

Middle School World History Curriculum Framework

Course Overview:

The following curriculum framework covers all of the World History Standards by the End of Grade 8.

6.2 World History performance expectations from eras 1 through 4 (Beginnings - 1450). The colors represent the themes integrated throughout the course and Performance Expectations.

Thematic Overview:

Theme	Society, Culture and Religion	Foundations of Governance	Geography's Influence on Human Development	Innovation and Trade	Rise & Fall of Civilizations
Compelling Questions	How does society, culture and religion influence how people live?	How do the principles and practices of governance evolve in response to society?	How has geography shaped human societies and influenced historical events?	How have technological advancements, economic interdependence, and the exchange of ideas shaped the course of human history?	What factors led to the rise, achievements, and decline of civilizations?
Era 1	6.2.8.GeoPP.1.a 6.2.8.HistorySE.1.a		6.2.8.GeoPP.1.b	6.2.8.HistoryCC.1.b 6.2.8.HistoryCC.1.c 6.2.8.HistoryCC.1.a 6.2.8.HistoryCC.1.d	
Era 2	6.2.8.HistoryCC.2.b 6.2.8.CivicsHR.2.a	6.3.8.CivicsPI.1 6.2.8.CivicsPI.2.a	6.2.8.GeoHE.2.a 6.2.8.GeoSV.2.a	6.2.8.EconGE.2.a 6.2.8.HistoryCC.2.c	6.2.8.HistoryCA.2.a 6.2.8.HistoryCC.2.a
Era 3	6.2.8.HistoryUP.3.a 6.2.8.CivicsHR.3.a: 6.2.8.HistoryCC.3.a 6.2.8.HistoryUP.3.b 6.2.8.HistoryUP.3.c	6.2.8.CivicsPI.3.a 6.2.8.CivicsDP.3.a 6.2.8.CivicsDP.3.b	6.2.8.GeoPP.3.a 6.2.8.GeoPP.3.b	6.2.8.EconGE.3.a 6.2.8.EconEM.3.a	6.2.8.HistoryCA.3.a 6.2.8.HistoryCA.3.b
Era 4	6.2.8.HistoryCC.4.f 6.2.8.HistoryCC.4.d 6.2.8.HistoryCC.4.c 6.2.8.EconGE.4.a	6.2.8.CivicsDP.4.a	6.2.8.GeoPP.4.a 6.2.8.GeoHE.4.a 6.2.8.GeoHE.4.b 6.2.8.GeoHE.4.c 6.2.8.GeoGI.4.a	6.2.8.EconGE.4.a 6.2.8.EconNE.4.a 6.2.8.GeoPP.4.b 6.2.8.GeoPP.4.c	6.2.8.HistoryCC.4.b 6.2.8.HistoryCC.4.e 6.2.8.HistoryCC.4.a 6.2.8.HistoryCC.4.g

Era 1. The Beginnings of Human Society (Beginnings – 4,000 B.C.E.)

Unit Description: (4 to 6 weeks)

The common past that all students share begins with the first societies that were settled around the world. The social institutions and cultures that emerged in the Neolithic Age are the foundations for the development of all early civilizations. Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. In the study of this era it is important for students to understand the importance of archaeology and the sources of artifacts, pictographs, and non-written information. It is also important for students to understand the interaction of humans with the environment, the changes that occurred as populations migrated and used technology to gather and produce food.

Thematic Compelling & Supporting Era Questions:

- ❖ **How does society, culture, and religion influence how people live?**
 - *Why did the cultural forms and social institutions that emerged in the Neolithic Age become the foundations for all the early civilizations?*
 - *Are the fundamental problems in this era (environment, change, diversity, external threats, disease, etc.) continuing problems for all societies and civilizations?*
- ❖ **How has geography shaped human societies and influenced historical events?**
 - *Was life different or similar for hominids living in fishing villages from those in hunter gathering communities?*
 - *Is the term Paleolithic and Neolithic Revolution appropriate? Was there a ‘revolution’?*
 - *Did early humans invent farming or did they discover it?*
 - *How did agriculture and farming change the way people lived?*
 - *Is there a similar pattern for the development of domestic life among the various farming villages or communities?*
- ❖ **How have technological advancements, economic interdependence, and the exchange of ideas shaped the course of human history?**
 - *Have people throughout history embraced technological advancements or feared them as threatening?*
 - *Do societies and civilizations embrace or reject new ideas?*
 - *Are people more or less open to new ideas in religious thought, ways of governing, economic thinking, and family structure?*

Unit Disciplinary Concepts & Core Ideas*:

- Human Population Patterns:
 - Relationships between humans and environments impact spatial patterns of settlement and movement.
- Continuity and Change:
 - Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Human and Civil Rights:
 - Social and political systems have protected and denied human rights (to varying degrees) throughout time.
- Understanding Perspectives:
 - An individual's perspective is impacted by one's background and experiences.
 - Perspectives change over time.
 - Historical contexts and events shaped and continue to shape people's perspectives.
- Global Economy:
 - The production and consumption of goods and services influence economic growth, well-being and quality of life.

*The disciplinary concepts and core ideas correspond to the 2020 NJSLS-SS and may be repeated across units.

Content Overview:

- ❖ Hunter gatherer societies
- ❖ Archaeological evidence
- ❖ Migratory patterns of hominids
- ❖ Agricultural Revolution
- ❖ Development of communities and villages
- ❖ Written language

Alphanumeric Code/Indicator	Performance Expectation	Suggested Key Terms/Concepts	Resources
6.2.8.GeoPP.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.	Rift Valley, Ethiopian Highlands Caves, Cro Magnon Hominid, Neanderthal	Early Hominins Cro Magnon Era
6.2.8.GeoPP.1.b	Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.	Human migration, Beringia Paleolithic Age, Neolithic Age Monte Verde	Global Human Journey Great Human Migration First Migrations Out of Africa Beringia
6.2.8.HistorySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.	Archaeologist, Anthropologist Paleontologist DNA dating, Three-ring dating Radiocarbon dating	Archaeological History in North America Chefs in the Paleolithic Age
6.2.8.HistoryCC.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).	Specialization of labor Domestication of animals Irrigation, Rice farming, fishing Jericho, Ur, Mohenjo-Daro, Xian	Neolithic Revolution The Agricultural Revolution
6.2.8.HistoryCC.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.	Stone wheel, tools Fishing villages	Agricultural Inventions
6.2.8.HistoryCC.1.c	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.	Art, Cave dwelling images Communication Sanskrit	When Did Europeans First Speak? How People Spoke in Prehistory
6.2.8.HistoryCC.1.d	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.	Paleolithic, Mesolithic, Neolithic, Bronze, Copper, tools, cave art, domestication, specialization	Comparing the Paleolithic and Neolithic Ages Paleolithic and Neolithic Ages Video Historical Timeline

Sample Skills-Based Activities/Assessments:

The following is designed to support the integration of the 2020 NJSL-SS Social Studies Disciplinary Practices as indicated in the top row.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> ➤ Developing questions and planning inquiry ➤ Gathering and evaluation sources 	<ul style="list-style-type: none"> ➤ Seeking diverse perspectives ➤ Developing claims and using evidence 	<ul style="list-style-type: none"> ➤ Presenting arguments and explanations ➤ Engaging in civil discourse & critiquing conclusions ➤ Taking informed action
<p>Use historical evidence to describe a day in the life of an early African or Asian woman or man who is a hunter-gatherer. Use drawings and writing to explain how they lived before 4,000 B.C.E. Ask a series of questions about the accuracy of your sources, the differences in evidence from different sources, and if it is based on fiction or credible evidence. 6.2.8.GeoPP.1.a</p>	<p>Draw a map of where archaeological discoveries were found in the Rift Valley of Africa. Research the work of Louis, Mary, and Richard Leakey and Donald Johanson regarding early humans. Write about two or more different perspectives of early humans and their migration to areas beyond Africa. 6.2.8.GeoPP.1.b</p>	<p>Gather evidence about Carbon 14, fluorine and DNA. Write an essay or prepare a presentation to explain how scientists, archaeologists, and anthropologists guide our understanding of this period of human history. Explain what the evidence says about the DNA we inherited over time from the earliest humans and what behaviors in our lives might be similar to the hominids. 6.2.8.HistorySE.1.a and 6.2.8.HistoryCC.1.d</p>
<p>Create a graphic to explain how the agricultural revolution is connected to population growth, specialization of labor, trade, government, and religious beliefs. 6.2.8.HistoryCC.1.a</p>	<p>Make a large poster to illustrate the symbols for characters used in hieroglyphics, cuneiform, Chinese calligraphy, and Sanskrit. 6.2.8.HistoryCC.1.c</p>	<p>Create a newspaper (or FB posts) representing five or more characteristics of the society of one or more food gathering societies in the year 3,000 B.C.E. 6.2.8.HistoryCC.1.a</p>
<p>Gather evidence from illustrations, archaeologists, and maps to show that early humans were nomadic. Develop questions about why they migrated to different places, if they had religious beliefs, and what life was like in the Paleolithic Age. 6.2.8.GeoPP.1.b</p>	<p>Develop a chart or table to illustrate the different theories or evidence about early hominids, especially Neanderthal and Cro-Magnon. 6.2.8.HistorySE.1.a</p>	<p>Identify the tools and materials (grinding stones, blades, pottery, needles, bamboo, obsidian, etc.) used by people in the Neolithic Age and develop a claim or argument regarding their importance and how they were used or changed over time. 6.2.8.HistoryCC.1.b</p>

Interdisciplinary Connections:

Teach about the movement of plate tectonics regarding the closer proximity of the continents in the past compared to the present. **(Science)**

Analyze maps of ancient land and water patterns based on rocks and fossils and the movement of the Earth’s plates. (Science)

Publish a newsletter of paper (Fossil Times) about living in this era. (ELA)

Write an informative/explanatory essay on the changes that occurred with the agricultural revolution and writing. (ELA)

Write a narrative about living in this era by contrasting hunter-gathering with food-gathering societies.

Create a timeline of world history from the beginning of time (8,000 B.C.E) to 1450 C.E. using the four eras in this course of study as a guide. Define the percentage of time for each era. (Math) [History of the World in 2 Minutes](#)

Era 2: Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE)

Unit Description: (6 to 8 weeks)

The agricultural revolution that occurred on the flood plains of Mesopotamia led to the organization of human communities, societies, the need for laws and government, and the exchange of goods and services. The early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. In this era there are three enduring understandings for students regarding the political, economic, social, and cultural characteristics of early river valley civilizations, the expansion of agrarian societies, and the causes and consequences for population movements and militarization.

Thematic Compelling & Supporting Era Questions:

- ❖ **How do the principles and practices of governance evolve in response to society?**
 - *Is there a common pattern that explains why some river valley societies became highly militarized?*
 - *What were the consequences of population movements and how did governments respond?*
 - *To what extent did rulers encourage laws as a means to maintain order?*
 - *Why did Legalism emerge in China and why did it end so quickly?*
- ❖ **How does society, culture and religion influence how people live?**
 - *Is there a direct connection between the religious beliefs of the people in these river valley societies and the legitimacy of their government?*
 - *How did the change to an urban society influence the culture and religious beliefs of each society?*
 - *Is the society, culture, and religious beliefs of the people in the Yellow River Valley of China similar or different from the societies of Mesopotamia, India, and Egypt?*
- ❖ **How has geography shaped human societies and influenced historical events?**
 - *To what extent did the early civilizations of Mesopotamia, Indus River Valley, and Egypt influence each other?*
- ❖ **How have technological advancements, economic interdependence, and the exchange of ideas shaped the course of human history?**
 - *Which technological advancements promoted the movement of people and the development of urban areas?*
- ❖ **What factors led to the rise, achievements, and decline of civilizations?**
 - *What are the critical factors that enabled these early river valley civilizations to rise into complex societies and city-states?*
 - *Which civilization in this era left a legacy that continues to influence our lives?*

Unit Disciplinary Concepts & Core Ideas*:

- Civic and Political Institutions
 - Political and civil institutions impact all aspects of people’s lives.
 - Governments have different structures which impact development (expansion) and civic participation.
- Democratic Principles
 - The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
- Human and Civil Rights
 - Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
- Necessity and Purpose of Government
 - Students will evaluate various forms of government to determine the purpose government should serve.
- Early River Valley Civilizations and Governance
 - Students will explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- Empires and Methods of Control
 - Students will compare and contrast the methods used by rulers of Rome, China, and India to control and unify their expanding empires.
- Historical Foundations of American Governance
 - Students will evaluate various historical sources to determine their influence and impact the development of American democracy and legal system.

*The disciplinary concepts and core ideas correspond to the 2020 NJSLS-SS and may be repeated across units.

Content Overview:

- **Rise of civilization in the Fertile Crescent**
 - ◆ Sumerian achievements
 - ◆ Fall of Sumeria and the decline of Mesopotamia
- **Rise of civilization along the Nile River**
 - ◆ Egyptian achievements and society
- **Rise of civilization in the Indus River Valley**
 - ◆ Dravidian achievements, society, Aryan invasion
- **Rise of civilization in China**
 - ◆ Chinese society. Achievements, Zhou (Shang) Dynasty
- **Research project/presentation on government in the Ancient World**

Alphanumeric Code/Indicator	Performance Expectation	Key Terms/Concepts	Resources
6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations	Polytheism Ziggurats Book of the Dead, Epic of Gilgamesh Theocracy. Dynasty Mandate of Heaven	Religious Development in Ancient India Religious Beliefs in the Fertile Crescent Ancient Egyptian Religion Religion in Ancient China
6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.	Labor, Nobles Caste, Aryans, Dravidians Confucianism	Slavery in the Fertile Crescent
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.	River valleys. Flood plains Loess, Irrigation, Fertile Crescent Specialization of labor	Fertile Crescent Trade on the Nile River
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).	Mohenjo-Daro, Harappa Himalayas, Hindu Kush, Khyber Pass, Deccan Plateau Hwang Ho, Yangtze Tigris, Euphrates, Flood Plains, Delta, cataracts Ur, Sumer, Xian	Maps of the River Valley Civilizations

6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	Theocracy, Pharaoh Code of Hammurabi Rosetta Stone City-state, taxes	Governments in Early River Valley Civilizations Early History of India and China
6.2.8.EconGE.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.	Canals Pyramids, Mummification Bronze and copper tools	Technology in Ancient Civilizations Hydraulic Empires
6.2.8.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.	Papyrus Hieroglyphics, Cuneiform, Sanskrit	Writing and Language 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.	Aryan invasions Sargon the Great Babylonians	Decline of the Indus River valley Civilization
6.2.8.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.	Bricks, architecture, arch Canals, sewage systems Writing, Chariots, Wheel, Base 60, Base 10 numbers, zero Literature, belief systems Planned urban communities	Culture of Four Early River Valley Civilizations
6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.	Dynasties-China, Egypt Laws- Mesopotamia, China	Two Theories on the Origin of Government in the Ancient World

Sample Skills-Based Activities/Assessments:

The following is designed to support the integration of the 2020 NJSLSS-SS Social Studies Disciplinary Practices as indicated in the top row.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> ➤ Developing questions and planning inquiry ➤ Gathering and evaluation sources 	<ul style="list-style-type: none"> ➤ Seeking diverse perspectives ➤ Developing claims and using evidence 	<ul style="list-style-type: none"> ➤ Presenting arguments and explanations ➤ Engaging in civil discourse and critiquing conclusions ➤ Taking informed action
<p>Use maps and pictures of the Tigris-Euphrates, Nile, Indus, Hwang Ho, and Yangtze rivers and identify the best places for agriculture and settlement. Prioritize the best place for settlement base on the advantages and disadvantages. 6.2.8.GeoSV.2.a</p>	<p>Create a skit, “A Day in the Life” and role play the ruler, priest, warrior, scribe, artisan, farmer, merchant, slave, mother, father, and child about age 10. In your skit, include examples of law codes, beliefs, work, fears, livelihood, and dreams. 6.2.8.CivicsPI.2.a</p>	<p>Make a presentation on the technology used for irrigation, flood control, grain storage, and housing. 6.2.8.EconGE.2.a</p>
<p>Describe the cities of Mesopotamia with either Mohenjo Daro, Thebes, or Xian and use illustrations to show what they might have looked like. 6.2.8.GeoHE.2.a</p>	<p>Construct a claim with evidence that explains why Egypt and China united under one ruler with a dynasty and Mesopotamia and Mohenjo Daro and Harappa did not. 6.2.8.CivicsPI.2.a</p>	<p>Make a comparative presentation on the society (family, education, social structure) and the belief systems (birth, life, death, gods, etc.) 6.2.8.HistoryCC.2.b</p>
<p>Create a map of the ancient world and show distances between the civilizations and trade routes by land and sea that connected India, Mesopotamia, and Egypt. 6.2.8.GeoSV.2.a</p>	<p>Create a chart or visual to identify the different perspectives on life in China, India, Mesopotamia, and Egypt, their tools, use of resources, geography, and cultural borrowing between them. 6.2.8.EconGE.2.a</p>	<p>Create a presentation on the different forms of written communication in each civilization and what education of youth might have looked like. 6.2.8.HistoryCC.2.c</p>
<p>Develop a claim and support it with three sources of evidence regarding the fall of the early civilizations in Sumer, Ancient Egypt, the Indus River Valley, and China were the result of natural disasters, wars, poverty, poor government, internal conflicts, or disease. 6.2.8.HistoryCA.2.a</p>	<p>Develop a list of petitions by enslaved persons, women, farmers, and merchants regarding rights they want, and changes that will lead to a better quality of life for each of them. 6.2.8.HR.2a</p>	<p>Develop a claim and support it with three sources of evidence regarding the role of religious beliefs as a cause for the rise of river valley civilizations or if religious beliefs were an effect (result) of that followed the rise of river valley civilizations. 6.2.8.HistoryCA.2.a</p>
<p>Gather evidence to publish an ancient newspaper (or social media posts) about conversations between men and women, debating how to pay for flood control, priests teaching the beliefs to families, and respecting the property of others. 6.2.8.HistoryCC.2.b</p>	<p>Develop a “Hall of Fame” museum regarding the biographies, contributions, and perspectives of leaders in the ancient world. (ex. Sargon, Hammurabi, Hatshepsut, Confucius, Wo Ding, etc. 6.2.8.HistoryCC.2.a</p>	<p>Develop a digital presentation of the achievements and legacies of the ancient civilizations and provide examples of how they continue in our lives today. 6.2.8.HistoryCC.2.a</p>

The goal of standard 6.3 is to provide students with opportunities for research, inquiry, understanding perspectives, developing and supporting claims with evidence, understanding the credibility of sources, and applying the lessons of the past to today, The supporting lessons and activities provide an opportunity to assess the proficiency level of the skills in addition to the content.

Define how government in the ancient civilizations provided for the welfare of the people. 6.3.8.CivicsPI.1	Prepare a presentation of how religious beliefs and government were related in the ancient world. 6.3.8.CivicsPI.1	Prepare a presentation on how government in the ancient world has influenced our ethics, values, and legal systems in the modern world. 6.3.8.CivicsPI.1
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Interdisciplinary Connections:

Financial Literacy:

Explain the purpose of taxes and public services from the early river valley civilizations to today. (Financial Literacy, 9.1.8.EG.1, 9.1.8.EG.2)

Write a newspaper about conversations between men and women on different issues in river valley civilizations. (ELA)

Explain how canals work (slope) regarding ramps, the size of sails needed for ships on rivers. (Math)

Gather information to create a Hall of Fame museum and digital presentations on society. (ELA)

Explain the science of fermentation to provide liquids for human consumption without bacteria. (Science)

Explain the mathematical principals for the arch and the weight the keystone or cornerstone can support. (Math)

Describe the importance of triangles in the construction of pyramids. (Math)

Use artistic designs for posters and charts. (Visual Arts)

Era 3: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)

Unit Description:

Era 3 provides students with the expansion of the empires in Era 2 into giant empires as populations increased, interregional trade networks expanded, farming villages will evolve into towns and cities, and iron production will enable greater economic activity and new weapons. The classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged. During this era, major religions emerged as systems of belief stabilized societies and influenced cultures. Toward the end of this era, the Roman and Han empires will dominate the northern hemisphere and use caravans and ships to exchange goods. The decline of these empires is a result of internal weaknesses and external invasions. They also left lasting legacies for future civilizations.

Thematic Compelling & Supporting Era Questions:

- ❖ **How do the principles and practices of governance evolve in response to society?**
 - *How did political power and authority change in this era?*
 - *Why did democracy develop in Athens and Rome and not in India or China?*
 - *Why did rulers enforce restrictions between social classes instead of eliminating them?*
 - *Were taxes necessary for governments to function effectively?*
- ❖ **How does society, culture and religion influence how people live?**
 - *How should we define a ‘classical’ civilization?*
 - *Is citizenship unique to the Greeks and Romans or is it universal?*
 - *How did the diversity of the populations in this era influence social classes, cultural institutions, and religious ideas?*
 - *Why did major religions (Judaism, Christianity, Hinduism, Buddhism, Daoism, Confucianism, Legalism develop?*
 - *What did it mean to have the status of ‘slave’?*
- ❖ **How has geography shaped human societies and influenced historical events?**
 - *How did these civilizations meet the challenges of their environments?*
 - *Does geography define the human experience or is it defined by other experiences such as art and religion?*
- ❖ **How have technological advancements, economic interdependence, and the exchange of ideas shaped the course of human history?**
 - *Is there a common definition for a “Golden Age”?*
 - *Were the technological advancements in this era beneficial or harmful to the quality of life of people?*
- ❖ **What factors led to the rise, achievements, and decline of civilizations?**
 - *What factors enabled giant empires to appear? (Persian, Han, Hellenistic, Egyptian, Roman, etc.)*
 - *Why did some empires fall and were others (China) able to continue with minimal changes?*
 - *Are there lessons we should remember about the experiences of people in this Era regarding our future?*

Unit Disciplinary Concepts & Core Ideas*:

- Civic and Political Institutions
 - Political and civil institutions impact all aspects of people’s lives.
 - Governments have different structures which impact development (expansion) and civic participation.
- Democratic Principles
 - The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
- Human and Civil Rights
 - Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
- Necessity and Purpose of Government
 - Students will evaluate various forms of government to determine the purpose government should serve.
- Classical Civilizations and Governance
 - Students will explain how/why empires appeared from city-states.
- Empires and Methods of Control
 - Students will compare and contrast the methods used by rulers of Rome, China, and India to control and unify their expanding empires.
- Historical Foundations of American Governance
 - Students will evaluate various historical sources to determine their influence and impact the development of American democracy and legal system.

The disciplinary concepts and core ideas correspond to the 2020 NJSLSS and may be repeated across units.

Content Overview:

- **The rise of city-states in Greece: Athens and Sparta**
 - ◆ Athenian democracy and Sparta's monarchy and military
 - ◆ The Persian Wars
 - ◆ The Golden Age of Athens
 - ◆ The decline of Athenian power and the empire of Alexander the Great
- **Hellenistic Age**
- **The Hebrews and monotheistic belief of Judaism**
- **Tenets of Hinduism, Sikhism, Buddhism**
- **Philosophies of Confucius, Lao Tzu, Legalism**
- **Tenets of Christianity and Islam**
- **Expansion of Buddhism, Christianity, Islam**
- **The Roman Republic**
 - ◆ The Punic Wars and the decline of the Roman Republic
 - ◆ The Roman empire
 - ◆ Pax Romana and Roman culture
 - ◆ The Impact of Christianity on the Roman Empire
 - ◆ The diaspora of Jews
 - ◆ The fall of Rome
- **Economic and cultural interactions of The Han Empire of China and The Mauryan Empire of India**

Alphanumeric Code/Indicator	Performance Expectation	Key Terms/Concepts	Resources
6.2.8.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.	Aristocracy, tyrants, nobles, merchants, artisans, slaves, women, Solon, Draco, Cleisthenes, monarchs	The Lives and Social Culture of Ancient Greece Social Culture in Ancient China Caste System in Ancient India Social Culture in the Roman Republic
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.	polis, citizens, metics, slaves, family and home life, patriarchal society	Athenian Democracy Roman Citizenship Han Dynasty Gupta Empire
6.2.8.HistoryCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.	Greek mythology, Homer, Olympic games, hubris, oracle of Delphi, Agora, Acropolis, Parthenon, olive oil, Greek tragedy and comedy,	Gupta Empire: Economy, Society, Religion Athens and Sparta Values of Ancient Rome Han Dynasty

<p>6.2.8.HistoryUP.3.c</p>	<p>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</p>	<p>Annals of Confucius, yin and yang, oracle bones, ancestor worship, vedas, Upanishads, karma, dharma, Brahma, Shiva, Four Noble Truths, Eight Fold Path, Hinayana, Mahayana, Zen, Siddhartha Gautama, Legalism, Shing Huang Ti, Warring States, covenant, Abraham, Israel, Ten Commandments, Torah, Moses, Exodus from Egypt, David, Solomon, Babylonian Captivity, Masada, Messiah, Jesus, Sermon on the Mount, Apostles Creed, Paul of Tarsus, gentile, New Testament, persecution, Mohammad, Mecca, Medina, Hegira, Dome of Rock, Jerusalem, Five Pillars, caliph, ayatollah, Shiite, Sunni, jihad</p>	<p>Origins of Hinduism Origins of Judaism Origins of Buddhism Origins of Christianity Chinese Beliefs and Philosophies Origins of Islam Beliefs of Ancient Egypt</p>
<p>6.2.8.GeoPP.3.a</p>	<p>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.</p>	<p>Aegean Sea, jagged coastline, mountains, Trade with Egypt, colonies, Syracuse.</p>	<p>Map Silk Road Digital Maps of the Ancient World Natural Resources in Ancient Egypt Trade Between Roman Empire and Africa</p>
<p>6.2.8.EconEM.3.a:</p>	<p>Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.</p>	<p>Delian League, Persian Wars, Darius, Xerxes, Battles of Marathon, Salamis, Plataea, Peloponnesian League,</p>	<p>Persian Wars Maritime Trade in China</p>
<p>6.2.8.EconGE.3.a</p>	<p>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.</p>	<p>Spartan military life, vases, marble, ship building, coins, agriculture</p>	<p>The Economy of Ancient Greece Life in Sparta Life in Corinth</p>
<p>6.2.8.CivicsPI.3.a</p>	<p>Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p>	<p>Roman Senate, consul, Roman citizenship, taxes, slave rebellions, triumvirate,</p>	<p>Government of Athens and Sparta Government of Roman Republic Government of Roman Empire Government in Gupta India Government in Han China</p>

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).	Age of Pericles, direct democracy, republic, alliances, public service, trial by jury, citizenship, travel, ostracism, voting, Excerpts from Plato's Republic, latifundia, Tiberius and Gaius Gracchus, Civil War in Rome	Understanding liberty and equality in Greece and Rome
6.2.8.CivicsDP.3.a	Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).	Voting, rhetoric and speeches, Draconian Code of Laws, moral law, Trial of Socrates, ostracism, Twelve Tables, Sulla	Overview of the U.S. Legal System What the Founders Learned from the Greeks and Romans
6.2.8.CivicsDP.3.b	Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United States Constitution.	Popular sovereignty, natural born citizens, courts, juries, Council of 500, term limits of power, patricians, plebians, tribunes, veto, legions,	What the Founders Learned from the Greeks and Romans
6.2.8.GeoPP.3.b	Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.	Punic Wars, Carthage, Hannibal, Sulla, Marc Antony, Gaul, Pompey, Julius Caesar,	Geography of Ancient Greece Rise and Fall of the Western roman Empire
6.2.8.HistoryCA.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.	Vandals, Huns, Corruption, Economic Crisis, decaying infrastructure, changing values, Yellow Turban Revolt, debt, natural disasters, internal dissensions, Mahabharata, universities, astronomy, paper, wheelbarrow, roads	The Fall of the Han Dynasty Achievements of Han Dynasty
6.2.8.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.	Hellenistic Culture, Pythagoras, Euclid, Socrates, Plato, Aristotle, golden mean, zero, silk, Colosseum	Legacy of China Legacy of India Legacy of Ancient Rome Legacy of the Ancient Greece
6.3.8.CivicsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).		Forms of Government Types of Governments What Kinds of Governments Exist?

Sample Skills-Based Activities/Assessments:

The following is designed to support the integration of the 2020 NJLS-SS Social Studies Disciplinary Practices as indicated in the top row.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> ➤ Developing questions and planning inquiry ➤ Gathering and evaluation sources 	<ul style="list-style-type: none"> ➤ Seeking diverse perspectives ➤ Developing claims and using evidence 	<ul style="list-style-type: none"> ➤ Presenting arguments and explanations ➤ Engaging in civil discourse and critiquing conclusions ➤ Taking informed action
<p>Interview a citizen, merchant, foreign resident, woman, or a slave in both Sparta and Athens. Develop a series of questions to ask about their livelihood, living conditions, rights, and responsibilities. Evaluate the quality of life for the people interviewed in each city state. 6.2.8.CivicsHR.3.a</p>	<p>Compare a chart or presentation to illustrate the different perspectives of individuals from the different social classes in the city-states of Athens and Sparta. (ex. Olympics, religion, trade, Persia, rights, customs, responsibilities) Would a woman rather live in Athens or Sparta in 550 B.C.E. and in 450 B.C.E? 6.2.8.HistoryUP.3.a</p>	<p>Construct a map of the Aegean Sea, Greece, and Asia Minor. Identify ten or more city-states and use colors to illustrate their form of government. (e.g., monarchy, tyranny, aristocracy, oligarchy, democracy) 6.2.8.GeoPP.3.a</p>
<p>Gather evidence for a timeline of the evolution of Greek government from 600 B.C.E. (Solon) to 300 B.C.E. (Alexander the Great) 6.2.8.CivicsPI.3.a</p>	<p>Why did Persia attack the city-states? Report on the different battles, the values of the Persian empire. Develop a claim based on evidence of other countries that have conquered or attempted to conquer and control other countries or territories to increase their power and trade. 6.2.8.GeoPP.3.b and 6.2.8.EconEM.3.a</p>	<p>Prepare a presentation or argument as to how the Greek city-states were able to defeat the larger and more powerful Persian empire? Was it their military strategy, political organization, Persian weakness, perseverance, good fortune, or something else? 6.2.8.EconGE.3.a</p>
<p>Gather evidence about the populations and activities of the populations of ancient Greece, Egypt, India, and China. Which populations were diverse, had the strongest economy, and the most stability, etc. 6.2.8.HistoryCC.3.a</p>	<p>Read Pericles' <i>Funeral Oration</i> and identify the values in his speech. Comment on the perspective of Pericles regarding Athens and if it is consistent with the values and experiences of the people in Athens. 6.2.8.HistoryUP.3.b</p>	<p>Engage in a dinner table discussion as historians regarding a discussion on what we should learn from studying Greek government. (e.g. political structure, hubris, commitment to the city-state instead of our own property, treatment of foreigners, punishments for crimes, etc.) 6.2.8.CivicsHR.3.a</p>
<p>Divide into groups and gather evidence on the trial of Socrates. Develop questions for a jury of peers in your class to answer regarding the verdict of the jury that found Socrates guilty. What lessons should we learn from this event regarding searching for the truth, bending words or evidence, fear, admitting to guilt when a person is innocent, fairness of a jury, ability of lawyers to influence juries and protect the guilty, etc. Should the decisions of juries in the United states be unanimous or by a majority of 51%,</p>	<p>The names of Socrates, Plato, and Aristotle have been studied for over 2,000 years. Provide a perspective on each of their understandings of the following: Socrates: Do probing questions lead us to the discovery of new information or do they frustrate our efforts to seek new understandings? Plato: What is reality: does a photograph or DNA of a person document their presence as a real person?</p>	<p>The Hellenistic Greeks had different views on the good life. Develop a presentation about the perspectives of stoicism, epicureanism, and cynicism. Does the good life reflect freedom from fear, advocating justice for others, putting our individual interests first, accepting hardships in life, having a good time, etc. What is the worldview of life for people in your school or family? 6.2.8.UP.3.b</p>

<p>70%, 75% or another number. 6.2.8.CivicsDP.3.b</p>	<p>Aristotle: Is excellence in our study of social studies a natural gift or a habit of self-discipline? 6.2.8.HistoryCA.3.a</p>	
<p>Gather images of Roman cities and compare them to Greek cities (Athens, Corinth) and to cities in the United States? What technology did the Romans use for large populations to live in cities and are the cities in the ancient world more similar or different than our cities? 6.2.8.GeoPP.3.b</p>	<p>Examine the lives and perspectives of women in Rome and compare the quality of life of women in Athens, Sparta, Egypt, India, and China during this era. Which civilization offer women the most freedom? Prepare a debate between women from two or more of these civilizations. 6.2.8.HistoryUP3.b</p>	<p>Prepare a presentation on the impact of the Punic Wars on the Roman Republic. Then prepare a series of maps to illustrate the expansion of the Roman Republic from 150 B.C.E. to the time of Caesar Augustus and the end of the Republic. What can Americans learn about the impact of wars and territorial expansion on a democracy or representative form of government? 6.2.8.GeoPP.3.b</p>
<p>Write a short essay on the strengths and weaknesses of the Roman and Han dynasties and the reason for their decline and fall. 6.2.8.CivicsPI.2</p>	<p>Write a short essay on dividing the Roman Empire in 324 C.E. by Constantine I. Identify the factors leading to this division and evaluate if it was inevitable. 6.2.8.HistoryCA.3.b</p>	<p>Develop a timeline from the birth of Jesus through the Edict of Thessalonica in 380 C.E. illustrating how and why Christianity became the state religion in the Roman Empire. 6.2.8.HistoryUP.3c</p>
<p>Make a list of several laws about property, crime, women, marriage from the classical civilizations and compare them with laws in the U.S.A. today. Source Source 6.2.8.CivicsDP3.a</p>	<p>Debate the following: The Romans had a greater influence on the development of the U.S. Constitution than the Athenian Greeks of the Hebrews. 6.2.8.CivicsDP.3.b</p>	<p>Conduct a panel discussion on the claim that the Christian religion elevated the way the Greeks, Romans, and Chinese understood liberty and equality. 6.2.8.HistoryUP.3.b</p>
<p>Create a short video using Questions & Answers (interview) on the legacies of Judaism, Buddhism, Hinduism, Christianity on women, government, art, literature, and ethics. 6.2.8.HistoryUP.3.c</p>	<p>Analyze the accuracy of this statement by Voltaire in the 18th century: <i>“The ancient Romans built their greatest masterpieces of architecture, their amphitheaters, for wild beasts to fight in.”</i> Explain with evidence why you agree or disagree. Are America’s stadiums and theatres for the public good or the wealthy? 6.2.8.HistoryCA.3.a</p>	<p>Present a “Golden Globe” award to the one civilization that represents the best Golden Age in the ancient world! The nominees are the Gupta Dynasty in India, Han Dynasty in China, Hellenistic Greece, and Rome during the Pax Romana. 6.2.8.HistoryCA.3.a</p>

The goal of standard 6.3 is to provide students with opportunities for research, inquiry, understanding perspectives, developing and supporting claims with evidence, understanding the credibility of sources, and applying the lessons of the past to today, The supporting lessons and activities provide an opportunity to assess the proficiency level of the skills in addition to the content.

<p>Construct a diagram or chart of the government structures of a monarchy, dictatorship, direct democracy, and republic modeled after representative government. Identify places where each form of government is (or was), the rights of members of the different social classes, how they define citizenship, examples of laws, the transfer of power from one ruler to another, the economy,</p>	<p>Invite the leaders from China, India, Greece, Egypt, and Rome to a summit meeting in Jerusalem in the year 200 C.E. Explain how they traveled to the summit meeting, prepare opening statements from each leader about the effectiveness of their governments over time, how each of their governments is addressing civil unrest within their territories, and prepare a series</p>	<p>Identify current examples with illustrations of monarchies, dictatorships, representative democracies (republics), and examples of direct democracy. Present your findings in a video or digital presentation. 6.3.8.CivicsPI.2</p>
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and how they have addressed internal and external conflicts. 6.3.8.CivicsPI.2	of questions to ask each ruler during a press conference following the summit. 6.3.8.CivicsPI.	
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Interdisciplinary Connections:

Explain how trade and commerce led to the flow of money and how coins were used to symbolize the power of monarchs. (Financial Literacy, 9.1.8.EG.6)

Explain the causes and effects of inflation in the Roman Empire and how it led to the division of the empire. (Financial Literacy, 9.1.8.EG.7)

Read excerpts from *The Illiad* and *The Odyssey*, Plutarch's Lives of Famous Greeks and Romans, Exodus from Egypt in Exodus 11, 12, Parables of the New Testament, Sermon on the Mount, Jataka Tales, excerpts from Ramayana. (ELA)

Publish a newsletter or paper on the 'golden age' of each empire. (ELA)

Write narratives or a dialogue reflecting the ideas of Socrates, Plato, Aristotle, Confucius, Lao Tzu, and Siddhartha Gautama. (ELA)

Use technology to produce a video on the legacies of the world view of the religions and philosophies from this era. (ELA, Visual Arts)

Conduct short research projects with claims supported by evidence in the forms of debates, essays, panel discussions, and press conferences. (ELA)

Explain how the Pythagorean Theorem and Golden Mean were used by the Greeks and Romans to construct their temples and buildings. (Math)

Calculate travel distances from Athens and Rome to other places. (Alexandria, Jerusalem, Nanking, Athens, Syracuse, England, Gaul, Carthage, etc.) (Math)

Explain Aristotle's findings of matter and its importance to science. (Science)

Explain the human impact on the environment, especially the use of aqueducts and cisterns for portable water and the impact of population density in urban centers on the environment. (Science)

Explain the impact of human populations on the environment, especially the harmful effects of fires, lead poisoning, production of cement, war, and the transportation of species and disease through travel and trade. (Science)

Analyze the differences between Egyptian, Greek, and Roman art, and the landscape art of China and India in this era. (Visual Arts)

Era 4. Expanding Exchanges and Encounters (500 – 1450 CE)

Unit Description:

Following the decline and collapse of the Roman Empire in the 5th century, the entire region of Eurasia and northern Africa experienced challenging disruptions of famine, fighting, and disease. China was able to establish systems for trade and communication through canals, caravans, and sea travel across the Indian Ocean. The diverse native population in the Americas became more urbanized and allowed for intercommunication.

Beginning with this Era in the sixth century Islam, Buddhist, Hindu, and Christian faiths and cultural traditions dominated the interactions of people in Europe, the Middle East, India, China, Japan, and Africa. Students need to study this Era to understand the lasting legacy of these religious beliefs, the reasons for the rise and fall of empires, and how and why the spread of ideas and the exchange of goods led to prosperity, unity, and urbanization. Students also need to investigate the reasons for the flourishing civilizations in the Americas and the similarities and differences they have with Europe, Asia, Africa, and the Mideast. Proficiency in the disciplinary concepts, the ability to interpret visual data from images, maps, graphs, and tables, analyzing primary documents, and writing historical essays are important skills for studying the Renaissance and Reformation (Era 5) and other time periods in world history.

The NJ Learning Standards below are bundled into three thematic categories to support inquiry, the analysis of disciplinary concepts, and chronological thinking.

Thematic Compelling & Supporting Era Questions:

- ❖ **How do the principles and practices of governance evolve in response to society?**
 - *How did governments respond to the diverse populations living in their territories?*
 - *How did law influence the institutions of government in this Era?*
 - *How was the development of the United States influenced by the evolution of political and economic ideas in the Middle Ages?*

- ❖ How does society, culture and religion influence how people live?
 - *How did the rise of Islam in this Era profoundly influence the world and change history?*
 - *Did geography influence the location and development of the major religions in this Era?*
 - *How did each religion influence social attitudes on women, children, merchants, and peasants?*
- ❖ How has geography shaped human societies and influenced historical events?
 - *Did the geography of the Byzantine Empire provide more advantages than disadvantages?*
 - *Did the geography of Europe and Japan contribute to feudalism as a political system unique to these areas?*
 - *Why did Islam and Buddhism spread to other areas and Hinduism and Christianity remain in specific locations?*
- ❖ How have technological advancements, economic interdependence, and the exchange of ideas shaped the course of human history?
 - *How did technology and education influence cultural and economic interactions between civilizations?*
- ❖ What factors led to the rise, achievements, and decline of civilizations?
 - *Why has the dramatic rise and fall of empires throughout history become an enduring question for people in all Eras?*

Unit Disciplinary Concepts & Core Ideas*:

- Civic and Political Institutions
 - Political and civil institutions impact all aspects of people's lives.
 - Religious beliefs had a profound influence on political institutions
- Democratic Principles
 - The principles of the United States government are based on political philosophies, ideas, and experiences of this era.
- Human and Civil Rights
 - Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
 - The challenges for government in a diverse society.
- Necessity and Purpose of Government
 - Students will evaluate various forms of government to determine the purpose government should serve.
- The Middle Ages laid the foundations for governance today.
 - Students will explain how/why the rule of law developed as an important and necessary idea.

- Empires and Methods of Control
 - Students will compare and contrast the methods used by rulers of China, Africa, Americas, Middle East, and Europe to control and unify their expanding empires.
- Historical Foundations of American Governance
 - Students will evaluate various historical sources to determine their influence and impact the development of American democracy and legal system.
 - Students will understand the perspectives of disease, economic exchanges, cultural conflict on society and government.

*The disciplinary concepts and core ideas correspond to the 2020 NJSLS-SS and may be repeated across units.

Content Overview:

- **Byzantine Empire**
- **Restoration of Chinese Dominance**
 - ◆ Sui, Tang, Song, Yuan (Mongols)
 - ◆ Industry, Trade, Culture
 - ◆ Global interactions
- **Feudalism and Culture in Japan**
- **Feudalism and Manor System in Western Europe**
 - ◆ Role of the Roman Catholic Church
- **Empires of West Africa**
 - ◆ Ghana
 - ◆ Mali
 - ◆ Songhai

→ The Americas

- ◆ Maya
- ◆ Aztec
- ◆ Incas
- ◆ Indigenous People of North America

→ The Crusades and Trade in Europe

- ◆ Growth of towns
- ◆ Banking and domestic system of manufacturing
- ◆ Agricultural Revolution
- ◆ Beginnings of democracy in England
- ◆ Plagues and Pathogens

Alphanumeric Code/Indicator	Performance Expectation	Key Terms/Concepts	Resources
6.2.8.HistoryCC.4.c	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.	Justinian, Justinian Code, Theodora, Hagia Sophia, Dardanelles, Bosphorus, icons, patriarch, Seljuk Turks, ottoman Turks, Eastern Orthodox Church, Kiev, Constantinople	Byzantium and Islam: Age of Transition Byzantine and Islamic Art What Islam Took from Byzantium
6.2.8.HistoryCC.4.a	Determine which events led to the rise and eventual decline of European feudalism.	Fief, Serf, lord, noble, king, castle, moat, chivalry, knights, manors, fallow, <i>missi dominici</i> , Charlemagne, Donation of Pepin	Rise of Feudalism Feudalism End of Feudalism
6.2.8.EconNE.4.a	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.	Daimyo, shogun, Shinto, Zen Buddhism, tea ceremony, bushido, pagoda, torii.	Comparing Feudalism in Europe and Asia Caution on Comparing Feudalism

6.2.8.GeoHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.	Mongolian Desert, Himalayan Mountains, Hindu Kush Mountains, Khyber Pass, Grand Canal, Port of Hormuz, civil service exam, Malay sailors, monsoons	Geography of China China's Rivers Influence of Geography on India Impact of Geography on India Geography of Africa Geography of Middle East Geography of Europe
6.2.8.GeoPP.4.b	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia	Salt, gold, Timbuktu, Ibn Battuta, Mansa Musa, Mecca, Medina, Five Pillars, jihad, hegira	Spread of Islam
6.2.8.EconGE.4.a	Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.	Niger River, savanna, jihad	Spread of Trade and Religion in Africa
6.2.8.HistoryCC.4.b	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).	Fallow, guilds, apprentice, journeyman, master craftsman	Rise of Kingdoms in the Americas Rise of Kingdoms in Africa Songhai Empire Powerful States in Southeast Asia
6.2.8.GeoHE.4.c	Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers. (i.e., the African caravan and Silk Road)	Swahili, camels, Sahara Desert, Red Sea,	Silk Road Trans-Saharan Gold Trade
6.2.8.GeoPP.4.c	Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts	Marco Polo, Venice, Silk Road, Moors,	
6.2.8.GeoHE.4.b	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.	Yucatan Peninsula, Chichen Itza, truncated pyramids, Quetzalcoatl, Lake Titicaca, Cuzco, quipu, Andes Mountains, silver, gold, Lake Texcoco, chinampas, Tenochtitlan, Montezuma	China's Period of Isolation in the 15th Century
6.2.8.EconGE.4.a	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.	Genghis Khan, Kublai Khan, Golden Horde, Forbidden City,	Travels of Marco Polo Yuan Dynasty The Forbidden City

6.2.8.HistoryCC.4.f	Analyze the role of religion and economics in shaping each empire’s social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.	Interdict, excommunication, banking families, insurance	Religious history of India Trade and Spread of Islam in Africa Importance of religion in Europe Religious Beliefs in China
6.2.8.HistoryCC.4.d	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.	Pope Urban II, Jerusalem, Crusade of Kings, Saladin, indulgence	The Crusades
6.2.8.CivicsDP.4.a	Cite evidence of the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions	Magna Carta, Battle of Hastings, William the Conqueror, King John, Runnymede, Habeas Corpus, curia regis,	Magna Carta Magna Carta for Kids How did the Magna Carta Influence the U.S. Constitution?
6.2.8.HistoryCC.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.		Continuity and Change in Europe Golden Age of China Legacy of China
6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected. (Era 4)		Protecting Human Rights

Sample Skills-Based Activities/Assessments:

The following is designed to support the integration of the 2020 NJSLS-SS Social Studies Disciplinary Practices as indicated in the top row.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> ➤ Developing questions and planning inquiry ➤ Gathering and evaluation sources 	<ul style="list-style-type: none"> ➤ Seeking diverse perspectives ➤ Developing claims and using evidence 	<ul style="list-style-type: none"> ➤ Presenting arguments and explanations ➤ Engaging in civil discourse and critiquing conclusions ➤ Taking informed action
<p>Develop a Venn Diagram on the similarities and differences between the Roman Catholic Church in Rome and the Eastern Orthodox Church in Constantinople. 6.2.8.HistoryCC.4.c</p>	<p>Create a digital presentation to report on the diverse styles of art and architecture in China, Japan, India, Arabia, Byzantine, Africa, and Europe. 6.2.8.GeoHE.4.a</p>	<p>Prepare a visual or digital presentation for a museum illustrating the geographic barriers that two civilizations had to overcome. Write a descriptive narrative of the impact of how they managed the geography and environment. 6.2.8.PP.4.b, 6.2.8.EconGE.4.a</p>
<p>Create a chart or illustration to show the similarities and differences between feudalism in Europe and Japan. 6.2.8.HistoryCC.4.a, 6.2.8.EconNE.4.a</p>	<p>Read excerpts about the daily lives of nobles, knights, peasants/serfs, women, children and excerpts about the daily lives of daimyo, samurai, peasants/serfs, women and children in Europe and Japan. 6.2.8.HistoryCC.4.a, 6.2.8.EconNE.4.a</p>	<p>Hold a series of ‘world’s fairs’ in three cities of your choice in the year 1,000, 1,200, and 1,400 to display the marvels of technology and innovation in the Middle Ages from the different civilizations. 6.2.8.HistoryCC.4.b</p>
<p>Use maps to identify the physical geography of Europe, Africa, Asia, and Japan and create a Jeopardy style game on how geography influenced the civilizations of China, Japan, India, Middle East, Africa, Europe. 6.2.8.EconGE.4.a, 6.2.8.HistoryCC.4.b, 6.2.8.GeoHE.4.c</p>	<p>Develop arguments/claims and support them with evidence on the reasons for the economic development or lack of development in the civilizations of the Middle Ages, including the Americas. 6.2.8.GeoPP.4.c, 6.2.8.GeoHE.4.b, 6.2.8.EconGE.4.a</p>	<p>Use research, images, and websites to identify the Top 5 Cities of the Middle Ages in the year 1200 CE. 6.2.8.GeoHE.4.c, 6.2.8.GeoPP.4.c</p>
<p>You are having your family meal in Venice and discussing the news relating to the travels of Marco Polo, Ibn Battuta, Mansa Musa, and Christopher Columbus. Write a scripted dialogue of six questions for your family members to answer. 6.2.8.HistoryCC.4.f, 6.2.8.EconGE.4.a</p>	<p>As a 14 year old ruler of either (China, India, Ghana, Mali, Arabia, or Aztec) explain to your noble supporters the importance of religious beliefs for the people living under your authority. In your speech or presentation, outline three principles of belief that you will emphasize as their political leader. 6.2.8.HistoryCC.4.c, 6.2.8.HistoryCC.4.g</p>	<p>Write a series of letters to Pope Gregory VII on the urgent need for reforms to protect the rights of all people who are suffering from poverty, prejudice, interdicts, jihads, lack of education, and physical abuse in the Middle Ages. 6.2.8.HistoryCC.d</p>
<p>Read the Magna Carta and illustrate its significance in history with a diagram. (English Bill of Rights, English Petition of Right, Declaration of Independence, Taxation in the U.S.</p>	<p>Read excerpts from the Travels of Marco Polo and Ibn Battuta and present a news program to the people of Venice on their journeys. 6.2.8.EconGE.4a</p>	<p>Conduct a simulation (or role play) of the events at Runnymede in 1215 between King John and the nobles (bartons) and the signing of the Magna Carta. 6.2.8.CivicsDP.4.a</p>

Constitution, Bill of Rights in the U.S. Constitution, etc.) 6.2.8.CivicsDP.4.a		
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The goal of standard 6.3 is to provide students with opportunities for research, inquiry, understanding perspectives, developing and supporting claims with evidence, understanding the credibility of sources, and applying the lessons of the past to today, The supporting lessons and activities provide an opportunity to assess the proficiency level of the skills in addition to the content.

Identify the examples of human rights abuses of people in the civilizations studied in this era. (Jews, Christians, Buddhists, prisoners, foreigners, etc. 6.3.8.CivicsHR.1	Research the basic tenets of the religious beliefs and philosophies in this era and identify excerpts from their beliefs that reflect human rights, kindness, assistance to those in need, toleration, and love. (Taoism Confucianism, Laws of karma and dharma, Upanishads, Eightfold Path, Torah, Sermon on the Mount, Five Pillars, etc.) 6.3.8.CivicsHR.1	Rank the records of the civilizations in this era regarding the protection of rights for people and efforts for peacekeeping. Create a Hall of Human Rights Leaders of people living in the Middle Ages who promoted teachings of human rights. (Jesus, St. Augustine, Paul, Muhammad, St. Francis, St. Patrick, Bartholome de las casas, etc.) 6.3.8.CivicsHR.1
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Interdisciplinary Connections:

The importance of insurance to protect the merchandise of merchants traveling in the Middle Ages. (Financial Literacy, 9.1.8.RM.1,2,3,4)

Identify the different kinds of jobs and the importance of guilds to train and protect workers. (9.1.8.EG.5)

Explain the different cycles of inflation and depression regarding money as a result of natural disasters, weather, war, and the external flow of money to the ports of Venice, Genoa, Hormuz, and the coast of the Bay of Bengal and East Africa. (9.1.8.EG.7)

Diagram the circular flow of money in the kingdoms of Ghana and Mali to Arabia, from central Europe to Italian city-states, and to China along the Silk Road. (9.1.8.EG.6)

Produce publications (newsletters, newspapers, diaries, novella, scripts, etc.) to explain the history and culture of the Middle Ages. (ELA)

Develop evidence to support arguments in structured debates, press conferences, and simulated summit meetings. (ELA)

Read information texts (Holy Bible, Koran, Travels of Marco Polo, Analects of Confucius, etc.) (ELA)

Identify a claim and engage with the research using a variety of sources to document evidence and present your results in an essay or blog. (ELA)

Create graphs to illustrate the populations of cities (Paris, Venice, Corinth, Constantinople, Beijing, Tenochtitlán, Nanking, Edo, Bengal, Timbuktu, Mecca, etc.) or civilizations (Aztecs, Inca, Iroquois, Ghana, Mali, Songhay, Europe, Byzantine, Islam, India, China, etc.) in the Middle Ages over time. (500 C.E. – 1400 C.E.) (Math)

Identify the principles of geometry in the technological advances of this era (astrolabe, compass, bridges, cathedrals, ships, cross bow, trajectory of arrows, use of horses in war, catapults, thickness and height of castle walls, design of armor, etc.) (Math)

The importance of salt, smelting of ores, mining. (Science)

Methods to counter the spread of diseases. (alchemy, fire, herbs, etc.) (Science)

The impact of human development (especially foods, deforestation, and human waste) on the environment. (Science)

Applications of maps, tables, and graphs on regional temperature and climate changes and their impact on agriculture and fishing.

Analysis of the importance of art (icons, mosaics, tapestries, frescoes, landscape art, calligraphy, vases, tempura, color, etc.), architecture (Romanesque, Gothic, Moorish, African, Aztec architecture, domes, Forbidden City, etc.) and fashion in the civilizations studied in this era. (silk, cotton, leather, burlap/sack cloth, kimono, tunic, sandals, boots, hats, etc. (Visual Arts)