



Social Studies 6-8
Curriculum Maps for SY 2014-2015
With Literacy Skills from the Common Core

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City of Brockton

BROCKTON PUBLIC SCHOOLS

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To all Brockton Social Studies Teachers 6-8,

Enclosed please find the new curriculum maps for the 2014-2015 school year.

These maps incorporate the **new literacy standards from the *Common Core*** and are meant to help students become proficient in speaking and listening, reading and writing in the content area of social studies.

During the 2013-2014 school year, teachers, administrators and all stakeholders will had an opportunity to provide feedback on this draft. The Social Studies Steering Committee of 2013-2014 carefully considered all feedback and then revised these maps accordingly for SY2014 -2015.

I would like to thank the following people for working so hard on these new curriculum maps: Carolyn MacKinnon, Regina O'Connor, Suzanne Wilbur, Jennifer Pratt, Jerimiah Bonham, Cynthia Daly, and Mark Richardson. It was a pleasure to work with such a dedicated team of professionals.

Thank you,

Eileen McQuaid

Standards for Literacy in History/Social Studies

6–8

Speaking and Listening Standards for History/Social Studies **[SL]**

- SL.1 **Participate in small group or whole class discussions (one on one, in groups or teacher-led)** for a specific purpose by coming to discussions prepared, having read or researched material; explicitly referring to evidence on the topic or text when asking or answering questions; following rules for collegial discussions and decision-making; defining individual roles as needed; posing questions that elicit elaboration and/or connect the ideas of several speakers; and acknowledging new information expressed by others and when warranted, modify or justify their own views in light of others.
- SL.2 **Give oral/multi-media presentations** by using logical sequencing; pertinent descriptions, facts and details to accentuate main ideas; relevant evidence; valid reasoning; multi-media and visual displays that strengthen presentations; formal English when appropriate; appropriate eye contact, adequate volume, and clear pronunciation.
- SL.3 **Critically view oral/multi-media presentations** by delineating a speaker's argument, evaluating the soundness of the reasoning, identifying the relevance and sufficiency of evidence; analyzing the purpose of information presented or evaluating the motives behind a presentation.
-

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 2A. Determine the central ideas or information of a primary or secondary source;
- 2B. Provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Skills

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

10. Via the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Text Types and Purposes

WHST1 - Write **arguments/ persuasive texts** to support claim(s) using logical reasoning and relevant accurate data including **research** - facts and evidence from one or more sources; when appropriate using the **narration strategy*** (the narration of historical events) to support claims.

- a. 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.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

WHST2 - Write **expository texts** to support claim(s) using logical reasoning and relevant accurate data including **research** - facts and evidence from one or more sources; when appropriate using the **narration strategy*** (the narration of historical events) to support claims.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. The narration strategy is the narration of historical events, not a personal narrative or a piece of historical fiction.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.



Geography Grade 6

Curriculum Map for SY 2014-2015

With Literacy Skills from the Common Core

Grade 6 Geography Year at a Glance

| Foundational Literacy Standards Addressed in all Units | | |
|---|---|---|
| Reading Standards (These address all texts that students read (text, maps, pictures, graphs, videos and charts)) RH1 – Cite Text Evidence (Students cite textual evidence whenever the answer questions orally or in writing in class.) RH2 – Main idea (Students always gather main ideas from a text.) RH4 – Determine the meaning of words and phrases as they are used in a text RH7 - Integrate visual and text information RH10 – Read grade level complex texts (955-1155 Lexile Range) | | Writing Standards WHST 4 – Produce clear and coherent writing WHST 5 – Peer editing and revision WHST 9 – Draw evidence from texts to support claims WHST 10 – Write routinely Speaking and Listening SL.1 - Participate in small group, whole class discussions |
| <u>Unit 1 – Introduction to Geography (Sept-mid October)</u> Content Standards HG1 – HG6 – Map and globe skills Reading Standard RH5- Text structure Writing requirements <ul style="list-style-type: none"> Summary (RH2B) Literacy Baseline DDM – Iceland (WHST.2, RH7) <ul style="list-style-type: none"> Test is to be administered and corrected between September 22 – October 10 <i>* It is recommended to use North America to teach Unit 1 Map Skills</i> | <u>Unit 2 – Europe (mid-October-November)</u> Content Standards E.1 – E.3 – Locate and influence of five factors Speaking and Listening Standards SL.2- oral/multi-media presentations Reading Standard RH8- Distinguish fact, opinion and reasoned judgment Writing requirements <ul style="list-style-type: none"> Summary (RH2B) Content DDM Pre-Test (E.3, WHST.2, HG1, HG3, RH2, RH7) <ul style="list-style-type: none"> Test is to be administered and corrected between October 15 – November 5 | <u>Unit 3 – South America (December)</u> Content Standards S.A. 1 – S.A. 4 – Locate, influence of five factors and gaining independence Speaking and Listening Standards SL.3 – critically view oral/multi-media presentations Reading Standard RH5 Text Structure Writing requirements <ul style="list-style-type: none"> Summary (RH2B) Expository Essay write to 3 texts (RH7, WHST.2) |
| <u>Unit 4 – Africa (January-February)</u> Content Standards A.1 – A.4 – Locate, influence of five factors and gaining independence Speaking and Listening Standards SL.2- oral/multi-media presentations SL.3 – critically view oral/multi-media presentations Reading Standard RH3- Identify key steps RH8 - Distinguish fact, opinion and reasoned judgment Writing requirements <ul style="list-style-type: none"> Persuasive Essay with research (W.1, W.7, W.8, W.9) Content DDM Post-Test – Expository Essay- analysis of maps (A.3, WHST.2, HG1, HG3, RH2, RH7) <ul style="list-style-type: none"> Test is to be administered and corrected between March 2- March 23 | <u>Unit 5 – Asia (March-May)</u> Content Standards Asia.1-Asia.4 - Locate, influence of five factors and gaining independence Speaking and Listening Standards SL.2- oral/multi-media presentations Reading Standard RH3 – Identify Key Steps RH5- Text structure RH6- Author’s point of view RH9- Analyze primary and secondary source Writing requirements <ul style="list-style-type: none"> Expository Essay to Multiple Texts (RH3, WHST.2) Expository Essay to Multiple Texts (RH6, WHST.2) Literacy Growth DDM – Thailand (A.3, W.2, HG1, HG3, RH2, RH7)- Test is to be administered and corrected between May 18 – June 5 | <u>Unit 6 – Australia and Oceania (June)</u> Content Standards AO.1 – AO.4- Locate, influence of five factors and gaining independence Speaking and Listening Standards SL.3 – critically view oral/multi-media presentations Reading Standard RH3- Identify key steps Writing requirements <ul style="list-style-type: none"> Summary (RH2B) |

Geography Grade 6 Unit 1 – Introduction to Geography (Approximately: September-mid October)

Content Standards from Grade 6 Concepts and Skills

- HG1. Use map and globe skills learned in prekindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population and climate maps.
- HG2. Use geographic terms correctly, such as *delta, glacier, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, desert, continent, region, country, nation, and urbanization*.
- HG3. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information.
- HG4. Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world.
- HG5. Identify how current world atlases are organized and the kind of information they provide for each continent and country.
- HG6. Identify what time zones are, when and how the precise measurement of longitude was scientifically and historically determined, the function and location of the international date-line, and the function of the Royal Observatory in Greenwich, England, and give examples of differences in time in countries in different parts of the world.

Speaking & Listening

SL.1 Participate in small group or whole class discussions (one on one, in groups or teacher-led)

Reading Literacy Standards:

- RH 1** Cite specific textual evidence to support analysis of primary and secondary sources.
- RH2A** Determine the central ideas or information of a primary or secondary source;
- RH2B** Provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH5**-Describe how a text presents information (e.g. sequentially, comparatively, causally).
- RH7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH10** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Literacy Standards

- WHST2** - Write **expository texts** to support claim(s) using logical reasoning and relevant accurate data including research - facts and evidence from one or more sources; when appropriate using the narration strategy *(the narration of historical events) to support claims.
- WHST4** – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST 5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach focusing on how well purpose and audience have been addressed.
- WHST6 (optional but must be done in 3 out of 8 units)** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- WHST9** Draw evidence from informational texts (including maps) to support analysis.
- WHST 10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Geography Grade 6 Unit 1 – Introduction to Geography (Approximately: September-mid October)

Writing Requirements

- Summary (RH2B)
- **Literacy Baseline DDM** – Expository Essay Analysis of 1 informational text (WHST.2,RH7)
 - *Test is to be administered and corrected between September 22 – October 10*

Resources

Harcourt Horizons: World Regions pp. 1-77.
 Our World Today Atlas Program with website.
 Read- to- Know website
 Discovery Education and Techbook
 Nystrom Atlas Online Program
 Readworks.org
 P drive in the Geography Resources folder under Social Studies 6-8

*** it is recommended to use North America to teach Unit 1 Map Skills**

Possible Activities to Address Standards:

- Summary Example – students will read the text, “Why Geography Matters” on pp. 2-3 and write a summary
- Writing assignment - in order to satisfy Constitution Day requirements, is the **essay** “Freedom, How We Got It” located in the Social Studies writing binder
- Teaching RH5 – teacher will introduce text features (bold, italics, tables, etc...) and have students complete a text feature scavenger hunt. See lesson, “Non Fiction Text Features Lesson” on the P drive in the Geography Resources folder under Social Studies 6-8 .

Geography Grade 6 Unit 2 – Europe (Approximately: Mid October –November)

Content Standards:

E.1. On a map of the world, locate the continent of Europe. On a map of Europe, locate the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea. Locate the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames Rivers. Locate the Alps, Pyrenees, and Balkan Mountains. Locate the countries in the northern, southern, central, eastern, and western regions of Europe.

E.2 Use a map key to locate countries and major cities in Europe.

E.3 Explain how the following five factors have influenced settlement and the economies of major European countries: A.)absolute and relative locations, B) climate, C) major physical characteristics, D) major natural resources and E) population size.

Literacy Standards Speaking & Listening

SL.1 Participate in small group or whole class discussions (one on one, in groups or teacher-led)

SL.2 Give oral/multi-media presentations by using logical sequencing; pertinent descriptions, facts and details to accentuate main ideas; relevant evidence; valid reasoning; multi-media and visual displays that strengthen presentations; formal English when appropriate; appropriate eye contact, adequate volume, and clear pronunciation.

Geography Grade 6 Unit 2 – Europe (Approximately: Mid October –November)

Literacy Standards Reading:

RH 1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH2A Determine the central ideas or information of a primary or secondary source;

RH2B Provide an accurate summary of the source distinct from prior knowledge or opinions.

RH4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies

RH7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH8 Distinguish among fact, opinion, and reasoned judgment in a text.

RH10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Literacy Standards Writing:

WHST2 - Write **expository texts** to support claim(s) using logical reasoning and relevant accurate data including research - facts and evidence from one or more sources; when appropriate using the narration strategy *(the narration of historical events) to support claims.

WHST4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST 5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach focusing on how well purpose and audience have been addressed.

WHST6 (optional but must be done in 3 out of 8 units) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Requirements

- Summary (RH2B)
- **Content DDM Pre-Test** – Expository Essay – analysis of maps (WHST.2, E.3, HG1, HG3, RH2, RH7)
 - *Test is to be administered and corrected between October 15 – November 5*

Resources

Harcourt Horizons: World Regions pp. 251-322

Our World Today Atlas Program with website.

Read- to- Know website

Discovery Education and Tech Book

Nystrom Atlas Online Program

Readworks.org

P drive in the Geography Resources folder under Social Studies 6-8

- **See ‘Optional Topics for Study’ in the Grade 6 World Geography Massachusetts Curriculum Frameworks**

Possible Activities to Address Standards:

E3, RH7, RH2B Summary- For example, students will read “Western Europe’s Peninsulas” on pp. 263-264 and write a summary.

E.3, SL.2 Example - Students will read “Western Europe’s Islands” on p.262 in the textbook and individually or in groups create and present a poster summarizing the main ideas of the reading.

Jigsaw Presentations- Provide student groups with supplemental readings on different major physical features or capital cities in Europe and have students create and present posters summarizing key facts and major details.

Writing Assignment - students will read “Trying to Save Plants and Animals” (located on the P drive) and respond to the following prompt: “Identify and explain 2 reasons why the plants and animals of Europe are worth saving.”

Teaching RH8: Teacher will provide a text and students will identify facts and opinions.

Content Standards:

- S.A.1 On a map of South America, locate the Amazon, the Andes Mountains, Cape Horn, and the southern, northern, eastern, and western regions of South America.
- S.A.2 Use a map key to locate the countries and major cities of South America.
- S.A.3 Explain how the following five factors have influenced settlement and the economies of major South American countries. A) absolute and relative locations, B) climate, C) major natural resources, D) major physical characteristics, E) population size
- S.A.4 Identify when South American countries became independent nations and explain how independence was achieved.

Literacy Standards Speaking & Listening

- SL.1** Participate in small group or whole class discussions (one on one, in groups or teacher-led)
- SL.3** Critically view oral/multi-media presentations by delineating a speaker's argument, evaluating the soundness of the reasoning, identifying the relevance and sufficiency of evidence; analyzing the purpose of information presented or evaluating the motives behind a presentation.

Literacy Standards Reading:

- RH 1** Cite specific textual evidence to support analysis of primary and secondary sources.
- RH2A** Determine the central ideas or information of a primary or secondary source;
- RH2B** Provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH5**-Describe how a text presents information (e.g. sequentially, comparatively, causally).
- RH7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH10** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Literacy Standards Writing:

- WHST2** - Write **expository texts** to support claim(s) using logical reasoning and relevant accurate data including research - facts and evidence from one or more sources; when appropriate using the narration strategy *(the narration of historical events) to support claims.
- WHST4** – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST 5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach focusing on how well purpose and audience have been addressed.
- WHST6 (optional but must be done in 3 out of 8 units)** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- WHST9** Draw evidence from informational texts to support analysis, reflection, and research.
- WHST 10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Requirements

- Summary (RH2B)
- Expository Essay – write to 3 texts (WHST.2, RH.1, **RH7**, RH.9,)

Resources

Harcourt Horizons: World Regions pp. 219-248.
Our World Today Atlas Program with website.
Read- to- Know website
Discovery Education and Tech Book

Nystrom Atlas Online Program

Readworks.org

P drive in the Geography Resources folder under Social Studies 6-8

See 'Optional Topics for Study' in the Grade 6 World Geography Massachusetts Curriculum Frameworks

Geography Grade 6 Unit 3 – South America (Approximately: December)

Possible Activities to Address Standards:

Summary Example (S.A. 3, RH2A, RH2B) – students will read the text “A Range of Climates” on pp.222-224 and write a summary.

Expository Essay – write to 3 texts (RH7) – students will read the text “Biodiversity in the Amazon” found in the Discovery TechBook under Latin America, view video “Amazonia: Exploiting the Forest” and use the Deforestation in the Amazon Rainforests pie chart found on the P drive in the Geography Resources folder under Social Studies 6-8 to answer the writing prompt, “Identify and explain 3 effects human activity has had on the Amazon Rain Forest. Make sure to cite evidence from the three texts and use your knowledge of world geography.”

SA.3 SL.3 Example: Students will view the *Discovery Education* video “The Geography and Cultures of South America: Volume 01” and take notes on main ideas and key details. At the end of the video, students will identify the purpose of the information presented in the video and then use their notes to write a summary.

Writing Assignment - students will read the article “First Contact” (located on the P drive) and write a response to the following prompt: “What negative effects were experienced by the Amazon Rainforest tribe when exposed to the outside world?”

Geography Grade 6 Unit 4 – Africa (Approximately: January-February)

Content Standards:

A.1 On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, the Mediterranean Sea, and the Great Rift Valley. On a map of Africa, locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, the Nile River, Lake Victoria, Mount Kilimanjaro, and the Cape of Good Hope.

A.2 Use a map key to locate countries and major cities in Africa.

A.3 Explain how the following five factors have influenced settlement and the economies of major African regions and countries. A) absolute and relative locations, B) climate, C) major physical characteristics, D) major natural resources, E) population size.

A.4 Identify when modern African countries became independent nations and explain how independence was achieved.

Literacy Standards Speaking & Listening

SL.1 Participate in small group or whole class discussions (one on one, in groups or teacher-led)

SL.2 Give oral/multi-media presentations by using logical sequencing; pertinent descriptions, facts and details to accentuate main ideas; relevant evidence; valid reasoning; multi-media and visual displays that strengthen presentations; formal English when appropriate; appropriate eye contact, adequate volume, and clear pronunciation

SL.3 Critically view oral/multi-media presentations by delineating a speaker’s argument, evaluating the soundness of the reasoning, identifying the relevance and sufficiency of evidence; analyzing the purpose of information presented or evaluating the motives behind a presentation.

Literacy Standards Reading :

RH 1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH3 – Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered; the process of gaining or losing independence)

RH4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH8-Distinguish among fact, opinion, and reasoned judgment in a text.

RH10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Literacy Standards Writing:

WHST1 - Write **arguments/ persuasive texts** to support claim(s) using logical reasoning and relevant accurate data including **research** - facts and evidence from one or more sources; when appropriate using the **narration strategy** * (the narration of historical events) to support claims.

WHST2 - Write **expository texts** to support claim(s) using logical reasoning and relevant accurate data including research - facts and evidence from one or more sources; when appropriate using the narration strategy *(the narration of historical events) to support claims.

WHST4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST 5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach focusing on how well purpose and audience have been addressed.

WHST6 (optional but must be done in 3 out of 8 units) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST7 Conduct short research project to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST8A Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source;

WHST8B –Quote or paraphrase the data and conclusions of others while avoiding plagiarism

WHST8C –Follow standard format for citation (**MLA**) when using information from multiple print and digital sources.

WHST9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Requirements

- Persuasive Essay with Research (WHST.1, W.7, W.8, W.9)
- **Content DDM Post-Test** – Expository Essay – analysis of maps (WHST.2, A.3, HG1, HG3, RH2, RH7)

Resources

Harcourt Horizons: World Regions

pp. 399-430 ; pp. 438-474 ; and pp. 477-508

Our World Today Atlas Program with website.

Read- to- Know website

Discovery Education and Techbook

Nystrom Atlas Online Program

Readworks.org

P drive in the Geography Resources folder under Social Studies 6-8

See ‘Optional Topics for Study’ in the Grade 6 World Geography Massachusetts Curriculum Frameworks

Geography Grade 6 Unit 4 – Africa (Approximately: January-February)

Possible Activities to Address Standards:

Persuasive Essay with Research Example - Students will write a response to the following prompt: “You are a real estate agent. You will write a persuasive essay with research to persuade someone to move from the Sahel to the Savanna.”

A.3, SL.2 Example: Students could choose any major geographical feature of Africa (Sahara Desert, Nile River, Lake Victoria, Kalahari Desert, etc.) and research the following question: What are the major geographical characteristics of the feature and how does the feature influence settlement in Africa? The students would then present their research findings to the class.

Timeline Example: (optional standard from Africa unit) Students could read the text “Gaining Freedom in Southern Africa” on pp. 495-497 and create a timeline of the major events from the beginning of apartheid to the end and present the timelines to the class.

SL.3 Example: Students will view the Discovery Education Video “Violence in South Africa (Mandela and Apartheid Part 1)” and take notes on their analysis of the purpose/motive of the information presented in the video. The video should be followed by a teacher led class discussion about the purpose/motive.

RH8-Fact/Opinion Example: Complete “Identify Fact and Opinion” activity on pp. 458-459.

Geography Grade 6 Unit 5 – Middle East and Asia (Southwest, Central, South, North, East and Southeast) (Approximately March-May)

Content Standards:

Asia.1 On a map of the world, locate the Black Sea, Mediterranean Sea, Caspian Sea, Red Sea, Indian Ocean, the Persian Gulf, Bay of Bengal, Pacific Ocean, Arctic Ocean, Arabian Sea, Ganges River, Huang-He (Yellow) River, Chang Jiang (Yangtze) River, Sea of Japan, Himalayas, Arabian Peninsula, Gobi Desert and Siberia.

Asia.2 Use a map key to locate countries and major cities in the Middle East and Asia.

Asia.3 Explain how the following five factors have influenced settlement and the economies of major countries of Asia. A) absolute and relative locations, B) climate, C) natural resources, D) major physical characteristics, E) population size.

Asia.4 Identify when North and South Korea, Mongolia, India, Pakistan, Iraq and Israel became independent nations and explain how independence was achieved.

Literacy Standards Speaking & Listening

SL.1 Participate in small group or whole class discussions (one on one, in groups or teacher-led)

SL.2 Give oral/multi-media presentations by using logical sequencing; pertinent descriptions, facts and details to accentuate main ideas; relevant evidence; valid reasoning; multi-media and visual displays that strengthen presentations; formal English when appropriate; appropriate eye contact, adequate volume, and clear pronunciation.

Literacy Standards Reading :

RH 1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH2A Determine the central ideas or information of a primary or secondary source.

RH3 – Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered; the process of gaining or losing independence)

RH4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Geography Grade 6 Unit 5 – Middle East and Asia (Southwest, Central, South, North, East and Southeast) (Approximately March-May)

Literacy Standards Reading :

RH5 Describe how a text presents information (e.g., text features such as titles, headings, bold and highlighted text, review questions,).

RH6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH9 Analyze the relationship between a primary and secondary source on the same topic.

RH10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently

Literacy Standards Writing:

WHST2 - Write **expository texts** to support claim(s) using logical reasoning and relevant accurate data including research - facts and evidence from one or more sources; when appropriate using the narration strategy *(the narration of historical events) to support claims.

WHST4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST 5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach focusing on how well purpose and audience have been addressed.

WHST6 (optional but must be done in 3 out of 8 units) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST8B –Quote or paraphrase the data and conclusions of others while avoiding plagiarism

WHST9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Requirements

- Expository Essay – write to 3 texts (WHST2, RH.1, **RH3**, RH.9)
- Expository Essay – write to 3 texts ((WHST2, RH.1, **RH6**, RH.9))
- **Literacy Growth DDM** - Expository Essay Analysis of 1 informational text (WHST2, **RH7**)

Resources

Harcourt Horizons: World Regions

Middle East pp. 363-396, Central and South Asia pp. 523-550 and pp. 325-354, North and East Asia pp. 553-580, Southeast Asia pp. 583-610

Our World Today Atlas Program with website.

Read- to- Know website

Discovery Education and Techbook

Nystrom Atlas Online Program

Readworks.org

P drive in the Geography Resources folder under Social Studies 6-8

See 'Optional Topics for Study' in the Grade 6 World Geography Massachusetts Curriculum Frameworks

Geography Grade 6 Unit 5 – Middle East and Asia (Southwest, Central, South, North, East and Southeast) (Approximately March-May)

Possible Activities to Address Standards:

Expository Essay – write to 3 texts (RH3) – students will read the texts “Afghanistan :Geography and Instability” and “The Taliban” both found in the Discovery Ed Techbook and view the video “Taliban” also found in the Techbook in order to answer the prompt, “What steps did the Taliban take to gain control of Afghanistan”

Expository Essay – write to 3 texts (RH6) – students will read the texts “Child Slave Labor in China” and “The Key to Ending Child Labor is Helping Poor Families So Kids Aren’t Forced to Work” both found on the P drive in the Geography Resources folder under Social Studies 6-8 along with viewing the You Tube video, “Who Made your Shirt? Child Labor in China” to answer the prompt, “What is the author’s purpose in each of the three texts? In your explanation include 2 pieces of evidence from each text that support your claim for each author.”

WA.3, SL2 Example: After reading the text “Scarcity of Freshwater” on pp. 368-370 and answering comprehension questions, place students in groups and assign each group a different water source from the reading (exotic river, wadi, etc.) . In groups students will create and present a poster that displays the definition of the water source, a picture of the water source, and their group analysis of the pros/cons of the assigned water source.

Writing Assignment Example: teacher will provide a primary and a secondary source on the level of women’s social status in a specific Middle Eastern country and students will 1) Explain what aspects of each text prove the author’s point of view and 2) compare the two readings

RH5: Students will complete a text feature search.

Geography Grade 6 Unit 6– Australia and Oceania (Approximately June)

Content Standards:

AO.1 On a map of the world locate the Indian Ocean, Australia, New Zealand, Antarctica, the major Pacific Islands, the Pacific Ocean, the Coral Sea, the Great Victoria Desert, and the Great Barrier Reef.

AO.2 Use a map key to locate countries and major cities in the various regions of Australia and Oceania.

AO.3 Explain how the following five factors have influenced settlement and the economies of major countries of Australia and Oceania. A) absolute and relative locations, B) climate, C) major natural resources, D) major physical characteristics, E) population size

AO.4 Identify when Australia and countries of Oceania became independent and describe how independence was achieved.

Literacy Standards Speaking & Listening

SL.1 Participate in small group or whole class discussions (one on one, in groups or teacher-led)

SL.3 Critically view oral/multi-media presentations by delineating a speaker’s argument, evaluating the soundness of the reasoning, identifying the relevance and sufficiency of evidence; analyzing the purpose of information presented or evaluating the motives behind a presentation.

Literacy Standards Reading:

RH2A Determine the central ideas or information of a primary or secondary source;

RH2B Provide an accurate summary of the source distinct from prior knowledge or opinions.

RH3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently

Literacy Standards Writing:

WHST2 - Write **expository texts** to support claim(s) using logical reasoning and relevant accurate data including research - facts and evidence from one or more sources; when appropriate using the narration strategy *(the narration of historical events) to support claims.

WHST4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST 5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach focusing on how well purpose and audience have been addressed.

WHST6 (optional but must be done in 3 out of 8 units) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST8B: Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

WHST9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Geography Grade 6 Unit 6– Australia and Oceania (Approximately June)**Writing Requirements**

- Summary (RH2B)

Resources

Harcourt Horizons: World Regions

Oceania/Australia pp. 611 – 670.

Our World Today Atlas Program with website.

Read- to- Know website

Discovery Education and Techbook

Nystrom Atlas Online Program

Readworks.org

P drive in the Geography Resources folder under Social Studies 6-8

*** See ‘Optional Topics for Study’ in the Grade 6 World Geography Massachusetts Curriculum Frameworks**

Possible Activities to Address Standards:

Summary Example: students read “Land and Climate” (Australia pp.620-622) in the textbook and write a summary.

*Implementation style and content of Current Events will be at the discretion of the instructor. Typically one day per week should be used to read non-fiction, generate a response to the reading, and a discussion of the current event should follow. Assessment titles provided are suggestions. Also, Open Response Questions should be an intricate part to student writing.

Appendix

Geography Grade 6 Concepts and Skills

Students should be able to: Apply concepts and skills learned in previous grades.

History and Geography

1. Use map and globe skills learned in prekindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. (G)
2. Use geographic terms correctly, such as *delta, glacier, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, tropics, rain forest, tundra, desert, continent, region, country, nation, and urbanization*. (G)
3. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size). (G)
4. Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. (G)
5. Identify how current world atlases are organized and the kind of information they provide for each continent and country. (G)
6. Identify what time zones are, when and how the precise measurement of longitude was scientifically and historically determined, the function and location of the international date line, and the function of the Royal Observatory in Greenwich, England, and give examples of differences in time in countries in different parts of the world. (G)
7. Use the following demographic terms correctly: *ethnic group, religious group, and linguistic group*. (G)

Civics and Government

8. Define what a nation is and give examples of the different ways nations are formed. (C)
9. Give examples of several well-known international organizations (e.g., the North Atlantic Treaty Organization, the World Bank, the International Monetary Fund, the British Commonwealth, and the United Nations) and explain their purposes and functions. (C)

Economics

10. Provide examples of currencies from several countries and explain why international trade requires a system for exchanging currency between nations. (E)
11. Give examples of products that are traded among nations, and examples of barriers to trade in these or other products. (E)
12. Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E)

Supply is what producers or sellers want to sell or exchange. Demand is what consumers or buyers want to get in exchange or buy.

13. Identify the key elements of a market economy. (E)

In a market economy, the major decisions about production and distribution are made in a decentralized manner by individual households and business firms following their own self-interest.

14. Describe how different economic systems (traditional, command, market, mixed) try to answer the basic economic questions of what to produce, how to produce, and for whom to produce. (E)

15. Compare the standard of living in various countries today using gross domestic product per capita as an indicator. (E)



Ancient Civilizations Grade 7

Curriculum Map for SY 2014-2015

With Literacy Skills from the Common Core

Grade 7 Ancient Civilizations Year at a Glance

Foundational Literacy Standards Addressed in all Units

| | | |
|---|---|---|
| <p>Reading Standards (These address all texts that students read (text, maps, pictures, graphs, videos and charts) RH1 – Cite Text Evidence (Students cite textual evidence whenever the answer questions orally or in writing in class.) RH2 – Main Idea/ Summary RH4 – Determine the meaning of words and phrases as they are used in a text RH7 – Integrate visual and textual information RH10 – Read grade level complex texts (955-1155 Lexile Range)</p> | <p>Writing Standards WHST 4 – Produce clear and coherent writing WHST 5 – Peer editing and revision WHST 9 – Draw evidence from texts to support claims WHST 10 – Write routinely Speaking and Listening SL.1 - Participate in small group, whole class discussions</p> | |
| <p>Unit 1 Content Standards 7.2 - 7.6 – Human Origins in Africa-Neolithic Age Speaking and Listening Standards SL.3 – critically view oral/multi-media presentations Reading Standard RH2- Main Ideas RH3- Identify key steps RH9- Analyze primary and secondary source Writing requirements<ul style="list-style-type: none">o Summary (RH2B)o Literacy Baseline DDM-“The Domestication of Plants and Animals” (WHST.2,RH3) Expository analysis 1 informational text - <i>Test to be administered and corrected between September 29-October 17</i></p> | <p>Unit 2 Content Standards 7.7 - 7.11 - Mesopotamia Speaking and Listening Standards SL.2- Give oral/multi-media presentations Reading Standard RH2- Main Ideas RH3- Identify key steps RH9- Analyze primary and secondary sources Writing requirements<ul style="list-style-type: none">o Summary (RH2B)o Expository Essay –write to three texts (WHST.2&RH3)</p> | <p>Unit 3 Content Standards 7.17 & 7.18 - Phoenicia 7.19 - 7.23 – Ancient Israel Speaking and Listening Standards SL.3 – critically view oral/multi-media presentations Reading Standard RH3- Identify key steps RH5- Text structure RH8- Distinguish fact, opinion and reasoned judgment Writing requirements<ul style="list-style-type: none">o Persuasive Essay with research(WHST.1,WHST.7,WHST.8,WHST .9)</p> |
| <p>Unit 4 Content Standards 7.12 – 7.16 – Egypt Speaking and Listening Standards SL.3 – critically view oral/multi-media presentations Reading Standard RH6- Author’s point of view RH7 - Integrate visual and text information RH9- Analyze primary and secondary source Writing requirements<ul style="list-style-type: none">o Summary(RH2B)o Expository Essay –write to three texts (WHST.2, RH6, RH9)o Content DDM Pretest Expository Essay (WHST.2, 7.14, RH7)<ul style="list-style-type: none">- Pretest administered and corrected between Nov. 10-25o Content DDM Post Test Expository Essay (WHST.2, 7.14, RH7)<ul style="list-style-type: none">- Post- test administered and corrected between January 9-23</p> | <p>Unit 5 Content Standards 7.24 – 7.34- Ancient Greece Speaking and Listening Standards SL.2- oral/multi-media presentations Reading Standard RH3- Identify key steps RH5- Text structure RH8- Distinguish fact, opinion and reasoned judgment Writing requirements<ul style="list-style-type: none">o Summary(RH2B)o Literacy Growth DDM-“The Persian War” (WHST.2, RH3, RH9) Expository Essay Analysis of 1 informational text<ul style="list-style-type: none">- <i>Test to be administered and corrected between February 23-March 13</i></p> | <p>Unit 6 Content Standards 7.35 – 7.44 – Ancient Rome Speaking and Listening Standards SL.3 – critically view oral/multi-media presentations Reading Standard RH6- Author’s point of view RH7 - Integrate visual and text information RH9- Analyze primary and secondary source Writing requirements<ul style="list-style-type: none">o Expository Essay –write to three texts (WHST.2, RH7, RH9)</p> |

Ancient Civilizations Grade 7
Unit 1 Human Origins in Africa Through the Neolithic Age September (approximately)

Content Standards

- 7.1 Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life. (H)
- 7.2 Identify sites in Africa where archaeologists have found evidence of the origins of modern human beings and describe what the archaeologists found. (G, H)
- 7.3 Describe the characteristics of the hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry). (H)
- 7.4/7.5 Explain the importance of the invention of metallurgy and describe how the invention of agriculture related to settlement, population growth, and the emergence of civilization. (H)
- 7.6 Identify the characteristics of civilizations. (H, G, E)
- | | | |
|---|---|--|
| A. the presence of geographic boundaries and political institutions | B. an economy that produces food surpluses | C. a concentration of population in distinct areas or cities |
| D. the existence of social classes | E. developed systems of religion, learning, art, and architecture | F. a system of record keeping |

Speaking and Listening

- SL.1** Students will participate in whole class and small group discussion (one on one, in groups or teacher-led).
- SL.3** Critically view oral/multimedia presentations by delineating a speaker’s argument, evaluating the soundness of the reasoning, identifying the relevance and sufficiency of evidence; analyzing the purpose of information presented or evaluating the motives behind a presentation.

Reading Literacy Standards

- RH1**-Cite specific textual evidence to support analysis of primary and secondary sources.
- RH2A**-Determine the central ideas or information of a secondary source.
- RH2B**-Provide an accurate summary of the source distinct from prior knowledge or opinions (Summary writing)
- RH3**-Identify key steps in a text’s description of a process related to history/social studies (e.g., how an area/group of people becomes a civilization).
- RH4**-Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH5**-Describe how a text presents information. (e.g. Breaking down the textbook—bold face, titles, diagrams, maps, sidebars, etc.)
- RH7**-Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH9**-Analyze the relationship between a primary and secondary source on the same topic.
- RH10**-By the end of grade 8, read and comprehend history/social studies tests in the grades 6-8 text complexity band independently and proficiently.

Unit 1 Human Origins in Africa Through the Neolithic Age September (approximately)**Writing Literacy Standards**

WHST2-Write **expository text** support claim(s) using logical reasoning and relevant accurate data including facts and evidence from one source; when appropriate use the narration strategy (the narration of historical events) to support claims.

WHST4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST5-With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision, editing, rewriting or trying a new approach focusing on how well purpose and audience have been addressed.

WHST6 (Optional but must be done in 3 out of 5 units) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST9-Draw evidence from informational texts to support analysis, reflection, and research.

WHST10-Write routinely over extended frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences).

Writing Requirements

- **RH2B summary**
- **Literacy Baseline DDM**-“The Domestication of Plants and Animals” Expository analysis 1 informational text (WHST2,RH3)

Resources

- | | |
|---|---|
| <ul style="list-style-type: none"> • Scott Foresman: <u>The World</u>--Chapter 1: Digging Up the Past; Lesson 1: Early Gatherers and Hunters pp. 10-16; Lesson 2: Early Farmers pp. 18-23; Lesson 3: Developing Cultures pp. 26-29 • Harcourt: <u>The World</u>--Chapter 1: People of the Stone Age, Lesson 1: Hunters and Gatherers pp. 51-55; Lesson 2: Early Farmers pp. 56-59 • Discovery Education Tech Book: World History; Prehistory to 1800:Human Origins 1.1 Lesson 4&8; 1.2 Lessons 1-5; 2.1Lessons 1-3;5-6; 2.2 Lessons 1-8 • <u>People and Civilizations in World History</u> (on P drive)“The First People” p17; “Early People on the Move” p18; “Hunters and Gatherers” p19-20; “Taming the Wild”p22; “Early Farming Settlements”; p23-24 • Discovery Education | <ul style="list-style-type: none"> • Read-to-Know • World Digital Library (www.wdl.org) • Google Earth • Glogster.Com • Prezi.Com • 4teachers.org • pbs.org • Internet History Source Book Project Fordham University http://www.fordham.edu/Halsall/index.asp • National Geographic • Human Evolution Time Line: http://humanorigins.si.edu/evidence/human-evolution-timeline-interactive |
|---|---|

Possible Activities to Address Standards:

- **SL1**-Roundtable discussion on a primary source (Students are arranged in a group and will discuss/analyze primary sources (E.g: pictures of Caves of Lascaux, hunting tools, cave paintings, etc. This information will be utilized to answer questions.
- **SL3 (7.3)**- view segments from video “Just the Facts: Early Man The Dawn of Civilization”(Discovery Education) take notes
- **RH2B summary (7.1)** : Read “*From Africa to Southwest Asia, Europe and Further into Asia*” ;Discovery Education Tech Book *World History(Prehistory to 1800)* Chapter 1.2 Explore 1 write a summary
- **RH3 7.4,7.5**- Create a timeline of events that led to the development of agriculture and settlements; People and Civilizations in World History: “Taming the Wild”p22;
- **RH9**- Using pg. 17 of text students will be able to analyze primary sources (surgical tools) along with a secondary source (7.2).
- **RH7-(7.2)** Using the website Human Evolution Time Line: <http://humanorigins.si.edu/evidence/human-evolution-timeline-interactive> analyze the timeline and create a summary regarding the relationship between climate and human evolution (7.2).
- **RH4**- Word webs, word from chart, word wheel, vocabulary stretch (all can be found in Massachusetts Sheltered English Instruction Teacher Endorsement Course: Participant’s Manual).
- **WHST2, RH3(7.4,7.5)**- Literacy DDM “The Domestication of Plants and Animals” **Discovery Education Tech book Explain and Evaluate Investigation activities (SL1,SL3,RH1, RH2A, RH2B,RH3,RH7,WHST2,WHST4,WHST7,WHST9)**
- **Discovery Education Investigation Activity**- Neanderthals appeared about 250,000 years ago in Europe. In this Student Sleuth activity, students will imagine that they are museum curators who have been asked to create an accurate museum display showing a Neanderthal settlement. In this activity, students will compare an illustration of a Neanderthal settlement to archaeologists’ research and note any changes needed to make their museum display accurate. **(7.3)**
- **Discovery Education Investigation Activity**- Where did the first humans settle, and what caused them to move to other places? In this investigation, students will use the Timeline Map interactive tool to examine the natural forces that drove early humans to migrate throughout the world and the cultural developments that came with that migration. **(7.1)**
- **Discovery Education Investigation Activity** Students will imagine that they are the advisor to a wealthy queen in southwest Asia around 1000 BCE. The queen wants to build a city-state in their civilization, but is unsure how to structure that city-state. In this activity, students will research the structure and layout of other ancient cities and pitch a proposal to the queen for the best way to lay out the new city-state **(7.6)**

Content Standards

7.7 On a historical map, locate the Tigris and Euphrates Rivers and identify Sumer, Babylon, and Assyria as successive civilizations and empires in this region, and explain why the region is sometimes called “the Fertile Crescent.” On a modern map of western Asia, identify the modern countries in the region (Iraq, Iran, and Turkey). (H, G, E)

7.8 Identify polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations. (H)

7.9 Describe how irrigation, metal smithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilizations. (H, E)

7.10 Describe the important achievements of Mesopotamian civilization. (H, C, E)

7.11 Describe who Hammurabi was and explain the basic principle of justice in Hammurabi’s Code (“an eye for an eye”). (H, C, E)

Speaking and Listening

SL.1 Students will participate in whole class and small group discussion.

SL.2 Give oral/multimedia presentations by using logical sequencing; pertinent descriptions, fact and details to accentuate main ideas; relevant evidence; valid reasoning; multi-media and visual displays that strengthen presentations; formal English when appropriate; appropriate eye contact, adequate volume, and clear pronunciation.

Reading Literacy Standards

RH1-Cite specific textual evidence to support analysis of primary and secondary sources.

RH2A-Determine the central ideas or information of a primary or secondary source

RH2B-Provide an accurate summary of the source distinct from prior knowledge or opinions

RH3-Identify key steps in a text’s description of a process related to history/social studies (e.g. explain how Mesopotamian’s learned to utilize fresh water for agriculture and daily life).

RH4-Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH6-Identify aspects of a text that reveal an author’s point of view or purpose.

RH7-Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH9-Analyze the relationship between a primary and secondary source on the same topic

RH10-By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing Literacy Standards

WHST2 - Write **expository texts** to support claim(s) using logical reasoning and relevant accurate data including facts and evidence from one source; when appropriate use the **narration strategy*** (the narration of historical events) to support claims.

WHST4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST5-With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision, editing, rewriting or trying a new approach focusing on how well purpose and audience have been addresses.

WHST6 (Optional but must be done in 3 out of 5 units) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST7-Conduct short research projects to answer a question (including self-generated question) drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST9-Draw evidence from informational texts to support analysis, reflection, and research.

WHST10-Write routinely over extended frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.)

Writing Requirements

- RH2B- summary
- Expository Essay-write to 3 texts (WHST.2, RH.1, **RH3**, RH.9)

Resources

- Scott Foresman: The World: Chapter 2: Early Civilizations - Lesson 1: The Fertile Crescent pp. 34-39; Lesson 2: Mesopotamia pp. 40-47; Lesson 3: Babylonia and Assyria pp. 48-53; Harcourt: The World: Chapter 2: Southwest Asia- Lesson 1: Civilizations in Mesopotamia pp. 73-78; Lesson 2: Conquests and Empires pp. 79-83;
- Discovery Education Tech Book: Discovery Education Tech Book: World History; Prehistory to 1800: Mesopotamia; 3.1 Explore 1-6 &8; 3.2 Explore 1-6;1(ziggurats);3.3 Explore1,4,5-8
- People and Civilizations in World History (on P drive) "The Geography of Southwest Asia" p27-28; "The Tigris and Euphrates Rivers" p29-30; "Sumer" p31-32; "Some Important Inventions" p33; "The Development of Writing" p34-35; "Early Government" p37-38; "Religion in Southwest Asia" p39
- Read-to-Know

- World Digital Library (www.wdl.org)
- Google Earth
- Glogster.Com
- Prezi.Com
- 4teachers.org
- pbs.org
- Digital history sourcebook (Fordham)
- National Geographic
- Understanding Primary Sources: Understanding Hammurabi's Code - <http://www.eduplace.com/ss/hmss/6/unit/act3.1.html>
- Texts resources for writing to 3 texts on P drive
 1. "An Eye for an Eye" by Emil Baldwin jr.
 2. List of 15 most important 282 Codes
 3. Video "Turning points in History-Hammurabi" Youtube.com <http://www.youtube.com/watch?v=oDALXORbtR4>

Unit 2 Mesopotamia: Site of Several Ancient River Civilizations c. 3500-1200 BC/BCE

October-November (approximately)

Possible Activities to Address Standards:

- **SL2**-Students research a Mesopotamian achievement and show how it influenced modern day and present glog, prezi, PowerPoint, poster etc. (7.9)
- **SL1 & RH6**- Historical roundtable discussion on primary resources-look at Hammurabi's code (<http://www.eduplace.com/ss/hmss/6/unit/act3.1.html>)-analyze the document, discuss what the laws tell us about some of the "problems" of the time period, relate it to modern day.
- **SL1**- Historical debate, fishbowl, accountable talk, etc. Possible topics- which Mesopotamian contribution had the most impact on human history (7.9); Should Hammurabi's Code be used today or not? (7.11)
- **SL2**-Newscast from Mesopotamia- Students create both a headline and a "news story" based on one of the standards-providing detailed accounts and accurate summaries from the time period. (7.8-7.11)
- **RH2A,RH2B**- Read and summarize any of the lesson/chapters from the resources provided (**7.7-7.11**)
- **RH7**- Utilizing the Discovery Education Video: From Nomads to Farmers (<http://app.discoveryeducation.com/player/?assetGuid=3029357e-9bb7-40d5-93e2-efbdc2affe&fromMyDe=0&isPrinterFriendly=0&provider=&isLessonFromHealth=0&productcode=US&isAssigned=false&includeHeader=YES&homeworkGuide>) and the handout-*Early Farming Settlements*, pg. 23, *People and Word Civilizations in History*- Complete an A-B-C graphic organizer with summary (7.9)
- **RH3**-Create a foldable or graphic organizer based on the information located in the handout- *The Tigris and Euphrates River*, pg. 29-30, *People and Civilizations in World History* and the video: *Mesopotamia from Nomads to Farmers- #3 Agricultural Technology* on the irrigation techniques developed by the Sumerians. (7.9)
- **RH4**- Word webs, word from chart, word wheel, vocabulary stretch (all can be found in Massachusetts Sheltered English Instruction Teacher Endorsement Course: Participant's Manual)
- **W.2,&RH3 Expository Essay-write to 3 texts**: Prompt: Identify the key steps in the texts of how Hammurabi's code was used to limit negative actions of the people in ancient Mesopotamia and how it leads to a continuous cycle of conflict in the present day. (**7.11**)
- **Discovery Education Tech book Explain and Elaborate Investigation activities (SL1,SL3,RH1, RH2A, RH2B, RH3, RH7, WHST2, WHST4, WHST7, WHST9)**
- **Discovery Education Investigation Activity**- In this Document-Based Investigation, students will analyze and synthesize information from a variety of primary source documents to develop and defend an argument about how agricultural technologies have changed since ancient Mesopotamia, and how these changes affect society. They will present their argument by creating a visual museum exhibit celebrating the "History of Agriculture" and writing a short essay describing the evolution of agriculture and its impact on society throughout history. (**7.4/5, 7.9**)
- **Discovery Education Investigation Activity**- In this activity, students use the interactive Source Analysis tool to analyze the Standard of Ur. They will break down the elements of the artifact to learn what it says about the daily life of the Sumerian people. Then, students will describe the significance of this archeological find, based on evidence from the investigation and their own background knowledge. (**7.6, 7.10**)

Ancient Civilizations Grade 7
Unit 3 Phoenicia c. 1000-300 BC/BCE : Ancient Israel c. 2000 BC/BCE-70 AC/CE
November (approximately)

Content Standards

- 7.17 On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean, and the Red Sea. On a modern map, locate Greece, Crete, Turkey, Lebanon, and Syria. (G)
- 7.18 Describe how the Phoenician writing system was the first alphabet (with 22 symbols for consonants) and the precursor of the first complete alphabet developed by the ancient Greeks (with symbols representing both consonants and vowels). (H, E)
- 7.19 On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel, and Egypt. On a modern map, locate Egypt, Greece, Israel, Jordan, Lebanon, the area governed by the Palestinian Authority, Syria, and Turkey. (G)
- 7.20 Identify the ancient Israelites, or Hebrews, and trace their migrations from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in their history. (H, G)
- 7.21 Describe the monotheistic religion of the Israelites; their belief in one God and the Ten Commandments. (H)

Speaking and Listening

- SL.1** Students will participate in whole class and small group discussion.
- SL.3** Critically view oral/multimedia presentations by delineating a speaker's argument, evaluating the soundness of the reasoning, identifying the relevance and sufficiency of evidence; analyzing the purpose of information presented or evaluating the motives behind a presentation afterwards reinforcing concepts). (Eg: watch "Engineering an Empire: Egypt", students are going to take notes and formulate a supported opinion on how the pyramids were constructed based on numerous views that were presented).

Reading Literacy Standards

- RH1** Cite specific textual evidence to support analysis of primary and secondary sources.
- RH2A** Determine the central ideas or information of a primary or secondary source
- RH2B** Provide an accurate summary of the source distinct from prior knowledge or opinions
- RH3**-Identify key steps in a text's description of a process related to history/social studies
- RH5**-Describe how a text presents information.
- RH4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH7**-Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH8**-Distinguish among fact, opinion, and reasoned judgment in a text.
- RH9**-Analyze the relationship between a primary and secondary source on the same topic.
- RH10**-By the end of grade 8 read and comprehends history/social studies texts in the grades 6-8-text complexity band independently and proficiently.

Ancient Civilizations Grade 7
Unit 3 Phoenicia c. 1000-300 BC/BCE : Ancient Israel c. 2000 BC/BCE-70 AC/CE
November (approximately)

Writing Literacy Standards

WHST1 - Write **arguments/ persuasive texts** to support claim(s) using logical reasoning and relevant accurate data including **research** - facts and evidence from one or more sources; when appropriate use the **narration strategy** (the narration of historical events) to support claims.

WHST4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST5-With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision, editing, rewriting or trying a new approach focusing on how well purpose and audience have been addressed.

WHST6 (Optional but must be done in 3 out of 5 units) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST7 Conduct short research projects to answer a question (including a self-generated question) drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST10-Write routinely over extended frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences).

Writing Requirements

- Persuasive Essay with research(WHST.1,WHST.7,WHST.8,WHST.9)

Resources

- Scott Foresman: The World: Lesson 4: Hebrews, Phoenicians, Lydian's pp. 54-59
- Harcourt: The World: Chapter 2: Lesson 3: Israelites, Phoenicians, and Lydian's pp. 85-89
- Discovery Education Tech Book: World History; Prehistory to 1800: Phoenicia: 5.2 Explore 1,5-6: Israelites:8.1 Explore 1-3,5
- People and Civilizations in World History (on P drive) "The Phoenician Alphabet" p36; "The Beginnings of Judaism" p40-41
- Read-to-Know
- World Digital Library (www.wdl.org)
- Google Earth
- Glogster.Com
- Prezi.Com
- 4teachers.org
- Digital history sourcebook (Fordham)
- National Geographic

Unit 3 Phoenicia c. 1000-300 BC/BCE : Ancient Israel c. 2000 BC/BCE-70 AC/CE

November (approximately)

Possible Activities to Address Standards:

- **SL1-** Group Jigsaw, historical debate, fishbowl, accountable talk, etc. –Possible topics: The importance and effect of the culture’s location (7.17 &7.18), The Phoenician alphabet: its effect on the development of language. (7.18)
- **RH4-** Word webs, word from chart, word wheel, vocabulary stretch (all can be found in Massachusetts Sheltered English Instruction Teacher Endorsement Course: Participant’s Manual).
- **RH7-** Using the map on Discovery Education: Phoenicia in the Mediterranean World (<http://app.discoveryeducation.com/search?Ntt=phoenicia>) and create a summary statement about the Phoenician Colonization. (7.18)
- **SL1-** Group Jigsaw, historical debate, fishbowl, accountable talk, etc. –Possible topics: The importance and effect of the culture’s location (7.17 &7.18), The Phoenician alphabet: its effect on the development of language (7.18)
- **RH7-** Analyze the map on the handout: *Beginnings of Judaism*, pg. 40 in *People and Civilization in History* and create a written account of the route of Abraham.
- **RH3-** Create a foldable, 2 column notes, outline notes, etc. based on the process of the founding of Jerusalem through the 3 kings. (7.22)
- **RH2A-** Analyze the 10 commandments and create a summary statement about early Israelites with details and explanations from the primary source to support your statement. (7.21)
- **RH4-** Word webs, word from chart, word wheel, vocabulary stretch (all can be found in Massachusetts Sheltered English Instruction Teacher Endorsement Course: Participant’s Manual).
- **(WHST.1,WHST.7,WHST.8,WHST.9)Persuasive Essay with research; Israeli and Palestinian Conflict; “Should the Palestinians be granted their own Country?”**

Unit 4 Egypt: An Ancient River Civilization c. 3000-1200 BC/BCE

December/January(Approximately)

Content Standards

7.12 On a historical map of the Mediterranean region, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and Sudan. (G)

7.13 Describe the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt. (H, G)

7.14 Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (H, C)

7.15 Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities. (H)

7.16 Summarize important achievements of Egyptian civilization. (H)

Ancient Civilizations Grade 7
Unit 4 Egypt: An Ancient River Civilization c. 3000-1200 BC/BCE
December/January(Approximately)

Speaking and Listening

SL.1 Students will participate in whole class and small group discussion.

SL.3 Critically view oral/multimedia presentations by delineating a speaker's argument, evaluating the soundness of the reasoning, identifying the relevance and sufficiency of evidence; analyzing the purpose of information presented or evaluating the motives behind a presentation.

Reading Literacy Standards

RH1-Cite specific textual evidence to support analysis of primary and secondary sources.

RH2A-Determine the central ideas or information of a primary or secondary source

RH2B-Provide an accurate summary of the source distinct from prior knowledge or opinions

RH4-Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH7-Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH10-By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing Literacy Standards

WHST2 - Write **expository texts** to support claim(s) using logical reasoning and relevant accurate data including **research** - facts and evidence from one or more sources; when appropriate use the narration strategy (the narration of historical events) to support claims.

WHST4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST7-Conduct short research projects to answer a question (including self-generated question) drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST9-Draw evidence from informational texts to support analysis, reflection, and research.

WHST10-Write routinely over extended frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.)

Writing Requirements

- Write a **summary** -RH2B
- **Expository Essay** -write to 3 texts – (WHST.2, RH6, RH9)
- **Content DDM Pretest Test – Expository Essay** (WHST2, RH7, 7.14)
- **Content DDM Post-Test – Expository Essay** (WHST2, RH7, 7.14)

Unit 4 Egypt: An Ancient River Civilization c. 3000-1200 BC/BCE

December/January(Approximately)

Resources

- Scott Foresman: The World: Chapter 3: Ancient Egypt and Nubia-Lesson 1: The Lifeline of the Nile pp.79-81, Lesson 2- Life in Egypt pp.84-89, Nubia and Egypt pp.93-95.
- Harcourt: The World: Chapter 3: African Civilizations of the Nile Valley-Lesson 1: Importance of the Nile River pp. 106-111; Lesson 2: The Dynasties of Egypt pp. 112-114; Lesson 3: Queen Hatshepsut pp. 120-124 ,Lesson 4 Kush Egypt's Rival pp. 125-131
- Discovery Education Tech Book: World History; Prehistory to 1800: Egypt: 4.1 Explore 1; 4.2 Explore 1-9; 4.3 Explore 1-10 & King Tut : Kush 5.1 Explore 1-4
- Read-to-Know
- World Digital Library (www.wdl.org)
- Google Earth
- People and Civilizations in World History (on P drive) "The Geography of North Africa" p44; "The Importance of the Nile River" p45; "The Pharaohs of Egypt" p46; "The Social Classes" p47, "Pyramids and Mummies" p48-49; "The Great Pyramid and the Great Sphinx" p 50; "Egyptian Writing" p51; "Kush: Egypt's Rival" p53-54
- Glogster.Com
- Prezi.Com
- 4teachers.org
- Digital history sourcebook (Fordham)
- National Geographic
- British Museum: The Rosetta Stone-
http://www.britishmuseum.org/explore/highlights/highlight_objects/aes/t/the_rosetta_stone.aspx
- Text resources for writing to 3 texts (P Drive)
 1. Power Point "King Tut vs. Ramses II"
 2. Cartouche/Statue comparison Tut vs. Ramses
 3. Article on Ramses and King Tut <http://www.saylor.org/site/wp-content/uploads/2013/03/ARTH110-3.4-TutankhamunandRamsesII.pdf>

Ancient Civilizations Grade 7
Unit 4 Egypt: An Ancient River Civilization c. 3000-1200 BC/BCE
December/January(approximately)

Possible Activities to Address Standards:

- **WHST2B-** read and write a summary of People and Civilizations in World History (on P drive) “Pyramids and Mummies” p48-49;(7.16)
- **WHST2&RH6- Expository Essay -write to 3 texts** Prompt: Identify aspects of the text that reveal the author’s point of view that Ramses II made a more significant impact on Ancient Egypt than King Tut.(7.14)
- **SL1-** Group Jigsaw, historical debate, fishbowl, accountable talk, etc.–Possible topics: How were the pyramids really constructed (7.16), analyzing evidence: Determining the social and economic relationship of Egypt and Nubia. (7.13)
- **SL1-**Roundtable discussion on a primary source (Rosetta Stone, Egyptian Book of the Dead, King Tut artifacts)
- **RH2A,RH2B, SL1-** Read and summarize any of the lesson/chapters from the resources provided. Then have students compare their summary(s) in small groups and discuss what the central idea is and the evidence to support their claim (7.12-7.16)
- **RH3-** Utilizing the images found on pg. 80- create a brief summary of the process of making papyrus. (7.16)
- **RH7-** Utilizing the map on pg. 79 Explain the elevation difference between upper and lower Egypt. (7.12)
- **RH9-** Using the website: http://www.britishmuseum.org/explore/highlights/highlight_objects/aes/t/the_rosetta_stone.aspx students can explore the Rosetta Stone and an article on the artifact, students can do a compare and contrast or two column notes on both sources.
- **RH4-** Word webs, word from chart, word wheel, vocabulary stretch (all can be found in Massachusetts Sheltered English Instruction Teacher Endorsement Course: Participant’s Manual).
- **Discovery Education Tech book Explain and Elaborate Investigation activities (SL1,SL3,RH1, RH2A, RH2B,RH3,RH7,WHST2,WHST4,WHST7,WHST9)**
- **Discovery Education Explain Activity-** In this activity, students will create an advertisement that sells an innovation or contribution of the ancient Egyptians to another ancient society. Students’ advertisements should highlight why the product is important to society and clearly explain why people will want to use it. (7.16)
- **Discovery Education Explain Activity-** Students take a perspective on the ancient Egyptian innovation that had the greatest impact on the modern world. (7.16)
- **Discovery Education Investigation Activity-** In this Document based Investigation students will form groups. Each group will be assigned one of the following social groups of Egypt; government official, soldier, scribe, or farmer. Each group will use the primary sources to research their group then form a living museum exhibit about their group. Also each student will analyze and synthesize information from a variety of primary source documents to develop and defend an argument about why his or her social group played a more important role in Egyptian society than the other social groups. Students will present their arguments through an annotated museum exhibit and introductory summary. (7.14)

Content Standards

7.24 On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence to 300 BC/BCE. On a modern map of the Mediterranean area, Europe, England, the Middle East, and the Indian subcontinent, locate England, France, Greece, Italy, Spain, and other countries in the Balkan peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey. (H, G)

7.25 Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (H, G, E)

7.26 Explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic political concepts developed in ancient Greece. (H, C)

7.27 Compare and contrast life in Athens and Sparta and causes of the Peloponnesian Wars. (H)

7.29 Analyze the causes, course, and consequences of the Persian Wars, including the origins of marathons. (H)

7.30 Analyze the 7.31 Describe the rise of Alexander the Great and the spread of Greek culture. (H)

7.33 Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured. (H)

7.34 Describe and identify the major accomplishments of the ancient Greeks. (H)

Speaking and Listening

SL.1 Students will participate in whole class and small group discussion.

SL.2 Give oral/multimedia presentations by using logical sequencing; pertinent descriptions, fact and details to accentuate main ideas; relevant evidence; valid reasoning; multi-media and visual displays that strengthen presentations; formal English when appropriate; appropriate eye contact, adequate volume, and clear pronunciation.

Reading Literacy Standards

RH1-Cite specific textual evidence to support analysis of primary and secondary sources.

RH2A-Determine the central ideas or information of a primary or secondary source

RH2B-Provide an accurate summary of the source distinct from prior knowledge or opinions

RH3-Identify key steps in a text's description of a process related to history/social studies

RH4-Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH5-Describe how a text presents information.

RH7-Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH8-Distinguish among fact, opinion, and reasoned judgment in a text.

RH9-Analyze the relationship between a primary and secondary source on the same topic

RH10-By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing Literacy Standards

WHST2 - Write **expository texts** to support claim(s) using logical reasoning and relevant accurate data including **research** - facts and evidence from one or more sources; when appropriate use the narration strategy (the narration of historical events) to support claims.

WHST4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST5-With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision, editing, rewriting or trying a new approach focusing on how well purpose and audience have been addressed.

WHST6 (Optional but must be done in 3 out of 5 units) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST7-Conduct short research projects to answer a question (including self-generated question) drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST9-Draw evidence from informational texts to support analysis, reflection, and research.

WHST10-Write routinely over extended frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences).

Writing Requirements

- Summary- **RH2B**-
- **Literacy Growth DDM** "The Persian War" Expository Essay Analysis of 1 informational text (WHST2, **RH3**)

Resources

- Scott Foresman: The World-- Chapter 9: Ancient Greece: Lesson 1: The Geography of Greece pp. 246-251; Lesson 2: The Greek City-States pp. 252-257; Lesson 3: The Golden Age of Athens pp. 260-265; Lesson 4: Alexander the Great pp. 266-271
- Harcourt: The World--Chapter 7: Ancient Greece: Lesson 1: Early People of Greece pp. 228-233; Lesson 2: City-States and Greek Culture pp. 234-239; Lesson 3: The Golden Age of Athens pp. 240-245; Lesson 4: Alexander's Great Empire pp. 247-251
- Discovery Education Tech Book: World History; Prehistory to 1800:Greece : 9.1 Explore 1-3; 9.2 Explore 1-7; 9.3 Explore 1-7, 9

- People and Civilizations in World History (on P drive) "The Geography of Greece" p81; "Sparta"p84; "Athens"p85-86; "Greek Culture" p87-88; "The Olympic Games" p89; "The Greek Philosophers" p90; "Alexander the Great" p91-92
- Read-to-Know
- World Digital Library (www.wdl.org)Google Earth
- Glogster.Com
- Prezi.Com
- 4teachers.org
- University of Virginia Library-
<http://www.digitalcurationervices.org/digital-stewardship-services/etext/>

Possible Activities to Address Standards:

- **SL1-** Group Jigsaw, historical debate, fishbowl, accountable talk, etc.–Possible topics: The importance and effect of the culture’s location (7.17 &7.18), The Phoenician alphabet: its effect on the development of language. (7.18)
- **RH2A, RH2B,SL1-** Read and summarize any of the lesson/chapters from the resources provided. Then have students compare their summary(s) in small groups and discuss what the central idea is and the evidence to support their claim (7.24-7.34)
- **RH3-** Create a foldable with images and words breaking down the evolution of government that took place in Greece (7.26)
- **RH8 &RH6-** Analyze a myth: Theseus and the Minotaur, Promethean and man, Medusa, etc. and as you are reading locate and explain the facts, common opinions of the time and the judgment that the character or hero shows in the text.
- **RH4-** Word webs, word from chart, word wheel, vocabulary stretch (all can be found in Massachusetts Sheltered English Instruction Teacher Endorsement Course: Participant’s Manual).
- **WHST.2&RH3-**Literacy DDM “The Persian War” Expository Essay Analysis of 1 informational text(7.29)
- **Discovery Education Tech book Explain and Elaborate Investigation activities (SL1,SL3,RH1, RH2A, RH2B, RH3, RH7, WHST2, WHST4, WHST7,WHST9)**
- **Discovery Education Investigation Activity-** How did geography influence the development of a powerful civilization in ancient Greece? In this investigation, students will use the Map-Guided Inquiry interactive tool to examine how ancient Greece compares to modern Greece on a map.(7.24)
- **Discovery Education Investigation Activity-** In this activity, students will imagine that they are either a mathematician or an engineer in ancient Greece. A group of wealthy aristocrats wants to build a new city near Athens that will be viewed as the most beautiful in the world. The first step of this project is to build an acropolis on a hill. The city planners face two problems when it comes to the construction of this acropolis. (7.34)
- **Discovery Education Explain Activity-** Students will choose to focus on either ancient Athens or ancient Sparta. They will then complete a Quick Write activity in which they classify the Greek city-state’s government as one of the following types: democracy, oligarchy, tyranny, or monarchy. They should use information drawn from the Core Interactive Text to provide three pieces of evidence to support their classification. (7.27)

Content Standards

- 7.35 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE. (H, G)
- 7.36 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (H, G, E)
- 7.37 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history. (H)
- 7.38 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty. (H, C)
- 7.39 Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire. (H, E)
- 7.41 Describe the origins of Christianity and its central features. (H)
- 7.42 Explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire. (H, E)
- 7.43 Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology and influence of the Roman alphabet and the Latin language (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation). (H)

Speaking and Listening

- SL.1** Students will participate in whole class and small group discussion.
- SL.3** Critically view oral/multimedia presentations by delineating a speaker's argument, evaluating the soundness of the reasoning, identifying the relevance and sufficiency of evidence; analyzing the purpose of information presented or evaluating the motives behind a presentation.

Reading Literacy Standards

- RH1**-Cite specific textual evidence to support analysis of primary and secondary sources.
- RH2A**-Determine the central ideas or information of a primary or secondary source.
- RH2B**-Provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH3**-Identify key steps in a text's description of a process related to history/social studies
- RH4**-Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH5**-Describe how a text presents information.
- RH6**-Identify aspects of a text that reveal an author's point of view or purpose.
- RH7**-Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH8**-Distinguish among fact, opinion, and reasoned judgment in a text.
- RH9**-Analyze the relationship between a primary and secondary source on the same topic.
- RH10**-By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

May-June (approximately)

Writing Literacy Standards

WHST2 - Write **expository texts** to support claim(s) using logical reasoning and relevant accurate data including **research** - facts and evidence from one or more sources; when appropriate use the narration strategy (the narration of historical events) to support claims.

WHST4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST5-With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision, editing, rewriting or trying a new approach focusing on how well purpose and audience have been addressed.

WHST6 (Optional but must be done in 3 out of 5 units) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST7-Conduct short research projects to answer a question (including self-generated question) drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST8-Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST9-Draw evidence from informational texts to support analysis, reflection, and research.

WHST10-Write routinely over extended frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Requirements

- Expository essay write to 3 texts -(WHST.2, RH1, **RH7**, RH9)

Resources

- Scott Foresman: The World: Chapter 10: Ancient Rome- Lesson 1: Rome's Beginnings pp. 276-279; Lesson 2: The Roman Republic pp. 282-287; Lesson 3: The Roman Empire pp. 288-293; Lesson 4: The Rise of Christianity pp. 294-297; Lesson 5: Rise and Fall pp. 298-304
- Harcourt: The World: Chapter 8: Ancient Rome - Lesson 1: The Roman Republic pp. 254-260; Lesson 2: The Roman Empire pp. 261-265; Lesson 4: Beginnings of Christianity pp. 272-278
- Discovery Education Tech Book: World History; Prehistory to 1800: Rome: 10.1 Explore 1-6; 10.2 Explore 1-5; 10.3 Explore 1-8; 10.4 Explore 5-8; 10.5 Explore 1-8; Early Christians: 11.1 Explore 1,3,5-6; 11.2 Explore 2-3,5-6
- People and Civilizations in World History (on P drive) "The Italian Peninsula" p 94; "The Founding of Rome" p95; "The Roman Culture" p96-97; "The Roman Republic" p98; "Julius Caesar" p101; "Augustus Caesar" p 102-103; "The City of Rome" p104; "The Spread of Christianity" p105-106; "Rome Weakens" p108; "The rise of the Eastern Roman Empire" p 109; "Changes for the Roman Empire" p111

- Read-to-Know
- World Digital Library (www.wdl.org)
- Google Earth
- Glogster.Com
- Prezi.Com
- 4teachers.org
- University of Virginia Library-
<http://www.digitalcurationervices.org/digital-stewardship-services/etext/>
- Text resources for writing to 3 texts (P Drive)
 - Article "Roman Aqueducts" with diagram and map
 - Video "Aqueducts"
<http://www.history.com/shows/mankind-the-story-of-all-of-us/videos/mankind-the-story-of-all-of-us-aqueducts>
 - Roman Aqueducts Reading Comprehension article or pictures of Ancient Aqueducts

Possible Activities to Address Standards:

- **SL1-** Group Jigsaw, historical debate, fishbowl, accountable talk, etc. –Possible topics: Geographical location and how it led to the culture's success (7.36), Slavery and the impact it had on the culture and economy of ancient Rome (7.40), The different theories on the fall of Rome (7.42), Democratic principles-connection to modern government, compare/contrast to the democracy of ancient Greece (7.38)
- **RH8-** Using an excerpt from Livy's, Titus. The History of Rome, Vol. 1- <http://etext.virginia.edu/etcbin/toccer-new2?id=Liv1His.sgm&images=images/modeng&data=/texts/english/modeng/parsed&tag=public&part=1&division=div1> - Analyze the source locating and explaining the facts within the primary source, the opinion of the author and the judgment the individuals within history or the historian used within the text.
- **RH3-** Create a foldable, 2 column notes, outline notes.
- **RH4-** Word webs, word from chart, word wheel, vocabulary stretch (all can be found in Massachusetts Sheltered English Instruction Teacher Endorsement Course: Participant's Manual).
- **RH9-** Using Discovery Education clip: Romulus and Remus and the primary account source compare/contrast the two sources. (7.37)
- **WHST.2&RH7-** writing to 3 texts Prompt: How does the visual information such as the video, pictures, diagrams and map along with the print text help to explain how Rome was supplied with fresh water and why that water was vital to the city of Rome.(2.43)
- **Discovery Education Tech book Explain and Elaborate Investigation activities (SL1,SL3,RH1, RH2A, RH2B, RH3, RH7, WHST2, WHST4, WHST7,WHST9)**
- **Discovery Education Explain Activity-** In this activity, students will imagine they live in the city of Smyrna after it has been conquered by Rome. The students' task is to imagine they are a reporter who has been assigned to interview one of the following people: a Smyrna city official, the general of the Roman army, or a merchant in town. Students will craft questions about how their interview subject feels about the elements of Roman culture that are starting to appear in their city—do they like some aspects of Roman culture? Do they dislike some aspects? How do they feel about the spread of Roman culture to their region? Student will write at least three interview questions, as well as the interview subject's detailed responses to these questions. Tell students to use the text and supporting media from the Core Interactive Text to inform their responses. **(7.43)**
- **Discovery Education Investigation Activity-** In this Document-Based Investigation, students will analyze and synthesize information from a variety of primary and secondary source documents to develop and defend an argument about Julius Caesar's rule over Rome. Students will present their arguments by writing a debate piece or journal entry that states an opinion on the topic, based on their interpretations of given evidence. **(7.39)**
- **Discovery Education Explain Activity-** Students interview an eyewitness to the events leading to the decline and fall of the Roman Empire.**(7.42)**

Appendix

Ancient Civilizations Grade 7 Concepts and Skills

Students should be able to:

Apply concepts and skills learned in previous grades.

History and Geography

1. Compare information shown on modern and historical maps of the same region. (G)
2. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (*decade, age, era, century, millennium, AD/CE, BC/BCE, c., and circa*). Identify in BC/BCE dates the higher number as indicating the older year (*that is, 3000 BC/BCE is earlier than 2000 BC/BCE*) (H)
3. Construct and interpret timelines of events and civilizations studied. (H)
4. Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history. (H)
5. Identify multiple causes and effects when explaining historical events. (H)
6. Describe ways of interpreting archaeological evidence from societies leaving no written records. (H)

Civics and Government

7. Define and use correctly words and terms relating to government such as *city-state, dynasty, kingdom, empire, republic, separation of powers, civic duty, rule of law, and military*. (C)

Economics

8. Define and apply economic concepts learned in prekindergarten through grade 6: *producers, consumers, goods, services, buyers, sellers, natural resources, taxes, specialization, savings, entrepreneur, prices, markets, scarcity, trade, barter, money, medium of exchange, supply, and demand*. (E)



World History Grade 8

Curriculum Map for SY 2014-2015

With Literacy Skills from the Common Core

Grade 8 World History Year at a Glance

Foundational Literacy Standards Addressed in all Units

| | | |
|---|---|---|
| Reading Standards (These address all texts that students read (text, maps, pictures, graphs, videos and charts)) RH1 – Cite Text Evidence (Students cite textual evidence whenever the answer questions orally or in writing in class.) RH2 – Main Idea/ Summary RH4 – Determine the meaning of words and phrases as they are used in a text RH7 – Integrate visual and textual information RH10 – Read grade level complex texts (955-1155 Lexile Range) | | Writing Standards WHST 4 – Produce clear and coherent writing WHST 5 – Peer editing and revision WHST 9 – Draw evidence from texts to support claims WHST 10 – Write routinely Speaking and Listening SL.1 - Participate in small group, whole class discussions |
| Unit 1 Early China Content Standards WHI.23 – WHI.24 Speaking and Listening Standards <i>No unique standard to this unit- see above</i> Reading Standard RH5- Text structure RH6- Author’s point of view RH8 - Distinguish fact, opinion and reasoned judgment RH9-Analyze primary and secondary sources Writing requirements <ul style="list-style-type: none"> Summary (RH2B) Expository Essay-Write to 3 texts (WHST.2, RH1, RH6, RH9) Literacy Baseline DDM- Early China-China in the Middle Ages (WHST.2, RH6) Expository Analysis Essay of 1 Informational text. - Test should be administered and corrected between October 27, 2014-November 17, 2014 | Unit 2 – Trading Empires Muslims and the Mediterranean Content Standards WHI.1 – WHI.5 Speaking and Listening Standards SL.3 – critically view oral/multi-media presentations Reading Standard RH3- Identify key steps RH5- Text structure RH7 - Integrate visual and text information Writing requirements <ul style="list-style-type: none"> Summary (RH2B) Expository Essay-Write to 3 texts (WHST.2, RH1, RH7, RH9) | Unit 3- Trade & Middle Ages/Europe Content Standards WHI.6 – WHI.10 Speaking and Listening Standards SL.2- oral/multi-media presentations SL.3 – critically view oral/multi-media presentations Reading Standard RH6- Author’s point of view RH8 - Distinguish fact, opinion and reasoned judgment RH9- Analyze primary and secondary source Writing requirements <ul style="list-style-type: none"> Summary (RH2B) Content DDM Pretest Expository Essay (WHST.2, RH2A, WHI 7, B, D, E, WHI8) - Test is to be administered and corrected between January 20, 2014- February 09, 2014 Content DDM Post-test Expository Essay (WHST.2, RH2A, WHI 7, B, D, E, WHI8) - Test is to be administered and corrected between March 16, 2015- April, 03, 2015 |
| Unit 4 Renaissance/Reformation Content Standards .WHI.11, 29, 30, & 32 Speaking and Listening Standards SL.2- oral/multi-media presentations SL.3 – critically view oral/multi-media presentations Reading Standard RH3- Identify key RH7 - Integrate visual and text information RH9- Analyze primary and secondary source Writing requirements <ul style="list-style-type: none"> Summary (RH2B) Literacy Growth DDM-Renaissance Expository Analysis Essay of 1 Informational text. (WHST.2, RH6)- Test should be administered and graded between April 27, 2015-May 15, 2015 | Unit 5 - European Exploration & Expansion Content Standards WHI.12- WHI.14, 20 Speaking and Listening Standards SL.2- oral/multi-media presentations Reading Standard RH7 - Integrate visual and text information RH 9-Analyze primary and secondary sources Writing requirements <ul style="list-style-type: none"> Summary (RH2B) Expository Essay-Write to 3 texts (WHST.2, RH1, RH3, RH9) Persuasive Essay w/research (WHST.1, WHST.7, WHST.8, WHST.9) | |

World History Grade 8 **Unit 1 Early China; China Middle Ages** **Approximately September-Mid November**

Content Standards

WHI.23 Summarize the major reasons for the continuity of Chinese civilization through the 19th century. (H)

- A. the role of kinship and Confucianism in maintaining order and hierarchy
- B. the political order established by the various dynasties that ruled China
- C. the role of civil servants/scholars in maintaining a stable political and economic order

WHI.24 Describe the growth of commerce and towns in China and the importance of agriculture to the development of the Chinese economy to 1800, including the limited role of slavery. (H)

Speaking and Listening Standards

SL.1-Participate in small group or whole class discussion (one on one, in groups or teacher-led).

Literacy Standards Reading

RH1-Cite specific textual evidence to support analysis of primary and secondary sources.

RH2A-Determine the central ideas or information of a primary or secondary source.

RH2B-Provide an accurate summary of the source distinct from prior knowledge or opinions. (Summary writing)

RH3-Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

RH4-Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH5-Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH6-Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH7-Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH8-Distinguish among fact, opinion, and reasoned judgment in a text.

RH9-Analyze the relationship between a primary and secondary source on the same topic.

RH10-By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Literacy Standards Writing

WHST1 - Write **arguments/ persuasive texts** to support claim(s) using logical reasoning and relevant accurate data including **research** - facts and evidence from one or more sources; when appropriate using the **narration strategy*** (the narration of historical events) to support claims.

WHST2-Write **expository texts** to support claim(s) using logical reasoning and relevant accurate data including research...

WHST4 – Produce clear and coherent writing in which the developments, organization and style are appropriate to task, purpose and audience.

WHST5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Literacy Standards Writing – (Continued)

WHST6-(Optional but must be done in 3 out of 6 units) Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST7 – Conduct short research projects to answer a question (including a self-generated question,) drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST9 – Draw evidence from informational texts to support analysis reflection, and research.

WHST 10 – Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Requirements

- Summary (RH2B)
- Literacy Baseline DDM-Expository Analysis Essay of 1 Informational text Marco Polo. (W.2, RH6)
- Expository Essay-Write to 3 texts (W.2, RH1, RH6, & RH9)

Resources

- Harcourt: The World: Use a Parallel Time Line pp 60-61, Chapter 5- Lessons 1-3, Chapter 10:-Lessons 1 and 2
- Scott Foresman: The World: Use Parallel Timelines pp 110-111, Chapter 4 Lessons 2-3, Chapter 12-Lesson 2
- If available and/or applicable: Harcourt Horizons : The World and Foresman: The World Activity Books
- People in Civilizations in World History-Found on the P drive/Social Studies Folder
- *Our World Today* Atlas Program and Website
- Read-to-Know Website
- Discovery Education
- World Digital Library (ww.wdl.org)
- Google Earth
- Glogster.com
- Prezi.com
- 4teachers.org Journeys along the silk road <http://www.indiana.edu/~iaunrc/content/journeys-along-silk-road-unit-1-middle-high-school>
- Asia over time Asia for Educators: <http://afe.easia.columbia.edu/>
- <http://static.royalacademy.org.uk/files/china-student-guide-6.pdf>
- Tools for primary source analysis <http://edsitement.neh.gov/reference-shelf/tips-for-better-browsing/analyzing-primary-sources>
- <http://www.archives.gov/education/lessons/worksheets/>
- The Analects of Confucius online version: <http://classics.mit.edu/Confucius/analects.htm>
- <http://ancienthistory.mrdonn.org/Behavior.html> and <http://teacher.scholastic.com/researchtools/researchstarters/asian-american/for> information on Confucianism and Legalism
- http://afe.easia.columbia.edu/main_pop/kpct/kp_song.htm and <http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/chinhist.html> for Mongols in China

Resources – (Continued)

- Internet History Source Book Project Fordham University <http://www.fordham.edu/Halsall/index.asp>
- Maps and images/Fordham University <http://www.fordham.edu/halsall/sbookmap.asp>

Possible Activities to Address Standards:

- WHI.23C, **RH2B**, WHST4-After reading Harcourt p 183-184, Scott Foresman p 111, and *A Unique Experiment* (or comparable reading) found at <http://www.sacu.org/examinations.html> write a **summary** about the development of the Civil Service System
- WHI. 23A, B, C, RH1, **WHST1**-Write a **persuasive** piece with research-Examples: “Did the Mongols Help or Hurt China?” Or take a stance regarding the following question: Which was the most effective form of governing, Confucianism or Legalism? Persuade the reader to agree with your stance.
- WHI.23 A, **RH5**-After reading Harcourt p 334, Foresman 409 analyze the text. Then write a brief essay that explains how the text presented the information, either sequentially, comparatively, or causally.
- WHI.23 A, **RH5**- After reading Foresman Chapter4, lesson 2 pp 106-112 analyze the text. Then write a brief essay that explains how the text presented the information, either sequentially, comparatively, or causally.
- WHI.23 A, **RH6**-Read Harcourt p 155, *Shi Huangdi’s Tomb*. Write a brief essay that analyzes what the author’s point of view was and the purpose for including this piece in the text.
- WHI.23, **RH6**-Read Foresman p 113 *Qin Shi Huangdi*. Write a brief essay that analyzes what the author’s point of view was and the purpose for including this piece in the text.
- WHI.23, RH2B, **RH7**-Interpret the timeline found on Harcourt p 184 and write a brief summary about the inventions and their importance to the Chinese people.
- WHI.23 A, B, **RH7**-Interpret the Cause and Effect flowchart found on Harcourt p 176. Then answer questions 1-4 using information from the graph.
- WHI.23 A, B, **RH8**-After reading Harcourt p 141 or Foresman 116 analyze the text, use a three column T-Chart, in the 1st column write facts contained in the text, in the 2nd column write opinions found in the text, in the 3rd column write down any reasoned judgments. Then write a brief essay explaining of what you have learned about the beliefs and practices found in ancient China.
- WHI.24, **RH7/RH2B**-Interpret the Silk Road maps Harcourt textbook p 378, Harcourt Activity Book p 81, or Foresman p 409. Then answer the following questions or create a **summary** statement and brief summary of the information contained on the map: 1. What locations or regions were part of the European trade network? How does Marco Polo’s route compare to the Silk Road on the map? What difficulties would a trader have during the journey from Venice to Beijing? And/or complete the activity page in Harcourt Activity Book p 81.
- WHI.23 B, SL.2, WHST6-Create an **informational PowerPoint** of one of the dynasties; share with the class in presentation format.
- **WHST2A- Research** the Analects of Confucius; create a book of your personal favorites

World History Grade 8 Unit 2 Trading Empires: Muslim and Mediterranean Approximately Mid-November to End of January

Content Standards

WHI.1 On a map of the Middle East, Europe, Africa, and Asia, identify where Islam began and trace the course of its expansion to 1500 AD. (H)

WHI.2 Describe the significant aspect of Islamic belief. (H)

- | | |
|---|---|
| A. the life and teachings of Muhammad | C. Islam's historical relationship to Judaism and Christianity |
| B. the significance of the Qur'an as the primary source of Islamic belief | D. the relationship between government and religion in Muslim societies |

WHI.3 Analyze the causes and course and effects of Islamic expansion through North Africa, the Iberian Peninsula, and Central Asia. (H, G)

- | | |
|--|---|
| A. the strength of the Islamic world's economy and culture | C. the disorganization and internal divisions of Islam's enemies |
| B. the training of Muslim soldiers and the use of advanced military techniques | D. the resistance and/or assimilation of Christianized peoples in the Mediterranean |

WHI.4 Describe the central political, economic, and religious developments in major periods of Islamic history. (H, E)

- | | |
|---|---|
| A. the sources of disagreement between Sunnis and Shiites | D. the relationship of trade to the growth of Central Asian and Middle Eastern cities |
| B. the growing influence of Turkish Islam after 1000 | E. the sources and uses of slaves in Islamic societies as well as the extent of the Islamic slave trade across Africa from 700 AD on. |
| C. the importance of the trade routes connecting the Far East and Europe and the role of the Mongols in increasing trade along these routes, including the silk routes to China | |

WHI.5 Analyze the influence and achievements of Islamic civilization during its "Golden Age." (H)

- A. The preservation and expansion of Greek thought
- B. Islamic science, philosophy, and mathematics
- C. Islamic architecture

WHI.21 Describe important economic, political, and religious developments in Indian history to 1800. (H)

- D. the influence of Islam and the rise and fall of the Moghul Empire
- E. artistic and intellectual achievements, including the development of a decimal system

Speaking and Listening Standards

SL.1-Participate in small group or whole class discussion (one on one, in groups or teacher-led).

SL.3-Critically view oral/multi-media presentations by delineating a speaker's argument, evaluating the soundness of the reasoning, identifying the relevance and sufficiency of evidence; analyzing the purpose of information presented or evaluating the motives behind a presentation.

Literacy Standards Reading

RH1-Cite specific textual evidence to support analysis of primary and secondary sources.

RH2A-Determine the central ideas or information of a primary or secondary source.

RH2B-Provide an accurate summary of the source distinct from prior knowledge or opinions. (Summary Writing)

RH3-Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

RH4-Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Literacy Standards Reading (Continued)

RH5. Describe how a text presents information (e.g., sequentially, comparatively, and causally).

RH6-Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH7-Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH8-Distinguish among fact, opinion, and reasoned judgment in a text.

RH10-By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Literacy Standards Writing

WHST1 - Write **arguments/ persuasive texts** to support claim(s) using logical reasoning and relevant accurate data including **research** - facts and evidence from one or more sources; when appropriate using the **narration strategy*** (the narration of historical events) to support claims.

WHST2-Write **expository texts** to support claim(s) using logical reasoning and relevant accurate data including research...

WHST4 – Produce clear and coherent writing in which the developments, organization and style are appropriate to task, purpose and audience.

WHST5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST6-(Optional but must be done in 3 out of 6 units) Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST7 – Conduct short research projects to answer a question (including a self-generated question,) drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST9 – Draw evidence from informational texts to support analysis reflection, and research.

WHST 10 – Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Requirements

- Summary (RH2B)
- Expository Essay-Write to 3 texts (WHST.2, RH1, **RH7**, RH9)

Resources :

- Harcourt Horizons: **The World**-Chapter 9, Lesson 1, Chapter 12, Lesson 2
- Scott Foresman: The World-Chapter 11, Lesson 1-2
- Harcourt Horizons: **The World**-Chapter 9-lesson 2, Chapter 11- Lesson 2, Chapter 12- Lesson 1 and 2-For India and Muslim Empire-WHI.21-D and E-Chapter 6, Lesson 3, Chapter 15 Lesson 2
- Scott Foresman: **The World**-Chapter 11-Lessons 3 and 4, For India and Muslim Empire-WHI.21-D and E-Chapter 12 Lesson 1/Ottomans see selected pages in index.
- People in Civilizations in World History-Found on the P drive/Social Studies Folder
- *Our World Today* Atlas Program and Website
- If available and/or applicable: Harcourt Horizons : **The World** and Foresman: **The World** Activity Books

Resources (Continued):

- Read-to-Know Website
- Discovery Education
- World Digital Library (ww.wdl.org)
- Google Earth
- Glogster.com
- Prezi.com
- 4teachers.org
- PBS video **The Sunni and Shia Conflict** found at <http://www.pbs.org/wnet/religionandethics/2006/09/29/september-29-2006-shia-sunni-conflict/1795/>.
- Internet History Source Book Project Fordham University <http://www.fordham.edu/Halsall/index.asp>
- Maps and images/Fordham University <http://www.fordham.edu/halsall/sbookmap.asp>
- Yale documents lots http://avalon.law.yale.edu/subject_menus/16th.asp
- Tools for primary source analysis <http://edsitement.neh.gov/reference-shelf/tips-for-better-browsing/analyzing-primary-sources>
- <http://www.archives.gov/education/lessons/worksheets/>

Possible Activities to Address Standards:

- WHI.4A **RH2B, RH3**-After reading Harcourt p 307-308 write a **summary** that illustrates the steps in the process that led to divisions within the Muslim Empire. Include a short description about how the text presented the information, was it sequentially, comparatively, or causally?
- WHI.2A, **RH2B, RH3- Alternative summary**- After reading Harcourt pp 304-305 or Foresman pp 330-331 write a **summary** of Muhammad's life that illustrates the steps in the process that led Muhammad to become a prophet. Include a short description about how the text presented the information, was it sequentially, comparatively, or causally?
- WHI.4 A, SL.3, RH4, **WHST2A**-Write an **expository** piece with research that describes the differences between the Sunni and Shiite Muslims after viewing, taking notes on, and analyzing the Discovery Education video **Religions of the World: Islam** and the PBS video **The Sunni and Shia Conflict** found at <http://www.pbs.org/wnet/religionandethics/2006/09/29/september-29-2006-shia-sunni-conflict/1795/>.
- WHI. 4C, **RH2B** After reading the selection, write a summary of "The Silk Route: 7000 Miles of History" pp 382-385 Harcourt Horizons
- **RH6**-After reading Harcourt pp 380-381 *What Brought Success to the Muslim Traders*, analyze the text and determine what the points of view of the three different authors are by answering questions 1-3 on page 381.
- **RH7**-After reading the text *Interpret Line Graphs*, interpret the line graphs found in Foresman pp 340-341. Then answer questions about the graphs on page 341.
- WHI.5, RH2B, **RH7**-Read the selection *Achievements of Muslim Civilization*, then Interpret the time line found on Harcourt p 306. Write a brief summary of the Muslim achievements from the years 600-800.
- WHI.10, **WHST2A**- After reading the text Horizons p Foresman write an expository piece that explains how the strategic location of Constantinople led to its development as a trading center.

Content Standards

WHI.6 Describe the rise and achievements of the Byzantine Empire. (H)

- A. Influence of Constantine, including the establishment of Christianity as an officially sanctioned religion
- B. The importance of Justinian and the Code of Justinian
- C. The preservation of Greek and Roman traditions
- D. The construction of the church of Holy Wisdom (Hagia Sophia)

WHI.10 Describe the rise of the Ottoman Empire in the 14th and 15th centuries, including the capture of Constantinople in 1453. (H)

WHI.7 Economic, Social & Political Developments of Europe, (H,E)

- A. the growing Influence of Christianity and the Catholic church
- B. the differing orders of medieval society, the development of feudalism, and the development of private property as a distinguishing feature of western civilization
- C. the initial emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class
- D. the economic and social effects of the Black Death or Bubonic Plague
- E. the growth and development of the English and French Nations

WHI.8 Describe the development in medieval English legal and constitutional history and their importance in the rise of modern democratic institutions and procedures, including the Magna Carta, parliament, and habeas corpus. (H, C)

WHI.9 Describe the religious and political origins of conflicts between Islam and Christianity, including the Muslim wars against Christianity before the European Crusades and the causes, course, and consequences of the European Crusades against Islam in the 11th, 12th, and 13th centuries. (H)

Speaking and Listening Standards

SL.1-Participate in small group or whole class discussion (one on one, in groups or teacher-led).

SL.2-Give oral/multi-media presentations by using logical sequencing; pertinent descriptions, facts and details to accentuate main ideas; relevant evidence; valid reasoning; multi-media and visual displays that strengthen presentations; formal English when appropriate; appropriate eye contact, adequate volume, and clear pronunciation.

SL.3-Critically view oral/multi-media presentations by delineating a speaker's argument, evaluating the soundness of the reasoning, identifying the relevance and sufficiency of evidence; analyzing the purpose of information presented or evaluating the motives behind a presentation.

Literacy Standards Reading

RH1-Cite specific textual evidence to support analysis of primary and secondary sources.

RH2A-Determine the central ideas or information of a primary or secondary source.

RH2B-Provide an accurate summary of the source distinct from prior knowledge or opinions. (Summary writing)

RH4-Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH5-Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH6- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Literacy Standards Reading (Continued):

RH7-Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH8-Distinguish among fact, opinion, and reasoned judgment in a text.

RH9-Analyze the relationship between a primary and secondary source on the same topic.

RH10-By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Literacy Standards Writing

WHST2 - Write **expository texts** to support claim(s) using logical reasoning and relevant accurate data including **research** - facts and evidence from one or more sources; when appropriate using the **narration strategy*** (the narration of historical events) to support claims.

WHST4 – Produce clear and coherent writing in which the developments, organization and style are appropriate to task, purpose and audience.

WHST5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST6-(Optional but must be done in 3 out of 6 units) Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST9 – Draw evidence from informational texts to support analysis reflection, and research.

WHST10 – Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Requirements

- Summary (RH2B)
- Content DDM Pre Test-Expository Essay (WHST.2, RH2A, WHI 7, B, D, E, WHI 8)
- Content DDM Post Test-Expository Essay (WHST.2, RH2A, WHI 7, B, D, E, WHI 8)

Resources-

- Harcourt Horizons: The World- Chapter 9-Lesson 1, Chapter 12-Lesson 2
- Harcourt Horizons: The World- Chapter 9 Lesson 3
- Scott Foresman: The World- Chapter 11 Lesson 1-2
- Scott Foresman: The World-Chapter 14
- If available and/or applicable: Harcourt Horizons : The World and Foresman: The World Activity Books
- People in Civilizations in World History-Found on the P drive/Social Studies Folder
- People in Civilizations in World History-Found on the P drive/Social Studies Folder
- *Our World Today* Atlas Program and Website

Resources (Continued):

- Read-to-Know Website
- Discovery Education
- World Digital Library (ww.wdl.org)
- Google Earth
- Glogster.com
- Prezi.com
- 4teachers.org
- <http://chnm.gmu.edu/chy/teaching-modules/167> contains various primary source documents regarding the Bubonic Plague.
- http://www.archives.gov/exhibits/featured_documents/magna_carta/contains both the original document and a link to a “student friendly” copy of the document.
- Examples of online secondary sources: Black Death/Plague - http://www.tms.riverview.wednet.edu/lrc/middle_ages.htm
<http://science.nationalgeographic.com/science/health-and-human-body/human-diseases/plague-article/>
 Modern Day Plagues- <http://www.nih.gov/news/health/nov2008/niaid-21.htm>
 Magna Carta- http://www.archives.gov/exhibits/featured_documents/magna_carta/legacy.html
- Internet History Source Book Project Fordham University <http://www.fordham.edu/Halsall/index.asp>
- Maps and images/Fordham University <http://www.fordham.edu/halsall/sbookmap.asp>
- Arthurian Resources- <http://www.lib.rochester.edu/camelot/cphome.stm>
 Guttenberg Press Online texts- <http://www.gutenberg.org/files/12753/12753-h/12753-h.htm>
- Crusade Resources- <http://www.fordham.edu/halsall/sbook1k.asp>
- Tools for primary source analysis <http://edsitement.neh.gov/reference-shelf/tips-for-better-browsing/analyzing-primary-sources>
- <http://www.archives.gov/education/lessons/worksheets/>

Possible Activities to Address Standards:

- WHI6. B, **RH6**-After reading Harcourt p 302 *Understand Point of View*, analyze the text and determine Theodora’s point of view by answering questions 1-3.
- WHI6. B, **RH6**-After reading **Medieval Sourcebook: Procopius: Secret History**, extracts “from Chapter VII” found at <http://www.fordham.edu/Halsall/source/procop-anec1.asp>, analyze the text in order to determine the author’s point of view, does Procopius use “loaded” language or include/leave out important facts? After your analysis is complete, answer the following: Choose a quote that uses “loaded” language and explain how this helps you determine the author’s point of view. In your opinion, which details does Procopius include/leave that help you determine his point of view? What is Procopius’ point of view about Justinian?
- WHI. 6 D, **RH8**-After reading **Medieval Sourcebook: Paul the Silentiary: Descriptio S. Sophiae** found at <http://www.fordham.edu/Halsall/source/paulsilent-hagsoph1.asp>, analyze the text, use a three column T-Chart, in the 1st column write facts contained in the text, in the 2nd column write opinions found in the text, in the 3rd column write down any reasoned judgments. Then write a brief explanation of what you have learned about Paul the Silentiary’s description and Hagia Sophia.

World History Grade 8 **Unit 3 Trade and the Middle Ages Europe** **Approximately End of January-End of March**

Possible Activities to Address Standards (Continued):

- *WHI.7 D/WHI.8, SL.3, WHST6-Create an oral presentation for your primary/secondary source analysis. A multi-media presentation such as a webpage you have created, a slide show, PowerPoint, Windows Movie Maker film, etc., may also be incorporated into your presentation.
- RH10-After reading the text, design a “Kingdom” based on the feudal system of Europe and write a brief description of how the feudal system works.
- **WHI.7 D, **WHST2A**-Using your text and at least 1-2 outside sources-Compare with research: Bubonic Plague and a “Modern Day Plague” such as SARS, AIDS, Influenza. Compare with Research-Create a Poster or PowerPoint to accompany your research.
- WHI.7D, **WHST1** After researching the Bubonic Plague write a **persuasive** essay: Take a stance: Was the Bubonic Plague helpful or harmful? Convince the reader to take your side
- WHI.7B, **RH2B**, WHST4-Write a **summary** (Examples: Write about the achievements of the Byzantine Empire (WHI.6), or write a **summary** that describes the roles of each group present in the feudal system.
- WHI.7 D/ WHI.8, RH9, **WHST2A**-After reading a primary source and a secondary source, write an **expository** piece that compares the primary and secondary source and analyzes the relationship between the two documents. **
Examples of primary sources: the Bubonic Plague (WHI.7D) <http://chnm.gmu.edu/cyh/teaching-modules/167> “Testament of a Mother” etc.
The Magna Carta (WHI.7E) http://www.archives.gov/exhibits/featured_documents/magna_carta/.
- Examples of secondary sources: Harcourt/Foresman Textbooks, Black Death/Plague -
http://www.tms.riverview.wednet.edu/lrc/middle_ages.htm
- Magna Carta- http://www.archives.gov/exhibits/featured_documents/magna_carta/legacy.html

World History Grade 8 **Unit 4 Renaissance and the Reformation in Europe-** **Approximately End of March-Mid May**

Content Standards

WHI.11 Describe the decline of Muslim rule in the Iberian Peninsula and the subsequent rise of Spanish and Portuguese kingdoms after the reconquest in 1492. (H)

WHI.29 Describe the origins and developments of the Renaissance, including the influence and accomplishments of Origins and Development of the Renaissance including the influence and accomplishments of Machiavelli, Michelangelo, Leonardo da Vinci, Raphael, Shakespeare, Johannes Gutenberg . (H) WHI.30 Describe the origins and effects of the Protestant Reformation. (H)

- the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther and John Calvin
- the spread of Protestantism across Europe, including the reasons and consequences of England’s break with the Catholic Church
- the weakening of a uniform Christian faith
- the consolidation of royal power

WHI.32 Explain the role of religion in the wars among European nations in the 15th and 16th centuries. (H)

Speaking and Listening Standards

SL.1-Participate in small group or whole class discussion (one on one, in groups or teacher-led).

SL.2-Give oral/multi-media presentations by using logical sequencing; pertinent descriptions, facts and details to accentuate main ideas; relevant evidence; valid reasoning; multi-media and visual displays that strengthen presentations; formal English when appropriate; appropriate eye contact, adequate volume, and clear pronunciation.

SL.3-Critically view oral/multi-media presentations by delineating a speaker's argument, evaluating the soundness of the reasoning, identifying the relevance and sufficiency of evidence; analyzing the purpose of information presented or evaluating the motives behind a presentation.

Literacy Standards Reading

RH1-Cite specific textual evidence to support analysis of primary and secondary sources.

RH2A-Determine the central ideas or information of a primary or secondary source.

RH2B-Provide an accurate summary of the source distinct from prior knowledge or opinions. (Summary writing)

RH3-Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

RH4-Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH6-Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH7-Interpret the timeline found on Harcourt p 184 and write a brief summary about the inventions and their importance to the Chinese people.

RH9-Analyze the relationship between a primary and secondary source on the same topic.

RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Literacy Standards Writing

WHST1 - Write **arguments/ persuasive texts** to support claim(s) using logical reasoning and relevant accurate data including **research** - facts and evidence from one or more sources; when appropriate using the **narration strategy*** (the narration of historical events) to support claims.

WHST2 - Write **expository texts** to support claim(s) using logical reasoning and relevant accurate data including **research** - facts and evidence from one or more sources; when appropriate using the **narration strategy*** (the narration of historical events) to support claims.

WHST4 – Produce clear and coherent writing in which the developments, organization and style are appropriate to task, purpose and audience.

WHST5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST6-(Optional but must be done in 3 out of 6 units) Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST8-Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following for citation.

WHST9 – Draw evidence from informational texts to support analysis reflection, and research.

WHST10 – Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Requirements

- Summary (RH2B)
- Literacy Growth DDM Queen Mary-Expository Essay (WHST.2, RH6)

Resources

- Harcourt Horizons: The World- Chapter 13- lesson 1-2
- Scott Foresman: The World - Chapter 15-Lesson 1
- If available and/or applicable: Harcourt Horizons : The World and Foresman: The World Activity Books
- People in Civilizations in World History-Found on the P drive/Social Studies Folder
- *Our World Today* Atlas Program and Website
- Read-to-Know Website
- Discovery Education
- World Digital Library (ww.wdl.org)
- Google Earth
- Glogster.com
- Prezi.com
- 4teachers.org
- The Diet of Worms: Primary Sources: Martin Luther the Diet of Worms, <http://law2.umkc.edu/faculty/projects/ftrials/luther/lutherbyluther.html> ,
The Edict of the Diet of Worms-<http://law2.umkc.edu/faculty/projects/ftrials/luther/edictofworms.html>.
- Secondary sources: <http://law2.umkc.edu/faculty/projects/ftrials/luther/lutheraccount.html>
Both: <http://www.iep.utm.edu/luther/>
- Galileo's Depositions-<http://law2.umkc.edu/faculty/projects/ftrials/galileo/depositions.html>
- Galileo's Defense-<http://law2.umkc.edu/faculty/projects/ftrials/galileo/defense.html>
- Mary Celeste's letter to Galileo on/or about his Condemnation-<http://law2.umkc.edu/faculty/projects/ftrials/galileo/letterceleste.html>
Papal Condemnation of Galileo-<http://law2.umkc.edu/faculty/projects/ftrials/galileo/condemnation.html>
- Internet History Source Book Project Fordham University <http://www.fordham.edu/Halsall/index.asp>
- Maps and images/Fordham University <http://www.fordham.edu/halsall/sbookmap.asp>
- Tools for primary source analysis <http://edsitement.neh.gov/reference-shelf/tips-for-better-browsing/analyzing-primary-sources>
- <http://www.archives.gov/education/lessons/worksheets/>

Possible Activities to Address Standards:

- ****SL.2**-Give an oral presentation to the class about the research you have conducted and try to persuade them to embrace your stance.
- **WHI.30, RH5, RH6, RH9, WHST9**-After reading two accounts the same event from two different primary source viewpoints: identify each author's purpose and point of view. After your analysis is complete, answer the following: Choose a quote from each text that uses "loaded" language and explain how this helps you determine the author's point of view. In your opinion, which details does each author include/leave that help you determine his point of view? What is each author's viewpoint about the event? In addition, describe how each text you selected presented its information, e.g., was it sequentially, comparatively, causally? For example: Martin Luther's narratives of the Diet of Worms and Emperor Charles V's Edict or Galileo's Trial, his deposition/his defense, and his daughter's letter or the Papal Condemnation of Galileo.
- Galileo's Depositions-<http://law2.umkc.edu/faculty/projects/ftrials/galileo/depositions.html>
- Galileo's Defense-<http://law2.umkc.edu/faculty/projects/ftrials/galileo/defense.html>
- Mary Celeste's letter to Galileo on/or about his Condemnation-<http://law2.umkc.edu/faculty/projects/ftrials/galileo/letterceleste.html>
- Papal Condemnation of Galileo-<http://law2.umkc.edu/faculty/projects/ftrials/galileo/condemnation.html>
- **WHI.30, R6**. After reading, viewing, videos,, print, and/or digital text about the Reformation, interpret the cause/effects of the Reformation by creating a chart illustrating the causes and effects of the Reformation (See Resource List for various texts and/or websites).
- **WHI.29, WHST2A**-Choose one of the following historical figures and conduct research. After your research is complete write an expository piece that answers the following: How did (your historical figure) and their accomplishments influence the Renaissance? Historical figures: Machiavelli, Michelangelo, Leonardo da Vinci, Raphael, Shakespeare, Johannes Gutenberg
- **WHI.30 A, RH2B, RH9, WHST9**-After reading and analyzing primary source and secondary source documents about the Diet of Worms, write a **summary** that explains your findings. Primary Sources: Martin Luther the Diet of Worms, <http://law2.umkc.edu/faculty/projects/ftrials/luther/lutherbyluther.html> ,
- The Edict of the Diet of Worms-<http://law2.umkc.edu/faculty/projects/ftrials/luther/edictofworms.html>. Secondary sources: <http://law2.umkc.edu/faculty/projects/ftrials/luther/lutheraccount.html>
- **WHI.30/WHI.11, WHST1, WHST2A**-Write a **persuasive piece with research** after viewing and analyzing appropriate videos. **

Example 1: Take a stance: Students will choose to be either a Catholic or a Protestant and attempt to convert the "reader."

Accompanying video: **Just the Facts: World History: The Protestant Reformation** and the PBS video

Example 2: Take a stance: Students will choose a side and write about whether Ferdinand and Isabella were heroes or villains. (WHI.11)

- Accompanying video: **When Worlds Collide: The Untold Stories of the Americas After Columbus-Chapter 2: Isabella and Ferdinand** found at <http://www.pbs.org/kcet/when-worlds-collide/story/story-chapter2.htm>

Content Standards

WHI.12 Explain why European nations sent explorers westward and how overseas expansion led to the growth of commerce and the development of the trans-Atlantic slave trade. (H, E)

WHI.13 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, economies, art and architecture and use of slaves. (H, G, E)

WHI.14 Identify the major economic, political, and social effects of the European colonial period in South America. (H, E)

WHI.20 Describe the development and effects of the trans-African slave trade to the Middle East from the 8th century on and the trans-Atlantic slave trade to the Western hemisphere from the 16th century on. (H, E, G)

Speaking and Listening Standards

SL.1-Participate in small group or whole class discussion (one on one, in groups or teacher-led).

SL.2-Give oral/multi-media presentations by using logical sequencing; pertinent descriptions, facts and details to accentuate main ideas; relevant evidence; valid reasoning; multi-media and visual displays that strengthen presentations; formal English when appropriate; appropriate eye contact, adequate volume, and clear pronunciation.

Literacy Standards Reading

RH1-Cite specific textual evidence to support analysis of primary and secondary sources.

RH2A- Determine the central ideas or information of a primary or secondary source.

RH2B-Provide an accurate summary of the source distinct from prior knowledge or opinions. (Summary writing)

RH4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH7. Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts.

RH9-Analyze the relationship between a primary and secondary source on the same topic.

RH10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Literacy Standards Writing

WHST2A - Write expository texts to support claim(s) using logical reasoning and relevant accurate data including **research** - facts and evidence from one or more sources; when appropriate using the **narration strategy*** (the narration of historical events) to support claims.

WHST4 – Produce clear and coherent writing in which the developments, organization and style are appropriate to task, purpose and audience.

WHST5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST6-(Optional but must be done in 3 out of 6 units) Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST7 – Conduct short research projects to answer a question (including a self-generated question,) drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

World History Grade 8 Unit 5 - European Exploration and Expansion - Approximately Mid May-Through the End of June

Literacy Standards Writing (Continued):

WHST8-Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST9 – Draw evidence from informational texts to support analysis reflection, and research.

WHST10 – Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Requirements

- Summary (RH2B)
- Write to 3 Texts –(WHST2, RH1, **RH3**, & RH9)
- Persuasive Essay w/research (WHST.1, W.7, W.8, W.9)

Resources

- Harcourt Horizons: The World-Chapter 10-Lesson 4, Chapter 13- Lesson 3,Chapter 14:-Lesson 1 & 2,Chapter 4- Lesson 3 Chapter 10-Lesson 4
- Scott Foresman: The World- Chapter 15: Lesson 2-3
- Scott Foresman: The World-Chapter 6-Lessons 2 and 3, Chapter 7-Lesson 3.
- If available and/or applicable: Harcourt Horizons : The World and Foresman: The World Activity Books
- People in Civilizations in World History-Found on the P drive/Social Studies Folder
- *Our World Today* Atlas Program and Website
- Read-to-Know Website
- Discovery Education
- World Digital Library (ww.wdl.org)
- Google Earth
- Glogster.com
- Prezi.com
- 4teachers.org
- Fall of Constantinople and European Exploration Resources-
<http://www.history.com/shows/mankind-the-story-of-all-of-us/videos/fall-of-constantinople>
<http://www.reformation.org/fall-of-constantinople.html>
<http://faculty.ucc.edu/egh-damerow/voyages.html>Internet History Source Book Project Fordham University
<http://www.fordham.edu/Halsall/index.asp>
- Internet History Source Book Project Fordham University <http://www.fordham.edu/Halsall/index.asp>
- Maps and images/Fordham University <http://www.fordham.edu/halsall/sbookmap.asp>
- Tools for primary source analysis <http://edsitement.neh.gov/reference-shelf/tips-for-better-browsing/analyzing-primary-sources>
- <http://www.archives.gov/education/lessons/worksheets/>

World History Grade 8 **Unit 5 - European Exploration and Expansion** Approximately Mid May-Through the end of June

Possible Activities to Address Standards:

- **SL.2-Give an oral presentation about your research to your class.
- WHI. 13, **RH2B**, RH4, WHST5-After reading Harcourt pp or Foresman pp write a **summary** about the Maya, Aztec, and Inca civilizations.
- WHI.20, **RH2B**, RH4, WHST5-After reading Harcourt pp 452-453 or Foresman pp 448-449, write a **summary** about the triangular trade using the map in each text.
- WHI.12, RH7, **WHST2A**-After conducting research and viewing the visual information listed below under “The Fall of Constantinople,” write an **expository** piece that explains how the Fall of Constantinople had an impact on European explorations.**
- WHI.12, **WHST2A-Research** different explorers and where they explored then, write an essay or create a timeline, map, poster, or PowerPoint, etc., that illustrates the explorer’s accomplishments.
- WHI.20, **RH5**, WHST5-After reading Harcourt pp 451-454 or Foresman 443-449, analyze how the text presents information then write a brief description of how the text is presented. In addition, create a chart of the Triangular trade on a world map and add brief written explanation of the chart to your description of the text.
- WHI.13/20, RH1, WHST2B-After reading Harcourt pp 451-454 or Foresman 443-449, write an **open response** for the following prompt: How did European expansion drive the development of the African slave trade?
- WHI.12, RH1, **WHST2B**- After reading Harcourt pp 444-445 or Foresman pp 442-443, Write an **open response** for the following prompt: Identify and explain two steps Elizabeth I took to make England a sea power.

World History Grade 8 National History Day (OPTIONAL Enrichment activity not to replace any unit)

See <http://www.nhd.org/StudentPublishing.htm>

Content Standards

National History Day Incorporates Multiple Content Standards-Including, but not limited to the following:

Concepts and Skills

History and Geography

2. Identify multiple ways to express time relationships and dates
3. Interpret and construct timelines that show how events and eras in various parts of the world are related to one another
6. Distinguish between long term and short term cause and effect relationships
7. Show connections, causal and otherwise between particular historical events and ideas and larger social, economic, and political trends and developments
8. Interpret the past within its own historical context rather than in terms of present-day norms and values

Speaking and Listening Standards

SL.2-Give oral/multi-media presentations by using logical sequencing; pertinent descriptions, facts and details to accentuate main ideas; relevant evidence; valid reasoning; multi-media and visual displays that strengthen presentations; formal English when appropriate; appropriate eye contact, adequate volume, and clear pronunciation.

World History Grade 8 National History Day (OPTIONAL Enrichment activity not to replace any unit)

See <http://www.nhd.org/StudentPublishing.htm>

Literacy Standards Reading

RH1-Cite specific textual evidence to support analysis of primary and secondary sources.

RH3- Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered.)

RH7-Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts.

RH9-Analyze the relationship between a primary and secondary source on the same topic.

RH10-By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Literacy Standards Writing

WHST1 - Write **arguments/ persuasive texts** to support claim(s) using logical reasoning and relevant accurate data including **research** - facts and evidence from one or more sources; when appropriate using the **narration strategy*** (the narration of historical events) to support claims.

WHST2A - Write **expository texts** to support claim(s) using logical reasoning and relevant accurate data including **research** - facts and evidence from one or more sources; when appropriate using the **narration strategy*** (the narration of historical events) to support claims.

WHST4 – Produce clear and coherent writing in which the developments, organization and style are appropriate to task, purpose and audience.

WHST5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST6 – Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

WHST7 – Conduct short research projects to answer a question (including a self-generated question,) drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST8-Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST9 – Draw evidence from informational texts to support analysis reflection, and research.

WHST10 – Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Requirements -for specifics please see NHD's Website <http://www.nhd.org>

Process Paper

Annotated Bibliography

Script

Text on Exhibit Presentation Board

Projects Categories

- Documentary
- Exhibit
- Paper
- Performance
- Web Site

World History Grade 8 National History Day (OPTIONAL Enrichment activity not to replace any unit)

See <http://www.nhd.org/StudentPublishing.htm>

Resources

<http://www.nhd.org/> has multiple resources and information available, including: Themes, Exemplars of ALL projects, Rules & Regulations, an **EXPANSIVE FAQ** sheet for each project mode, etc. Teachers AND students need to visit the website **PRIOR** to beginning their work.

National History Day Projects should use the concepts and skills outlined in the framework. It is suggested that students work periodically on their projects in class under the direction of the teacher but that it is not necessary nor suggested that continuous blocks of class time be given. Instead it is suggested that some ongoing class time be given and the project be broken down i.e. research in the school library, review of how to cite sources, computer lab time to type annotated bibliography and process paper.