



Social Studies Grade 8

## Unit 0: Historical Thinking about Global Issues

**Content Area: Social Studies**

**Course & Grade Level: Social Studies: 8<sup>th</sup> grade**

### Summary and Rationale

Over many centuries, human societies across the globe have established progressively closer contacts and, recently, the pace of global integration has dramatically increased. Unprecedented changes in communications, transportation, and computer technology have made the world more interdependent than ever. In today's complex world, it is imperative that educators help create critical thinkers and problem solvers who can carefully evaluate evidence, assess the credibility of sources, and interpret a wide range of media in order to fully understand and positively act on issues. This is the calling of not one, but all content areas.

The Historical Thinking unit of study ensures that students understand the importance of historical context, perspective, bias, and credibility of sources at a level appropriate to their development. The Student Learning Standards adopted by the state of New Jersey emphasize the responsibility of social studies classrooms to provide thoughtful and challenging instruction in analytical reading and writing and critical and creative thinking. These skills are practiced all year long and are explicitly infused within all social studies units of study to meet the rigorous expectations of the New Jersey Student Learning Standards, develop the analytical reasoning required to enable students to 'Think Like a Historian,' and to communicate this historical thinking in a variety of academic realms.

History is both a window and a mirror - we can gain insight from the past that helps us contend with the complex issues of today's world. Historical thinking is more deeply understood when students apply these skills to more familiar contemporary issues. To that end, an aligned modern component is present in each historical unit of study to assist students to connect their understanding of history content and critical thinking skills to modern issues of local, national, and international significance. This course seeks to enable students to 'Think Like a Historian' and to 'Engage as a Citizen.' Social studies, therefore, seeks to educate and empower students to assume active roles in their communities, to face and engage local, national, and international challenges, and to proactively contribute toward a more peaceful, just, inclusive, and secure world.

As students study the people of the past, the work of the historian demands recognizing various historical perspectives and avoiding narrow views of a single story. Students will examine history through the lenses of geography, history, and culture. This unit will help students to engage in close reading, sourcing, contextualization and evaluating historical interpretations. Honoring the people of the past requires students to contemplate thoughtfully how people viewed their world that shaped their actions, decisions and the lives of others. The Historical Thinking Skills introduced in this unit will be developed in all units of study.

**Final Interdisciplinary performance assessment:** At the end of the school year, all 8th grade students devote social studies, language arts, math, and science instructional periods to 'The Global Challenge,' an interdisciplinary research and problem solving experience that requires students to collaboratively develop solutions to pressing international development problems. The culminating presentation provides evidence of student proficiency in the reading, writing, and speaking expectations established by the state of New Jersey, the ability to 'Think Like a Historian,' and student capacity to engage in the world as a competent and compassionate citizen.

## Recommended Pacing:

Recommended 5-10 day introduction.

Historical thinking will be infused throughout all units of study.

'The Global Challenge' requires four and a half full days in June for research and presentations. This is an interdisciplinary project and students do not attend core classes during this time.

## State Standards

**Standard 6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

### **New Jersey Social Studies Skills (Pgs. 51-52 of NJ Social Studies Standards)**

#### *Critical Thinking- Grades 5-8*

- Compare and contrast differing interpretations of current and historical events.
- Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
- Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).

#### *Presentation Skills- Grades 5-8*

- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

## New Jersey Student Learning Standards

RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
WHST.6-8.1	Write arguments focused on discipline specific-content.
WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
WHST.6-8.9	Draw evidence from informational texts to support analysis reflection, and research.
<b>21<sup>st</sup> Century Life and Career Standards</b>	
CRP1	Act as a responsible and contributing citizen and employee.
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
<b>Educational Technology Standards</b>	
8.1	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
<b>Interdisciplinary Standards</b>	
Math Practice 1	Make sense of problems and persevere in solving them.
Math Practice 2	Reason abstractly and quantitatively.
4.8.F.2	Compare properties (e.g. rate of change, intercepts, domain and range) of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions)
4.8.F.B.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>Historians study documents and material artifacts to gather an understanding about the past, but that understanding is based on a logical interpretation of the evidence.</li> <li>Historians use a variety of skills to examine and gain insight about the past.</li> <li>Historians study the past to gain insight about how people and societies choose to relate to others today.</li> </ul>	

Unit Essential Questions	Unit Guiding Questions
<ul style="list-style-type: none"> <li>• How do we determine truth?</li> <li>• How does perspective shape encounters?</li> <li>• How can historical thinking shape our actions today?</li> </ul>	<ul style="list-style-type: none"> <li>• How do we know about the past?</li> <li>• How do we assess the credibility of sources?</li> <li>• How do we use evidence to draw reasonable conclusions about the past?</li> <li>• How do we use evidence to draw reasonable conclusions about the past?</li> </ul>
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Before reading a text, historians source that text to assess the credibility of the material.</li> <li>• Reading and analyzing texts is central to understanding and knowing history.</li> <li>• Exploring the historical context of first hand sources and historical accounts is critical to understanding perspective and credibility.</li> </ul> <p><b>Students will be able to:</b></p> <p><u>Analyzing Historical Evidence</u></p> <p><i>Sourcing:</i></p> <ul style="list-style-type: none"> <li>• Given source materials, assess the credibility, limitations and utility of primary or secondary sources in answering specific historical questions.</li> </ul> <p><i>Close Reading:</i></p> <ul style="list-style-type: none"> <li>• Recognizing the author’s perspective, explain how perspective shapes viewpoint. Identify author’s support/evidence and assess the relevance of the evidence.</li> <li>• Assess the effectiveness of how the author uses persuasive language and specific words and phrases to influence the reader.</li> <li>• Using provided historical context and sources, consider what the author leaves out and use this to inform understanding of the text.</li> </ul> <p><u>Chronological Reasoning</u></p> <p><i>Historical Causation:</i></p> <ul style="list-style-type: none"> <li>• Explain short and long-term causes and effects of a specific historical event.</li> <li>• Evaluate the relative influence of various causes of events and developments in the past.</li> </ul> <p><i>Patterns of Continuity and Change:</i></p> <ul style="list-style-type: none"> <li>• Begin to recognize patterns over time.</li> <li>• Identify and explain how an event serves as turning points to shape a historical period.</li> </ul> <p><u>Making Historical Connections</u></p> <p><i>Comparison:</i></p> <ul style="list-style-type: none"> <li>• Compare and contrast different historical individuals, events, and developments across time periods and/or geographic locations. Develop a reasonable interpretation based on analysis of past and present.</li> </ul> <p><i>Contextualization:</i></p>	

- Use prior and new knowledge to determine the historical setting of sources and use the setting to construct a reasonable interpretation of sources within the historic context as opposed to a present day mindset.

### Creating and Supporting a Historical Argument

#### *Claim/Thesis:*

- Develop questions that lead to a strong debatable historical claim.
- Generate a focused historical claim that presents an arguable position by considering and refuting counterclaims.

#### *Corroboration:*

- Analyze conflicting accounts or perspectives and select information that supports/corroborates the argument.

#### *Evidence:*

- Evaluate evidence to explain its relevance to a claim, providing clear and consistent links between the evidence and the argument.
- Cite a variety of specific evidence to support analysis of primary and secondary sources.

### Taking Action

#### *Identify Opportunities for Personal or Collaborative Action:*

- Participate in collaborative opportunities for action to address a situation, event, issue or phenomenon.

#### *Assess Options and Plan Actions:*

- Plan actions based on evidence and the perceived potential for impact.

#### *Act Creatively and Responsibly:*

- Acts individually or collaboratively, in response to a local, regional, or global situation, in a way that is appropriate and intended to improve the situation.

#### *Reflect on Actions:*

- Reflect on the appropriateness of own actions and advocacy for improvement.

## **Evidence of Learning**

### **Performance Tasks:**

- **The Global Challenge (Final Performance Task):** During the first full week in June, students will be asked to design and present a global development plan by selecting the topic and format that they are most interested in pursuing. Regardless of the option selected, students will be placed in groups and asked to define the most significant challenges and barriers to overcoming poverty, offer a range of practical solutions, and design an action plan or innovation that will accelerate a country's (or non-profit agency's) ability to meet established Sustainable Development Goals (SDGs). Students who design and present the most impactful plan will have an opportunity to Skype with real-world experts in the field of global development. These experts have spanned the globe - from South Africa, to London, LA to NYC. In the

past, students have Skyped with members of the Obama Administration, the World Bank, the United Nations, professors, consultants in the field, and leaders of NGO's and leading non-profit organizations. This is an interdisciplinary project that involves all academic disciplines and provides evidence of student ability to collaborate, research, solve authentic problems, and advocate for a more peaceful, just, inclusive, and secure world.

**Other Evidence:**

- Historical Thinking Formative Assessments developed by the 'Beyond the Bubble' project at Stanford University.
- Civic Online Reasoning Assessments developed by the 'Civic Online Reasoning' project at Stanford University.

**Competencies for 21<sup>st</sup> Century Learners**

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

**Resources**

<http://achievethecore.com/> - Achieve the Core  
<http://historymatters.gmu.edu/> - Historical Thinking Matters  
<http://sheg.stanford.edu/us> - Reading Like a Historian Curriculum materials  
<http://teachinghistory.org/> - National History Education Clearinghouse  
<http://beyondthebubble.stanford.edu/> - Beyond the Bubble  
<https://sheg.stanford.edu/civic-online-reasoning> - Online Civic Reasoning  
<http://markwise8.wixsite.com/globalchallenge>

Unit 1: Global Connectedness
<b>Content Area: Social Studies</b>
<b>Course &amp; Grade Level: Social Studies: 8<sup>th</sup> grade</b>
Summary and Rationale
<p>While not as pronounced or pervasive as that of the modern period, the Medieval world underwent a similar process of globalization that created a more interconnected and global world. Through the expansion of civilizations, shifts in power, spread of religions, and movement from regional to international contact between civilizations, the medieval world moved from relatively isolated societies toward a world of encounter and exchange – producing a dynamic global framework that led to the spread of people, ideas, goods, technology, and disease. Therefore, the debate surrounding the effect of global connection is a timeless discussion that has as much relevance in the modern era as it did in the post-Classical era.</p> <p>Students will examine history through the lenses of geography, history, and culture. Geography is an important factor that shapes cultures and influences how societies interact. In this unit, students will examine the importance of geography in shaping how we see and interact with the world. Students will use the experience of the Ibatan, a community that inhabits the remote island of Babuyan Claro (north of the Philippines) as a foundational case study to investigate the interaction of cultures. Students will be able to utilize various resources to examine and assess relationships among various societies and cultures to understand the positive and negative impacts of modern global connections.</p> <p><b>Connection to Historical Thinking:</b> As students study the people of the past, the work of the historian demands avoiding the trappings of ‘presentism’ and the narrow views of the single story. In a similar fashion, understanding people from different backgrounds and cultures requires empathy and a willingness to try to understand alternative perspectives. This unit will help students to investigate multiple viewpoints. Students will examine the Ibatan case study and propose a course of action that respectfully considers the diversity of perspectives and addresses the concerns raised during the case study.</p> <p><b>21st Century and Modern Connections:</b> (Suggested Topics)</p> <ul style="list-style-type: none"> <li>● Isolated societies to connected world</li> <li>● Increased awareness of needs around the world as a result of globalization (famine, human rights issues, natural disasters, environmental issues, and technology)</li> <li>● WTO, NATO, United Nations, NAFTA- Countries now collaborating instead of functioning individually.</li> </ul>
Recommended Pacing:
Recommended 15 - 20 days.
State Standards



<b>Standard 6.2 World History/Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
6.2.8.A.1.a	Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.D.1.b	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
08.SL.01.A	Come to discussions prepared having read or researched material under study explicitly draw on that preparation by referring to evidence on the topic text or issue to probe and reflect on ideas under discussions
08.SL.01.C	Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
09-10.SL.01.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas actively incorporate others into the discussion and clarify verify or challenge ideas and conclusions.
08.SL.01.B	Follow rules for collegial discussions and decision-making track progress toward specific goals and deadlines and define individual roles as needed.
<b>Financial Literacy Standards</b>	
9.1.8.A.4	Relate earning power to quality of life across cultures.
9.1.8.A.5	Relate how the demand for certain skills determines an individual's earning power.
9.1.8.A.6	Explain how income affects spending decisions.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• The costs and benefits of increased global connectedness vary among the societies involved.</li> <li>• Historians measure the costs and benefits of global connection in terms of economic, environmental, political, and cultural components.</li> <li>• Geography directly influences a society's ability to advance and compete.</li> <li>• Historians study documents and material artifacts to gather an understanding about the past, but that understanding is based on a logical interpretation of the evidence.</li> <li>• Historians study the past to gain insight about how people and societies choose to relate to others today.</li> </ul>	

Unit Essential Questions	Unit Guiding Questions
<ul style="list-style-type: none"> <li>• <i>How is geography destiny?</i></li> <li>• <i>What makes a civilization?</i></li> <li>• <i>Is change always progress?</i></li> </ul>	<ul style="list-style-type: none"> <li>• How do the five themes of geography help us understand the world?</li> <li>• Do the benefits of being globally connected outweigh the costs?</li> <li>• Is global connection inevitable?</li> <li>• Was change progress for the Ibatan people?</li> </ul>
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• The five themes of Geography: Movement, Region, Human-Environment Interaction, Location, Place.</li> <li>• The positive and negative impacts of being globally connected in regard to culture, economy and environment.</li> <li>• The impact geography has on the development of societies and how we interact with one another.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify and apply the five themes of geography.</li> <li>• Make meaningful connections between geography and the development of societies around the world, past and present.</li> <li>• Discuss connections between geography and culture and how those connections impact a global society.</li> <li>• Assess, based on evidence gathered, the benefits and drawbacks of global connection in the modern world.</li> <li>• Evaluate the benefits and drawbacks of the Ibatan people's rapid connection to modern global society.</li> <li>• Effectively develop and communicate a clear claim about how becoming a modern global society affects cultural identity.</li> </ul>	
<b>Evidence of Learning</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Exploration of modern global connectedness -Students, working in small groups, create a visual presentation that examines the effects of global connections (environment, economy, and culture) and assesses the costs and benefits. Students present their findings to help answer questions: 'What does it mean to be a global citizen?' and 'What are the costs and benefits of being globally connected?'</li> <li>• 'IBATAN SPRING MEETING' - Students asses and debate the costs and benefits of rapid global connection for the Ibatan, a previously isolated tribe living on an island north of the Philippines. Suggested formats: Socratic Circle, town meeting, or hearing format.</li> </ul> <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• 'Survive or Thrive': Analysis, using the five themes of geography, maps, and data, of how geography influences the ability of societies to evolve and flourish.</li> <li>• Socratic discussion about the extent to which geography affects cultural development and identity.</li> <li>• Farout Civilization: Identify and present evidence of geography, culture, and history in the fictional Farout civilization.</li> </ul>	

## Resources

- *A Plunge into the Present* [Reading](#) , Ron Suskind (NY Times Magazine 12/2/2001)
- Survive or Thrive LP  
<https://docs.google.com/document/d/1dmH4UuruR8wGQCqN15FjhJkhduzwmZd7nh2lfJ2cmC0/edit>
- *Guns, Germs, and Steel* [http://www.youtube.com/watch?v=gBHs\\_1\\_xCN8&feature=relmfu](http://www.youtube.com/watch?v=gBHs_1_xCN8&feature=relmfu) (Chapter 6)
- Farout Civilization LP [https://docs.google.com/document/d/1izmD1210Shmk-HHjAjqAX7PAyH\\_1xQc2hcjZP7UjooE/edit](https://docs.google.com/document/d/1izmD1210Shmk-HHjAjqAX7PAyH_1xQc2hcjZP7UjooE/edit)

## Unit 2: Silk Road Connections

**Content Area: Social Studies**

**Course & Grade Level: Medieval World Grade 8**

### Summary and Rationale

**Focus of the Unit:** China is poised to be one of the most powerful and influential nations in the 21<sup>st</sup> century. To understand China's prominence on the world stage, it is, therefore, important for students to develop an understanding of the historical and geographic context of China's ability and willingness to engage with the outside world.

China is geographically rich and diverse which had great implications on its history and relationships with other cultures. Prior to the emergence of the Tang and Song dynasties, China was ethnocentric and relatively isolated, as most of the world was. The thickening connections along the Silk Road promoted both new economic growth and new cultural interactions increasing China's power and influence in Asia.

In the 7th century, China was one of the most powerful and influential civilizations in the world. Economic prosperity under the Tang and Song dynasties marked a Golden Age in China. Many technological and cultural innovations were developed during this period that significantly influenced Western and Eastern civilizations.

Hinduism, Confucianism, Daoism and Buddhism had a profound impact on cultural institutions and the structure of Chinese society. These philosophies and religions influenced Chinese political and social structures and their interactions with other peoples.

**Connection to Historical Thinking:** As students study the people of the past, the work of the historian demands avoiding the trappings of 'presentism' and the narrow views of the single story. In a similar fashion, understanding people from different backgrounds and cultures requires empathy and a willingness to try to understand alternative perspectives. This unit will help students to investigate multiple viewpoints. Students will utilize various sources to determine how China gained power and influence while laying the groundwork for the emergence of a global society.

This unit will help students to become historical thinkers by practicing, reviewing and refining historical thinking skills: analyzing historical evidence, chronological reasoning, creating and supporting historical arguments, and making historical connections. Students will analyze text and non-print media to sharpen these skills.

Students will develop critical analytical skills by analyzing the impact of Confucianism, Daoism and Buddhism on cultural institutions and the structure of Chinese society. Students will synthesize various texts and non-print resources to construct and support a historical argument regarding the impact of world religions on Chinese society. Students will also develop critical reading skills (Sourcing, Close Reading) as they analyze a primary source, 'Memorial on the Bone of the Buddha' by Han Yu. (819 C.E.) Students will, furthermore, develop proficiency constructing historical arguments: 1) determine how the Silk Road acted as a conduit for goods and ideas across continents and cultures, and 2) determine the elements of a Golden Age and construct a historical

argument explaining how a Golden Age was achieved. Students, using a variety of sources, will recognize historical patterns over time.

**21st Century and Modern Connections:** (Suggested Topics) Investigate how Confucian values and other philosophical constructs influence Chinese society today:

- Gender roles and expectations in modern China
- technological advancement and economic growth
- human rights and Communist government
- the environment
- Investigate the GQ “Can China achieve another Golden Age today?”

### Recommended Pacing

25-30 Days

### State Standards

**Standard 6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

CPI #	Cumulative Progress Indicator (CPI)
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.B.4.a	Explain how geography influenced the development of political, economic, and cultural centers of each empire and well as the empires’ relationships with other parts of the world.
6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, the positive and negative consequences of environmental changes made during this time period, and relate them to current environmental changes.

6.2.8.B.4.f	Explain how the geographies of China and Japan influenced their development and relationship.
6.2.8.C.4.a	Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.
6.2.8.C.4.b	Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of various civilizations in Eurasia and the Americas.
6.2.8.D.4.a	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.
6.2.8.D.4.b	Analyze how religion both unified and divided people.
6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.D.4.c	Analyze the role of religion and economics in shaping each civilizations social hierarchy, and the impact hierarchical structures had on the lives of various groups of people.
6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
6.2.8.D.4.j	Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which may be considered enduring legacies.

### Financial Literacy Standards

9.1.8.A.4	Relate earning power to quality of life across cultures.
9.1.8.A.5	Relate how the demand for certain skills determines an individual's earning power.

### Instructional Focus

#### Unit Enduring Understandings

- China's unique geography provided opportunities for it to influence and be influenced by other civilizations.
- Historically, China has been able to assimilate new religions and political philosophies while maintaining a strong cultural identity.
- The Silk Road forged connections between China and several other civilizations which had broad economic, cultural, political and environmental consequences, which is why it can be considered an early historical example of modern-day globalization.
- Throughout history, China has fluctuated in the extent to which they are willing to engage with the West.

Unit Essential Questions	Corresponding Guiding Questions
How is geography destiny?	<ul style="list-style-type: none"> <li>• Why did the Chinese think of themselves as the Middle Kingdom?</li> <li>• How does geography discourage or promote interaction between cultures and societies?</li> <li>• How was the Silk Road the Internet highway of the medieval world?</li> </ul>
How does religion shape society?	<ul style="list-style-type: none"> <li>• How did philosophy shape medieval China?</li> <li>• How did the Mandate of Heaven affect the Chinese political system?</li> <li>• How did the Chinese ensure political stability? (Civil Service, Meritocracy, Dynastic Cycle)</li> </ul>
What is a Golden Age?	<ul style="list-style-type: none"> <li>• How did medieval China create a Golden Age?</li> <li>• How did the advancements of the Tang &amp; Song dynasties contribute to the development of a Golden Age in China?</li> <li>• Will Modern China achieve another Golden Age?</li> </ul>

## Objectives

### Students will know:

- That geography influenced the development of political, economic, and cultural centers of each empire and how they interacted with the rest of the world.
- How trade routes (i.e. the Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
- The interrelationships among improved agricultural production, population growth, urbanization, commercialization and industrialization.
- That religion and philosophies influenced the structure of China's political system.(i.e. Mandate of Heaven, dynastic cycle, civil service examinations)
- How religion and philosophies united the Chinese people and led to ethnocentrism.
- Characteristics of a Golden Age and how it is achieved.

### Students will be able to:

- Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- Analyze the motivations for civilizations to modify the environment, explain the positive and negative consequences of environmental changes made during this time period, and relate them to current environmental changes.
- Analyze how trade, technology, and the availability of natural resources affected China's development and contact with other civilizations.
- Analyze how religion both unified and divided people.
- Evaluate the role of religion and economics in shaping Chinese social hierarchy and political system.
- Determining to major technological innovations and cultural contributions of China's Tang and Song dynasties of this period and justify which may be considered enduring legacies.

## Evidence of Learning

### Performance Tasks:

- China DBQ – Students will analyze primary and secondary sources and then construct an argument that addresses the question, ‘How did the Tang and Song dynasties create a Golden Age in China?’
- Modern China Project - There is no doubt that China has achieved great power in recent years. Its economy is second only to that of the United States, and it is exerting more political power in Asia than it has for centuries. Though like any country, modern China also faces challenges. YOUR TASK: You are all high powered employees of the LUCKY “T” consulting firm. You have been hired by the government of the People’s Republic of China to perform an overall assessment of China in order to determine if the country is on its way to achieving another “Golden Age.” As a group consulting team you will evaluate China in the following areas: Environment, Economy, Education, and Technology / Innovation. After analyzing each of these areas, you will determine where China is in its development and what, if any, changes need to be made in order to achieve China’s goal of experiencing another Golden Age.
- China Map Skills Common Assessment: analysis of population density and basic map skills

### Other Evidence:

- Mapping activities (History Alive 2 geography challenge)
- Philosophy Visual Metaphor – Students will identify a quote from their selected philosophical tradition and then construct a visual metaphor that captures the underlying meaning of the quote.
- Tang and Song Parodies – Students will study the geographic and philosophical elements that influenced the political and cultural structures of the Tang and Song Dynasties and explore how China reached a Golden Age during their reigns. Students will conduct research about the life and contributions of a historical figure of the Tang or Song Dynasty and then create a multimedia presentation that highlights the accomplishments and perspectives of this person who contributed to China’s Golden Age.
- Economics of the Silk Road (Council for Economic Education activity)
- Historical Thinking Activity: ‘*Memorial on the Bone of Buddha*’
- Tang/ Song Inventions Activity (project or presentation)

## Resources



**Core Text:** History Alive: The Medieval World, TCI

World History for Us All Big Era 5 <http://worldhistoryforusall.ss.ucla.edu/eras/era5.php>

Bridging World History <http://www.learner.org/courses/worldhistory/>

**Suggested Resources and Historical Thinking Activities:**

- 'Memorial on the Bone of the Buddha' by Han Yu (819 C.E.) - [http://afe.easia.columbia.edu/ps/cup/hanyu\\_bone\\_of\\_buddha.pdf](http://afe.easia.columbia.edu/ps/cup/hanyu_bone_of_buddha.pdf)
- *The Dao of Pooh Reading*, Benjamin Hoff <https://biggsrbr.weebly.com/uploads/8/7/4/4/8744974/the-tao-of-pooh-by-benjamin-hoff1.pdf>
- Vinegar Tasters Picture [https://docs.google.com/document/d/1\\_Bvd5IGahE\\_CxNyg8nIVsL4RZ0ihTazUc0gOE5ZfLqw/edit](https://docs.google.com/document/d/1_Bvd5IGahE_CxNyg8nIVsL4RZ0ihTazUc0gOE5ZfLqw/edit)
- Philosophies Metaphor Project <https://docs.google.com/document/d/13s1ggH8zAMSmQgi7uCX7rBtqyMbjuvgjdjSAWHd7Lq4/edit>
- DBQ Resources: Tang and Song Dynasties [https://docs.google.com/document/d/159MTFSfDp15oouKlcOAYwFosWN3Rt4g\\_IHZwM\\_TwsoY/edit](https://docs.google.com/document/d/159MTFSfDp15oouKlcOAYwFosWN3Rt4g_IHZwM_TwsoY/edit)
- Economics of the Silk Road – Council for Economic Education <http://msh.councilforeconed.org/lessons.php?lid=68366>

### Unit 3: Islam – How a Religion Becomes an Empire

**Content Area:** Social Studies

**Course & Grade Level:** Medieval World Grade 8

#### Summary and Rationale

**Focus of the Unit:** This unit uses the concept of global connectedness to explore the rise and spread of Islam during the medieval era. Despite challenging geographical characteristics, the rise of Islamic civilization in the 7th century was at the forefront of global connection, unifying a large swath of territory and people spanning three continents – making it the largest empire the world had ever experienced.

For the first time in recorded history, a religion became a formidable empire. From Muhammad's lifetime in the early 600's through the Abbasid Dynasty in the mid-13th century, Muslims were a dominant influence throughout Eurasia. The tenets of Islam unified diverse populations, beginning in the Arabian Peninsula.

The Islamic world interacted with other societies and cultures through trade and conquest, and the missionary nature of the faith encouraged conversion to the religion. China and the Islamic world experienced a Golden Age simultaneously, sharing information and interacting through trade. In contrast to Europe at this time, the Islamic world reached its Golden Age by developing, incorporating, and reshaping scientific ideas, art, and cultural elements from conquered peoples while remaining committed to its religious tenets.

**Connection to Historical Thinking:** This unit will help students to become historical thinkers by practicing, reviewing and refining historical thinking skills: analyzing historical evidence, chronological reasoning, creating

and supporting historical arguments, and making historical connections. Students will analyze text and non-print media to sharpen these skills. Students will read numerous primary and secondary sources regarding the historic spread of Islam, evaluate the historic evidence and arguments, and construct a historical argument.

**21st Century and Modern Connections:** (Suggested Topics)

- Investigate the current relationships among Islamic nations and other countries
- Xenophobias that exist around the world
- Events of September 11th and their impact
- Freedom of Religion in 21<sup>st</sup> century America
- Roots of extremism
- Women in Islam
- Political conflicts in the Middle East

**Recommended Pacing**

20-30 Days

**State Standards**

**Standard 6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.2.8.B.1.a	Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.D.1.b	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
6.2.8.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.4.a	Explain how geography influenced the development of political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.
6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
6.2.8.B.4.c	Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development.
6.2.8.B.4.d	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
6.2.8.C.4.b	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
6.2.8.C.4.c	Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.
6.2.8.C.4.d	Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.
6.2.8.D.4.a	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.
6.2.8.D.4.i	Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.

6.2.8.D.4.j	Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which may be considered enduring legacies.						
6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.						
This unit of study addresses the NJ Holocaust and Genocide mandate.							
<b>Instructional Focus</b>							
<b>Unit Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• The connections and links made through global interactions have broad cultural, political, and economic consequences (both intended and unintended) which have associated costs and benefits.</li> <li>• While the Five Pillars are individual acts and each has a spiritual meaning, collectively they have broader social effects and worldly significance influencing where and how Muslims live.</li> <li>• Islam became a unified empire, through trade, conquest, and conversion and offered unity under one religion, one language, and one legal system.</li> <li>• The Islamic Empire allowed for diverse religions, cultures, and populations to thrive within its boundaries.</li> <li>• This empire created a large zone of economic trade and consumption that connected people across a wide spectrum of political, geographic and ideological boundaries. This flourishing trade forged the rise of great urban centers and led to significant cultural transmission.</li> <li>• Muslims combined and preserved the traditions of many peoples along with producing an enormous body of original learning and achievements, which created centers of wealth, education, and art – ultimately sowing the seeds for Europe’s own Renaissance.</li> <li>• Today, many cultures struggle with how to remain tied to their traditional beliefs and cultural practices while engaging in the rapidly expanding and interconnected world that often appears to pull them in other directions or challenges past practices.</li> </ul>							
<table border="1"> <tr> <th>Unit Essential Questions</th><th>Corresponding Guiding Questions</th></tr> <tr> <td>How is geography destiny?</td><td> <ul style="list-style-type: none"> <li>• How did the people of the Arabian Peninsula adapt their geography? (Bedouins)</li> <li>• How did the geographical positions of the Arabian Peninsula allow Islam to flourish?</li> </ul> </td></tr> <tr> <td>How is religion both a unifier and a source of conflict?</td><td> <ul style="list-style-type: none"> <li>• How are the three Abrahamic faiths branches of the same tree?</li> <li>• How did Muhammad change the face of the medieval world?</li> <li>• What are the key sources of beliefs and practices of Islam?</li> <li>• How did the Sunni-Shi’a split affect both the religion and politics of the Islamic world?</li> </ul> </td></tr> </table>		Unit Essential Questions	Corresponding Guiding Questions	How is geography destiny?	<ul style="list-style-type: none"> <li>• How did the people of the Arabian Peninsula adapt their geography? (Bedouins)</li> <li>• How did the geographical positions of the Arabian Peninsula allow Islam to flourish?</li> </ul>	How is religion both a unifier and a source of conflict?	<ul style="list-style-type: none"> <li>• How are the three Abrahamic faiths branches of the same tree?</li> <li>• How did Muhammad change the face of the medieval world?</li> <li>• What are the key sources of beliefs and practices of Islam?</li> <li>• How did the Sunni-Shi’a split affect both the religion and politics of the Islamic world?</li> </ul>
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How does Islam the religion become Islam the empire?	<ul style="list-style-type: none"> <li>How did the rapid expansion of Islam become a globalizing force in the medieval world?</li> </ul>
What constitutes a Golden Age?	<ul style="list-style-type: none"> <li>How did the achievements of Islamic Empire influence the world around them?</li> <li>Why was there a Golden Age in the Islamic Empire?</li> </ul>
How does global connection impact society?	<ul style="list-style-type: none"> <li>What impact do Islam, Christianity, and Judaism have around the world today?</li> <li>How can we distinguish fact from opinion about the Islamic culture and beliefs?</li> <li>How does knowledge lead to a greater understanding and acceptance? (Xenophobia)</li> <li>What causes extremism?</li> </ul>

## Objectives

### Students will know:

- The geographic challenges the Arabian Peninsula presented to the Bedouin people.
- How the people of the Arabian Peninsula adapted from their environment to meet their political, economic, and social needs.
- The obstacles that Muhammad faced through establishing a religion and empire.
- The main beliefs and practices of Islam (Pillars).
- How the location of the Arabian peninsula contributed to the spread of Islam into Africa, Europe, and Asia.
- How trade routes (i.e. Silk Road) impacted the Islamic Empire's relationships with other cultures.
- That the ideal tenets of a faith can be altered and misconstrued by political forces.
- The characteristics of the Islamic Golden Age and how it was achieved.

### Students will be able to:

- Compare and contrast the Abrahamic Faiths and their influence in the Middle East.
- Explain the pillars of Islam and assess their ability to unify people around the world.
- Explain how geography impacted the development of Islamic culture.
- Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- Analyze how trade, technology, access to natural resources, and relationships with other civilizations impacted the development of the Islamic Empire and led them to achieve a Golden Age.
- Analyze how conquest and conversion were used by rulers to unify and centrally govern new territories with diverse populations.
- Analyze how religion both unified and divided people (i.e. Sunni/ Shi'a split).
- Identify and explain the major accomplishments of the Islamic Empire and its Golden Age in order to determine lasting impact.

- Distinguish fact from opinion regarding the Islamic culture through document analysis and use of evidence.

## Evidence of Learning

### Performance Tasks:

- 8 pointed Star (from HA2 activity)
- Spread of Islam the Religion and Empire DBQ
- Islam Golden Age (Presentation, Project, DBQ)
- Xenophobia Activities (Socratic seminar or in class writing opportunity)

### Other Evidence:

- Geography and mapping activities (HA 2: Exploring the Arabian Peninsula)
- Bedouins (Utilizing a cultural and geographical lens)
- Muhammad Activities (HA2 Life of Muhammad)
- Abrahamic Faith Activities: Story of Abraham, artists' perspective, Abrahamic Faiths comparison GO
- Guidance and Tenets of Islam (Quran, Sunnah, Sharia, Jihad, Five Pillars)
- Spread of Islam the Religion and Empire (Mapping Activities, DI)
- Sunni and Shi'a Activities

## Lesson Resources Aligned to Historical Thinking

### Core Text:

History Alive: The Medieval World , TCI

### Suggested Resources:

World History for Us All Big Era 5 <http://worldhistoryforusall.ss.ucla.edu/eras/era5.php>

Bridging World History <http://www.learner.org/courses/worldhistory/>

### Historical Thinking Activities:

- Sunni/ Shi'a Split - SHEG Activity ,  
PBS [https://docs.google.com/document/d/1-AkbWtPBC2YRE\\_L63eOUtMb8mZ74CTKMeRGKqo41jnY/edit](https://docs.google.com/document/d/1-AkbWtPBC2YRE_L63eOUtMb8mZ74CTKMeRGKqo41jnY/edit)
- Islam DBQ  
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or SHEG Activity

## Unit 4: China's Influence Expands

**Content Area: Social Studies**

**Course & Grade Level: Medieval World Grade 8**

### Summary and Rationale

**Focus of the Unit:** The 12th century ushered in extraordinary developments in interregional history. The Mongols, a nomadic group, adapted to challenging geographic conditions of the northern steppe, but often raided the northern borders of China. Genghis Khan united the Mongol clans to conquer China and expand their influence. Under Genghis Khan, the Mongols instead created a land empire stretching from Poland to Korea and Siberia to Indonesia and (positively or negatively) affected the lives of almost all peoples of Eurasia. Mongol expansion neutralized the Islamic Empire and, ultimately, conquered China. Kublai Khan's Yuan Dynasty became the first foreign rule in Chinese history.

The Chinese resented Mongol rule and the social and political changes instituted by the Khan and, ultimately, the Chinese people rose up against the dynasty to establish the new Ming dynasty in 1368, vowing that China would never again be ruled by foreigners. The Ming, in addition to having the largest population, quickly became the most technologically advanced empire in the world. Ming emperors built a fleet of "treasure ships" to explore new lands and establish Chinese dominance. While these explorations were both lucrative and successful, later imperial edict banned further construction of ships and exploration and China adopted a policy of isolationism. This decision to "close" China to the West had a lasting impact on the history of the world.

**Connection to Historical Thinking:** Students will consider the impact of Mongol rule in Eurasia and participate in a Socratic Seminar that addresses the question, Were the Mongols fiends from hell or cultural brokers?

#### **21st Century and Modern Connections:**

- Examine current authoritarian leaders (In comparison to Genghis Khan)
- Is brutality justified in times of war? Examine current war tactics vs. Mongol Tactics
- Treatment of Prisoners of War
- Modern Mongol Culture
- Investigate isolationism and imperialism as political choices
  - Global economics, defense (NAFTA), environment, (Kyoto Protocol), etc.
  - technological advancement and economic growth

### Recommended Pacing

10-15 Days

### State Standards

<b>Standard 6.2 World History/Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.4.a	Explain how geography influenced the development of political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.
6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, the positive and negative consequences of environmental changes made during this time period, and relate them to current environmental changes.
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.C.4.a	Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.
6.2.8.C.4.b	Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of various civilizations in Eurasia and the Americas.
6.2.8.D.4.e	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
6.2.8.D.4.j	Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which may be considered enduring legacies.
6.2.12.A.1.a	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
This unit of study addresses the NJ Holocaust and Genocide mandate.	
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	



- China's unique geography provided opportunities for it to influence and be influenced by other civilizations.
- The unique geography of the northern steppe influenced Mongol societal structures and their need to conquer others. Methods of expansion of the Mongol Empire to attain one of the largest land empires in history.
- The expansion of the Mongol Empire had broad economic, cultural, political and environmental consequences.
- Yuan Dynasty was the first foreign rule in China.
- Throughout history, China has fluctuated in the extent to which they are willing to engage with the West.
- The Ming Dynasty initiated international exploration but ultimately adopted a policy of isolationism.

Unit Essential Questions	Corresponding Guiding Questions
How is geography destiny?	<ul style="list-style-type: none"> <li>● How did the geography of the northern steppe shape Mongol society?</li> <li>● Why did the Chinese think of themselves as the Middle Kingdom?</li> </ul>
What does it mean to be civilized? What makes a civilization conquerors?	<ul style="list-style-type: none"> <li>● Were the Mongols fiends from Hell or cultural brokers?</li> <li>● Was war inevitable for the Mongols?</li> <li>● How did Kublai Khan establish foreign rule in China?</li> </ul>
Do the ends justify the means?	<ul style="list-style-type: none"> <li>● Did Pax Mongolica make up for the Mongol destruction during their conquest?</li> </ul>

## Objectives

### Students will know:

- Geography influenced the development of political, economic, and societal structures of the Mongol, Yuan and Ming empires.
- Geography affects how societies interact with the rest of the world.
- Maritime and overland trade routes (i.e., Indian Ocean trade and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.

### Students will be able to:

- Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- Analyze the motivations for civilizations to modify the environment, explain the positive and negative consequences of environmental changes made during this time period, and relate them to current environmental changes.
- Analyze how trade, technology, and the availability of natural resources affected China's development and contact with other civilizations.
- Analyze how religion both unified and divided people.
- Analyze the role of religion and economics in shaping each civilization's social hierarchy and the impact hierarchical structures had on the lives of various groups of people.
- Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which may be considered enduring legacies.

## Evidence of Learning

**Performance Tasks:**

- Mongols DBQ exercise
- Genghis Khan Mock Trial
- Mongols Socratic Circle (Essential Question: Were the Mongols fiends from hell or cultural brokers?)  
Common Assessment

**Lesson Resources Aligned to Historical Thinking**

**Core Text:** History Alive: The Medieval World , TCI

**Suggested Resources:**

World History for Us All Big Era 5 <http://worldhistoryforusall.ss.ucla.edu/eras/era5.php>

Bridging World History <http://www.learner.org/courses/worldhistory/>

## Unit 5: Medieval Europe – From Inconsequential to Insanely Competitive

**Content Area: Social Studies**

**Course & Grade Level: Medieval World Grade 8**

### Summary and Rationale

**Focus of the Unit:** While China and the Middle East experienced Golden Ages, Europe struggled as a result of the fall of the Roman Empire. Soon after, Europe plunged into the period known as the Dark Ages. With no single country or empire existing in western Europe, barbarian tribes competed for control, leaving the people to search for protection. Feudalism emerged as a way to establish political, economic, and social order in medieval Europe. Christianity played a major role in governing as well as providing strong religious doctrine. It became a beacon of hope and an anchor of social order.

The feudal structure and the Church established a rigid and static social order based on mutual obligations and fealty. While no central government existed, monarchies ruled over regional areas. Manorialism created small, self-sufficient communities that addressed the basic needs of their smaller populations.

The Crusades differed for Christians, Muslims, and Jews. While the Crusades opened Western Europe to new ideas and innovations and, ultimately, led to the destruction of the once-needed feudal system, Muslims With new trading partners came a more varied and specialized economy that depended on goods and resources and led to the development of towns.

The Black Death, killing some  $\frac{1}{3}$  of western Europe's population, further disrupted ingrained feudal social structures and, more important, the way Europeans approached their lives. While the Catholic Church was never rejected by the people, it lost power, and a thirst for education and creativity took its place.

At the conclusion of the high middle ages, Europe would emerge out of the darkness and into the 'light' as it would become a formidable force in the world, challenging that of its rivals - Islam and China. This success would prime Europe for its ultimate expansion across the Atlantic Ocean in the 15th and 16th centuries.

**Connection to Historical Thinking:** Students will use a variety of primary and secondary resources to analyze different perspectives of significant events. (i.e.: the Crusades, the Black Death, etc.)

#### **21st Century and Modern Connections:**

- CDC- Outbreaks of the plague currently in Madagascar
- NAFTA
- BrExit
- Magna Carta compared to the U.S. Constitution and current governing ideals
- Economic Systems: Communism and Capitalism
- Current Religions in Europe

Recommended Pacing	
30-40 Days	
State Standards	
<b>Standard 6.2 World History/Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
CPI #	Cumulative Progress Indicator (CPI)
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.A.4.b	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
6.2.8.A.4.c	Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.
6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
6.2.8.B.4.g	Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations.
6.2.8.C.4.a	Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.
6.2.8.C.4.b	Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.
6.2.8.C.4.c	Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.
6.2.8.C.4.e	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.

6.2.8.D.4.a	Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.
6.2.8.D.4.c	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.
6.2.8.D.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.
6.2.8.D.4.e	Assess the demographic, economic, and religious impact of the plague on Europe.
6.2.8.D.4.f	Determine which events led to the rise and eventual decline of European feudalism.
6.2.8.D.4.g	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
6.2.8.D.4.j	Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● <b>Rise of Feudalism</b> – Feudalism was created as an answer to the basic needs of the people in the midst of a chaotic environment with no strong central government to provide order. European feudalism created its own unique political, economic, military, and social system.</li> <li>● <b>Role of the Church:</b> During this time period, Christianity's role increased, and shared beliefs in the teachings of the Church provided a stabilizing force during the feudal period. Christianity gained political influence as well, becoming the most powerful unifying force in Europe.</li> <li>● <b>Decline of Feudalism:</b> The decline of feudalism resulted from several factors. The decline of feudalism was a result of multiple factors, including agricultural innovations, the transition from self-sufficient feudal manors to growth of towns and city-states, the Black Death and subsequent shift in thinking, and an increasing sense of nationalism.</li> <li>● <b>The Crusades as a turning point:</b> The Crusades opened Western Europe to new ideas and innovations, and the destruction of the once needed feudal system paved the way for a more varied and specialized economy that depended on goods and resources found along trade routes, such as the Silk Roads, that extended beyond Europe. During the Middle Ages, Muslims combined and preserved the traditions of many peoples as well as producing an enormous body of original learning – creating centers of wealth, education, and art – ultimately sowing the seeds for Europe's own renaissance.</li> <li>● <b>Rise of nationalism:</b> As kingdoms became more clearly identified, Europeans fostered a new sense of identity and allegiance to the nation-state. Changes that favored individual rights, such as the Magna Carta, laid the foundation of modern democratic systems.</li> </ul>	

Unit Essential Questions	Corresponding Guiding Questions
How do needs dictate cultural institutions?	<ul style="list-style-type: none"> <li>• Why was feudalism the best answer for Europe?</li> <li>• How did manorialism complement feudalism?</li> <li>• How did the Church make the feudal system work?</li> </ul>
How is religion both a unifier and source of conflict?	<ul style="list-style-type: none"> <li>• Could feudalism exist without the Church?</li> <li>• How do established religions (or institutions) react when threatened?</li> <li>• Were the Crusades religious wars?</li> <li>• How did the Crusades differ for Christians, Muslims and Jews?</li> </ul>
How does the death of one system give rise to another?	<ul style="list-style-type: none"> <li>• How were the Crusades a turning point for Europe?</li> <li>• How did the plague change...everything?</li> <li>• How did the 100 Years War change the political landscape?</li> </ul>

## Objectives

### Students will know:

- Medieval English legal and constitutional practices influenced modern democratic thought and institutions.
- Feudalism developed to answer the needs of western Europeans who had been battered for centuries by barbarian invasions.
- Manorialism supported feudal structures and acted as the economic side of feudalism.
- Interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
- Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.
- Assess the demographic, economic, and religious impact of the plague on Europe.
- Determine which events led to the rise and eventual decline of European feudalism.
- Understand the ways in which art is an expression of history and culture.
- Understand that the “discovery” and subsequent colonization of the Americas had both positive and negative consequences for all Europeans and New World Cultures.

### Students will be able to:

- Analyze the role of religion and other means rulers used to unify and govern expanding territories with diverse populations.
- Assess the effectiveness of the European feudal system in promoting social, economic, and political order.
- Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.
- Analyze how religion both unified and divided people.
- 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.

- 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.
- Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

## Evidence of Learning

### Performance Tasks:

- Newscasts from the past: Students report and comment on one aspect of feudal life or one pivotal events in video format.
- Crusades Symposium: Students discuss the Crusades through the perspectives of Christians, Muslims, and Jews.

### Other Evidence:

- Fall of Rome in political cartoons; comparison to the United States.
- Paperclip activity: Students explore capitalism, communism and feudalism in this simulation.
- Stairway to Heaven GO: Students articulate how the same things that tear apart one system that no longer fills the needs of the people also give rise to a new system that better fills the needs of the people.

## Lesson Resources Aligned to Historical Thinking

**Core Text:** History Alive: The Medieval World, TCI

### Suggested Resources:

World History for Us All Big Era 5 <http://worldhistoryforusall.ss.ucla.edu/eras/era5.php>

Bridging World History <http://www.learner.org/courses/worldhistory/>

DBQ Project - mini-DBQs binder and online

Jared Diamond Guns, Germs and Steel

## Unit 6: Renaissance and Exploration

**Content Area: Social Studies**

**Course & Grade Level: Medieval World Grade 8**

### Summary and Rationale

**Focus of the Unit:** The Renaissance combined a new-found discovery of classical learning with an explosion of creativity and innovation for western Europe. Italian city-states thrived as Venice and Genoa became the western gateway of the flow of international and European trade. Patrons of the arts made it possible to enrich architecture, literature, painting and sculpture. With the rebirth of learning came a thirst to connect with the larger known world. Technology experienced rapid growth as Chinese and Muslim inventions were embraced. The spice race prompted western Europeans to explore new trade routes to exploit new economic opportunities.

After the Mongol rule of the Yuan Dynasty, the Chinese people reclaimed the land and expelled all foreigners. The first Ming emperors secured China's borders and rebuilt China's wealth and infrastructure. The Yongle emperor initiated the construction of the Ming Dynasty's first treasure fleet, and named Zheng He Admiral of the Ocean Sea. His mission was to spread China's wealth and power to far-reaching and unknown territories. The Ming fleet was the most powerful in the world, and sailed on seven voyages between 1405 and 1433, securing trading partners, collecting tribute, and displaying Chinese military might. However, the Yongle emperor's son ordered all exploration stopped and dry-docked the fleet in 1433. China, it was felt, had everything it needed. It turned inward.

The highly profitable spice trade coupled with China's withdrawal from the Indian Ocean trade prompted Europe to launch an exploration campaign that would take them from being inconsequential to respected economic competitors. Furthermore, competition between European nations stoked the fire of exploration. The Portuguese wrestled the lucrative spice trade from the Muslims, while all nations looked for alternate routes to the Indies. This ultimately led to the connection of Old World and New World cultures.

**Connection to Historical Thinking:** Historians interpret evidence and sometimes arrive at different conclusions regarding historical events and processes. As part of this unit, students will compare various historical interpretations of the 'treasure ships' and analyze historical interpretations of this event.

#### **21st Century Connection:**

- World Trade Organization and Trade Wars
- Capitalism vs. Communism
- Globalism vs Isolationism
- Nationalism in the world today

### Recommended Pacing

15 Days



State Standards	
<b>Standard 6.2 World History/Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
CPI #	Cumulative Progress Indicator (CPI)
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.
6.2.8.C.4.b	Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.
6.2.8.D.4.b	Analyze how religion both unified and divided people.
6.2.8.D.4.c	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.
6.2.8.D.4.j	Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.
Instructional Focus	
<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>The European Renaissance exemplified a profound shift in thinking, paving the way for a rebirth of learning, support of the arts, scientific discoveries and technological advances.</li> <li>Expanded naval exploration opened up lucrative new markets, sparking competition among Chinese, Muslim, and European entities to bypass existing trade routes and dominate trade. Technical advancements and increased knowledge of navigation spurred European nations to seek new maritime routes.</li> <li>The Ming Dynasty, while equipped to explore globally, halted exploration and turned inward.</li> <li>Europe attempted to spread its power and influence throughout Asia, Africa, and the Americas. Motives included spreading the Christian religion, greater demand for gold, spices, and natural resources, and political and economic competition between European empires.</li> </ul>	
Unit Essential Questions	Corresponding Guiding Questions
How does competition spark innovation? Is change always progress?	<ul style="list-style-type: none"> <li>How did the environment of the European Renaissance broaden the views of the people?</li> <li>How was the Renaissance a rebirth of Europe?</li> <li>How do increased global connections initiate social changes?</li> </ul>

Why don't we speak Chinese?	<ul style="list-style-type: none"> <li>• How did naval exploration enrich Ming China?</li> <li>• How did the Ming reclaim China?</li> <li>• How did Ming emperors secure their borders?</li> </ul>
Why reach out? What makes a civilization a conquering civilization? How is geography destiny?	<ul style="list-style-type: none"> <li>• Why did the Ming dynasty abandon exploration?</li> <li>• What motivated Europeans to explore beyond their borders?</li> <li>• How did connection differ for Europeans and New World cultures?</li> </ul>
What defines success?	<ul style="list-style-type: none"> <li>• How did European Renaissance and exploration benefit from the innovations of others?</li> <li>• Who deserves credit for successful exploration: those who open doors, or those who travel through them?</li> </ul>

## Objectives

### Students will know:

- Compare major technological innovations of civilizations of this period and examine how developments in one region affected other societies.
- Explain how the European Renaissance constituted a rebirth of education and the arts.
- Compare and contrast cultural contributions of Asian and European societies.
- Analyze the impact new views from the Renaissance had on desires to explore and conquer new territory.
- Critique the costs and benefits of exploration and isolationist policies in Asian and European societies.

## Evidence of Learning

### Performance Tasks:

- The Rennies presentations: Students persuade others of the enduring impact of various Renaissance figures in art, literature, science, religion and politics.
- Renaissance mini-DBQ

### Other Evidence:

- Stairway to Heaven GO: Students articulate how the same things that tear apart one system that no longer fills the needs of the people also give rise to a new system that better fills the needs of the people.
- Compare and contrast Asian and European technologies.

## Resources

**Core Text:** History Alive: The Medieval World , TCI

### Suggested Resources:

World History for Us All Big Era 5 <http://worldhistoryforusall.ss.ucla.edu/eras/era5.php>

Bridging World History <http://www.learner.org/courses/worldhistory/>

DBQ Project - mini-DBQs binder and online

<b>Unit 7: The New World – The Impact Of Connection</b>
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<b>Content Area: Social Studies</b>
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<b>Course &amp; Grade Level: Medieval World Grade 8</b>
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<b>Summary and Rationale</b>
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**Focus of the Unit:** Empire building reached an unprecedented scale in the Western hemisphere. The physical geographic features of Meso and South America shaped the elements and institutions of New World cultures and the isolation due to both its relative location and physical geography affected the historical development of the region. The Maya, Aztec and Inca, among others, demonstrated that human labor and creative endeavor could be organized on a colossal scale despite the absence of iron technology or wheeled transport.

Historically, each time there has been an increase in contact among the world’s population it has had a significant impact on the people, cultures, and environment of those connected. The “discovery” and subsequent colonization of the Americas was the first “global” connection between the Eastern and Western hemispheres. This connection, and the resulting Columbian Exchange, had both positive and negative results for peoples in the Americas, Africa, and Europe.

**Connection to Historical Thinking:** Students will investigate Jared Diamond’s account of the Spanish and Incan encounter at Cajamarca, identify the historian’s thesis, and assess the validity of Diamond’s evidence. Students will also analyze primary and secondary sources regarding Christopher Columbus’ voyages and construct a historical argument that incorporates disparate interpretations of his actions.

**21st Century Connection:**

- Investigate the impact of the Columbian Exchange today (seeds of change).
- Examine modern concept of slavery with human trafficking, migrant workers, sweatshops, etc.
- Investigate the positive and negative impacts of rapid modernization.
- Immigration.

<b>Recommended Pacing</b>
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15 Days
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<b>State Standards</b>
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<b>Standard 6.2 World History/Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.
6.2.8.B.4.h	Explain how the locations, landforms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies.
6.2.8.C.4.b	Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.
6.2.8.D.4.b	Analyze how religion both unified and divided people.
6.2.8.D.4.c	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.
6.2.8.D.4.j	Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• The Maya, Aztec and Inca built highly complex civilizations that were greatly influenced by their physical geography. Their isolation contributed to their lack of access to new ideas and immunities that left them susceptible to outside conquest.</li> <li>• Europeans increased their wealth by establishing new trans-Atlantic trade routes that allowed them to gain control over new natural resources (including Latin American gold and silver).</li> <li>• Europeans increased their power through colonization and the establishment of African slavery in the Americas.</li> <li>• European exploration led to the inadvertent discovery of the Western Hemisphere, which resulted in the decimation of existing New World civilizations and the Columbian Exchange.</li> <li>• The social and cultural impact included the spread of devastating diseases to Native American populations and the exchange of items, most especially certain foods that spurred population increases in Europe – particularly Northern Europe – which shifted power center to Britain, Germany, and Russia and away from the Mediterranean.</li> <li>• Modern “seeds of change” are connecting the world today more rapidly and tightly than ever before – creating greater opportunities and benefits as well as perpetuating disparities and increasing certain costs.</li> <li>• Columbus was driven by both internal and external forces. The outcome of Columbus's connection of the Old World to the New World, both positive and negative, was a culmination of factors such as the rise of nationalism, desire to spread Christianity, drive to find new routes to Asia to expand economies, and the inability of New World cultures to resist diseases brought by Europeans.</li> </ul>	

Unit Essential Questions	Corresponding Guiding Questions
<p>How is religion both a unifier and a source of conflict?</p> <p>How is geography destiny?</p>	<ul style="list-style-type: none"> <li>• How were new world cultures different from Eurasian cultures?</li> <li>• Were the New World cultures more civilized than their Spanish conquerors?</li> </ul>
<p>Is change always progress?</p> <p>Do the benefits of connection outweigh the costs?</p>	<ul style="list-style-type: none"> <li>• How were New World cultures affected by connections with the Old World?</li> <li>• Who is complicit in the decimation of new world cultures?</li> <li>• How did the Columbian Exchange change the world?</li> </ul>
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Explain how the locations, landforms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies.</li> <li>• Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in the Americas.</li> <li>• Analyze how religion both unified and divided people.</li> <li>• 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.</li> <li>• Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.</li> </ul>	
<b>Evidence of Learning</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Focus study on the Inca or the Aztec: religion, social structure, government, technology</li> <li>• Students will participate in a Socratic Seminar that asks them to compare and contrast encounters between the Aztec and the Inca and the Spanish.</li> <li>• 1492 Trial: student will conduct a mock trial about Christopher Columbus.</li> </ul>	
<b>Resources</b>	
<p><b>Core Text:</b> History Alive: The Medieval World , TCI</p> <p><b>Suggested Resources:</b></p> <p>World History for Us All Big Era 5 <a href="http://worldhistoryforusall.ss.ucla.edu/eras/era5.php">http://worldhistoryforusall.ss.ucla.edu/eras/era5.php</a></p> <p>Bridging World History <a href="http://www.learner.org/courses/worldhistory/">http://www.learner.org/courses/worldhistory/</a></p> <p>DBQ Project - mini-DBQs binder and online</p> <p>Jared Diamond <a href="#"><u>Guns, Germs and Steel</u></a></p>	

## Unit 8: What It Means To Be Connected Today?

**Content Area: Social Studies**

**Course & Grade Level: Medieval World Grade 8**

### Summary and Rationale

The 8<sup>th</sup> grade exit performance requires students to demonstrate essential 21st century skills through an authentic transfer task. These skills include the ability to be self-directed while also working within a diverse team, creatively and practically solving a complex global issue, and the ability to present and communicate effectively with an authentic outside audience. This transfer assessment provides the ability to not only measure the content-based understandings but also whether students are meeting these critical goals.

### Recommended Pacing

10 Days

### State Standards

**6.3 Active Citizenship in the 21st Century.** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

CPI #	Cumulative Progress Indicator (CPI)
6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.A.2	Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

**6.2 World History: Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

CPI #	Cumulative Progress Indicator (CPI)
6.2.12.C.5.d	Determine the challenges faced by developing nations in their efforts to compete in a global economy.
6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
6.2.12.A.6.b	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
6.2.12.C.6.b	Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
6.2.12.C.6.d	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>There are persistent yet unpredictable effects of global connections that can benefit some while also harming others.</li> <li>Because global connections have thickened over time and there is a philosophical and policy debate going on within countries and global agencies (e.g. UN) as to whether these connections (intentional or unintentional) demand global responsibility and a collective action.</li> <li>The MDGs are a pact and partnership, in which each side (rich and poor) would meet obligations to its own citizens and to one another to “ensure that globalization becomes a positive force for all the world’s people,” especially the most marginalized in developing countries. There have been tremendous gains for certain countries while others still continue to struggle.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>Do connections always create a “winner” and a “loser”?</li> <li>Are most connections intentional or unintentional? Does each type have its own set of rules? Does being connected require acting responsibly to those with whom you are connected (either intentionally or unintentionally)?</li> <li>Does the world’s unprecedented connectivity require that poverty demands global accountability and action?</li> <li>Is progress being made (against the MDGs)? Will the goal be achieved?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li>Determine the challenges faced by developing nations in their efforts to compete in a global economy.</li> <li>Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</li> </ul>	

- Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
- Identify and prioritize the development goal(s) and/or targets that your country needs to address.
- Select the underlying problem that your group hopes to solve.

#### **Students will be able to:**

##### **Problem Solving**

- Conduct research regarding a global challenge, articulate a clearly defined problem, and propose a viable solution that demonstrates understanding of the characteristics of the country and exigencies of the problem.
- Cite evidence that demonstrates a feasible and credible plan based on real-world examples.
- Identify the consequences of implementing the solution over both the short- and long-term.
- Discuss alternative solutions that were either incorporated or rejected in ultimately determining the group's final plan.

##### **Effective Communicator**

- Make strategic use of multi-media materials to reinforce key ideas/message and establish the group's credibility/authority on the topic.
- Persuasively advocate for a solution and convince judges to support the proposal.
- Respond to judges' questions with accurate, relevant, and reasonable answers.
- Construct a Project Brief that provides a roadmap to preview the presentation and serve as a helpful tool during a presentation.

##### **Collaborative Team Member**

- Collaborate with peers and demonstrate flexibility and willingness to make compromises when making decisions.
- Listen carefully to partners and convey respect for the ideas and opinions of others.
- Help the group to set goals and stay focused on meeting those goals.
- Energize the group with new ideas as needed.
- Build group cohesion by connecting the ideas of other group members, keeping the group working well together even when there is conflict, and setting a positive tone in words and actions.
- Persevere and help the team get 'unstuck' when there are challenges or difficulties.
- Demonstrate independence during the process.

### **Evidence of Learning**

#### **Performance Tasks:**

- **The Global Challenge (Final Performance Task):** During the first full week in June, students will be asked to design and present a global development plan by selecting the topic and format that they are most interested in pursuing. Regardless of the option selected, students will be placed in groups and asked to define the most significant challenges and barriers to overcoming poverty, offer a range of practical solutions, and design an action plan or innovation that will accelerate a country's (or non-profit agency's) ability to meet established Sustainable Development Goals (SDGs). Students who design and present the most impactful plan will have an opportunity to Skype with real-world experts in the field of global development. These experts have spanned the globe - from South Africa, to London, LA to NYC. In the past, students have Skyped with members of the Obama Administration, the World Bank, the United Nations, professors, consultants in the field, and leaders of NGO's and leading non-profit organizations. This is an interdisciplinary project that involves all academic disciplines and provides evidence of student



ability to collaborate, research, solve authentic problems, and advocate for a more peaceful, just, inclusive, and secure world.

### **Resources**

<http://markwise8.wixsite.com/globalchallenge>