



## Social Studies Department

Grade 8

**Developed By:** Veronica Walsh, James Vance, Sal Gabriele, Lauren Parness

**Effective Date:** Fall 2021/2

### Scope and Sequence

Month	Unit Number	Unit Name
September	Unit 1	Beginnings of Human Society
October	Unit 1	Beginnings of Human Society
November	Unit 2	Early River Valley Civilizations: (Fertile Crescent/First Civilizations)
December	Unit 2	Early River Valley Civilizations: (Fertile Crescent/First Civilizations)
January	Unit 3	Asian River Valley Civilizations
February	Unit 3	Classical Civilizations: Greece and Rome
March	Unit 4	Classical Civilizations: Greece and Rome
April	Unit 4	Classical Civilizations: Greece and Rome
May	Unit 4/5	Classical Civilizations: Greece and Rome/Feudalism and the Early Middle Ages
June	Unit 5	Feudalism and the Early Middle Ages

## Unit 1

### Beginnings of Human Society

#### Summary and Rationale

Our complex society has its roots in the earliest emergence of the human species. Over time, people evolved, used resources and created technologies that stimulated the growth of civilization. Archaeology continues to enhance our understanding with new discoveries which provide historical and scientific explanations for how ancient people lived. This unit will examine these themes, so students are able to comprehend the building blocks of society and how the notion of “civilization” emerged from Paleolithic tribes to early agrarian societies.

#### Recommended Pacing

25 days

#### Standards

NJSLS

6.2.8.G eoPP.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.
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6.2.8.G eoPP.1. b	Use maps to examine the impact of various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
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6.2.8.Hi storyCC .1.a	Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).
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6.2.8.Hi	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
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storyCC .1.b	
6.2.8.Hi storyCC .1.d	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
6.2.8.Hi storyCC .1.c	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
6.2.8.Hi storySE .1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
CCSS-ELA - Literacy in History/Social Sciences	
CCSS.E LA- LITER ACY.R H.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.E LA- LITER ACY.R H.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.E LA- LITER ACY.R H.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.E LA- LITER ACY.R H.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.E LA- LITER ACY.R	Describe how a text presents information (e.g., sequentially, comparatively, causally).

H.6-8.5	
CCSS.E LA- LITER ACY.R H.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.E LA- LITER ACY.R H.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.E LA- LITER ACY.R H.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.E LA- LITER ACY.R H.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCSS.E LA- LITER ACY.R H.6- 8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CCSS-ELA - Writing	
CCSS.E LA- LITER ACY.W .8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.E LA- LITER ACY.W .8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.E LA- LITER ACY.W .8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.E LA- LITER ACY.W .8.1.D	Establish and maintain a formal style.
CCSS.E LA- LITER ACY.W .8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
Social Justice Standards (As Applicable)	
JU.6- 8.11	I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.
ID.6- 8.2	I know about my family history and culture and how I am connected to the collective history and culture of other people in my identity groups.
Career Readiness, Life Literacies, and Key Skills	
9.4.8.C T.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective
Instructional Focus	
<b>Theme (If Applicable) →</b> <ul style="list-style-type: none"> <li>● Geography</li> <li>● Specialization of Labor</li> <li>● Ideas in culture</li> <li>● Identity</li> <li>● Anthropology</li> <li>● History</li> <li>● Technology</li> </ul>	
<b>Enduring Understandings:</b>	<b>Essential Question(s):</b>
<ul style="list-style-type: none"> <li>● Archaeologists discover evidence, namely primary sources such as</li> </ul>	<ul style="list-style-type: none"> <li>● Does geography determine the way in which societies develop?</li> <li>● What are the most essential tools of a historian?</li> </ul>

artifacts and fossils, of early humans to analyze their lives

- The lives of early hunter-gather societies were shaped by their physical environment, meeting their needs through hunting and gathering.
- Early humans evolved and adapted to their environment through the use of technology.
- Geospatial technologies and representations help us make sense of the distribution of people, places, and environments and spatial patterns across Earth's surface.
- The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.
- Relationships between humans and environments impact spatial patterns of settlement and movement.
- Global changes in population distribution and patterns affect changes in land use in particular places.
- The physical and human characteristics of places and regions are connected to human identities and cultures.
- The environmental characteristics of places and production of goods influences the spatial patterns of world trade.
- Markets exist to facilitate the exchange of goods and services.
- The production of goods and services influence economic growth, well-being, and quality of life.
- Economic interdependence is impacted by increased specialization and trade.
- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Perspectives change over time.
- Historical sourcing and evidence are based on a review of materials and sources from the past.
- Examining historical sources may answer questions but lead to more questions.

- To what extent did the agricultural revolution transform human society?
- How do hunter-gatherers adapt to and change their environment?
- What does it mean to be human?
- What are the elements of a civilization?

**Unit Inquiry Question(s) →**

- Why do humans study history?
  - To what extent are history skills necessary in understanding the past?
  - What are the most essential tools of a historian?
- During which era, the Paleolithic or Neolithic, did humans make the greatest progress?
- Does geography determine the way in which societies develop?
- What does it mean to be human?
- Can hunter-gatherer societies be considered civilizations?
- To what extent did the agricultural revolution transform human society?
- How did hunter-gatherers [hominids] adapt to and change their environment?

**Objectives (SLO)**

Students will know:

- Archaeologists discover evidence, namely primary sources such as artifacts and fossils, of early humans to analyze their lives
- The lives of early hunter-gatherer societies were shaped by their physical environment, meeting their needs through hunting and gathering.
- Early humans evolved and adapted to their environment through the use of technology.

Students will be able to:

- Explain the importance of, and proficiently utilize, “history skills”
- Explain how early humans adapted to, and changed, their environment in order to survive
- Determine the historical significance of the agricultural revolution through comparing paleolithic and neolithic ways of life
- Assess paleolithic and neolithic societies to determine the extent to which they constitute a “civilization”

**Assessment**

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- Thesis/argument construction
- Quizzes/tests
  
- Common Assessment – Writing Assessment – For example: Comparison of two pieces of picture evidence about life in Paleolithic and Neolithic Society.

**Suggested Documents, Resources, & Technology Tools**

Documents (Please provide embedded links to documents):

[https://docs.google.com/document/d/1Pb0ostBfpTM\\_qIlgMTw1j8bXikzD7MsODMXo3QPvB-FQ/edit?usp=sharing](https://docs.google.com/document/d/1Pb0ostBfpTM_qIlgMTw1j8bXikzD7MsODMXo3QPvB-FQ/edit?usp=sharing)

Resources (ie - DBQ Project or specific textbooks or databases):

- Discovering our Past (textbook)
- Hominid replica skulls
- Paleolithic artifact documents (i.e. cave paintings, camp/dig sites, tools, etc.)
  - <https://www.bradshawfoundation.com/lascaux/>
  - Stories from the Stone Age: Daily Bread
- Graphic novel series (Fire and Error)

Technology Tools:

- Chromebooks
- LCD Projectors

### Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

**Teachers can choose from any of the suggested modifications that follow based upon teaching style, instructional method and needs of individual students.**

#### **General Modifications for students struggling to learn:**

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

#### **MLL**

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE “Take a stab at it.” Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

#### **G/T**

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests



- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable
- provide students with extension opportunities

#### **504/IEP**

Modifications and accommodations must be aligned to stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group historical skills assignments
- Student choice embedded in projects and assessments
- Use of high interest materials such as Hominid replica skulls, cave paintings, artifacts, etc. to engage students
- Additional time for historical investigations, projects, and assessments
- Additional time for in-class assignments
- Use of historical investigations to assess students
- Modeling of historical skills
- Allow for presentation of student knowledge of Hominid investigation through drawing of pictures
- Use of technology and electronic formats
- Modified historical texts and primary source readings
- Relate “Beginnings of Human Society” content to real life and modern experiences
- Detailed instructions of historical investigations, assessments, and projects presented visually, orally, and tactilely
- Preferential seating
- Provide a copy of “Beginning of Human Society” content notes
- Provide relevant and immediate feedback
- Allow for movement and discussion within historical investigations, projects, and assessments

### **Career Readiness, Life Literacies, and Key Skills Practices**

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively

- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 2	
Early River Valley Civilizations: (Fertile Crescent/First Civilizations)	
Summary and Rationale	
<p>As early humans moved into river valleys with newly developed agricultural techniques, the earliest Neolithic societies transformed into civilizations along the Fertile Crescent. Although Mesopotamia and Egypt possessed the same elements necessary to civilization each advanced into its own unique society. This unit will examine the leap from primitive gatherer communities to advanced societies with functioning governments, economies, and cultures, establishing subsequent human history and how these societies recorded their history.</p>	
Recommended Pacing	
45 days	
Standards	
NJSLs	
6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
6.2.8.CivicsHR.2.a:	Determine the role of slavery in the economic and social structures of early river valley civilizations.
6.2.8.GeoHE.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
6.2.8.GeoSV.2.a	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and

	Modern China), and determine the geopolitical impact of these civilizations, then and now.
6.2.8.GeoGE.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.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.HistoryCA.2.a	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.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
6.2.8.HistoryUP.3.b	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social)
CCSS-ELA - Literacy in History/Social Sciences	
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.W.8.1.D	Establish and maintain a formal style.
CCSS.ELA-LITERACY.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
Social Justice Standards (As Applicable)	
DI.6-8.9	I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally.
JU.6-8.12	I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.

AC.6-8.19	I will speak up or take action when I see unfairness, even if those around me do not, and I will not let others convince me to go along with injustice.
JU.6-8.15	I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them.
Career Readiness, Life Literacies, and Key Skills	
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective
<b>Instructional Focus</b>	
<b>Theme (If Applicable) →</b> <ul style="list-style-type: none"> <li>● Geography</li> <li>● Specialization of Labor</li> <li>● Ideas in culture</li> <li>● Identity</li> <li>● Economics</li> <li>● Anthropology</li> <li>● History</li> <li>● Civics</li> <li>● Social Stratification</li> <li>● Government/Political science</li> <li>● Religions in society</li> <li>● Technology</li> </ul>	
<b>Enduring Understandings:</b>	<b>Essential Question(s):</b>
<ul style="list-style-type: none"> <li>● People, places and ideas change over time.</li> <li>● Political and civic institutions impact all aspects of people’s lives</li> <li>● Governments have different structures which impact development (expansion) and civic participation</li> <li>● Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</li> <li>● Geospatial technologies and representations help us make sense of the distribution of people, places, and</li> </ul>	<ul style="list-style-type: none"> <li>● To what extent are civilizations a product of their geography?</li> <li>● Is geography destiny?</li> <li>● Is every civilization unique or do they follow a common pattern?</li> <li>● What impact does religion and philosophies have on cultural developments?</li> <li>● Why do empires rise and fall?</li> <li>● How does conflict develop?</li> <li>● What makes a culture unique?</li> </ul>

environments and spatial patterns across the Earth's surface.

- The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.
- Cultural patterns and economic decisions influence environments and the daily lives of people,
- Markets exist to facilitate the exchange of good and services.
- Economic interdependence is impacted by specialization and trade.
- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical sourcing and evidence are based on a review of materials and sources from the past.
- Cultures are held together by shared beliefs and common practices and values.

**Unit Inquiry Question(s) →**

- To what extent did geography influence the development of Mesopotamian civilization?
- Was Egypt really the gift of the Nile?
- Were the Sumerians the first great civilization?
- Was the advent of writing directly tied to the advancement of tech and civilization?
- Was Hammurabi's Code of Laws fair or cruel?
- Did the means the Assyrians used justify the end results?
  - Which was the best of the Mesopotamian empires? [Assyrians, Babylonians, etc.]
- What made Egyptian culture unique?
- Was Egyptian government effective?

**Objectives (SLO)**

Students will know:

- The impact geography has on the creation of a civilization and the progression of societies

Students will be able to:

- Identify benefits and challenges of geographical features, explaining their impact on society
- Evaluate positive and negative aspects of actions taken by early governments
- Compare specific elements of the culture of Fertile Crescent civilizations

- Government played an important role in shaping daily life for citizens/subjects
- Mesopotamia and Egypt developed their own cultures including belief systems, art, technology, and more
- The commonalities and unique characteristics of Mesopotamia, Egypt and the Israelites.

- Interpret and evaluate Primary Sources including artifacts
- Use data to draw conclusions
- Take notes based on observations
- Demonstrate content knowledge through writing
- Extract important information from texts
- Gather and evaluate relevant/credible resources to address inquiries

### Assessment

- Project-Based Assessments (e.g. independent study, culture inquiries, etc.)
- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Projects/Presentations
- Collaborative activities that may include multiple social science disciplines to interpret and report conclusions regarding artifacts.

#### [Egypt Common Assessment](#)

- Thesis/argument construction
- Quizzes/tests

### Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

- Hammurabi's Code (DBQ Project and/or actual primary source translation documents)
- Hymn to the Nile Reading
- Geographical/trade maps of Egypt and Mesopotamia
- Documents from <https://curriculum.newvisions.org/social-studies/course/9th-grade-global-history/>

Resources (ie - DBQ Project or specific textbooks or databases):

- Media Center's collection of Egyptian books
- Reading Like a Historian
- [Ancientegypt.co.uk](http://Ancientegypt.co.uk)
- [Mesopotamia.co.uk](http://Mesopotamia.co.uk)
- [Worldhistory.org](http://Worldhistory.org) (ancient.eu)

- <https://curriculum.newvisions.org/social-studies/course/9th-grade-global-history/>

#### Technology Tools:

- Chromebooks
- LCD Projectors

### Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

**Teachers can choose from any of the suggested modifications that follow based upon teaching style, instructional method and needs of individual students.**

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- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

#### **MLL**

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE  
“Take a stab at it.” Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

#### **G/T**

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable



- provide students with extension opportunities

### 504/IEP

Modifications and accommodations must be aligned to stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group round table discussions and assignments
- Student choice embedded in projects and assessments
- Check for understanding through use of exit tickets
- Use of high interest materials such as graphs/charts, maps, pictures of Hammurabi's stele, artifacts, etc. to engage students
- Additional time for historical writing, projects, and assessments
- Additional time for in-class assignments
- Modeling of the historical writing process
- Reduce and condense pre-write and writing assignment requirements
- Allow for presentation of student knowledge through multiple means, such as drawing pictures
- Use of technology and electronic formats
- Modified historical texts and primary source readings
- Relate "Early River Valley Civilization" content to real life and modern experiences
- Detailed instructions for historical writings, assessments, and projects presented visually, orally, and tactilely
- Preferential seating
- Provide a copy of "Early River Valley Civilization" content notes
- Provide relevant and immediate feedback
- Allow for movement and discussion within historical writing assignments, projects, and assessments
- Use of brain pop videos to supplement "Early River Valley Civilization" content
- Use of Newsela to supplement "Early River Valley Civilization" content

### Career Readiness, Life Literacies, and Key Skills Practices

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively

- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 3	
<i>Asian River Valley Civilizations</i>	
Summary and Rationale	
<p>As early man moved into river valleys with newly developed agricultural techniques, the earliest Neolithic societies transformed into civilizations. Although China and south Asia possessed the same elements necessary to civilization each advanced into its own unique society. This unit will examine the leap from primitive society to civilization, establishing patterns for subsequent human history and how these societies recorded their history. Students, by reading early primary sources, and studying artifacts, will understand the commonalities and unique characteristics of Indus Valley and China.</p>	
Recommended Pacing	
45 days	
Standards	
NJSLs	
6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.
6.2.8.GeoSV.2.a	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
6.2.8.GeoHE.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

6.2.8.GeoGE.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.
6.8.2.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.HistoryCA.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta Empire, and Han China.
6.2.8.HistoryUP.3.c	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.HistoryUP.3.b	Compare the status of groups in the Ancient World to those people of today and evaluate how individuals perceived liberty and equality then and now (i.e., political, economic, social).
6.2.8.CivicsPI.3.a	Compare and contrast the methods (i.e. autocratic rule, philosophies, and bureaucratic structures) used by Rulers of Rome, China, and India to control and unify their expanding cultures.
6.2.8.EcoEM.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.
6.8.2.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.HistoryCC.2.a	Explain the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
CCSS-ELA - Literacy in History/Social Sciences	
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.
CCSS.ELA-LITERACY.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-LITERACY.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-LITERACY.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.8.1.D	Establish and maintain a formal style.
CCSS.ELA-LITERACY.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
Social Justice Standards (As Applicable)	
DI.6-8.8	I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally.
Career Readiness, Life Literacies, and Key Skills	
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective
<b>Instructional Focus</b>	
<b>Theme (If Applicable) →</b> <ul style="list-style-type: none"> <li>● Geography</li> <li>● Specialization of Labor</li> <li>● Ideas in culture</li> </ul>	

- Identity
- Economics
- Anthropology
- History
- Civics
- Social Stratification
- Government/Political science
- Religions in society
- Technology

Enduring Understandings:	Essential Question(s):
<ul style="list-style-type: none"> <li>● Conflict can lead to change.</li> <li>● Leaders can bring about change in society.</li> <li>● People, places and ideas change over time.</li> <li>● Philosophies influence practices, including cultural norms and governmental actions</li> </ul>	<ul style="list-style-type: none"> <li>● To what extent are civilizations a product of their geography?</li> <li>● Is every civilization unique or do they follow a common pattern?</li> <li>● What impact do religion and philosophies have on cultural development?</li> <li>● What role does geography play in a society's development?</li> <li>● Why does conflict develop?</li> <li>● What makes a culture unique?</li> <li>● What are the roles and responsibilities of governments?</li> <li>● What role do specialization and social hierarchy play in the expansion of cultures and technologies?</li> </ul>

**Unit Inquiry Question(s) →**

- Were Harappa and Mohenjo- Daro settlements or advanced civilizations?
- Should India be considered a “subcontinent”?
  - Was India’s geography beneficial to its development?
- Did social hierarchy (India- caste) (China – social classes) help or hinder their cultural development?
  - [inclusive/divisive?]
- Which empire - the Gupta or the Maurya - left a more lasting legacy?
- Which empire, the Shang or the Zhou, had the greater technological advancements?
- Which dynasty, Han or Qin, was better for China’s growth and development?
- How did religious beliefs affect ancient Indian civilization?
- Which region in China is best for settlement?
- Was ancient Chinese culture unique?
- How effectively did the ancient Chinese government provide order for its people?
- Was the Qin or the Han Dynasty more influential, important, or successful?
- Did the benefits of the Great Wall outweigh the costs?

**Objectives (SLO)**

Students will know:

- Mountains, rivers, deserts and other geographical features influenced settlement in India and China
- Concepts of Hinduism and Buddhism
- Interconnectedness of the caste system, religion and daily life
- How dynasties rose and fell in both India and China
- Ruling philosophies and methods of Indian and Chinese governments
- The far-reaching impact of technological and cultural advances in India and China

Students will be able to:

- Interpret and evaluate Primary Sources
- Use data to draw conclusions
- Take notes based on observations
- Demonstrate content knowledge through writing
- Extract important information from texts

### Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations

[Asoka Common Assessment](#)

### Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

Resources (ie - DBQ Project or specific textbooks or databases):

- DBQ Project
  - Great Wall of China
- New Visions
  - Indian Ocean Complex  
Hinduism/Buddhism
- SHEG
  - Daoism/Confucianism
  - Fall of the Qing Dynasty
  - Ibn Batutta? Silk Road
- Timemaps.com
- OER Project

Technology Tools:

- Chromebooks
- LCD Projectors

## Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

**Teachers can choose from any of the suggested modifications that follow based upon teaching style, instructional method and needs of individual students.**

### **General Modifications for students struggling to learn:**

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

### **MLL**

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE “Take a stab at it.” Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

### **G/T**

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable
- provide students with extension opportunities

### **504/IEP**

Modifications and accommodations must be aligned to stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group round table discussions and assignments
- Student choice embedded in projects and assessments
- Check for understanding through use of exit tickets

- Use of high interest materials such as graphs/charts, maps, artifacts, etc. to engage students
- Additional time for historical writing, projects, and dbq assessments
- Additional time for in-class assignments
- Modeling of the DBQ process
- Reduce and condense pre-write and writing DBQ assignment requirements
- Allow for presentation of student knowledge through multiple means, such as drawing pictures
- Use of technology and electronic formats
- Modified historical texts and primary source readings
- Relate “Asian River Valley Civilizations” content to real life and modern experiences
- Detailed instructions for DBQs, assessments, and projects presented visually, orally, and tactilely
- Preferential seating
- Provide a copy of “Asian River Valley Civilization” content notes
- Provide relevant and immediate feedback
- Allow for movement and discussion within historical writing assignments, projects, and assessments
- Use of brain pop videos to supplement “Asian River Valley Civilizations” content
- Use of Newsela to supplement “Asian River Valley Civilizations” content
- Use of New Visions to supplement “Asian River Valley Civilizations” content
- Use of Stanford History Education Group “Asian River Valley Civilizations” content

### Career Readiness, Life Literacies, and Key Skills Practices

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

## Unit 4

### Classical Civilizations: Greece and Rome

### Summary and Rationale



This unit is designed to examine the origins and rise and fall of classical civilizations of Greece and Rome. Students will focus on the various mechanisms that these societies used to reach their height of golden ages. Activities will focus on political, economic and cultural achievements of these civilizations. Students will consider how conflict and change helped create and destroy classical civilizations. The legacies of Greece and Rome laid the foundation of Western Civilization.

### Recommended Pacing

45 days

### Standards

NJSLS

6.2.8.HistoryCA.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta Empire, and Han China.
6.2.8.CivicsPI.3.a	Compare and contrast the methods (i.e. autocratic rule, philosophies, and bureaucratic structures) used by Rulers of Rome, China, and India to control and unify their expanding cultures.
6.2.8.EconEM.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.
6.8.HistoryCC3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of classical civilizations.
6.2.8.EconGE.3.a	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.CivicsHR.3.a	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.GeoPP.3.a	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
6.2.8.HistoryUP.3.b	Compare the status of groups in the Ancient World to those people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

6.2.8.GeoPP.3.b	Explain how geography and the availability of natural resources led to both the development of classical civilizations and their decline.
6.2.8.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
CCSS-ELA - Literacy in History/Social Sciences	
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.
CCSS.ELA-LITERACY.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-LITERACY.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-LITERACY.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.8.1.D	Establish and maintain a formal style.
CCSS.ELA-LITERACY.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
Social Justice Standards (As Applicable)	
JU.6-8.15	I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them.
JU.6-8.13	I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.
DI.6-8.8	I am curious and want to know more about other people’s histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally.
Career Readiness, Life Literacies, and Key Skills	
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective
<b>Instructional Focus</b>	
<b>Theme (If Applicable) →</b> <ul style="list-style-type: none"> <li>● Geography</li> <li>● Specialization of Labor</li> <li>● Ideas in culture</li> <li>● Identity</li> <li>● Economics</li> <li>● Anthropology</li> <li>● History</li> <li>● Civics</li> <li>● Social Stratification</li> <li>● Government/Political science</li> <li>● Religions in society</li> <li>● Technology</li> </ul>	
<b>Enduring Understandings:</b>	<b>Essential Question(s):</b>
People, places and ideas change over time. <ul style="list-style-type: none"> <li>○ Roman government changed over time from a republic to an empire</li> <li>○ Greek poleis evolved from kings and tyrants into democracies.</li> <li>● The value that a society places on individual rights is often reflected in that society’s government.</li> </ul>	<ul style="list-style-type: none"> <li>● Why do people form governments?</li> <li>● Why does conflict develop?</li> <li>● Does geography shape human choices/action or does human action shape action?</li> <li>● How does government provide order for a civilization?</li> <li>● What effect does social hierarchy have on society and individuals</li> </ul>

- Greek ideas of citizenship established the foundation of American rights and responsibilities.
- Roman ideas of democratic institutions to establish the foundation of American government.
- Countries have relationships with one another.
  -
- Conflict can lead to change.
- Leaders can bring about change in society.

- How do movement and cultural diffusion influence the development of civilizations?
- What are the enduring legacies of classical civilizations?

**Unit Inquiry Question(s) →**

- What happened to the Minoan civilization?
- How did myths help define Greek culture?
- Which of the Greek poleis were free, productive and successful?
- Which type of democracy works best, direct democracy or representative democracy?
- Was Rome's (Greece) geography its destiny?
- Are the Aeneid and the stories of Romulus and Remus historical or mythological?
- To what extent was the Roman Republic a democracy?
- To what extent was the Roman Legion responsible for the growth of Rome?
- Was the fall of Roman Republic inevitable?
- How did the plebeians change the Republic?
- Did the Roman Empire fall?
- Should military leaders gain political power?
- What was (Greece's) Rome's most important and enduring legacy?
  
- Did geography help or hinder the development of ancient Greece?
- To what extent did ancient Greek government improve over time?
- How did the Greek Wars affect the development of Greece and the surrounding civilizations?
- What is the legacy of ancient Greece?
- To what extent did Rome become a government "of the people"?
- Citizenship in Athens and Rome: Which was the better system?
- Was ancient Roman culture unique?
- Was Rome's expansion beneficial for Rome? (Was Rome better off as a Republic or an Empire?)
- Who, or what, is most responsible for the fall of the Roman Empire?

**Objectives (SLO)**

Students will know:

- How the geography of Greece and Rome influenced cultural diffusion.
- That Greece and Rome's polytheistic belief systems influenced their cultures.
- New ideas of democracy, republican government and citizenship that originated in Greece and Rome
- Greco-Roman philosophies, architecture, mathematics, science, literature have influenced modern society.
- Factors that led to the rise and fall of Greece and Rome

Students will be able to:

- Interpret and evaluate Primary Sources
- Use data to draw conclusions
- Take notes based on observations
- Demonstrate content knowledge through writing
- Extract important information from texts

## Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- ADD AS APPROPRIATE

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Citizenship in Athens and Rome: Which was the better system? [DBQ Project Mini-Q Essay]

## Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

Resources (ie - DBQ Project or specific textbooks or databases):

- DBQ Project
  - Citizenship in Athens and Rome
  - Education in Sparta
- SHEG Beyond the Bubble
- New Visions
- National Geographic
  - Tour Greece/Rome
- Icivics.org
  - Simulations and Games

Technology Tools:

- Chromebooks
- LCD Projectors

## Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

**Teachers can choose from any of the suggested modifications that follow based upon teaching style, instructional method and needs of individual students.**

**General Modifications for students struggling to learn:**

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

## **MLL**

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE “Take a stab at it.” Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

## **G/T**

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable
- provide students with extension opportunities

## **504/IEP**

Modifications and accommodations must be aligned to stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group round table discussions and assignments
- Student choice embedded in projects and assessments
- Check for understanding through use of exit tickets
- Use of high interest materials such as graphs/charts, maps, artifacts, etc. to engage students
- Additional time for simulations, DBQs, projects, and assessments
- Additional time for in-class assignments
- Modeling of the historical simulation and DBQ process
- Reduce and condense pre-write, writing, DBQ, and historical simulation assignment requirements
- Allow for presentation of student knowledge through multiple means, such as drawing pictures
- Use of technology and electronic formats
- Modified historical texts and primary source readings
- Relate “Classical Civilizations” content to real life and modern experiences
- Detailed instructions for historical writings, assessments, and projects presented visually, orally, and tactilely
- Preferential seating
- Provide a copy of “Classical Civilizations” content notes
- Provide relevant and immediate feedback
- Allow for movement and discussion within historical writing assignments, projects, and assessments

- Use of brain pop videos to supplement “Classical Civilizations” content
- Use of Newsela to supplement “Classical Civilizations” content
- Use of Icivics to supplement “Classical Civilizations” content

## Career Readiness, Life Literacies, and Key Skills Practices

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

## Unit 5

### Feudalism and the Early Middle Ages

#### Summary and Rationale

The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.

#### Recommended Pacing

20 days

## Standards

### NJSLS

6.2.8.CivicsPL.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.CivisDP.4.a	Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).
6.2.8.GeoHP.4.b	Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan, Silk Road).
6.2.8.HistoryCC.4.a	Determine which events led to the rise and eventual decline of European feudalism.
6.2.8.HistoryCC.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).

### CCSS-ELA - Literacy in History/Social Sciences

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.
CCSS.ELA-LITERACY.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-LITERACY.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-LITERACY.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.8.1.D	Establish and maintain a formal style.
CCSS.ELA-LITERACY.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
Social Justice Standards (As Applicable)	
ID.6-8.5	I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings.
DI.6-8.7	I can accurately and respectfully describe ways that people (including myself ) are similar to and different from each other and others in their identity groups.
DI.6-8.8	I am curious and want to know more about other people’s histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally.
Career Readiness, Life Literacies, and Key Skills	
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective
<b>Instructional Focus</b>	
<b>Theme (If Applicable) →</b> <ul style="list-style-type: none"> <li>● Geography</li> <li>● Specialization of Labor</li> <li>● Ideas in culture</li> </ul>	

- Identity
- Economics
- Anthropology
- History
- Civics
- Social Stratification
- Government/Political science
- Religions in society
- Technology

Enduring Understandings:	Essential Question(s):
<ul style="list-style-type: none"> <li>● Cultures are held together by shared beliefs and common practices and values.</li> <li>● Religious beliefs influence government and other institutions in society.</li> <li>● Daily life can be very much influenced by one's place in the social pyramid.</li> <li>● Vastly different societies such as Japan and Western Europe may develop similar governmental structures such as feudalism.</li> <li>● Trade routes such as the Silk Road enhanced cultural diffusion, with technological, philosophical, and cultural effects.</li> <li>● Islamic empires spread ideas of culture, technology, and religion through much of medieval Eurasia, causing both unity and division amongst different peoples.</li> </ul>	<ul style="list-style-type: none"> <li>● What impact did religion have on society?</li> <li>● What role does government play in protecting its people?</li> <li>● Why does conflict develop?</li> <li>● How did new ideas change the way people live?</li> <li>● Who has power in a society?</li> <li>● How and why do culture and technology change over time?</li> </ul>

**Unit Inquiry Question(s) →**

- Were the Byzantines Roman?
- Was feudalism necessary?
  - Was it an effective and/or productive system?
- What purpose do religions serve?
  - How did the major monotheistic religions both unify and divide people?
  - Are the “Major Monotheistic religions” similar or different?
- Should historians refer to the Middle Ages as the “Dark Ages”?
- Who had the most power in Medieval Europe? [kings, church, pope, etc.]
- Which increased globalization more: the Silk Road or the expansion of the Islamic empires?

**Objectives (SLO)**

Students will know:

- Byzantine Empire was an extension of the Roman Empire but developed its own cultural identity.
- Feudalism transformed the economic, political and social aspects of medieval life.
- Religions, such as Christianity and Islam, both unified and divided medieval society.

Students will be able to:

- Interpret and evaluate Primary Sources
- Use data to draw conclusions
- Take notes based on observations
- Demonstrate content knowledge through writing
- Extract important information from texts

### Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- ADD AS APPROPRIATE

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

### Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

Resources (ie - DBQ Project or specific textbooks or databases):

- SHEG Reading Like a Historian
- DBQ Project
  - Silk Road?
  - Spread of Islam?
- Teach Like Magic Simulations
  - Feudalism
  - Fall of Rome
- New Visions
- New York Times Learning Center
- Guns, Germs and Steel?

Technology Tools:

- Chromebooks
- LCD Projectors

## Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

**Teachers can choose from any of the suggested modifications that follow based upon teaching style, instructional method and needs of individual students.**

### **General Modifications for students struggling to learn:**

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

### **MLL**

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE “Take a stab at it.” Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

### **G/T**

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable
- provide students with extension opportunities

### **504/IEP**

Modifications and accommodations must be aligned to stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group round table discussions and assignments
- Student choice embedded in projects and assessments
- Check for understanding through use of exit tickets

- Use of high interest materials such as graphs/charts, maps, artifacts, etc. to engage students
- Additional time for DBQs, projects, and assessments
- Additional time for in-class assignments
- Modeling of the DBQ process
- Reduce and condense pre-write and writing DBQ assignment requirements
- Allow for presentation of student knowledge through multiple means, such as drawing pictures
- Use of technology and electronic formats
- Modified historical texts and primary source readings
- Relate “Feudalism and the Early Middle Ages” content to real life and modern experiences
- Detailed instructions for historical writings, assessments, and projects presented visually, orally, and tactilely
- Preferential seating
- Provide a copy of “Feudalism and the Early Middle Ages” content notes
- Provide relevant and immediate feedback
- Allow for movement and discussion within historical writing assignments, projects, and assessments
- Use of brain pop videos to supplement “Feudalism and the Early Middle Ages” content
- Use of Newsela to supplement “Feudalism and the Early Middle Ages” content
- Use of New York Times Learning Center to supplement “Feudalism and the Early Middle Ages” content

### Career Readiness, Life Literacies, and Key Skills Practices

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>