Hillside Township School District

Social Studies
Honors World History
Classical Civilizations and Empires
1000 B.C. to 1450 A.D.

Eighth Grade-Honors

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District Mission Statement

It is the mission of the Hillside Board of Education to ensure that all students, at all grade levels achieve the New Jersey Student Learning Standards make connections to real-world success. We are committed to strong parent community school partnerships, providing a safe, engaging, and effective learning environment and supporting a comprehensive system of academic and developmental support that meets the unique needs of each individual.

Academic Area Overview

Social Studies, as defined by the National Council for the Social Studies, is "the integrated study of the social sciences and humanities to promote civic competence." The primary purpose of the Hillside social studies program is to provide an academically rigorous environment that produces active critical thinkers and productive, civically competent, participants in our society. Students are given the opportunity to develop their own sense of place in our community, state, nation and global village. Students will pursue individual goals and challenges as they develop an understanding of self, the diverse community of which they are a part and their connection to the goals and interests of the global community and planet earth.

Students will study history, citizenship/political science, geography, economics, anthropology, sociology, and the humanities as prescribed by the New Jersey State Student Learning Standards in Social Studies. As they study the human condition in these contexts, they will gain an understanding of their own country's history, institutions and environment. They will also apply their knowledge to understand the forces that have shaped world cultures. Students will learn to view contemporary problems facing the nation and the world as products of complex historical, institutional, and environmental processes. Students will discover their own individuality and the contributions they can make to society. They will know what they should strive to become and their role as responsible and productive individuals who possess civic competence

Equality and Equity in Curriculum

The Hillside Township School District ensures that the district's curriculum and instruction are aligned to the State's Student Learning Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status. N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972.

UNIT I: Classical Civilizations: Ancient Greece and Rome (1000 B.C. to 600 A.D.)

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
• Centralized governments and strong trade systems helped create extensive empires. • The promotion of a common culture and social values enabled the classical empires to flourish. • As commerce was promoted, cultures exchanged ideas and goods with one another. • Religion and mythology shaped the values of the classical societies. • Cultural exchange and diffusion led to the spread of religions that continue to exist today. • The classical civilizations have several common causes that led to their decline. • Classical civilizations have had long term impacts on societies continuing through modern society.	• 6.3.8.D.1. How are conflicting points of view addressed within a democratic society? • 6.2.8.A.3.a. How did the use of philosophies help empires unify their people? • 6.2.8.B.3.a. Which geographical features of each empire affected the cultural systems of classical societies? • 6.2.8.C.3.b. How did civilizations develop organized systems of trade? • 6.2.8.D.3.e. How did religions develop and spread throughout the classical age? • 6.2.8.D.3.f. In what ways did the various belief systems influence life in classical societies? • 6.2.8.A. 3 .a. What different methods did rulers use to control and unify empires? • 6.2.8. B.3 a. What was the role of geography in the expansion of empires? • 6.2.8.C.3.a. How did land and sea trade routes impact the growing empires? • 6.2.8.D.3.a. How did social hierarchies reflect the wealth, power and treatment of people within the empire? • 6.2.8.B.3.b In what ways did geographical features lead to the decline of classical civilizations? 6.2.8.C.3.c. How did the military expansion of some empires lead to the demise of other empires?

| | • 6.2.8.D.3.c. Which common factors led to the decline of Rome, Gupta India and Han China? |
| | • 6.2.8D.3.d. What were the legacies of each classical civilization? |

CPIs:

- Maps of trade systems across the continents
- Visual aids
- Graphic organizers
- Tests*
- Quizzes*
- Vocabulary
- Notes
- Primary sources
- DBQs
- Video excerpts
- Hunger Games Book
- Chromebooks

*(Tests and quizzes will consist of, but not be limited to multiple choice questions and a written response component.)

NJSLS	KNOWLEDGE	SKILLS
	Students will know:	**Students will be able to:**
6.2.8.A.3.a	• That a variety of methods were used by the rulers of classical empires to control and unify their empires.	• Compare and contrast in a graphic organizer the various methods used by leaders to control empires.
6.2.8.A.3.e	• The similarities and differences between the legal systems of the classical civilizations and the American legal system.	• Create a chart demonstrating the similarities and differences between the legal systems of classical societies and the legal system of America
6.2.8.B.3.a	• How geography influenced the expansion of classical civilizations.	• Participate in a debate on the best form of government
6.2.8.B.3.b	• How geography impacted the development of the Greek city-states.	• Utilize an online map to locate the physical features on a map that influenced the expansion of classical civilizations.
6.2.8.B.3.a	• How the geographical features of the classical civilizations affected their cultural systems.	• Create a chart listing the geographical features of Greece and the impact of each feature on the development of the city-states
6.2.8.A.3.a	• How the philosophies of the classical civilizations helped unify the people of that society.	• Create a thematic map labeling geographic features that affect cultural systems
6.2.8.A.3.b	• The rights and responsibilities of the people according to economic and social structures in each of the classical civilizations.	• Research online how philosophies helped unify the people of classical societies and draw comparisons with modern day philosophies and their effects on societies today
6.2.8.A.3.d.	• The roles and responsibilities of citizens in Sparta and Athens and how that compares to citizens in the United States.	• Utilize a Venn diagram to compare/contrast the rights and responsibilities of people as they relate to the economy and social structures of classical civilizations
6.2.8.A.3.c.	• That the political systems of Greece and Rome had an enormous influence on the development of the United States government	• Complete a DBQ on Athens and Rome Citizenship
6.2.8.C.3.a		

6.2.8.C.3.c 6.2.8.C.3.c 6.2.8.D.3.a 6.2.D.3.e 6.2.8.D.3.f 6.2.8.B.3.b 6.2.8.D.3.c 6.2.8.D.3.d	• The effects that land and sea trade routes had on the classical civilizations. • That technology helped empires expand their trade and military leading to the growth of classical civilizations. • That technology and innovations enhanced commerce and urban life in the classical societies • How social hierarchies were used to maintain and control power and wealth in the classical civilizations. • The basic beliefs of the various religions of the classical societies and how those religions expanded and spread. • How religion, mythology and belief systems shaped the classical societies • How geography led to the demise of the Greek city-states • The common factors that caused the decline of the classical civilizations • The major achievements of the golden ages of the classical civilizations	• Create a diagram that demonstrates the influence of Greek and Roman political systems on the United States government • Create a chart demonstrating the effect of trade routes on classical civilizations. • Design a flow chart demonstrating the impact of technology on the trade systems and militaries of classical civilizations. • Explain how technology and innovations were used to enhance commerce and urban life in an essay • Create a graphic organizer in google apps to demonstrate how social hierarchies were used to control power and wealth and create a visual of the hierarchies. • Create a timeline of the development and spread of religions during the classical time period • H: Create a myth based on Greek or Roman culture • H: DBQ on the Fall of Rome • Research and create an online or paper based project on one of the achievements of the classical societies (from Unit I)

UNIT II: _Arabian and Byzantine Empires (500 B.C. to 1450 A.D.)

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
- Rulers used a variety of means to create and control empires. - Trade aided the empires' wealth and territory growth. - Geography and conflict impacted trading between and within the empires. - Arabia's physical features enabled it to become the center of African and European trade systems. - Societies were affected by the trade of new technology and ideas between the cultures. - Relationships between empires impacted trading systems and the culture of empires. - Religion and belief systems had a direct impact on the daily life of people in the empires. - Conflict between the empires brought major changes to each empire. - Technological advances left enduring legacies for future societies.	6.2.8.A.4.a. In what ways did the rulers of emerging empires use a variety of means to unify and control their territories? 6.2.8.B.4.a. In what ways did geography play a role in the politics and economy of the empires? 6.2.8.b.4.b. How did maritime and overland trade routes impact urbanization, communication and help develop international trade centers? 6.2.8.B.4.d. In what ways did the physical features of the Arabian peninsula help it become the epicenter of Afro-European trade? 6.2.8.A.4.a. How did governments utilize trade to help govern their territories? 6.2.8.D.4.c. How did economics shape each empire's social hierarchy? 6.2.8.C.4.c. In what ways did new business practices and banking systems help develop a merchant class in society? 6.2.8.C.4.a. In which ways were agriculture, population growth, urbanization, and commerce interrelated? 6.2.8.D.4. c How did religion unite and divide people throughout the empires?

| | • 6.2.8.B.4.g. Why were the locations of Constantinople and the Mediterranean Sea important enough to cause conflict between civilizations? |
| | • 6.2.8.D.4.j. How did the technological innovations of the civilizations leave lasting legacies for future societies? |

CPIs:

- Maps of Arabian and Byzantine Empires
- Visual aids
- Graphic organizers
- Tests *
- Quizzes*
- Vocabulary
- Notes
- Primary sources
- Video excerpts
- DBQs
- Hunger Games book
- Chromebooks

*(Tests and quizzes will consist of, but not be limited to multiple choice questions and a written response component.)

NJSLS	KNOWLEDGE	SKILLS
	Students will know:	**Students will be able to:**
6.2.8.A.4.a	• that rulers used different methods to unify and control their empires	• analyze the methods used by the rulers of empires to control their societies and interpret in writing which was most effective.
6.2.8.B.4.a	• that geography impacted the trade systems and relationships between the empires.	• analyze online maps to create a cause and effect chart showing the impact of geography on politics, trade and economy in the empires.
6.2.8.A.4.a	• how trade helped in the expansion and control of the empires.	• research online maps to locate the trade routes on a map of the empires and explain in writing how those routes created urbanization in the empires.
6.2.8.B.4.a	• how geography played a role in the political structure and growth of economy in the empires.	• locate the international trade route centers on a trade route map and give an written explanation as to why Arabia became a major center for trade routes
6.2.8.B.4.b	• how maritime and overland trade routes impacted the urbanization of the empires.	• create a graphic organizer demonstrating the impact of religion on empires.
6.2.8.B.4.b	• the connection of trade routes to the development of international trade centers.	• create a visual diagram showing how trade, religion, and politics affected the social hierarchy and daily life in society
6.2.8.A.4.a	• how religion affected the development of the growing empires.	• research one of the technological innovations of the time period to explain its importance and justify in a written assignment its classification as an enduring legacy.
6.2.8.D.4.b	• that religion can both unite and divide people.	
6.2.8.D.4.c	• how religion shaped each empire's social hierarchy and daily life within the empires.	• DBQ assessment: Byzantine Empire
6.2.8.D.4.j	• the major technological innovations that changed life and had enduring impacts on future societies.	

UNIT III: _African and Asian Empires (500 B.C. to 1450 A.D.)

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
- Rulers used a variety of means to create and control empires. - Geography influenced the political, economic and cultures of each empire. - Trade aided the empires' wealth and territory growth. - Geography and conflict impacted trading between and within the empires. - Societies were affected by the trade of new technology and ideas between the cultures. - Relationships between empires impacted trading systems and the culture of empires. - Religion and belief systems had a direct impact on the daily life of people in the empires. - Conflict between the empires brought major changes to each empire.	6.2.8.A.4.a. In what ways did the rulers of emerging empires use a variety of means to unify and control their territories? 6.2.8.B.4.a. In what ways did geography play a role in the politics and economy of the empires? 6.2.8.B.4.c How did geography create opportunities and challenges for trade and development in Africa? 6.2.8.b.4.f. How did the geographies of China and Japan influence their development and relationship with one another? 6.2.8.d.4.g. How did the open exchange between the Yuan dynasty and Europe have immediate and long-term impacts for both groups? 6.2.8.C.4.d. What role did trade play in the development of powerful city-states and kingdoms in Africa? 6.2.8.D.4.c. How did economics shape each empire's social hierarchy? 6.2.8.b.4.b. How did maritime and overland trade routes impact urbanization, communication and help develop international trade centers? 6.2.8.A.4.a. How did governments utilize trade to help govern their territories? 6.2.8.D.4.c. How did economics shape each empire's social hierarchy?

	• 6.2.8.C.4.c. In what ways did new business practices and banking systems help develop a merchant class in society?
	• 6.2.8.C.4.a. In which ways were agriculture, population growth, urbanization, and commerce interrelated?
	• 6.2.8.D.4. c How did religion unite and divide people throughout the empires?
	• 6.2.8.D.4.j. How did the technological innovations of the civilizations leave lasting legacies for future societies?

CPIs:
- Trade route maps
- Maps of the empires
- Geography and political maps
- Visual aids
- Graphic organizers
- Tests*
- Quizzes*
- Notes
- Vocabulary
- Primary sources
- Video excerpts
- DBQs
- Hunger Games Novel

*(Tests and quizzes will consist of, but not be limited to multiple choice questions and a written response component.)

NJSLS	KNOWLEDGE	SKILLS
	Students will know:	**Students will be able to:**
6.2.8.A.4.a	• that rulers used different methods to unify and control their empires	• H: analyze the methods used by the rulers of empires to control their societies and have a class debate on which was most effective.
6.2.8.B.4.c	• how geography enabled and hindered trade in Africa.	
6.2.8.B.4.a	• how geography played a role in the political structure and growth of economy in the empires.	• utilize Chromebooks to locate the trade routes on a map of the empires and explain in writing how those routes created urbanization in the empires.
6.2.8.A.4.a	• how trade helped in the expansion and control of the empires.	• create a cause and effect chart showing the impact of geography on politics, trade and economy in the empires.
6.2.8.B.4.b	• how maritime and overland trade routes impacted the urbanization of the empires.	
		• locate the trade routes on a map of the empires and explain in writing how those routes created urbanization in the empires.
6.2.8.D.4.g	• how the open exchange between Europe and the Yuan dynasty had both immediate and long-term impacts on the societies	
.2.8.B4.f	• the geographical factors that influenced the development of China and Japan.	• design a graphic organizer in a google app or on paper that demonstrates how Europe and the Yuan dynasty were each impacted by the open exchange between the two societies
6.2.8.A.4.a	• how religion affected the development of the growing empires.	
6.2.8.D.4.b	• that religion can both unite and divide people.	• create a graphic organizer demonstrating the impact of religion on empires.
6.2.8.D.4.c	• how religion shaped each empire's social hierarchy and daily life within the empires.	• create a visual diagram in google apps to showing how trade, religion, and politics affected the social hierarchy and daily life in society
6.2.8.D.4.j	• the major technological innovations that changed life and had enduring impacts on future societies.	• Research online one of the technological innovations of the time period to explain its importance and justify in a written assignment its classification as an enduring legacy.

UNIT IV: _The Empires of Central and South America

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
- Rulers used a variety of means to create and control empires. - Geography impacted the development and economies of the Central and South American empires of the Aztecs, Incas and Mayas. - Trade aided the empires' wealth and territory growth. - Technology impacted the development of the Aztec, Incan and Mayan empires. - Geography and conflict impacted trading between and within the empires. - Religion and belief systems had a direct impact on the daily life of people in the empires.	6.2.8.D.4.c. How did economics shape each empire's social hierarchy? 6.2.8.C.4.b. How does trade influence the development of civilizations in Eurasia and the Americas? 6.2.8.A.4.a. How did governments utilize trade to help govern their territories? 6.2.8.C.4.c. In what ways did new business practices and banking systems help develop a merchant class in society? 6.2.8.D.4.j. How did the technological innovations of the civilizations leave lasting legacies for future societies?

CPIs:

- Maps of trade routes between the empires
- Physical maps of the empires
- Visual aids
- Graphic organizers
- Vocabulary
- Tests*
- Quizzes*
- Notes
- Primary sources
- Video excerpts
- DBQs

*(Tests and quizzes will consist of, but not be limited to multiple choice questions and a written response component.)		

NJSLS	KNOWLEDGE	SKILLS
	Students will know:	**Students will be able to:**
6.2.8.b.4.h	• The importance of landforms and climate in the development of the Mayan, Aztec and Inca Empires.	• design a booklet or a google slide show of landforms and climate in central Mexico and South America and their impact on the empires in Central America and South America.
6.2.8.A.4.a	• that rulers used different methods to unify and control their empires	
6.2.8.B.4.a	• that geography impacted the trade systems and relationships between the empires.	• create a visual diagram on paper or in a google app of the methods used by the Aztecs, Incas and Maya to control their societies
6.2.8.B.4.g	• how trade and contact with other societies affected the development of empires in Eurasia and the Americas.	• create a cause and effect chart showing how trade and contact between Eurasia and the Americas impacted each of the societies
6.2.8.A.4.a	• how religion affected the development of the growing empires	
6.2.8.D.4.b	• that religion can both unite and divide people	• analyze the impact of religion on society in a written assignment
6.2.8.D.4.c	• how religion shaped each empire's social hierarchy and daily life within the empires	• create a chart or diagram representing the social hierarchies of the Aztecs, Incas and Mayas and the factors that impacted life
6.2.8.B.4.h	• which geographical features in Central and South America affected society in the Mayan, Inca and Aztec Empires	• H: Hold a mock trial against the leaders of the societies for crimes against humanity for human sacrifices
		• DBQ on the central and south American societies

UNIT V: _ European Empires and the Rise and Fall of Feudalism (500 B.C. to 1450 A.D.)

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
• Rulers used a variety of means to create and control empires. • Geography influenced the political, economic and cultures of each empire. • Trade aided the empires' wealth and territory growth. • Geography and conflict impacted trading between and within the empires. • Societies were affected by the trade of new technology and ideas between the cultures. • Relationships between empires impacted trading systems and the culture of empires. • Religion and belief systems had a direct impact on the daily life of people in the empires. • Conflict between the empires brought major changes to each empire. • Different factors caused the rise and decline of feudalism	• 6.2.A.4.b. How was feudalism used to promote social, economic and political order in Europe and Japan? • 6.2.8.C.4.a. In which ways were agriculture, population growth, urbanization, and commerce interrelated? • 6.2.8.D.4. c How did religion unite and divide people throughout the empires? • 6.2.8.D.4.g Which events led to the decline of feudalism? • 6.2.8.D.4.j. Which major technological advances had long-lasting impacts on societies throughout the Middle Ages and later time periods?

CPIs:

- Thematic maps
- Political maps
- Graphic organizers
- Visual Aids
- Vocabulary
- Primary sources
- Tests*
- Quizzes*
- Video excerpts
- DBQs

*(Tests and quizzes will consist of, but not be limited to multiple choice questions and a written response component.)

NJSLS	KNOWLEDGE	SKILLS
	Students will know:	**Students will be able to:**
6.2.8.A.4.a	• that rulers used different methods to unify and control their empires	• H: design a chart to compare and contrast the methods used to control the various European empires, then hold a debate on which methods were best
6.2.8.B.4.a	• that geography impacted the trade systems and relationships between the empires.	
6.2.8.A.4.a	• how trade helped in the expansion and control of the empires.	• design a map to show the geographical features of European and explain how those features would impact trade and relationships between societies in a written assignment
6.2.8.B.4.a	• how geography played a role in the political structure and growth of economy in the empires.	
6.2.8.A.4.a	• how religion affected the development of the growing empires.	• locate the physical features of Europe that affected the political and economic growth of the European empires
6.2.8.A.4.b	• how feudalism affected life in Europe and Japan.	• create a graphic organizer demonstrating the impact of religion on empires.
6.2.8.A.4.c	• the medieval legal and constitutional practices that impacted modern democracy and institutions.	• DBQ on knights and samurai
6.2.8.B.4.d	• why the location of the Arabian Peninsula led to the spread of Islam into Africa, Europe and Asia.	• research and analyze legal documents from medieval times and modern times.
6.2.8.C.4.e	• why interaction between the Islamic World and Medieval Europe impacted scientific thought and the arts.	• list the scientific thoughts and arts that were impacted by interaction between the Islamic World and Medieval Europe and explain how that contact affected science and the arts.
6.2.8.D.4.b	• that religion can both unite and divide people.	
6.2.8.D.4.c	• how religion shaped each empire's social hierarchy and daily life within the empires.	• create a google presentation on how religion impacted interactions between the people, daily life and social hierarchies in the empires.
6.2.8.D.4.d	• the causes and outcomes of the Crusades on society based on the perspectives of crusaders, Jews and Muslims.	• create a timeline of the Crusades and a cause and effect chart to go with the outline.

6.2.8.D.4.e	• how the plague impacted all aspects of medieval society.	• identify the impact of the plague and analyze the permanent changes to society as a result of this event in a bar or line graph.
6.2.8.D.4.j	• the major technological innovations that changed life and had enduring impacts on future societies.	• research one of the technological innovations of the time period and create a presentation in a google application that explains its importance and justifies its classification as an enduring legacy.
		• Create a coat of arms

Pacing Chart
Unit: I -V
Grade: 8

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
September - October	Unit I: Classical Civilizations Of Ancient Greece and Rome	DBQ: Alexander the Great	Pearson My World History www.successnetplus.com (online book) http://www.imaginon.org/Just_For_Fun/default.asp DBQ Project Binder Hunger Games Novel Foldablesby Dinah Zike Mapping World History Set by Nystrom (World Atlas & Ancient World History Books) http://schools.nycenet.edu/region4/gchs/rocco/Global%20Studies/unit%202.htm http://edhelper.com/teachers/graphic_organizers.htm http://exchange.smarttech.com/#tab=0
November – December	Unit II: Arabian and Byzantine Empires	Create a project on the Arabian or Byzantine empire from a list of projects designed for varying types of learning styles	
January-February	Unit III: African and Asian Empires	DBQ: Silk Road Trade	
March – April	Unit IV: Empires of Central and South America	Create a Power Point presentation on one of the civilizations representing geography and politics as they impacted those societies.	
May-June	Unit V: European Empires and the Rise and Fall of Feudalism	Build a society project: Create the "perfect" society based on what has been learned throughout the year. Must create a map with physical landforms, government structure, a code of laws, a social hierarchy system and the jobs expected of the society.	

			http://kids.nationalgeographic.com/kids/places
			http://www.pbs.org
			www.discoveryeducation.org
			http://education.nationalgeographic.com/education/mapping/?ar_a=1
			http://www.history.com/shows/classroom
			http://www.yourchildlearns.com/megamaps.htm
			http://afe.easia.columbia.edu/main_pop/ps/ps_china.htm
September-June	Current Events	Weekly current events that are relevant to classroom content, pertinent topics that reflect students' interest, or assigned current events based on major topics in the news (i.e. local, state, national, global)	www.nytimes.com

www.cnn.com

www.bbc.com

www.msnbc.com |