

**PLANNED COURSE**  
**8th Grade Social Studies**  
**Wilkes-Barre Area School District**

<b>Academic Standard(s) For World History</b>		
<b>Quarter 3</b>		
<b>Unit Length: 9 Weeks</b>		
<b>Conceptual Lens: Revolution and Conflict</b>		
<b>Content Standards</b>	<b>Area of Focus/ Essential Questions</b>	<b>Critical Content/ Key Skills / Assessments/Resources</b>
<b>Civics and Government</b> 5.1 9C 5.1 9E 5.1 9J 5.2 9C 5.2 9D 5.3 9C 5.3 9E 5.3 12B 5.4 9B 5.4 9C  <b>Economics</b> 6.1 9D 6.2 9A 6.2 9J 6.3 9A 6.4 9C  <b>Geography</b> 7.1 9B 7.1 12B 7.3 9A  <b>History</b> 8.1 9A 8.1 9B 8.1 9C 8.1 9D 8.1 12A	<b>Chapters:</b> <b>Chapter 14 Islamic Civilization</b> <b>Chapter 10 &amp; 17 Early China and Imperial China</b> (condense into one brief history) <b>Chapter 19 Medieval Europe</b>  <b>CULTURE</b> *That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture.  *That language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding  *How individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication and study  * That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture  * That culture may change in response to changing needs, concerns, social, political, and geographic conditions  * How people from different cultures develop different values and ways of interpreting experience  * That language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural	<b>Students will know...</b> <b>Chapter 14</b> <ul style="list-style-type: none"> <li>• <i>how the physical geography of the Arabian peninsula influenced Arab civilization</i></li> <li>• <i>the message that Muhammad preached</i></li> <li>• <i>how Islam provides guidance to its followers</i></li> <li>• <i>how an empire was created with the spread of Islam</i></li> <li>• <i>how a split among Muslims led to a change in the Arab Empire</i></li> <li>• <i>the ways in which the Turks, Safavids, and Moguls ruled their empires</i></li> <li>• <i>what life was like in the Islamic world</i></li> <li>• <i>what contributions Muslims have made in mathematics, science, and the arts</i></li> <li>• <b>identify</b> key tenets of Islam</li> <li>• <b>discuss</b> the significance of key components of Islam</li> <li>• <b>identify</b> current-day countries in which Islam is a major religion</li> <li>• <b>distinguish</b> the methods of how Islam was spread through various events and people</li> <li>• <b>determine</b> how the Turks, Safavids, and Moguls incorporated Islam into their empires</li> <li>• <b>discuss</b> the role that prayer plays in the lives of Muslims</li> <li>• <b>identify</b> the contributions made by Muslims</li> <li>• <b>explain</b> how discoveries and inventions affected the lives of Muslims</li> </ul> <b>Key Skills Chapter 14</b> <ul style="list-style-type: none"> <li>• Class discussion answers</li> </ul>

<p>8.1 12B 8.1 12C 8.1 12D 8.2 9A 8.2 9B 8.2 9C 8.2 9D 8.3 9A 8.3 9B 8.3 9C 8.3 9D</p> <p><b>Assessment Anchors/Eligible Content</b></p> <p><b>R 11.A.2</b></p> <p>A.2.1.1 A.2.1.2 A.2.2.1 A.2.2.2 A.2.3.1 A.2.3.2 A.2.4.1 A.2.5.1</p> <p><b>R 11.B.3</b></p> <p>B.3.1.1 B.3.2.1 B.3.3.1 B.3.3.2 B.3.3.3 B.3.3.4</p> <p><b>M 11.E.1</b></p> <p>E.1.1.1 E.1.1.2 E.1.1.3</p>	<p>understanding</p> <p>* How culture influences the ways in which human groups solve the problems of daily living</p> <p>* That culture may change in response to changing needs, concerns, social, political, and geographic conditions</p> <p><b>TIME, CONTINUITY, AND CHANGE</b></p> <p>*The contributions of key persons, groups, and events from the past and their influence on the present</p> <p>* The origins and influences of social, cultural, political, and economic systems</p> <p>* The influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world</p> <p>* Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems)</p> <p>* The contributions of key persons, groups, and events from the past and their influence on the present</p> <p>* The origins and influences of social, cultural, political, and economic systems</p> <p>* The history of democratic ideals and principles, and how they are represented in documents, artifacts, and symbols</p> <p><b>PEOPLE, PLACES, AND ENVIRONMENTS</b></p> <p>* Factors that contribute to cooperation and conflict among</p>	<ul style="list-style-type: none"> <li>• Compare and Contrast activity</li> <li>• Map activities</li> <li>• Graphic organizer activities</li> <li>• Written activities</li> <li>• Economics of History Activity</li> <li>• 21st Century Skills Activity</li> <li>• Geography and History Activity</li> <li>• Lesson Reviews</li> <li>• Written paper to dispel misconception that all Muslims are Arabs</li> <li>• Time line of Muslim contributions</li> <li>• Chapter Activities and Assessment</li> </ul> <p><b>Chapter 10</b></p> <ul style="list-style-type: none"> <li>• how geography shaped the development of China’s civilization.</li> <li>• why Shang rulers were able to remain powerful.</li> <li>• the ways society and government were influenced by Chinese thinkers.</li> <li>• <i>what changes the Qin emperor made to unite China.</i></li> <li>• <i>how life improved under Han rulers.</i></li> <li>• <i>how China and the rest of the world benefited from the Silk Road.</i></li> <li>• <i>why Buddhism became popular in China.</i></li> <li>• <i>compare and contrast Huang He Valley civilizations with other river valley civilizations, including those along the Tigris-Euphrates, Nile, and Indus rivers.</i></li> <li>• <i>explain the role of geography in the development of Chinese civilization and in its isolation.</i></li> <li>• <i>compare and contrast the Shang dynasty with the Zhou dynasty.</i></li> <li>• <i>identify Confucius, Laozi, and Hanfeizi and how their philosophies affected society and government.</i></li> <li>• <i>describe Confucianism, Daoism, and legalism.</i></li> <li>• <i>predict what life was like in the Qin dynasty and the Han dynasty, based on images from each.</i></li> <li>• <i>identify geographical features along the Silk Road.</i></li> <li>• <i>apply the concepts of monopoly and competition to the economics of trade.</i></li> <li>• <i>discuss how increased trade benefits civilization.</i></li> </ul>
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peoples of the nation and world, including language, religion, and political beliefs

\* The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources

\* Patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas)

\* Factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs

\* The roles of different kinds of population centers in a region or nation

\* The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious)

\* Factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs

#### **INDIVIDUAL DEVELOPMENT AND IDENTITY**

\*How factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity

\*How personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity

#### **INDIVIDUALS, GROUPS, AND INSTITUTIONS**

\* Concepts such as: mores, norms, status, role, socialization,

#### **Key Skills Chapter 10**

- Participation in Interactive Whiteboard Map Activity
- Graphic organizer on Shang and Zhou dynasties
- Answers to discussion of definition of philosophy
- Answers to discussion of three philosophies
- Identification of sayings and philosophers
- Interpretations of slide show images
- Predictions of what life was like in the Qin and Han dynasties
- Discussion answers about the Silk Road
- Time line of Shang and Zhou dynasties
- Answers comparing and contrasting river valley civilizations
- Letter writing assignment
- Geography and History Activity
- 21st Century Skills Activity
- Economics of History Activity
- Lesson Reviews
- Chapter Activities and Assessment

#### **Chapter 17**

- *what improvements the Sui, Tang, and Song dynasties made to China*
- *accomplishments of the Tang and Song dynasties*
- *what life was like in the capital city of Changan*
- *why civil service examinations were important*
- *how China's economy changed under the Tang and Song dynasties*
- *the impact of technological advances developed during the Tang dynasty*
- *why the Tang and Song dynasties were a golden age*
- *how neo-Confucianism influenced Chinese government*
- *the extent of the Mongol conquest*
- *the traits and characteristics of the Mongols*
- *how Genghis Khan and Kublai Khan ruled China*
- *the effect of Mongol rule on China*
- *how the Ming dynasty restored China*
- *about the scope and purpose of Zheng He's travels*
- *about Chinese ships of exploration*

ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender

\* That cultural diffusion occurs when groups migrate

\* That groups and institutions influence culture in a variety of ways

\* That institutions may promote or undermine social conformity

\* This theme helps us know how individuals are members of groups and institutions, and influence and shape those groups and institutions

\* That groups and institutions change over time

### **POWER, AUTHORITY, AND GOVERNANCE**

\* The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and society

\* Fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism)

\* Fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity)

\* The ideologies and structures of political systems that differ from those of the United States

### **PRODUCTION, DISTRIBUTION, AND CONSUMPTION**

\* Individuals, government, and society experience scarcity because human wants and needs exceed what can be

- *about a character from classic Chinese literature*
- *what an allegory is*
- compare concepts of leadership from imperial China with those of today
- recognize Chinese cultural artifacts
- analyze a map of Mongol conquests
- evaluate characteristics of leaders
- determine characteristics needed to rule a vast land
- compare ships from China with Columbus's ships
- interpret a map about China's exploration
- analyze the impact of neo-Confucian teachings
- evaluate the relationship between a culture's beliefs and its government
- determine the characteristics of an allegory
- demonstrate an understanding of allegory by completing a story

### **Key Skills Chapter 17**

- Research activity
- Participation in class discussions
- Written activities
- Interactive Whiteboard Activities
- Graphic Organizer activities
- Geography and History Activities
- Primary Sources Activity
- Economics of History Activity
- 21st Century Skills Activity
- Lesson Reviews
- The World's Literature questions

### **Chapter 19**

- *how the geography of Europe shaped the development of cultures*
- *the achievements of European kings and emperors*

	<p>produced from available resources</p> <p>*Economic incentives affect people’s behavior and may be regulated by rules or laws</p> <p><b>CIVIC IDEALS AND PRACTICES</b></p> <p>* The common good, and the rule of law</p> <p><b>SCIENCE, TECHNOLOGY, AND SOCIETY</b></p> <p>* Values, beliefs, and attitudes that have been influenced by new scientific and technological knowledge (for example, invention of the printing press, conceptions of the universe, applications of atomic energy, and genetic discoveries)</p> <p>*Society often turns to science and technology to solve problems</p> <p>* Science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present</p> <p>* Science and technology have changed peoples’ perceptions of the social and natural world, as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities</p> <p><b>RESEARCH WRITING</b></p> <ul style="list-style-type: none"> <li>• Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for</li> </ul>	<ul style="list-style-type: none"> <li>• <i>the role of the Church in medieval Europe</i></li> <li>• <i>the power relationship between the Catholic Church and rulers in Europe</i></li> <li>• <i>what feudalism was and why it became an important social structure</i></li> <li>• <i>why the Magna Carta is important</i></li> <li>• <i>what the Crusades were and how they started</i></li> <li>• <i>about the Black Death and its effect on medieval life</i></li> <li>• <i>the conflicts experienced by the Catholic Church</i></li> <li>• <i>the effects of the Hundred Years' War and the Reconquista</i></li> <li>• <i>discuss and analyze the balance of power between the pope and Charlemagne</i></li> <li>• <i>draw conclusions about Charlemagne's rule</i></li> <li>• <i>explain feudalism</i></li> <li>• <i>compare and contrast the lives of knights and peasants</i></li> <li>• <i>analyze why the Magna Carta was needed</i></li> <li>• <i>explain the causes and effects of the Crusades</i></li> <li>• <i>discuss changes that took place in the mid to late Middle Ages</i></li> <li>• <i>analyze the relationship between conformity and the Inquisition</i></li> <li>• <i>read a map about the spread of the plague</i></li> <li>• <i>organize information about problems during the late Middle Ages</i></li> <li>• <i>draw conclusions about problems the Church faced</i></li> <li>• <i>discuss events that happened during the late Middle Ages</i></li> </ul> <p><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>• Geography and History Activity</li> </ul>
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multiple avenues of exploration.

- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Draw evidence from informational texts to support analysis reflection, and research.

- Primary Sources Activities
- 21st Century Skills Activity
- Economics of History Activity
- Responses to Interactive Whiteboard Activities
- Class discussions about the structure of the Church
- Class discussions about the relationship between the pope and the king
- Listing activity about the rights guaranteed by the Magna Carta
- Class discussion and written assignment about problems in the Church and society in the late Middle Ages
- Lesson Reviews
- Chapter Activities and Assessment

#### **Assignments**

- Use APA Format.
- Develop a clear & concise thesis statement and abstract paragraph
- Construct a structured outline (Intro-Support Topics-Conclusion)
- Compose an introduction with motivator, thesis, and preview of supporting topics
- Collect a minimum number of valid electronic sources (avoid blogs and social media sites)
- Format a References Page
- Include a variety of effective citations (direct quotation, paraphrase, & summary)
- Draw a reasonable conclusion

#### **Assessments**

		<ul style="list-style-type: none"><li>*Teacher generated assignments</li><li>*Map skills</li><li>*Teacher and/or text generated quizzes and tests</li><li>*Reader/Writer responses</li><li>*Performance based worksheets</li><li>*Small/large group discussions</li><li>*Oral presentations</li></ul> <p><b>Resources</b></p> <ul style="list-style-type: none"><li>● Discovering Our Past: A History of The World</li><li>● McGraw Hill</li></ul>
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