

TOWNSHIP OF UNION PUBLIC SCHOOLS



**Grade 7 Social Studies
July 2018**

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

This course of study investigates human history from its earliest stages to the Age of Revolutions, including Political, Industrial and Scientific Revolutions. The geography, history, and culture of areas of the world, beginning with the early river civilizations, are studied. The achievements and contributions of the classical cultures of Greece, Rome, China, India, and Africa will be analyzed as will the development of the societies of Europe, Africa, and the Middle East. The diversity of cultures and the contributions of various cultures and ethnicity will be analyzed in context and in relationship to current events.

Recommended Resources

- *Discovering Our Past A History of The World (Glencoe)*
- Database → EBSCOHost
- Database → <http://online.infobaselearning.com>
- <http://www.njamistadcurriculum.net/history/units>
- TIME 100 Photos
- Digital History
- Reading Like A Historian | Stanford History Education Group
- DocsTeach
- Teaching Hard History | Teaching Tolerance
- CommonLit | Free Fiction & Nonfiction Literacy Resources, Curriculum, & Assessment Materials for Middle & High School English Language Arts
- www.elcivics.com *
- go.hrw.com/gopages/ss-gy.html*

***ELL Resources**

New Jersey Student Learning Standards for Social Studies

Social Studies

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.

- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world

Curriculum Units

- Unit 1: The Beginnings of Human Society: Paleolithic and Neolithic Ages
- Unit 2: Early Civilizations: Ancient Mesopotamia/Fertile Crescent
- Unit 3: Early Civilizations: Ancient Egypt
- Unit 4: Early Civilizations: Ancient India and China
- Unit 5: Ancient Greece
- Unit 6: Ancient Rome
- Unit 7: African Kingdoms

Unit 8: Middle Ages and Feudalism

Unit 9: Renaissance, Reformation, Exploration

Pacing Guide

Unit 1: September

Unit 2: September-October

Unit 3: October-November

Unit 4: December

Unit 5: December-January

Unit 6: February-March

Unit 7: March-April

Unit 8: April-May

Unit 9: May-June

Unit 1: The Beginnings of Human Society: Paleolithic and Neolithic Ages

In Unit 1, students are introduced to the concepts of prehistory and agriculture in order to track the origins of human progress, the Agricultural Revolution, and the beginning of early settlements. Students analyze the foundations of human behavior, the essential role of polytheistic and monotheistic religion, and human-environmental interaction.

Essential Questions	NJSLS Social Studies	Activities	Assessments
<ol style="list-style-type: none">1. What are the major differences between the Paleolithic and Neolithic Ages?2. How did the Agricultural Revolution impact people living in the world 10,000 years ago?3. How does geography impact human migration?	<ol style="list-style-type: none">6.2.8.A.1.a6.2.8.B.1.a6.2.8.C.1.b6.2.8.D.1.b6.2.8.D.1.c	<ol style="list-style-type: none">1. 'Prehistory' Discussion and Notes - Using Art History to Understand Primary and Secondary Sources2. Create a Civilization Group Project	<ol style="list-style-type: none">1. Random Vocabulary Quizzes2. Unit 1 Test (Open-Ended format)3. "Wadjet Eye" Summer Reading

<p>4. How did geography impact early settlements and create civilizations? 5. What is culture and describe the five primary characteristics of a civilization. 6. How did specialization contribute to the growth of technology? 7. How do historians learn about past civilizations from the prehistoric period? 8. What are the major differences between primary and secondary sources and give examples. 9. How do historians use maps to learn about past and present civilizations?</p>		<p>3. Secondary Source readings about Neolithic Age and Agricultural Revolution (finding bias) 4. Analysis of Timelines and understanding BCE/BC and CE/AD concepts (cross-curricular Math)</p>	
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Key Vocabulary Terms

<p>Primary source Secondary source History Bias Civilization Artifacts Technology Anthropology Geography Culture Map skills</p>	<p>Prehistory Paleolithic Nomad Specialization Excavate</p>	<p>Technology Neolithic Monarchy Archaeology</p>	<p>Domesticate Agriculture Artifacts Hunter-Gatherer</p>	<p>Anthropology Civilization Bias History</p>
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Physical Geography Political Geography Government			
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Unit 2: Early Civilizations: Ancient Mesopotamia/Fertile Crescent

In Unit 2, Students are introduced with the history of the Fertile Crescent and the early settlements of Mesopotamia. Students analyze early examples of empire building, systems of slavery, monotheistic and polytheistic religions, and the complex human-environmental relationships of the middle-east region.

Essential Questions	NJSLS Social Studies	Activities	Assessments
<ol style="list-style-type: none"> 1. Why do you think Mesopotamia was a good location for the growth of civilization? 2. How did the development of a written language (cuneiform) transform how people lived? 3. What ideas and inventions did Sumerians pass on to other civilizations? 	<p>6.2.8.A.2.a</p> <p>6.2.8.B.2.a</p> <p>6.2.8.B.2.b</p> <p>6.2.8.C.2.a</p> <p>6.2.8.D.2.a</p>	<ol style="list-style-type: none"> 1. Physical and Political Map Analysis and Map Skills 2. Pros and Cons of Empires Debate and Open-Ended 	<ol style="list-style-type: none"> 1. Random Vocabulary Quizzes 2. Unit 2 Test (open-ended format) 3. Debate and Argument (Rubric)

<ol style="list-style-type: none"> 4. What are the positive and negative effects of Hammurabi's rule during the Babylonian Empire. 5. How is Hammurabi's Code of Law similar and different from United States' Code of Law? 6. Determine the origins and influences of social, political, cultural, and economic systems. 7. Explain how/why different early river valley civilizations developed similar forms of government and legal structures. 8. Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. 9. Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. 10. Explain how the development of written language transformed all aspects of life in early river valley civilizations. 11. Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. 12. Analyze how the code of Hammurabi affected society. 	<p>6.2.8.D.2.b</p> <p>6.2.8.D.2.c</p> <p>6.2.8.D.2.d</p> <p>6.2.8.D.3.d</p>	<ol style="list-style-type: none"> 3. Hammurabi Court Cases 4. Analysis of Hammurabi Code and Comparison to United States Code of Laws 5. Sumerian Polytheistic Religions Primary Source analysis (DBQ) 6. Analysis of the Ten Commandments and Comparisons to Hammurabi and US Code of Law 7. Primary Source analysis of the Old Testament (Psalms and Proverbs) 	
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Key Vocabulary Terms

silt irrigation city-state cuneiform ziggurat Fertile crescent artisan	social hierarchy empire caravan tribute province River valley Sumer	Hammurabi Sargon I Code of Law Assyrian Empire Military Ur/Uruk Babylon
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Unit 3: Early Civilizations: Ancient Egypt

Following the civilizations of the Fertile Crescent, students then journey to Ancient Egypt and analyze the development of the civilization growing concurrently with those of Mesopotamia and the Israelites. Students analyze the role of religion and architecture throughout the timespan of this civilization.

Essential Questions	NJSL Social Studies	Activities	Assessments
<ol style="list-style-type: none"> 1. Explain how the physical features/geography of Egypt made it a good location for the growth of civilization? 2. What ideas and inventions did the Egyptians pass on to other civilizations? 3. Describe how difference in social status in Egyptian society affected how people lived. 4. Determine how the practice of embalming led to advances in math and medicine. 	<p>6.2.8.A.2.a 6.2.8.B.2.a 6.2.8.B.2.b 6.2.8.C.2.a 6.2.8.D.2.a 6.2.8.D.2.b 6.2.8.D.2.c</p>	<ol style="list-style-type: none"> 1. Physical and Political Map Analysis and Map Skills 2. DBQ: Mesopotamia and Egypt: Are they successful civilizations? 3. "Who am I?" - Religion and politics in Egypt Pharaohs and Deities of the Ancient Nile (Database library) 	<ol style="list-style-type: none"> 1. Random Vocabulary Quizzes 2. DBQ: Mesopotamia and Egypt: Are they successful civilizations? 3. Unit 3 Test: Open-ended format 4. Notebook Check

<ol style="list-style-type: none"> 5. Describe how Egypt and Nubia influenced each other. 6. Explain how/why different early river valley civilizations developed similar forms of government and legal structures. 7. Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. 8. Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. 9. Explain how the development of written language transformed all aspects of life in early river valley civilizations. 10. Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. 	<p>6.2.8.D.2.d</p>	<p>research)</p> <ol style="list-style-type: none"> 4. Ancient Nubia/Black History Webquest 5. Bureaucracy in Ancient Egypt Chunking/Main Idea activity 6. Geography of Egypt Discussion and notetaking 	
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Key Vocabulary Terms

River valley silt Polytheism irrigation cataract Nubian textiles	theocracy bureaucrat pharaoh embalming pyramid Kush	shadoof delta papyrus hieroglyphics dynasty
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Unit 4: Early Civilizations: Ancient India and China

Following the civilization of Ancient Egypt and Nubia, students analyze the development of the civilizations in the far east. Students analyze the role of religion and architecture throughout the timespan of this civilization, including the roles of philosophers and important religious figures.

Essential Questions	NJSLs Social Studies	Activities	Assessments

<ol style="list-style-type: none"> 1. What are some examples of planned communities and how do they make life easier for their people? 2. Compare and contrast social hierarchies (India Caste System) in classical civilizations as they relate to power, wealth, and equality. 3. Compare and contrast the various world religions and philosophies that developed in or around this time period (Buddhism, Hinduism, Confucianism) 4. Describe how Early China's religious beliefs affected daily life. Explain how that changed over time. 5. Explain how/why different early river valley civilizations developed similar forms of government and legal structures. 6. Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. 7. Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. 8. Explain how the development of written language transformed all aspects of life in early river valley civilizations. 	<p>6.2.8.A.2.a</p> <p>6.2.8.B.2.a</p> <p>6.2.8.B.2.b</p> <p>6.2.8.C.2.a</p> <p>6.2.8.D.2.a</p> <p>6.2.8.D.2.b</p> <p>6.2.8.D.2.c</p> <p>6.2.8.D.2.d</p>	<ol style="list-style-type: none"> 1. India Caste System Analysis and Chart Design 2. Buddhism/Hinduism Close Reading primary source analysis and comparison chart 3. Eastern Religions Class Debate 4. Confucianism Close Reading and Class Discussion/Debate 	<ol style="list-style-type: none"> 1. Ancient China DBQ (analysis of Documents - no essay) 2. Unit 4 Test (open-ended format)
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9. Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.			
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Key Vocabulary Terms

Primary source Secondary source History Anthropology Geography Prehistory Map skills Physical Geography Political Geography Government Nomad Civilization	Technology Social Hierarchy Monotheism surplus city-state Culture artisan social hierarchy empire tribute artifacts bias	Mohenjo-Daro Harappa raja sanskrit Brahman Hinduism caste reincarnation dharma karma	Buddhism nirvana aristocrat ancestor bureaucracy hereditary oracle bones Confucianism pictograph ideograph
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Unit 5: Classical Civilizations: Ancient Greece

Following the completion of early river civilizations, students begin to analyze early Classical civilizations

in Greece. In Unit 5, students are introduced to complex issues pertaining to early forms of government, including direct democracy and the use of slave labor to restrict the rights of citizenship to certain people.

Essential Questions	NJSLs Social Studies	Activities	Assessments
<ol style="list-style-type: none"> Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. Compare and contrast military practices in ancient Greece and the United States and how they are essential for the nation. What are the concepts of Athenian democracy and how did they influence United States democracy? Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in Greece. Discuss how philosophers affected daily life in ancient Greece and how people today think about the meaning 	<p>6.2.8.A.3.a 6.2.8.A.3.b 6.2.8.A.3.c 6.2.8.A.3.e 6.2.8.B.3.b 6.2.8.D.3.a 6.2.8.D.3.c 6.2.8.D.3.d</p>	<p>Greece City-State 3D Model, Computerized Brochure Project</p> <p>Sparta DBQ open-ended question</p> <p><i>Antigone</i> open-ended question and cross-curricular</p> <p>Play reading (<i>Antigone</i> and <i>the Iliad</i>)</p> <p>Slave Revolt close-reading analysis</p> <p>Greece and US Citizenship comparison and class</p>	<p>Benchmark Exam</p> <p>Random Unit 5 Vocabulary Quiz</p> <p>Unit 5 Test (open-ended format)</p> <p>Open-ended question cross-curricular</p>

<p>of life.</p> <ol style="list-style-type: none"> 7. How is the Delian League an early example of union among nations and how does this relate to the United Nations today? 8. Explain how the development of written language transformed all aspects of life in early river valley civilizations. 9. Compare and contrast the ancient Greek theatre to any current form of entertainment (movies, Broadway, Disney on ice, et.) 10. Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. 		<p>debate</p>	
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Key Vocabulary Terms

Polis City-State Colony Agora Phalanx Community Citizenship Politics Tyranny Antigone	Oligarchy Democracy Helots Slavery Sparta Athens Ephors Assembly Cleisthenes Olympics	Persia Persian War Xerxes Pericles Direct Democracy Representative Democracy Philosophers Delian League United Nations Peloponnesian War
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Unit 6 Classical Civilizations: Ancient Rome

Following the completion of early Classical civilizations in Rome. In Unit 6, students are introduced to complex issues in government, including economic policies, the use of slave labor, class struggles, the importance of civic duty, and the establishment of foreign policy/military involvement. The legacies of ancient Rome are evaluated and compared to society today.

Essential Questions	NJSL Social Studies	Activities	Assessments
1. Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. 2. Analyze the impact of religion on daily life,	6.2.8.A.3.a 6.2.8.A.3.b 6.2.8.A.3.c 6.2.8.A.3.d 6.2.8.A.3.e 6.2.8.B.3.a	Map skills activity: identify the modern day countries that were once part of The Roman Empire Ancient Roman Newspaper Research Project	Benchmark Exam Random Unit 6 Quizzes Unit 6 Test (open-ended format) Open-ended question cross-curricular

<p>government, and culture in various early river valley civilizations.</p> <p>3. Compare and contrast military practices in ancient Rome and the United States and how they are essential for the nation.</p> <p>4. What are the concepts of Roman government? How did they influence the development of The Constitution of The United States?</p> <p>5. Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in Rome.</p> <p>6. Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p> <p>7. Evaluate the importance and</p>	<p>6.2.8.B.3.b</p> <p>6.2.8.B.3.c</p> <p>6.3.8.D.3.d</p> <p>6.3.8.D.3.e</p>	<p>The accomplishments of ancient Rome DBQ essay</p> <p>Chart analysis: compare the government of The United States and The Roman Republic</p> <p>Analyzing primary sources, close-reading analysis</p>	<p>Project based learning- Roman Newspaper</p> <p>Exit cards</p>
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<p>enduring legacy of the major achievements of the early river valley civilizations over time.</p> <p>8. Analyze the factors that caused Christianity to spread throughout the Roman Empire.</p> <p>9. What factors led to the fall of Rome and how are they similar to issues The USA are facing today?</p> <p>10. How did the concept of civic duty and patriotism impact roman society?</p>			
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Key Vocabulary Terms

Romulus and Remus Mythology Republic Empire Punic Wars Hannibal Carthage Phoenicians latifundia	Legion patrician plebeian consul veto praetor tribune dictator civic duty	Christianity triumvirate Pax Romana Gladiator Reform Saint Patrick Octavian Augustus Julius Caesar Emperor Constantine Germanic Tribes
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Unit 7 African Kingdoms

Following the unit on Ancient Rome, students are introduced to West African Empires. Students will analyze the pros and cons of a centralized government as well as the importance of strong leadership. In Unit 7, students are introduced to the salt and gold trade and how it contributed to the wealth and power of Mali, Ghana and Songhai. The influence of Islam throughout North Africa and The Arabian peninsula will be evaluated.

Essential Questions	NJSLS Social Studies	Activities	Assessments
1.How did physical geography play a role in the development of Arabian and African	6.2.8.B.4.a	Map skills activity: create a map of Africa including kingdoms and trade routes	Random Unit 7 Quizzes

<p>communities? 2.What natural resources influenced and affected how African communities grew into kingdoms? 3.How do African oral histories and traditions teach us about African communities, including slave narratives and histories? 4.How did polytheistic and monotheistic religions play a role in Arab and African communities? How does this compare to other nations we have studied? 5.What lasting contributions and scientific discoveries did Muslim</p>	<p>6.2.8.B.4.b 6.2.8.B.4.c 6.2.8.B.4.d 6.2.8.B.4.e</p>	<p>Create a CD Webquest: complete task sheets students collaborate using the jigsaw model DBQ analysis</p>	<p>Unit 7 Test (open-ended format) Open-ended question cross-curricular Project based learning: create a CD Exit cards</p>
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<p>communities spread throughout the world?</p> <p>6. Compare and contrast forms of governance, belief systems, and family structures among African kingdoms.</p> <p>7. Examine the effect of the spread of Islam throughout Africa.</p> <p>8. Compare and Contrast Mansa Musa with other government leaders we have learned about.</p> <p>9. What were the causes and effects of the fall of Songhai?</p>			
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Key Vocabulary Terms

<p>Arab Arabian peninsula Persian Gulf Oasis Caravan Makkah Muhammad Muslim Quran</p>	<p>Sunni Shia Five Pillars of Islam Prophets Ghana Mali Songhai Extended families Timbuktu</p>	<p>Matrilineal Oral histories Salt mines African slave trade Mansa Musa Sundiata Keita Zimbabwe Swahili city-states</p>
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Unit 8 Middle Ages and Feudalism

Following the unit on Ancient Africa, students are reintroduced to turmoil in Europe after the fall of Rome. Students will analyze the pros and cons of a centralized government as well as the importance of strong leadership. In Unit 8, students are introduced to the system of feudalism and the creation of a new “merchant” or middle class. The causes and effects of The Crusades are analyzed as students gain a greater understanding of how conflicts hundreds of years ago still impact our world today.

Essential Questions	NJSL Social Studies	Activities	Assessments
<p>1. How did physical geography play a role in the spread of The Plaque?</p> <p>2. What natural resources influenced and affected how the Vikings became successful raiders?</p>	<p>6.2.8.B.4.a</p> <p>6.2.8.B.4.b</p> <p>6.2.8.B.4.c</p> <p>6.2.8.B.4.d</p> <p>6.2.8.B.4.e</p>	<p>Map skills activity: Analyze the spread of The Plaque</p> <p>Webquest</p> <p>DBQ analysis “The Spread of Islam”</p> <p>Analyze the nursery rhyme “Ring Around The</p>	<p>Random Unit 8 Quizzes</p> <p>Unit 8 Test (open-ended format)</p> <p>Open-ended question cross-curricular</p> <p>STEM project: create catapult related to the spread of The Plaque</p>

<p>3. How did feudalism cause this time period to become known as The Dark Ages?</p> <p>4. How did Christianity and The Church impact life in The Middle Ages? How does this compare to other nations we have studied?</p> <p>5. How did The Crusades lead to the ultimate creation of the middle class?</p> <p>6. Examine the conflict and cooperation among Muslims and Christians in the middle ages.</p>		Rosey"	Exit cards
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<p>7. How did the Byzantine Empire and the Islamic world influence each other?</p>			
<p>8. Explain the enduring legacies of The Crusades</p>			

Key Vocabulary Terms

<p>Middle Ages Feudalism Vikings Fief Charlemagne Battle of Tours Charles Martel</p>	<p>Lord Knight Vassal Serf Bishop Manor Monastery</p>	<p>Three field system Crusades Seljuk Turks Commerce Guild Magna Carta Apprentice</p>
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Pope	Monk	Black Death
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Unit 9 Renaissance, Reformation and The Age of Exploration

Following the unit on The Middle Ages, students will evaluate the effects of The Crusades and the breakdown of feudalism. The value of taking a greater interest in learning will be evaluated. The causes and effects of The Renaissance, Reformation, Age of Exploration and colonization will be analyzed. The relevance of these major world events will be compared and contrasted to world events today.

Essential Questions	NJSLs Social Studies	Activities	Assessments
<ol style="list-style-type: none"> How did the increase in trade and commerce spark the Renaissance? What were the causes and effects of a more modern banking system? How did new ideas during The Renaissance 	<p>6.2.8.B.4.a</p> <p>6.2.8.D.4.b</p> <p>6.2.8.D.4.g</p> <p>6.2.12.C.2.a</p> <p>6.2.12.D.2.a</p> <p>6.2.12.D.2.b</p>	<p>Map skills activity: Create trade route maps and relate to colonization</p> <p>Webquest - researching major figures of The Renaissance and Reformation.</p> <p>Double entry journal using textbook and</p>	<p>Random Unit 9 Quizzes</p> <p>Unit 9 Test (open-ended format)</p> <p>Open-ended question cross-curricular</p> <p>Final Exam</p> <p>Exit cards</p>

<p>contribute to The Reformation?</p> <p>4. How did The Reformation lead to political changes in Europe?</p> <p>5. Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.</p> <p>6. How did new intellectual, philosophical, and scientific ideas affect how humans viewed themselves and how they viewed their physical and</p>	<p>6.2.12.D.2.c</p> <p>6.2.12.D.2.d</p>	<p>primary sources</p> <p>Cross curricular Renaissance art and music activities.</p>	
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<p>spiritual worlds? 7. How did the printing press and other technologies have an impact in the dissemination of ideas?</p>			
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Key Vocabulary Terms

<p>Renaissance Petrarch Lorenzo de Medici Michelangelo Leonardo DaVinci Johann Guttenburg Printing Press</p>	<p>Reformation Martin Luther 95 Theses Church of England Elizabeth I William Shakespeare Spanish Armada</p>	<p>Prince Henry The Navigator Marco Polo Cape of Good Hope Astrolabe Compass</p>
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Social Studies Skills Table

Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Social Studies Skill	5-8
<p>Chronological Thinking</p> <ul style="list-style-type: none"> • 	<p>Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.</p>
<p>Spatial Thinking</p> <ul style="list-style-type: none"> • 	<p>Explain how major events are related to one another in time.</p> <p>Select and use various geographic representations to compare information about people, places, regions, and environment.</p>

	<ul style="list-style-type: none"> Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
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Critical Thinking	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
Presentational Skills	Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
	Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation)

New Jersey Student Learning Standards
Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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.

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.

