

World History Grade 8

EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

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Revised by: Social Studies Department

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Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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AFFIRMATIVE ACTION STATEMENT

It is the intention of the Ewing Township Public Schools to provide equal educational opportunities for all students, including equal access to all school facilities, programs, equipment, staff services, financial resources, courses or activities, and other benefits regardless of race, color, creed, religion, sex, ancestry, national origin, social, economic or academic status or physical handicap.

EWING BOARD OF EDUCATION

Policy

File Code: 2230.DP

COURSE GUIDES

Curriculum guides shall be prepared for each course and/or area to be taught in the schools of this district to assist in the articulation of educational programs (curricula) between and among schools to provide continuous learning. Each guide shall contain objectives to be developed, suggested materials, activities designed to achieve all of these, and evaluation criteria intended to test the extent to which learning objectives have been achieved.

The teacher will use the guide as the core of the courses he/she has been assigned to teach. It shall be the responsibility of the Superintendent to ensure that the curriculum guides are being followed.

The Board of Education directs that a copy of each guide be maintained in the Office of the Assistant Superintendent for Curriculum and Instruction for review by members of the staff and Board. The Superintendent shall provide new curriculum guides or revisions to existing guides to the Board for study before implementation. By this means, the Board will determine which alterations to courses of study as defined by the law will require the approval of the Board.

Date: November 22, 1999

N.J.S.A. 18A:33-1

This guide was developed for the block schedule currently in place at Fisher Middle School. History classes meet for 87 minutes each day for one semester.

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

ELA Integration - The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards - History, Social Studies, Science and Technical Subjects (6-8)

UNIT 1: Culture (10 Lessons)

Why is this unit important?

The major focus of this unit is what culture is and how it varies and changes through time and place and how it is influenced by the environment.

This unit also serves as an introduction to and background for the essential question: How do geography, climate, and natural resources influence and develop a civilization and culture?

Big Ideas:

- The availability of domesticable plants and animals impacted the development of civilizations.
- Culture is the sum total of who we are.
- Cultural diffusion and acculturation spread culture

Enduring Understandings:

- 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.
- 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.
- Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

Essential Questions:

- What is culture?
- How does geography, climate, and natural resources affect the development of a civilization and culture?

Acquired Knowledge:

- Explain how climate and geography and natural resources affect the development of a civilization and culture? (see appendix)
- Describe how cultures can change with invention, diffusion and acculturation.
- Define ethnocentrism as the belief that one culture is superior to others and judging other cultures based on your culture's "norms".
- Define culture as total way of life of a people and list different elements of culture.

Acquired Skills:

- RST-Guns, Germs, Steel "How does geography, climate, and natural resources affect the development of a civilization and culture?"
 - Cite specific textual evidence of secondary source.
 - Determine the central ideas or information of a secondary source. ◦ Provide an accurate summary of the source distinct from prior knowledge or opinions.
 - Integrate visual information (video) with other information in print and digital texts.
 - Read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Common Misconceptions:

- What culture is to different people?
- Rivers flow from higher elevation to lower elevation and provides fertile land
- Domestication of Animals and plants (Agricultural revolution) changed the way people lived.

Assessments:

Formative Assessment:

- Discussion
- Daily exit tickets/ entrance tickets
- Culture Unit Project on the effects of geography, climate and natural resources on cultural development.

Summative Assessment:

- Unit Test

Benchmark Assessments:

- Culture Unit RST: How does geography, climate, and natural resources affect the development of a civilization and culture?

Alternative Assessment:

- Scaffolded DBQ
- Modified Unit Test
- Kahoot
- Plickers Review

Instructional Materials:

Core:

- Guns, Germs, and Steel Chapter 4 "Farmer Power" Published by W.W. Norton & Company Inc.
- Guns, Germs, and Steel DVD Episode 1: Out of Eden
- Excerpts from Guns, Germs, and Steel
- Nacerima Reading

Supplemental:

- Google Classroom
- Google Shared Folder: Such as primary source documents, maps, additional readings and hands on activities

Instructional Strategies/Suggested Learning Experiences:

- RST
- Scaffolding text questions
- Elements Culture web
- Flow chart of cause/effect: domestication of plants and animals
- Graphic organizers
- Sports team and culture
- McDonalds and Cultural Diffusion

Technology Integration:

- PowerPoint presentations with images
- Video Clips
- Google Earth
- Google Drive

2020 NJCS:

- 6.2.8.HistoryCC.1.c
- 6.2.8.GeoPP.1.a
- 6.2.8.HistoryCC.1.d
- 6.2.8.HistorySE.1.a

UNIT 2: The Religions, philosophies, and Dynasties of Medieval China (18 Lessons)

Why is this unit important?

This unit traces the rise of China to a medieval world power with far reaching impact on the medieval world and modern day. It introduces students to the inventions attributed to the Chinese that have influenced world civilization for centuries.

Additionally this unit highlights the basic tenets of Hinduism, Buddhism, Daoism, Confucianism, and Legalism and the influence that they had on the development and progress of Chinese civilization.

Big Ideas:

- Confucianism influenced the government of China
- The life of Siddhartha Gautama and the tenets of Buddhism
- The philosophy of Daoism
- The use of Legalism to unite China
- Geography of China and its influence on Chinese civilization
- Construction of the Great Wall and Terra Cotta Army
- Golden Age of the Tang and Song
- The inventions of the Chinese
- Linking of the world through the Silk Road

Enduring Understandings:

- Analyze the motivations for civilizations to modify the environment, (Great Wall, Grand Canal) determine the positive and negative consequences of environmental changes made during this time period.
- 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.
- Explain how religion both unified and divided people.
- Assess how overland trade routes (Silk Road) impacted urbanization, transportation, communication and the development of international trade centers.
- Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies. Compare and contrast the tenets of various world religions (Taoism, Buddhism, Confucianism, and legalism) that developed in or around this time period.
- Explain the interrelationships among improved agricultural production, population growth, urbanization and commercialization.

Essential Questions:

- How do geography, climate, and natural resources affect the development of a civilization and culture?
- How does religion both unify and divide a people?
- How do interactions between groups of people spread ideas?

Acquired Knowledge:

- How do geography, climate, and natural resources affect the development of a civilization and culture? (see appendix)
- The main tenets of Confucianism, Buddhism, and Daoism
- Dynastic cycle and the Mandate of Heaven
- Technological achievements of Tang and Song Dynasty
- The role of the civil service exam in creating a meritocracy

Acquired Skills:

- DBQ- "How does geography, climate, and natural resources affect the development of a Chinese civilization and culture?" or "Was the Great Wall worth the cost of its construction."
 - Cite specific textual evidence of secondary source.
 - Determine the central ideas or information of a secondary source.
 - Provide an accurate summary of the source distinct from prior knowledge or opinions.
 - Integrate visual information (video) with other information in print and digital texts.
 - Read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- Analysis of literary works- Siddhartha and Tao of Pooh
- Cause and effect-Environment and religion as causes
- Developing good questions-current events activity

Common Misconceptions:

- China, Asia, and Japan are not interchangeable names

Assessments:**Formative Assessment:**

- Mini project: How did the Silk Road spread ideas, technology and culture?
- Tao of Pooh-Literature Circle discussion
- Siddhartha-Literature Circle discussion

Summative Assessment:

- Unit Test
- Discovery of a New Civilization Project

Benchmark Assessment:

- DBQ-The costs and benefits of The Great Wall of China
- DBQ-Advantages and disadvantages of China's geography

Alternative Assessment:

- Scaffolded DBQ
- Modified Unit Test
- Kahoot
- Plickers Review

Instructional Strategies/Suggested Learning Experiences:

- RST
- Graphic organizers-Philosophies
- Using reading on the Terracotta Army to visualize the tomb
- Museum Walk on Chinese inventions
- Tao of Pooh-Literature Circle discussion
- Siddhartha-Literature Circle discussion
- Create a skit where each person represents a philosophy (Confucius, Daoism, Buddhism, Legalism) and the class needs to guess who's who
- Contributions of the Han Dynasty Stations

Instructional Materials:

Core:

- The Story of Buddha
- Tao of Pooh
- Analects of Confucius <http://classics.mit.edu/Confucius/analects.html>
- Interactive website on The Silk Road:
- <http://virtuallabs.stanford.edu/silkroad/SilkRoad.html>
- Han Dynasty Social Classes readings
- Tang and Song invention readings

Supplemental:

- Google Shared Folder
- Google Classroom
- Gonick, Larry. Cartoon History of the Universe. Three Rivers Press, 1997
- <https://www.nj.gov/education/holocaust/resources/>
- <https://www.nj.gov/education/amistad/>
- Various current events related to China

Technology Integration:

- PowerPoint presentations with images
- Video Clips
- Google Earth
- Google Drive

Standards Targeted:

- 6.2.8.CivicsPI.3.a
- 6.2.8.CivicsHR.3.a
- 6.2.8.GeoPP.3.a
- 6.2.8.GeoPP.3.b
- 6.2.8.EconEM.3.a
- 6.2.8.EconGE.3.a
- 6.2.8.HistoryCC.3.a
- 6.2.8.HistoryUP.3.a
- 6.2.8.HistoryUP.3.b
- 6.2.8.HistoryUP.3.c
- 6.2.8.HistoryCA.3.a
- 6.2.8.HistoryCA.3.b

UNIT 3: The Middle East and the religion of Islam (12 Lessons)

Why is this unit important?

- This unit traces the origins, rise, and spread of the Islamic religion and culture including its effects on the region and the larger world today.
- Additionally, this unit illustrates the commonalities and differences of the monotheistic religions: Judaism, Christianity, and Islam.

Big Ideas:

- Life of Muhammad
- Islam's link to the older Abrahamic faiths and their subsequent name of People of the Book
- Rise of the Islamic Empire under the Umayyad Dynasty
- The Golden Age of the Abbasid Dynasty
- The Sunni Shiite Split

Enduring Understandings:

- Explain how religion both unify and divides people.
- Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Christianity and Judaism), their patterns of expansion, and their response to the current challenges of globalization.
- Determine the extent to which religions, mythologies and other belief systems shaped the values of classical societies.
- Explain why the Arabian Peninsula's physical geography and natural resources posed challenges and opportunities for trade and development.
- Compare major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

Essential Questions:

- How does geography, climate, and natural resources affect the development of a civilization and culture?
- How does religion both unify and divide a people?
- How do interactions between groups of people spread ideas?

Acquired Knowledge:

- Oases were the centers of trade and conflict for the Bedouin people
- Islam is an Abrahamic faith similar to Christianity and Judaism
- The Five Pillars of Islam
- Fighting over the succession of the Prophet Muhammad caused the split between Sunni and Shi'ite Muslims
- The technological, scientific and mathematical contributions of the Muslim empire

Acquired Skills:

- DBQ "How does geography, climate, and natural resources affect the development of Islamic civilization and culture?" or "How does the Religion of Islam Unify the people around the world"
 - Cite specific textual evidence of secondary source.
 - Determine the central ideas or information of a secondary source.
 - Provide an accurate summary of the source distinct from prior knowledge or opinions.
 - Integrate visual information (video) with other information in print and digital texts.
 - Read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
 - Painting Analysis: The Battle of Tours
 - Identify aspects of the author's point of view or purpose
- Primary Source Analysis-Invasion of Spain speech, Ibn Battuta accounts
- Developing good questions-current events activity

Common Misconceptions:

- Islam is not a place
- Allah is the same God as the Christians and Jews
- Muhammad and Allah are not the same person (nor are Jesus and God)

Assessments:

- Unit Test
- RST-How the environment influenced culture in the Middle East.

Formative Assessments:

- Create a timeline of Muhammad's life
- Label important cities, historical sites, etc. using a map of Arabian Peninsula
- Interview a Bedouin
- Chart the similarities between the monotheistic religions
- Summarize a current news article relating to Sunni/ Shiite strife and connect to historical events.
- Diagram of the Five Pillars

Summative Assessment:

- Unit Test

Benchmark Assessments:

- Unit RST

Alternative Assessment:

- Diagram of the Five Pillars
- Scaffolded DBQ
- Modified Unit Test
- Kahoot
- Plickers Review

Instructional Strategies/Suggested Learning Experiences:

- Cooperative Learning
- Timelines
- Venn Diagram-Monotheistic religions
- Video 30 Days as a Muslim
- Analysis accounts of Ibn Battuta

Instructional Materials:

Core:

- Rumfor, James. *Traveling Man the Journey of Ibn Battuta*. Houghton Mifflin
- Teacher Created Materials, Inc. World Religions
- Video: 30 Days as a Muslim (Broadcast on FX Channel)

Supplemental:

- Current Events on Sunni/Shiite via Google News
- Gonick, Larry. Cartoon History of the Universe. Three Rivers Press, 1997
- Various current events related to Islam and the Middle East
- VR tour of the Ka'aba in Mecca

Technology Integration:

- PowerPoint presentations with images
- Video Clips
- Google Earth
- Google Drive

2020 NJCS:

- 6.2.8.CivicsPI.4.a
- 6.2.8.GeoHE.4.a
- 6.2.8.GeoHP.4.a
- 6.2.8.GeoHP.4.b
- 6.2.8.GeoHP.4.c
- 6.2.8.GeoHE.4.c
- 6.2.8.HistoryCC.4.d
- 6.2.8.HistoryCC.4.e
- 6.2.8.HistoryCC.4.f
- 6.2.8.HistoryCC.4.g

UNIT 4: West Africa (16 Lessons)

Why is this unit important?

The history of West Africa is part of the history of African-Americans. This unit shows the status, wealth, power, and influence of Medieval West Africa. This is compared to a very different view of West Africa of the 1700-1800s as presented in early American history, and especially different from West Africa today..

Big Ideas:

- The natural resources and climate of West Africa allowed for the growth of wealthy empires
- Control of the Salt and Gold trade was essential to empire building
- Mansa Musa made Mali famous when he traveled on his Hajj to Mecca
- The spread of the religion of Islam

Enduring Understandings:

- Explain how religion both unified and divided people.
- Understand how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.
- Determine how geography and the availability of natural resources (Gold and Salt) influenced the development of the political, economic, and cultural systems of West Africa.
- Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development.
- Design overland trade routes (Gold/Salt and Trans-Saharan) that demonstrate the impact of urbanization, transportation, communication, and the development of international trade centers.
- Describe the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.

Essential Questions:

- How does geography, climate, and natural resources affect the development of a civilization and culture?
- How does religion both unify and divide a people?
- How do interactions between groups of people spread ideas?
- How did the medieval kings of West Africa become so wealthy?

Acquired Knowledge:

- Islam came to West Africa by Muslim traders along the Trans-Saharan trade routes
- Medieval Kings became wealthy by controlling the gold and salt trade routes
- Mansa Musa's historic pilgrimage to Mecca

Acquired Skills:

- Africa RST/DBQ "How did the medieval kings of West Africa become so wealthy?"
 - Cite specific textual evidence of primary and secondary sources. ◦ Determine the central ideas or information of a primary and secondary source.
 - Provide an accurate summary of the source distinct from prior knowledge or opinions.
 - Integrate visual information (video) with other information in print and digital texts.
 - Read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- Analyze quote by Mansa Musa
 - Identify aspects of the author's point of view or purpose
- Analyze visuals-Map of Mansa Musa, trade maps, photos of Timbuktu (Mosque and University)
- Developing good questions-current events activity

Common Misconceptions:

- Africa is not a country
- Africa used to house the wealthiest places on the planet

Assessments:

Formative Assessments:

- Sundiata-Literature Circle discussion
- Short Answer-Could the development of these West African Empires have happened anywhere else in the world?
- African Art Project
- Sketch a scene of life in West Africa
- Develop a culture in a region of Africa based on its environment

Summative Assessment:

- Unit Test

Benchmark Assessments:

- RST-How does Africa's geography, climate, and natural resources affect the development of its civilizations and cultures

Alternative Assessment:

- Scaffolded DBQ
- Modified Unit Test
- Kahoot
- Plickers Review

Instructional Strategies/Suggested Learning Experiences:

- Read aloud the folktale. *Sundiata, Lion King of Mali*. and compare to Disney's Lion King movie
- RST Document instruction
- Develop cultural elements for a given region of the continent
- Use of maps: topographical, resource, trade routes, political
- Create a museum to house selections of African art. Research meaning and symbolism behind them
- Carousel activity-Life in West Africa

Instructional Materials:

Core:

- Wisniewski, David. *Sundiata, Lion King of Mali*. Clarion Books, 1999.
- Rumford, James. *Traveling Man The Journey of Ibn Battuta*. Houghton Mifflin Harcourt, 2004
- Ghana Readings
- Mansa Musa Map

Supplemental:

- Google Classroom
- Gonick, Larry. *Cartoon History of the Universe*. Three Rivers Press, 1997
- The Lion King
- <https://www.nj.gov/education/amistad/>
- Various current events related to West Africa

Technology Integration:

- PowerPoint presentations with images
- Video Clips
- Google Earth
- Google Drive

2020 NJCS:

- 6.2.8.GeoHE.4.a
- 6.2.8.GeoHP.4.a
- 6.2.8.GeoHP.4.b
- 6.2.8.GeoHP.4.c
- 6.2.8.GeoHE.4.c
- 6.2.8.GeoGI.4.a
- 6.2.8.HistoryCC.4.b
- 6.2.8.HistoryCC.4.d
- 6.2.8.HistoryCC.4.g
- 6.2.12.HistoryCC.1.d
- 6.2.12.HistoryCC.1.f

UNIT 5: Medieval Europe and Japan (16 Lessons)

Why is this unit important?

This unit focuses on how war, chaos, and disease can be a catalyst for change ultimately setting the stage for Europe's and Japan's interactions with the world throughout history (i.e. interactions between the Christian and Islamic world, colonization, and World War II)

Big Ideas:

- Fall of Rome sparked chaos across Europe
- Wars and invasions resulted in feudalism in both locations
- The Pope's rise to the most powerful person in Europe
- Diffusion of Chinese culture into Japan
- The Crusades
- The Plague
- Japanese isolationism

Enduring Understandings:

- Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic and political order.
- Describe the Japanese feudal system and its effectiveness in promoting social, economic and political order.
- Determine which events led to the rise and eventual decline of European feudalism
- Explain how the geographies of China and Japan influenced their development and their relationship with one another.
- Compare and contrast the tenants of various world religions that developed in and around this time period (Buddhism, Shintoism).
- Discuss how religion both unified and divided people.
- Evaluate the causes and outcomes of the Crusades from different perspectives.
- Discuss the demographic, economic and religious impact of the plague on Europe.

Essential Questions:

- How does geography, climate, and natural resources affect the development of a civilization and culture?
- How does religion both unify and divide a people?
- How do interactions between groups of people spread ideas?

Acquired Knowledge:

- Feudalism is the agreement between a landowner and the people on his land agreeing to work/pay taxes in exchange for protection
- The medieval social hierarchy in Europe and Japan
- The Viking invasions of Europe and Japanese civil wars caused the Feudal system to begin
- Cause and effect of the Crusades and the Plague on Europe

Acquired Skills:

- Europe and Japan RST/DBQ "How does geography, climate, and natural resources affect the development of a civilization and culture?"
 - Cite specific textual evidence of primary and secondary source.
 - Determine the central ideas or information of a primary and secondary source.
 - Provide an accurate summary of the source distinct from prior knowledge or opinions.
 - Integrate visual information (video) with other information in print and digital texts.
 - Read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- Analyze paintings: Crowning of Charlemagne and Plague
 - Identify aspects of the author's point of view or purpose

Common Misconceptions:

- Movies that are set in this time period are far more glamorous than reality

Assessments:

Formative Assessments:

- Newspaper Project- Require students publish a newspaper which includes: a comic of mythical creation of Japan, help wanted ad to hire a samurai, illustration of the social classes in Feudal Japan, and editorial article on whether or not to keep the emperor.
- Essay or short answer question: How does feudalism impact the social, economic, religious and political life of a people?
- How does the painting of Charlemagne being crowned show the importance of religion in Medieval Europe
- Compare and contrast Feudalism in both Europe and Japan

Summative Assessment:

- Unit Test

Benchmark Assessments:

- RST/DBQ
 - Plague

Alternative Assessment

- Scaffolded DBQ
- Modified Unit Test
- Kahoot
- Plickers Review

Instructional Strategies/Suggested Learning Experiences:

- Cooperative Learning
- Look at accounts of life after the fall of Rome
- Using Google Earth to predict the pros and cons of Japan's geographic and political location
- Watch a Black Plague video and view Plague artwork to understand the spread of the plague, and conditions during the time period.
- Compare the contrast feudal systems of Europe and Japan.
- Compare and contrast knights and samurai.
- Illustrate daily life in either Feudal Europe or Japan.

Instructional Materials:

Core:

- Speech by Pope Urban calling for the Crusades
- <http://www.boisetate.edu/courses/crusafes/1st/02.shtml>
- "The Plague" painting
- http://marathon.uwc.edu/academics/departments/political_science/IGS_A_IDinAFRICA/plagues_in_art.htm
- Crowning Charlemagne painting
- Knight Armor demonstration
- Plague Video
- Cathedral and Shrine images

Supplemental:

- Google Classroom
- FMS Media Center Video: Secrets of the Samurai
- YouTube video on Shinto Shrine
- Gonick, Larry. Cartoon History of the Universe. Three Rivers Press, 1997
- FMS Media Center Video: The Plague (Discovery Channel)
- YouTube videos: Doing Da Vinci
- <https://www.nj.gov/education/holocaust/resources/>
- Various current events related to Europe and Japan
- Images of Renaissance Art via Google
- VR Trips

Technology Integration:

- PowerPoint presentations with images
- Video Clips
- Google Earth
- Google Drive
- VR Field Trips
- Story Board
- Vlogging
- Tour Builder

2020 NJCS:

- 6.2.8.CivicsDP.4.a
- 6.2.8.GeoHE.4.a
- 6.2.8.GeoHE.4.b
- 6.2.8.GeoHE.4.c
- 6.2.8.GeoSV.4.a
- 6.2.8.EconNE.4.a
- 6.2.8.HistoryCC.4.a
- 6.2.8.HistoryCC.4.b
- 6.2.8.HistoryCC.4.c
- 6.2.8.HistoryCC.4.d
- 6.2.8.HistoryCC.4.e
- 6.2.8.HistoryCC.4.g

UNIT 6: The Mongols (4 Lessons)

Why is this unit important?

The Mongols, who began as a splintered group of warring nomadic tribes united themselves and built the largest contiguous empire covering the majority of continent of Asia. The impact this had on communication, trade, and cultural diffusion is immeasurable. Plus, according to legend... you might just be related to them!

Big Ideas

- The military ingenuity and skill of Genghis Khan united the tribes of Mongolia and was instrumental in the conquest of so much territory
- The methods of conquest included terror and destruction, as well as tolerance of religion and cultural diffusion.

Enduring Understandings

- The students will compare and contrast the traits and characteristics of barbarian and civilized societies
- Determine the extent to which the Mongols played a role in the spread of culture, ideas and inventions
- Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies

Essential Questions

- How does geography, climate, and natural resources affect the development of a civilization and culture?
- How does religion both unify and divide a people?
- How do interactions between groups of people spread ideas?

Acquired Knowledge

- Genghis Khan was a skilled military leader who was able to unite the tribes of Mongolia and begin an empire.
- The Mongol's skill on horseback was integral in their military success. • The Mongolian Empire was the largest contiguous empire in history which allowed for cultural diffusion across Eurasia.

Acquired Skills

- Mongolia DBQ “How does geography, climate, and natural resources affect the development of a civilization and culture?”
 - Cite specific textual evidence of secondary source.
 - Determine the central ideas or information of a secondary source.
 - Provide an accurate summary of the source distinct from prior knowledge or opinions.
 - Integrate visual information (video) with other information in print and digital texts.
 - Read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- Hypothesize alternate histories

Common Misconceptions

- The Mongols are not ‘barbarians’ and ‘uncivilized’ people
- Formative Assessments:
 - Rewrite history as if Ogedei had not died when he had
- Research and present success and failures of other Mongol rulers.

Summative Assessment:

- Unit Test

Benchmark Assessments:

- DBQ-How does Mongolia’s geography, climate, and natural resources affect the development of its civilization and culture?

Alternative Assessment

- Scaffolded DBQ
- Modified Unit Test
- Kahoot
- Plickers Review

Instructional Materials:

Core

- Cowley, Robert. What if? Penguin Publishing, 2002
- Video of the life of Genghis Khan

Supplemental

- Gonick, Larry. Cartoon History of the Universe. Three Rivers Press, 1997 · Picture Book: Chingis Khan. Henry Holt and Company, 1991/ Marshall Cavendish, 2008
- <https://www.nj.gov/education/amistad/>
- Various current events related to Mongolia

Instructional Strategies/Suggested Learning Experiences:

- Video of the life of Genghis Khan
- Use of maps to analyze the environment and resources available to the mongols.
- Survive a Mongol Attack-choose your own adventure reading
- Expert groups-Khans after Genghis
- <https://www.nj.gov/education/amistad/>

Technology Integration:

- PowerPoint presentations with images
- Video Clips
- Google Earth
- Google Drive

2020 NJCS:

- 6.2.8.CivicsPI.4.a
- 6.2.8.GeoHE.4.a
- 6.2.8.GeoHP.4.b
- 6.2.8.GeoHP.4.c
- 6.2.8.GeoHE.4.c
- 6.2.8.GeoSV.4.a
- 6.2.8.EconNE.4.a
- 6.2.8.HistoryCC.4.b
- 6.2.8.HistoryCC.4.f
- 6.2.8.HistoryCC.4.g

**Acquired knowledge for essential question:
How does geography, climate, and natural resources
affect the development of its civilization and culture?**

Culture	<p>Explain and give examples of climate, geography, and natural resources Speculate how those things affect</p> <ul style="list-style-type: none"> - Beliefs/values/norms & taboos - Social organizations/ religion/ family - Economics - Technology - Government <p><i>(the details from this unit should be used in the introductory paragraph)</i></p>
Arabian Peninsula	<p>Describe the geography, climate and resources in Arabia and explain its connection to</p> <ul style="list-style-type: none"> - The nomadic lifestyle (limited and isolated natural resources (oases) forced the Bedouin people to follow seasons/herds for their food) - Living in family clans and tribes (easier to travel in smaller groups and needed protection) - The warfare that occurred often between clans (effect of limited resources and long standing family feuds; clan loyalty) - The economy (Animal husbandry, trade routes) - The importance (value) of the camel (domesticated beast of burden)
Africa	<p>Describe the geography, climate and resources in Africa and explain its connection to</p> <ul style="list-style-type: none"> - The economy (salt/gold trade in West Africa) - The development of trade routes and connection to Mediterranean - The spread of Islam into West Africa
Medieval Europe	<p>Describe the geography, climate and resources in Europe and explain its connection to</p> <ul style="list-style-type: none"> - Feudalism and Manorialism (few natural boundaries forced Europeans into walled communities; easily became self-sufficient because of the fertile land)

<p>China</p>	<p>Describe the geography, climate and resources in China and explain its connection to</p> <ul style="list-style-type: none"> - The Great Wall (no natural boundary) - Economy (rivers- trade routes, fertile land, canal, silk road) - Agriculture (sustainable products- rice, tea) will advance civ. Faster – job specialization etc. ; technologically advanced - Protection vs. Isolation (easy to do with many natural boundaries)
<p>Mongols</p>	<p>Describe the geography, climate and resources in Mongolia and explain its connection to:</p> <ul style="list-style-type: none"> - The nomadic lifestyle (limited natural resources; harsh weather patterns forced people to follow seasons/herds for their food; live in yurts; rely on horses) - Living in family clans and tribes (easier to travel in smaller groups) - The warfare that occurred often between clans (effect of limited resources and long standing family feuds; clan loyalty) - The economy (Animal husbandry) - The importance (value) of the horse (significant resource during conquest) - The need for conquest (limited natural resources)
<p>Japan</p>	<p>Describe the geography, climate and resources in Japan and explain its connection to:</p> <ul style="list-style-type: none"> - Shinto beliefs (focus on nature; celebrations of seasons; creation myth ~ a storm god ~tsunami prone area; a mountain~ Fuji) - Spread of Chinese culture; Buddhism (proximity to China) - Isolated clans (mountainous; disunity) - Warfare between clans (limited resources) - Economy (rice patties; terraced farming~ modified the geography) - Era of Isolation (easy to do as an island)

<p>Modern Era</p>	<p>Explain the significance of Italy's geography to the start of the Renaissance (peninsula located on a well-traveled sea between 3 continents so new ideas and inventions flow in and out constantly which encourages the people to add to new ideas and inventions; divided by mountains and disunity of city states creates competition, when there is competition there is ingenuity; wealth grew which creates more leisure time for cultural endeavors, people desire to show off wealth)</p>
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Sample Standards Integration

21st Century Skills & Career Readiness Practices

CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

For Example: Throughout the course students are required to demonstrate all of the above skills as they apply viable research strategies, evaluate data, close read content-specific text, communicate in multiple ways, and effectively employ technology to share ideas. We also discuss the law of supply and demand as it relates to modern America in the culture unit. Additionally we discuss the law of supply and demand, while examining the Silk Road and West African gold and salt trade.

9.3.12.AG-

NR.2 Analyze the interrelationships between natural resources and humans.

For Example: In all, examine 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. They research the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations and determine the impact of technological advancements on hunter/gatherer and agrarian societies.

Technology Integration

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

For example, in each unit students research how geography, climate, and natural resources affect the development of a civilization and culture. They employ research strategies to complete a Research Simulation Task, analyzing and evaluating information from multiple sources and creating an essay, project, or Google Slides presentation. They effectively employ databases in their research to solve problems. Additionally, throughout the units students will research current events associated with the area of the world or a specific theme. Students will be analyzing and evaluating information from multiple sources, creating an essay, podcast or vlog. Additionally, throughout the units, projects utilize some of the following, Google Classroom/Drive, Google Earth, Google TourBuilder, Story Board, Video recordings, Virtual Reality Field Trips, and Ed Puzzle.

Interdisciplinary Connection

The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RST's are associated with every unit. Students answer the following question with support from various documents. For example: How does climate, geography and natural resource influence the development of a civilization or culture? Documents range from topographical and resource map, excerpts from Guns, Germs and Steel and other texts, video clips.

Interdisciplinary Connection

The Light and Eye unit requires students to analyze an informational topic through several articles or multimedia stimuli ending in a dissection. Students are presented with a series of questions and activities from multiple sources, across multiple subjects

Science DCIs:

- MS-PS4.1 Wave properties [PS4.A]
- MS-PS4.2 EM Radiation [PS4.B] (4-PS4-2: White Light)
- MS-LS1-1 (Cells)
- MS-LS1-8 (Sense Receptors)
- MS-LS4-4/ 5/ 6 (Traits and Characteristics)

LA Standards:

NJSLSA.ELA-LITERACY.RH.6-8.1

NJSLSA.ELA-LITERACY.RH.6-8.4

NJSLSA.ELA-LITERACY.RH.6-8.10

NJSLSA.ELA-LITERACY.RH.6-8.7

S.S. Standards:

NJSLSA 6.2.8.B.3.a

NJSLSA 6.2.8.B.4.f

NJSLSA 6.2.8.C.4.a

NJSLSA 6.2.8.C.3.a

NJSLSA 6.2.8.A.3.a

NJSLSA 6.2.8.B.2.b

Interdisciplinary Connection

The catapult unit requires students to analyze an informational topic through several articles or multimedia stimuli ending in the design, construction and testing of a catapult. Students are presented with a series of questions and activities from multiple sources, across multiple subjects.

MS-ETS1-3

MS-PS2-4

6.2.8.HistoryCC.4.e

Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts

Holocaust Mandate

The curricula addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide K-12

For Example

During the Europe unit the atrocities and genocide during the crusades and plague. In the Islamic Empire unit, the attempts to remove bias, prejudice and bigotry through the notion of People of the Book.

Amistad Mandate

Mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society

For Example: Issues of slavery are addressed in the following units, China, Mongolia. In the West Africa unit we address the beginnings of the slave trade as it relates to the early empires.

LGBTQ/Disabilities Resources

- Queer Resources Directory, [Gay Marriage from Buddhist Perspective](#)
- Fordham Sourcebooks, [Homosexual Tradition in China - Texts](#)
- Fordham Sourcebooks, [Anthology of Friendship](#)
- Fordham Sourcebooks, [Judaism and Homosexuality](#)
- Fordham Sourcebooks, [Anthology on Friendship](#)
- Matthew Quest, [Afrocentricity vs Homosexuality](#)
- Fordham Sourcebooks, [Vikings and Homosexuality](#)
- Fordham Sourcebooks, [Homosexuality in the Middle Ages](#)