

**Randolph Township Schools  
Randolph Middle School  
Grade Eight Social Studies: World History Curriculum**

*"Those who cannot remember the past are condemned to repeat it."*

George Santayana

**Department of Humanities:**

Lisa DiAgostino, Supervisor

**Curriculum Committee**

Andrew Buchanan

Jacob Burlas

Joseph Calafiore

Richard Sackerman

Agatha Wilke

**Curriculum Developed:**

July 2020

**Date of Board Approval:**

October 20,2020

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**Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

**Affirmative Action Statement  
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS  
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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**Introduction**

The eighth grade World History course is the first year in a two-year program that surveys global history and interaction from ancient man to Medieval Europe, while also studying various groups and cultures from Africa, the Middle East and Eastern Asia. The program will, where applicable, integrate and infuse examples of cultural diffusion and global interactions. The eighth grade World History class will also include information on civics, Holocaust Studies, and Social Studies oriented vocations into the course of study as mandated by the New Jersey Department of Education. This course will be guided by the New Jersey Student Learning Standards in the Social Studies, the Common Core State Standards for History/Social Studies, and the standards and goals established by the Randolph Township Board of Education.

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Curriculum Pacing Chart**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>5 weeks</b>	<b>I</b>	<b>The Dawn of Civilization in Mesoamerica and the River Valleys</b>
<b>6 weeks</b>	<b>II</b>	<b>The First Age of Empires</b>
<b>6 weeks</b>	<b>III</b>	<b>Classical Greece and Rome: Establishing Democracy</b>
<b>8 weeks</b>	<b>IV</b>	<b>Expansion and Identity</b>
<b>5 weeks</b>	<b>V</b>	<b>Medieval Europe</b>
<b>6 weeks</b>	<b>VI</b>	<b>Global Citizenship: Action in the 21<sup>st</sup> Century</b>

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**Unit I: The Dawn of Civilization in Mesoamerica and the River Valleys**

<b>TRANSFER:</b> Compare and contrast the rise and fall of the Olmec, Zapotec, and Maya to political strife in the modern world.		
<b>STANDARDS/GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>NJSLS:</p> <p>6.2.8.GeoPP.1.a Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.</p> <p>6.2.8.GeoPP.1.b Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.</p> <p>6.2.8.HistoryCC.1.a Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).</p> <p>6.2.8.HistoryCC.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</p> <p>6.2.8.HistoryCC.1.c Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</p>	The study of archaeology provides evidence of how people lived and advanced.	<ul style="list-style-type: none"> <li>What might the past reveal about humanity?</li> </ul>
	Geographical factors impacted human settlement.	<ul style="list-style-type: none"> <li>How might geography affect the settlement of people?</li> </ul>
	The development of agriculture marks a watershed in human history.	<ul style="list-style-type: none"> <li>What constitutes a turning point in history?</li> </ul>
	Religion made a significant impact on the architecture, government, culture, and daily life of early civilization.	<ul style="list-style-type: none"> <li>Why do belief systems emerge?</li> <li>How might religion affect the lives of people and society?</li> </ul>
	Leadership and law played an integral role in the rise, continuation, and fall of ancient Mesoamerica.	<ul style="list-style-type: none"> <li>Why do some civilizations flourish while others disappear?</li> </ul>
	River valleys tended to prompt the development of civilizations' governments, economies, and cultures.	<ul style="list-style-type: none"> <li>How might geography affect the development of civilizations?</li> </ul>
	The people of the ancient river valley civilizations developed significant technological and cultural advancements.	<ul style="list-style-type: none"> <li>How do new ideas emerge?</li> </ul>

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**Unit I: The Dawn of Civilization in Mesoamerica and the River Valleys**

6.2.8.HistoryCC.1.d Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.	The first major monotheistic world religion was established in early Mesopotamia by the Hebrew people.	<ul style="list-style-type: none"> <li>What challenges might new religions face?</li> </ul>
6.2.8.HistorySE.1.a Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
6.2.8.HistoryCC.2.b Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.	Archaeology provides historical and scientific explanations for how ancient people lived.	Examine archaeology and anthropology through the investigation of artifacts and scientific evidence.
6.2.8.HistoryCC.2.c Explain how the development of written language transformed all aspects of life in early river valley civilizations.		Identify how hunter-gathers adapted to their physical environment and analyze the adaptations for what they tell archaeologists about hunter-gatherers.
6.2.8.GeoHE.4.c Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with others.	Hunter-gatherers adapted to their physical environments using resources, the natural world, and technological advancements.	Evaluate how geography and history are linked to the lives of people at different stages of the human story.
6.2.8.HistoryCC.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.	The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.	Identify and analyze the reasons for and the consequences of the agricultural revolution.
6.2.8.CivicsHR.2.a Determine the role of slavery in the economic and social structures of early river		



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**Unit I: The Dawn of Civilization in Mesoamerica and the River Valleys**

<p>valley civilizations.</p> <p>6.2.8.GeoGE.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.</p> <p>6.2.8.HistoryCC.2.c Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p> <p>6.2.8.HistoryCA.2.a Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.</p> <p>CCSS for History / Social Studies:          WHST6-8.1a Introduce Claim(s) about a topic or issue, acknowledge, and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.</p> <p>WHST. 6-8. 1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrates an understanding of the topic or text, using credible sources.</p>	<p>The environment and climate affected the early movement of people in the Americas.</p> <p>Strides in organization of government and society led to significant achievement in engineering and the arts in Olmec, Zapotec, and Mayan civilizations.</p> <p>An organized social structure and common religious beliefs contributed to stability and thus the development of Olmec, Zapotec, and Mayan civilizations.</p> <p>The natural isolating barriers of Mesopotamia, Egypt, the Indus Valley, and China protected their civilizations and allowed for development and growth.</p> <p>The achievements of the River Valley Civilizations shaped and influenced the development of their civilizations as well as impacted future empires.</p>	<p>Describe the significant features of the Mayan civilization, including the location of cities, the role and status of men and women, and the role of religion and ceremonies.</p> <p>Describe the structure and purpose of Mayan pyramids.</p> <p>Compare and contrast the social and political elements of the Olmec, Zapotec, and Maya societies referencing aspects of government, religion, daily life, economy, and social organization.</p> <p>Determine the relationship of geography, environment, government, and technology in Sumer.</p> <p>Identify the achievements of the River Valleys and explain how the advancements left a lasting legacy for later civilizations to build upon.</p>
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<p>WHST.6-8.2d Use precise language and domain-specific vocabulary.</p> <p>WHST.6-8.8 Gather relevant information from multiple sources; assess the credibility and quote the data while avoiding plagiarism.</p> <p>WHST. 6-8.9 Draw evidence from informational texts to support analysis.</p>	<p>Continuity and stability contributed to a vast number of achievements in the River Valleys including architecture, cuneiform, hieroglyphics, art, and religion.</p> <p>The Israelites maintained monotheistic beliefs that were unique in the ancient world.</p> <p><b>VOCABULARY:</b>  Social classes, domestication, culture, civilization, technology, institution, trade barter, thriving, breakthrough, flourish, claim, relevant, allocate, technique, economy maize, glyph, codex, hierarchy, covenant</p> <p><b>KEY TERMS:</b>  Ice Age, pre-history, artifact, hominid, Neolithic Age, tools, Paleolithic Age, scribe, artisan, nomads, specialization, Olmec, Zapotec, Tikal, Fertile Crescent, Mesopotamia, irrigation, Hammurabi, monotheism, city-state, silt, papyrus, cataract, loess, oracle bones, mandate of heaven, dynastic cycle, feudalism,</p>	<p>Evaluate how systems of writing were a major turning point in world history.</p> <p>Identify the major beliefs of Judaism and specify which of these beliefs would have set them apart from other ancient belief systems.</p>
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**Unit I: The Dawn of Civilization in Mesoamerica and the River Valleys**

	polytheism, cultural diffusion, theocracy, Torah, Abraham, Moses	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Primary Source Analysis</li> <li>• Research Notes</li> <li>• Argumentative Presentations</li> <li>• Reflections</li> <li>• Formative Assessments</li> <li>• Interactive Learning Structures</li> <li>• Exit tickets</li> <li>• Journaling</li> <li>• Think, Pair, Share</li> <li>• Write Around</li> <li>• Short Response Essays</li> <li>• Accountable Talk</li> <li>• Summative Assessments</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Formatively assess to adjust the learning process as needed</li> <li>• Analyze timelines and maps</li> <li>• Gallery walks</li> <li>• Image Floods</li> <li>• Primary source analysis <ul style="list-style-type: none"> <li>• Hominid Skulls</li> <li>• Paleolithic art</li> </ul> </li> </ul>		

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<ul style="list-style-type: none"> <li>• Ancient Art and Architecture</li> <li>• Code of Hammurabi</li> <li>• Epic of Gilgamesh</li> </ul>	
<b>SUGGESTED TIME ALLOTMENT</b>	5 Weeks
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p><i>Who Were the First Americans?</i> M. D. Lemonick, A.Dorfman, Time, Mar. 05, 2006</p> <p><i>A Long Walk to Water</i> by Linda Sue Park</p> <p><i>Cosmos: A Spacetime Odyssey</i></p> <p>Lascaux: Prehistoric Cave Art photograph pack</p> <p>Lascaux Cave Virtual Tour: <a href="http://www.lascaux.culture.fr/?lng=en#/fr/00.xml">http://www.lascaux.culture.fr/?lng=en#/fr/00.xml</a></p> <p><i>History Alive: Early Man, Mesoamerica, Mesopotamia, Egypt, India, and China</i></p> <p><i>World History: Patterns of Interaction</i></p> <p><i>Human Legacy</i></p> <p>DBQ Project: <i>The Maya: What was their Most Remarkable Achievement</i></p> <p>History Channel: <i>Engineering an Empire The Maya</i></p> <p>DBQ Project: <i>Hammurabi's Code and Ancient Egypt</i></p> <p><i>Nova: The Rise of Judaism</i> – PBS</p> <p>Newsela.com</p> <p>History.com</p> <p>Safari Montage</p>

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**Unit II: The First Age of Empires**

**TRANSFER:** Develop a rubric that assesses the effectiveness of leadership and use that rubric to evaluate one United States leader and one global leader.

<b>GOALS/STANDARDS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
NJSLS: 6.2.8.HistoryUP.3.b Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).	Geography and the availability of natural resources influenced the development and expansion of political, economic, and cultural systems in ancient civilizations.	<ul style="list-style-type: none"> <li>• What do people value?</li> <li>• How do values influence a civilization?</li> </ul>
6.2.8.CivicsPI.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.	The rights and responsibilities of ancient people varied based on their gender, social class, and culture.	<ul style="list-style-type: none"> <li>• What determines what people can or cannot do?</li> </ul>
6.2.8.GeoPP.3.a Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.	Civil unrest and cultural shifts contributed to different philosophies, beliefs, and ruling styles in the early empires.	<ul style="list-style-type: none"> <li>• What are the conditions that drive changes in political and ethical systems?</li> </ul>
	Historical contexts and events shaped and continue to shape people's perspectives.	<ul style="list-style-type: none"> <li>• How does perspective shape events?</li> <li>• How do events shape perspective?</li> </ul>
6.2.8.GeoPP.3.b Explain how geography and the availability of natural resources led to both the	Empires were developed through conquest and cultural exchange.	<ul style="list-style-type: none"> <li>• Why do empires rise and fall?</li> <li>• Why is leadership important?</li> </ul>

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**Unit II: The First Age of Empires**

<p>development of classical civilizations and to their decline.</p> <p>6.2.8.GeoHE.4.b Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.</p> <p>6.2.8.EconEM.3.a Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.</p> <p>6.2.8.EconGE.3.a Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</p> <p>6.2.8.HistoryUP.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>6.2.8.HistoryCC.3.a Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p> <p>6.2.8.HistoryUP.3.c Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam,</p>	<p style="text-align: center;"><b><u>KNOWLEDGE</u></b></p> <p style="text-align: center;"><b>Students will know:</b></p>	<p style="text-align: center;"><b><u>SKILLS</u></b></p> <p style="text-align: center;"><b>Students will be able to:</b></p>
	<p>An abundance of resources contributed to the rise and fall of empires within Mesopotamia, India, and China.</p> <p>The rights and responsibilities of ancient people were consistently based upon gender, social class, and culture.</p> <p>The religions of Hinduism and Buddhism were crucial in shaping ancient civilizations and the modern world.</p> <p>Asoka was the first known ruler to lead by moral example and created a large and powerful empire.</p> <p>Confucianism, Daoism and Legalism are philosophical traditions that originated in China, while they espouse different sets of beliefs, all were aimed at ending conflict.</p>	<p>Determine how resources and conquest were integral to the fate of the empires of Mesopotamia, India, and China.</p> <p>Justify the causes and effects of various types of ruling styles in terms of controlling and unifying citizens.</p> <p>Explore the beliefs and history of both Hinduism and Buddhism and determine how those belief systems impacted the development of ancient civilizations.</p> <p>Analyze primary source documents to identify and to evaluate the moral values of Asoka.</p> <p>Compare and contrast the various philosophical beliefs that were developed in ancient China and what they said about a leader's role in society.</p>

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**Unit II: The First Age of Empires**

<p>Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.HistoryCA.3.a Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p> <p>6.2.8.HistoryCA.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p> <p>6.2.8.CivicsPI.4.: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-</p>	<p>Rulers in the ancient world impacted the culture of their civilization.</p> <p><b>VOCABULARY:</b>  Nobles, aristocrats, tolerance, manufacturing, bureaucracy, autocracy, reincarnation, karma, enlightenment</p> <p><b>KEY TERMS:</b>  Assyria, exodus, Cyrus, Satrap, Cambyeses, Darius, Royal Road, Siddhartha Gautama, Buddha, nirvana, Confucius, filial piety, Daoism, Legalism, Confucianism, yin and yang, Qin Dynasty, Shi Huangdi</p>	<p>Identify how political leaders in the ancient world were agents of change.</p> <p>Evaluate the ruling styles of the Persian Kings and its impact on the development of their empires.</p>
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**Unit II: The First Age of Empires**

<p>chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS in History/Social Studies:</p> <p>WHST6-8.1a Introduce Claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.</p> <p>WHST. 6-8. 1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrates an understanding of the topic or text, using credible sources.</p> <p>WHST.6-8.2a Introduce a topic clearly; organize idea, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g. headings), graphic and multimedia when useful.</p> <p>WHST.6-8.2b Develop the topic with relevant, facts, definitions, details, quotations, examples.</p> <p>WHST.6-8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>		
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**Unit II: The First Age of Empires**

<p>WHST.6-8.2d Use precise language and domain-specific vocabulary.</p> <p>WHST.6-8.2e Establish and maintain a formal style and objective tone.</p> <p>WHST.6-8.2f Provide a concluding statement.</p> <p>WHST.6-8.4 Produce clear and coherent writing appropriate to task, purpose and audience.</p> <p>WHST.6-8.8 Gather relevant information from multiple sources; assess the credibility and quote the data while avoiding plagiarism.</p> <p>WHST. 6-8.9 Draw evidence from informational texts to support analysis.</p>		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Pre-Assess to determine students’ prior knowledge and identify learning goals for the unit.</li> <li>• Formatively assess to adjust the learning process as needed.</li> <li>• Debates</li> <li>• Analyze timelines and maps</li> <li>• Good Leadership: Create Your Own Rubric</li> <li>• DBQ Project <ul style="list-style-type: none"> <li>• <i>Asoka: Enlightened Ruler or Ruthless Conqueror</i></li> <li>• <i>The Great Wall: Did the benefits outweigh the cost?</i></li> </ul> </li> <li>• Primary source analysis</li> </ul>		

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**Unit II: The First Age of Empires**

Leadership Rubric Assessment: Local and Global Leadership Prompt	
<b>SUGGESTED TIME ALLOTMENT</b>	6 Weeks
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>DBQ Project: <i>Asoka: Enlightened Ruler or Ruthless Conqueror</i></p> <p>DBQ Project: <i>The Great Wall: Did the benefits outweigh the cost?</i></p> <p><i>My Life, My Religion: Hinduism</i></p> <p><i>History Alive!: Hinduism, Buddhism, and the Chinese Philosophies</i></p> <p><i>A Long Walk to Water</i></p> <p><i>World History: Patterns of Interaction</i></p> <p><i>Human Legacy</i></p> <p>History.com</p> <p>Newsela.com</p>

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**Unit III: Classical Greece and Rome: Establishing Democracy**

<b>TRANSFER:</b> Create a narrative that analyzes the strengths and weaknesses of democratic government and how these characteristics impact global issues over time.		
<b>GOALS/STANDARDS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>NJSLS:</p> <p>6.2.8.HistoryUP.3.b Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).</p> <p>6.2.8.CivicsPI.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p> <p>6.2.8.GeoPP.3.a Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</p> <p>6.2.8.GeoPP.3.b Explain how geography and the availability of natural resources led to both the</p>	The geography, resources, and climate of ancient Rome and Greece had a direct impact on their civilization.	<ul style="list-style-type: none"> <li>• How might geography impact the growth of a civilization?</li> <li>• How could the need for resources affect human history?</li> </ul>
	Ancient Greece and Rome are the foundation of western culture.	<ul style="list-style-type: none"> <li>• Why do some civilizations become models for future generations?</li> </ul>
	Leaders of Greece, Macedonia, and Rome shaped democracy.	<ul style="list-style-type: none"> <li>• How might leadership impact the development of human history?</li> </ul>
	Christianity became the official religion of the Roman Empire and laid the foundation for it to become one of the world's major faiths.	<ul style="list-style-type: none"> <li>• How might religion impact the development of human history?</li> </ul>
	Internal and external events and conditions led to the demise of ancient Greece, Alexander the Great, and the Western Roman Empire.	<ul style="list-style-type: none"> <li>• Why do some civilizations flourish while others collapse?</li> </ul>

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development of classical civilizations and to their decline.	Perspectives can be influenced by the era in which they are formed, therefore perspectives often shift over time.	<ul style="list-style-type: none"> <li>What influences perspective?</li> </ul>
6.2.8.EconEM.3.a Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
6.2.8.EconGE.3.a Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.	The challenges of the Greek terrain, including lack of a river valley, rugged mountains, poor soil, and dispersed islands, forced ancient Greeks to forge a civilization based upon trade.	Compare and contrast physical and political maps of ancient Greece and determine the geopolitical impact.
6.2.8.HistoryUP.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.	Due to their isolation, Greek city-states created their own forms of government and identity.	Compare and contrast the different forms of government that developed in ancient Greece including monarchy, oligarchy, tyranny, and democracy.
6.2.8.HistoryCC.3.a Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.	The Golden Age of Athens was directly impacted by a prevalent belief in democratic ideals.	Evaluate how democracy influenced Greek architects, artists, writers, philosophers, scientists, and mathematicians to determine how they impacted future civilizations.
6.2.8.HistoryUP.3.c Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.	Classical Greece was greatly influenced by the Persian and Peloponnesian Wars.	Analyze the causes and effects of the Persian and Peloponnesian Wars and their contributions to the rise and fall of Greek civilization.

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<p>6.2.8.HistoryCA.3.a Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p> <p>6.2.8.HistoryCA.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p> <p>6.2.8.CivicsPI.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.CivicsPI.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS for History/Social Studies:</p>	<p>Alexander the Great formed a vast empire, promulgated Greek culture, and paved the way for Hellenism.</p> <p>Rome's centralized location and geographic features made it a desirable location from which to expand.</p> <p>Romans created a representative republic which has become a model for the United States of America.</p> <p>As a result of the Punic Wars, Rome became the leading power of the Western Mediterranean.</p> <p>The Roman Republic came to an end when Julius Caesar took control.</p> <p>The reign of emperor Augustus marked the beginning of a period of 200 years of peace that became known as the Pax Romana.</p> <p>Christianity proliferated across the ancient world.</p>	<p>Examine the leadership style of Alexander the Great.</p> <p>Determine the positive and negative effects of Rome's geography.</p> <p>Explain why the Romans established a republic.</p> <p>Identify and explain the causes and effects of the three Punic Wars.</p> <p>Discuss the economic and social issues that led to the decline of the Roman Republic.</p> <p>Analyze the policies of Roman emperors to identify the elements of an effective leader.</p> <p>Identify how and why Christianity flourished during the Roman Empire.</p>
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<p>WHST.6-8.1a Introduce Claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.</p>	<p>Political upheavals, the plague, the division of the empire, and other factors led to the decline and fall of Rome.</p>	<p>Investigate the causes and effects of Rome's decline and its impact on the modern world.</p>
<p>WHST. 6-8. 1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrates an understanding of the topic or text, using credible sources.</p> <p>WHST.6-8.2a Introduce a topic clearly; organize idea, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g. headings), graphic and multimedia when useful.</p> <p>WHST.6-8.2b Develop the topic with relevant, facts, definitions, details, quotations, examples.</p> <p>WHST.6-8.2d Use precise language and domain-specific vocabulary.</p> <p>WHST.6-8.2e Establish and maintain a formal style and objective tone.</p> <p>WHST.6-8.2f Provide a concluding statement.</p> <p>WHST.6-8.8 Gather relevant information from multiple sources; assess the credibility and quote the data while avoiding plagiarism.</p>	<p><b>VOCABULARY:</b>  classical, logic, hubris, epic, infantry, comedy, tragedy, commission, constitution, veto, civil war, dictator</p> <p><b>KEY TERMS:</b>  monarchy, oligarchy, tyranny, democracy, polis, mythology, aristocracy, agora, Acropolis, Hoplites, Helots, Hellenism, phalanx, magistrates, aqueduct, inflation, mercenary, legacy, republic, Patricians, legion, tribune, Punic Wars, Plebeians, forum, senate, consuls, triumvirate, Pax Romana, Christianity, Hannibal, Caesar, Augustus, apostles, Jesus, pope, diaspora, Constantinople, Greco-Roman</p>	

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WHST. 6-8.9 Draw evidence from informational texts to support analysis.	
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Primary Source Analysis
- Research Notes
- Argumentative Presentations
- Reflections
- Formative Assessments
  - Interactive Learning Structures
  - Exit tickets
  - Journaling
  - Think, Pair, Share
  - Write Around
  - Short Response Essays
  - Accountable Talk
- Summative Assessments

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Primary Source Analysis
- Research Notes
- Argumentative Presentations
- Reflections
- Formative Assessments
  - Interactive Learning Structures
  - Exit tickets
  - Journaling
  - Think, Pair, Share
  - Write Around

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<ul style="list-style-type: none"> <li>○ Short Response Essays</li> <li>○ Accountable Talk</li> <li>● Summative Assessments</li> </ul>	
<b>SUGGESTED TIME ALLOTMENT</b>	6 Weeks
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<i>World History 1250-300 B.C.: Greek Civilization</i> by National Geographic: Reading Expeditions <i>Conquerors: Alexander the Great</i> by Discovery Channel DBQ Project: <i>Education in Sparta: Did the Strengths Outweigh the Weaknesses?</i> DBQ Project: <i>Alexander the Great: How Great was Alexander the Great?</i> <i>History Alive: Ancient Greece</i> Decisive Battles: Marathon and Thermopylae <i>World History 500 B.C. – A.D. 500: Ancient Rome</i> by National Geographic: Reading Expeditions <i>History Alive: Ancient Rome</i> DBQ Project: <i>Citizenship in Athens and Rome: Which was the Better System</i> DBQ Project: <i>The Fall of Rome: What were the Primary Reasons for the “Fall” of Rome?</i> DBQ Project: <i>Why did Christianity Take Hold in the Western World?</i> History Channel: <i>Rome Engineering an Empire</i> and <i>Carthage Engineering an Empire</i> Newsela.com



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**Unit IV: Expansion and Identity**

<b>TRANSFER:</b> Examine how one's personal identity is shaped by the conflict and culture that surrounds them.		
<b>GOALS/STANDARDS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>NJSLS:          6.2.8.CivicsPI.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.GeoHE.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p> <p>6.2.8.GeoHP.4.a Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.</p> <p>6.2.8.GeoHP.4.b Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).</p> <p>6.2.8.GeoHP.4.c Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology</p>	The expansion of civilizations was propelled by migration, new ideas, and trade.	<ul style="list-style-type: none"> <li>Why do some civilizations expand while others do not?</li> </ul>
	Trade and migration helped to disburse goods and ideas throughout the ancient world.	<ul style="list-style-type: none"> <li>Why do people move?</li> <li>Why do some ideas flourish while others do not?</li> </ul>
	People have wants that often exceed the resources available to them.	<ul style="list-style-type: none"> <li>What are the compromises of an expanding civilization?</li> </ul>
	Human beings create, learn, share, and adapt to culture.	<ul style="list-style-type: none"> <li>How might culture shape a person's view of the world?</li> <li>How do institutions influence culture?</li> </ul>
	Identity is shaped by several factors.	<ul style="list-style-type: none"> <li>What factors shape identity?</li> <li>What might cause someone to adjust or repress identity?</li> </ul>
	Global connections have intensified and accelerated the changes faced at the local, national, and international levels.	<ul style="list-style-type: none"> <li>How might globalization impact societal development?</li> </ul>

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**Unit IV: Expansion and Identity**

<p>innovation and impacted science, thought, and the arts.</p> <p>6.2.8.GeoGI.4.a Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.</p> <p>6.2.8.GeoSV.4.a Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.</p> <p>6.2.8.HistoryCC.4.e Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p style="text-align: center;"><b><u>KNOWLEDGE</u></b>  <b>Students will know:</b></p> <p>The Byzantine Empire developed a government, economy, and culture that was unique and differed from that of Rome.</p> <p>The distance between Rome and Constantinople helped lead to the creation of the Eastern Orthodox Church.</p> <p>The size and varied geography in Africa led to challenges as well as opportunities for migration, trade, and the spread of ideas.</p> <p>The various empires of Africa developed unique cultures that were bound together by trade.</p> <p>The Kingdom of Aksum’s trade routes led to Christianity and Islam having an important role within their kingdom.</p>	<p style="text-align: center;"><b><u>SKILLS</u></b>  <b>Students will be able to:</b></p> <p>Compare and contrast the Byzantine Empire with Rome.</p> <p>Evaluate the need for a “new Rome.”</p> <p>Evaluate how the geographical features of Africa affected trade and migration.</p> <p>Judge how trade and language connected the kingdoms of Africa.</p> <p>Examine how the trade of ideas and religion in Aksum impacted their society.</p>
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<p>CCSS for History/Social Studies:          WHST. 6-8. 1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrates an understanding of the topic or text, using credible sources.</p> <p>WHS.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s).</p> <p>WHST.6-8.2d Use precise language and domain-specific vocabulary</p>	<p>Muhammad unified the Arab people both politically and culturally thorough spread of Islam.</p> <p>After the founding of Islam, various Caliphates became centers of education, trade, and the exchange of ideas.</p> <p>The Silk Road and the Great Wall of China were the initial conduits for cultural diffusion in the ancient world.</p> <p>The Mongols were a nomadic group of people who conquered many established societies in Asia.</p> <p>Mongol rulers in China encouraged foreign trade.</p> <p>The Ottoman Empire established a Muslim Empire that combined many cultures.</p> <p>Diverse ethnic, lingual, and cultural identities often combine to create stronger and richer civilizations.</p>	<p>Evaluate the causes of the spread of Islam.</p> <p>Examine how the spread of Islam unified the Arab world.</p> <p>Analyze the Islamic Golden Age to determine its major achievements.</p> <p>Analyze primary source documents to determine the impact of the Great Wall and the Silk Road on China’s development.</p> <p>Validate the strength of the Mongol Empire by examining the characteristics of their civilization.</p> <p>Determine the role of trade in the success of the Tang, Song, and Yuan (Mongol) dynasties.</p> <p>Examine how trade, religion, and expansion, led to the unique identity of the Ottoman Empire.</p> <p>Identify various factors that shape identity.</p>
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	<p><b>VOCABULARY:</b>  migration, push factor, pull factor,  mosque, Hajj, sultan, nomads, pastoralist,  clan, Silk Road, Great Wall</p> <p><b>KEY TERMS:</b>  Constantinople, Justinian, Justinian Code,  Hagia Sophia, Bantu language, Sahara  Desert, Sahel, savanna, African Horn, Red  Sea, Aksum, Ghana, Mali, Songhai,  Mansa Musa, Ibn Battuta, Allah, Islam,  Muslim, Qur'an, Ottoman, Suleyman the  Lawgiver, Genghis Khan, Kublai Khan,  Marco Polo</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Primary Source Analysis</li> <li>• Research Notes</li> <li>• Argumentative Presentations</li> <li>• Reflections</li> <li>• Formative Assessments <ul style="list-style-type: none"> <li>○ Interactive Learning Structures</li> <li>○ Exit tickets</li> <li>○ Journaling</li> <li>○ Think, Pair, Share</li> </ul> </li> </ul>		

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**Unit IV: Expansion and Identity**

- Write Around
- Short Response Essays
- Accountable Talk
- Summative Assessments
- Gallery Walks / Chart board work

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Formatively assess to adjust the learning process as needed
- Africa Today: Current events from different regions of Africa
- Analyze timelines and maps
- Trade activity
- Migration activity
- Interdisciplinary Cause/Effect Identity Project

<b>SUGGESTED TIME ALLOTMENT</b>	8 Weeks
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>The peoples and the city-states of the Swahili coast  <a href="https://newsela.com/read/natgeo-peoples-swahili-coast/id/55139/?search_id=0e6d790f-7632-4395-ac25-306a89763cad">https://newsela.com/read/natgeo-peoples-swahili-coast/id/55139/?search_id=0e6d790f-7632-4395-ac25-306a89763cad</a>  <i>Africa's Great Civilizations</i> – PBS            DBQ Project: Mansa Musa's Hajj            DBQ Project: What are the Primary reasons for studying the Byzantines?  <i>Islam: Empire of Faith</i> – PBS  <i>The Silk Road</i> DBQ Project            The Silk Road Art Project: <a href="https://www.artic.edu/assets/43d01149-b415-2110-9102-f39931e27c7f">https://www.artic.edu/assets/43d01149-b415-2110-9102-f39931e27c7f</a>            Ancient.eu            Mongols in the World  <a href="http://afe.easia.columbia.edu/mongols/">http://afe.easia.columbia.edu/mongols/</a></p>

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	<i>Human Legacy</i> <i>Crash Course: World History</i> <i>TED-Ed</i> <i>World History: Patterns of Interaction</i> <i>Newsela.com</i>
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**Unit V: Medieval Europe**

<b>TRANSFER:</b> Evaluate the effectiveness of medieval responses to plagues and compare them to modern responses to global health crises.		
<b>GOALS/STANDARDS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>NJSLS:</p> <p>6.2.8.CivicsPI.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.EconNE.4.a Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</p> <p>6.2.8.HistoryCC.4.a Determine which events led to the rise and eventual decline of European feudalism.</p> <p>6.2.8.HistoryCC.4.b Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).</p> <p>6.2.8.HistoryCC.4.c Assess the demographic, economic, and religious impact of the plague on Europe.</p> <p>6.2.8.HistoryCC.4.: Analyze the causes and</p>	The fall of a civilization often led to political and social chaos in the lands that civilization controlled.	<ul style="list-style-type: none"> <li>Why might a civilization regress, instead of progress?</li> </ul>
	Unequal distribution of resources and wealth resulted in conflict among social groups in a struggle for power.	<ul style="list-style-type: none"> <li>What are the impacts of inequity?</li> <li>Should freedoms be given up for protection?</li> </ul>
	Religions can change over time and/or influence social and political systems.	<ul style="list-style-type: none"> <li>What impact does religion have on society?</li> <li>How could a religion wrestle political power?</li> </ul>
	Religions often clash with one another both spiritually and physically.	<ul style="list-style-type: none"> <li>How can faith be both an agent of peace and conflict?</li> </ul>
	The effect of a widespread pandemic often exacerbates societal issues that already exist.	<ul style="list-style-type: none"> <li>How can a pandemic impact the prevalent issues in society?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
	The Germanic tribes that invaded Rome formed their own kingdoms in Europe.	Compare the ways the new Germanic tribes ruled themselves to how they had been controlled by the Roman Empire.

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**Unit V: Medieval Europe**

<p>outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</p> <p>6.2.8.HistoryCC.4.f Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p> <p>6.2.8.HistoryCC.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.</p> <p>CCSS for History/Social Studies:          WHST6-8.1a Introduce Claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.</p> <p>WHST. 6-8. 1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrates an understanding of the topic or text, using credible sources.</p>	<p>Charlemagne united the German tribes through warfare and Christianity.</p> <p>Feudalism became the dominant political and economic system in Europe.</p> <p>Church leaders and political leaders competed for power.</p> <p>The causes of the Crusades had political, religious, and social dimensions.</p>	<p>Analyze and evaluate the methods used by Charlemagne to unite the Germanic tribes.</p> <p>Determine the reasons and impact of Feudalism in Europe.</p> <p>Assess the impact of feudalism on different social classes.</p> <p>Compare and contrast feudalism in Europe as opposed to Japan.</p> <p>Assert rationale for religious doctrine coinciding with political rule.</p> <p>Investigate the causes of the Crusades to determine their importance relative to one another.</p> <p>Examine the lasting influence of the Crusades on European and Middle Eastern societies.</p>
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<p>WHS.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s).</p> <p>WHST. 6-8.9 Draw evidence from informational texts to support analysis.</p>	<p>The Black Death, religious turbulence, and the 100 Years War had a lasting impact on European life.</p> <p><b>VOCABULARY:</b>  feudalism, medieval, Middle Ages, secular, lord, fief, vassal, knight, serf, manor, tithe, clergy, canon law</p> <p><b>KEY TERMS:</b>  Crusades, Black Death, 100 Years War, Charlemagne, feudal pyramid, Holy Roman Empire, inquisition, Joan of Arc</p>	<p>Justify the long-term effects of the Black Death on European life.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Primary Source Analysis</li> <li>• Research</li> <li>• Debate</li> <li>• Argumentative Presentations</li> </ul>		

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**Unit V: Medieval Europe**

- Reflections
- Formative Assessments
  - Exit tickets
  - Journaling
  - Think, Pair, Share
  - Write Around
- Summative Assessments

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Pre-Assess: Use KWL to assess students' prior knowledge and identify further student identified learning goals for the unit.
- Timeline/Map Construction
- Crusades activity
- Pandemic cause/effect
- Pandemic compare/contrast
- Cross-curricular DBQ about Feudalism

**SUGGESTED TIME ALLOTMENT**

5 weeks

**SUPPLEMENTAL UNIT RESOURCES**

Newsela Pandemic Unit  
<https://newsela.com/subject/other/2000190470>  
 Ancient.eu  
*Human Legacy*  
*Crash Course: World History*  
*TED-Ed*  
*World History: Patterns of Interaction*  
 Newsela.com  
 DBQ Project: *Samurai and Knights: Were the Similarities Greater than the Differences?*

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**Unit VI: Global Citizenship—Action in the 21st Century**

<b>TRANSFER:</b> Design and present a “Take-Action” plan that addresses a region’s most significant issues in terms of societal and human development (hunger, education, health, or environment).		
<b>GOALS/STANDARDS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>NJSLS:            9.4.8.CI.1 Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions</p> <p>9.4.8.CI.2 Repurpose an existing resource in an innovative way</p> <p>9.4.8.CI.3 Examine challenges that may exist in the adoption of new ideas</p> <p>9.4.8.CI.4 Explore the role of creativity and innovation in career pathways and industries</p> <p>9.4.8.CT.1 Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective</p>	Global citizens have a responsibility to address issues determined by the needs and values of society.	<ul style="list-style-type: none"> <li>• What makes an issue worth addressing?</li> <li>• In a global society, what is a citizen’s role in addressing issues?</li> </ul>
	A 21st century learner needs a variety of skills to be an effective citizen in a global community: research, literacy, communication, and collaboration.	<ul style="list-style-type: none"> <li>• What skills are needed in the 21<sup>st</sup> century?</li> </ul>
	Research provides evidence to inform and challenge individual perspectives, as well as promote change.	<ul style="list-style-type: none"> <li>• How can data be used to influence change?</li> </ul>
	Researchers must examine sources for credibility, validity, purpose, and reliability.	<ul style="list-style-type: none"> <li>• How do you know research is valid?</li> </ul>
	Environment, health, and education have long lasting issues that have existed since the beginning of time.	<ul style="list-style-type: none"> <li>• Why do problems prevail in one location and not another?</li> <li>• How might the study of the past influence the future?</li> </ul>
	Geography and the availability of natural resources impacts the success or failure of	<ul style="list-style-type: none"> <li>• What defines success for a civilization?</li> <li>• How do people determine what resource is valued?</li> </ul>

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**Unit VI: Global Citizenship—Action in the 21st Century**

<p>9.4.8.CT.2 Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.</p> <p>9.4.8.CT.3 Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p> <p>9.4.8.DC.: Analyze the resource citations in online materials for proper use.</p> <p>9.4.8.DC.2 Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</p> <p>9.4.8.DC.7 Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.</p> <p>9.4.8.DC.8 Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).</p> <p>9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>	both ancient civilizations and modern countries.	
	Peace and justice play an integral role in the development of sustainable and fair societies.	What allows injustice to prevail?
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
	Citizens have a responsibility to address the problems of a global society.	Research issues facing modern-day regions and analyze how to address them.
	Collaboration is an essential life skill in a 21 <sup>st</sup> century environment.	Work cooperatively in Self Organized Learning Environments (SOLE) and small groups using graphic organizers to guide effective intergroup skills.
	Speaking and listening in a structured discussion requires preparation.	Prepare for and participate in structured classroom discussions using appropriate text and/or other pertinent materials, as well as building on others' ideas and expressing their own clearly and persuasively.
	Use of technology enhances research and presentations.	Utilize district-approved technology, such as Office 365 and Microsoft Teams.

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<p>9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect.</p> <p>9.4.8.IML.1 Critically curate multiple resources to assess the credibility of sources when searching for information.</p> <p>9.4.8.IML.3 Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.</p> <p>9.4.8.IML.4 Ask insightful questions to organize different types of data and create meaningful visualizations.</p> <p>9.4.8.IML.5 Analyze and interpret local or public data sets to summarize and effectively communicate the data.</p> <p>9.4.8.IML.6 Identify subtle and overt messages based on the method of communication.</p> <p>9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.</p> <p>9.4.8.IML.12 Use relevant tools to produce,</p>	<p>Organization of information facilitates effective application of data.</p> <p>When researching, researchers develop a topic with relevant evidence and data to support a claim.</p> <p>When preparing a formal presentation, the presenter uses various media and visual displays to communicate information.</p> <p>Effective public speaking requires the use of specific presentation techniques.</p> <p>Analysis of data is necessary to provide evidence to support research claims.</p> <p>Environment, health, and education present challenges that societies have faced throughout history.</p>	<p>Create a digital portfolio/notebook of information to organize Capstone experiences.</p> <p>Assess the strongest and most relevant evidence when conducting research.</p> <p>Plan, prepare and present a formal exhibition on a specific topic or idea.</p> <p>Use public speaking skills including share-outs and accountable talk.</p> <p>Reflect, personally, on verbally shared information (tally marks, notebook writing).</p> <p>Analyze data through digital graphing techniques learned in history and STEM classes.</p> <p>Prioritize the issues that present barriers for sustainable development in modern-day regions.</p>
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<p>publish, and deliver information supported with evidence for an authentic audience.</p> <p>9.4.8.TL.2 Gather data and digitally represent information to communicate a real-world problem.</p> <p>9.4.8.TL.4: Synthesize and publish information about a local or global issue or event</p> <p>9.4.8.TL.3 Select appropriate tools to organize and present information digitally.</p> <p>9.4.8.TL.6 Collaborate to develop and publish work that provides perspectives on a real-world problem.</p> <p>9.4.8.CT.3 Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p> <p>SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>Geography and natural resources affect most aspects of a region's development.</p>	<p>Identify the impact of geography and natural resources on past civilizations and modern-day regions.</p>
	<p>Peace and justice are critical in the development of society.</p>	<p>Compare and contrast justice systems around the world.</p>
	<p><b>VOCABULARY:</b>  capstone, non-profit organization, developed nation, developing nation, global citizen, global community, non-governmental organization</p> <p><b>KEY TERMS:</b>  action, advocate, charity, media, bias, sustainability, universal poverty, social exclusion, vulnerability, innovation, policy, inequality, tolerance, disadvantaged, marginalized, empowerment, scarcity, infrastructure, biodiversity, industry, consumption, carbon footprint, global, resilience, Stakeholder, United Nations, General Assembly, Security Council, Secretariat,</p>	

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<p>SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p> <p>CCSS for History/Social Studies:          WHST.6-8.1a Introduce Claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.</p> <p>WHST.6-8.2b Develop the topic with relevant, facts, definitions, details, quotations, examples.</p>	<p>Economic and Social Council, Trusteeship Council</p>	
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<p>purpose and audience</p> <p>WHST.6-8.8 Gather relevant information from multiple sources; assess the credibility and quote the data while avoiding plagiarism.</p> <p>WHST. 6-8.9 Draw evidence from informational texts to support analysis.</p>		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Capstone Portfolio journal entries</li> <li>• Primary Source analysis</li> <li>• Research tasks</li> <li>• Argumentative research essay</li> <li>• Capstone speech</li> <li>• Take-Action proposal</li> <li>• Expo presentation</li> <li>• Capstone artifacts</li> <li>• Reading checks</li> <li>• Analytical responses</li> <li>• Argumentative responses</li> </ul> <p>Group and individual conferencing</p> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Read and annotate selected UN Sustainable Development Goals handouts</li> <li>• Observe and summarize informational teacher presentations</li> <li>• Prepare for and participate in regular peer and teacher conferences (checkpoints)</li> </ul>		



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- Research and examine the origins of global issues
- Argumentative research essay: *Argue why your UN Sustainable Development Goal is the most important/should not be removed due to budgetary concerns.*
- Prepare and present a formal speech
- Prepare a culminating presentation for the Capstone Expo
- Complete Capstone project: plan, act/innovate, advocate

<b>SUGGESTED TIME ALLOTMENT</b>	<b>6 weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	Newsela.com History.com Portal.office.com Office 365, Research Guide, NoodleTools, Microsoft Teams UN Sustainable Development Goals handouts Randolph Middle School Guide to Research packet Randolph Middle School Online Databases: EBSCO, SIRS Discoverer, etc. Various current event articles Teacher and student work models

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**APPENDIX A**

Texts:

*Ancient World History: Patterns of Interaction*, Holt McDougal, 2012 ISBN 978-0-547-49113-4

*History Alive: The Ancient World*

*DBQs in World History*, The DBQ Project