

6th Grade Social Studies

Navigating Ancient Civilizations

**Lawton C. Johnson Summit Middle School
Summit, NJ**

Grade Level / Content Area:

**6th Grade
Social Studies**

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Course Description

The sixth grade social studies program introduces students to the origins and development of world societies and culture. The course: *Navigating Ancient Civilizations*, explores the ways in which geography influenced the origins of human civilization through an interdisciplinary and analytical approach. Additionally, the development and characteristics of culture, daily life, belief systems, transportation, economics, and communication systems will be covered as part of course study.

The historical foundation for this course allows for students to explore the needs and complexities of establishing civilizations, and will allow them to better analyze, interpret, and predict the successes and accomplishments of societies they will study in the future. The knowledge gained in this course will be applied in grade seven, as students begin to examine the ways in which early civilization development contributed to the rise and growth of the United States. In grade eight, students will further analyze the development of the culture of the United States, using critical research and thinking skills developed in sixth and seventh grade.

Course content begins with a study of the characteristics of geography and culture. The traits of culture are then applied to the human societies of prehistory, the ancient river valley civilizations of Mesopotamia, Egypt, India, and China, African trading states, the Americas, the classical civilizations of Greece and Rome, and the Medieval World. The geographic and cultural origins of these societies will be explored, as well as their daily life and social development.

The New Jersey Core Curriculum Content Standards for Social Studies are evident throughout this course of study. During the year, an emphasis will be placed on social studies and geography skills, as students investigate topics and interpret facts and ideas. Media presentations, short-term collaborative and individual projects, analytical reading assignments, writing, discussions, public speaking and presenting, cooperative learning, role play, map reading and interpretation, study skills, and data analysis are all essential elements of the program. Current events will be discussed as they relate to the curriculum and the development of the student's ability to become critical thinking citizens in a democratic society.

Course of Study

Unit 1: Geography and the Beginnings of Human History	(2 weeks)
Unit 2: Culture & the Cradle of Civilization	(3 weeks)
Unit 3: India and the Development of its Civilizations	(3 weeks)
Unit 4: China and its Innovations	(4 weeks)
Unit 5: Classical Civilizations of Greece and Rome	(10 weeks)
Unit 6: Islamic Empires and African Trading States	(4 weeks)
Unit 7: Meet Me In the Middle Ages	(5 weeks)
Unit 8: Civilizations of The Americas	(3 weeks)

Unit 1: Geography and the Beginnings of Human History

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.

Big Ideas: *Course Objectives / Content Statement(s)*

- Five Themes of Geography
- Geographic Impact on People
- Settlement Patterns
- Prehistory and the Neolithic Revolution

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

How do the Five Themes of Geography assist in explaining the formation and development of civilizations?

The Five Themes of Geography help to understand where and how civilizations form in specific places and times in history.

What geographic tools do we use to study the world and its people?

The following geographic topics will be introduced and/or reinforced: Relative and Absolute Location, Basic landforms & water forms, and cardinal & intermediate directions.

What was the relationship between early people and their environment?

Early people relied heavily on their environments for survival, and many early civilizations created social structures like public works systems and religions to relate to or explain their interactions with the environment.

How do time and place impact the development of a culture and/or civilization?

Civilizations either advance or regress with the passage of time and through interactions with other peoples based on their locations.

How has society evolved from the past to the present?

Civilizations still develop mostly around areas that facilitate the best means of the transportation of goods and acquisition of resources.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)

Examples, Outcomes, Assessments

Students will:

Instructional Focus: (2 Weeks)

1. Basic Geography Skills & Five Themes of Geography
2. Prehistory and the Neolithic Revolution

Sample Assessments:

A. PARCC Style Summative Assessment

B. Create a Continent Project – Use the basic landforms and waterforms taught to design a continent where people could possibly live.

C. Create a Culture Project or collage based off of the students' Create a Continent Project. Visuals will be used to illustrate the eight traits of culture.

D. History Alive!, Unit 1, Lesson 3 – Students will complete a Writing for Understanding activity to understand what life was like during the Neolithic Age. Students will work in pairs to read about how life changed for people as they moved from hunting & gathering to farming. Students will use this information to create a comic book highlighting those changes.

E. Survivor: The first humans civilization (Simulation Activity)

Instructional Strategies:

A. Visuals of the landforms and waterforms will be presented to the students via a Google Slides Presentation.

B. Create a foldable of the Five Themes of Geography.

C. Geography Scavenger Hunt- Students will proceed to stations to complete activities related to the five themes of geography.

D. Analyze a map showing the migration of early humans and answer teacher-designed questions about the map and its meaning.

E. Additional reflections, notes and worksheets will be processed in the students' (ISN) Interactive Student Notebooks.

F. View “Savage Stone Age” videos and discuss the how the video explains human progress from being hunter-gatherers to becoming a settled peoples.

G. Use Flocabulary to introduce the Five Themes of Geography

H.. Use the Five Themes of Geography to describe why Summit is good place to live.
What can you learn from studying the movement of people?

I. Sand table activity where students will demonstrate the 5 themes of geography using a scaled presentation piece.

The following skills and themes listed below should be reflected in the design of units and lessons for this course or content area.

Interdisciplinary Connections

A. Students can read sections of the 6th grade language arts book *SeedFolks*, to identify themes of geography present.

B. Students can write journal entries to identify characteristics of geography that they see in their everyday life.

Technology Integration:

A. Use of Google Earth to find different locations on the Earth. Possibly to preview the locations of the civilizations and cultures they will be learning about.

B. Students will use digital presentations to learn about the Themes of Geography and Prehistory.

C. Online Archaeology Dig- BBC Games

Media Literacy Integration

Students will identify the differences between primary and secondary sources.

Global Perspectives:

Seeing the World from the eyes of a Geographer.

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

NJCCS (2014)

Standard: 6.2 World History: Global Studies

Era: The Beginnings of Human Society

6.2.8.A.1.a	6.2.8.C.1.a	6.2.8.D.1.b
6.2.8.B.1.a	6.2.8.C.1.b	6.2.8.D.1.c
6.2.8.B.1.b	6.2.8.D.1.a	

CCSS

English Language Arts Standards>History/ Social Studies>Grades 6-8

Under Key Ideas and Details:

CCSS.ELA-Literacy.RH.6-8.1

CCSS.ELA-Literacy.RH.6-8.2

CCSS.ELA-Literacy.RH.6-8.3

Under Craft and Structure:

CCSS.ELA-Literacy.RH.6-8.4

CCSS.ELA-Literacy.RH.6-8.5

Under Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RH.6-8.7

CCSS.ELA-Literacy.RH.6-8.8

CCSS.ELA-Literacy.RH.6-8.9

Under Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RH.6-8.10

The Resources listed below will assist in the completion of the CCSS stated above.

Nystrom Atlas of World History – Agriculture and Early Settlements

Prentice Hall's *The Ancient World*:

Chapter 1- The Beginnings of Human Society
Sections: (1) Geography and History, (2) Prehistory, and (3) The Beginnings of Civilization

AGS's *World History*:

Chapter 1- Sections: (1) The Meaning of History, (2) Why We Study History, (3) The Way Historians Work, (4) Prehistory: The Time Before Written Records

History Alive: *The Ancient World*: Unit 1

Chapter 1- Investigating the Past
Chapter 2- Early Hominids
Chapter 3- From Hunters & Gatherers to Farmers

Document Analysis: Early Humans Timeline & Skeleton Finds

Digital Resources: Before We Ruled the Earth video & BrainPOPs: Geography Themes

English Language Arts

Standards>Writing>Grades 6-8

Under Text Types and Purposes:

CCSS.ELA-Literacy.WHST.6-8.1
CCSS.ELA-Literacy.WHST.6-8.2

Under Production and Distribution of Writing:

CCSS.ELA-Literacy.WHST.6-8.4
CCSS.ELA-Literacy.WHST.6-8.5

Under Research to Build and Present Knowledge:

CCSS.ELA-Literacy.WHST.6-8.7
CCSS.ELA-Literacy.WHST.6-8.8
CCSS.ELA-Literacy.WHST.6-8.9

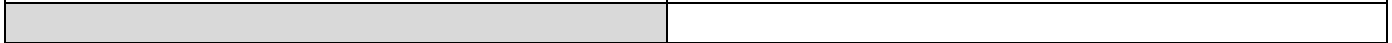
Under Range of Writing:

CCSS.ELA-Literacy.WHST.6-8.10

The Tasks listed below will assist in the completion of the CCSS stated above.

Human-Environment Interaction Writing Prompt

Comparative Essay for the Old and New Stone Ages



Unit 2: Culture & The Cradle of Civilization

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.

Big Ideas: *Course Objectives / Content Statement(s)*

- Development of Civilization
- Influence of Religion and Political Structures on Human Society
- Eight Traits of Culture/Civilization

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>How do the Eight Traits of Culture help us understand the civilizations of the past and present?</p> <p>What influence have religion, language, and political structures had on the development of civilizations?</p> <p>What impact did geography have on the rise and fall of the Fertile Crescent civilizations, and what were the similarities and differences in the growth and decline of these civilizations?</p> <p>How did the Fertile Crescent civilizations express their beliefs, ways of thinking, and actions?</p>	<p>The Eight Traits of Culture/6 Traits of Civilization will be identified and explained with examples. The Traits are important because they will be used to examine and compare the civilizations and cultures we will be learning about throughout the year.</p> <p>Religion has served as the origin of and cause for action for various civilizations, and has served as a way for civilizations to be organized and governed. Language has served as a way for socioeconomic and political organizations to record their operations and to express their cultures. Political structures are formed to bring order to civilizations.</p> <p>Human-Environment Interaction has played a crucial role in developing civilizations, including their food supplies, economic systems, housing, and belief systems. Because of this role, civilizations have had some important similarities and differences in their mutual developments and struggles to survive.</p> <p>Fertile Crescent civilizations expressed their beliefs, ways of thinking, and actions through the development of languages, art, and oral tradition that were passed through the generations of those civilizations.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	<p>Instructional Focus: (3 weeks)</p> <p>Sample Assessments:</p> <p>A. PARCC Style Summative Assessment</p>

B. Create a Culture: Students will create an encyclopedia entry that identifies traits of culture for an imaginary civilization that they developed in the previous unit.

C. Students will create a dialogue between individuals from different classes or civilizations regarding life and, if applicable, the similarities or differences between their ancient cultures.

D. Students will write a compare and contrast essay regarding aspects of life in two or more of the River Valley Civilizations

E. Have students put together a photo book with captions (like the ones you can make online) tracing their ancient journey down one of the rivers of early river valley civilizations. Students may include photos and captions of their experiences, including interactions with caravans, government figures, religious services/events, trade vessels, etc.

F. Students will explore modern day countries located in regions formerly known as Mesopotamia. Students will use the Traits of Culture to guide their study and will create a choice of a travel brochure, U.S. State Department Travel Advisories, or a United Nations country profile.

Instructional Strategies:

A. History Alive!, Timeline Challenge 1 Early Humans - This activity will have the students actually plot dates and see the changes in early society over time. Analysis of events will be answered through constructed responses.

B. History Alive!, Unit 1, Lesson 4 – This is a Group Response activity where the students learn the key challenges that took place when developing from a basic farming society into complex Sumerian city-states.

C. History Alive!, Unit 2, Lesson 9 - This is a Problem Solving Group Activity where the students will learn about what life was like for social classes in Egyptian society. Students research the social classes and then

create interactive dramatizations that bring to life a typical day for the Egyptian social classes.

D. Model Lesson on Document-Based Questions. Students will read a selection from “The Code of Hammurabi” and write full sentence answers to teacher-designed questions.

E. Additional reflections, journal entries notes and worksheets will be processed in the students’ Google Drive folders..

G. A simulation game “Building Empires” can be used to teach the content of Mesopotamia, or any other civilization. Students will earn the capability to make strategic moves once content is acquired by completing certain tasks. After moves are earned, students will simulate life in ancient times by trading for resources, farming, fighting war, and conquering land.

F. Students will complete a Webquest by researching all traits of culture in Egypt. Once students gain knowledge of Egypt, they will apply their newly gained information to create a museum exhibit which will ultimately be displayed in the library learning commons.

The following skills and themes listed below should be reflected in the design of units and lessons for this course or content area.

Interdisciplinary Connections

A. Integrating visual information with student-created descriptions of events to understand human knowledge of prehistory.

B. Identify key steps in a text’s description of a process related to culture and the Fertile Crescent

C. Students may read newspaper articles for context clues about traits of culture being discussed in the articles presented.

D. Model Lesson on the skill of Analyzing a Picture of Art – “Egyptian Tomb Art”. Students will learn how to analyze a picture of art in order to be able to answer

	<p>questions about the topic and the details associated with it.</p> <p>E. Utilizing key transition words to signify comparisons within an essay.</p> <p>Technology Integration: Pixton with people from the different civilizations talking.</p> <p>Media Literacy Integration: A. Students will respond to and evaluate the use of illustrations to support text B. Students will use graphs, charts, and diagrams to report data</p> <p>Global Perspectives: Theories on how people and the cultures intermingled in the Fertile Crescent.</p> <p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>
<p align="center">NJCCS (2014) Standard: 6.2 World History: Global Studies</p> <p><u>Eras:</u> The Beginnings of Human Society</p>	

6.2.8.A.1.a	6.2.8.C.1.a	6.2.8.D.1.b
6.2.8.B.1.a	6.2.8.C.1.b	6.2.8.D.1.c
6.2.8.B.1.b	6.2.8.D.1.a	

Early Civilizations and the Emergence of Pastoral Peoples

6.2.8.A.2.a	6.2.8.B.2.b	6.2.8.D.2.c
6.2.8.A.2.b	6.2.8.C.2.a	6.2.8.D.2.d
6.2.8.A.2.c	6.2.8.D.2.a	
6.2.8.B.2.a	6.2.8.D.2.b	

CCSS

English Language Arts Standards>History/ Social Studies>Grades 6-8

Under Key Ideas and Details:

CCSS.ELA-Literacy.RH.6-8.1
 CCSS.ELA-Literacy.RH.6-8.2
 CCSS.ELA-Literacy.RH.6-8.3

Under Craft and Structure:

CCSS.ELA-Literacy.RH.6-8.4
 CCSS.ELA-Literacy.RH.6-8.5

Under Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RH.6-8.7
 CCSS.ELA-Literacy.RH.6-8.8
 CCSS.ELA-Literacy.RH.6-8.9

Under Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RH.6-8.10

The Resources listed below will assist in the completion of the CCSS stated above.

Nystrom Atlas of World History – (1) Civilization in Ancient Mesopotamia, (2) Babylonia and Assyria, and (3) Civilization in Ancient Egypt

Holt’s Southwest and Central Asia:

Chapter 1 History of the Fertile Crescent Sections: (1) Geography of the Fertile Crescent, (2) The Rise of Sumer, (3) Sumerian Achievements, and (4) Later Peoples of the Fertile Crescent

Holt’s Africa:

Chapter 1 - History of Ancient Egypt Sections: (1) Geography and Early Egypt, (2) The Old Kingdom, (3) The Middle Kingdom and New Kingdoms, (4) Egyptian Achievements

Prentice Hall's *The Ancient World*:

Chapter 2 – The Fertile Crescent Sections: (1) Land Between Two Rivers, (2) Babylonia and Assyria, (3) The Legacy of Mesopotamia

Chapter 3 – Ancient Egypt and Nubia Sections: (1) The Geography of the Nile, (2) Egypt's Powerful Kings and Queens, (3) Egyptian Religion, and (4) The Culture of Ancient Egyptians

AGS's *World History*:

Chapter 3- Civilization Develops in the Middle East Sections: (1) The Sumerians, (2) The Akkadians and Babylonians, (3) The Way Historians Work, (4) Prehistory: The Time Before Written Records

Chapter 5- The Gift of the Nile Sections: (1) The Nile River, (2) The Old Kingdom, (3) The Middle Kingdom, (4) The New Kingdom, and (5) Gifts From the Egyptians

History Alive: *The Ancient World*: Unit 1

Chapter 4- The Rise of Sumerian City-States
Chapter 5- Was Sumer a Civilization?
Chapter 6- Exploring Four Empires of Mesopotamia

History Alive: *The Ancient World*: Unit 2

Chapter 7- Geography and the Early Settlement of Egypt
Chapter 8- The Ancient Egyptian Pharaohs
Chapter 9- Daily Life in Ancient Egypt

Crabtree Publishing's Series: *Life in the Ancient World* (6 Titles)

Communication in the Ancient World
Trade and Commerce in the Ancient World
Government in the Ancient World
Arts and Culture in the Ancient World
Technology in the Ancient World
Religion in the Ancient World

Oxford University Press' *The World in Ancient Times* (Primary Sources & Reference Volume)

*Enheduanna, "The Adoration of Inanna in Ur"

*A scribe's exercise, "Schooldays"

*Pharaoh (Queen) Hatshepsut, Punt reliefs & inscriptions

*Akhenaton, "Hymn to the Sun"

*Letters from Deir el-Medina

Document Analysis: Ancient Mesopotamia Map, Epic of Gilgamesh, Code of Hammurabi, Hungry Planet/Material World Posters, Ancient Egypt and the Near East Timeline

Digital Resources: (1)Journals Through History: Ancient Mesopotamia Video, (2)Journals Through History: Ancient Egypt Video, (3) BrainPOPs on Religion, Sumerians, Cleopatra, Egyptian Pharaohs, and Mummies

English Language Arts

Standards>Writing>Grades 6-8

Under Text Types and Purposes:

CCSS.ELA-Literacy.WHST.6-8.1

CCSS.ELA-Literacy.WHST.6-8.2

Under Production and Distribution of Writing:

CCSS.ELA-Literacy.WHST.6-8.4

CCSS.ELA-Literacy.WHST.6-8.5

CCSS.ELA-Literacy.WHST.6-8.6

Under Research to Build and Present Knowledge:

CCSS.ELA-Literacy.WHST.6-8.7

CCSS.ELA-Literacy.WHST.6-8.8

CCSS.ELA-Literacy.WHST.6-8.9

Under Range of Writing:

CCSS.ELA-Literacy.WHST.6-8.10

The Tasks listed below will assist in the completion of the CCSS stated above.

Creating-a-Culture Encyclopedia Entry (2, 4, 8, 9, 10)	
Clash of the Cultural Champions Project (1, 2, 4, 5, 7, 8, 9, 10)	
Egyptian Museum Exhibit Design PBL (2, 4, 5, 6, 7, 8, 9, 10)	

Unit 3: India and the Development of its Civilizations

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.	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> <ul style="list-style-type: none"> ● Development of the Indus Valley Civilization ● Geographic Impact on People ● Religion and it's influence on India 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
What aspects of culture developed in the early Indian cities of Harappa and Mohenjo-Daro?	Harappa and Mohenjo-Daro were strategically designed and organized with communication systems and specific religious, economic, and governmental mechanisms.
How did geography and the movement of peoples influence the development of cultures within Ancient India?	Geography played an important role in the founding of cities near the major rivers of India, and the movement of peoples into India helped to create a diverse culture that included the introduction of new governments, religions, and writings to the area. The way of life for people in India was significantly changed based on the movement of people into and within India.
How did Hinduism and Buddhism develop in India, and what effects did these religions have on the cultures of India?	Hinduism and Buddhism developed because of the movement of people into and within India, and the development of philosophical and religious thinking within Indian culture. These two religions played a key role in the development of major kingdoms within India, such as the Mauryan and Gupta empires.
What civilizations developed in India, and what were their major achievements?	

	The Mauryan and Gupta Empires developed in India, and featured key political, economic, and artistic achievements.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	<p>Instructional Focus: (3 Weeks)</p> <p>Sample Assessments:</p> <p>A. PARCC Style Summative Assessment</p> <p>B. Indus Valley Travel Project- Students will research the early Indus Valley Civilization, and will create a travel brochure that highlights the key cultural aspects of the civilization.</p> <p>C. Students will create a Venn Diagram that compares the similarities and differences between Hinduism and Buddhism.</p> <p>Instructional Strategies:</p> <p>A. History Alive!, Unit 3, Lesson 14 – Unlocking the Secrets of Mohenjo-Daro. Students will assume the role of archeologist to explore the site of Mohenjo-Daro in the Experiential Exercise. Students will work at 8 research stations in which they examine an artifact and make their own hypotheses about its use. In conclusion, the class will discuss what the artifacts were really used for and draw conclusions about life in this ancient Indian site.</p> <p>B. Students will identify the key physical features of India, and how they influenced the settlement of people within India.</p> <p>C. Students will highlight the key social, religious, and economic systems of the Aryans and they built their civilization within India.</p> <p>D. Students will complete a historical atlas activity that highlights the movements of Hinduism and Buddhism within India and Asia.</p> <p>E. Students can create foldables and other note-taking strategies to highlight the key aspects of Hinduism and Buddhism.</p>

The following skills and themes listed below should be reflected in the design of units and lessons for this course or content area.

Interdisciplinary Connections:

Students can read Indian folk stories and historical accounts to recognize aspects of their beliefs and historical development.

Technology Integration:

Online and program-based presentation software to create travel project.

Media Literacy Integration:

A. Students will demonstrate an awareness of different media forms and how they contribute to communication.

B. *Little Buddha* and how movies communicate beliefs and understandings of the past.

Global Perspectives:

See the world through the eyes of people of different cultures and social classes through time.

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

NJCCS (2014)

Standard: 6.2 World History: Global Studies

Eras:

The Beginnings of Human Society

6.2.8.D.1.a	6.2.8.D.1.b	6.2.8.D.1.c
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Early Civilizations and the Emergence of Pastoral Peoples

6.2.8.A.2.a	6.2.8.B.2.b	6.2.8.D.2.c
6.2.8.A.2.b	6.2.8.C.2.a	6.2.8.D.2.d
6.2.8.A.2.c	6.2.8.D.2.a	
6.2.8.B.2.a	6.2.8.D.2.b	

The Classical Civilizations of the Mediterranean World, India, and China

6.2.8.A.3.a	6.2.8.C.3.c	6.2.8.D.3.e
6.2.8.B.3.a	6.2.8.D.3.a	6.2.8.D.3.f
6.2.8.C.3.a	6.2.8.D.3.c	
6.2.8.C.3.b	6.2.8.D.3.d	

CCSS

English Language Arts Standards>History/ Social Studies>Grades 6-8

Under Key Ideas and Details:

- CCSS.ELA-Literacy.RH.6-8.1
- CCSS.ELA-Literacy.RH.6-8.2
- CCSS.ELA-Literacy.RH.6-8.3

Under Craft and Structure:

- CCSS.ELA-Literacy.RH.6-8.4
- CCSS.ELA-Literacy.RH.6-8.5

Under Integration of Knowledge and Ideas:

- CCSS.ELA-Literacy.RH.6-8.7
- CCSS.ELA-Literacy.RH.6-8.8
- CCSS.ELA-Literacy.RH.6-8.9

Under Range of Reading and Level of Text Complexity:

- CCSS.ELA-Literacy.RH.6-8.10

The Resources listed below will assist in the completion of the CCSS stated above.

Nystrom Atlas of World History – (1) Ancient India and the Spread of Hinduism, (2) Ancient India and the Spread of Buddhism

Holt's South and East Asia and the Pacific:

Chapter 1 - History of Ancient India Sections: (1) Early India Civilizations, (2) Origins of Hinduism, (3) Origins of Buddhism, (4) Indian Empires, and (5) Indian Achievements

Prentice Hall's The Ancient World:

Chapter 4 – Ancient India Sections: (1) The Indus and the Ganges, (2) The Beginnings of Hinduism, (3) The Beginnings of Buddhism, and (4) The Golden Age of Maurya India

AGS's World History:

Chapter 2- Early Civilizations in the East Sections: (1) Ancient India, (2) The History of Ancient India, and (3) Hinduism

Chapter 12- India, China, and Japan: 563 B.C. to A.D. 1620 Sections: (1) Buddhism and (2) India

History Alive: The Ancient World: Unit 3

Chapter 13- Geography and the Early Settlement of India

Chapter 14- Unlocking the Secrets of Mohenjodaro

Chapter 15- Learning about Hindu Beliefs

Chapter 16- The Story of Buddhism

Chapter 17 – Buddhism and the First Unification of India

Chapter 18- The Achievements of the Gupta Empire

Oxford University Press' The World in Ancient Times (Primary Sources & Reference Volume)

* “Hold Your Horses” Upanishads

* “Great Warrior, Carry on Your Fight” The Bhagavad Gita, from the Mahabharata

* “The Path to Enlightenment” Buddha’s sermons at Benares

* “A Chinese View of Ancient India” Faxian, A Record of Buddhist Kingdoms

Crabtree Publishing's Series: Life in the Ancient World (6 Titles)

Communication in the Ancient World
Trade and Commerce in the Ancient World
Government in the Ancient World
Arts and Culture in the Ancient World
Technology in the Ancient World
Religion in the Ancient World

Document Analysis: Ancient India Timeline,
Edicts of Ashoka, Upanishads

Digital Resources: Little Buddha (Movie),
Religions of the World: Hinduism Video, Religions
of the World: Buddhism Video

[English Language Arts Standards>Writing>Grades
6-8](#)

Under Text Types and Purposes:

CCSS.ELA-Literacy.WHST.6-8.1
CCSS.ELA-Literacy.WHST.6-8.2

Under Production and Distribution of Writing:

CCSS.ELA-Literacy.WHST.6-8.4
CCSS.ELA-Literacy.WHST.6-8.5
CCSS.ELA-Literacy.WHST.6-8.6

Under Research to Build and Present

Knowledge:

CCSS.ELA-Literacy.WHST.6-8.7
CCSS.ELA-Literacy.WHST.6-8.8
CCSS.ELA-Literacy.WHST.6-8.9

Under Range of Writing:

CCSS.ELA-Literacy.WHST.6-8.10

**The Tasks listed below will assist in the
completion of the CCSS stated above.**

Where Would You Live in Ancient India Writing
Prompt
(1, 2, 4, 8, 9, 10)

Clash of the Cultural Champions Project
(1, 2, 4, 5, 7, 8, 9, 10)

Buddha Six Word Memoir

(2, 4, 8, 9, 10)

Recommendations for Rajah PBL

(1, 2, 4, 5, 6, 7, 8, 9, 10)

Unit 4: China and Its Innovations

<p>Standard 6.2 (World History/Global Studies)</p> <p>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.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> ● Development of the Chinese Dynasties ● Geographic Impact on China and its people ● Innovations and how technology influences ways of life 	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<p>How did geography and the movement of peoples influence the development of political units within Ancient China?</p> <p>What methods did China’s rulers use to unify, control, and expand their territories?</p> <p>What are the major contributions of Dynastic China and how did they influence other civilizations?</p> <p>What were the major religious beliefs that developed or spread in Ancient China, and what effects did these religions have on the cultures of China?</p> <p>What social structures and perspectives on classes developed during the course of Chinese history?</p>	<p>Geography plays a crucial role in the development of early Chinese cultures, and the development of kingdoms and other political divisions within China. The people of ancient China utilized and in some cases struggled with their environments, and developed different political systems to respond to these struggles.</p> <p>China’s rulers used different governmental, religious, cultural, and philosophical means to unify, control, and expand their territories.</p> <p>Dynastic China created many political, economic, artistic, and scientific innovations, and these innovations have influenced China and the larger world since their creation.</p> <p>China was greatly influenced by a group of religious beliefs, such as Confucianism, Taoism, Ancestor Worship, and Buddhism.</p> <p>Chinese culture developed various beliefs regarding the structure of the family, clans, classes, and kingdoms over the course of its history.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p>	<p>Instructional Focus: (4 Weeks)</p> <p>Sample Assessments:</p> <p>A. PARCC Style Summative Assessment</p>

B. Made in China Project: Students will research and important Chinese invention or innovation, and will create an audio and/or video infomercial that identifies and evaluates key aspects of these inventions and innovations and how they influenced China and the world at large.

Instructional Strategies:

A. History Alive!, Unit 4, Lesson 19- Geography and the Early Settlement of China. Students will learn about the effect of geography on the early settlement of China. Students will read about and create a relief map of China's five important geographic regions.

B. Students will create a timeline that highlights the dynasties and key political developments of China.

The following skills and themes listed below should be reflected in the design of units and lessons for this course or content area.

Interdisciplinary Connections:

Students will utilize persuasive skills to "sell" their China-based innovation or invention

Technology Integration:

Online and program-based presentation and recording software to create infomercial

Media Literacy Integration:

Students will demonstrate an awareness of different media forms and how they are used to advertise objects and products.

Global Perspectives:

See how innovations and inventions move through the world and influence people in other regions of the world.

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

	<p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>
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NJCCS (2014)

Standard: 6.2 World History: Global Studies

Eras:

The Beginnings of Human Society

6.2.8.D.1.a	6.2.8.D.1.b	6.2.8.D.1.c
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Early Civilizations and the Emergence of Pastoral Peoples

6.2.8.A.2.a	6.2.8.B.2.b	6.2.8.D.2.c
6.2.8.A.2.b	6.2.8.C.2.a	6.2.8.D.2.d
6.2.8.A.2.c	6.2.8.D.2.a	
6.2.8.B.2.a	6.2.8.D.2.b	

The Classical Civilizations of the Mediterranean World, India, and China

6.2.8.A.3.a	6.2.8.C.3.c	6.2.8.D.3.d
6.2.8.B.3.a	6.2.8.D.3.a	6.2.8.D.3.e
6.2.8.C.3.a	6.2.8.D.3.b	6.2.8.D.3.f
6.2.8.C.3.b	6.2.8.D.3.c	

Expanding Exchanges & Encounters

6.2.8.A.4.a	6.2.8.B.4.f	6.2.8.D.4.b
6.2.8.B.4.a	6.2.8.C.4.a	6.2.8.D.4.g
6.2.8.B.4.b	6.2.8.C.4.b	6.2.8.D.4.j
6.2.8.B.4.e	6.2.8.D.4.a	

CCSS	
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English Language Arts Standards>History/ Social Studies>Grades 6-8

Under Key Ideas and Details:

CCSS.ELA-Literacy.RH.6-8.1
CCSS.ELA-Literacy.RH.6-8.2
CCSS.ELA-Literacy.RH.6-8.3

Under Craft and Structure:

CCSS.ELA-Literacy.RH.6-8.4
CCSS.ELA-Literacy.RH.6-8.5
CCSS.ELA-Literacy.RH.6-8.6

Under Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RH.6-8.7
CCSS.ELA-Literacy.RH.6-8.8
CCSS.ELA-Literacy.RH.6-8.9

Under Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RH.6-8.10

The Resources listed below will assist in the completion of the CCSS stated above.

Nystrom Atlas of World History – (1)

Civilization in Ancient China, (2) Dynasties of Ancient China, (3) Growth and Trade In and Around Asia, and (4) Tang and Sung Dynasties of China

Holt's *South and East Asia and the Pacific:*

Chapter 2 - History of Ancient China Sections: (1) Early China, (2) The Han Dynasty, (3) The Sui, Tang, and Song Dynasties, and (4) Confucianism and Government

Prentice Hall's *The Ancient World:*

Chapter 5 – Ancient China Sections: (1) The Geography of China's River Valleys, (2) Confucius and His Teachings, (3) Strong Rulers Unite Warring China, and (4) Achievements of Ancient China

AGS's *World History:*

Chapter 2- Early Civilizations in the East Sections: (1) Ancient India, (2) The History of Ancient India, and (3) Hinduism

Chapter 12- India, China, and Japan: 563 B.C. to A.D. 1620 Sections: (1) Buddhism and (2) India

History Alive: *The Ancient World*: Unit 4

Chapter 19- Geography and the Early Settlement of China

Chapter 20- The Shang Dynasty

Chapter 21- Three Chinese Philosophies

Chapter 22- The First Emperor of China

Chapter 23- The Han Dynasty

Chapter 24- The Silk Road

Oxford University Press' *The World in Ancient Times (Primary Sources & Reference Volume)*

* "Telling the Future with Oracle Bones", Oracle Bones

* "Which is Worth More, Money or Loyalty?" Liu Xiang, Strategies of the Warring States

* "The Virtuous Are Never Alone" Confucius, Analects

Crabtree Publishing's Series: Life in the Ancient World (6 Titles)

Communication in the Ancient World

Trade and Commerce in the Ancient World

Government in the Ancient World

Arts and Culture in the Ancient World

Technology in the Ancient World

Religion in the Ancient World

Document Analysis: Ancient China Timeline, Edicts of Ashoka

Digital Resources: Journals Through History: Ancient China Video, BrainPOPs on The Great Wall of China and The Silk Road

English Language Arts

Standards>Writing>Grades 6-8

Under Text Types and Purposes:

CCSS.ELA-Literacy.WHST.6-8.1

CCSS.ELA-Literacy.WHST.6-8.2

Under Production and Distribution of Writing:

CCSS.ELA-Literacy.WHST.6-8.4

CCSS.ELA-Literacy.WHST.6-8.5

CCSS.ELA-Literacy.WHST.6-8.6

Under Research to Build and Present

Knowledge:

CCSS.ELA-Literacy.WHST.6-8.7

CCSS.ELA-Literacy.WHST.6-8.8

CCSS.ELA-Literacy.WHST.6-8.9

Under Range of Writing:

CCSS.ELA-Literacy.WHST.6-8.10

The Tasks listed below will assist in the completion of the CCSS stated above.

Made in China Project

(1, 2, 4, 5, 6, 7, 8, 9, 10)

Unit 5: Classical Civilizations of Greece and Rome

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.

Big Ideas: *Course Objectives / Content Statement(s)*

- Foundation of formal governments
- Development of Classical Civilization
- Geographic Impact on People
- Cultural Dimensions of Life

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

What type of governments developed in Ancient Greece and Rome?

A variety of governments, including dictatorships, tyrannies, direct democracies, and representative democracies developed in Ancient Greece and Rome during classical times.

What impact did geography have on the development of Ancient Greece and Rome?

Geography played an important role in the development of trade, diplomacy, war, and religion in Ancient Greece and Rome.

How did the Ancient Greek and Roman Civilizations form, grow, and decline?

Greek and Roman civilizations were greatly influenced by the various movements of people within Europe and the Mediterranean region, the development and movement of other ancient civilizations within the area, and through interactions with the environment.

What types of cross-cultural interactions did Ancient Greece and Rome have and how did that influence their development?

Greeks and Romans interacted with other civilizations through activities such as economics, movement, warfare, and the spread of religion.

How did religions, mythologies, and other belief systems develop within and shape the values of classical civilizations?

Religions, mythologies, and belief systems formed through the movement of people and ideas within the region, and significantly shaped the governments, arts, and daily lives of the classical Mediterranean civilizations.

What social hierarchies formed in Ancient Greece and Rome?

Various governmental, religious, and societal hierarchies formed during the development of Ancient Greece and Rome.

What were the major achievements of Ancient Greece and Rome?

The Ancient Greek and Roman civilizations have left a lasting legacy in areas such as science, art, and

	government, which has directly affected modern-day Western Civilization.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	<p>Instructional Focus: (10 weeks) Ancient Greece (5 weeks) Ancient Rome (5 weeks)</p> <p>Sample Assessments:</p> <p>A. PARCC Style Summative Assessment</p> <p>B. Olympic Bid Battle Proposal Project- Students will research Athens and Sparta, and will create a bid to host the Ancient Olympics in one of those cities, with a focus on highlighting the key geographic and cultural benefits of either cities.</p> <p>C. Rome Real Estate Project- Students will research the culture of Rome, and will create a real estate portfolio for an Ancient Roman landmark that evaluates the benefits of the landmark for the citizens of Rome and identifies significant cultural aspects of Roman society, in an attempt to sell the landmark to potential buyers.</p> <p>D. Persuasive Essay- Law and Order: Ancient Rome Unit: Was the death of Julius Caesar justified?</p> <p>E. Persuasive Essay- Could the end of the Roman Empire have been prevented?</p> <p>Instructional Strategies:</p> <p>A. History Alive!, Geography Challenge 5- Ancient Greece. Students will read and interpret a map to learn about the physical geography of Ancient Greece and Persia and the conquests of Alexander the Great.</p> <p>B. History Alive!, Unit 5, Lesson 25- Geography and the Settlement of Greece. Students will choose settlements in the landscape of Greece and explore ways for their settlements to survive, in order to understand the influence of geography on settlement and culture.</p>

C. Document-Based Question: A passage from “From Suetonius, The Divine Augustus” will be read and draw critical characteristics of Augustus from the passage.

D. History Alive!, Unit 6, Lesson 32- Geography and the Early Development of Rome. Students will read about the aspects of Etruscan and Greek culture that helped influence Roman culture. They will also learn about the location and physical setting of the early Roman civilization.

The following skills and themes listed below should be reflected in the design of units and lessons for this course or content area.

Interdisciplinary Connections:

A. Analyzing a Photograph of Art - “An Ancient Greek Vase”. The students will answer selected response questions based on what they see in the picture.

B. Persuasive Writing- Students will create a political commentary regarding either the switch from the Roman Republic to Empire, or concerning the expansion of Rome throughout the Mediterranean.

C. Students will utilize the Language Arts-based format concerning persuasive writing in the construction of their essay assessments.

Technology Integration:

Google Documents to create Olympic bid proposal and Real Estate Portfolio

Canva to create Real Estate Portfolio

Media Literacy Integration:

A. Understand uses of persuasive text related to advertising in society.

B. Identify the target audience for a particular program, story, or advertisement.

C. Use a rubric to evaluate the content of media presentation

Global Perspectives:

Cultural opinions of others in the classical world.

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

NJCCS (2014)

Standard: 6.2 World History: Global Studies

Eras:

The Classical Civilizations of the Mediterranean World, India, and China

6.2.8.A.3.a.	6.2.8.B.3.a	6.2.8.D.3.a
6.2.8.A.3.b	6.2.8.B.3.b	6.2.8.D.3.c
6.2.8.A.3.c	6.2.8.C.3.a	6.2.8.D.3.d
6.2.8.A.3.d	6.2.8.C.3.b	6.2.8.D.3.e
6.2.8.A.3.e	6.2.8.C.3.c	6.2.8.D.3.f

Expanding Exchanges and Encounters

6.2.8.A.4.a	6.2.8.C.4.a	6.2.8.D.4.c
6.2.8.B.4.a	6.2.8.C.4.b	6.2.8.D.4.h
6.2.8.B.4.b	6.2.8.C.4.c	6.2.8.D.4.j
6.2.8.B.4.e	6.2.8.D.4.a	
6.2.8.B.4.g	6.2.8.D.4.b	

CCSS

English Language Arts Standards>History/ Social Studies>Grades 6-8

Under Key Ideas and Details:

CCSS.ELA-Literacy.RH.6-8.1

CCSS.ELA-Literacy.RH.6-8.2

CCSS.ELA-Literacy.RH.6-8.3

Under Craft and Structure:

CCSS.ELA-Literacy.RH.6-8.4

CCSS.ELA-Literacy.RH.6-8.5

CCSS.ELA-Literacy.RH.6-8.6

Under Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RH.6-8.7

CCSS.ELA-Literacy.RH.6-8.8

CCSS.ELA-Literacy.RH.6-8.9

Under Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RH.6-8.10

The Resources listed below will assist in the completion of the CCSS stated above.

Nystrom Atlas of World History – (1)

Civilization in Ancient Greece, (2) Growth of Greek City-States, (3) The Conquests of Alexander the Great, (4) From Roman Republic to Roman Empire, (5) Height of the Roman Empire, (6) Judaism and Christianity in the Roman Empire, and (7) Decline of the Roman Empire

Holt's *Europe and Russia:*

Chapter 1 – Early History of Europe Sections: (1) Ancient Greece, (2) The Roman World

Prentice Hall's *The Ancient World:*

Chapter 6 – Ancient Greece Sections: (1) The Rise of Greek Civilization, (2) Greek Religion, Philosophy, & Literature, (3) Daily Life of Ancient Greeks, (4) Athens and Sparta: Two Cities in Conflict and (5) The Spread of Greek Culture

Chapter 7 – Ancient Rome Sections: (1) The Roman Republic, (2) The Roman Empire, (3) Daily Life Among the Ancient Romans, (4) A New Religion: Christianity and (5) The Fall of Rome

AGS's *World History:*

Chapter 6- Greek Civilization Sections: (1) Early Civilizations of the Aegean Sea, (2) The Greek City-States, (3) Athens, (4) Sparta, (5) War Tests the Greeks, (6) Greek Cultural Contributions, and (7) Alexander the Great Spreads Greek Culture

Chapter 7- The Roman Republic Sections: (1) Early Rome, (2) Rome Becomes a Republic, (3) Rome Expands Its Boundaries, (4) The Republic Faces Problems, and (5) The End of the Republic

Chapter 8- The Roman Empire Sections: (1) Age of Augustus, (2) Governing the Roman Empire, (3) The Rise of Christianity, (4) The Fall of the Roman Empire, and (5) Rome's Contributions to Civilization

History Alive: *The Ancient World*: Unit 5

Chapter 25 Geography & the Settlement of Greece

Chapter 26 The Rise of Democracy

Chapter 27 Life in Two City-States: Athens and Sparta

Chapter 28 Fighting the Persian Wars

Chapter 29 The Golden Age of Athens

Chapter 30 Alexander the Great and His Empire

Chapter 31 The Legacy of Ancient Greece

Chapter 32 Geography and the Early Development of Rome

Chapter 33 The Rise of the Roman Republic

Chapter 34 From Republic to Empire

Chapter 35 Daily Life in the Roman Empire

Chapter 36 The Origins and Spread of Christianity

Chapter 37 The Legacy of Rome in the Modern World

Oxford University Press' *The World in Ancient Times* (Primary Sources & Reference Volume)

* "A Soldier's Family" by Homer

* "Sly as a Fox" by Aesop

* "Is Writing a Good Thing...or Not?" by Plato

* "Can a Philosopher Be So Wrong?" by Aristotle

* "Be Sure to Look a Gift Horse in the Mouth",

By Virgil

* "Writing on the Walls", Graffiti from Pompeii

* "Roman Views of the Christians" By Pliny

Crabtree Publishing's Series: Life in the Ancient World (6 Titles)

Communication in the Ancient World
Trade and Commerce in the Ancient World
Government in the Ancient World
Arts and Culture in the Ancient World
Technology in the Ancient World
Religion in the Ancient World

Document Analysis: Ancient Greece Timeline, Ancient Rome Timeline, Twelve Tables, Excerpts from the Iliad, Odyssey, and Aeneid

Digital Resources: Journals Through History: Ancient China Video, BrainPOPs on Homer, Athens, Olympics, Greek Gods, Democracy, Roman Republic, Fall of the Roman Empire, Journals Through History: Ancient Rome Video
Religions of the World: Judaism Video
Religions of the World: Christianity Video

English Language Arts
Standards>Writing>Grades 6-8

Under Text Types and Purposes:

CCSS.ELA-Literacy.WHST.6-8.1
CCSS.ELA-Literacy.WHST.6-8.2

Under Production and Distribution of Writing:

CCSS.ELA-Literacy.WHST.6-8.4
CCSS.ELA-Literacy.WHST.6-8.5
CCSS.ELA-Literacy.WHST.6-8.6

Under Research to Build and Present

Knowledge:

CCSS.ELA-Literacy.WHST.6-8.7
CCSS.ELA-Literacy.WHST.6-8.8
CCSS.ELA-Literacy.WHST.6-8.9

Under Range of Writing:

CCSS.ELA-Literacy.WHST.6-8.10

The Tasks listed below will assist in the completion of the CCSS stated above.

Governments of Greece

(1, 2, 4, 8, 9, 10)

Greece/Italian Peninsula Writing Prompt

(1, 2, 4, 8, 9, 10)

Law and Order: Ancient Rome Unit

(1, 2, 4, 5, 7, 8, 9, 10)

Olympic Bid Battle PBL

(1, 2, 4, 5, 6, 7, 8, 9, 10)

Rome Real Estate PBL

(1, 2, 4, 5, 6, 7, 8, 9, 10)

“Rome to Home”

(1, 2, 4, 5, 6, 8, 9, 10)

Was Rome’s Fall Preventable?

(1, 2, 4, 8, 9, 10)

Unit 6: Islamic Empires and African Trading States

<p>Standard 6.2 (World History/Global Studies)</p> <p>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.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> ● Origins and spread of Islam ● Geographic impact on People ● Development and Impact of ancient economies ● Comparison of West Africa civilizations ● Impact of Cross-Cultural Communications 	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<p>What are the origins of Islam, and how did it develop and spread?</p> <p>What impact did geography have on the development of Islam, the Islamic Empires, and the African Trading States?</p> <p>How did Muslims interact with other religious groups and civilizations in various parts of the world?</p> <p>What were the varying ways that Islam developed cultural and religious expressions?</p> <p>How did the development of trade and an economic system affect the people of the African Trading States?</p> <p>What factors contributed to the building of strong civilizations in West Africa?</p>	<p>Islam spread through Southwest Asia and Northern Africa through the efforts of merchants, scholars, and soldiers as they moved through these geographic regions.</p> <p>The geography of Southwest Asia, North Africa, and Europe created pathways and barriers to the development of Islam, the Islamic Empires, and the African Trading States. This resulted in the development of unique civilizations and interactions within these areas.</p> <p>Muslim civilizations had both beneficial and negative interactions, over time, with other religions and non-Muslims in Europe, Africa, and Asia.</p> <p>Through cultural activities like art, architecture, writing, and literature, Muslims were able to express their feelings and religious beliefs.</p> <p>African civilizations developed unique economic systems, languages, and cultures through trade and increased economic use of natural resources.</p> <p>Civilizations in West Africa developed through a sufficient environment, natural resources, and cultural traits like family, labor specialization, trade, religion, and government.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>

Students will:

Instructional Focus:

1. Spread of Islam (2 weeks)
2. Kingdoms and trading states of Africa (2 Weeks)

Sample Assessments:

A. PARCC Style Summative Assessment

B. Students will create a diary of an African trader, which will describe the terrain that a trader would need to cross in Africa, as well as the importance of the goods being traded by the diary's writer.

C. African Postcard Project- Students can create a postcard written from one of the West African Empires that describes the key facts and activities within the Empire.

Instructional Strategies:

A. Analyze a Historical Map on the Spread of Islam. Students will study a map on the topic and answer selected response questions in order to understand why Islam spread.

B. Tenants of Islam- Students will create graphic organizers that explain the tenants of Islam.

C. Timeline Challenge- working in pairs, students respond to a series of questions that lead them to complete and analyze a timeline on the creation and development of Islam.

D. Analyzing a First Hand Account - "The Geographer, al-Bakri". The students will construct responses based on teacher-designed questions about the reading.

E. Analyzing Informational Graphics – "The Kingdoms of West Africa". The students will answer selected response questions based on the information displayed in the chart. When finished, they will write an extended response comparing and contrasting the three Kingdoms presented in the Graphic Organizer.

F. History Alive!, Activity 2.1- Trading Gold for Salt in West Africa. Students will reenact the trading of gold and salt between North Africans, the Soninke of

Ghana, and the Wangarans of the western Sudan to understand the factors that helped Ghana, Mali, and Songhai become trading empires.

G. African Ruler Baseball Card- Students will create “baseball cards” for African rulers that describe the important events and activities concerning each of the rulers.

The following skills and themes listed below should be reflected in the design of units and lessons for this course or content area.

Interdisciplinary Connections:

A. Arabic Numbers and their uses throughout the world.

B. Calendars- how Islam maintains records of their religion’s history.

C. Describe how a text presents information (e.g. sequentially, comparatively, causally, etc)

D. Picture prompt related to salt trading and its effects on West Africa today.

Technology Integration:

Discovery Education Online

Media Literacy Integration:

A. Use graphs, charts, and diagrams to report data

B. Interpret verbal and nonverbal messages reflected in personal interactions with others.

C. Understand the uses of technology in communication

Global Perspectives:

A. The spread of Judaism, Christianity, and Islam outside of Europe, Southwest Asia, and Northern Africa.

B. How the natural resources of Africa have influenced world economies throughout time.

21st Century Skills:

	<p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>
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NJCCS (2014)

Standard: 6.2 World History: Global Studies

Era:

Expanding Exchanges and Encounters

6.2.8.A.4.a	6.2.8.C.4.a	6.2.8.D.4.c
6.2.8.B.4.a	6.2.8.C.4.b	6.2.8.D.4.d
6.2.8.B.4.b	6.2.8.C.4.c	6.2.8.D.4.h
6.2.8.B.4.c	6.2.8.C.4.d	6.2.8.D.4.i
6.2.8.B.4.d	6.2.8.C.4.e	6.2.8.D.4.j
6.2.8.B.4.e	6.2.8.D.4.a	
6.2.8.B.4.g	6.2.8.D.4.b	

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CCSS

English Language Arts Standards>History/ Social Studies>Grades 6-8

Under Key Ideas and Details:

CCSS.ELA-Literacy.RH.6-8.1

CCSS.ELA-Literacy.RH.6-8.2

CCSS.ELA-Literacy.RH.6-8.3

Under Craft and Structure:

CCSS.ELA-Literacy.RH.6-8.4

CCSS.ELA-Literacy.RH.6-8.5

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Under Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RH.6-8.7

CCSS.ELA-Literacy.RH.6-8.8

CCSS.ELA-Literacy.RH.6-8.9

Under Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RH.6-8.10

The Resources listed below will assist in the completion of the CCSS stated above.

Nystrom Atlas of World History – (1) The Spread of Islam and (2) The Mongol Empire Spans Eurasia

Holt's Africa:

Chapter 3- History of West Africa Sections: (1) Empire of Ghana, (2) Mali and Songhai, and (3) Historical and Artistic Traditions

Holt's Southwest and Central Asia:

Chapter 3- History of the Islamic World Sections: (1) Origins of Islam, (2) Islamic Beliefs and Practices, (3) Muslim Empires, and (4) Cultural Achievements

AGS's World History:

Chapter 11- Africa and the Americas Sections: (1) The Rise of Islam, (2) Islamic Civilization, and (3) African Kingdoms

History Alive: The Medieval World: Unit 2 The Rise of Islam

Chapter 7 The Geography of the Arabian Peninsula

Chapter 8 The Prophet Muhammad

Chapter 9 The Teachings of Islam

Chapter 10 Contributions of Muslims to World Civilization

Chapter 11 From the Crusades to New Muslim Empires

History Alive: The Medieval World: Unit 3

The Culture and Kingdoms of West Africa

Chapter 12 Early Societies in West Africa

Chapter 13 Ghana: A West African Trading Empire
Chapter 14 The Influence of Islam on West Africa
Chapter 15 The Cultural Legacy of West Africa

Oxford University Press' *The Medieval and Early Modern World* (Primary Sources & Reference Volume)

* "How to Catch an Elephant" by al-Mas'udi
* "Tourist Guide to Ghana" by Abu 'Ubayd 'Abd Allah bin 'Abd al-'Aziz al-Bakri
* "Mountain Stone" Legend of Sundiata
* "A Guide for New Muslims in India" by Muhammad Mujir Wajib Adib

Crabtree Publishing's Series: Life in the Ancient World (6 Titles)

Communication in the Ancient World
Trade and Commerce in the Ancient World
Government in the Ancient World
Arts and Culture in the Ancient World
Technology in the Ancient World
Religion in the Ancient World

Document Analysis: Islam Timeline, West Africa Timeline, Stories from Thousand and One Arabian Nights

Digital Resources: Religions of the World: Islam Video

English Language Arts Standards>Writing>Grades 6-8

Under Text Types and Purposes:

CCSS.ELA-Literacy.WHST.6-8.1
CCSS.ELA-Literacy.WHST.6-8.2

Under Production and Distribution of Writing:

CCSS.ELA-Literacy.WHST.6-8.4
CCSS.ELA-Literacy.WHST.6-8.5
CCSS.ELA-Literacy.WHST.6-8.6

Under Research to Build and Present Knowledge:

CCSS.ELA-Literacy.WHST.6-8.7
CCSS.ELA-Literacy.WHST.6-8.8

CCSS.ELA-Literacy.WHST.6-8.9

Under Range of Writing:

CCSS.ELA-Literacy.WHST.6-8.10

Diary of an African Trader

(1, 2, 4, 5, 8, 9, 10)

Meet Me In The Middle Ages Project

(1, 2, 4, 5, 6, 7, 8, 9, 10)

Unit 7: Meet Me In The Middle Ages

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.	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> <ul style="list-style-type: none"> ● Geographic Impact on People ● Cultural Dimensions of Life ● Need for Government ● Role of Religion in Medieval Europe 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>What impact did geography and ethnic diversity have on the development of the Medieval World?</p> <p>How did the socioeconomic and political structures of the Medieval World influence its people?</p> <p>Why did the Feudal System develop in Medieval Europe?</p> <p>How did the Church play an important role in the lives of the people in Medieval Europe?</p> <p>In what ways did Medieval peoples express their cultures, and what are the lasting contributions of the Medieval Age on the world?</p> <p>What kind of cross-cultural interactions took place during the Medieval Age?</p>	<p>The geography of Europe and Asia played a significant role in the development of the social structures, governments, and economic systems of the Medieval World.</p> <p>Many Europeans lived within the Feudal System, which set a course for the life of those Europeans.</p> <p>The Feudal System developed primarily as a source of food and protection during the Middle Ages in Europe.</p> <p>The religious structure of Medieval Europe helped spread education and art through the continent, and was a source of conflict between governments within Europe.</p> <p>Medieval peoples expressed their cultures through art, architecture, music, literature, and other outlets.</p> <p>Through Medieval Europe and Asia, many kingdoms and ethnic groups developed, and these kingdoms and groups regularly interacted to both positive and negative effect.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: (5 weeks) Sample Assessments: A. PARCC Style Summative Assessment

B. Meet Me In The Middle Ages: Students will research a region of the Medieval world, and will create a “caravan” that trades information and items from their society with other regions in a “Medieval Marketplace”.

C. Students will complete a writing assignment describing visits to six Medieval cities.

D. “Then and Now” medieval dialogue assignment comparing and contrasting selected similarities and differences between the past and present.

Instructional Strategies:

A. Geography Activity- Students read and interpret physical, political, and thematic maps of the Medieval world and develop a sense of relationship between geography and the ways of life within this era through completing activities related to the maps.

B. M & Ms simulation of the Feudal System

C. Geography Activity 14 with Transparency – The Black Death Devastates Europe. Students will label a map and discuss the socioeconomic impact of the Black Plague.

D. Students will examine primary documents related to art, government, and religion in the Medieval world, and analyze these documents to find information regarding culture and beliefs during the Middle Ages.

The following skills and themes listed below should be reflected in the design of units and lessons for this course or content area.

Interdisciplinary Connections:

Creating a piece of Medieval art (ballad, poem, play, stain-glass image) depicting an either a mythical or everyday event.

Technology Integration:

Use online databases to identify goods traded and methods of transportation for varying regions of the Medieval world.

	<p>Global Perspectives: How diseases spread through transportation and movement.</p> <p>21st Century Skills: Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>																					
<p align="center">NJCCS (2014)</p> <p>Standard: 6.2 World History: Global Studies</p> <p><u>Era:</u> Expanding Exchanges and Encounters</p> <table border="1" data-bbox="142 1310 699 1577"> <tr> <td>6.2.8.A.4.a</td> <td>6.2.8.B.4.g</td> <td>6.2.8.D.4.c</td> </tr> <tr> <td>6.2.8.A.4.b</td> <td>6.2.8.C.4.a</td> <td>6.2.8.D.4.d</td> </tr> <tr> <td>6.2.8.A.4.c</td> <td>6.2.8.C.4.b</td> <td>6.2.8.D.4.e</td> </tr> <tr> <td>6.2.8.B.4.a</td> <td>6.2.8.C.4.c</td> <td>6.2.8.D.4.f</td> </tr> <tr> <td>6.2.8.B.4.b</td> <td>6.2.8.C.4.e</td> <td>6.2.8.D.4.g</td> </tr> <tr> <td>6.2.8.B.4.d</td> <td>6.2.8.D.4.a</td> <td>6.2.8.D.4.h</td> </tr> <tr> <td>6.2.8.B.4.e</td> <td>6.2.8.D.4.b</td> <td>6.2.8.D.4.j</td> </tr> </table>	6.2.8.A.4.a	6.2.8.B.4.g	6.2.8.D.4.c	6.2.8.A.4.b	6.2.8.C.4.a	6.2.8.D.4.d	6.2.8.A.4.c	6.2.8.C.4.b	6.2.8.D.4.e	6.2.8.B.4.a	6.2.8.C.4.c	6.2.8.D.4.f	6.2.8.B.4.b	6.2.8.C.4.e	6.2.8.D.4.g	6.2.8.B.4.d	6.2.8.D.4.a	6.2.8.D.4.h	6.2.8.B.4.e	6.2.8.D.4.b	6.2.8.D.4.j	
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6.2.8.B.4.e	6.2.8.D.4.b	6.2.8.D.4.j																				
<p align="center"><u>CCSS</u></p> <p><u>English Language Arts Standards>History/ Social Studies>Grades 6-8</u></p> <p>Under Key Ideas and Details: CCSS.ELA-Literacy.RH.6-8.1 CCSS.ELA-Literacy.RH.6-8.2 CCSS.ELA-Literacy.RH.6-8.3</p>																						

Under Craft and Structure:

CCSS.ELA-Literacy.RH.6-8.4

CCSS.ELA-Literacy.RH.6-8.5

Under Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RH.6-8.7

CCSS.ELA-Literacy.RH.6-8.8

CCSS.ELA-Literacy.RH.6-8.9

Under Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RH.6-8.10

The Resources listed below will assist in the completion of the CCSS stated above.

Nystrom Atlas of World History – (1) Growth and Decline of the Byzantine Empire, (2) Early Kingdoms of Medieval Europe, (3) Feudalism and the Holy Roman Empire, and (4) Crusades to the Holy Land

Holt's *Southwest and Central Asia*: Chapter 2
Sections: (1) Judaism and Christianity and (2) The Byzantine Empire

Holt's *Europe and Russia*: Chapter 1 –Early History of Europe Section 1: The Middle Ages

Prentice Hall's *The Medieval World*:
Chapter 1 – The Byzantine and Muslim Empires
Sections: (1) Byzantium: Rome's Eastern Empire, (2) The Rise and Spread of Islam, (3) The Religion of Islam, and (4) Islam's Golden Age

Chapter 2 Civilizations of Africa Sections: (1) Kingdoms of West Africa

Chapter 4: Civilization of Asia Sections: (1) Feudalism in Japan

Chapter 5: Europe in the Middle Ages Sections: (1) Feudalism: A System for Living, (2) The Rise of Cities, (3) The Crusades, and (4) Kings and Popes

AGS's World History:

Chapter 9 – The Middle Ages in Europe Sections:
(1) The Byzantine Empire and (2) Europe During
the Middle Ages

Chapter 10 – Life in the Middle Ages Sections: (1)
The Church During the Middle Ages, (2)
Feudalism, (3) The Manor, and (4) Culture in the
Middle Ages

History Alive: The Medieval World: Unit 1

Europe During Medieval Times

Chapter 1 The Legacy of the Roman Empire

Chapter 2 The Development of the Feudal System
in Western Europe

Chapter 3 The Role of the Church in Medieval
Europe

Chapter 4 Life in Medieval Towns

Chapter 5 The Decline of Feudalism

Chapter 6 The Byzantine Empire

Document Analysis: Medieval Europe Timeline

Digital Resources: BrainPop: Middle Ages

English Language Arts

Standards>Writing>Grades 6-8

Under Text Types and Purposes:

CCSS.ELA-Literacy.WHST.6-8.1

CCSS.ELA-Literacy.WHST.6-8.2

Under Production and Distribution of Writing:

CCSS.ELA-Literacy.WHST.6-8.4

CCSS.ELA-Literacy.WHST.6-8.5

CCSS.ELA-Literacy.WHST.6-8.6

Under Research to Build and Present

Knowledge:

CCSS.ELA-Literacy.WHST.6-8.7

CCSS.ELA-Literacy.WHST.6-8.8

CCSS.ELA-Literacy.WHST.6-8.9

Under Range of Writing:

CCSS.ELA-Literacy.WHST.6-8.10

The Tasks listed below will assist in the completion of the CCSS stated above.

Comparison Prompt: Feudalism in Europe and Asia

(1, 2, 4, 5, 6, 7, 8, 9, 10)

Chronological Writing Prompt: How Europe Changes in the Middle Ages

(1, 2, 4, 8, 9, 10)

Unit 8: Civilizations of the Americas

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.	
Big Ideas: <i>Course Objectives / Content Statement(s)</i>	
<ul style="list-style-type: none"> ● Geographic Impact on People ● Settlement Patterns ● Comparative Analysis of the Civilizations of the Americas 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
How did the pre-Colombian civilizations of the Maya, Aztec, and Inca develop, and what role did the geography of the Americas play in their development?	The physical features, natural resources, and climates of the Americas influenced the development of the civilizations that formed there over time.
How did the peoples of the Americas express their cultures, and how were these expressions similar or different?	The people of the Americas expressed their cultures in various artistic, religious, and governmental ways, and there were some similarities and differences in the manner and means with which the Americans expressed their cultures. .
What factors led to the decline of the pre-Colombian civilizations?	The pre-Colombian civilizations declined because of various natural and man-made reasons, such as environmental disasters and invasions.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	<p>Instructional Focus: (3 weeks)</p> <ol style="list-style-type: none"> 1. Civilizations of Mesoamerica (1 Week) 2. Andean cultures of South America (1 Week) 3. People of North America (1 Week) <p>Sample Assessments:</p> <p>A. PARCC Style Summative Assessment</p> <p>B. Compare the similarities and differences between the civilizations of the Americans with contemporary civilizations, and how they differed in terms of geography and culture.</p> <p>Instructional Strategies:</p>

A. Students will create a map highlighting the locations of various American civilizations and their geographic features.

B. History Alive!, Timeline Challenge 6- Students will analyze a historical timeline of key events in American civilizations, and will answer questions related to the timeline and key events.

C. Analyzing a First Hand Account - “Hernan Cortes”. The students will answer selected response questions based on the reading.

D. History Alive!, Unit 6, Lesson 25- Daily Life in Tenochtitlan. Students will record information regarding Aztec daily life, and trade information in a mock Great Market.

The following skills and themes listed below should be reflected in the design of units and lessons for this course or content area.

Interdisciplinary Connections:

A. Reading Selections from the book *Broken Spears* to highlight different accounts of the same event.

B. Students will create an illustrated journal as if they were living in Tenochtitlan to show what they have learned about daily life there.

Technology Integration:

Newsletter about Civilizations or Virtual Tour of the Civilization of the Americas

Global Perspectives:

The spread of indigenous American foods throughout the world.

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

	<p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>															
<p style="text-align: center;">NJCCS (2014)</p> <p>Standard: 6.1 US History: America in the World Era: Three Worlds Met</p> <table border="1" data-bbox="142 783 699 825"> <tr> <td>6.1.8.A.1.a</td> <td>6.1.8.B.1.b</td> <td></td> </tr> </table> <p>Standard: 6.2 World History: Global Studies Eras: The Beginnings of Human Society</p> <table border="1" data-bbox="142 968 699 1010"> <tr> <td>6.2.8.B.1.a</td> <td>6.2.8.D.1.b</td> <td>6.2.8.D.1.c</td> </tr> </table> <p>Expanding Exchanges & Encounters</p> <table border="1" data-bbox="142 1083 699 1205"> <tr> <td>6.2.8.A.4.a</td> <td>6.2.8.C.4.b</td> <td>6.2.8.D.4.c</td> </tr> <tr> <td>6.2.8.B.4.a</td> <td>6.2.8.D.4.a</td> <td>6.2.8.D.4.j</td> </tr> <tr> <td>6.2.8.B.4.h</td> <td>6.2.8.D.4.b</td> <td></td> </tr> </table>	6.1.8.A.1.a	6.1.8.B.1.b		6.2.8.B.1.a	6.2.8.D.1.b	6.2.8.D.1.c	6.2.8.A.4.a	6.2.8.C.4.b	6.2.8.D.4.c	6.2.8.B.4.a	6.2.8.D.4.a	6.2.8.D.4.j	6.2.8.B.4.h	6.2.8.D.4.b		
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6.2.8.A.4.a	6.2.8.C.4.b	6.2.8.D.4.c														
6.2.8.B.4.a	6.2.8.D.4.a	6.2.8.D.4.j														
6.2.8.B.4.h	6.2.8.D.4.b															
<p>Common Core Reading Standards for Literacy in History/Social Studies:</p> <p style="padding-left: 40px;">Key Ideas and Details</p> <p style="padding-left: 40px;">Craft and Structure</p> <p style="padding-left: 40px;">Integration of Knowledge and Ideas</p> <p style="padding-left: 40px;">Range of Reading and Level of Text Complexity</p> <p style="padding-left: 40px;"><u>Standards 1-10</u></p> <p>Common Core Writing Standards for Literacy in History/Social Studies</p>																

Text Types and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Range of Writing <u>Standards 1-10</u>	
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Texts and Resources:

There will not be a primary textbook for this course. Readings, activities, and worksheets will come from a collection of resources. Some of which are listed below.

Gaynor Ellis, Elisabeth and Anthony Esler. World History Volume 1. Upper Saddle River: Prentice Hall, 2008. (Textbook & Reading and Note Taking Study Guide)

Hayes Jacob, Heidi, Brenda Randolph, and Michal L. LeVasseur. The Ancient World. Upper Saddle River: Prentice Hall, 1998. (Textbook and Teaching Resources Workbook)

Salter, Christopher. South and East Asia and the Pacific. New York: Holt, Rinehart, and Winston, 2009. (Textbook and Interactive Reader and Study Guide)

Salter, Christopher. Southwest and Central Asia. New York: Holt, Rinehart, and Winston, 2009. (Textbook and Interactive Reader and Study Guide)

Salter, Christopher. Africa. New York: Holt, Rinehart, and Winston, 2009. (Textbook and Interactive Reader and Study Guide)

Salter, Christopher. Europe and Russia. New York: Holt, Rinehart, and Winston, 2009. (Textbook and Interactive Reader and Study Guide)

History Alive Kit: The Ancient World by Teacher's Curriculum Institute

- *Textbook
- *Transparencies Book
- *Interactive Student Workbook
- *Lesson Guide Book – Vol. 1 & 2
- *Placards

History Alive Kit: The Medieval World and Beyond by Teacher's Curriculum Institute

- *Textbook
- *Transparencies Book
- *Interactive Student Workbook
- *Lesson Guide Book – Vol. 1 & 2
- *Placards

