



Washington Township School District



The mission of the Washington Township Public Schools The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever changing world as responsible, self-directed, and civic-minded citizens.

Course Title:	Seventh grade Humanities
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Grade Level(s):	Seventh grade
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Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
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Course Description:	<p>The focus of the seventh-grade Humanities curriculum is the medieval world and beyond. Seventh-grade Humanities builds upon prior learning from the sixth grader’s understandings of ancient civilizations. In this course, students will examine the political, economic, cultural, social, and technological developments in the medieval historical era across a variety of geographic regions, including Europe, East Asia, the Middle East, Africa, and the Americas. Through the study of the medieval world and beyond, students will be able to recognize the importance of turning point moments in this time period and the impact these turning points still have on our modern global society. Through varied learning experiences, students will explore the cause and effect relationship between events. These varied learning experiences will lead to an awareness of the interdependence evidenced between various multicultural groups seen in the medieval time period and the ability to compare and contrast that interdependence with the interdependent relationships seen between today’s nations. The goal of this class is to broaden each student’s perspective of the world so that he/she can critically evaluate his/her place in an increasingly global society, make informed decisions, and become a knowledgeable, productive, tolerant citizen of the world. As part of the enrichment offered in the Humanities program, students will participate in the Model UN program sponsored by the World Affairs Council of Philadelphia. Requiring knowledge and application skills from across content areas, participation in this program will allow students to develop their twenty-first century skills by applying critical thinking to the world’s most pressing issues. Participants in Humanities will develop a multifaceted skill set ensuring they will be college and career ready.</p> <p>Units of Study</p> <ul style="list-style-type: none"> ● Unit 1 Title: Fall of Rome and Europe and the Middle Ages ● Unit 2 Title: Islamic Civilizations and the Crusades ● Unit 3 Title: African Civilizations ● Unit 4 Title: The Renaissance, Reformation, and Age of Exploration ● Unit 5 Title: Native American Civilizations 					
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Grading Procedures:	<p style="text-align: center;">Major assessments:</p> <p>Major Assessments- 50% Assessments in this category comprise 50% of a student’s grade and typically assess multiple standards introduced throughout the semester. Examples:</p> <ul style="list-style-type: none"> ● Tests ● Essays (At least three paragraphs, extended) ● SGOs ● Benchmarks ● Midterm/Final ● Projects (longer duration of time, 4-5 days) <p>Minor Assessments-35% These assessments account for 35% of a student’s grade and typically focus on the discrete skills and understandings students need to acquire before they take a primary assessment.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> ● Quizzes ● Small Projects (1-3 days) ● In-depth graded classwork/homework ● Short Constructed Responses (1-2 paragraphs) 					
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Supportive Assessments:	<ul style="list-style-type: none"> ● Journals ● Current Events Assessment <p>Supportive Assessments: In this category, 15% of the overall grade is earned. These assessments usually focus on scores achieved from independent work towards mastery in the standards.</p> <ul style="list-style-type: none"> ● Homework or classwork (Check/Pass/Fail assignments) ● Do now's/ warm-up activities ● Notebook Checks ● Current Events (summarizing)
Primary Resources:	<ul style="list-style-type: none"> ● TeachTCI ● Shared Humanities Folder ● Learning Goals and Scales

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Emily Conaway
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Under the Direction of:	Jeffrey Snyder
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Written: _____ **Summer 2019** _____

Revised: _____ **Summer 2022** _____

BOE Approval: _____

Units of Study

- Unit 1 Title: Fall of Rome/Europe and the Middle Ages
- Unit 2 Title: Islamic Civilizations and the Crusades
- Unit 3 Title: African Civilizations
- Unit 4 Title: The Renaissance, Reformation, and Age of Exploration
- Unit 5 Title: Native American Civilizations
- Unit 6 Title: Model United Nations

Unit 1 Title: Europe and the Middle Ages

TCI Lessons 1, 6, 2, 3, 4 ,5

Unit Description: Students will learn about the fall of the Roman Empire through an examination of the contributions of Ancient Rome and its influences on modern American society. Students will also investigate how Roman culture led to the development of the feudal society across Western Europe, including the various inter-connections and responsibilities between feudal social classes i.e. serfs, knights, lords, monarch, etc. Students will be able to compare and contrast feudal societal development in Western Europe and Japan. Students will analyze the role of the Roman Catholic Church in medieval Europe through an exploration of key cultural centers of the time i.e. Chartres Cathedral in France or the University of Bologna in Italy. Finally, this unit concludes with students will examine how feudal societal development and aspects of life in medieval European towns were shaped by geographic and economic factors, which lead to the erosion of the feudal structure.

Note: Current Events, Special Themes (9/11, National Constitution Day, Elections, and Cultural, Diversity/Tolerance Issues-Dr. Martin Luther King Jr. Day, Black History Month, and the New Jersey Mandate on Genocide Education should be incorporated into instruction where appropriate and possible.)

TCI Lessons 1, 6, 2, 3, 4 ,5

Unit Duration: 40 Days, (Excluding Constitution Day and 9/11

Desired Results

Standard(s): Core Content Standards/NJSLS ELA

Indicators:

Humanities Core Content:

6.2.8.A.4.a, 6.2.8.A.4.b, 6.2.8.A.4.c, 6.2.8.B.4.a, 6.2.8.B.4.e, 6.2.8.D.4.a, 6.2.8.C.4.a, 6.2.8.C.4.b, 6.2.8.D.3.d 6.2.8.D.4.b
6.2.8.D.4.c, 6.2.8.D.4.d 6.2.8.D.4.e, 6.2.8.D.4.f 6.2.8.D.4.g

NJSLS ELA

RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7. RH.6-8.8. RH.6-8.9. RH.6-8.10. WHST.6-8.1. WHST.6-8.2. WHST.6-8.6.
WHST.6-8.7. WHST.6-8.8. WHST.6-8.9.

NJ Civics Student Learning Standards:

Unit 1 Civics Framework

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected

6.3.8. CivicsPI.1:

Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve

6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England and the North American colonies.

Unit 3 Civics Framework

6.1.8.CivicsPI.3.a. Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.

6.1.8.CivicsPI.3.b and 6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances and individual rights) in establishing a federal government that allows for growth and change over time.

6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans and Native Americans during this time period

6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts)

6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States

6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals

6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery and other issues during the Antebellum period.

6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and limitations of First Amendment Rights (e.g., Supreme Court decisions)

6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government

6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality)

Unit 4 Civics Framework

6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts

6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state and national level

6.3.8.CivicsPI.4: Investigate the role of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from it

6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments and develop a reasoned conclusion

6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state or national level

6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions and communicate the best one to an appropriate government body

6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change

6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society

6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints and willing to take action on public issues

Understandings:

Legacy of the Roman Empire:
 The lasting influence made by the Roman Empire is felt nearly every day throughout Western culture as a result of Roman contributions to the areas of art, architecture, engineering, language, writing, philosophy, law and citizenship. Modern art, architecture, and engineering are inspired by Roman styles of sculpture, mosaics, glass, and other art forms. Roman influences can be seen in the arches, domes, and vaults of many modern churches, banks, and government buildings. The Romans also were talented engineers, whose construction methods and standards lasted thousands of years. We are also influenced by Rome’s language and writing, since many words and word parts in English, French, and Spanish, developed from the Roman language, Latin. Rowan philosophy, law, and citizenship beliefs and ideals, such as the philosophy of Stoicism, rule of law, and justice, shaped the law codes and government structures of many societies around the world throughout time.

Byzantine Empire:
 The Byzantine Empire was a Christian state and followed the Eastern Orthodox Church. was at the center of daily life and inspired distinctive and magnificent art and architecture.

Constantinople and the Byzantine Empire
 After the fall of Rome in 330 C.E., the Roman emperor Constantine moved his capital to Byzantium, later renamed Constantinople, where the eastern half of the Roman empire continued.

The Reign of Justinian I
 One of the greatest Byzantine emperors was Justinian I. He rebuilt Constantinople after it was destroyed by rioting in 532 and worked to reclaim some of Rome’s lost territory. His long-lasting contribution is the Justinian Code, which became the basis for many other, later legal codes in the western world.

Conflict Between East and West Byzantine
 Emperors and patriarchs in Constantinople clashed with

Essential Questions:

Legacy of the Roman Empire:

- To what extent have the contributions of ancient Rome influenced modern society?

The Byzantine Empire

- How did the Byzantine Empire develop and form its own distinctive church?

The Development of Feudalism in Western Europe

- How well did feudalism establish order in Europe in the Middle Ages?

The Roman Catholic Church in Medieval Times

- How influential was the Roman Catholic Church in medieval Europe?

The Middle Ages

- What was life-like in European towns during the Middle Ages?

The Decline of Feudalism

- How did the events in Europe contribute to the decline of feudalism and the rise of the democratic thought?

Civics Supporting Questions

- What are natural/human rights? Grade 7, Chapter 5
- How do natural rights represent the dignity of each human being? Grade 7 Human Rights Day, Chapter 5 Rights of Serfs, Jewish experience
- What is the “common good”? Grade 7, Chapter 2 & 5
- What is the social contract? Grade 7, Chapter 2 & 5
- Why is a commitment to the common good important in a democratic society? Grade 7, Chapter 2 & 5
- How does government maintain safety and order? Grade 7, Chapter 1, 2, 5
- How does government protect individual rights? Grade 7, Chapter 1, 2, 5
- How does government balance the need for social order and individual liberty? Grade 7, Chapter 1, 2, 5

popes in Rome over several issues. These disagreements led to a schism between the Roman Catholic Church and the Eastern Orthodox Church in 1054.

The Development of Feudalism

The feudal system arose as a way of protecting property and creating stability. It was based on loyalty and personal relationships. Monarchs gave fiefs to lords, their most important vassals. In exchange, vassals promised to supply monarchs with soldiers in war. Monarchs and nobles lived in manor houses or castles, which included lands and the people who worked them. Below the lords were knights, heavily armored warriors on horseback who provided service in war in return for land and protection. At the bottom of the social hierarchy were free peasants and then serfs. Serfs were peasants bound to the land. Peasants farmed the land and made most of the necessary articles of life.

The Roman Catholic Church

The Roman Catholic Church is more than a religious institution, it was the center of community life and obtained great political and economic power. The importance of the Church to medieval people was seen in the art and architecture of churches, in education, and in the celebration of holidays. Sacraments marked all the most important occasions of life, from birth to death. There is an internal power structure, with from priests to bishops, archbishops, to the pope. There are other religious orders of monks, nuns, and friars. During the Middle Ages, Saint Benedict developed his “Rule” for religious communities of monks and nuns. Other religious orders were founded including groups of friars, such as the Franciscans, and the nuns called the Poor Clares.

Life in Medieval Towns

Many towns were wealthy enough to become independent and purchase a charter. Guilds become leading forces which created an economy based on trade and commerce. Farmers brought crops and merchants brought many goods to sell in town marketplaces.

Homes and Households

Dependent on how wealthy or poor a family was determined the living conditions of their home. Most families had small, crowded homes with only a fireplace for heat, and few children were educated. Girls married early and boys began work as early as age seven.

Disease and Treatment

Medieval towns were crowded, noisy, and dirty, which caused diseases spread rapidly. Many people could not be cured with the medical knowledge of the time.

Crime and Punishment

Crime was a problem in medieval towns, and people were punished harshly. Prisons were filthy, dark places, and many prisoners had to buy their own food.

Leisure and Entertainment

Despite the hardships of life in a medieval town, many people enjoyed leisure activities including games, fairs, festivals, and religious plays put on by guilds.

The Decline of Feudalism in Europe

Political Developments

England’s Henry II’s legal reforms strengthened English common law and the role of judges and juries. The Magna Carta, or “Great Charter” established the idea of rights

- What are our “founding documents”? Grade 7 CH 5
- What ideals are expressed in our founding documents? Where are American Ideals stated in our founding documents? Grade 7 CH 5
- How is the concept of “consent of the governed” implicit in our founding documents? Grade 7 CH 5
- What are examples where the rule of law has prevented abuse of authority (e.g. impeachment)? Grade 7 TCI CH 5
- How would you define “fairness” or “justice”?
- What is “due process” and how does it protect individual rights?
- How should criminal actions be fairly addressed? Grade 7 CH 4
- How can I identify problems that are important to be addressed at the local, state, national and/or global level?
- What public policy issues matter to me and why?
- How can the Universal Declaration of Human Rights help us to identify important issues at the state, local or national level?
- Why are issues involving human rights important?
- Why are issues involving climate changes and the environment critical?
- How do issues of economic justice involve human rights?

and liberties that even a monarch cannot violate. It also affirmed that monarchs should rule with the advice of the governed. Edward I's Model Parliament gave a voice in government to common people, as well as to nobles.

The Bubonic Plague

The bubonic plague killed about one-third of the people of Europe. After the plague, the need for workers to rebuild Europe led to a slight shift in power from feudal lords to the common people.

The Hundred Years' War

This series of battles between England and France caused a rise in national pride and identity in both countries. It strengthened the monarchs and began to reduce the importance of nobles and knights on the battlefield.

Medieval Japan

The systems of feudalism in Europe and Japan, including its strengths in promoting social, economic, and political order and its weaknesses which led to its eventual decline.

Throughout this Unit, students will be able to:

- Construct a point of view synthesizing multiple perspectives across expanding territories with diverse populations.
- Synthesize multiple perspectives across time and place.
- Compare and Contrast current events to topics of study in the past.
- Compare and Contrast current events to topics of study in the past.
- Utilize map skills
- Compare and contrast
- Sequence events
- Interpret a timeline
- Analyze cause and effect
- Make predictions
- Recognize the role of chance, error, and oversight in history
- Frame questions to research
- Distinguish fact from opinion
- Select and analyze credible primary sources
- Draw sound conclusions
- Identify bias, stereotyping, and propaganda
- Interpret and analyze visual aids, including but not limited to paintings, photographs, political cartoons, and/or graphic organizers
- Locate the key physical features and regional powers of the European continent
- Students will be able to recognize and describe specific terminology such as:
Roman Empire, empire, corruption, decline, Constantine, mosaic, aqueduct, scribe, proverb, philosophy, collapse, conflict, unique, document Christianity, Charlemagne, feudalism, fief, serf, chivalry, religion, persecute, Roman Catholic Church, clergy, sacrament, pilgrimage, natural law, religious order, charter, guild, apprentice, common law, Magna Carta, habeas corpus, Model Parliament, bubonic plague, Hundred Years' War, heretic Constantinople, Byzantine Empire, Eastern Orthodox Church, patriarch, distinctive, revolt, emerge

The Legacy of the Roman Empire

- Identify some of the major lasting contributions of Rome and explain their influence on modern society.

- Summarize the events that led to the establishment, by Constantine, of a new capital in the east and to the rise of the Byzantine Empire.
- Determine the extent to which the contributions of ancient Rome influenced modern society.
- Describe the internal weaknesses of the Roman Empire and identify reasons for the fall of the empire in the west.

Byzantine Empire

- Analyze how the Byzantine Empire developed and formed its own distinctive church to the way other empires developed and formed their own distinctive institutions.
- Demonstrate the importance of Constantinople as a trading hub and explain how it emerged as the capital of the Byzantine Empire.
- Describe the reign of Justinian I, including his contributions to public works and his creation of a code of law.
- Understand the relationship between religion and government in the Byzantine Empire.
- Trace the development of the Eastern Orthodox Church and its relations with the west.

The Development of Feudalism in Western Europe

- Identify the levels of the social hierarchy within the economic system of feudalism and describe how these levels impacted daily life.
- Identify the factors that created a need for a new type of political system in Europe, leading to the development of feudalism.
- Determine the extent to which feudalism established order in Europe compared to how government actions establish order in American history or modern times.
- Describe the accomplishments of Charlemagne and explain how his cooperation with the pope fostered unity in Western Europe.
- Differentiate between the roles and responsibilities of the four main social classes in European feudal society.
- Evaluate the extent to which feudalism brought political order, economic stability, prosperity, and opportunity to Europe in the Middle Ages.

The Roman Catholic Church in Medieval Times

- Recall the origins and spread of Christianity.
- Identify the hierarchy and internal structure of the Roman Catholic Church
- Recognize the role of the Roman Catholic Church within the political structure in medieval Europe.
- Summarize the core beliefs and practices of Christianity.
- Explain the conflict between Pope Gregory VII and Emperor Henry IV.
- Analyze the Roman Catholic Church's role as a political, intellectual, and aesthetic institution.

The Middle Ages

- Explain how geographic factors affected the development of towns in medieval Europe.
- Discuss the relationship between trade and the growth of medieval towns.
- Examine several aspects of daily life in medieval towns.
- Describe the typical day of a townspeople in medieval Europe.

- Analyze how the bubonic plague spread from Central Asia to Europe and evaluate the impact it had on the population of Europe and on feudalism.
- Compare and Contrast the living conditions in medieval Europe with living conditions in other time periods and/or modern society.
- Assess the demographic, economic, and religious impact of the plague on Europe.

The Decline of Feudalism

- Determine and describe which events led to the rise and eventual decline of European feudalism.
- Evaluate the effectiveness of European feudalism in promoting social, economic, and political order.
- Compare and Contrast the European and Japanese feudal systems, as a method to create social, economic and political order.
- Describe significant medieval English legal and constitutional developments, such as Magna Carta and the establishment of Parliament, and their impact on feudalism.
- Summarize the impact of the Hundred Years’ War on feudalism in Europe.
- Evaluate how events in Europe contributed to the decline of feudalism and the rise of democratic thought.

Assessment Evidence

Performance Tasks:

- Classwork Assignments (Interactive Student Notebook, teacher generated questions, Reading Challenge Pre-Assessment, etc.)
- Homework Assignments (Interactive Student Notebook, teacher generated questions, Reading Challenge Pre-Assessment, etc.)
- Class Participation and Preparation
- Class Discussion Questioning Strategies

Summative Assessment(s)

- Benchmark Assessment i.e.
- Mid-term/Final Exam
- Unit Test (Teacher/Department generated)

Other Evidence:

- Use of digital platforms (quizziz, Newsela, nearpod, kahoot, etc.)
- Choice board activities
- Conferences
- Student Performance during Critical Thinking/Cooperative Learning
- Activities i.e. role play, simulation, etc.
- Observations
- Project Based Assessment
- Writing Assessment
- Self and Peer Evaluation
- Student Conferences
- Student Record Keeping

Benchmarks:

Chapter 5 Reading Further: Joan of Arc

Learning Plan

**[Click here for the: Learning Goals and Scales](#)
Pre-assessment examination for Unit One**

Constitution Day- Considering the 2022 Civics Mandate, it is preferred that seventh-grade teachers focus on the first amendment and use their time on Constitution Day to incorporate the following supporting questions:

- How does the first amendment protect free expression?
- Why is freedom of speech important for sustaining democracy?
- How has the “right to assemble and petition our government” been used to protect individual rights and/or prevent abuse of authority?
- How can we address the spreading of propaganda and lies in social media?
- How has social media changed public discourse and what problems has it created?

Chapter 1 Lesson -The Legacy of the Roman Empire

- Preview Activity
 - Geography Challenge (provided by TCI)
- Vocabulary Development (TCI provides words and a worksheet template)
- Reading Notes/Reading comprehension-based activity. (provided by TCI)
- Experiential Exercise Activity, with the provided TCI placards- Stations to understand the legacy of the Roman Empire
- Reinforcement Activity
- Processing Activity
 - Everyday ELA Connection: “What is History?”, found in the Reading Further, Chapter One
 - Assessment (Ancient Rome Choice Board, teacher/department generated assessment, or other options in our shared folder:
 - <https://www.annenbergclassroom.org/constitution/>
 - <https://junior.scholastic.com/issues/2017-18/090417/5-minute-guide-to-the-us-constitution.html>
 - <https://junior.scholastic.com/pages/content-hubs/us-constitution.html>
- Guided discussion on meaning of “founding documents”, brainstorm list of “founding documents”. Brainstorm list of American ideals. Examine impact of Magna Carta. Guided reading analysis of founding documents i.e. Declaration of Independence, US Constitution, especially Preamble and Amendments, Emancipation Proclamation, Gettysburg Address, President Franklin Roosevelt's Annual Message (Four Freedoms) to Congress (1941), etc. Writing reflection on how these documents illustrate the concept of the “consent of the governed” and how government protects individual rights and how that plays out in modern society.

Instructional Resources

- Placards-provided in teachtci kit
 - Teachtci online textbooks
 - Teacher generated tasks through digital platforms including Newsela, edpuzzle, Socrative, playposit, etc.

Chapter 6 Lesson -The Byzantine Empire

- Preview Activity (TCI)
- Geography Challenge (provided by TCI)
- Vocabulary Development (TCI)
- Reading Notes (TCI)
- Guided practice
- Reinforcement Activity- (example Nika Riot play, trial for Justinian, exploration of Justinian’s Code)
- Visual Discovery Activity (provided by teachtci)
- Timeline Challenge
- Processing Activity
- Everyday ELA Connection- Justinian’s Code Analysis (Found in the newest textbook only)

Human Rights Mini Unit

Introduce Human Rights and the Declaration of Human Rights via readings, Newsela, Schlessinger video, What are Human Rights?, and Youth For Human Rights Digital videos, research assignment – student created digital or printed flyer highlighting a human right from the Declaration that the students highly value. Continuing on - use Internet-based resources from the UN and international non-governmental organizations to investigate the 17 UN Sustainable Development Goals. Students will prepare presentations to participate in a simulation of a foundation/government body to award funding for the UN Sustainable Development Goals. Writing reflection assignment.

Chapter 2 Lesson -The Development of the Feudalism in Western Europe

- Preview Activity
- Teacher created Pre-Reading Checking for Understanding and/or NJSLs Activities
- Vocabulary Development (TCI provides words and a worksheet template)
- Reading Notes/Reading comprehension-based activity. (provided by TCI)

- Experiential Exercise Activity- Roleplaying activity to understand the social and political structure of feudalism
- Reinforcement Activity
- Processing Activity

Assessment (Choice Board, teacher/department generated assessment, etc):

Instructional Resources

- roleplay activity, and all subsequent materials provided by teachtci
 - Teachtci online textbooks
 - Teacher generated tasks through digital platforms including Newsela, edpuzzle, Socrative, playposit, etc.

Report Card/Evaluation Activity on Feudalism – Define common good and social contract. Give a grade to feudalism in its success in promoting safety, needs, stability, economic opportunity, and social opportunities. Follow up with class discussion focusing on how feudalism was based on a “social contract” and whether feudalism demonstrated a commitment to the common good. Ask students whether they think feudalism maintained safety and order, protected individual rights, and balanced the need for social order and individual liberty. Wrap-up by having students respond in writing to explain how the government today is based on a “social contract” and how it demonstrates a commitment to the common good. Additionally, students will explain whether or how government today maintains safety and order, protects individual rights, and balances the need for social order and individual liberty.

Chapter 3 Lesson -The Roman Catholic Church

- Preview Activity
- Vocabulary Development (TCI provides words and a worksheet template)
- Reading Notes/Reading comprehension-based activity. (provided by TCI)
- Experiential Exercise Activity- Roleplaying activity for students to go on a pilgrimage
- Reinforcement Activity
- Processing Activity
 - Assessment (teacher/department generated assessment,
 - Everyday ELA Connection- Students create an invitation to attend a church sponsored event
 - or other options in our shared folder:

Instructional Resources

- roleplay activity, and all subsequent materials provided by teachtci
 - Teachtci online textbooks
 - Teacher generated tasks through digital platforms including Newsela, edpuzzle, Socrative, playposit, etc.

Chapter 4 Lesson – Life in Medieval Towns

- Preview Activity (TCI)
- Vocabulary Development (TCI)
 - Reading Notes (TCI)
- Problem Solving Groupwork Activity- Students create plays that discuss aspects of Medieval Life, provided by TCI
- Processing Activity
 - Assessment (teacher/department generated assessment)
 - Everyday ELA Connection- Students explain in writing which aspect of Medieval life is most similar to our modern times, and which element would be the most challenging for them to adapt to, or other options in our shared folder:

Instructional Resources

- play group activity, and all subsequent materials provided by teachtci
 - Teachtci online textbooks
 - Teacher generated tasks through digital platforms including Newsela, edpuzzle, Socrative, playposit, etc.

- Due Process

- o <https://www.annenbergclassroom.org/resource/right-due-process/>
- o https://www.annenbergclassroom.org/timeline_event/due-process-requires-a-hearing-before-someone-is-deported/
- o https://www.annenbergclassroom.org/timeline_event/right-informed-means-knowing-illegal/

- Criminal Justice Issues

- o <https://www.usatoday.com/story/news/nation/2022/01/20/cash-bail-reform-civil-rights-commission/6582976001/>
- o <https://www.npr.org/2017/08/15/542609000/sentenced-to-adulthood-direct-file-laws-bypass-juvenile-justice-system>

- o <https://www.npr.org/2019/12/18/789538148/new-jersey-governor-signs-bills-restoring-voting-rights-to-more-than-80-000-peop>
- o <https://newjerseymonitor.com/briefs/new-bill-aims-to-stop-suspending-drivers-licenses-over-unpaid-parking-tickets/>
- o <https://www.inquirer.com/transportation/drivers-license-suspension-chop-childrens-hospital-philadelphia-20201001.html>
- o <https://www.washingtonpost.com/opinions/2022/03/26/cost-prison-phone-calls-is-staggering-congress-has-chance-change-that/>
- o <https://whyy.org/articles/n-j-adopts-sweeping-new-policies-on-special-education-in-state-prisons-following-settlement/>
- o Compare/Contrast Activity for Crime and Punishment Today and in the Past
- o Research Analysis Assignment - Evaluate the extent of fairness or justice in the following criminal justice issues and to what degrees individual rights are protected in these criminal justice issues:
 - o Cash bail 2) Felony Disenfranchisement 3) Charging Youth as Adults 4) Eliminate driver's license suspensions for nonpayment of fines and fees 5) Lower or eliminate the cost people in prison or jail must pay for calls, whether family visits should be virtual or in person, limitations on mailed communication 6) access to health and/or education services during incarceration

Chapter 5 Lesson – The Decline of Feudalism

- Preview Activity (TCI)
- Vocabulary Development (TCI)
 - Timeline Challenge
 - Teach TCI Reading Notes (TCI)
 - Discovery Activity- Visual Discovery Activity in teachtci
 - Social Pyramid comparison : Japan/Europe
 - Processing Activity- Compare and Contrast the Feudal systems of Medieval Europe and Japan
 - Assessment (teacher/department generated assessment)
 - Skill Reinforcement- Newsela- Primary Source: The Black Death 1348
 - Everyday ELA Connection- Choice board activity and discovery notes for the comparison of medieval structures:

Case Study in Leadership Activity – What is the rule of law? How does the rule of law prevent abuse of authority? What are some examples of when a leader violated the rule of law and abused their authority?

- Examine biographical sketches of King Henry II, King John I, and King Edward I.
- Students will use biographical sketches to complete a chart in which students describe each leader's actions, identify the pros and cons of their actions, evaluate whether rule of law was followed or violated, and whether abuse of power occurred. Students will then be asked to complete an Internet research activity comparing and contrasting these Medieval historical figures to American presidents who were impeached, specifically Richard Nixon, by applying the analysis to the president's actions.

Instructional Resources

- Visual Discovery activity, and all subsequent materials provided by teachtci
 - Teachtci online textbooks
 - Teacher generated tasks through digital platforms including Newsela, edpuzzle, Socrative, playposit, etc.

Complete the Pre-assessment examination for Unit One

Other Resources:

- Student computers
- Digital platforms
- Office 365 programs
- Unified Classroom
- Interactive Board
- Teachtci program and materials
- Social Studies 9-12 Shared Folder

Unit Modifications for Special Population Students

Advanced Learners

Consider these ideas for your students and which you think works best for you:

- Provide an Alternative to the Processing Activity
Example: The Development of Feudalism in Western Europe

Challenge students to compare feudalism to modern society. Encourage students to think about which individuals or groups in our society most resemble the various social classes in the European feudal system and write about the parallels.

- Create a writing assignment

- Example: The Decline of Feudalism- using a Newsela article

After learning about the Magna Carta, think about the rights granted to citizens in time when it was unprecedented. The Magna Carta is one of the great symbols of individual liberty and the rule of law. Along with the Declaration of Independence and the U.S. Constitution, the Magna Carta is regarded as a charter of American liberty. Using a t-chart, compare the rights given in the Magna Carta to one of the other documents listed. You must have at least five examples. Use the newsela article “The Magna Carta has Something for Everyone.” to help you find your answers.

- Example: The Renaissance Begins: Assign a writing piece based on the reading further “How Does Renaissance Art and Literature Reflect Humanist Ideals?”

- Draw Parallels Between History and Today

Example: The Roman Catholic Church in Medieval Europe

Have students explore the power of the Roman Catholic Church in medieval Europe by comparing and contrasting the role of the Church in medieval Europe to the role of government in the United States by doing the following:

- After they read Section 2, The Christian Church Takes Shape, ask students to create a graphic organizer showing similarities and differences between the medieval Roman Catholic Church and the present-day U.S. government.
- When brainstorming ideas, students should consider including information on such topics as the following: – how these two organizations are structured – individuals or groups who hold various positions of power within each organization – the powers of these organizations over the people they serve – the responsibilities of these organizations toward the people they serve

- Research Project

- Example: Life in Medieval Towns

Students will research current epidemics and compare this to the spread of the Bubonic Plague in Europe. Students could present their findings to the class and link their research to a current event.

- Example: The Byzantine Empire Have students research achievements and contributions of the Byzantine Empire and design a mobile or collage as a culminating project. Encourage them to use the Enrichment Resources provided at in this program as a starting point in their research on achievements and contributions of the Byzantine Empire. Include the following basic criteria for them to follow when completing the project: • Detail four achievements or contributions of the Byzantine Empire, including those in the fields of architecture, art, education, religion, politics, medicine, science, or economics. • Include an image of each achievement or contribution from the past, or a related image from the present. • Write a paragraph describing each achievement or contribution, how it affected the lives of people during the Byzantine Empire, and two ways it has affected people’s lives in modern times. (For example, how it might have affected further innovations or inventions.)

- Extend the Activity

- Example: Florence: The Cradle of the Renaissance Have students research additional examples of advances that originated in Florence during this time period. Instruct students to create a slide show or poster-board presentation highlighting these advances with images from Internet resources. Use these guidelines to assign this task: • Using the Internet or additional resources from the library, find at least three more examples of advances that originated in Florence during the Renaissance.

<p>Struggling Learners</p>	<p><u>Consider these ideas for your students and which you think works best for you:</u></p> <ul style="list-style-type: none"> • Use the teachtc online text features including main ideas and the reader voice. • <u>Modify the Processing Activity</u> <ul style="list-style-type: none"> ○ For example: The Byzantine Empire <p>Use the following as a model for creating writing prompts to help students add some of the required information: Constantinople is a great place for the capital of the Byzantine Empire because . . . One special thing about Constantinople’s geography is . . . During the day, people in Constantinople . . . Others spend time . . .</p> • <u>Provide Support for Act-It-Outs (Chapter 4/6)</u> <ul style="list-style-type: none"> ○ Example: The Byzantine Empire: Provide Support for the Act-It-Out Give students copies of Student Handout 6 and Visual 6C the day before this activity is scheduled to take place. Assign each student to a character, and encourage students to read Section 3, The Reign of Justinian I, of the Student Text as they consider the questions on Student Handout 6. It may also help some students to write down ahead of time the answers to the act-it-out. • <u>Adapt the Preview Activity</u> • <u>Provide Support for the Reading Notes</u> <ul style="list-style-type: none"> ○ Example: Development of Feudalism in Western Europe: Give some students a copy of Guide to Reading Notes 2 with only partial answers to each question revealed. Allow them to fill in the blanks or complete the unfinished sentences as they read each section. ○ Example: The Renaissance Begins: Rather than students add the notes for fishbone chart, consider a cause and effect graphic organizer. ○ Example: Florence Cradle of the Renaissance provide students with a few of the answers in the center activities. • Supplement with a Newela article <ul style="list-style-type: none"> ○ For example, “Joan of Arc” for the benchmark writing • <u>Provide Support During the Experiential Exercise</u> <ul style="list-style-type: none"> ○ Example: The Roman Catholic Church Provide students with a copy of Guide to Reading Notes for Lesson 3 with occasional words in each section omitted (white out a portion of each answer before photocopying). Students can fill in the blanks as they read the text as the chapter progresses. ○ Example: Ghana: A West African Trading Empire Give students their own copies of Information Masters A and B. Highlight the key points on the handout that might help students better follow the directions of the game. Also take a moment to discuss with these students each step of the trading process to make sure they understand what to do. <p>Other suggestions:</p> <ul style="list-style-type: none"> • High/low pairings • adjust the length of time to complete a project or assignment • Allow students to answer fewer or different questions on notes and assessments • Create alternate projects or assignments • Speech to text program • Work in a small group setting <p>Google Chrome Extensions:</p> <ul style="list-style-type: none"> • StayFocusd

	<ul style="list-style-type: none"> • Kami • Clipto • Onenotewebclipper • OpenDyslexic • BeeLine Reader • ATbar • MagicScroll Web Reader • SentiSum:Smart Summarizer • Voice Instead
<p>English Language Learners</p>	<ul style="list-style-type: none"> • Use the teachtci online text features including main ideas and the e-reader. • Eliminate the Activity Notes <ul style="list-style-type: none"> ○ For example: The Legacy of the Roman Empire Give students a copy of uncut Student Handout 1 and photocopies of the eight placards. At their desks, have students try to match each modern image on the Student Handout with its Roman counterpart on a placard. Using a marker, have them circle clues in each image that led them to make the match, such as similarities in each image or significant details that reveal the topic of the images. • Discuss the Preview Questions as a Class <ul style="list-style-type: none"> ○ Before having students answer these questions in their Interactive Student Notebooks, project “Roman Empire at Its height”, “About 200 C.E.” and “Roman Empire, About 500 C.E” (Visual 1 in print materials) and discuss each map as an entire class. Encourage students to jot down their own and classmates’ ideas as each question is answered. • Add Support to the Preview Activity Distribute: <ul style="list-style-type: none"> ○ Exaple: Life in Medieval Towns incomplete cue cards that students can use as prompts to help them participate in the analysis of Visual A. Prepare several identical cue cards for each spiral question. Here are some examples of cue cards for this image: • An interesting detail I see in this image is . . . • I think that living conditions in medieval towns can be described as __ because _____. • Jobs available to people in medieval towns might include _____ because _____. • In medieval towns, people spent their free time. • Minimize the vocabulary <ul style="list-style-type: none"> ○ As students master the content consider modifying their vocabulary assignment with the vocabulary in their native language and the definition/picture in English. Or pair down the words to the most essential needed for the chapter. • Model the task to be completed <ul style="list-style-type: none"> ○ Example: The Roman Catholic Church Before beginning the walking tour of the five medieval sites, consider doing the following with the whole class at one site: • Review the directions at each station. • Model each task to be completed. • Ask students to explain the directions in their own words, to ensure that they understand the station directions and tasks • Provide an Alternative to the Preview Activity <ul style="list-style-type: none"> ○ The Decline of Feudalism: Allow students to use illustrations to complete the Preview activity. Instruct them to draw the event that they believe changed the way they lived and then write short, bulleted phrases explaining how their lives were changed. Prepare Students for the Visual Discovery Provide students with copies of the questions you will ask about each visual. Give students these questions the night before, along with copies of the visuals, so that students can be prepared to take part in the discussions the following day.

	<ul style="list-style-type: none"> ● Work with a Peer on Reading Notes <ul style="list-style-type: none"> ○ Example: The Origins and Spread of Islam Have Students Pair these students with more proficient readers for this activity. Have them record all the information together on one copy of the Reading Notes. After the activity, photocopy the Reading Notes so that each student has a copy. ● Create a Class Outline for the Writing Assignment <ul style="list-style-type: none"> ○ Example: The Origins and Spread of Islam Have the class work together to create an outline (on the board or an overhead transparency) that tells them where they might find the relevant information for each part of their illuminated manuscript. An outline might look like the following: Page 1: Cover with title and illustrations Page 2: Muhammad’s early life (Section 3) • key words: birth, orphan, trader, marriage Page 3: The Prophet of Islam (Section 4) • key words: cave, Gabriel, Allah, Qur’an And so on for the rest of the writing assignment. ● <u>Provide Support During the Experiential Exercise</u> <ul style="list-style-type: none"> ○ Example: The Roman Catholic Church Provide students with a copy of Guide to Reading Notes for Lesson 3 with occasional words in each section omitted (white out a portion of each answer before photocopying). Students can fill in the blanks as they read the text as the chapter progresses. ○ Example: Ghana: A West African Trading Empire Give students their own copies of Information Masters A and B. Highlight the key points on the handout that might help students better follow the directions of the game. Also take a moment to discuss with these students each step of the trading process to make sure they understand what to do <p>Other suggestions:</p> <ul style="list-style-type: none"> ● High/low pairings ● Model the tasks students are asked to complete ● adjust the time to complete a project ● Allow students to answer fewer or different questions on notes and assessments ● Modify the physical space to accommodate all students ● Create a variety of question styles for assessments ● Create alternate projects or assignments ● Speech to text programs ● Graphic organizers ● Use of a task tracker <p>Google Chrome Extensions:</p> <ul style="list-style-type: none"> ● StayFocusd ● Kami ● Clipto ● Onenotewebclipper ● OpenDyslexic ● BeeLine Reader ● ATbar ● MagicScroll Web Reader ● SentiSum:Smart Summarizer ● Voice Instead ● Mate Translate
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<p>Special Needs Learners</p>	<ul style="list-style-type: none"> ● Use the teachtci online text features including main ideas and the reader. ● Use a leveler program such as https://rewordify.com/ ● <u>Shorten the Reading Notes:</u> Example: The Legacy of the Roman Empire Reduce the amount of matching in the activity by having students focus on four of the eight modern images. Have them complete the Reading Notes
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for just those four images. Also, consider photocopying the four corresponding placards to allow them to match the modern images to them at their desks or later as homework.

- Adjust the Preview Activity Example: The Byzantine Empire Allow students who may find the physical aspects of the Preview activity challenging to station themselves at the trading hub in the center of the room as natives of Constantinople. Assign these students the responsibility for tallying their groups' collection of tokens.
- Reduce the vocabulary list
- Use graphic organizers
- Supplement with a Newela article
 - For example, "Joan of Arc" for the benchmark writing
 - Modify the amount of questions in the Benchmark
- Simplify the Writing Assignment or Produce an outline as a class
 - Example: The Origins and Spread of Islam Modify the directions on Information Master 7E for the illuminated manuscript, as follows:
 1. Create a cover page with the title The Origins of Islam. Add designs that include colorful geometric shapes.
 2. Create four pages about the life of Muhammad. Each page should include • one of the following sentences that best matches the topic for that page: – Muhammad was born poor, but he grew up to become a trader. – For more than 20 years, Muhammad listened to the messages the angel Gabriel brought from God, whom Muslims call Allah. – Muhammad preached his ideas but was rejected by most Makkans. – Muhammad created a Muslim community in Madinah that respected Christians and Jews; later he captured Makkah and forgave his enemies. • colorful and appropriate illustrations (no human or animal figures)
 3. Add creative touches to make the manuscript look authentic
- Provide Support During the Experiential Exercise
 - Example: The Roman Catholic Church Provide students with a copy of Guide to Reading Notes for Lesson 3 with occasional words in each section omitted (white out a portion of each answer before photocopying). Students can fill in the blanks as they read the text as the chapter progresses.
 - Example: Ghana: A West African Trading Empire Give students their own copies of Information Masters A and B. Highlight the key points on the handout that might help students better follow the directions of the game. Also take a moment to discuss with these students each step of the trading process to make sure they understand what to do

Other suggestions:

- High/low pairings
- Model the tasks students are asked to complete
- adjust the time to complete a project
- Allow students to answer fewer or different questions on notes and assessments
- Modify the physical space to accommodate all students
- Create a variety of question styles for assessments
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	<ul style="list-style-type: none"> • SentiSum:Smart Summarizer • Voice Instead
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>

Interdisciplinary Connections

ELA Connections are linked in each unit:
[Learning Goals and Scales](#)

Integration of 21st Century Skills

Indicators:
9.1.8.B.5, 9.1.8.B.6, 9.1.8.D.5, 9.1.8.F.1, 9.1.8.F.2, 9.1.8.F.3, 9.3.12.AR-PRF.3, 9.3.12.AR-PRT.2, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.2, 9.3.12.ED.2, 9.3.12.ED-TT.6, 9.3.HU.2

Unit 2 Title: Islamic Civilizations and the Crusades

TCI Lessons: 7, 8, 9, 10

Unit Description: This unit begins with the origins and spread of the Islamic Empire. Students will know what events and people led to the creation of the second largest religion in the world and gain an understanding of the eight main beliefs and practices of Islam. Through a cultural study, students explore Muslim innovations and adaptations in fields such as science, geography, mathematics, philosophy, medicine, art, and literature, and evaluate the role and influence Islam plays in modern society. The unit concludes with an examination of the series of religious wars, the Crusades, and its modern connection to the Middle East today. Note: Current Events, Special Themes (9/11, National Constitution Day, Elections, and Cultural, Diversity/Tolerance Issues-Dr. Martin Luther King Jr. Day, Black History Month, and the New Jersey Mandate on Genocide Education should be incorporated into instruction where appropriate and possible.)

Unit Duration: 40 Days

Desired Results

Standard(s): Social Studies Content Standards / NJSLs ELA

Indicators:

Social Studies Content Standards:

6.2.8.A.4.a, 6.2.12.A.1.a, 6.2.8.D.3.d, 6.2.8.D.4.b, 6.2.8.B.4.a, 6.2.8.C.4.a, 6.2.8.D.4.g, 6.2.8.B.4.d, 6.2.8.C.4.b, 6.2.8.D.4.j, 6.2.8.B.4.e, 6.2.8.D.4.f

NJSLS ELA

RH.6-8.1., RH.6-8.2., RH.6-8.3., RH.6-8.4., RH.6-8.5., RH.6-8.6., RH.6-8.7., RH.6-8.8., RH.6-8.9. RH.6-8.10., WHST.6-8.1., WHST.6-8.2., WHST.6-8.6., WHST.6-8.7., WHST.6-8.8., WHST.6-8.9.

Understandings:

Students will understand that...

The Life of Muhammad and the Early Spread of Islam

When Muhammad was born in Arabia in the 6th century, Arabia was not a united country. Arabs did, however, share ties through trade, as well as the Arabic language and culture.

The Life of the Prophet

Muhammad became the prophet of Islam after he received revelations from the angel Gabriel, which were recorded in the Qur'an, the holy book of Islam. However, many opposed Islam. In the year 622, Muhammad and his followers moved to Madinah, where they established a Muslim community. By the time Muhammad died in 632, people throughout Arabia had accepted the teachings of Islam and the Qur'an as the words of God.

The Four Caliphs and the Umayyad Dynasty

The caliphs who followed Muhammad greatly expanded territory under Islamic rule despite leadership and civil war. In 661, the Umayyad caliphs moved their capital to Syria. By the mid-700s, the Muslim empire included Spain, North

Africa, the Middle East, and parts of Asia and India. Along with the Arabic language, the acceptance of Islam helped unify this vast empire.

The Basic Beliefs and Practices of Islam

Islam, Judaism, and Christianity share many similarities, including believe in the same God and founding figure, Abraham. All three have holy books, and Muslims accept the Jewish and Christian scriptures as earlier revelations by God. Muslims also have the duty of jihad, which is a physical or spiritual struggle or striving to please God. Shari'ah, or Islamic law, helps Muslims live by the teachings of the Qur'an. It includes practices of daily life, as well as the duty to respect others.

The Qur'an and the Sunnah

The Qur'an is the Islamic holy book, God's final messages to humanity and guides Muslims on how to live their lives. Additional guidance comes from the

Essential Questions:

The Origins and Spread of Islam

- How did Islam originate and spread?

Learning About World Religions: Islam

- How do the beliefs and practices of Islam shape Muslims' lives?

Muslim Innovations and Adaptations

- What important innovations and adaptations did Medieval Muslims make?

From Crusades to New Muslim Empires

- How did the Crusades affect the lives of Christians, Muslims, and Jews?

Sunnah (practice), the example of Muhammad. The hadith (tradition) provides a written record of sayings and deeds of the prophet.

The Five Pillars of Islam

Islam is a way of life, as well as a set of beliefs. Muslims follow the Five Pillars of Islam. The five pillars are: shahadah (declaration of faith), salat (daily worship), zakat (charity), siyam (fasting) and hajj (the pilgrimage to Makkah).

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Islamic Contributions to the World

Arab conquests created a vast Muslim empire. Although the empire did not last politically, the Islamic civilization flourished. Muslim rulers built great cities. Cultural diffusion occurred due to the location of Muslim lands where trade routes connected Asia and Europe. This allowed a flow of new ideas and innovations in the fields of architecture, scholarship, learning, science, logic, zoology, astronomy geography, navigation, mathematics, medicine bookmaking, literature, art, music, recreation and technology. Muslim cities became important centers of culture and scholarship, where learning was preserved and shared. Muslim scientists built on the work of Indians, Chinese, and Greeks. Many of these advances had a major influence on Europe.

The Causes and Effects of the Crusades

The Crusades European Christians began the Crusades to repel the Muslims and retake the Holy Land. Between 1096 and 1291, a number of Crusades were fought in the Middle East. Crusaders won control of Jerusalem and set up Christian kingdoms in the region. In 1187, Muslims won back Jerusalem. By 1291, Muslims had recaptured all the Crusader cities.

Effects of the Crusades on Christians, Muslims, and Jews.

As a result of the Crusades, European monarchs gained power, weakening feudalism, and the use of money increased. Jews suffered great hardships, many were killed or faced other forms of discrimination through the loss of their homes and property. Crusaders also waged war against Muslims in North Africa and Europe, specifically the Reconquista, where Christians drove Muslims from Europe.

The Mongol Invasion

In the 13th century, the nomadic Mongols under Genghis Khan and his descendants conquered vast areas of Muslim lands and ruled much of Asia. New Muslim Empires and the Expansion of Islam. After the Crusades and Mongol invasion, the Ottoman Turks built a great Muslim empire in the Middle East and southeastern Europe. The Safavid Empire arose in what is now Iran and Iraq. The Mughals brought Muslim rule to most of India. Islam also spread to West Africa and Indonesia

Students will be able to:

- Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

- Describe the ways in which the geography of the region enhanced Afro-Eurasian trade
- Locate the Arabian Peninsula, including key physical features
- Distinguish ways in which the geography of the Arabian Peninsula helped contribute to the spread of Islam across three continents.
- Construct a point of view synthesizing multiple perspectives across expanding territories with diverse populations.
- Connect a point of view synthesizing multiple perspectives across time and place.
- Determine how past events shape current events and conflicts in the world today
- Compare and Contrast current events to topics of study in the past.
- Utilize map skills
- Compare and contrast
- Sequence events
- Interpret a timeline
- Analyze cause and effect
- Make predictions
- Recognize the role of chance, error, and oversight in history
- Frame questions to research
- Distinguish fact from opinion
- Select and analyze credible primary sources
- Draw sound conclusions
- Identify bias, stereotyping, and propaganda
- Interpret and analyze visual aids, including but not limited to paintings, photographs, political cartoons, and/or graphic organizers
- Recognize and utilize the terms: Islam, Muhammad, polytheism, prophet, monotheism, Muslim, boycott, siege, prosperous, proclaim, credibility, unification, Qur'an, Sunnah, Five Pillars of Islam, mosque, Ramadan, jihad, shari'ah, reveal, edition, identify, distribute, contradict, adaptation, innovation, cultural diffusion, philosopher, immortal, evolution diverse, logic, equation, illuminated, intellectual, Crusades, sultan, Holy Land, Inquisition, anti-Semitism, segregation, shah, response, cooperation, economic, dramatically

The Origins and Spread of Islam

- identify the origins of Islam and its spread through the Middle East.
- compare the impact of the development of Islam with the impact of the development of other major world religions and evaluate their influence today.
- explain the importance of the Arabic language and Islamic religion in unifying the diverse tribes of the region.

Learning About World Religions: Islam

- summarize the core beliefs and practices of Islam.
- compare how the beliefs and practices of Islam shape Muslims' lives to how other world religions have shaped the lives of their practitioners
- distinguish how the beliefs and practices of Islam shape Muslims' lives in both the past and present.
- understand key beliefs and practices of Islam.
- explain the significance of the Qur'an and the Sunnah and their influence on Muslims' beliefs, practices, laws, and daily life.
- describe the Five Pillars of Islam as the foundation of the faith.

Understandings:

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When Muhammad was born in Arabia in the 6th century, Arabia was not a united country. Arabs did, however, share ties through trade, as well as the Arabic language and culture.

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The Qur'an and the Sunnah

The Qur'an is the Islamic holy book, God's final messages to humanity and guides Muslims on how to live their lives. Additional guidance comes from the Sunnah (practice), the example of Muhammad. The hadith (tradition) provides a written record of sayings and deeds of the prophet.

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Islam is a way of life, as well as a set of beliefs. Muslims follow the Five Pillars of Islam. The five pillars are: shahadah (declaration of faith), salat (daily worship), zakat (charity), siyam (fasting) and hajj (the pilgrimage to Makkah).

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Chinese, and Greeks. Many of these advances had a major influence on Europe.

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- Describe the ways in which the geography of the region enhanced Afro-Eurasian trade
- Locate the Arabian Peninsula, including key physical features
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- Construct a point of view synthesizing multiple perspectives across expanding territories with diverse populations.
- Connect a point of view synthesizing multiple perspectives across time and place.
- Determine how past events shape current events and conflicts in the world today
- Compare and Contrast current events to topics of study in the past.
- Utilize map skills
- Compare and contrast
- Sequence events
- Interpret a timeline
- Analyze cause and effect
- Make predictions
- Recognize the role of chance, error, and oversight in history
- Frame questions to research
- Distinguish fact from opinion
- Select and analyze credible primary sources
- Draw sound conclusions
- Identify bias, stereotyping, and propaganda

- Interpret and analyze visual aids, including but not limited to paintings, photographs, political cartoons, and/or graphic organizers
- Recognize and utilize the terms: Islam, Muhammad, polytheism, prophet, monotheism, Muslim, boycott, siege, prosperous, proclaim, credibility, unification, Qur'an, Sunnah, Five Pillars of Islam, mosque, Ramadan, jihad, shari'ah, reveal, edition, identify, distribute, contradict, adaptation, innovation, cultural diffusion, philosopher, immortal, evolution diverse, logic, equation, illuminated, intellectual, Crusades, sultan, Holy Land, Inquisition, anti-Semitism, segregation, shah, response, cooperation, economic, dramatically

The Origins and Spread of Islam

- identify the origins of Islam and its spread through the Middle East.
- compare the impact of the development of Islam with the impact of the development of other major world religions and evaluate their influence today.
- explain the importance of the Arabic language and Islamic religion in unifying the diverse tribes of the region.

Learning About World Religions: Islam

- summarize the core beliefs and practices of Islam.
- compare how the beliefs and practices of Islam shape Muslims' lives to how other world religions have shaped the lives of their practitioners
- distinguish how the beliefs and practices of Islam shape Muslims' lives in both the past and present.
- understand key beliefs and practices of Islam.
- explain the significance of the Qur'an and the Sunnah and their influence on Muslims' beliefs, practices, laws, and daily life.
- describe the Five Pillars of Islam as the foundation of the faith.

Muslim Innovations and Adaptations

- Investigate additional examples of cultural diffusion in world history or current events resulting from the impact of geography or the spread of religion.
- Determine the extent to which interactions between the Islamic world and neighboring regions increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
- Seek current examples demonstrating interactions between the Islamic world and other world regions involving trade, enhanced technology innovation, scientific thought or the arts.
- Explain the conditions that led to cultural blending through the Middle East.
- Describe Muslim adaptations and innovations in learning and scholarship, science and technology, mathematics, medicine, the arts, and recreation.

From Crusades to New Muslim Empires

- connect the conflict between groups during the Crusades with conflict between groups during different historical eras and provide evidence
- analyze and explain how the Crusades affected the lives of Christians, Muslims, and Jews.
- explain the causes of the religious Crusades.
- describe the course of the religious Crusades.

- evaluate the effects of the Crusades on Christian, Muslim, and Jewish populations.
- describe the larger effects and aftermath of the Crusades, including the Reconquista, the rise of the Ottoman Turks, and other Muslim empires in the 1500s.

Assessment Evidence

Performance Tasks:

- Classwork Assignments (Interactive Student Notebook, teacher generated questions, Reading Challenge Pre-Assessment, etc.)
- Homework Assignments (Interactive Student Notebook, teacher generated questions, Reading Challenge Pre-Assessment, etc.)
- Class Participation and Preparation
- Class Discussion Questioning Strategies

Summative Assessment(s)

- Benchmark Assessment
- Mid-term/Final Exam
- Reading Challenge-Post Assessment Unit Test (Teacher/Department generated)

Other Evidence:

- Use of digital platforms (quizziz, Newsela, nearpod, kahoot, etc.)
- Choice board activities
- LATIC activities
- Conferences
- Quizzes (Teacher or Book Generated)
- Student Performance during Critical Thinking/Cooperative Learning
- Activities i.e. role play, simulation, etc.
- Observations
- Project Based Assessment w/grading rubric and clearly defined criteria
- Writing Assessments w/grading rubric and clearly defined criteria
- Self and Peer Evaluation
- Student Conferences
- Student Record Keeping

Benchmarks: Ex: Unit 2 Benchmark: History at the Dinner Table

Learning Plan

Learning Activities:

Have Students take the Pre-Assessment for this Unit

Chapter 7 Lesson: The Origins and Spread of Islam

- Islam in Medieval Times Geography Challenge
- Vocabulary Development (TCI)
- Use the Quicker Coverage option for the Discovery Activity (TCI)
- Everyday ELA Connection: Newsela Articles: Compare and Contrast the 3 monotheistic religions
- Processing Activity
 - Assessment (teacher/department generated assessment)

Instructional Resources

- Discovery Activity, and all subsequent materials provided by teachtci
 - Teachtci online textbooks
 - Teacher generated tasks through digital platforms including Newsela, edpuzzle, Socrative, playposit, etc.)

Chapter 8 Lesson – Learning About World Religions: Islam

- Preview Activity (TCI)
- Vocabulary Development (TCI)
- Reading Notes (TCI)
- Problem Solving Group work (TCI)
- Processing Activity
- Reinforcement Activity (TCI)
- Assessment (teacher/department generated assessment)
- Skill Reinforcement Activity-Current Events

Instructional Resources

- Problem Solving group work activity, and all subsequent materials provided by teachtci

- Teachtci online textbooks

Teacher generated tasks through digital platforms including Newsela, edpuzzle, Socrative, playposit, etc.

Chapter 9 Lesson – Muslim Innovations and Adaptations

- Preview Activity (TCI)
- Vocabulary Development (TCI)
- Discovery Activity-Stations and TCI Reading notes (TCI)
- Processing Activity
- Reinforcement Activity (TCI)
- Assessment (teacher/department generated assessment)

Instructional Resources

- Placards, and all subsequent materials provided by teachtci in the teacher resource kit
 - Teachtci online textbooks
 - Teacher generated tasks through digital platforms including Newsela, edpuzzle, Socrative, playposit, etc.

Chapter 10 Lesson –From the Crusades to New Muslim Empires

- Preview Activity (TCI)
- Compare and Contrast the three monotheistic religions
- Vocabulary Development (TCI)
- Reading Notes (TCI)
- Problem Solving Group Work-Leaders of the three faiths (TCI)
- Processing Activity
- Reinforcement Activity (TCI)
- Islam in Medieval Times Timeline Challenge
 - Skill Reinforcement Activity-Primary Sources (Pact of Umar, Newsela: Primary Sources: Richard the Lionheart Massacres Prisoners During Crusades and Primary Sources: Saladin and the Crusaders fight over Jerusalem)
 - Assessment (teacher/department generated assessment)

Instructional Resources

- Teachtci online textbooks
- Teacher generated tasks through digital platforms including Newsela, edpuzzle, Socrative, playposit, etc.

Other Resources:

- Student computers
- Digital platforms
- Office 365 programs
- Unified Classroom
- Interactive Board
- Teachtci program and materials

**Further Lesson Modification(s) for the entire unit are available in TCI Lesson Guide for quicker coverage, ELL Students, or extended coverage.*

Students take the post-unit assessment

Unit Modifications for Special Population Students

Advanced Learners

Consider these ideas for your students and which you think works best for you:

- Provide an Alternative to the Processing Activity

Example: The Development of Feudalism in Western Europe

Challenge students to compare feudalism to modern society. Encourage students to think about which individuals or groups in our society most resemble the various social classes in the European feudal system and write about the parallels.

- Create a writing assignment

○ Example: The Decline of Feudalism- using a Newsela article

After learning about the Magna Carta, think about the rights granted to citizens in time when it was unprecedented. The Magna Carta is one of the great symbols of individual liberty and the rule of law. Along with the Declaration of Independence and the U.S. Constitution, the Magna Carta is regarded as a charter of American liberty. Using a t-chart, compare the rights given in the Magna Carta to one of the other documents listed. You must have

	<p>at least five examples. Use the newsela article “The Magna Carta has Something for Everyone.” to help you find your answers.</p> <ul style="list-style-type: none"> ○ Example: The Renaissance Begins: Assign a writing piece based on the reading further “How Does Renaissance Art and Literature Reflect Humanist Ideals?” <ul style="list-style-type: none"> • <u>Draw Parallels Between History and Today</u> Example: The Roman Catholic Church in Medieval Europe Have students explore the power of the Roman Catholic Church in medieval Europe by comparing and contrasting the role of the Church in medieval Europe to the role of government in the United States by doing the following: <ul style="list-style-type: none"> • After they read Section 2, The Christian Church Takes Shape, ask students to create a graphic organizer showing similarities and differences between the medieval Roman Catholic Church and the present-day U.S. government. • When brainstorming ideas, students should consider including information on such topics as the following: – how these two organizations are structured – individuals or groups who hold various positions of power within each organization – the powers of these organizations over the people they serve – the responsibilities of these organizations toward the people they serve <ul style="list-style-type: none"> • <u>Research Project</u> <ul style="list-style-type: none"> ○ Example: Life in Medieval Towns Students will research current epidemics and compare this to the spread of the Bubonic Plague in Europe. Students could present their findings to the class and link their research to a current event. ○ Example: The Byzantine Empire Have students research achievements and contributions of the Byzantine Empire and design a mobile or collage as a culminating project. Encourage them to use the Enrichment Resources provided at in this program as a starting point in their research on achievements and contributions of the Byzantine Empire. Include the following basic criteria for them to follow when completing the project: <ul style="list-style-type: none"> • Detail four achievements or contributions of the Byzantine Empire, including those in the fields of architecture, art, education, religion, politics, medicine, science, or economics. • Include an image of each achievement or contribution from the past, or a related image from the present. • Write a paragraph describing each achievement or contribution, how it affected the lives of people during the Byzantine Empire, and two ways it has affected people’s lives in modern times. (For example, how it might have affected further innovations or inventions.) <ul style="list-style-type: none"> • <u>Extend the Activity</u> <ul style="list-style-type: none"> ○ Example: Florence: The Cradle of the Renaissance Have students research additional examples of advances that originated in Florence during this time period. Instruct students to create a slide show or poster-board presentation highlighting these advances with images from Internet resources. Use these guidelines to assign this task: <ul style="list-style-type: none"> • Using the Internet or additional resources from the library, find at least three more examples of advances that originated in Florence during the Renaissance.
<p>Struggling Learners</p>	<p><u>Consider these ideas for your students and which you think works best for you:</u></p> <ul style="list-style-type: none"> • Use the teachtci online text features including main ideas and the reader voice. • <u>Modify the Processing Activity</u>

- For example: The Byzantine Empire
Use the following as a model for creating writing prompts to help students add some of the required information:
Constantinople is a great place for the capital of the Byzantine Empire because . . .
One special thing about Constantinople’s geography is . . .
During the day, people in Constantinople . . .
Others spend time . . .
- Provide Support for Act-It-Outs (Chapter 4/6)
 - Example: The Byzantine Empire: Provide Support for the Act-It-Out Give students copies of Student Handout 6 and Visual 6C the day before this activity is scheduled to take place. Assign each student to a character, and encourage students to read Section 3, The Reign of Justinian I, of the Student Text as they consider the questions on Student Handout 6. It may also help some students to write down ahead of time the answers to the act-it-out.
- Adapt the Preview Activity
- Provide Support for the Reading Notes
 - Example: Development of Feudalism in Western Europe: Give some students a copy of Guide to Reading Notes 2 with only partial answers to each question revealed. Allow them to fill in the blanks or complete the unfinished sentences as they read each section.
 - Example: The Renaissance Begins: Rather than students add the notes for fishbone chart, consider a cause and effect graphic organizer.
 - Example: Florence Cradle of the Renaissance provide students with a few of the answers in the center activities.
- Supplement with a Newela article
 - For example, “Joan of Arc” for the benchmark writing
- Provide Support During the Experiential Exercise
 - Example: The Roman Catholic Church Provide students with a copy of Guide to Reading Notes for Lesson 3 with occasional words in each section omitted (white out a portion of each answer before photocopying). Students can fill in the blanks as they read the text as the chapter progresses.
 - Example: Ghana: A West African Trading Empire Give students their own copies of Information Masters A and B. Highlight the key points on the handout that might help students better follow the directions of the game. Also take a moment to discuss with these students each step of the trading process to make sure they understand what to do.

Other suggestions:

- High/low pairings
- adjust the length of time to complete a project or assignment
- Allow students to answer fewer or different questions on notes and assessments
- Create alternate projects or assignments
- Speech to text program
- Work in a small group setting

Google Chrome Extensions:

- StayFocusd
- Kami
- Clipto
- Onenotewebclipper
- OpenDyslexic
- BeeLine Reader
- ATbar

	<ul style="list-style-type: none"> • MagicScroll Web Reader • SentiSum:Smart Summarizer • Voice Instead <p>Other suggestions:</p> <ul style="list-style-type: none"> • High/low pairings • Model the tasks students are asked to complete • adjust the time to complete a project • Allow students to answer fewer or different questions on notes and assessments • Modify the physical space to accommodate all students • Create a variety of question styles for assessments • Create alternate projects or assignments • Speech to text programs • Graphic organizers • Use of a task tracker <p>Google Chrome Extensions:</p> <ul style="list-style-type: none"> • StayFocusd • Kami • Clipto • Onenotewebclipper • OpenDyslexic • BeeLine Reader • ATbar • MagicScroll Web Reader • SentiSum:Smart Summarizer • Voice Instead
<p>English Language Learners</p>	<ul style="list-style-type: none"> • Use the teachtc online text features including main ideas and the e-reader. • Eliminate the Activity Notes <ul style="list-style-type: none"> ○ For example: The Legacy of the Roman Empire Give students a copy of uncut Student Handout 1 and photocopies of the eight placards. At their desks, have students try to match each modern image on the Student Handout with its Roman counterpart on a placard. Using a marker, have them circle clues in each image that led them to make the match, such as similarities in each image or significant details that reveal the topic of the images. • Discuss the Preview Questions as a Class <ul style="list-style-type: none"> ○ Before having students answer these questions in their Interactive Student Notebooks, project “Roman Empire at Its height”, “About 200 C.E.” and “Roman Empire, About 500 C.E” (Visual 1 in print materials) and discuss each map as an entire class. Encourage students to jot down their own and classmates’ ideas as each question is answered. • Add Support to the Preview Activity Distribute: <ul style="list-style-type: none"> ○ Exaple: Life in Medieval Towns incomplete cue cards that students can use as prompts to help them participate in the analysis of Visual A. Prepare several identical cue cards for each spiral question. Here are some examples of cue cards for this image: • An interesting detail I see in this image is . . . • I think that living conditions in medieval towns can be described as __ because _____. • Jobs available to people in medieval towns might include _____ because _____. • In medieval towns, people spent their free time. • Minimize the vocabulary <ul style="list-style-type: none"> ○ As students master the content consider modifying their vocabulary assignment with the vocabulary in their native

language and the definition/picture in English. Or pair down the words to the most essential needed for the chapter.

- Model the task to be completed
 - Example: The Roman Catholic Church Before beginning the walking tour of the five medieval sites, consider doing the following with the whole class at one site: • Review the directions at each station. • Model each task to be completed. • Ask students to explain the directions in their own words, to ensure that they understand the station directions and tasks
- Provide an Alternative to the Preview Activity
 - The Decline of Feudalism: Allow students to use illustrations to complete the Preview activity. Instruct them to draw the event that they believe changed the way they lived and then write short, bulleted phrases explaining how their lives were changed. Prepare Students for the Visual Discovery Provide students with copies of the questions you will ask about each visual. Give students these questions the night before, along with copies of the visuals, so that students can be prepared to take part in the discussions the following day.
- Work with a Peer on Reading Notes
 - Example: The Origins and Spread of Islam Have Students Pair these students with more proficient readers for this activity. Have them record all the information together on one copy of the Reading Notes. After the activity, photocopy the Reading Notes so that each student has a copy.
- Create a Class Outline for the Writing Assignment
 - Example: The Origins and Spread of Islam Have the class work together to create an outline (on the board or an overhead transparency) that tells them where they might find the relevant information for each part of their illuminated manuscript. An outline might look like the following: Page 1: Cover with title and illustrations Page 2: Muhammad's early life (Section 3) • key words: birth, orphan, trader, marriage Page 3: The Prophet of Islam (Section 4) • key words: cave, Gabriel, Allah, Qur'an And so on for the rest of the writing assignment.

Other suggestions:

- High/low pairings
- Model the Tasks students are asked to complete
- adjust the time to complete a project
- Allow students to answer fewer or different questions on notes and assessments
- Modify the physical space to accommodate all students
- Create a variety of question styles for assessments
- Create alternate projects or assignments
- Speech to text programs
- Graphic organizers
- Use of a task tracker

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- OpenDyslexic
- BeeLine Reader
- ATbar
- MagicScroll Web Reader
- SentiSum:Smart Summarizer

<p>Special Needs Learners</p>	<ul style="list-style-type: none"> • Voice Instead • Use the teachtci online text features including main ideas and the reader. • Use a leveler program such as https://rewordify.com/ • <u>Shorten the Reading Notes</u>: Example: The Legacy of the Roman Empire Reduce the amount of matching in the activity by having students focus on four of the eight modern images. Have them complete the Reading Notes for just those four images. Also, consider photocopying the four corresponding placards to allow them to match the modern images to them at their desks or later as homework. • <u>Adjust the Preview Activity</u> Example: The Byzantine Empire Allow students who may find the physical aspects of the Preview activity challenging to station themselves at the trading hub in the center of the room as natives of Constantinople. Assign these students the responsibility for tallying their groups' collection of tokens. • Reduce the vocabulary list • Use graphic organizers • Supplement with a Newela article <ul style="list-style-type: none"> ○ For example, "Joan of Arc" for the benchmark writing ○ Modify the amount of questions in the Benchmark • Simplify the Writing Assignment or Produce an outline as a class <ul style="list-style-type: none"> ○ Example: The Origins and Spread of Islam Modify the directions on Information Master 7E for the illuminated manuscript, as follows: <ol style="list-style-type: none"> 1. Create a cover page with the title The Origins of Islam. Add designs that include colorful geometric shapes. 2. Create four pages about the life of Muhammad. Each page should include • one of the following sentences that best matches the topic for that page: – Muhammad was born poor, but he grew up to become a trader. – For more than 20 years, Muhammad listened to the messages the angel Gabriel brought from God, whom Muslims call Allah. – Muhammad preached his ideas but was rejected by most Makkans. – Muhammad created a Muslim community in Madinah that respected Christians and Jews; later he captured Makkah and forgave his enemies. • colorful and appropriate illustrations (no human or animal figures) 3. Add creative touches to make the manuscript look authentic • <u>Provide Support During the Experiential Exercise</u> <ul style="list-style-type: none"> ○ Example: The Roman Catholic Church Provide students with a copy of Guide to Reading Notes for Lesson 3 with occasional words in each section omitted (white out a portion of each answer before photocopying). Students can fill in the blanks as they read the text as the chapter progresses. ○ Example: Ghana: A West African Trading Empire Give students their own copies of Information Masters A and B. Highlight the key points on the handout that might help students better follow the directions of the game. Also take a moment to discuss with these students each step of the trading process to make sure they understand what to do <p>Other suggestions:</p> <ul style="list-style-type: none"> • High/low pairings • Model the Tasks students are asked to complete • adjust the time to complete a project • Allow students to answer fewer or different questions on notes and assessments • Modify the physical space to accommodate all students • Create a variety of question styles for assessments • Create alternate projects or assignments • Speech to text programs • Graphic organizers • Use of a task tracker
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	<p>Google Chrome Extensions:</p> <ul style="list-style-type: none"> • StayFocusd • Kami • Clipto • Onenotewebclipper • OpenDyslexic • BeeLine Reader • ATbar • MagicScroll Web Reader • SentiSum:Smart Summarizer • Voice Instead
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>

Interdisciplinary Connections

ELA Connections are linked in each unit:
[Learning Goals and Scales](#)

Integration of 21st Century Skills

Indicators: 9.1.8.B.5, 9.1.8.B.6, 9.1.8.D.5, 9.1.8.F.1, 9.1.8.F.2, 9.1.8.F.3, 9.3.12.AR-PRF.3, 9.3.12.AR-PRT.2, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.2, 9.3.12.ED.2, 9.3.12.ED-TT.6, 9.3.HU.2

Unit 3: African Civilizations

TCI Lessons: 11, 12, 13, 14

Unit Description:

Students will be able to describe the geographic challenges faced by early West African societies and explain how these challenges initially hindered the development of advanced civilizations in West Africa. They will be able to identify the role trans-Saharan trade in gold and salt played in serving as a catalyst for the establishment of Ghana, West Africa's earliest powerful empire, and subsequent powerful empires, for example Mali and Songhai. Students will be able to illustrate how the economic trade that focused on gold and salt resulted in cultural changes with the spread of Islamic influences in West Africa. They will also be able to explore how African cultural achievements have shaped the world today and how cultural diffusion has been evidenced regarding African culture through the Atlantic Slave Trade, Imperialism, and the establishment of independent nations on the African continent in the twentieth century.

Note: Current Events, Special Themes (9/11, National Constitution Day, Elections, and Cultural, Diversity/Tolerance Issues-Dr. Martin Luther King Jr. Day, Black History Month, and the New Jersey Mandate on Genocide Education should be incorporated into instruction where appropriate and possible.)

Unit Duration: 25 days

Desired Results

Standard(s): Social Studies Core Content Standards/ NJSLs ELA

Indicators:

Humanities Core Content Standards

6.2.8.A.4.a, 6.2.8.B.4.e, 6.2.8.D.4.a, 6.2.8.B.4.a, 6.2.8.C.4.a, 6.2.8.B.4.b, 6.2.8.C.4.b, 6.2.8.B.4.c, 6.2.12.A.1.a, 6.2.8.D.4.g, 6.3.8.A.3

NJSLs ELA

RH.6-8.1., RH.6-8.2., RH.6-8.3., RH.6-8.4., RH.6-8.5., RH.6-8.6., RH.6-8.7., RH.6-8.8., RH.6-8.9., RH.6-8.10., WHST.6-8.4., WHST.6-8.5., WHST.6-8.6., WHST.6-8.7., WHST.6-8.8., WHST.6-8.9., WHST.6-8.10

Understandings:

Students will understand that...

Geography and Trade

Geography was a major factor in the development of West African societies. Settled communities grew south of the Sahara, where the land permitted farming.

Geography also influenced trading patterns.

Communities traded with one another for items they could not produce locally. Rivers, such as the Niger, served as trade routes. Early societies in West Africa were family-based communities which came together to form villages. Banding together in villages allowed people to take advantage of natural resources and to defend themselves from attack. Trade played a key role in the growth of Ghana because the government used taxes on trade goods, like gold and salt, to create other peoples and build an empire.

West Africa's cultural legacy is still influential today through West African oral traditions, for example storytelling, folktales, and proverbs, West African music, for example call and response, traditional

Essential Questions:

Early Societies in West Africa

- In what ways do the cultural achievements of West Africa influence our culture today?

Ghana: A West African Trading Empire

- To what extent did trans-Saharan trade lead to Ghana's wealth and success?

The Influence of Islam on West Africa

- In what ways did Islam influence West African society?

The Cultural Legacy of West Africa

- In what ways did the cultural achievements of West Africa influence our culture today?

instruments, drumming and dancing, and West African visual arts, for example sculptures, masks, and textiles.

Ghana's Government and Military

Ghana was ideally located to control the trans-Saharan trade. It used the wealth from trade to create a strong army, which allowed it to conquer other peoples and build an empire.

Trade: Gold and Salt

Ghana became wealthy by charging taxes on goods, especially gold and salt. Gold was mined in secret location in forests south of Ghana and carried north to trade, while salt was produced in the Sahara and transported south. The Wangarans used a system of silent barter to trade goods.

The Decline of Ghana and Rise of Mali

Years of war and the loss of natural resources led to Ghana's downfall in the 13th century. The next great West African empire, Mali, also built its wealth on trade.

The Influence of Islam in West African Culture

Traders and missionaries first brought Islam to Ghana in the 8th century. The influence of Islam increased under the rulers of Mali and Songhai.

Religious Practices

Islam changed West African religion. Many continued to show respect for the spirits of ancestors and to follow other traditional beliefs, but they learned to adhere to the Five Pillars of Islam and to celebrate Muslim religious festivals.

Government, Law, and Education

Islam brought new ideas about government and law. The royal succession became patrilineal. Government became more centralized. Shari'ah replaced customary law. There was a new emphasis on learning. People studied at Qur'anic schools and Islamic universities. Timbuktu became a center of Islamic and academic study. Arabic became the language of religion, learning, commerce, and government. New styles of architecture developed as West Africans built mosques and changed the designs of their homes. They also adopted new geometric styles in their decorative arts.

The Cultural Legacy of West Africa

Oral and Written Traditions Storytellers called griots helped to preserve the history and culture of West Africa. Folktales and proverbs are also part of West Africa's rich oral tradition. In medieval times, Muslim scholars added a body of Arabic writings to this heritage, which were preserved in Qur'anic schools and mosques. Modern writers incorporate many elements from West African oral traditions in their novels and other works. Important features of West African music include call and response, traditional instruments, drumming, and dance. West African influences are still heard in world music. Visual arts or sculptures, masks, textiles, and the design of everyday objects influenced many modern artists, one of whom was Pablo Picasso. Kente cloth is still worn today and its influence can be seen around the world.

Students will be able to

- recognize and describe specific terminology such as: smelting, Jenne-jeno, tribute, Sahara, Niger River, Sahel, Nok, savanna, artifact, Ghana, matrilineal, trans-Saharan, trade, Mali patrilineal, Mansa Masu, textile, Songhai, oral tradition, griot, genealogy, folktale, call and response, terracotta, appliqué, kente

<ul style="list-style-type: none"> • Construct a point of view synthesizing multiple perspectives across expanding territories with diverse populations. • Connect a point of view synthesizing multiple perspectives across time and place. • Determine how past events shape current events and conflicts in the world today • Compare and Contrast current events to topics of study in the past. • Utilize map skills • Compare and contrast • Sequence events • Interpret a timeline • Analyze cause and effect • Make predictions • Recognize the role of chance, error, and oversight in history • Frame questions to research • Distinguish fact from opinion • Select and analyze credible primary sources • Draw sound conclusions • Identify bias, stereotyping, and propaganda • Interpret and analyze visual aids, including but not limited to paintings, photographs, political cartoons, and/or graphic organizers • distinguish between the vegetation zones of forest, savanna, Sahel, and desert. • trace how early societies in West Africa evolved into kingdoms. • understand the importance of family, labor specialization, and regional commerce in the development of cities and kingdoms in West Africa. • identify the role of trans-Saharan trade in spreading Islam in West Africa. • explain how trade in gold and salt led to the growth of Ghana and Mali. • determine how Africa’s physical geography and natural resources present challenges and opportunities for trade and development. • List the natural resources present in West Africa • Report on the development of West African kingdoms • Connect the geographic and religious influences on the evolution of the arts in West Africa • Understand the importance of oral tradition • Interpret Anasazi folk tales to extract meaning 	
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Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Classwork Assignments (Interactive Student Notebook, teacher generated questions, Reading Challenge Pre-Assessment, etc.) • Homework Assignments (Interactive Student Notebook, teacher generated questions, Reading Challenge Pre-Assessment, etc.) • Class Participation and Preparation • Class Discussion Questioning Strategies <p><u>Summative Assessment(s)</u></p> <ul style="list-style-type: none"> • Benchmark Assessment • Mid-term/Final Exam • Reading Challenge-Post Assessment <p>Unit Test (Teacher/Department generated)</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Use of digital platforms (quizziz, Newsela, nearpod, kahoot, etc.) • Choice board activities • LATIC activities • Conferences • Quizzes (Teacher or Book Generated) • Student Performance during Critical Thinking/Cooperative Learning • Activities i.e. role play, simulation, etc. • Observations • Project Based Assessment w/grading rubric and clearly defined criteria • Writing Assessments w/grading rubric and clearly defined criteria • Self and Peer Evaluation • Student Conferences
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- Student Record Keeping

Benchmarks: See our shared Humanities folder:

Learning Plan

Learning Activities:

The Culture and Kingdoms of West Africa Geography Challenge

Chapter 11 Lesson –Early Societies in West Africa

- Preview Activity (TCI)
- Vocabulary Development (TCI)
- Reading Notes (TCI)
- Reinforcement Activity
- Response Group Activity
- Processing Activity
- Assessment (teacher/department project-based assessment)

Instructional Resources

- Both the Geography Challenge and Response group activity, and all subsequent materials provided by teachtci
 - Teachtci online textbooks
 Teacher generated tasks through digital platforms including Newsela, edpuzzle, Socrative, playposit, etc.

Chapter 12 Lesson – Ghana: A West African Trading Empire

- Preview Activity (TCI)
- Vocabulary Development (TCI)
- Reading Notes (TCI)
- Everyday ELA activity
- Reinforcement Activity (TCI)
- Experiential Exercise Activity
- Processing Activity
- Assessment (teacher/department project-based assessment)

Instructional Resources

- Experiential activity, and all subsequent materials provided by teachtci
 - Teachtci online textbooks
 Teacher generated tasks through digital platforms including Newsela, edpuzzle, Socrative, playposit, etc.

Chapter 13 Lesson – The Influence of Islam on West Africa

- Preview Activity (TCI)
- Vocabulary Development (TCI)
- Reading Notes (TCI)
- Everyday ELA activity
- Reinforcement Activity (TCI)
- Humanities Skill Builder Activity
- Processing Activity

Instructional Resources

- Problem Solving group work activity, and all subsequent materials provided by teachtci
 - Teachtci online textbooks
 Teacher generated tasks through digital platforms including Newsela, edpuzzle, Socrative, playposit, etc.

Chapter 14 Lesson – The Cultural Legacy of West Africa

- Preview Activity (TCI)
- Vocabulary Development (TCI)
- Reading Notes (TCI)
- Reinforcement Activity (TCI)
- Problem Solving Group Work Activity
- Processing Activity
- Reading Further: Youssou N’Dour: A Modern Day Griot Activity
- The Culture and Kingdoms of West Africa Timeline Challenge

- Unit Assessment (teacher/department project-based assessment)

The Timeline Challenge, Problem Solving group work activity, and all subsequent materials provided by teachtci

- Teachtci online textbooks

Teacher generated tasks through digital platforms including Newsela, edpuzzle, Socrative, playposit, etc.

Other Resources:

- Student computers
- Digital platforms
- Office 365 programs
- Unified Classroom
- Interactive Board
- Teachtci program and materials
- Social Studies 6-12 Shared Folder

**Lesson Modifications for the entire unit for quicker coverage, ELL learners, or extended coverage are available through teachtci.com under the teacher resources tab.*

Unit Modifications for Special Population Students

Advanced Learners

Consider these ideas for your students and which you think works best for you:

- Provide an Alternative to the Processing Activity

Example: The Development of Feudalism in Western Europe

Challenge students to compare feudalism to modern society. Encourage students to think about which individuals or groups in our society most resemble the various social classes in the European feudal system and write about the parallels.

- Create a writing assignment

- Example: The Decline of Feudalism- using a Newsela article

After learning about the Magna Carta, think about the rights granted to citizens in time when it was unprecedented. The Magna Carta is one of the great symbols of individual liberty and the rule of law. Along with the Declaration of Independence and the U.S. Constitution, the Magna Carta is regarded as a charter of American liberty. Using a t-chart, compare the rights given in the Magna Carta to one of the other documents listed. You must have at least five examples. Use the newsela article “The Magna Carta has Something for Everyone.” to help you find your answers.

- Example: The Renaissance Begins: Assign a writing piece based on the reading further “How Does Renaissance Art and Literature Reflect Humanist Ideals?”

- Draw Parallels Between History and Today

Example: The Roman Catholic Church in Medieval Europe

Have students explore the power of the Roman Catholic Church in medieval Europe by comparing and contrasting the role of the Church in medieval Europe to the role of government in the United States by doing the following:

- After they read Section 2, The Christian Church Takes Shape, ask students to create a graphic organizer showing similarities and differences between the medieval Roman Catholic Church and the present-day U.S. government.
- When brainstorming ideas, students should consider including information on such topics as the following: – how these two organizations are structured – individuals or groups who hold various positions of power within each organization – the powers of these organizations over the people they serve – the responsibilities of these organizations toward the people they serve

- Research Project

- Example: Life in Medieval Towns

Students will research current epidemics and compare this to the spread of the Bubonic Plague in Europe. Students could present their findings to the class and link their research to a current event.

- Example: The Byzantine Empire Have students research achievements and contributions of the Byzantine Empire and design a mobile or collage as a culminating project. Encourage them to use the Enrichment Resources provided at in this program as a starting point in their research on achievements and contributions of the Byzantine Empire. Include the following basic criteria for them to follow when completing the project:
 - Detail four achievements or contributions of the Byzantine Empire, including those in the fields of architecture, art, education, religion, politics, medicine, science, or economics.
 - Include an image of each achievement or contribution from the past, or a related image from the present.
 - Write a paragraph describing each achievement or contribution, how it affected the lives of people during the Byzantine Empire, and two ways it has affected people’s lives in modern times. (For example, how it might have affected further innovations or inventions.)

	<ul style="list-style-type: none"> • <u>Extend the Activity</u> <ul style="list-style-type: none"> ○ Example: Florence: The Cradle of the Renaissance Have students research additional examples of advances that originated in Florence during this time period. Instruct students to create a slide show or poster-board presentation highlighting these advances with images from Internet resources. Use these guidelines to assign this task: • Using the Internet or additional resources from the library, find at least three more examples of advances that originated in Florence during the Renaissance.
<p>Struggling Learners</p>	<p><u>Consider these ideas for your students and which you think works best for you:</u></p> <ul style="list-style-type: none"> • Use the teachci online text features including main ideas and the reader voice. • <u>Modify the Processing Activity</u> <ul style="list-style-type: none"> ○ For example: The Byzantine Empire Use the following as a model for creating writing prompts to help students add some of the required information: Constantinople is a great place for the capital of the Byzantine Empire because . . . One special thing about Constantinople’s geography is . . . During the day, people in Constantinople . . . Others spend time . . . • <u>Provide Support for Act-It-Outs (Chapter 4/6)</u> <ul style="list-style-type: none"> ○ Example: The Byzantine Empire: Provide Support for the Act-It-Out Give students copies of Student Handout 6 and Visual 6C the day before this activity is scheduled to take place. Assign each student to a character, and encourage students to read Section 3, The Reign of Justinian I, of the Student Text as they consider the questions on Student Handout 6. It may also help some students to write down ahead of time the answers to the act-it-out. • <u>Adapt the Preview Activity</u> • <u>Provide Support for the Reading Notes</u> <ul style="list-style-type: none"> ○ Example: Development of Feudalism in Western Europe: Give some students a copy of Guide to Reading Notes 2 with only partial answers to each question revealed. Allow them to fill in the blanks or complete the unfinished sentences as they read each section. ○ Example: The Renaissance Begins: Rather than students add the notes for fishbone chart, consider a cause and effect graphic organizer. ○ Example: Florence Cradle of the Renaissance provide students with a few of the answers in the center activities. • Supplement with a Newela article <ul style="list-style-type: none"> ○ For example, “Joan of Arc” for the benchmark writing • <u>Provide Support During the Experiential Exercise</u> <ul style="list-style-type: none"> ○ Example: The Roman Catholic Church Provide students with a copy of Guide to Reading Notes for Lesson 3 with occasional words in each section omitted (white out a portion of each answer before photocopying). Students can fill in the blanks as they read the text as the chapter progresses. ○ Example: Ghana: A West African Trading Empire Give students their own copies of Information Masters A and B. Highlight the key points on the handout that might help students better follow the directions of the game. Also take a moment to discuss with these students each step of the trading process to make sure they understand what to do. <p>Other suggestions:</p>

	<ul style="list-style-type: none"> • High/low pairings • adjust the length of time to complete a project or assignment • Allow students to answer fewer or different questions on notes and assessments • Create alternate projects or assignments • Speech to text program • Work in a small group setting <p>Google Chrome Extensions:</p> <ul style="list-style-type: none"> • StayFocusd • Kami • Clipto • Onenotewebclipper • OpenDyslexic • BeeLine Reader • ATbar • MagicScroll Web Reader • SentiSum:Smart Summarizer • Voice Instead
<p>English Language Learners</p>	<ul style="list-style-type: none"> • Use the teachtci online text features including main ideas and the e-reader. • Eliminate the Activity Notes <ul style="list-style-type: none"> ○ For example: The Legacy of the Roman Empire Give students a copy of uncut Student Handout 1 and photocopies of the eight placards. At their desks, have students try to match each modern image on the Student Handout with its Roman counterpart on a placard. Using a marker, have them circle clues in each image that led them to make the match, such as similarities in each image or significant details that reveal the topic of the images. • Discuss the Preview Questions as a Class <ul style="list-style-type: none"> ○ Before having students answer these questions in their Interactive Student Notebooks, project “Roman Empire at Its height”, “About 200 C.E.” and “Roman Empire, About 500 C.E” (Visual 1 in print materials) and discuss each map as an entire class. Encourage students to jot down their own and classmates’ ideas as each question is answered. • Add Support to the Preview Activity Distribute: <ul style="list-style-type: none"> ○ Example: Life in Medieval Towns incomplete cue cards that students can use as prompts to help them participate in the analysis of Visual A. Prepare several identical cue cards for each spiral question. Here are some examples of cue cards for this image: • An interesting detail I see in this image is . . . • I think that living conditions in medieval towns can be described as __ because _____. • Jobs available to people in medieval towns might include _____ because _____. • In medieval towns, people spent their free time. • Minimize the vocabulary <ul style="list-style-type: none"> ○ As students master the content consider modifying their vocabulary assignment with the vocabulary in their native language and the definition/picture in English. Or pair down the words to the most essential needed for the chapter. • Model the task to be completed <ul style="list-style-type: none"> ○ Example: The Roman Catholic Church Before beginning the walking tour of the five medieval sites, consider doing the following with the whole class at one site: • Review the directions at each station. • Model each task to be completed. • Ask students to explain the directions in their own words, to ensure that they understand the station directions and tasks

	<ul style="list-style-type: none"> ● Provide an Alternative to the Preview Activity <ul style="list-style-type: none"> ○ The Decline of Feudalism: Allow students to use illustrations to complete the Preview activity. Instruct them to draw the event that they believe changed the way they lived and then write short, bulleted phrases explaining how their lives were changed. Prepare Students for the Visual Discovery Provide students with copies of the questions you will ask about each visual. Give students these questions the night before, along with copies of the visuals, so that students can be prepared to take part in the discussions the following day. ● Work with a Peer on Reading Notes <ul style="list-style-type: none"> ○ Example: The Origins and Spread of Islam Have Students Pair these students with more proficient readers for this activity. Have them record all the information together on one copy of the Reading Notes. After the activity, photocopy the Reading Notes so that each student has a copy. ● Create a Class Outline for the Writing Assignment <ul style="list-style-type: none"> ○ Example: The Origins and Spread of Islam Have the class work together to create an outline (on the board or an overhead transparency) that tells them where they might find the relevant information for each part of their illuminated manuscript. An outline might look like the following: Page 1: Cover with title and illustrations Page 2: Muhammad’s early life (Section 3) • key words: birth, orphan, trader, marriage Page 3: The Prophet of Islam (Section 4) • key words: cave, Gabriel, Allah, Qur’an And so on for the rest of the writing assignment. <p>Other suggestions:</p> <ul style="list-style-type: none"> ● High/low pairings ● Model the tasks students are asked to complete ● adjust the time to complete a project ● Allow students to answer fewer or different questions on notes and assessments ● Modify the physical space to accommodate all students ● Create a variety of question styles for assessments ● Create alternate projects or assignments ● Speech to text programs ● Graphic organizers ● Use of a task tracker <p>Google Chrome Extensions:</p> <ul style="list-style-type: none"> ● StayFocusd ● Kami ● Clipto ● Onenotewebclipper ● OpenDyslexic ● BeeLine Reader ● ATbar ● MagicScroll Web Reader ● SentiSum:Smart Summarizer ● Voice Instead ● Mate Translate
<p>Special Needs Learners</p>	<ul style="list-style-type: none"> ● Use the teachtci online text features including main ideas and the reader. ● Use a leveler program such as https://rewordify.com/ ● <u>Shorten the Reading Notes</u>: Example: The Legacy of the Roman Empire Reduce the amount of matching in the activity by having students focus on four of the eight modern images. Have them complete the Reading Notes for just those four images. Also, consider

photocopying the four corresponding placards to allow them to match the modern images to them at their desks or later as homework.

- Adjust the Preview Activity Example: The Byzantine Empire Allow students who may find the physical aspects of the Preview activity challenging to station themselves at the trading hub in the center of the room as natives of Constantinople. Assign these students the responsibility for tallying their groups' collection of tokens.
- Reduce the vocabulary list
- Use graphic organizers
- Supplement with a Newela article
 - For example, "Joan of Arc" for the benchmark writing
 - Modify the amount of questions in the Benchmark
- Simplify the Writing Assignment or Produce an outline as a class
 - Example: The Origins and Spread of Islam Modify the directions on Information Master 7E for the illuminated manuscript, as follows:
 1. Create a cover page with the title The Origins of Islam. Add designs that include colorful geometric shapes.
 2. Create four pages about the life of Muhammad. Each page should include • one of the following sentences that best matches the topic for that page: – Muhammad was born poor, but he grew up to become a trader. – For more than 20 years, Muhammad listened to the messages the angel Gabriel brought from God, whom Muslims call Allah. – Muhammad preached his ideas but was rejected by most Makkans. – Muhammad created a Muslim community in Madinah that respected Christians and Jews; later he captured Makkah and forgave his enemies. • colorful and appropriate illustrations (no human or animal figures)
 3. Add creative touches to make the manuscript look authentic
- Provide Support During the Experiential Exercise
 - Example: The Roman Catholic Church Provide students with a copy of Guide to Reading Notes for Lesson 3 with occasional words in each section omitted (white out a portion of each answer before photocopying). Students can fill in the blanks as they read the text as the chapter progresses.
 - Example: Ghana: A West African Trading Empire Give students their own copies of Information Masters A and B. Highlight the key points on the handout that might help students better follow the directions of the game. Also take a moment to discuss with these students each step of the trading process to make sure they understand what to do

Other suggestions:

- High/low pairings
- Model the tasks students are asked to complete
- adjust the time to complete a project
- Allow students to answer fewer or different questions on notes and assessments
- Modify the physical space to accommodate all students
- Create a variety of question styles for assessments
- Create alternate projects or assignments
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Google Chrome Extensions:

- StayFocusd
- Kami
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- OpenDyslexic
- BeeLine Reader
- ATbar

	<ul style="list-style-type: none"> • MagicScroll Web Reader • SentiSum:Smart Summarizer • Voice Instead
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>

Interdisciplinary Connections

ELA Connections are linked in each unit:
[Learning Goals and Scales](#)

Integration of 21st Century Skills

Indicators:
9.1.8.B.5, 9.1.8.B.6, 9.1.8.D.5, 9.1.8.F.1, 9.1.8.F.2, 9.1.8.F.3, 9.3.12.AR-PRF.3, 9.3.12.AR-PRT.2, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.2, 9.3.12.ED.2, 9.3.12.ED-TT.6, 9.3.HU.2

Unit 4 Title: The Renaissance, Reformation, and Age of Exploration

TCI Lessons: 27, 28, 29, 30, 31, 32

Unit Description:

Students will be able to explain the political, economic, and cultural changes in Europe that led to the birth of the Renaissance. They will be able to describe the role leading European cities, such as Florence, Italy, played in helping shape Renaissance advances made in multiple cultural areas, including art and architecture. They will be able to identify leading Renaissance visionaries and the lasting impact these visionaries made to modern life. In their study of the Reformation, students will explore the factors that contributed to the weakening of the Catholic church and examine the leaders whose ideas resulted in the Reformation. They will explore the beliefs and practices of three denominations of Protestantism and analyze the effect of the Reformation on Europe and the world. Finally, this unit study concludes with the Age of Exploration, tracing several expeditions and the sharing of ideas and culture.

Note: Current Events, Special Themes (9/11, National Constitution Day, Elections, and Cultural, Diversity/Tolerance Issues-Dr. Martin Luther King Jr. Day, Black History Month, and the New Jersey Mandate on Genocide Education should be incorporated into instruction where appropriate and possible.)

Unit Duration: 40 days

Desired Results

Standard(s): New Jersey Content Standards and NJSLs ELA

Indicators:

Humanities Content Standards

6.2.8.A.4.a , 6.2.8.B.4.e, 6.2.8.C.4.b, 6.2.8.D.4.c, 6.2.8.D.3d, 6.2.8.B.4.a, 6.2.12.B.2.a, 6.2.12.C.2.a, 6.2.12.D.2.a, 6.2.8.B.4.b, 6.2.8.D.4.g, 6.2.8.C.4.a, 6.2.12.D.2b, 6.2.12.D.2c, 6.2.12.C.1.e, 6.2.12.D.2.d, 6.2.12.D.2.e, 6.2.8.D.4.g, 6.1.8.A.1.a, 6.3.8.B.1, 6.3.8.D.1

NJSLS ELA

RH.6-8.1., RH.6-8.2., RH.6-8.3., RH.6-8.4., RH.6-8.5., RH.6-8.6., RH.6-8.7., RH.6-8.8., RH.6-8.9., RH.6-8.10.
WHST.6-8.4., WHST.6-8.5., WHST.6-8.6., WHST.6-8.7., WHST.6-8.8., WHST.6-8.9., WHST.6-8.10.

Understandings:

The Renaissance Begins

Beginning in Italy around 1300 and spreading throughout Europe as a result of growing trade and commerce, the Renaissance was a flowering of art and learning that allowed for a rediscovery of the classical Greek and Roman culture.

The City of Florence

The Medici family controlled the city of Florence, the cultural center of the Renaissance era and served as a focal point for gains made in the fields of architecture, engineering, art, literature, science, mathematics, and commerce.

The Growth of Humanism

The new philosophy of humanism spurred interest in learning and fresh ways of thinking. Humanists, such as Francesco Petrarch, sought to balance religious faith with an emphasis on individualism, the workings of the natural world, and human society. They sought to separate the workings of government from the Church.

Leaders of the Renaissance

Major Renaissance innovators had a transformative impact on Western culture in multiple fields. Some of

Essential Questions:

The Renaissance Begins

- What changes in Europe led to the Renaissance?

Florence: The Cradle of the Renaissance

- What advances were made during the Renaissance?

Leading Figures of the Renaissance

- In what ways have various leading figures of the Renaissance affected modern society?

The Reformation Begins

- What factors led to the weakening of the Catholic Church and the beginning of the Reformation?

Age of Exploration

- How did the Age of Exploration change the way Europeans viewed the world?

these fields include DaVinci's contributions in science, art, and Gutenberg's movable type printing press.

The Reformation

Weakened by corruption, political struggles, and humanist ideas, the Catholic Church faced increasing questions and calls for reforms. Known as the Reformation, this movement resulted in the establishment of Protestant churches and was greatly influenced by Martin Luther, who had a major dispute with the Church over indulgences and other practices. The Reformation spread through other reformers and the printing press.

Leaders of the Reformation

Other Protestant reformers began to separate from the Catholic Church. The printing press helped to spread their ideas. Zwingli and Calvin began churches in Switzerland. William Tyndale translated the Bible into English. Henry VIII became the supreme head of the new Church of England.

Impact of the Reformation

In the period following the Reformation, Europe experienced a rise in nationalism and a strengthening of the monarchies. Yet, Protestantism also led to the beginnings of modern democracy.

Age of Exploration

European explorers sought wealth and land for their monarchs and themselves, knowledge, and adventure. They also wanted to spread Christianity. Several advances in knowledge and technology made their journeys possible.

Understandings:

The Renaissance Begins

Beginning in Italy around 1300 and spreading throughout Europe as a result of growing trade and commerce, the Renaissance was a flowering of art and learning that allowed for a rediscovery of the classical Greek and Roman culture.

The City of Florence

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The Growth of Humanism

The new philosophy of humanism spurred interest in learning and fresh ways of thinking. Humanists, such as Francesco Petrarch, sought to balance religious faith with an emphasis on individualism, the workings of the natural world, and human society. They sought to separate the workings of government from the Church.

Leaders of the Renaissance

Major Renaissance innovators had a transformative impact on Western culture in multiple fields. Some of these fields include DaVinci's contributions in science, art, and Gutenberg's movable type printing press.

The Reformation

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Age of Exploration

European explorers sought wealth and land for their monarchs and themselves, knowledge, and adventure. They also wanted to spread Christianity. Several advances in knowledge and technology made their journeys possible.

Students will be able to:

- Construct a point of view synthesizing multiple perspectives across expanding territories with diverse populations.
- Synthesize multiple perspectives across time and place.
- Compare and Contrast current events to topics of study in the past.
- Utilize map skills
- Compare and contrast
- Sequence events
- Interpret a timeline
- Analyze cause and effect
- Make predictions
- Recognize the role of chance, error, and oversight in history
- Frame questions to research
- Distinguish fact from opinion
- Select and analyze credible primary sources
- Draw sound conclusions
- Identify bias, stereotyping, and propaganda
- Interpret and analyze visual aids, including but not limited to paintings, photographs, political cartoons, and/or graphic organizers
- locate the major cities and countries in the spread and impact of the Renaissance and Reformation
- recognize specific terminology such as: city states, classical art, humanism, Humanities, individualism, Renaissance, republic, Dante Alighieri, Donatello, Florence, Leonardo da Vinci, Michelangelo, Machiavelli, secular, Johannes Gutenberg, Miguel Cervantes, New World, orbit, William Shakespeare, Lutheranism, Calvinism, theocracy, Anglicanism, Counter-Reformation, nationalism, absolute monarchy, Puritans, reform, error, consequently, clarify, indulgence, simony, Reformation, Protestant, Martin Luther, denomination

The Renaissance Begins

- determine the factors that led to the Renaissance, including the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
- identify how the Renaissance spread from Italy to other parts of Europe.
- compare and Contrast Medieval, Renaissance and Classical art

Florence: the Cradle of the Renaissance

- Identify and explain Renaissance advances in architecture and engineering, painting, sculpture, literature, science, and mathematics.
- compare and contrast the importance of the Italian City-States to the modern economic cities.
- analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- assess the impact of the printing press and other technologies in the dissemination of ideas.
- understand the importance of the growth of towns, the rise of a money economy, and the development of independent city-states for the birth and spread of Renaissance ideas.
- Explore how humanism encouraged a new way of thinking that affected many aspects of European life during the Renaissance

Leading Figures of the Renaissance

- identify the value or importance of significant figures' contributions during the Renaissance.
- summarize key aspects of the lives and achievements of prominent Renaissance figures

The Reformation and The Spread and Impact of the Reformation

- summarize corrupt practices and key events that weakened the Catholic Church.
- understand Martin Luther's theological and political ideas and how they led to the Reformation.
- identify factors that contributed to the spread of Protestant ideas throughout Europe.
- list how the Reformation led to the spread of democracy

The Age of Exploration

- identify the motivations and key advances in knowledge and technology that led to the Age of Exploration.
- trace the important European expeditions during the Age of Exploration.
- identify and explain the effects of the Age of Exploration—including the exchange of goods and ideas—on people in various parts of the world.

Assessment Evidence

Performance Tasks:

- Classwork Assignments (Interactive Student Notebook, teacher generated questions, Reading Challenge Pre-Assessment, etc.)
- Homework Assignments (Interactive Student Notebook, teacher generated questions, Reading Challenge Pre-Assessment, etc.)
- Class Participation and Preparation
- Class Discussion Questioning Strategies

Other Evidence:

- Use of digital platforms (quizziz, Newsela, nearpod, kahoot, etc.)
- Choice board activities
- LATIC activities
- Conferences
- Quizzes (Teacher or Book Generated)
- Student Performance during Critical Thinking/Cooperative Learning
- Activities i.e. role play, simulation, etc.
- Observations
- Project Based Assessment w/grading rubric and clearly defined criteria

- Writing Assessments w/grading rubric and clearly defined criteria
- Self and Peer Evaluation
- Student Conferences
- Student Record Keeping

Benchmarks: Social Studies 6-12 Shared Folder

Learning Plan

Learning Activities:

Chapter 27 Lesson: The Renaissance Begins

- Preview Activity (TCI)
- Geography Challenge (TCI)
- Vocabulary Development (TCI)
- Visual Discovery Activity (TCI)
- Processing Activity
- Reinforcement Activity (TCI)
- Assessment (teacher/department generated assessment)

Instructional Resources

- Visual Discovery activity, and all subsequent materials provided by teachtci
 - Teachtci online textbooks
 - Teacher generated tasks through digital platforms including Newsela, edpuzzle, Socrative, playposit, etc.

Chapter 28 Lesson: Florence: The Cradle of the Renaissance

- Preview Activity (TCI)
- Vocabulary Development (TCI)
- Reading Notes/ Stations: Visual Discovery (TCI)
- Everyday ELA Connection:
- Processing Activity
- Reinforcement Activity (TCI)
- Assessment (teacher/department generated assessment)

Instructional Resources

- Visual Discovery activity, and all subsequent materials provided by teachtci
 - Teachtci online textbooks
 - Teacher generated tasks through digital platforms including Newsela, edpuzzle, Socrative, playposit, etc.

For information about in cooperating a Renaissance Fair, explore our shared department folder.

*Further Lesson Modification(s) available in TCI Lesson Guide for quicker coverage, ELL Students, or extended coverage. Assessment (Choice Board, teacher/department generated assessment, or other options in our shared folder

Chapter 29 Lesson: Leading Figures of the Renaissance

- Preview Activity
- Everyday ELA Connection: Biography Activity based on one leading figure
- Assessment (teacher/department generated assessment)

Chapter 30 Lesson: The Reformation Begins

- Preview Activity (TCI)
- Vocabulary Development (TCI)
- Reading Notes (TCI)
 - Assessment (teacher/department generated assessment)

Chapter 31: The Spread and Impact of the Reformation

- Preview Activity (TCI)
- Vocabulary Development (TCI)
- Everyday ELA Connection: Biography Research on a leading figure of the Reformation
 - Europe's Renaissance and Reformation Timeline Challenge

Chapter 32: The Age of Exploration

- Preview Activity (TCI)
 - Skills Study: Maps
 - Vocabulary Development (TCI)
 - TCI Reading Notes (TCI)
 - Everyday ELA Connection: Write a series of journal entries as if an explorer.
 - Primary Source Analysis: Newsela: Columbus' Letter Announcing his Discovery, 1493
 - Assessment (teacher/department generated project-based assessment)

Unit 4: Renaissance, Reformation, and Age of Exploration Assessment

*Further Lesson Modification(s) available in TCI Lesson Guide for quicker coverage, ELL Students, or extended coverage. Assessment (Choice Board, teacher/department generated assessment, or other options in our shared folder:

Other Resources:

- Student computers
- Digital platforms
- Office 365 programs
- Unified Classroom
- Interactive Board
- Teachci program and materials
- Social Studies 6-12 Shared Folder

Unit Modifications for Special Population Students

Advanced Learners

Consider these ideas for your students and which you think works best for you:

- Provide an Alternative to the Processing Activity

Example: The Development of Feudalism in Western Europe

Challenge students to compare feudalism to modern society. Encourage students to think about which individuals or groups in our society most resemble the various social classes in the European feudal system and write about the parallels.

- Create a writing assignment

○ Example: The Decline of Feudalism- using a Newsela article
After learning about the Magna Carta, think about the rights granted to citizens in time when it was unprecedented. The Magna Carta is one of the great symbols of individual liberty and the rule of law. Along with the Declaration of Independence and the U.S. Constitution, the Magna Carta is regarded as a charter of American liberty. Using a t-chart, compare the rights given in the Magna Carta to one of the other documents listed. You must have at least five examples. Use the newsela article “The Magna Carta has Something for Everyone.” to help you find your answers.

- Example: The Renaissance Begins: Assign a writing piece based on the reading further “How Does Renaissance Art and Literature Reflect Humanist Ideals?”

- Draw Parallels Between History and Today

Example: The Roman Catholic Church in Medieval Europe

Have students explore the power of the Roman Catholic Church in medieval Europe by comparing and contrasting the role of the Church in medieval Europe to the role of government in the United States by doing the following:

- After they read Section 2, The Christian Church Takes Shape, ask students to create a graphic organizer showing similarities and differences between the medieval Roman Catholic Church and the present-day U.S. government.
- When brainstorming ideas, students should consider including information on such topics as the following: – how these two organizations are structured – individuals or groups who hold various positions of power within each organization – the powers of these organizations over the people they serve – the responsibilities of these organizations toward the people they serve

- Research Project

- Example: Life in Medieval Towns

	<p>Students will research current epidemics and compare this to the spread of the Bubonic Plague in Europe. Students could present their findings to the class and link their research to a current event.</p> <ul style="list-style-type: none"> ○ Example: The Byzantine Empire Have students research achievements and contributions of the Byzantine Empire and design a mobile or collage as a culminating project. Encourage them to use the Enrichment Resources provided at in this program as a starting point in their research on achievements and contributions of the Byzantine Empire. Include the following basic criteria for them to follow when completing the project: <ul style="list-style-type: none"> • Detail four achievements or contributions of the Byzantine Empire, including those in the fields of architecture, art, education, religion, politics, medicine, science, or economics. • Include an image of each achievement or contribution from the past, or a related image from the present. • Write a paragraph describing each achievement or contribution, how it affected the lives of people during the Byzantine Empire, and two ways it has affected people’s lives in modern times. (For example, how it might have affected further innovations or inventions.) <ul style="list-style-type: none"> • <u>Extend the Activity</u> <ul style="list-style-type: none"> ○ Example: Florence: The Cradle of the Renaissance Have students research additional examples of advances that originated in Florence during this time period. Instruct students to create a slide show or poster-board presentation highlighting these advances with images from Internet resources. Use these guidelines to assign this task: <ul style="list-style-type: none"> • Using the Internet or additional resources from the library, find at least three more examples of advances that originated in Florence during the Renaissance.
<p>Struggling Learners</p>	<p><u>Consider these ideas for your students and which you think works best for you:</u></p> <ul style="list-style-type: none"> • Use the teachci online text features including main ideas and the reader voice. • <u>Modify the Processing Activity</u> <ul style="list-style-type: none"> ○ For example: The Byzantine Empire Use the following as a model for creating writing prompts to help students add some of the required information: Constantinople is a great place for the capital of the Byzantine Empire because . . . One special thing about Constantinople’s geography is . . . During the day, people in Constantinople . . . Others spend time . . . • <u>Provide Support for Act-It-Outs (Chapter 4/6)</u> <ul style="list-style-type: none"> ○ Example: The Byzantine Empire: Provide Support for the Act-It-Out Give students copies of Student Handout 6 and Visual 6C the day before this activity is scheduled to take place. Assign each student to a character, and encourage students to read Section 3, The Reign of Justinian I, of the Student Text as they consider the questions on Student Handout 6. It may also help some students to write down ahead of time the answers to the act-it-out. • <u>Adapt the Preview Activity</u> • <u>Provide Support for the Reading Notes</u> <ul style="list-style-type: none"> ○ Example: Development of Feudalism in Western Europe: Give some students a copy of Guide to Reading Notes 2 with only partial answers to each question revealed. Allow them to fill in the blanks or complete the unfinished sentences as they read each section.

	<ul style="list-style-type: none"> ○ Example: The Renaissance Begins: Rather than students add the notes for fishbone chart, consider a cause and effect graphic organizer. ○ Example: Florence Cradle of the Renaissance provide students with a few of the answers in the center activities. ● Supplement with a Newela article <ul style="list-style-type: none"> ○ For example, “Joan of Arc” for the benchmark writing ● <u>Provide Support During the Experiential Exercise</u> <ul style="list-style-type: none"> ○ Example: The Roman Catholic Church Provide students with a copy of Guide to Reading Notes for Lesson 3 with occasional words in each section omitted (white out a portion of each answer before photocopying). Students can fill in the blanks as they read the text as the chapter progresses. ○ Example: Ghana: A West African Trading Empire Give students their own copies of Information Masters A and B. Highlight the key points on the handout that might help students better follow the directions of the game. Also take a moment to discuss with these students each step of the trading process to make sure they understand what to do. <p>Other suggestions:</p> <ul style="list-style-type: none"> ● High/low pairings ● adjust the length of time to complete a project or assignment ● Allow students to answer fewer or different questions on notes and assessments ● Create alternate projects or assignments ● Speech to text program ● Work in a small group setting <p>Google Chrome Extensions:</p> <ul style="list-style-type: none"> ● StayFocusd ● Kami ● Clipto ● Onenotewebclipper ● OpenDyslexic ● BeeLine Reader ● ATbar ● MagicScroll Web Reader ● SentiSum:Smart Summarizer ● Voice Instead
<p>English Language Learners</p>	<ul style="list-style-type: none"> ● Use the teachtci online text features including main ideas and the e-reader. ● Eliminate the Activity Notes <ul style="list-style-type: none"> ○ For example: The Legacy of the Roman Empire Give students a copy of uncut Student Handout 1 and photocopies of the eight placards. At their desks, have students try to match each modern image on the Student Handout with its Roman counterpart on a placard. Using a marker, have them circle clues in each image that led them to make the match, such as similarities in each image or significant details that reveal the topic of the images. ● Discuss the Preview Questions as a Class <ul style="list-style-type: none"> ○ Before having students answer these questions in their Interactive Student Notebooks, project “Roman Empire at Its height”, “About 200 C.E.” and “Roman Empire, About 500 C.E” (Visual 1 in print materials) and discuss each map as an entire class. Encourage students to jot down their own and classmates’ ideas as each question is answered. ● Add Support to the Preview Activity Distribute:

- Exaple: Life in Medieval Towns incomplete cue cards that students can use as prompts to help them participate in the analysis of Visual A. Prepare several identical cue cards for each spiral question. Here are some examples of cue cards for this image: • An interesting detail I see in this image is . . . • I think that living conditions in medieval towns can be described as __ because _____. • Jobs available to people in medieval towns might include _____ because _____. • In medieval towns, people spent their free time.
- Minimize the vocabulary
 - As students master the content consider modifying their vocabulary assignment with the vocabulary in their native language and the definition/picture in English. Or pair down the words to the most essential needed for the chapter.
- Model the task to be completed
 - Example: The Roman Catholic Church Before beginning the walking tour of the five medieval sites, consider doing the following with the whole class at one site: • Review the directions at each station. • Model each task to be completed. • Ask students to explain the directions in their own words, to ensure that they understand the station directions and tasks
- Provide an Alternative to the Preview Activity
 - The Decline of Feudalism: Allow students to use illustrations to complete the Preview activity. Instruct them to draw the event that they believe changed the way they lived and then write short, bulleted phrases explaining how their lives were changed. Prepare Students for the Visual Discovery Provide students with copies of the questions you will ask about each visual. Give students these questions the night before, along with copies of the visuals, so that students can be prepared to take part in the discussions the following day.
- Work with a Peer on Reading Notes
 - Example: The Origins and Spread of Islam Have Students Pair these students with more proficient readers for this activity. Have them record all the information together on one copy of the Reading Notes. After the activity, photocopy the Reading Notes so that each student has a copy.
- Create a Class Outline for the Writing Assignment
 - Example: The Origins and Spread of Islam Have the class work together to create an outline (on the board or an overhead transparency) that tells them where they might find the relevant information for each part of their illuminated manuscript. An outline might look like the following: Page 1: Cover with title and illustrations Page 2: Muhammad's early life (Section 3) • key words: birth, orphan, trader, marriage Page 3: The Prophet of Islam (Section 4) • key words: cave, Gabriel, Allah, Qur'an And so on for the rest of the writing assignment.
- Provide Support During the Experiential Exercise
 - Example: The Roman Catholic Church Provide students with a copy of Guide to Reading Notes for Lesson 3 with occasional words in each section omitted (white out a portion of each answer before photocopying). Students can fill in the blanks as they read the text as the chapter progresses.
 - Example: Ghana: A West African Trading Empire Give students their own copies of Information Masters A and B. Highlight the key points on the handout that might help students better follow the directions of the game. Also take a moment to discuss with these students each step of the trading process to make sure they understand what to do

	<p>Other suggestions:</p> <ul style="list-style-type: none"> • High/low pairings • Model the Tasks students are asked to complete • adjust the time to complete a project • Allow students to answer fewer or different questions on notes and assessments • Modify the physical space to accommodate all students • Create a variety of question styles for assessments • Create alternate projects or assignments • Speech to text programs • Graphic organizers • Use of a task tracker <p>Google Chrome Extensions:</p> <ul style="list-style-type: none"> • StayFocusd • Kami • Clipto • Onenotewebclipper • OpenDyslexic • BeeLine Reader • ATbar • MagicScroll Web Reader • SentiSum:Smart Summarizer • Voice Instead • Mate Translate
<p>Special Needs Learners</p>	<ul style="list-style-type: none"> • Use the teachtci online text features including main ideas and the reader. • Use a leveler program such as https://rewordify.com/ • <u>Shorten the Reading Notes</u>: Example: The Legacy of the Roman Empire Reduce the amount of matching in the activity by having students focus on four of the eight modern images. Have them complete the Reading Notes for just those four images. Also, consider photocopying the four corresponding placards to allow them to match the modern images to them at their desks or later as homework. • <u>Adjust the Preview Activity</u> Example: The Byzantine Empire Allow students who may find the physical aspects of the Preview activity challenging to station themselves at the trading hub in the center of the room as natives of Constantinople. Assign these students the responsibility for tallying their groups' collection of tokens. • Reduce the vocabulary list • Use graphic organizers • Supplement with a Newela article <ul style="list-style-type: none"> ○ For example, "Joan of Arc" for the benchmark writing ○ Modify the amount of questions in the Benchmark • Simplify the Writing Assignment or Produce an outline as a class <ul style="list-style-type: none"> ○ Example: The Origins and Spread of Islam Modify the directions on Information Master 7E for the illuminated manuscript, as follows: <ol style="list-style-type: none"> 1. Create a cover page with the title The Origins of Islam. Add designs that include colorful geometric shapes. 2. Create four pages about the life of Muhammad. Each page should include • one of the following sentences that best matches the topic for that page: – Muhammad was born poor, but he grew up to become a trader. – For more than 20 years, Muhammad listened to the messages the angel Gabriel brought from God, whom Muslims call Allah. – Muhammad preached his ideas but was rejected by most Makkans. – Muhammad created a Muslim community in Madinah that respected Christians and Jews; later he captured Makkah and forgave his enemies. • colorful and appropriate illustrations (no human or animal figures) 3. Add creative touches to make the manuscript look authentic

	<ul style="list-style-type: none"> ● <u>Provide Support During the Experiential Exercise</u> <ul style="list-style-type: none"> ○ Example: The Roman Catholic Church Provide students with a copy of Guide to Reading Notes for Lesson 3 with occasional words in each section omitted (white out a portion of each answer before photocopying). Students can fill in the blanks as they read the text as the chapter progresses. ○ Example: Ghana: A West African Trading Empire Give students their own copies of Information Masters A and B. Highlight the key points on the handout that might help students better follow the directions of the game. Also take a moment to discuss with these students each step of the trading process to make sure they understand what to do <p>Other suggestions:</p> <ul style="list-style-type: none"> ● High/low pairings ● Model the tasks students are asked to complete ● adjust the time to complete a project ● Allow students to answer fewer or different questions on notes and assessments ● Modify the physical space to accommodate all students ● Create a variety of question styles for assessments ● Create alternate projects or assignments ● Speech to text programs ● Graphic organizers ● Use of a task tracker <p>Google Chrome Extensions:</p> <ul style="list-style-type: none"> ● StayFocusd ● Kami ● Clipto ● Onenotewebclipper ● OpenDyslexic ● BeeLine Reader ● ATbar ● MagicScroll Web Reader ● SentiSum:Smart Summarizer ● Voice Instead
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> ● Variation of time: adapting the time allotted for learning, task completion, or testing ● Variation of input: adapting the way instruction is delivered ● Variation of output: adapting how a student can respond to instruction ● Variation of size: adapting the number of items the student is expected to complete ● Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>

Interdisciplinary Connections

Indicators:

ELA Connections are linked in each unit:
[Learning Goals and Scales](#)

Integration of 21st Century Skills

Indicators:

9.1.8.B.5, 9.1.8.B.6, 9.1.8.D.5, 9.1.8.F.1, 9.1.8.F.2, 9.1.8.F.3, 9.3.12.AR-PRF.3, 9.3.12.AR-PRT.2,
9.3.12.AR-VIS.1, 9.3.12.AR-VIS.2, 9.3.12.ED.2, 9.3.12.ED-TT.6, 9.3.HU.2

Unit 5 Title: Native American Civilizations

TCI Lessons: 22, 23, 25, 26

Unit Description:

Students will examine the origins and development of three key Native American Civilizations the Mayan, Aztec, and Incan Empires. Students will be able to describe the achievements of the three civilizations and compare and contrast the growth and eventual decline of each civilization. Students will evaluate the impact of the Mayan, Aztec, and Incan Empires in the Western Hemisphere nations today.

Note: Current Events, Special Themes (9/11, National Constitution Day, Elections, and Cultural, Diversity/Tolerance Issues-Dr. Martin Luther King Jr. Day, Black History Month, and the New Jersey Mandate on Genocide Education should be incorporated into instruction where appropriate and possible.)

Unit Duration: 25 days

Desired Results

Standard(s): Core Content Standards/NJSLS ELA

Indicators:

Core Content Standards:

6.2.8.A.4.a, 6.2.8.C.4.a, 6.2.8.B.4.a, 6.2.8.D.4.g, 6.1.8.A.1.a, 6.2.8.B.4.e, 6.1.8.B.1.a, 6.1.8.D.1.a, 6.2.12.A.1.a, 6.2.8.D.4.a

NJSLS ELA

RH.6-8.1., RH.6-8.2., RH.6-8.3., RH.6-8.4., RH.6-8.5., RH.6-8.6., RH.6-8.7., RH.6-8.8., RH.6-8.9., RH.6-8.10.
WHST.6-8.6., WHST.6-8.7., WHST.6-8.8., WHST.6-8.9.

Understandings:

Students will understand that...

The Mayan civilization

At its height between 2000 B.C.E. and 1500 B.C.E. in Central America, The Mayans were an advanced civilization demonstrating writing, advanced building and farming techniques, class structure, complex religious beliefs, the growth of cities, and the use of calendars.

The Aztecs

After evolving from a Nomadic civilization to the masters of a great empire after settling in the Valley of Mexico, they established their great capital of Tenochtitlan in Lake Texcoco. Eventually, the Aztecs used warfare and alliances to conquer other groups to expand their empire to hundreds of cities and millions of people throughout the Valley of Mexico. Daily life in Tenochtitlan was influenced by complex class structure, gender roles, religious beliefs, the importance of bartering in the market place, and recreational activities.

Incan Civilization

Based in their capital of Cuzco, the Incans used an impressive system of roads and messengers, along with cultural diffusion of Incan religious beliefs and values into conquered lands, to create and manage a huge empire extending almost the entire length of the Andes Mountains in South America.

The Three Mesoamerican Civilizations

The Aztec, Inca, and Mayan civilizations accomplished advances in science and technology, arts and architecture, language and writing.

Essential Questions:

The Mayas

- What led to the rise, flourishing, and fall of the Mayan civilization?

The Aztecs

- How did the Aztecs rise to power?

The Daily Life in Tenochtitlan

- What was daily life like for Aztecs in Tenochtitlán?

The Incas

- How did the Incas manage their large and remote empire?

Achievements of the Mayas, Aztecs, and Incas

- What were the significant achievements of the Mayas, Aztecs, and Incas?

The Impact of Exploration

As Europeans reached the Americas, they established colonies which contributed to the growth of capitalism, a market economy, cottage industries, and mercantilism. Columbus led to Spanish colonization in the Americas. Hernán Cortés and Francisco Pizarro conquered vast areas in Mexico and South America. The Aztec and Incan empires were destroyed because of inadequate weaponry, diseases, and other effects of the Columbian Exchange.

Students will be able to:

- Compare and Contrast current events to topics of study set in the past.
- Utilize map skills
- Compare and contrast
- Sequence events
- Interpret a timeline
- Analyze cause and effect
- Make predictions
- Recognize the role of chance, error, and oversight in history
- Frame questions to research
- Distinguish fact from opinion
- Select and analyze credible primary sources
- Draw sound conclusions
- Identify bias, stereotyping, and propaganda
- Interpret and analyze visual aids, including but not limited to paintings, photographs, political cartoons, and/or graphic organizers
- Recognize and utilize the terms solar year, stele, glyph, dialect, pictograph, suspension bridge, trephination abstract, drastic, ingenious, Mayas, Mesoamerica, ceremonial center, hieroglyphic, social pyramid, ritual, sacrifice, slash-and-burn agriculture, abandon, considerable, divine, sustain, Aztecs, mercenary, Tenochtitlan, alliance, plaza, causeway, conformity, enormous, impressive, vital, capture, semi divine, hereditary, ward, polygamy, elevate, emancipate, dispute, Incas, ayllu, communal, oracle, Adapt, dedicate, alternative, rebellious

The Maya

- Compare and contrast the rise, flourishing, and fall of the Mayas to a rise, flourishing, and fall of another empire from other time periods and/or modern society.
- describe the structure of Mayan society, and the roles and functions of each class.
- identify the important aspects of Mayan culture, including class structure and slavery, warfare, family life, religious practices, and agricultural techniques.

The Aztecs

- describe the beginnings of the Aztecs, how they arrived and survived in the Valley of Mexico, and the legend of their empire's beginnings.
- explain how the Aztecs built their capital of Tenochtitlán and describe the main features of the city.
- describe the structure of Aztec society, and the roles and functions of each class.

The Incas

- describe how the Incas built on the accomplishments of other cultures as they established their empire.
- explain the strategies the Incas used to maintain their large and remote empire.

- analyze various aspects of Incan civilization and culture, including class structure, family life, religion, and warfare.
- Achievements of the Mayas, Aztecs, and Incas**
- investigate the contributions of each Mesoamerican society, and how their contributions shaped and influenced our modern society.
 - explain the significance of the achievements of the Mayas, Aztecs, and Incas in the areas of science and technology, arts and architecture, and language and writing.
 - identify and categorize a series of artifacts from the Mayan, Aztec, and Incan civilizations.

Assessment Evidence

Performance Tasks:

- Classwork Assignments (Interactive Student Notebook, teacher generated questions, Reading Challenge Pre-Assessment, etc.)
- Homework Assignments (Interactive Student Notebook, teacher generated questions, Reading Challenge Pre-Assessment, etc.)
- Class Participation and Preparation
- Class Discussion Questioning Strategies

Summative Assessment(s)

- Benchmark Assessment
- Mid-term/Final Exam
- Reading Challenge-Post Assessment
- Unit Test (Teacher/Department generated)

Other Evidence:

- Use of digital platforms (Quizziz, Newsela, Nearpod, Kahoot, etc.)
- Choice board activities
- LATIC activities
- Conferences
- Quizzes (Teacher or Book Generated)
- Student Performance during Critical Thinking/Cooperative Learning
- Activities i.e. role play, simulation, etc.
- Observations
- Project Based Assessment w/grading rubric and clearly defined criteria
- Writing Assessments w/grading rubric and clearly defined criteria
- Self and Peer Evaluation
- Student Conferences
- Student Record Keeping

Benchmarks: See our shared folder for benchmark options:

Learning Plan

Learning Activities:

Chapter 22 Lesson: The Mayas

- Preview Activity (TCI)
- Vocabulary Development (TCI)
- Reading Notes/ Response Group Activity (TCI)
- Reinforcement Activity
- Processing Activity
- Assessment

Instructional Resources

- Response group activity, and all subsequent materials provided by teachtci
 - Teachtci online textbooks
 - Teacher generated tasks through digital platforms including Newsela, edpuzzle, Socrative, playposit, etc.

Chapter 23 Lesson: The Aztec/Chapter 24 Lesson: Daily Life in Tenochtitlan

- Preview Activity (TCI)
- Vocabulary Development (TCI)
- Visual Discovery Activity/Reading Notes (TCI)

- Reinforcement Activity
- Processing Activity
- Assessment

Instructional Resources

- Visual Discover activity, and all subsequent materials provided by teachtci
 - Teachtci online textbooks
 - Teacher generated tasks through digital platforms including Newsela, edpuzzle, Socrative, playposit, etc.

Chapter 25 Lesson: The Incas

- Preview Activity (TCI)
- Vocabulary Development (TCI)
- Experimental Exercise/Reading Notes (TCI)
- Reinforcement Activity
- Processing Activity
- Assessment

Instructional Resources

- Experimental Exercise, and all subsequent materials provided by teachtci
 - Teachtci online textbooks
 - Teacher generated tasks through digital platforms including Newsela, edpuzzle, Socrative, playposit, etc.

Chapter 26 Lesson: Achievements of the Mayas, Aztecs, and Incas

- Preview Activity (TCI)
- Vocabulary Development (TCI)
- Reading Notes (TCI)
- Everyday ELA connection: Research Project
- Reinforcement Activity
- Assessment (teacher/department project-based assessment)

Other Resources:

- Student computers
- Digital platforms
- Office 365 programs
- Unified Classroom
- Interactive Board
- Teachtci program and materials
- Social Studies 6-12 Shared Folder

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Unit Modifications for Special Population Students

Advanced Learners

Consider these ideas for your students and which you think works best for you:

- Provide an Alternative to the Processing Activity

Example: The Development of Feudalism in Western Europe

Challenge students to compare feudalism to modern society. Encourage students to think about which individuals or groups in our society most resemble the various social classes in the European feudal system and write about the parallels.

- Create a writing assignment

- Example: The Decline of Feudalism- using a Newsela article

After learning about the Magna Carta, think about the rights granted to citizens in time when it was unprecedented. The Magna Carta is one of the great symbols of individual liberty and the rule of law. Along with the Declaration of Independence and the U.S. Constitution, the Magna Carta is regarded as a charter of American liberty. Using a t-chart, compare the rights given in the Magna Carta to one of the other documents listed. You must have at least five examples. Use the newsela article “The Magna Carta has Something for Everyone.” to help you find your answers.

- Example: The Renaissance Begins: Assign a writing piece based on the reading further “How Does Renaissance Art and Literature Reflect Humanist Ideals?”

- Draw Parallels Between History and Today

Example: The Roman Catholic Church in Medieval Europe

Have students explore the power of the Roman Catholic Church in medieval Europe by comparing and contrasting the role of the Church in medieval Europe to the role of government in the United States by doing the following:

- After they read Section 2, The Christian Church Takes Shape, ask students to create a graphic organizer showing similarities and differences between the medieval Roman Catholic Church and the present-day U.S. government.
- When brainstorming ideas, students should consider including information on such topics as the following: – how these two organizations are structured – individuals or groups who hold various positions of power within each organization – the powers of these organizations over the people they serve – the responsibilities of these organizations toward the people they serve

- Research Project

- Example: Life in Medieval Towns

Students will research current epidemics and compare this to the spread of the Bubonic Plague in Europe. Students could present their findings to the class and link their research to a current event.

- Example: The Byzantine Empire Have students research achievements and contributions of the Byzantine Empire and design a mobile or collage as a culminating project. Encourage them to use the Enrichment Resources provided at in this program as a starting point in their research on achievements and contributions of the Byzantine Empire. Include the following basic criteria for them to follow when completing the project:
 - Detail four achievements or contributions of the Byzantine Empire, including those in the fields of architecture, art, education, religion, politics, medicine, science, or economics.
 - Include an image of each achievement or contribution from the past, or a related image from the present.
 - Write a paragraph describing each achievement or contribution, how it affected the lives of people during the Byzantine Empire, and two ways it has affected people’s lives in modern times. (For example, how it might have affected further innovations or inventions.)

	<ul style="list-style-type: none"> • <u>Extend the Activity</u> <ul style="list-style-type: none"> ○ Example: Florence: The Cradle of the Renaissance Have students research additional examples of advances that originated in Florence during this time period. Instruct students to create a slide show or poster-board presentation highlighting these advances with images from Internet resources. Use these guidelines to assign this task: • Using the Internet or additional resources from the library, find at least three more examples of advances that originated in Florence during the Renaissance.
<p>Struggling Learners</p>	<p><u>Consider these ideas for your students and which you think works best for you:</u></p> <ul style="list-style-type: none"> • Use the teachtci online text features including main ideas and the reader voice. • <u>Modify the Processing Activity</u> <ul style="list-style-type: none"> ○ For example: The Byzantine Empire Use the following as a model for creating writing prompts to help students add some of the required information: Constantinople is a great place for the capital of the Byzantine Empire because . . . One special thing about Constantinople’s geography is . . . During the day, people in Constantinople . . . Others spend time . . . • <u>Provide Support for Act-It-Outs (Chapter 4/6)</u> <ul style="list-style-type: none"> ○ Example: The Byzantine Empire: Provide Support for the Act-It-Out Give students copies of Student Handout 6 and Visual 6C the day before this activity is scheduled to take place. Assign each student to a character, and encourage students to read Section 3, The Reign of Justinian I, of the Student Text as they consider the questions on Student Handout 6. It may also help some students to write down ahead of time the answers to the act-it-out. • <u>Adapt the Preview Activity</u> • <u>Provide Support for the Reading Notes</u> <ul style="list-style-type: none"> ○ Example: Development of Feudalism in Western Europe: Give some students a copy of Guide to Reading Notes 2 with only partial answers to each question revealed. Allow them to fill in the blanks or complete the unfinished sentences as they read each section. ○ Example: The Renaissance Begins: Rather than students add the notes for fishbone chart, consider a cause and effect graphic organizer. ○ Example: Florence Cradle of the Renaissance provide students with a few of the answers in the center activities. • Supplement with a Newela article <ul style="list-style-type: none"> ○ For example, “Joan of Arc” for the benchmark writing • <u>Provide Support During the Experiential Exercise</u> <ul style="list-style-type: none"> ○ Example: The Roman Catholic Church Provide students with a copy of Guide to Reading Notes for Lesson 3 with occasional words in each section omitted (white out a portion of each answer before photocopying). Students can fill in the blanks as they read the text as the chapter progresses. ○ Example: Ghana: A West African Trading Empire Give students their own copies of Information Masters A and B. Highlight the key points on the handout that might help students better follow the directions of the game. Also take a moment to discuss with these students each step of the trading process to make sure they understand what to do. <p>Other suggestions:</p> <ul style="list-style-type: none"> • High/low pairings

	<ul style="list-style-type: none"> • adjust the length of time to complete a project or assignment • Allow students to answer fewer or different questions on notes and assessments • Create alternate projects or assignments • Speech to text program • Work in a small group setting <p>Google Chrome Extensions:</p> <ul style="list-style-type: none"> • StayFocusd • Kami • Clipto • Onenotewebclipper • OpenDyslexic • BeeLine Reader • ATbar • MagicScroll Web Reader • SentiSum:Smart Summarizer • Voice Instead
<p>English Language Learners</p>	<ul style="list-style-type: none"> • Use the teachtc online text features including main ideas and the e-reader. • Eliminate the Activity Notes <ul style="list-style-type: none"> ○ For example: The Legacy of the Roman Empire Give students a copy of uncut Student Handout 1 and photocopies of the eight placards. At their desks, have students try to match each modern image on the Student Handout with its Roman counterpart on a placard. Using a marker, have them circle clues in each image that led them to make the match, such as similarities in each image or significant details that reveal the topic of the images. • Discuss the Preview Questions as a Class <ul style="list-style-type: none"> ○ Before having students answer these questions in their Interactive Student Notebooks, project “Roman Empire at Its height”, “About 200 C.E.” and “Roman Empire, About 500 C.E” (Visual 1 in print materials) and discuss each map as an entire class. Encourage students to jot down their own and classmates’ ideas as each question is answered. • Add Support to the Preview Activity Distribute: <ul style="list-style-type: none"> ○ Exaple: Life in Medieval Towns incomplete cue cards that students can use as prompts to help them participate in the analysis of Visual A. Prepare several identical cue cards for each spiral question. Here are some examples of cue cards for this image: • An interesting detail I see in this image is . . . • I think that living conditions in medieval towns can be described as __ because _____. • Jobs available to people in medieval towns might include _____ because _____. • In medieval towns, people spent their free time. • Minimize the vocabulary <ul style="list-style-type: none"> ○ As students master the content consider modifying their vocabulary assignment with the vocabulary in their native language and the definition/picture in English. Or pair down the words to the most essential needed for the chapter. • Model the task to be completed <ul style="list-style-type: none"> ○ Example: The Roman Catholic Church Before beginning the walking tour of the five medieval sites, consider doing the following with the whole class at one site: • Review the directions at each station. • Model each task to be completed. • Ask students to explain the directions in their own words, to ensure that they understand the station directions and tasks

- Provide an Alternative to the Preview Activity
 - The Decline of Feudalism: Allow students to use illustrations to complete the Preview activity. Instruct them to draw the event that they believe changed the way they lived and then write short, bulleted phrases explaining how their lives were changed. Prepare Students for the Visual Discovery Provide students with copies of the questions you will ask about each visual. Give students these questions the night before, along with copies of the visuals, so that students can be prepared to take part in the discussions the following day.
- Work with a Peer on Reading Notes
 - Example: The Origins and Spread of Islam Have Students Pair these students with more proficient readers for this activity. Have them record all the information together on one copy of the Reading Notes. After the activity, photocopy the Reading Notes so that each student has a copy.
- Create a Class Outline for the Writing Assignment
 - Example: The Origins and Spread of Islam Have the class work together to create an outline (on the board or an overhead transparency) that tells them where they might find the relevant information for each part of their illuminated manuscript. An outline might look like the following: Page 1: Cover with title and illustrations Page 2: Muhammad's early life (Section 3) • key words: birth, orphan, trader, marriage Page 3: The Prophet of Islam (Section 4) • key words: cave, Gabriel, Allah, Qur'an And so on for the rest of the writing assignment.
- Provide Support During the Experiential Exercise
 - Example: The Roman Catholic Church Provide students with a copy of Guide to Reading Notes for Lesson 3 with occasional words in each section omitted (white out a portion of each answer before photocopying). Students can fill in the blanks as they read the text as the chapter progresses.
 - Example: Ghana: A West African Trading Empire Give students their own copies of Information Masters A and B. Highlight the key points on the handout that might help students better follow the directions of the game. Also take a moment to discuss with these students each step of the trading process to make sure they understand what to do

Other suggestions:

- High/low pairings
- Model the tasks students are asked to complete
- adjust the time to complete a project
- Allow students to answer fewer or different questions on notes and assessments
- Modify the physical space to accommodate all students
- Create a variety of question styles for assessments
- Create alternate projects or assignments
- Speech to text programs
- Graphic organizers
- Use of a task tracker

Google Chrome Extensions:

- StayFocusd
- Kami
- Clipto
- Onenotewebclipper
- OpenDyslexic
- BeeLine Reader
- ATbar
- MagicScroll Web Reader

	<ul style="list-style-type: none"> • SentiSum:Smart Summarizer • Voice Instead • Mate Translate:
<p>Special Needs Learners</p>	<ul style="list-style-type: none"> • Use the teachtci online text features including main ideas and the reader. • Use a leveler program such as https://rewordify.com/ • <u>Shorten the Reading Notes</u>: Example: The Legacy of the Roman Empire Reduce the amount of matching in the activity by having students focus on four of the eight modern images. Have them complete the Reading Notes for just those four images. Also, consider photocopying the four corresponding placards to allow them to match the modern images to them at their desks or later as homework. • <u>Adjust the Preview Activity</u> Example: The Byzantine Empire Allow students who may find the physical aspects of the Preview activity challenging to station themselves at the trading hub in the center of the room as natives of Constantinople. Assign these students the responsibility for tallying their groups' collection of tokens. • Reduce the vocabulary list • Use graphic organizers • Supplement with a Newela article <ul style="list-style-type: none"> ○ For example, "Joan of Arc" for the benchmark writing ○ Modify the amount of questions in the Benchmark • Simplify the Writing Assignment or Produce an outline as a class <ul style="list-style-type: none"> ○ Example: The Origins and Spread of Islam Modify the directions on Information Master 7E for the illuminated manuscript, as follows: <ol style="list-style-type: none"> 1. Create a cover page with the title The Origins of Islam. Add designs that include colorful geometric shapes. 2. Create four pages about the life of Muhammad. Each page should include • one of the following sentences that best matches the topic for that page: – Muhammad was born poor, but he grew up to become a trader. – For more than 20 years, Muhammad listened to the messages the angel Gabriel brought from God, whom Muslims call Allah. – Muhammad preached his ideas but was rejected by most Makkans. – Muhammad created a Muslim community in Madinah that respected Christians and Jews; later he captured Makkah and forgave his enemies. • colorful and appropriate illustrations (no human or animal figures) 3. Add creative touches to make the manuscript look authentic • <u>Provide Support During the Experiential Exercise</u> <ul style="list-style-type: none"> ○ Example: The Roman Catholic Church Provide students with a copy of Guide to Reading Notes for Lesson 3 with occasional words in each section omitted (white out a portion of each answer before photocopying). Students can fill in the blanks as they read the text as the chapter progresses. ○ Example: Ghana: A West African Trading Empire Give students their own copies of Information Masters A and B. Highlight the key points on the handout that might help students better follow the directions of the game. Also take a moment to discuss with these students each step of the trading process to make sure they understand what to do <p>Other suggestions:</p> <ul style="list-style-type: none"> • High/low pairings • Model the tasks students are asked to complete • adjust the time to complete a project • Allow students to answer fewer or different questions on notes and assessments • Modify the physical space to accommodate all students • Create a variety of question styles for assessments • Create alternate projects or assignments • Speech to text programs

	<ul style="list-style-type: none"> • Graphic organizers • Use of a task tracker <p>Google Chrome Extensions:</p> <ul style="list-style-type: none"> • StayFocusd • Kami • Clipto • Onenotewebclipper • OpenDyslexic • BeeLine Reader • ATbar • MagicScroll Web Reader • SentiSum:Smart Summarizer • Voice Instead
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>

Interdisciplinary Connections

Indicators:

ELA Connections are linked in each unit:

[Learning Goals and Scales](#)

Integration of 21st Century Skills

Indicators:

9.1.8.B.5, 9.1.8.B.6, 9.1.8.D.5, 9.1.8.F.1, 9.1.8.F.2, 9.1.8.F.3, 9.3.12.AR-PRF.3, 9.3.12.AR-PRT.2, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.2, 9.3.12.ED.2, 9.3.12.ED-TT.6, 9.3.HU.2

Unit Title 6: Model United Nations

Unit Description:

Seventh grade Humanities students learn about the United Nations through the Junior Model United Nations/Student Diplomat Program. This provides students participation in a comprehensive program that takes modern international affairs learning to a deeper level, while connecting to our study of the past. This is a year-long journey introduces students to the world of international relations and diplomacy. Students and teachers participate in prep programming through local museums hosted at a regional university to explore the role of culture in the world of diplomacy to gain insight into their research issues from university professors and experts in the field. Students' knowledge and application of skills from across content areas, lead to successful participation in this program will allow students to develop their twenty-first century skills by applying critical thinking and research skills to the world's most pressing issues. Participants in Humanities develop a multifaceted skill set ensuring they will be college and career ready. To facilitate this learning opportunity and to ensure successful participation in the program, classroom instructional activities will be centered on the history of the United Nations, its current role, background on critical global issues, current events, literary connections to global issues, and diplomatic skills, for example cultural literacy, research, writing, and public speaking. Students will utilize their year-long learning for their active participation in the Junior Model United Nations Conference, an all-day student-centered simulation held in May.

Unit Duration: 30 days throughout the year

Desired Results

Standard(s): Social Studies Core Content Standards/ NJSLs ELA

Indicators

Social Studies:

6.2.12.D.5.b, 6.2.12.D.5.c, 6.2.12.D.5.d, 6.2.12.A.6.a-d, 6.2.12.B.6.a, 6.2.12.C.6a,b,d, 6.2.12.D.6.a, 6.3.8.A.2-3, 6.2.12.B.5.d, 6.2.12.B.5.e, 6.2.12.C.5.c, 6.2.12.C.5.d, 6.2.12.D.5.a, 6.2.12.A.5.e, 6.2.12.C.4.c, 6.2.12.D.4.b, 6.2.12.D.4.i, 6.2.12.A.5.b, 6.2.12.A.5.c, 6.2.12.A.5.d, 6.2.12.C.3.e, 6.2.12.D.3.d, 6.2.12.D.3.e, 6.2.12.A.4.c, 6.2.12.A.4.d, 6.2.12.B.3 a

NJSLs ELA:

RH.6-8.1., RH.6-8.2., RH.6-8.3., RH.6-8.4., RH.6-8.5., RH.6-8.6., RH.6-8.7., RH.6-8.8., RH.6-8.9., RH.6-8.10., WHST.6-8.1.a-e, WHST.6-8.2.a-e, WHST.6-8.4., WHST.6-8.5., WHST.6-8.6., WHST.6-8.7., WHST.6-8.8., WHST.6-8.9., WHST.6-8.10.,

Understandings:

Students will understand...

A Brief History of the United Nations

Out of the ruins of World War II came the birth of an international organization whose primary focuses were to provide peace and security by limiting the human and financial costs of war, to strengthen human rights, and to improve the universal standards of living.

The UN Charter

The Charter of the United Nations, the foundational treaty of the United Nations, an intergovernmental organization. The Charter of the United Nations and Statute of the International Court of Justice was signed on June 26, 1945, in San Francisco, and came into force on October 24, 1945.

The Purpose of the United Nations

The UN Charter purposes are maintaining worldwide peace and security, developing relations among nations, fostering cooperation between nations in order to solve economic, social, cultural, or humanitarian international problems. Roosevelt, the United Nations cemented its role in furthering the causes of social justice—both “close to home” and “in the larger world.” Just as the UN worked to advocate for countless international citizens during the Post-World War II era, the United Nations today continues its work to promote social justice. The UN is a place or forum where delegates come together to discuss issues that affect their countries both individually and collectively. The UN can only act on global issues when many member states come to an agreement, and only as much as other member states allow. The United Nations is careful to respect the authority of each member state, with countries only acting if they agree to do so. When debating issues, member states try to reach a consensus, or a collective

Essential Questions:

- What is the United Nations?
- What are its guiding principles?
- Why was the United Nations created?
- What is the purpose of the United Nations?
- What is a delegate?
- What is cultural literacy?
- How does culture shape delegates' opinions and world views?
- How does someone act as a delegate, keeping in mind the economic and cultural state of an entire country of people?
- What are credible digital sources?
- What is a resolution?

- What are the major components of a resolution?
- How do delegates defend and present a resolution?

agreement reached among member states. It is very challenging to reach consensus because nations often disagree about how to solve problems. They will debate until the agreement is reached. The United Nations is not considered a world government and its authority is limited. It can make policy suggestions but cannot force countries to follow those suggestions.

The Role of the United Nations Today **The Six Main Organs**

The work of the United Nations is carried out by its six main organs (General Assembly, Security Council, Secretariat, Economic and Social Council, International Court of Justice, and Trusteeship Council) along with 15 additional agencies and many other programs located worldwide.

The Sustainable Development Goals

In 2000, the work of the ECOSOC laid the foundation for eight Millennium Development Goals targeted to end poverty and improve the quality of life for all people around the world. The goals had a target date of 2015, but the issues at hand proved much larger and complicated than the UN predicted, so the UN created a new set of goals at the United Nations Sustainable Development Summit in September 2015. World Leaders adopted the United Nations Sustainable Development Goals (SDGs) to end poverty, fight inequality and injustice and tackle climate change around the world. The seventeen Sustainable Development Goals are built upon the previous Millennium Development Goals but “the new SDGs, and the broader sustainability agenda, go much further than the MDGs, addressing the root causes of poverty and the universal need for development that works for all people.” The Sustainable Development Goals, which have a target date of 2030, consist of the following seventeen objectives:

1. No poverty
2. No hunger
3. Good health
4. Quality education
5. Gender equality
6. Clean water and sanitation
7. Renewable energy
8. Good jobs and economic growth
9. Innovation and infrastructure
10. Reduced inequalities
11. Sustainable cities and communities
12. Responsible consumption
13. Climate action
14. Life below water
15. Life on land
16. Peace and justice
17. Partnerships for the goals

The United Nations is supported in its work by countless non-governmental organizations, (International Red Cross, Doctors Without Borders, UNICEF, and the United Nations Foundation.)

Culture

Culture is made up of all aspects of one's life- i.e. language, art, music, food and cooking style, family values, manners, gestures, clothing, holidays, religion, belief systems, etc. Culture is expressed both inwardly in how it shapes individuals' perspectives and outwardly in how it shapes individuals' interactions with others. One's personal cultural background has an impact on the art of diplomacy. Cultural literacy and awareness of others helps facilitate more effective outcomes during diplomatic endeavors.

Topics/Resolution

Specific content regarding critical global issues will be determined each year by the Model UN's selected topics. A resolution is a document that refers to actions that countries jointly resolve to undertake in order to address a specific topic or problem. An effective resolution outlines a problem and offers concrete solutions.

It consists of three parts:

- a header that includes the committee's name, the topic and the sponsoring country or countries;
- a series of pre-ambulatory clauses that explain why the topic is important and what previous actions have been taken to address it; and
- a series of operative clauses that describe what solutions/actions the committee should take to address the topic.

Global Issues on the UN Agenda

The UN tackles five main topics worldwide:

1. peace and security
2. economic and social development
3. human rights
4. humanitarian affairs
5. international law

Some of the most issues on the UN agenda:

- AIDs
- Africa
- Aging
- Atomic Energy
- Children
- Climate Change
- Decolonization
- Democracy
- Food
- Health
- Human Rights
- International Law and Justice
- Oceans and Law of the Sea
- Peace and Security
- Population
- Refugees
- Water
- Women

Skills

Students will be able to:

- gain a deeper understanding of world geography, history, and cultures;
- explore the mission, structure, and function of the United Nations;
- apply research and critical thinking skills to specific global issues;
- write, debate, and amend resolutions;
- understand the role of diplomacy and deliberation in international affairs;
- develop skills in conflict resolution, problem solving, and cross-cultural communication.
- define culture, and identify the elements of culture that shape the human experience

Students will also practice:

- Diplomatic Skills –Public Speaking and Negotiation
- Utilize map skills
- Compare and contrast
- Cultural literacy skills
- Sequence events
- Analyze cause and effect
- Make predictions
- Recognize the role of chance, error, and oversight in history

- Frame questions to research
- Distinguish fact from opinion
- Select useful information
- Select and analyze credible primary sources and secondary sources
- Draw well-reasoned conclusions
- Identify frame of reference and point of view
- Synthesize another person's world view and perspective to solve a problem faced in the world today
- Participate in literature circles pertaining to world affairs
- Record ongoing current events relevant to their Model United Nations experience

Assessment Evidence

Performance Tasks:

Classwork Assignments:

- (The United Nations: A Handbook for Middle School Students: Country and Culture Profile Worksheet, Everyone Has a Culture, Everyone Is Different activity, teacher generated questions and activities, etc.)

Literature Circles and teacher generated assignments based on novels.

- Research, revision, and writing of a position paper
- Research, revision and writing of a resolution
- Tests (Teacher Generated)
- Quizzes (Teacher Generated)
- Literature Circles and Research Assignments
- Teacher Generated Current Events Assessments
- Project Based Assessments
- Writing Assessments w/ grading rubric and clearly defined criteria

Other Evidence:

- Student Performance during Critical Thinking/Cooperative Learning
- Activities i.e. role play, simulation, etc.
- Observations
- Project Based Assessment
- Writing Assessments
- Self and Peer Evaluation
- Demonstration of knowledge about specific Model UN Topics, (Global Warming, Child and Maternal Health, Sustainability Development, Access to Primary Education, and Child Labor laws, HIV/AIDS relief, etc.)
- The Writing and Amending of a Successful Resolution
- Use of digital platforms (Quizziz, Newsela, Nearpod, Kahoot, etc.)
- Conferences
- Quizzes (Teacher/Department Generated)
- Student Performance during Critical Thinking/Cooperative Learning
- Project Based Assessment w/grading rubric and clearly defined criteria
- Writing Assessments w/grading rubric and clearly defined criteria
- Student Record Keeping

- **Benchmarks:** Social Studies 9-12 Shared Folder

Learning Plan

Learning Activities:

- **Current Event Analysis** is introduced early in the year and integrated throughout the year. Students submit written current event assignments and participate in discussions/Unified Classroom chat rooms with their peers.
- **Literary analysis** is introduced at the start of the year and integrated throughout the year by the reading of class reading list novels and either, literature circles or research projects.

Participation in the Model United Nations program:

Meeting One:

- After receiving country assignments, students work in small groups utilize multiple online resources (scholarly articles, documentaries, current events, etc.) so they can research assigned countries
- and complete the Country and Culture Profile worksheet.
- Students present and maintain information gathered about their country and topic throughout the school year. Students may construct a project representing the information they discovered about their member nation.
- Students explore how their cultural backgrounds influence their lives and their perception of others by completing the Everyone Has a Culture activity and presenting it at the first Model United Nations Cultural Diplomate event.
- Students review key concepts related to cultural diplomacy. Students participate in an art analysis activity in preparation for their visit to a local art museum. Students participate in their Model UN program and tour the hosting art museum. During the program, students will be introduced to “a world of cultures” through an opening assembly before touring the museum collections with a docent to see evidence of how culture is

expressed in artwork. The opening program concludes with a closing reflection assembly and a teacher-led school tour of the collections.

In preparation from Meeting Two:

- Students learn about their assigned topics and Model United Nations goal by completing a reading analysis activity using a briefing paper and supplemental research pertaining to their assigned topics.
- Students complete web quests based on their assigned topics in order to deepen their knowledge of the topic and to familiarize themselves with the non-governmental organizations that assist the UN's work.
- Students examine their topics from the perspectives of their assigned countries by working in their groups to complete the Country Profile notes.
- Students create diplomat badges and learn greetings in the native languages of their assigned countries.

Meeting Two:

- Students attend the second program, the Preparatory Conference, at a regional university. During the program students will learn from expert speakers about the topics they will debate at the Model UN Conference in May and will receive brief training on public speaking and resolution writing. Student synthesize their learning by writing a brief position paper, creating a research project, or completing a series of written assessments demonstrating their understanding of the topic and explaining what their country believes should be done to address the topic.
- Students participate in Resolution Writing Overview Presentation Activity provided by the Model United Nations program, and another presentation lead by an expert in the field of the assigned topic.
- Students write practice resolutions and simulate the structure of United Nations meetings. (Making a motion, carrying a motion etc.)

In preparation for the final Model UN Conference:

- Students begin writing drafts of their Model UN resolutions.
- Students revise and edit their resolutions for submission to the World Affairs Council.
- Students practice the art of debating and amending resolutions.
- Students review drafts of the resolutions that will be debated at the Model UN Conference.
- Students review rules, procedures, and the schedule for the Model UN Conference.

Students attend and participate in final Model UN Conference.

- In this capstone activity students discuss the issues, debate their positions, and vote on proposals to alleviate the problems of the conference's topics. Through this process, students synthesize and apply months of study about cultures, the United Nations, and global issues in one day. Students will make a speech in support of their country's position, by lobbying for their position in caucuses, and by having their resolutions or amendments read to the committee.
- The use of "The United Nations: A Handbook for Middle School Students", videos such as "The United Nations: It's More Than You Think", the "What's Going On?" documentary series, the "Global Issues for Students" documentary series, and other relevant materials (Newsela articles, teacher-provided articles, videos, websites, guest lecturers, etc.) are integrated throughout the year to prepare students for participation in the Model United Nations program.

Resources:

- Student computers
- Office 365 programs
- Unified Classroom
- Projector
- The Student Diplomat Program for Middle School Students: Handbook for Teachers
- The United Nations: A Handbook for Middle School Students
- Various Newsela articles, country profile articles, and the Declaration of Human Rights
- "The United Nations: It's More Than You Think" (Video)
- "What's Going On?" 10-part Documentary Series (Video)
- "Global Issues for Students" 7-part Documentary Series (Video)
- Living On A Dollar A Day (video)
- www.wacphila.org
- <https://wacphila.org/education/middle-school-programs/2019-curriculum-materials>
- www.un.org
- www.un.org/Pubs/CyberSchoolBus
- www.ctaun.org
- www.culturegrams.org
- World Fact Book

Literacy Connections:

- The Breadwinner -Afghanistan
- Homeless Bird - India
- If I Should Die Before I Wake – Holocaust

- Iqbal –Pakistan
- Notes From My Travels –UNHCR
- Soldier X – Holocaust
- Teenage Refugees from Rwanda Speak Out –Rwandan Genocide
- Of Beetles and Angels- Uganda
- Ties That Bind, Ties That Break - China
- Year of No Rain – Sudan
- Zlata’s Diary – Conflict in Bosnia

Unit Modifications for Special Population Students

English Language Learners

Other suggestions:

- High/low pairings
- Model the tasks students are asked to complete
- adjust the time to complete a project
- Allow students to answer fewer or different questions on notes and assessments
- Modify the physical space to accommodate all students
- Create a variety of question styles for assessments
- Create alternate projects or assignments
- Speech to text programs
- Graphic organizers
- Use of a task tracker

Google Chrome Extensions:

- StayFocusd
- Kami
- Clipto
- Onenotewebclipper
- OpenDyslexic
- BeeLine Reader
- ATbar
- MagicScroll Web Reader
- SentiSum:Smart Summarizer
- Voice Instead
- Mate Translate:

Special Needs Learners

- **Use documentaries and other visuals whenever possible**
- Use a leveler program such as <https://rewordify.com/>

Other suggestions:

- High/low pairings
- Model the tasks students are asked to complete
- Graphic organizers for research
- adjust the time to complete a project
- Allow students to answer fewer or different questions on notes and assessments
- Modify the physical space to accommodate all students
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- Voice Instead

Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>

Interdisciplinary Connections

ELA Connections are linked in each unit:
[Learning Goals and Scales](#)

Integration of 21st Century Skills

Indicators:
9.1.8.B.5, 9.1.8.B.6, 9.1.8.D.5, 9.1.8.F.1, 9.1.8.F.2, 9.1.8.F.3, 9.3.12.AR-PRF.3, 9.3.12.AR-PRT.2, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.2, 9.3.12.ED.2, 9.3.12.ED-TT.6, 9.3.HU.2