrative, and royal information.
 - B. The ancient Egyptians accumulated a vast store of knowledge in fields such as medicine, astronomy, and mathematics. They also created statues, paintings, literature that showcase the ancient Egyptians viewpoints and values.

Driving Questions:

- How did the Nile influence the rise of powerful civilization of Egypt?
- How does where people live influence their daily lives and culture?
- What role did religion play in ancient Egyptian civilization?
- What forms of language and writing existed in early civilizations?
- How was Egyptian government structure during the three kingdoms?

Content: Students will be able to:

- Explain the importance of language and writing to cultural innovations.
- Comprehend the reasoning for geographical settlement of the Nile River civilization.
- Locate the areas settled by the ancient Egyptians
- Identify the significance of religion to the Egyptians in the afterlife process.
- Compare and contrast contributions of these civilizations with other civilizations
- Analyze the relationship of geography, religion, and the political system of the ancient Egyptians.

- Examine the political structure and roles/responsibilities of ancient Egypt.
- Define hieroglyphics
- Explain the geography, climate, and natural resources of a region influence how its inhabitants live and work.
- Understand that cultures share common features while retaining unique qualities.

Skills: Students will demonstrate the ability to:

- Understand the ways in which geography helped shape ancient Egypt.
- Analyze the achievements of the Old Kingdom in Egypt.
- Describe the events that brought turbulence to Egypt's Middle Kingdom.
- Explain how Egypt grew strong during the New Kingdom.
- Describe the ways in which religious beliefs shaped the lives of ancient Egyptians.
- Understand how Egyptians viewed the afterlife.
- Outline the advances that the Egyptians made in learning, the arts, science and literature.

Assessments:

- primary/secondary source prompts
- comparisons/differences charting activity
 - create a chart comparing Egyptian society with Indus Valley Society
- Secondary and primary sources (including *Book of the Dead*)
- Develop and write a DBQ on the Ancient Civilizations. An explanation about how to write a DBQ will be explained in depth.
- Create charts on the influences of geography on both Mesopotamia and Egypt. special attention will be given to understanding geography through the various lenses in history.
- Assume the role of an Egyptian god/goddess/ geographic feature/ slave/pharaoh and write a journal entry explaining each role in the ancient Egyptian society
- Pair-share activity students will be creating ancient Egyptian businesses utilizes the various resources from the Nile River.
- 11. AP Style Multiple Choice (examining the prompt)
- 12. AP Style Short Answer Question (modified)

Teacher Lesson Plan Resources:

SHEG Historical Thinking Task: Pyramids

<http://www.pbs.org/empires/egypt/educators/lesson6.html>

<http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/2chapter4.shtml>

http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index_section3.shtml

Black Kingdoms of the Nile <http://www.pbs.org/wonders/Classrm/lesson1.htm>

Pyramids <http://www.pbs.org/wgbh/nova/pyramid/explore/age2.html>

Pharaohs <http://www.pbs.org/empires/egypt/educators/lesson4.html>

Daily life <http://www.pbs.org/empires/egypt/educators/lesson6.html>

Teacher Content Resources

<http://www.bbc.co.uk/history/ancient/egyptians/>
<https://www.nga.gov/exhibitions/2002/egypt/index.shtm>

World History: Preparing for the AP Exam, 2017 ed.
AP World History Exam, 2017 edition. Princeton Review

Standards Alignment NJSLs

6.2.8.B.2.b Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (Egypt and Modern Egypt)

NJ Amistad Unit 3

Egypt thrived as one of the most powerful civilizations on earth for thousands of years.

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.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- 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.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 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.

Unit 4: Ancient West Africa
Duration: 1 week

Overview:

To introduce the students to the civilizations of Africa. Various African Kingdoms will be discussed, analyzed, and interpreted throughout this unit. Special attention will be given to the geographical make-up of Africa and the influences of the 4 climate zones on the civilizations of Africa.

Core Concepts:

- The students will be able to understand the geographical make-up of the early civilizations of Africa.
- The students will also be able to define the Kush and Axum civilizations and comprehend the accomplishments of each kingdom.
- The students will be able to understand the developments of the kingdoms of Ghana, Mali, and Shonghay. The students will comprehend the accomplishments of each kingdom.

Driving Questions

- How did geography affect African History?
- How were nomadic people (such as the Bantu people) able to conquer sedentary civilizations?
- What are the consequences of the spread of religion between cultural regions?
- How does control of major resources influence political, military, and economic developments?
- What the comparisons and differences in the development of African kingdoms?

Content: Students will be able to:

- Geographical accomplishments, barriers, and features of Africa
- Early African Kingdoms of Nubia, Kush, and Axum- development, resources, and accomplishments
- Ghana (Soninkes, Berbers, Almoravids, Sosso) Accomplishments
Mali (Sumanguru, Sundiata, mansa, hajj) Accomplishments

Songhay (Timbuktu, fierce warriors, Sunni Ali Ber) Accomplishments

Zimbabwe (Bantu, gold and ivory trade) Accomplishments

Skills: Students will demonstrate the ability to:

- Discuss the geographical size of Africa.
- Describe the relationship between Africa and the equator as how it divides the continent into two climatologically identical images and how it relates to daylight.
- Discuss Africa's climates; find other examples of Mediterranean coastal climates in the world and describe why they are so populated.

- Define and describe various African kingdoms and their importance to economical, political, and social accomplishments of Africa.
- Analyze a case study on a particular African Kingdom and interpret how certain African Kingdoms survived and collapsed

Assessments:

- The student's participation in classroom discussions, T-charts and scaffolding lessons, completion of assigned home work, and activities will demonstrate the students understanding of the lessons.
- The students are given a daily drill question to answer. The students will be graded mostly on effort and attempt to answer.
- A directed writing activity will be assigned. The students will be graded on writing skills, and the appropriateness, and content of their work with regards to historical analysis.
- 11. AP Style Multiple Choice: African geography (examining the prompt)
- 12. AP Style Short Answer Question: Kingdoms of Africa (modified)

Other Evidence: The students will be completing several teacher and student directed assignments that will incorporate analysis and synthesis of material. (See assignments below)

Teacher Lesson Plan Resources:

<https://naturalhistory.si.edu/africanvoices/history.html#mali>

Teacher Content Resources

Fordham Ancient History Sourcebook
<http://sourcebooks.fordham.edu/halsall/ancient/asbook.asp>

World History: Preparing for the AP Exam, 2017 ed.
AP World History Exam, 2017 edition. Princeton Review

Standards Alignment

NJ Amistad

Unit 3:

Ghana, Mali, Songhai... African Bantu-Arab culture.

There are two Africas. One located in the north that was fully engaged with the Mediterranean world and one in the south that in most cases, remained isolated from the outside world because of the continent's geography.

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.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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- CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 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.

Unit 5: China, India

Overview

The relationship between China and in India has long shaped world history as these centers of civilization have been connected via the Indian Ocean and the South China Sea where these routes were part of a larger trading network with Africa and Eurasia. Such networks allowed the Gupta dynasty to flourish. The Silk Road allowed for increased trade as well but the lack or presence of a centralized government, proved most important to India and China. Such organization paved the way for advancements in art, technology (paper production) and farming.

Core Concepts

Societal organization led to marked growth and achievement in India and China. Conversely, conflict or upheaval led to subsequent decline.

Driving Questions:

What aspects of leadership and trade contributed to the rise and fall of dynasties?

Content: Students will know:

- The evolution of the caste system in India.
- Buddhist doctrine including the Four Noble Truths
- The governance, scientific and mathematics achievements of the Gupta Dynasty.
- Reasons for the fall of the Gupta
- The three great philosophical traditions of China (Confucianism, Daoism, Legalism)
- Achievements of the Qin and Han Dynasty's
- The "axial age" according to Karl Jaspers

Skills: Students will be able to:

- Compare Indian spiritual traditions
- Compare Daosim and Greek Mythology
 - Analyze a poem in order to make a reasoned judgment about life at the time.
 - Analyze a map in order to determine make a reasoned judgement relating to evidence a historian might use to infer.
- Interpret a text source n order to:
 - make connections to ideas not discussed in the text.
 - provide evidence a historian might use to suggest a relationship between ideas in the text and Greek city-states.
- **Think as a historian:** Identify statements that explore contextualization.
- **Write as a historian:** Determine sentences that best provide context for the topic provided.

Assessment(s)

- Written response:
 - Connect the Qin walls with the Great Wall of China
 - Compare the Anelects (Confucianism) with the Christian Bible/

Teacher Lesson Plan Resources:

SHEG Historical Thinking Task: Confucianism & Daoism
http://sheg.stanford.edu/upload/V3LessonPlans/Confucianism%20and%20Daoism%20Teacher%20Materials_0.pdf

Teacher Content Resources

Fordham Ancient History Sourcebook
<http://sourcebooks.fordham.edu/halsall/ancient/asbook.asp>

World History: Preparing for the AP Exam, 2017 ed.
AP World History Exam, 2017 edition. Princeton Review

Standards Alignment

NJSLS

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

6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

6.2.8.D.3.d 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.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

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.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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- 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.

Unit 6: Ancient Greece

Duration **4 weeks**

Overview

To introduce the students to ancient Greece and describe the beginning of Greek civilizations and rise of the Greek city-state. And the students will also comprehend the influences of Greek culture with regards to literature, mythology, and sport.

Core Concepts

The students will understand the following:

- Geography of Greece
- City-states of Athens and Sparta
- Rise of Democracy
- Greek literature, philosophy, mythology, and sport
- Alexander the Great contributions

Driving Questions

- How did Greek civilization spread?
- How did Sparta and Athens differ?
- How did literature and art of Greece reflect Greece values?
- How did Alexander's conquest of Greece cause Greek culture to spread?

Content:

- How to compare and contrast two city-states Sparta and Athens.
- The impact of the definition of democracy effected Greek politics.
- Describe Socrates, Plato, and Aristotle's impact on Greek philosophy.
- Explain how Homer's epic poems shaped Greek literature and thought.
- How did Greek mythology and sport impact each other?

Skills

- **Compare**
- **Think as a historian: Periodization** Understand statements that illustrate periodization
- **Write as a historian Detecting a chronological approach to writing.** Identify statements that reflect a chronological approach.

Assessment

- AP Style Multiple Choice Assessment
- AP Style Free Response Question(s)

Other Evidence: The students will have to write a comparison paper on Athens and Sparta to be graded as a quiz and complete a cooperative group activity (see below)

Teacher Lesson Plan Resources:

Athenian Court <http://teachersinstitute.yale.edu/curriculum/units/1984/2/84.02.08.x.html#b>

Greek newspaper Project <http://www.pbs.org/empires/thegreeks/educational/lesson2.html>

SHEG Historical Thinking Task: Athenian Democracy SAC (Structured Academic Controversy)
<http://sheg.stanford.edu/athenian-democracy>

Teacher Content Resources

Fordham Ancient History Sourcebook
<http://sourcebooks.fordham.edu/halsall/ancient/asbook.asp>

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AP World History Exam, 2017 edition. Princeton Review

Standards Alignment

NJSLS

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 the status (i.e., political, economic, and social) 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.

6.2.8.A.3.e 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.

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 decline.

6.2.8.C.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.C.3.b 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.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

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.6-8.8 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.

Unit 7: Rome
Duration: 4 weeks

Established Goals: To introduce the students to ancient Rome and describe the beginning of Roman civilizations and rise of the Roman Empire. Comprehend the geographical significance and influences on societal accomplishment. And the students will also comprehend the influences of the Roman Republic with regards to government, culture, rise of Christianity and economics.

Core Concepts: The students will understand the following:

- Geography of Rome/Roman Empire
- Comparisons to Greece/Mesopotamia
- Creation of Roman Republic
- Rise of Caesar
- Rise and Spread of Christianity in the Roman Empire
- The Pax Romana (Roman Peace)
- Roman literature, religion, architectural accomplishments
- The fall of the Roman Empire and Division

Driving Questions:

- How did the geographical location of Rome influence the birth of the civilization?
- What natural resources were utilized to attribute to the successes of ancient Rome?
- What impact did the early Roman government have on the civilization and the western world?
- Explain what made the Roman army that fought the Punic Wars different from armies of other nations.
- Hypothesize what might have happened to the balance of power in the Mediterranean if Hannibal had conquered the city of Rome.
- Even though the Carthaginian Empire was defeated, the Romans destroyed the city of Carthage. What do you think led to such actions?
- In your opinion, what were the characteristics that made Julius Caesar one of history's greatest generals?
- What were the changes that took place in Rome when Emperor Augustus took power?
- Why was control of the Mediterranean of such strategic importance?
- What factors contributed to the fall of Rome? How have these factors historically influence other civilizations studied?

Content: Students will know:

- How the geographical settling of Rome impacted to successes of the civilizations.
- How to compare and contrast the two types of government in Rome (Republic vs. Dictatorship).
- The impact of the definition republic affected Roman politics.

- Describe the expansion and decline of the Roman Empire and its impact on Western Civilizations.
- Identify and discuss the literary works of Livy, Virgil, Horace and Ovid on Rome.
- How Roman art and architecture are representative of the Greeks?
- Students will understand differences in the governmental structure between Rome as a Republic vs. an Empire and how this changes Rome forever.
- What contributed to the fall of Rome?

Students will be able to:

- Discuss the origins and social framework of Roman society.
- Describe the political and social framework of Roman society.
- Analyze how shifts in the political framework of Roman society impacted the expansion of the empire and how this expansion transformed Roman society, economy, and culture.
- Discuss the political events that may have contributed to the decline of the Roman Empire, including internal divisions, significant battles, invasions, and political changes.
- **Think as a historian:** Determine which sourcing prompts apply to statements.
- **Write as a historian:** Determine appropriate samples of evidence that supports a topic sentence

Assessments

- AP Style Multiple Choice Assessment
- AP Style Free Response Question(s)

Teacher Lesson Plan Resources

SHEG Historical Thinking Task: Roman Republic

<http://sheg.stanford.edu/upload/V3LessonPlans/Roman%20Republic%20Teacher%20Materials.pdf>

SHEG Historical Thinking Task: Roman Empire Persecution of Christians

<http://sheg.stanford.edu/upload/V3LessonPlans/Roman%20Empire%20and%20Christianity%20Teacher%20Materials.pdf>

Teacher Content Resources

Fordham Ancient History Sourcebook

<http://sourcebooks.fordham.edu/halsall/ancient/asbook.asp>

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AP World History Exam, 2017 edition. Princeton Review

Standards Alignment

NJSLS

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 the status (i.e., political, economic, and social) 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.

6.2.8.A.3.e 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.

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.C.3.b 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.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

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

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.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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- 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.

Unit 8: Americas (Olmecs, Mayans, Aztecs, Incas)

Duration: 2 weeks

Overview:

The early centers of civilization in the America's produced several great civilizations. It was the Olmecs who heavily influenced the Mayan and Aztec civilizations. Each civilization was able to support hundreds of thousands of people through a sophisticated system of government and coordinated agricultural practices.

Core Concepts

Mayan civilization grew as a result of farming techniques (slash and burn, drainage) that enabled them to feed thousands of people

Driving Questions:

- What enables civilizations to flourish?
- What enables civilizations in existence at the same time to flourish while others struggle?
- Taken together, what characterizes civilizations of the Americas?

Content: Students will know:

- The importance of Teotihuacan
- The size, location and the governmental structures of each civilization.
- The agricultural practices of the Mayans and Aztecs, and the Inca (Terraces)
- The cause of decline of the Mayans and Aztecs
- The significance of Aztec city of Tenochtitlan.
- Significance of Aztec trade routes.
- The scope of the Inca road system.

Skills: Students will be able to:

- Compare the growth of Teotihuacan to another city.
- Use a painting of Cahokia to draw conclusions of life at the time and distinguish between similar features in other native cultures.
- Create the size of each civilization on a map.
- Compare the early writing systems of the Mayans to three other Classical Civilizations.
- Evaluate historian's points of view regarding:
 - the decline of each civilization or
 - pre-Columbia populations
- **Think as a historian:** Determine which sourcing prompts apply to statements.
- **Write as a historian:** Determine appropriate samples of evidence that supports a topic sentence

Assessments

- Trace the connections between the Olmec and Mayan religions and sports.
- Write an outline comparing:
 - the early Mayans with their descendants.
 - The conquests of the Aztecs to those of the Mongols.
 - The Inca economy with the economy of feudal Europe

- AP Style Multiple Choice Assessment
- AP Style Free Response Question(s)

Teacher Lesson Plan Resources:

Why Do Civilizations Fall?

<http://www.learner.org/interactives/collapse/>

Teacher Content Resources

World History: Preparing for the AP Exam, 2017 ed.
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Standards Alignment

NJSLS

6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers that 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.C.1.a Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.

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.C.4.a 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.D.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.

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.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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- 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.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
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- CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Unit 9: Byzantine Civilization/ Rise of Islam

Timeline: 2 weeks

Overview

The students will be introduced to the development of the Byzantine Civilization and the Rise of Islam. Special attention will be given to the split in the Christian Church, Influences of Byzantium, Fall of the Civilization, Rise of Islam, practices and comparisons to other world religions studied.

Core Concepts

- The capital of the Eastern Roman Empire was changed to Constantinople to provide political, economic, and military advantages.
- As the first to codify Roman law, Justinian provided the basis for the law codes of Western Europe.
- Under Justinian, the Byzantine Empire reached its height in culture and prosperity.
- Greek Orthodox Christianity and imperial patronage enabled the Byzantine Empire to develop a unique style of art and architecture.
- Greek and Roman traditions were preserved in the Byzantine Empire.
- The cultural and political differences between the eastern and western Roman Empire weakened the unity of the Christian Church and led to its division.
- The revelations of Muhammad form the basis of the Islamic religion, a monotheistic faith.
- Muhammad and his followers spread Islam.
- Islamic traditions and customs developed over centuries and created a distinct Muslim culture.
- Major historical turning points marked the spread and influence of Islamic civilization.

Driving Questions

- Why was Constantinople established as the capital of the Eastern Roman Empire?
- What was the influence of Justinian's codification of Roman law on the Byzantine Empire and later legal codes?
- What was Justinian's influence on the expansion of the Byzantine Empire and its economy?
- What were the contributions of Byzantine art and architecture?
- How did Greek and Roman culture survive within the Byzantine Empire?
- What factors produced the division within the Christian Church?
- Why did the Byzantine Empire have so much influence on religion, culture, and trade in Russia and Eastern Europe?
- How did geography influence the rapid expansion of territory under Muslim rule?
- How did political and cultural geography facilitate trade and cultural activity in the early Islamic lands?
- What were some major historical turning points that marked the spread and influence of Islamic civilization?

Content: *Students will understand:*

- How the fall of Rome influenced the development of the Byzantine Empire?
- How did the Byzantines build on Greco-Roman accomplishments?
- What invasions destroyed the Byzantine Empire?

- How did the religion of Islam arise?
- How did Islam spread to other parts of Asia, Africa, and Europe?
- What caused the breakup of the Muslim empire?

Skills. *Students will be able to:*

- Describe the foundation of the Byzantine Empire.
- Analyze the importance of the location of Constantinople.
- Evaluate the significance of the Byzantine Empire with regards to Western Civilization
- Evaluate the contributions of Justinian.
- Evaluate the achievements of the Byzantine Empire.
- Describe the culture of the Byzantine Empire.
- Describe the reasons for the split of the Roman Catholic Church that led to the establishment of the Eastern Orthodox Church.
- Describe the origins of Islam.
- Analyze the major beliefs, traditions and customs of Islam.
- Describe the spread of Islam.
- Locate the Islamic Empire.
- Evaluate the geographic impact upon the spread of Islam.
- Analyze cultural diffusion that resulted from Islamic conquests.

Assessment(s)

Teacher Lesson Plan Resources:

SHEG Historical Thinking Tasks:

Expansion of Early Islamic Empire

<http://sheg.stanford.edu/upload/V3LessonPlans/Expansion%20of%20the%20Early%20Islamic%20Empire%20Teacher%20Materials.pdf>

Ibn Battuta

<http://sheg.stanford.edu/upload/V3LessonPlans/Ibn%20Battuta%20Lesson%20Plan.pdf>

Mansa Musa

http://sheg.stanford.edu/upload/V3LessonPlans/Mansa%20Musa%20Lesson%20Plan_0.pdf

Teacher Content Resources

World History: Preparing for the AP Exam, 2017 ed.

AP World History Exam, 2017 edition. Princeton Review

Standards Alignment

NJSLS

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

6.2.8 D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

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

Unit 10 Overview: Africa in the Middle Ages
Duration: 2 weeks

Overview:

Medieval Europe was familiar with Egypt and northern African countries, but the majority of this continent remained a mystery to Middle Age society. South of the Sahara, only limited penetration by Arabs had occurred but civilizations flourished during these centuries, especially in Ghana and along Africa's East Coast. Traders, merchants and adventurers traditionally used routes established by the Chinese and Arabs based around well-known northern African ports. Some took their wares as far south as the trade winds would allow. The port at Mogadishu became the most important Muslim city on the East Coast. But despite its proximity to Kenya and Tanzania, few attempts were made to bring this thriving culture inland.

Medieval architecture in Africa was heavily influenced by Islamic styles, and mosques were built at Kilwa and Mogadishu, but early Christianity also had a presence on the continent, most notably in Ethiopia.

Core Concepts

- Islam's presence in Africa made an notable impact on the politics, economics, and culture within many African societies.
- Sub-Saharan Africa's history between the spread of Islam and the period of European colonization is marked by both cultural continuity and tremendous change.

Driving Questions:

- Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
- Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
- 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.

Content: Students will know:

- The beginning of the worldwide Little Ice Age, about 1300 AD, brought severe drought to most of Africa. Empire after empire collapsed. Mapungubwe, in South Africa, collapsed in the 1200s, and so did the Almohads in North Africa. In the 1300s, Aksum fell to Islamic invaders, the Kanem collapsed in Niger, and the Sao collapsed in Chad. Great Zimbabwe, in what is now Zimbabwe, was abandoned in the 1400s; By 1468, Mali in turn fell to the Songhai. Just before 1500, the Sultanate of Kilwa in Tanzania collapsed too. Trade networks were badly disrupted, though the Songhai kept on trading slaves and gold across the Sahara for salt.
- During this terrible drought, just before 1500 AD, the first Portuguese explorers reached African seaports, first in West Africa and then in East Africa. These first European arrivals were traders like the Arabs.

- There are between 2,000 – 3,000 languages spoken in African, with possibly as many as 8,000 dialects. African languages are divided into five major language families:
- Timbuktu: major city of Mali and center of Islamic life in the region. Center of trans-African trade. Became a center of Islamic worship, learning & writing. It was on the banks of the Niger River. Gao was another city of major importance.
- In the 1300's, Mansa Musa rose to power and established religious school and built mosques. His efforts to establish Islam's presence in West Africa succeeded.
- Bantu language and the spread of culture
- Social Structures of Sub-Saharan Africa
 - Women's roles
 - Slavery
 - Griots as preservers of history

Skills: Students will be able to:

- Identify African civilization and trade routes on a map.
- Use evidence from a text source in order to determine the economic impact, or cultural influences of Islamic traders.

Assessment(s)

- AP style Multiple Choice
- AP style Short Answer questions

Teacher Lesson Plan Resources:

Timeline <https://www.preceden.com/timelines/196460-africa-in-the-middle-ages>

http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index_section10.shtml

<http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/10chapter5.shtml>

<http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/10chapter4.shtml>

<http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/10chapter3.shtml>

Slavery http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index_section9.shtml

Comparison; Why do Civilizations Fall? (Annenberg Learner)

<http://www.learner.org/interactives/collapse/>

<https://naturalhistory.si.edu/africanvoices/voices.html>

The Road to Timbuktu <http://www.pbs.org/wonders/Classrm/lesson5.htm>

Teacher Content and Skill Resources

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The African Middle Ages. By Roland Oliver and Anthony Atmore. Cambridge University Press.

Africa and the Africans in the Making of the Atlantic World. By John Thornton. Cambridge University Press, 1992.

Standards Alignment

NJSLS

6.2.8.D.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.B.4.f 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.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.

6.2.8.B.4.c Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion 6

6.2.8.B.4.d 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.

Common Core

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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.

Unit 11 China & Japan

Duration: 2-3 weeks

Overview:

To introduce the student to importance of China's culture development and influences in East and Southeast Asia. To discuss the significance of the developing cultures of Asia, including the Golden Age in China and spread of Chinese civilization to Japan, Korea, and Southeast Asia.

Core Concepts

- The students will understand that Korea and its tradition was influenced by China and Buddhism.
- The students will understand that emergence of Japan as an empire and culture with regards to the rise of the shoguns in the Feudal Age influenced Asian culture.
- The students will be able understand the beginnings of civilization in Southeast Asia through describing the economy, culture and daily life.
- The students will understand the impact of India on the history of Southeast Asia.

Driving Questions:

- How are Korea's history and culture linked to those of China and Japan?
- What internal and external factors shaped Japan's civilization, and what characterized Japan's feudal age?
- How was Southeast Asia affected by the cultures of both China and India?

Content: Students will know:

- How did the relative location of the Korean peninsula influence the development of Korean civilization?
- How did Buddhism influence Korea?
- How did Korea preserve its own identity under the Chosen dynasty?
- How did the sea help Japan preserve its identity?
- How did the Yamato clan influence future Japanese government?
- How did Japan see out Chinese influence?
- How did women influence culture at the Heian court?
- What was bushido and why was it important?
- How did geography make Southeast Asia strategically important?
- What changes occurred as India increased contact with Southeast Asia?
- How did India influence the Pagan kingdom and the Khmer and Srivijaya empires?
- How did China influence Vietnam?

Skills: Students will be able to:

- Describe how geography affected life on the Korean peninsula.
- Explain the major achievements of the Choson dynasty.
- Explain how geography set Japan apart.
- Understand how China influences Japan, and describe the Heian period
- Summarize the Japanese feudal system.
- Explain how the Tokugawas united Japan.
- Identify how Zen Buddhism shaped culture in Japan
- Describe the geography of Southeast Asia
- Summarize the characteristics of the new kingdoms and empires of Southeast Asia
- Explain the emergence of Vietnam.
- **Think as a historian:** Determine which sourcing prompts apply to statements.
- **Write as a historian:** Determine appropriate samples of evidence that supports a topic sentence

Teacher Lesson Plan Resources:

SHEG Historical Thinking Task: fall of the Qin Dynasty

<http://sheg.stanford.edu/upload/V3LessonPlans/Fall%20of%20Qin%20Teaching%20Materials%20English.pdf>

East Asian history Sourcebook

<http://sourcebooks.fordham.edu/halsall/eastasia/eastasiasbook.asp>

Asian World database http://i-cias.com/e.o/index.ancient_world.htm

Silver Connects the World:

China http://www.learner.org/courses/worldhistory/unit_video_15-1.html
Europe, East Asia, and West Africa

http://www.learner.org/courses/worldhistory/unit_video_15-3.html

Teacher Content Resources

Asia for educators (comprehensive) <http://afe.easia.columbia.edu/>

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Standards Alignment

NJSLS

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.A.4.b 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.B.4.f 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.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.

6.2.8.C.4.a 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.D.4.e Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

6.2.8.D.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.

6.2.12.C.1.a Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.

Common Core

- CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
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- 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.
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Unit 12: Europe in the Middle Ages
Duration: 3 Weeks

Overview:

The students will be introduced to information on Europe during the time period called the Middle Ages or Medieval Time period. The unit will cover what life was like for the different groups of people during 500 – 1500 AD. Special attention will be given to the influence of the Catholic Church on politics, education and society. The importance of a new societal structure will be discussed and how individuals during the Middle Ages have specific roles and responsibilities.

Core Concepts:

- About life during the early Middle Ages, including the rule of Charlemagne
- Significance of the coronation of Charlemagne by Pope Leo III as Holy Roman Emperor on Christmas Day 800 AD.
- Learn about the feudal system its impact on the way of life in the Middle Ages
- The Catholic Church had significant role in the political, educational, and societal structure of Europe.
- The daily life of Medieval Europe was an agrarian society and the distinctive roles individuals had in society.
- How the church used its strength and organization to punish its opponents in a series of religious wars called the Crusades.
- Learn about the end of the Middle Ages and the growth of cities and nation-states.

Essential Questions

- How did the different groups of people live in the Middle Ages?
- What contributions did religion and secular authority make in the building of kingdoms and empires?
- * How did people's views on Christianity change during the Middle Ages?
- What led to the development of Feudalism?
- What defined the social structure of in feudal society?
- How did the Church influence life during the Middle Ages?
- What attempts were made by the Church to expand its influence?
- What caused many Christians to call for Church reform?
- What attempts were made to reform the Church?
- What were the political and social ramifications of the reform movement?

Students will know:

- Why did the fall of Rome create disorder in Europe?
- How did the Christian Church bring unity to Europe in the early Middle Ages
- How did Charlemagne create an empire that blended several traditions?
- What was life like in medieval times?
- How did changes in agriculture affect European life?

- What internal problems and political struggles did the Church face?
- How did the Church respond to its opponents?
- How did the Christians recapture European lands from the Muslims such as the Crusades?
- What new forms of literature, art, and architecture developed during the Medieval Times?

Students will be able to:

- Describe ways Europe Changed after the Fall of Rome 476 AD "Dark Ages"
- Describe Charlemagne, his empire, and his accomplishments in education and social issues
- Explain the development of feudalism
- Describe life during the Middle Ages and how life was different for the various classes of society.
- Identify the role of the Church during the Middle Ages
- Explain the Crusades and its importance to the religious and political make-up of Europe.
- Analyze the growth of European population, trade, and towns around 1100.
- **Think as a historian:**
- **Write as a historian:**

Teacher Lesson Plan Resources:

Medieval Sourcebook
Church
Maps

<http://sourcebooks.fordham.edu/halsall/sbook.asp>
<https://medievalchurch.org.uk/>
<http://www.euratlas.net/history/europe/index.html>

Teacher Content Resources

History <https://www.thoughtco.com/medieval-and-renaissance-history-4133289>World History:
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Standards Alignment

NJSLS

6.2.8.A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.

6.2.8.B.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.C.4.b 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 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.

Common Core

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Unit 13: Renaissance & Reformation
Duration: 3 weeks

Overview: Students will describe the significant contributions of the Renaissance and Reformation to European society, including major achievements in literature, music, painting, sculpture, and architecture.

Describe the significant social and cultural changes that took place during the Renaissance, including advances in printing press technology, the works of Renaissance writers and elements of Humanism, the revival of Greco-Roman art, architecture, and scholarship, and differing ideas on the role of women.

The influences of religion on the political structure, economical development, and social make-up of Europe during the 14th Century. Describe the significant contributions of the Renaissance and Reformation to European society including major achievements in literature, music, painting, sculpture, and architecture.

Core Concepts

- In what ways did some clergy abuse the use of Church indulgences?
- The differences in the beliefs between Martin Luther and the church with regards to the selling of indulgences.
- How Calvin's belief in predestination supported Luther's belief in faith and grace as the source of salvation.
- Explain what causes of the Reformation reflected the Renaissance and determining which effects of the Reformation had on European society.
- The importance of influences of religion on the cultural achievements (i.e. fine arts).
- The impact of technological advancements (i.e. printing press) on the spread of religion.

Driving Questions:

- How did Humanism influence the culture of the Renaissance?
- How did art reflect Humanism?
- How did the Renaissance differ from the Middle Ages?
- What happens when a civilization becomes wealthy?
- Why would a person's religious beliefs have an effect on one's daily life?
- Why would religions be regional? Geographical control over one particular area.
- What are the major causes and effects of religions have on the political structure of society.
- How did various religious leaders "use" religion to their advantage?
- How religious beliefs and practices influence the culture of society (arts, architecture, technology, and music)
- To what extent have religious dogmas affected the world today?
- Why did some Christians break away from the Catholic Church?
- What effects did the Reformation have on politics, economics, and society?

- What were the major differences and similarities in the Reformation and Counter-Reformation?
- How key terminology and important chronological events shaped the Reformation time period?
- What role did geography influence and/or shaped the religious developments of the Reformation?

Content: Students will know:

- The students will understand the unique characteristics of the Renaissance, the role of humanism, the role of religion, the role of patrons, the location of the beginning of the Renaissance and the role of geography on the development of a society, the role of art in representing the spirit of the Renaissance.
- Locate important trade centers in Northern Italy, define the characteristics in Renaissance art, identify those characteristics in works of art, explain differences of Renaissance art and art of the Middle Ages, identify major Renaissance artists
- Describe the contributing factors to the Reformation
- Analyze the role church on the political, economic, and social developments of the time period.
- Compare and Contrast religious beliefs (Luther, Calvin and RC)
- Evaluate the consequences of religious interference on the government and society.
- Locate the major centers of influences on the Reformation
- Analyze cultural and technological advancement and their impact on the Reformation.

Skills: Students will be able to:

- List some of the elements of Classical Greece and Rome revived by the Renaissance.
- List the similarities and differences between feudalism in Europe and Feudalism in Japan.
- Compare the period of monasticism with the Reformation
- **Think as a historian:** Determine which sourcing prompts apply to statements.
- **Write as a historian:** Determine appropriate samples of evidence that supports a topic sentence

Assessment(s)

Power Point Presentation of a Renaissance Artist with examples of work and justification of the art as “true” Renaissance art, i.e, characteristics of Renaissance art and the patrons.

Teacher Lesson Plan Resources

Enlightenment Sourcebook

<http://sourcebooks.fordham.edu/halsall/mod/modsbook10.asp>

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Standards Alignment

NJSLS

6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.

6.2.12.D.2.b Determine the factors that led to the Reformation and the impact on European politics.

6.2.12.D.2.c Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

NJ Amistad

Common Core

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Appendix 1 Teacher Resources

APWH Course homepage

http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/4484.html

Close Reading of Challenging Primary Sources

OT (Online Tutorial)

1 Historical Context & Author's language choices

<https://advancesinap.collegeboard.org/sites/default/files/essay/reading/ap-us-history-reading-strategies.html>

2 Writing from Challenging Primary Sources OT

<https://advancesinap.collegeboard.org/sites/default/files/essay/writing/ap-us-history-writing-strategies.html>

teachinghistory.org

<http://teachinghistory.org/teaching-materials/ask-a-master-teacher/25420>

Online Resource Compilation

<http://www.worldhistory.pitt.edu/documents/WorldHistoryOnlineResources.pdf>