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# SOCIAL STUDIES DEPARTMENT

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## GRADE 8 ANCIENT WORLD HISTORY CURRICULUM 2014

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Department Social Studies Subject Grade 8 World History

| Week | Marking Period 1                | Week | Marking Period 3        |
|------|---------------------------------|------|-------------------------|
| 1    | Intro                           | 21   | Judaism                 |
| 2    | Geography and Initial Benchmark | 22   | Christianity            |
| 3    | Mycenae                         | 23   | Islam                   |
| 4    | Trojan War                      | 24   | Indo Europeans          |
| 5    | Trojan War                      | 25   | Hinduism                |
| 6    | City States: Sparta and Athens  | 26   | Buddhism                |
| 7    | Persian War                     | 27   | Byzantium Empire        |
| 8    | Persian War                     | 28   | Feudalism               |
| 9    | Greek Golden Age                | 29   | Charlemagne             |
| 10   | Peloponnesian War               | 30   | Crusades                |
| Week | Marking Period 2                | Week | Marking Period 4        |
| 11   | Alexander The Great             | 31   | Building a Civilization |
| 12   | Alexander the Great             | 32   | Building a Civilization |
| 13   | Hellenistic Age                 | 33   | Ancient Mesopotamia     |
| 14   | Early Rome                      | 34   | Ancient Mesopotamia     |
| 15   | Early Rome                      | 35   | Ancient Egypt           |
| 16   | Punic Wars                      | 36   | PARCC Testing           |
| 17   | Roman Empire                    | 37   | Ancient Egypt           |
| 18   | Roman Empire                    | 38   | FINAL DBQ Benchmark     |
| 19   | Fall of Rome                    | 39   | Final Exams             |
| 20   | Fall of Rome                    | 40   | Graduation Practice     |

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|---|-----------------|
| <b>Time Frame</b>   | <b>11 Weeks</b> |
| <b>Topic</b>  |                 |
| Ancient Greece  |                 |
| <b>Essential Questions</b>  |                 |
| <ul style="list-style-type: none"> <li>• How did the Ancient Greeks combine and divide (in terms of political differences, social differences and physical differences to create a lasting influence on civilization today?</li> <li>• How does the environment affect the development of Greek city-states?</li> <li>• How does acquiring basic needs lead to the advancement of civilization?</li> <li>• How does fulfilling basic needs lead to war?</li> <li>• Why did some city-states engage in war and other times in unity?</li> <li>• How does the culture of Ancient Greece relate to current Western Culture?</li> <li>• What role does technology, the economy, and the government play in advancing a culture?</li> </ul>              |                 |
| <b>Enduring Understandings</b>  |                 |
| <ul style="list-style-type: none"> <li>• Geography affects political and social identities.</li> <li>• Unity and division arise from common threats or common needs leading to war and advancement.</li> <li>• The culture of Ancient Greece is the basis of Western Civilization, due to their past success.</li> </ul>  |                 |
| <b>Alignment to NJCCCS</b>  |                 |
| <p><b>NJCCCS-</b> 6.2.8.A.3.b; 6.2.8.A.3.c; 6.2.8.A.3.d; 6.2.8.B.3.a; 6.2.8.B.3.b; 6.2.8.C.3.b; 6.2.8.D.3.a; 6.2.8.D.3.d;6.2.8.D.3.f; 6.2.8.C.4.b.</p>  |                 |
| <b>Key Concepts and Skills</b>  |                 |
| <ul style="list-style-type: none"> <li>• Resources of the Aegean and Mediterranean Sea and the Hellespont.</li> <li>• Conflict over control of resources: Trojan War, Persian War, Peloponnesian War</li> <li>• Development of Athenian Democracy &amp; Spartan Oligarchy</li> <li>• Social hierarchies and the rights of Women, slaves, foreigners and free men in Sparta and Athens</li> <li>• Compare and contrast the responsibilities of citizens in Athens and the US</li> <li>• The use of Greek Mythology in the development of Greek culture and ideals</li> <li>• Development of Art, Architecture and philosophy during the Golden Age of Greece</li> <li>• Creation of the Hellenistic time period under Alexander the Great</li> </ul> |                 |
| <b>Learning Activities</b>  |                 |
| <ul style="list-style-type: none"> <li>• Map identification, World History Atlas</li> <li>• Compare story of Troy in the Iliad and movie Troy</li> <li>• Create timeline of Ancient Greece</li> <li>• Debate whether Alexander was a conqueror or assimilator</li> <li>• Create timeline of Ancient Greece</li> <li>• Research paper</li> <li>• DBQ</li> </ul>  |                 |
| <b>Assessments</b>  |                 |
| <ul style="list-style-type: none"> <li>• Map quiz</li> <li>• Timeline of Greece</li> <li>• Written comparison of the story of Troy with analysis of motivation for changes between</li> </ul>   |                 |

| versions <ul style="list-style-type: none"> <li>• Comprehension questions and Outline chapter sections</li> <li>• Research Paper</li> <li>• Written analysis of the results of the debate</li> <li>• Formal Unit Test</li> <li>• DBQ and open-ended assessments</li> </ul> |            |   |                      |   |                |   |               |
|--|------------|---|----------------------|---|----------------|---|---------------|
| <b>21<sup>st</sup> Century Skills</b>  |            |   |                      |   |                |   |               |
| √  | Creativity | √ | Critical Thinking    | √ | Communication  | √ | Collaboration |
| √  | Skills     | √ | Information Literacy | √ | Media Literacy |   |               |
| <b>Interdisciplinary Connections</b>   |            |   |                      |   |                |   |               |
| <u>New Jersey Student Learning Standards for English Language Arts-</u> RH.6-8.1-10; WHST6-8.1-10; NJLSA.R1-10; RST.6-8.1-10; NJLSA.W1-10  |            |   |                      |   |                |   |               |
| <b>Technology Integration</b>  |            |   |                      |   |                |   |               |
| <ul style="list-style-type: none"> <li>• Internet Research</li> <li>• Laptop and Projector</li> <li>• Google Chromebooks</li> <li>• Elmo Projector</li> </ul>  |            |   |                      |   |                |   |               |

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|--|----------------|
| <b>Time Frame</b>  | <b>7 Weeks</b> |
| <b>Topic</b>   |                |
| Ancient Rome   |                |
| <b>Essential Questions</b>   |                |
| <ul style="list-style-type: none"> <li>• Considering the similarities between the two civilizations, why has the American Civilization endured whereas the Western Roman Empire collapsed?</li> <li>• How does the Roman Republic resemble the US today?</li> <li>• How do the empires compare?</li> <li>• How does government (including law) create order in a society?</li> <li>• Analyze the differences of authoritative and representative governments.</li> <li>• How did the Roman Empire enable Christianity to spread?</li> <li>• Why did Rome divide?</li> <li>• Why did the Roman Republic and Empire fall?</li> <li>• How did the Roman Republic and Empire fall?</li> </ul>  |                |
| <b>Enduring Understandings</b>   |                |
| <ul style="list-style-type: none"> <li>• Government provides unity and division.</li> <li>• Society is dependent on providing the 5 basic needs</li> </ul>   |                |
| <b>Alignment to NJCCCS</b>   |                |
| <p><b>NJCCCS-</b> 6.2.8.A.3.a; 6.2.8.A.3.b; 6.2.8.A.3.c; 6.2.8.A.3.e; 6.2.8.B.3.a; 6.2.8.C.3.a; 6.2.8.C.3.b; 6.2.8.C.3.c; 6.2.8.D.3.a; 6.2.8.D.3.c; 6.2.8.D.3.d; 6.2.8.D.3.f.</p>  |                |
| <b>Key Concepts and Skills</b>   |                |
| <ul style="list-style-type: none"> <li>• The methods used by Roman rulers to control and unify their empires</li> <li>• Rights and responsibilities of free men, women, and slaves in the political, economic, and social structure of Rome</li> <li>• The principles of the Roman republic that later influenced the development of the U.S. Constitution</li> <li>• The extent to which Roman legal systems influenced the legal system in the U.S.</li> <li>• The impact of expanding land and sea trade routes through the Mediterranean Sea</li> <li>• How technology and innovation enhanced the Roman republic and empire</li> <li>• The major achievements of Rome during its' golden age</li> <li>• Factors that contributed to the decline of the Roman Empire</li> <li>• The Republic and Empire fulfilled the basic needs in an organized fashion.</li> <li>• failure to do so ended in collapse of the government.</li> </ul> |                |
| <b>Learning Activities</b>   |                |
| <ul style="list-style-type: none"> <li>• Map Labeling</li> <li>• World History Atlas</li> <li>• Primary Source Analysis</li> <li>• Document Based Questions</li> <li>• Computer Lab web quests</li> <li>• Debate</li> </ul>  |                |

- DBQ (Research Simulation Task)

**Assessments**

- Rome Geography Quiz
- Completed Roman Government Timeline
- Analysis of authoritarian and representative governments, similarities and differences
- Completed Julius Caesar web quest
- Completed thematic map of Rome’s expansion
- Completed research project on the Roman emperors, Roman provinces, and Roman daily life
- Unit Test on early Rome and the republic
- Unit Test on the Roman Empire and the Fall of Rome
- DBQ and open-ended assessments

**21<sup>st</sup> Century Skills**

|   |            |   |                      |   |                |   |               |
|---|------------|---|----------------------|---|----------------|---|---------------|
| √ | Creativity | √ | Critical Thinking    | √ | Communication  | √ | Collaboration |
| √ | Skills     | √ | Information Literacy | √ | Media Literacy |   |               |

**Interdisciplinary Connections**

New Jersey Student Learning Standards for English Language Arts- RH.6-8.1-10; WHST6-8.1-10; NJSLSA.R1-10; RST.6-8.1-10; NJSLSA.W1-10

**Technology Integration**

- Internet Research
- Laptop and Projector
- Google Chromebooks
- Elmo Projector

|   |                |
|---|----------------|
| <b>Time Frame</b>   | <b>4 weeks</b> |
| <b>Topic</b>  |                |
| Middle Ages, Rise of the Holy Roman Empire, Feudalism and the Crusades  |                |
| <b>Essential Questions</b>  |                |
| <ul style="list-style-type: none"> <li>• How are successful societies dictated by their reliance on an organized structure which fulfills their basic needs?</li> <li>• How and why did Byzantium prosper?</li> <li>• How and why did feudalism emerge in Europe?</li> <li>• How was daily life similar to the agricultural revolution?</li> <li>• How were the Germanic kingdoms that succeeded the Roman Empire reunited under Charlemagne?</li> <li>• Why did political and religious leaders compete for power?</li> <li>• Explain the relationship between the historic Christians and Muslims.</li> </ul>                               |                |
| <b>Enduring Understandings</b>  |                |
| <ul style="list-style-type: none"> <li>• Societies that provide the basic needs towards an advanced civilization flourish.</li> <li>• Society seeks to fulfill their basic needs through an organized structure such as government and/or religion.</li> </ul>  |                |
| <b>Alignment to NJCCCS</b>  |                |
| NJCCCS- 6.2.8.A.1-D.1; 6.2.8.A.2-D.2;6.2.8.B.4.c; 6.2.8.C.4.a & d.  |                |
| <b>Key Concepts and Skills</b>  |                |
| <ul style="list-style-type: none"> <li>• The origins and legacy of the Byzantine Empire</li> <li>• The organizations of feudalism and its' emergence as a government structure during the Middle Ages</li> <li>• Reasons for church reform and the emergence of the church as a powerful force during the Middle Ages</li> <li>• Reasons for the Crusades and lingering tensions between different religious groups as a result</li> <li>• The rise of Charlemagne and the creation of the Holy Roman Empire</li> <li>• Architectural achievements, including cathedrals</li> <li>• The devastating effects of the bubonic plagues</li> </ul> |                |
| <b>Learning Activities</b>  |                |
| <ul style="list-style-type: none"> <li>• Timeline Activity</li> <li>• Feudal system visual</li> <li>• World History Atlas</li> <li>• Primary Source Analysis</li> <li>• Document Based Questions</li> <li>• History Channel's "Dark Ages"</li> <li>• DBQ</li> </ul>   |                |
| <b>Assessments</b>  |                |
| <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• DBQ</li> <li>• Role play</li> </ul>   |                |

| <b>21<sup>st</sup> Century Skills</b>  |            |   |                      |   |                |   |               |
|--|------------|---|----------------------|---|----------------|---|---------------|
| √  | Creativity | √ | Critical Thinking    | √ | Communication  | √ | Collaboration |
| √  | Skills     | √ | Information Literacy | √ | Media Literacy |   |               |
| <b>Interdisciplinary Connections</b>   |            |   |                      |   |                |   |               |
| <b><u>New Jersey Student Learning Standards for English Language Arts-</u></b> RH.6-8.1-10; WHST6-8.1-10; NJLSA.R1-10; RST.6-8.1-10; NJLSA.W1-10         |            |   |                      |   |                |   |               |
| <b>Technology Integration</b>  |            |   |                      |   |                |   |               |
| <ul style="list-style-type: none"><li>• Internet Research</li><li>• Laptop and Projector</li><li>• Google Chromebooks</li><li>• Elmo Projector</li></ul> |            |   |                      |   |                |   |               |



|   |                |
|---|----------------|
| <b>Time Frame</b>   | <b>6 Weeks</b> |
| <b>Topic</b>  |                |
| World Religions - Birth and Expansion of Judaism, Christianity, Islam, Hinduism and Buddhism  |                |
| <b>Essential Questions</b>  |                |
| <ul style="list-style-type: none"> <li>• How have world religious beliefs and practices influenced the development of history, culture and society?</li> <li>• What are the basic tenets of each major world religion?</li> <li>• How does religion fulfill needs?</li> <li>• How does monotheism create individualism and free will?</li> <li>• Where has each religion started?</li> <li>• How has each religion expanded?</li> <li>• What affect does the development of each religion have on the course of human history?</li> </ul>   |                |
| <b>Enduring Understandings</b>  |                |
| <ul style="list-style-type: none"> <li>• Religion fulfills emotional needs that support the growth of an advanced civilization.</li> <li>• Belief systems shaped the values of classical societies.</li> </ul>  |                |
| <b>Alignment to NJCCCS</b>  |                |
| NJCCCS- 6.2.8.D.3.f, 6.2.8.D.3.e.   |                |
| <b>Key Concepts and Skills</b>  |                |
| <ul style="list-style-type: none"> <li>• Monotheism fulfills emotional needs and affects law and social structure</li> <li>• Personal and Positive relationship with Yahweh</li> <li>• Free will</li> <li>• 10 Commandments</li> <li>• 10 Plagues</li> <li>• 10 Commandments</li> <li>• Judea- Christian Beliefs</li> <li>• 5 pillars of Islam</li> <li>• Migration of the Aryans to India</li> <li>• Aryan Caste System promotes social order</li> <li>• Migrating people based on beliefs not homeland led to physical needs for survival</li> <li>• Canaan</li> <li>• Exodus</li> <li>• Babylonian Captivity</li> <li>• Influence of Religion on Government</li> <li>• Saul</li> <li>• David</li> <li>• Solomon and his Temple</li> <li>• Emperor Constantine and Theodosius</li> <li>• Muslim Influence on Trade Routes</li> <li>• Social/political history Of Islam</li> <li>• Muhammad</li> <li>• Spread of Islam</li> <li>• Sunni and Shi'ites</li> <li>• Hindu Caste System promotes Social Order and Security</li> </ul> |                |

- Buddhism formed in reaction to Hinduism
- Conflict between Religious Groups including war, conquest and genocide

**Learning Activities**

- DBQs
- Research
- Primary source analysis

**Assessments**

- DBQ – project
- Religious Leader Project
- Information on Final Exam
- Concept map/ Graphic Organizer of Islam development and beliefs

**21<sup>st</sup> Century Skills**

|   |            |   |                      |   |                |   |               |
|---|------------|---|----------------------|---|----------------|---|---------------|
| √ | Creativity | √ | Critical Thinking    | √ | Communication  | √ | Collaboration |
| √ | Skills     | √ | Information Literacy | √ | Media Literacy |   |               |

**Interdisciplinary Connections**

New Jersey Student Learning Standards for English Language Arts- RH.6-8.1-10; WHST6-8.1-10; NJLSA.R1-10; RST.6-8.1-10; NJLSA.W1-10

**Technology Integration**

- Internet Research
- Laptop and Projector
- Google Chromebooks
- Elmo Projector

|   |                |
|---|----------------|
| <b>Time Frame</b>   | <b>2 Weeks</b> |
| <b>Topic</b>  |                |
| Building A Civilization   |                |
| <b>Essential Questions</b>  |                |
| <ul style="list-style-type: none"><li>• How did the development of farming change daily life in the Neolithic Age and was mirrored in the Dark Ages?</li><li>• What are the basic needs?</li><li>• Why are these considered “needs”?</li><li>• How is technology created and used to meet the needs?</li><li>• What are the seeds of growth?</li><li>• How do these define the Neolithic Revolution?</li><li>• What are the 6 components necessary to be a civilization?</li><li>• How is each component a direct result of fulfilling the basic needs?</li><li>• What is the significance of <i>Written Language</i>?</li><li>• What is the purpose of Monumental Architecture?</li><li>• How is each component related to one another in their development?</li></ul> |                |
| <b>Enduring Understandings</b>  |                |
| <ul style="list-style-type: none"><li>• Humans create and use technology to obtain their basic needs.</li><li>• The seeds necessary to create a shift from the Paleolithic to the Neolithic Age.</li><li>• Agriculture was the driving force behind the development of each component of an advanced civilization.</li></ul>  |                |
| <b>Alignment to NJCCCS</b>  |                |
| NJCCCS- 6.2.8.A.1-D.1; 6.2.8.A.2-D.2;6.2.8.B.4.c; 6.2.8.C.4.a & d.  |                |
| <b>Key Concepts and Skills</b>  |                |
| <ul style="list-style-type: none"><li>• Food and Water</li><li>• Physical Security</li><li>• Emotional Security</li><li>• Irrigation systems</li><li>• Paleolithic Age</li><li>• Neolithic Age</li><li>• Neolithic Revolution</li><li>• Artisans</li><li>• Systematic Agriculture</li><li>• Cultural Diffusion</li><li>• Surplus of Food</li><li>• Domestication</li><li>• Shared Language</li><li>• Civilization</li><li>• Institution</li><li>• Specialization of Labor</li><li>• Organized government</li><li>• Cities</li><li>• Monumental Architecture</li></ul>   |                |

- Religion and Values
- Written Language

**Learning Activities**

- Web Hunt
- Group work
- Sloppy copy map
- Civilization model Group Project
- Power points and note taking
- Google Earth
- Nomads v. Farmer “Feeding” activity
- DBQ (Narrative PARCC Response)

**Assessments**

- Map quiz
- Outlining Homework
- Build A Civilization Project
- DBQ and open-ended assessments

**21<sup>st</sup> Century Skills**

|   |            |   |                      |   |                |   |               |
|---|------------|---|----------------------|---|----------------|---|---------------|
| √ | Creativity | √ | Critical Thinking    | √ | Communication  | √ | Collaboration |
| √ | Skills     | √ | Information Literacy | √ | Media Literacy |   |               |

**Interdisciplinary Connections**

**New Jersey Student Learning Standards for English Language Arts-** RH.6-8.1-10; WHST6-8.1-10; NJSLSA.R1-10; RST.6-8.1-10; NJSLSA.W1-10

**Technology Integration**

- Internet Research
- Laptop and Projector
- Google Chromebooks
- Elmo Projector

|  |                |
|--|----------------|
| <b>Time Frame</b>  | <b>4 weeks</b> |
| <b>Topic</b>   |                |
| Egypt and Sumer  |                |
| <b>Essential Questions</b>   |                |
| <ul style="list-style-type: none"> <li>• How does Geography affect Culture?</li> <li>• What are the challenges of Sumer geography?</li> <li>• Describe the technology developed to overcome these challenges.</li> <li>• How does government develop in order to manage and overcome these challenges?</li> <li>• How are the challenges of Mesopotamian geography reflected in their religion?</li> <li>• How do the challenges influence government structure?</li> <li>• How does abundance enable a unified government?</li> <li>• How is the concept of abundance mirrored in their religion?</li> <li>• How does abundance influence their structure of government?</li> </ul>                                   |                |
| <b>Enduring Understandings</b>   |                |
| <ul style="list-style-type: none"> <li>• The geography of Sumer led to the rise of city-states.</li> <li>• The challenges of the Sumerian geography affect their world view.</li> <li>• The geography of Egypt influences the structure of government.</li> <li>• The geography of Egypt affects their world view.</li> </ul>  |                |
| <b>Alignment to NJCCCS</b>   |                |
| NJCCCS- 6.2.8.A.1-D.1; 6.2.8.A.2-D.2;6.2.8.B.4.c; 6.2.8.C.4.a & d.   |                |
| <b>Key Concepts and Skills</b>   |                |
| <ul style="list-style-type: none"> <li>• Geographic Features</li> <li>• Natural Resources</li> <li>• Development of Technology to control geography</li> <li>• Systematic agriculture</li> <li>• Domestication</li> <li>• Benefits and challenges of the Nile River and the Tigris and Euphrates Rivers</li> <li>• city- state</li> <li>• monarchy</li> <li>• cuneiform</li> <li>• Hammurabi</li> <li>• polytheism</li> <li>• pyramids</li> <li>• benefits of the Nile River</li> <li>• Specialization</li> <li>• Upper and Lower Egypt</li> <li>• expansion into Nubia</li> <li>• theocracy</li> <li>• pharaoh</li> <li>• Hieroglyphics</li> <li>• afterlife</li> <li>• reincarnation</li> <li>• ziggurats</li> </ul> |                |

**Learning Activities**

- Sloppy copy map
- Power points and note taking
- Video clips
- Library Hunt and Gather vs. Farmers
- DBQ comparing Early River Valley Civilizations
- DBQ

**Assessments**

- Map quiz
- Outlining Homework
- Webquest on Egypt and Sumer Seeds
- Formal Unit Assessment with Essay proving Sumer and Egypt fit the criteria
- DBQ and open-ended assessments

**21<sup>st</sup> Century Skills**

|   |            |   |                      |   |                |   |               |
|---|------------|---|----------------------|---|----------------|---|---------------|
| √ | Creativity | √ | Critical Thinking    | √ | Communication  | √ | Collaboration |
| √ | Skills     | √ | Information Literacy | √ | Media Literacy |   |               |

**Interdisciplinary Connections**

**New Jersey Student Learning Standards for English Language Arts-** RH.6-8.1-10; WHST6-8.1-10; NJLSA.R1-10; RST.6-8.1-10; NJLSA.W1-10

**Technology Integration**

- Internet Research
- Laptop and Projector
- Google Chromebooks
- Elmo Projector