

## All About Me

Essential Understandings	Essential Questions	Essential Knowledge
<p>People are alike in many ways and different in many other ways.</p> <p>Individuals have different wants and needs.</p> <p>People have different roles depending on where they are.</p> <p>Some things in life change and others stay the same.</p> <p>People depend on goods and services.</p>	<p>How are we alike?</p> <p>How are we different?</p> <p>What are basic needs &amp; wants?</p> <p>How do I fit in my classroom &amp; school?</p>	<p>People look different.</p> <p>People spend time differently.</p> <p>Things people need to live are food, clothing and shelter.</p> <p>Wants are things people would like to have.</p> <p>All people have the same basic needs.</p>

## The Country Where I Live

Essential Understandings	Essential Questions	Essential Knowledge/Skills
<p>Cooperation is necessary when people are working and playing together.</p> <p>People have input and choices in decision-making.</p> <p>Good citizens understand taking responsibility for their own actions.</p> <p>People work at many jobs within the school community.</p> <p>The President is the leader of our country.</p> <p>Many people made important contributions to our past history.</p>	<p>Why do I have responsibilities/jobs in the classroom?</p> <p>How do I take turns and share?</p> <p>How do I show respect for others?</p> <p>How do I care for things in our classroom?</p> <p>Why do we need rules?</p>	<p>The class is a community of learners who work together as good citizens.</p> <p>Good citizens share responsibilities, follow rules, take turns, share, show respect and kindness to others, and practice self-control.</p> <p>These are the different types of jobs people have in our school:</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant principal</li> <li>• Teachers</li> <li>• Custodian</li> <li>• Nurse</li> <li>• Guidance counselor</li> <li>• Secretary</li> <li>• Cafeteria workers</li> </ul> <p>Rules of the class.</p> <p>Class jobs.</p>

## Patriotic Symbols

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>
Americans use symbols to respect and honor their country.  All countries have symbols and songs unique to that country.	Why do countries have flags and national anthems?	The flag has red and white stripes and white stars on a blue rectangle.  The pledge to the flag is called the Pledge of Allegiance.  The president is the leader of the U.S.

## People and Places in my Life (Geography)

Essential Understandings	Essential Questions	Essential Knowledge
<p>An address is one way to describe the location of a place.</p> <p>Maps &amp; globes help us locate people, places, and things.</p> <p>There are certain words that help us describe where people, places and things are located.</p>	<p>What can be used to show a model of the earth?</p> <p>How can maps be used to locate places from stories and real-life situations?</p> <p>Why do we need special words to describe the location of people, places &amp; things?</p>	<p>Awareness of street, town, state, country.</p> <p>Understanding the meaning of:</p> <ul style="list-style-type: none"> <li>• Map: a drawing that shows what a place looks like from above.</li> <li>• Globe: a round model of the earth.</li> <li>• Model: something that stands for something else.</li> </ul> <p>Maps or globes can show the location of places referenced in stories and real-life situations.</p> <p>Maps can show simple drawings of classrooms, playgrounds, neighborhoods, rivers and oceans.</p> <p>Land and water features on maps and globes are shown by different colors.</p> <p>Understand the meaning of:</p> <ul style="list-style-type: none"> <li>• near/far</li> <li>• above/below</li> <li>• left/right</li> <li>• behind/in front</li> <li>• first/last</li> <li>• before/after</li> </ul>



## FAMILIES NEAR AND FAR (Geography)

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>
<ul style="list-style-type: none"> <li>• Our country is made up of families from many cultures.</li> <li>• Families from around the world share similarities but also have differences.</li> </ul> <p style="margin-top: 20px;">Technology, inventions, and transportation have changed the way families live and work.</p>	<ul style="list-style-type: none"> <li>• How does geography and climate affect family life?</li> <li>• How are families both similar and different from around the world?</li> </ul> <p style="margin-top: 20px;">How has communication and transportation changed over time?</p>	<ul style="list-style-type: none"> <li>• Families live in areas defined by geographic features such as mountains, deserts, seashore, woodlands, plains.</li> <li>• Family work, recreation, and basic needs vary depending on geographic location and climate.</li> <li>• Natural resources available to families depend on geographic location and climate.</li> </ul> <p style="margin-top: 20px;">Family life has changed as a result of inventions to distribute goods and get information all over the country</p>

## FAMILIES IN AMERICA (History and Civics)

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>
<p>Laws were created long ago to ensure fair opportunities for people.</p> <ul style="list-style-type: none"> <li>• Exploring other cultures and customs can help build an appreciation and respect for others.</li> <li>• Families are influenced by a country's history and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• What rules do people need?</li> <li>• What rules do families need?</li> </ul> <p>What celebrations and foods are unique to your family?</p>	<p>Rules and laws help people get along and be safe.</p> <ul style="list-style-type: none"> <li>• Our country is made up of families from many cultures – all of which deserve respect.</li> <li>• Traditions we have today can be traced back to our families of long ago.</li> <li>• Similar foods may be prepared in different ways by different cultures.</li> </ul>
<p>There are people in history who have led exemplary lives and made significant contributions to society.</p>	<p>What made the following people important to the history of America? (George Washington, Abe Lincoln, MLK, George Washington Carver, Columbus, Rosa Parks)</p>	<p>Each of these historical figures changed the way that families live today by solving a difficult problem.</p>
<p>There are symbols, monuments, and national holidays that represent or celebrate significant events in our nation's history and represent important values of our country.</p>	<p>How do the following represent values of America? (flag, pledge, Bald Eagle, Washington Monument, Lincoln Memorial, Statue of Liberty, President's Day).</p>	<p>America uses symbols, holidays, and monuments to represent important events and values of our country.</p>

**Communities - *How did West Windsor-Plainsboro become the way it is today?***

Essential Understandings	Essential Questions	Essential Knowledge
<p>1. All communities have important characteristics that help to describe life there (food, clothing, shelter, businesses, etc.).</p>	<p>1. What are the common characteristics of all communities?</p>	<p>1. These are common characteristics of communities (ie. people, food, clothing, shelter, government, businesses, entertainment, transportation, animals, schools, religious places)</p>
	<p>1a. How does geography shape a community?</p> <p>1b. What characteristics distinguish communities?</p>	<p>1a. Location of a community is influenced by its geographic features (ie. a farming community would be located near fertile land)</p> <p>1b. One way communities are grouped is by <i>urban</i>, <i>rural</i>, and <i>suburban</i>.</p> <p>1b. The distinguishing characteristics of the WWP community are: suburban, multicultural, residential, midway location between Philadelphia and New York City with easily accessible transportation (ie. road, train, bus).</p>
<p>2. People adapt to, resist, or participate in change in their community.</p>	<p>2a. Why do communities change?</p>	<p>2a. Factors that influence change in a community are population, diversity, transportation, economics, technology, needs and wants</p>
	<p>2b. What are the <i>needs and wants</i> of people in a community?</p>	<p>2a. The WWP community has changed from an agricultural community to a suburban community</p> <p>2b. A community fulfills the needs and wants of its members by providing goods and services</p>



<p>3. Local government is an important part of a community.</p>	<p>3a. Why does a community need a local government?</p> <p>3b. What are civic responsibilities?</p>	<p>3a. There is a relationship between local government and citizen responsibility (personal and civic)</p> <p>3b. There are productive ways that citizens participate in a community</p>
<p>4. Community members can make and have made notable contributions.</p>	<p>4a. What contributions have present day community members made to their communities?</p> <p>4b. What contributions have historical community members made?</p>	<p>4a. Exposure to the contributions of present day community members through field trips and speakers (ie. mayor, council member, farmer, banker)</p> <p>4b. Exposure to the contributions of historical community members through biographies, field trips, and speakers (i.e. Rosa Parks, Benjamin Franklin, Martin Luther King Jr., Johnny Appleseed, Thomas Edison)</p>

## Native American Communities

Essential Understandings	Essential Questions	Essential Knowledge
<p>1. Different Native American tribes lived in New Jersey and in other regions of the United States.</p> <p>2. Native American people of long ago adapted to their environment in different ways to meet their basic needs.</p> <p>3. Native American people have made notable contributions to present-day life and in history.</p> <p>4. Native American tribes moved and changed over time and are present in the U.S. today.</p>	<p>1a. Where did the different Native American tribes live in the United States</p> <p>1b. Which Native American tribe lived in NJ?</p> <p>2a. How does geography shape a community?</p> <p>2b. What are the characteristics that distinguish the Native Americans who lived in the different regions of the U.S.?</p> <p>3a. What are some of the contributions of the Native Americans to present-day life?</p> <p>3b. Why did many Native Americans have significant roles in American history?</p> <p>4a. How and why have Native American tribes moved and changed over time?</p> <p>4b. How do Native Americans live today?</p>	<p>1a. Native American tribes lived in the regions of the Eastern Woodlands, Plains, Southwest and Northwest.</p> <p>1b. The Lenne Lenape lived in NJ.</p> <p>2a. Tribes used natural resources in their environment to meet their needs and wants.</p> <p>2b. Food, clothing, shelter and environment distinguished the different tribes living in N.J. and the United States</p> <p>3a. Contributions to present-day life made by Native Americans include Arts (jewelry, pottery, weavings); Legends and stories; Intergenerational relationships; Farming techniques; Games; Vocabulary (chipmunk, moccasins, artifact); Foods.</p> <p>3b. Historical people who had significant roles in American history include <i>Pocohontas, Sitting Bull, Sequoyah, Geronimo, and Sacajewa</i>.  <u>* This is an introduction. Studying individual Native Americans in detail could be done as an extension.</u></p> <p>4a. Native Americans moved and changed in response to internal and external influences.</p> <p>4b. Native Americans are present in society today, living in urban, rural and suburban communities.</p> <p><a href="http://www.powhatan.org/">http://www.powhatan.org/</a></p>

Essential Understandings	Essential Questions	Essential Knowledge
<p>The following is an example using Africa. However the teacher may utilize any appropriate world community to serve as a means to compare and contrast life in this community to that of WW-P and the Native American communities previously studied.</p> <ul style="list-style-type: none"> <li>• Africa is a large continent with many regions.</li> <li>• There are a variety of cultures and traditions around Africa.</li> <li>• The geography of Africa influences the growth and development of communities.</li> <li>• Africa has rural, urban, and suburban communities.</li> <li>• There are some connections between African American life and the traditions of Africa.</li> </ul>		<ul style="list-style-type: none"> <li>• Communities that compare and contrast life in Africa or appropriate other world community will be selected. Students will use what they know about the local community and Native American communities to study similarities and differences to these communities far away.</li> <li>• The seven continents and four oceans.</li> </ul>

# Geography

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>
<p>The study of geography examines the relationships of place, people, and environments.</p>	<p>1a. How do maps and globes represent our world?</p> <p>1b. What are the key features of maps and globes?</p> <p>1c. How is space represented and measured on maps and globes?</p>	<p>1a. Symbols and colors are used to represent human and physical features.</p> <p>1b. Legends/map keys explain the meaning of symbols on a map and globe.</p> <p>1c. The compass rose shows cardinal and intermediate directions.</p> <p>Scale shows distance on maps and globes.</p>

## How Does Where We Live Shape Who We Are?

Essential Understandings/Questions	Essential Knowledge	Skills
<p><b>We have come to the USA from different places for different reasons.</b></p> <p>Who are we and why did we come here?</p>	<p>The world is divided into many nations.</p> <p>Push factors: Overpopulation, religious persecution, lack of job opportunities, agricultural decline, conflict, political persecution, natural hazards, limits on personal freedom, environmental degradation.</p> <p>Pull factors: Religion, economic opportunities, jobs, political freedom (democracy), ethnic and family ties, education, arable land.</p> <p>Ethnic groups have common elements that define them, such as customs and culture (specific knowledge will depend upon the ethnic composition of the individual classroom.)</p>	<p>Differentiate between continents and countries on a world map.</p> <p>Identify the push and pull factors that attract people to the U.S.</p>
<p>How do distinct cultures contribute to the American culture?</p>	<p>Different cultures have common elements.</p>	<p>Identify and describe students' personal heritage.</p> <p>Describe personal immigration stories</p> <p>Compare and contrast various cultures represented in the classroom.</p>

<p>How do we describe the world in spatial terms</p>	<p>Each culture has distinctive patterns of behavior that include rituals, language, customs, clothing, food, etc.</p> <p>There are seven continents and four oceans located in the world (review)</p> <p>Continents are comprised of countries.</p> <p>The world can be divided into four hemispheres, using the prime meridian and the equator.</p>	<p>Discuss how music, arts, literature, and other cultural forms reflect the diverse cultures and experiences that have produced them.</p> <p>Name and locate seven continents and oceans</p> <p>Locate USA and country of origin on world map.</p> <p>Describe location of USA in relation to hemispheres.</p> <p>Demonstrate understanding of spatial concepts of location (intermediate directions), distance, scale, legend, symbols, direction, and place.</p>
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<p>How does democracy differ from other forms of government?</p> <p><b>(Peacemaking)</b>  <b>Demonstrate basic concepts of diversity by modeling tolerance, fairness and respect for others.</b></p> <p>What makes students in the classroom special and unique?</p> <p>How are we the same?</p> <p><b>Understand society (classroom) as organized cooperative groups.</b></p> <p>Why should we live and work cooperatively?</p>	<p>Examples of American values and beliefs include equality of opportunity, fairness to all, equal justice, and guaranteed constitutional rights.</p> <p>Democracy includes individual rights and responsibilities.</p> <ul style="list-style-type: none"> <li>- rights-freedom, speech, religion, press, fair trial, etc. (Bill of Rights)</li> <li>- Responsibilities – pay taxes, obey laws, vote, etc.</li> </ul> <p>Individuals have unique qualities.</p> <p>Individuals have commonalities.</p> <p>Every society has rules to make it work</p>	<p>Cite examples of American values and beliefs including rights and responsibilities.</p> <p>Compare and contrast democracy with other forms of government.</p> <p>-- dictatorship</p>
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**Situations in which people from diverse backgrounds worked together to solve common problems.**

How can a classroom of diverse people work together?

Group goals can be achieved through group cooperation.

Suggested Time Frame: First Marking Period.  
This unit is intended to be the first in a series of units.



# How Does Where We Live In New Jersey Shape Who We Are?

Essential Understandings/Questions	Essential Knowledge	Skills
<p><b>Various cultural influences have shaped NJ.</b></p> <p>Who are we and why did we come here?</p> <p><b>People have migrated to NJ for different reasons.</b></p> <p><b>Economic factors have a strong influence on population distribution.</b></p> <p>Why do people live where they live?</p>	<p>New Jersey is comprised of many different ethnic groups, which have made cultural contributions.</p> <p>New Jersey pull factors: water (ocean, rivers), soil, cost of land, proximity to the point of entry, major cities, transportation/access, education, technology and jobs, ethnic and family ties.</p> <p>There are similarities and differences between major urban, suburban, and rural areas of New Jersey.</p>	<p>Identify the major ethnic groups that comprise New Jersey.</p> <p>Identify the major pull factors that attract people to New Jersey.</p> <p>Explain and describe causes and effects of migration.</p> <p>Describe, locate, compare, and contrast characteristics of urban, suburban, and rural areas of New Jersey and why people choose to live there.</p>

<p>How does NJ's location influence its development</p> <p><b>Maps can be used to locate places and geographical features in NJ.</b></p> <p>How do we describe NJ in spatial terms?</p>	<p>Industries/jobs in NJ are located near clusters of populations and access to transportation and natural resources.</p> <p>New Jersey has distinct geographical features –</p> <ul style="list-style-type: none"> <li>• Atlantic Coastal Plain</li> <li>• Mountains in the Northwest</li> <li>• Farmland</li> </ul> <p>NJ's borders are the Atlantic Ocean, New York, Delaware River, Delaware, and Pennsylvania.</p> <p>The capital of NJ is Trenton.</p> <p>NJ is comprised of 21 counties.</p> <p>Our counties are Mercer and Middlesex Counties.</p>	<p>Identify New Jersey's major industries and reasons for their locations.</p> <p>Describe the major geographical features of New Jersey.</p> <p>Locate NJ on USA and world maps.</p> <p>Identify New Jersey's borders, capitol and urban areas.</p> <p>Locate WW-P on a NJ map.</p> <p>Name and locate Mercer and Middlesex Counties.</p>
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<p><b>State government exists to support our way of life.</b></p> <p>Why do we need different levels of government?</p>	<p>Government exists at a local, county, state, and federal levels.</p> <p>Each level of government provides various services and is financed by a system of taxation.</p> <p>Every state has a governor.</p> <p>Each level of government is lead be an executive.</p>	<p>Describe the hierarchy of the levels of government.</p> <p>Describe some services provided by the local, state and federal government</p> <p>Name the current governor of NJ.</p> <p>Name the current mayor of West Windsor and Plainsboro.</p> <p>Name the current President.</p>
<p><b>Each state has its own symbols and mottoes.</b></p> <p>How do the state seal and motto represent NJ?</p>	<p>NJ has a state seal and motto.</p>	<p>Explain the meaning of the state seal and motto, “Liberty and Prosperity”</p>

**New Jersey's physical characteristics and attractions make it a unique state in the USA.**

What makes NJ unique?

Physical characteristics include: Atlantic City, Delaware Water Gap, Atlantic Coast, Pine Barrens, Cranberry Bog, etc.

Attractions include: Waterloo Village, Great Adventure, Atlantic City, etc.

Suggested Time Frame: Second Marking Period.  
This unit is intended to be the second in a series of units.

Identify and explain unique characteristics of NJ.

## How Does Where We Live in the USA Shape Who We Are? (Northeast Region)

Essential Understandings/Questions	Essential Knowledge	Skills
<p><b>Regions are areas that are tied together by physical characteristics.</b></p> <p>What are regions?</p>	<p>Understand the meaning of Regions: Places that have common characteristics</p> <p>[teacher’s note: the <b>Northeast</b> Region can be defined as including the following states: ME,VT, NH, MA, CT, RI, NY, PA, NJ, MD, and DE]</p>	<p>Define the word “region”</p> <p>Locate the Northeast Region on a map of the U.S.</p> <p>Locate and label the states in the Northeast region on a blank US map.</p>
<p>How does geography shape this region?</p>	<p>The geography of the Northeast Region includes a temperate climate. It is near the Atlantic Ocean, Lake Erie, Lake Ontario, Niagara Falls and Canada. It includes part of the Appalachian Mountains and numerous rivers and waterfalls. These features contributed to the development of major cities, which include New York City, Philadelphia, Boston, and Washington, D.C.</p>	<p>Explain how geography defines and shapes this region.</p>

<p><b>Regions are areas that are tied together by human characteristics.</b></p> <p>Are there specific ethnic groups that characterize this region?</p> <p>How has immigration/migration influenced the cultural makeup of this region?</p> <p><b>The interaction between physical and human characteristics further defines a region.</b></p> <p>How have people changed the physical environment in the region?</p>	<p>Ethnic groups that characterize this region include: Northern Europeans (Quakers, Puritans, English, and Dutch), Southern/Eastern Europeans, African-Americans (post-World War Two migration), and Asians (Contemporary).</p> <p>Ethnic groups have influenced the culture of this region in various ways, including: food, place names, and language.</p> <p>The presence of arable land and waterways led to the development of the farming and manufacturing industries.</p> <p>People in this region built highways, railroads, and other transportation systems.</p>	<p>Identify and describe the different ethnic groups in this region.</p> <p>List the cultural contributions of the different ethnic groups in the region.</p> <p>Explain how arable land and waterways contributed to the development of the region.</p> <p>Explain how transportation systems contributed to the development of the region.</p>
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<p>What are the physical and human attractions of this region?</p>	<p>People converted farmland to industrial use and housing over time.</p> <p>Attractions include, but are not limited to: Broadway, Independence Hall, United Nations Building, Bunker Hill and the nation's capital. Natural attractions include, the Atlantic seashore, mountains for skiing, Niagara Falls, etc.</p> <div data-bbox="558 646 1178 813" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Suggested Time Frame: Third Marking Period. This unit is intended to be the third in a series of units.</p> </div>	<p>Discuss how land use has changed over time in the Northeast.</p> <p>Identify major attractions in the Northeast region.</p>
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# Regions Across the United States

Essential Understandings/Questions	Essential Knowledge	Skills
<p><b>The U.S. can be divided into five regions with unique/distinct features.</b></p> <p>How does geography shape each region?</p> <p>How does geography shape the <b>Southeast</b> region?</p> <p>Are there specific ethnic groups that characterize the SE region?</p> <p>How has immigration/migration influenced the cultural makeup of this region?</p>	<p>The U.S. can be divided into the following regions Northeast, Southeast, Midwest, Southwest, and West.</p> <p>[Teacher’s note: The <b>Southeast</b> region includes AL, AK, FL, GA, KY, LA, MS, NC, SC, TN, VA, and WV.]</p> <p>The geography of the SE region includes a climate that ranges from temperate to tropical. It is near the Atlantic Ocean and the Gulf of Mexico. It includes part of the Appalachian Mountains, the Mississippi and its delta, islands, and wetlands. Major cities include: Atlanta, Miami, New Orleans, Nashville, and Richmond.</p> <p>Ethnic groups that characterize the SE region include: Native American (Cherokee and Seminoles), African-American, French, Scottish, Irish, German, English, Spanish, and Hispanic.</p> <p>Ethnic groups have influenced the culture of this region in various ways, including: food, place names, and language.</p>	<p>Name and locate the five regions of the U.S.</p> <p>Explain how geography defines and shapes this region.</p> <p>Locate and label the states in the SE region on a blank U.S. map.</p> <p>Identify and describe the different ethnic groups that characterize the SE region.</p> <p>List the cultural contributions of the different ethnic groups in the SE region.</p>



<p>How have people adapted to the physical characteristics of the SE region?</p>	<p>The physical features of the SE have led to the development of farming, manufacturing (clothing and furniture), oil drilling, coal mining, tourism, and international trade.</p> <p>[Teacher's note: See list of additional resources]</p>	<p>Explain how physical characteristics led to the development of the SE region.</p> <p>Discuss how SE regional land use has changed over time.</p>
<p>What are the physical and human attractions of the SE region?</p>	<p>Attractions include, but are not limited to: Atlantic and Gulf coasts, diamond mines, New Orleans, Florida Keys, Everglades, Disneyworld, Cape Canaveral, Smokey Mountain and Shenandoah Parks, and Colonial Williamsburg.</p>	<p>Identify major attractions in the SE region.</p>

<p>How does geography shape the <b>Southwest</b> region?</p>	<p>[Teacher's note: The <b>Southwest</b> region includes TX, OK, NM, and AZ.]</p> <p>The geography of the SW region includes the sunniest and driest climate in the U.S. It is north of Mexico and the Gulf of Mexico. It includes the Sonoran Desert, a plateau region, the foot of the Rocky Mountains, part of the Great Plains, and the Colorado River. Major cities include: Phoenix, Oklahoma City, Austin, Houston, Dallas, and Santa Fe.</p>	<p>Explain how geography defines and shapes this region.</p> <p>Locate and label the states in the SW region on a blank U.S. map.</p>
<p>Are there specific ethnic groups that characterize the SW region?</p>	<p>Ethnic groups that characterize the SW region include: Native American, Spanish and Mexican.</p>	<p>Identify and describe the different ethnic groups that characterize the SE region.</p>
<p>How has immigration/migration influenced the cultural makeup of this region?</p>	<p>Ethnic groups have influenced the culture of this region in various ways, including: food, place names, and language.</p>	<p>List the cultural contributions of the different ethnic groups in the SW region.</p>
<p>How have people adapted to the physical characteristics of the SW region?</p>	<p>The physical features of the SW have led to the development of ranching (cattle), oil drilling, mining, farming (corn and cotton).</p> <p>[Teacher's note: See list of additional resources]</p>	<p>Explain how physical characteristics led to the development of the SW region.</p> <p>Discuss how SW regional land use has changed over time.</p>
<p>What are the physical and human attractions of the SW region?</p>	<p>Attractions include, but are not limited to: the Grand Canyon, Carlsbad Caverns, the Sonoran Desert, the Painted Desert, Meteor Crater, Santa Fe, and the Colorado River.</p>	<p>Identify major attractions in the SW region.</p>

<p>How does geography shape the <b>West</b> region?</p>	<p>[Teacher’s note: The <b>W</b> region includes AK, CA, CO, HI, ID, MT, NV, OR, UT, WA, and WY.]</p> <p>The geography of the W region includes arctic, temperate, and tropical climates. Hawaii is in the Pacific Ocean. Alaska is separated from the U.S. by Canada, and borders the Arctic and Pacific Oceans. The rest of the region borders the Pacific Ocean, as well as Canada and Mexico. It includes the Rocky Mountains, Great Salt Lake, Mojave Desert, volcanoes, Glaciers, deserts, and basins. Major cities include: Los Angeles, San Francisco, Seattle, Denver, Honolulu, Las Vegas, Salt Lake City, and Anchorage.</p>	<p>Explain how geography defines and shapes this region.</p> <p>Locate and label the states in the West region on a blank U.S. map.</p>
<p>Are there specific ethnic groups that characterize the W region?</p>	<p>Ethnic groups that characterize the SE region include: Native American, Native Hawaiian, Inuit, Mexican, Spanish, Chinese, Japanese, Korean, and Vietnamese.</p>	<p>Identify and describe the different ethnic groups that characterize the West region.</p>
<p>How has immigration/migration influenced the cultural makeup of this region?</p>	<p>Ethnic groups have influenced the culture of this region in various ways, including: food, place names, and language.</p>	<p>List the cultural contributions of the different ethnic groups in the West region.</p>
<p>How have people adapted to the physical characteristics of the W region?</p>	<p>The physical features of the West have led to the development of ranching, farming (fruits and vegetables), fishing, mining, logging, energy sources, and tourism. Modern industries include technology and entertainment.</p> <p>[Teacher’s note: See list of additional resources]</p>	<p>Explain how physical characteristics led to the development of the West region.</p> <p>Discuss how West regional land use has changed over time.</p>

<p>What are the physical and human attractions of the W region?</p>	<p>Attractions include, but are not limited to: National Parks (Yellowstone, Yosemite, Grand Teton, Death Valley, Denali, Glaciers, and Volcanoes), Hoover Dam, Disneyland and Hollywood, cities (e.g., Las Vegas), beaches, Mt. McKinley and other mountains.</p>	<p>Identify major attractions in the West region.</p>
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<p>How does geography shape the <b>Midwest</b> region?</p>	<p>[Teacher's note: The <b>Midwest</b> region includes IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, and WI.]</p> <p>The geography of the MW region ranges from cold to temperate. The Ohio River forms a boundary between the MW and SE. Its northern border is Canada and the Great Lakes (Huron, Superior, Michigan, and Erie). It includes parts of the Great Lakes, Ohio and Missouri Rivers, the Great Plains, and the Badlands. Major cities include: Chicago, Cleveland, Indianapolis, Cincinnati, Minneapolis/St. Paul, St. Louis, Milwaukee, and Omaha.</p>	<p>Explain how geography defines and shapes this region.</p> <p>Locate and label the states in the MW region on a blank U.S. map.</p>
<p>Are there specific ethnic groups that characterize the MW region?</p>	<p>Ethnic groups that characterize the SE region include: Native American, Scandinavians, northern Europeans, and Hmong.</p>	<p>Identify and describe the different ethnic groups that characterize the MW region.</p>
<p>How has immigration/migration influenced the cultural makeup of this region?</p>	<p>Ethnic groups have influenced the culture of this region in various ways, including: food, place names, and language.</p>	<p>List the cultural contributions of the different ethnic groups in the MW region.</p>
<p>How have people adapted to the physical characteristics of the MW region?</p>	<p>The physical features of the MW have led to the development of iron mining, steel and automobile manufacturing, shipping, dairy products, and farming (corn, wheat).</p> <p>[Teacher's note: See list of additional resources]</p>	<p>Explain how physical characteristics led to the development of the MW region.</p> <p>Discuss how MW regional land use has changed over time.</p>

<p>What are the physical and human attractions of the MW region?</p>	<p>Attractions include, but are not limited to: Mt. Rushmore, Crazy Horse Memorial, Mitchell Corn Palace, the Indianapolis 500, Sears Tower, Wind cave, Voyageurs National Park, Rock and Roll Hall of Fame, the Native American mounds at Cahokia.</p> <div data-bbox="560 526 1157 691" style="border: 1px solid black; padding: 5px;"><p>Suggested Time Frame: Fourth Marking Period. This unit is intended to be part of the fourth unit in a series of units.</p></div>	<p>Identify major attractions in the MW region.</p>
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## How Does Where We Live Shape Who We Are? (culmination)

Essential Understandings/Questions	Essential Knowledge	Skills
<p><b>America is a nation of diverse cultures.</b></p> <p>How has being a diverse nation set us apart from other nations?</p> <p><b>We all live according to democratic principles and strive to live up to these principles.</b></p> <p>Has our tradition of democracy and freedom made us special?</p>	<p>See Unit 1.</p> <p>Americans have certain rights and freedoms outlined in our constitution including: freedoms of speech, religion, press, etc.</p> <p>Americans have certain obligations to be responsible citizens including voting, paying taxes, obeying laws, etc.</p> <p>Examples of American values and beliefs include equality of opportunity, fairness to all, equal justice, and guaranteed constitutional rights.</p> <p>A significant symbol of American values is the Statue of Liberty.</p>	<p>Discuss the terms “melting pot” and “tossed salad”.</p> <p>Define basic American rights and freedoms.</p> <p>Cite examples of American values and beliefs including rights and responsibilities.</p> <p>Discuss the obligations of being a responsible American citizen.</p> <p>Explain why the Statue of Liberty is a symbol of American values.</p>

<p><b>We share an American culture.</b></p> <p>What are the key elements of our culture that are distinctly American?</p> <p>How does America shape who we are?</p> <p><b>Our economic system provides opportunity.</b></p> <p>How does free enterprise benefit people under democratic principles?</p>	<p>America has distinct symbols that represent American values.</p> <p>Americans share common foods, sports, entertainment, holidays, symbols, sayings, and style.</p> <p>American values include a solid work ethic, a strong belief in education, and freedom of choice</p> <div data-bbox="558 1049 1155 1263" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Suggested Time Frame: Last few weeks in the Fourth Marking Period. This is intended to be the closure for the year-long study of <i>How Does Where We Live Shape Who We Are?</i></p> </div>	<p>Identify some cultural elements that are common across the United States.</p> <p>Discuss benefits of a free enterprise system.</p>
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## FOURTH AND FIFTH GRADE SOCIAL STUDIES COURSE GOALS

The goal of the fourth and fifth grade social studies course is to begin to get students to think like historians - a desired outcome by the time they graduate from the district. At the upper elementary level, the goal is to have every student construct their own meaningful narrative of American history that recognizes various experiences, cause and effect relationships, key turning points, and important historical patterns that provide young adolescents insight into the world they live today.

The fourth and fifth grade social studies courses combine a traditional chronological study of United States history with an examination of how multiple groups and individuals perceived and continue to view significant events through a shared course question, "What's America's Story?" The fifth grade also has a particular focus on how America's commitment to liberty and justice has changed over time. In each unit, the students will develop chronological thinking skills through looking at a cause and effect relationship relevant to the unit content. Each unit will highlight different points of view of the same event to inform students' historical comprehension and demonstrate how differing motives, beliefs, interests, hopes and fears influenced individual and group behaviors. As well, each unit will highlight relevant geographical characteristics that shaped and continue to shape American history and society. These curricular expectations are framed by course and unit essential questions that inform the content and skills to be covered, the activities students will be engaged in, and the rationale for the assessments that will measure the desired results.

As we know, the study of history rests on knowledge of facts, dates, names, places, events, and ideas. However, true historical understanding requires that students not merely remember, but that they can engage in historical thinking: to raise questions and to marshal solid evidence in support of their answers; to go beyond the facts presented in their textbooks and examine the historical record for themselves; to take into account the historical context in which these records were created and compare the multiple points of view of those on the scene at the time.

Teaching for developing historical understanding requires that students thoughtfully read historical narratives told from multiple viewpoints. These narratives should allow the student to interpret as well as see connections, change, and consequences. Reading such narratives may require that students analyze the assumptions - stated and unstated - from which the narrative was constructed and assess the strength of the evidence presented. It may require that students consider the significance of what the author included as well as chose to omit - the absence, for example, of the voices and experiences of other men and women who were also an important part of the history of their time.

Assessing for historical understanding requires that students have opportunity to create historical narratives and arguments of their own. Such narratives and arguments may take many forms - essays, debates, and editorials, for instance. They can be initiated in a variety of ways. None, however, more powerfully initiates historical thinking than those issues, past and present, that challenge students to enter knowledgeably into the historical record and to bring sound historical perspectives to bear in the analysis of a problem.

*\* Some information adapted from the National Historical Thinking Standards*

## 6<sup>th</sup> Grade Social Studies Curriculum: ANCIENT CIVILIZATIONS

### Course Rationale

The study of history rests on knowledge of facts, dates, names, places, events, and ideas. However, true historical understanding requires students to engage in historical thinking: to raise questions and to collect solid evidence in support of their answers; to go beyond the facts presented in their textbooks and examine the historical record for themselves; to consult documents, journals, diaries, artifacts, historic sites, works of art, quantitative data, and other evidence from the past, and to do so imaginatively--taking into account the historical context in which these records were created and comparing the multiple points of view of those on the scene at the time.

Real historical understanding requires that students have opportunity to create historical descriptions and arguments of their own. Such descriptions and arguments may take many forms--essays, debates, and editorials, for instance. Students should be challenged to enter knowledgeably into the historical record and to bring sound historical perspectives to bear in the analysis of a problem. Reading fiction and nonfiction historical texts requires that students analyze the assumptions--stated and unstated--from which the narrative or story was constructed and assess the strength of the evidence presented. It requires that students consider the significance of what the author included as well as chose to omit.

To inform any study of how the world became what it is today requires a look back at history. The 6<sup>th</sup> grade ancient civilizations course moves from the beginnings of humankind through the start of the ancient river valley civilizations to the rise and fall of the classical civilizations of China, India, and the Mediterranean. Students will investigate why civilizations arose and the impact of geography on where people settled and how people lived. They will track turning points in human development that created lasting change. Societies will be compared and contrasted across time and the impact of cultures colliding will be examined. The similarities and differences among the world's peoples will be identified and analyzed as to why these existed and continue to exist. Students will consider why social classes came into being and their impact on how societies functioned; the role technology has played in human development; the changing nature of governance and political leadership; why empires rose and fell; and the legacy of these ancient societies. To make the study of this time period more manageable, the past is divided into coherent eras of world history from the prehistoric age, to the development of agriculture and early civilizations, to the more sophisticated classical civilizations. Exploring the nature of these patterns in the ancient world begins to provide the key to understanding the essential features of human society - past and present. The following questions will both orient and provoke students to grapple with these ideas throughout the course:

How did we get from here (early humans) to there (classical civilizations)?

Is geography destiny?

Is change always progress?

How has the interaction between humans and the environment affected human life?

How has technology changed the way people live?

How has interaction between cultures changed the way people live?

Historically, why has there always been haves and have-nots?

What makes a ruler legitimate?

What defines a "Golden Age"? Why is it difficult to either sustain or achieve?

How has religion affected how people live? How rulers govern? How laws are made? How people view one another?

How have human views of society, nature, and the cosmos changed?

# 7<sup>th</sup> Grade Curriculum: UNITED STATES HISTORY

Course Understandings	Course Essential Questions
<p><i>Students will understand that...</i></p> <p>The Preambles to the Declaration of Independence and the Constitution establish the ideal for why we need government and principles that should guide the government’s decision-making – providing a framework by which we can evaluate our nation’s progress and suggest means for improvement.</p> <p>Ratification of the Constitution did not end the debate on governmental power; rather, economic, regional, social, and ideological tensions that have emerged over time further debates over the meaning of the Constitution and the proper balance between federal and state power.</p> <p>Progress often comes at a price – the extent of which allows history to judge its success.</p> <p>Specific individuals, even outside of elected leaders, can have a profound impact on history through the decisions they make.</p> <p>America abandoned its isolationist policy as economic and geo-political interests began to change, becoming the dominant world power with new challenges and responsibilities.</p> <p>In order to promote the general welfare, the government has attempted to balance the need to let the market operate freely with the need to regulate in order to safeguard public interests.</p> <p>Geography continues to influence the economic, political and social development of our nation.</p> <p>Throughout American history, wartime fears and perceived threats to security have led to the denial of certain civil liberties.</p> <p>American cultural identity has changed over time but remains rooted in the values of freedom, individualism, and equality of opportunity.</p> <p>The government and public commitment to civil and equal rights has advanced over time but private and institutional racism and sexism still persists.</p>	<p><b>Are we becoming the nation we set out to be? (Primary Course EQ)</b> (Another big course question, “Is history truth?” gets at how history is written and to look at multiple perspectives.)</p> <p>How has the meaning of the Constitution changed over time? (with regards to state vs. federal power; citizenship; equality; right to free speech; etc.)</p> <p>What price progress?</p> <p>Can individuals really make a difference? (What determines the decisions people make? How have those decisions influenced American history?)</p> <p>How did the United States become <i>the</i> world power? (Why don’t we just mind our own business? Should commitment to the ideals in the Constitution extend beyond our borders?)</p> <p>What is the government’s responsibility to promote the general welfare? (Should the government be more hand-on or hands-off with regards to the economy?)</p> <p>How does geography influence history?</p> <p>Historically, why has there always been a struggle between security and liberty?</p> <p>How has the cultural identity of America changed over time? What characteristics have remained constant?</p> <p>How has the government’s commitment to “establish justice” changed over time? (How has the definition of “justice” changed historically to become more inclusive?)</p>

## 8<sup>th</sup> Grade Course Overview

The study of history rests on knowledge of facts, dates, names, places, events, and ideas. However, true historical understanding requires students to engage in historical thinking: to raise questions and to collect solid evidence in support of their answers; to go beyond the facts presented in their textbooks and examine the historical record for themselves; to consult documents, journals, diaries, artifacts, historic sites, works of art, quantitative data, and other evidence from the past, and to do so imaginatively--taking into account the historical context in which these records were created and comparing the multiple points of view of those on the scene at the time.

Real historical understanding requires that students have opportunity to create historical descriptions and arguments of their own. Such descriptions and arguments may take many forms--essays, debates, and editorials, for instance. Students should be challenged to enter knowledgeably into the historical record and to bring sound historical perspectives to bear in the analysis of a problem. Toward this end, eighth grade students will participate in a mock trial of Christopher Columbus - investigating his actions and using the trial as a means to reflect on why this event marks the end of one era and the start of another. As well, the year will culminate with a Model United Nations experience where students will take on the role of delegate for a country and research and debate a current issue that will allow them to connect their historical studies to a modern context.

To inform any study of how the world became what it is today requires a look back at history. The 8<sup>th</sup> grade world civilizations course follows a chronological approach from the fall of the classical civilizations to the end of the post-classical era (approximately 500-1500 C.E.). Through the exploration of historical patterns in the post-classical world, students are exposed to the essential features of human society - past and present - that will allow them to make connections and see the relevance of history in their lives today. Students will investigate how and why civilizations both expanded and became more connected, how and why world power shifted, and the influence of religion. They will track turning points in world history that created lasting change and continue to influence modern events. Societies will be compared and contrasted across time and the impact of cultures colliding will be examined. The similarities and differences among the world's peoples will be identified and analyzed as to why these existed and continue to exist. Students will consider how social classes affected how societies functioned; the role technology has played in human development; the changing nature of governance and political leadership; why empires rose and fell; and the legacy of these civilizations.

## SUGGESTED SCOPE AND SEQUENCE

<b>Introduction to Course:</b>	Sept 9 - Sept 24	(10 days)
<b>Rise and Spread of Islam:</b>	Sept 27 - Nov 24	(39 days broken down below)
• Comparison of Monotheistic Religions		(4 days)
• Origins and Rise of Islam		(15 days)
• Effect on India and Africa		(20 days)
<b><i>THANKSGIVING BREAK</i></b>		
<b>Europe I - Fall of Rome to Rise of Feudalism</b>	Nov 29 - Dec 22	(18 days)
<b><i>WINTER BREAK</i></b>		
<b>Europe II - End of the Middle Ages</b>	Jan 3 - Jan 21	(13 days)
<b>MID TERM REFLECTION - Emerging Patterns</b>	Jan 24 - 26	(3 days)
<b>Americas Before Invasion</b>	Jan 27 - Feb 11	(12 days)
<b>Europe III - Exploration and Conquest</b>	Feb 14 - Feb 25	(7.5 days)
<b>Research for Columbus Trial</b>	Feb 28 - March 18	(15 days including GEPA week)
<b>Columbus Trial</b>	March 21 - 24	(4 days)
<b><i>SPRING BREAK</i></b>		
<b>China</b>	April 4 - April 29	(20 days)
<b>Research for MUN</b>	May 2 - May 20	(15 days)
<b>MUN Conference</b>	May 23 - 26	(2 of the 4 days)
<b>Culmination- Patterns of Postclassical Era</b>	May 31 - June 15	(12 days)

## Course Introduction

**Overview:** Patterns of development are evident throughout history and are key to understanding the human needs and behaviors that frame human history. By developing skills that allow students to uncover, analyze and compare these patterns, we encourage students to think critically about and understand the implications of the continuing existence of such patterns in today's world. The introductory unit reveals patterns that will be observed throughout the year. Students will continually revisit these patterns through the historical examples of the course. Through reading, analyzing, researching, and presenting their findings in a variety of formats, students will better understand the overarching ideas that shape history throughout eras. As well, students will realize that historians and students of history may not all agree on the patterns and that they are informed by what one chooses to focus on and how findings are interpreted.

To initiate the students into their upcoming journey, they will be introduced to three ways of analyzing world civilizations through the lenses of geography, culture, and history, and experience how each is a force that shaped and continues to shape society as well as influence each other.

### Recurring Patterns/Themes:

- Relationship between history, geography, and culture (What shapes events? Is geography destiny?)
- Role of cultural institutions (religion, government, family, economy, etc) (How are people's needs reflected (or not) in their cultural institutions? Why do people convert?)
- Move from isolation to interdependence (What happens when the world gets more connected? Is change always progress?)
- Rise and fall of empires (Why are there winners and losers in history? What causes empires to rise and fall? What motivates people to conquer?)
- Social hierarchy (Is history essentially the story of haves and have-nots?)
- History as a window into the past and a mirror to help us reflect on our current society (How is history both a window and a mirror?)
- History as perspective (Is history more truth or fiction? Is history more objective or subjective?)
- Cause and effect/Turning points (Is history linear or circular? Does history repeat? What makes a turning point?)

Suggested methodology: All recurring themes of the course can be uncovered using the *Ibatan* as a focal point. The *Ibatan* article can also serve as a reference for mid-year and Columbus Trial reflections on the important patterns the course reveals. (*Ibatan* article found in the appendix)

## Islamic World Overview

### Part 1: Origin, Early Growth and Dynastic Rule

**Overview:** The rise of Islamic civilization in the post-Classical era marks a major shift in historical development. Islam developed into a unique civilization based on shared religious principles and customs and became a force of change and unification across three continents. In contrast to Europe at this time, the Islamic world reached its Golden Age by developing, incorporating, and reshaping scientific ideas, art, and cultural elements from conquered peoples.

**EQ:** How did the rise of Islam change the world?

**Big Idea:** The political, economic and cultural dynamics of the Islamic world tremendously impacted the people in its empire

**6Q's:**

- How did Islam originate? How did Islam evolve and become different from Judaism and Christianity?
- Why did it originate where it did? (How did the geography of the region support its rapid and vast spread?)
- What are the tenants of the religion?
- Why was Islam able to successfully spread and convert diverse peoples?
- Why is this time period known as the Golden Age of Islam?
- What are the political and economic dynamics of the Islamic empire?

## Part 2: The Differing Effects of Islam on India and Africa

**Overview:** Late in the Middle Ages Islam expanded more deeply into Africa through trade and into India through conquest. Consequently, Muslim merchants, scholars, and a host of long-distance travelers were the principal mediators in the interregional exchange of goods, ideas, and technical innovations. However, the impact of this expansion affected the peoples of Africa and India in vastly different ways.

### EQ: Did Islamic expansion benefit or harm African and Indian civilizations?

**Big Idea:** In spite of the strikingly different mode of Islamic expansion into Africa and India, there were resulting advantages and disadvantages in both areas.

#### GQ's:

- What were the existing religious and social structures in Africa?
- How did Islam influence existing civilizations in Africa?
- What were the existing religious and social structures in India?
- What were the effects of Islamic expansion into India?

## Islam and the Modern World

(connections to current events may be covered at any time during the unit)

### EQ: How is Islam of the past affecting the world today?

#### GQ's:

- How is the Islamic message translated into the modern world?
- What are the connections between Islam in the Middle Ages and current events today? (e.g. Sunni/Shi'a split)

## Europe Part I - Fall of Rome to the Rise of Feudalism

**Overview:** Rome's empire, at its height, dominated the Mediterranean Basin. For over 200 years, it was the political and economic center of the western world. External factors such as barbarian invasion as well as internal factors such as political corruption and urban decay led to the fall of the most powerful and far-reaching empire of this era. In the wake of the fall of Rome and the death of the Charlemagne, Europe established feudalism and turned to local kings, lords, and knights for protection and refuge from Viking invasions. Christianity would become the most powerful unifying force in Europe, enabling leaders to spread and maintain their power.

**Big EQ:** How do needs shape institutions? What happens to institutions when needs change?

**EQ:** How does the fall of Rome lead to the rise of feudalism in Europe?

**Big Idea** - The need for protection and salvation led to the rise of the feudal system and the spread of Christianity.

#### GQ's:

- What factors contributed to the fall of Rome?
- What made the dark ages so dark?
- How did the manor system satisfy the social and economics needs of Europeans?
- How did Christianity become the new unifying force in Europe?
- What role did the church play in maintaining the manor system?

## Europe Part II: Cultural Redefinition in Europe: The end of the Middle Ages

**Overview:** The decline of feudalism resulted from three main factors. Change in climate contributed to agricultural innovations such as the three-field system that produced a food surplus. This food surplus allowed for population growth, which in turn led to the transition from self-sufficient feudal manors to interdependent city-states. In addition to the climate change, the spread of Christianity caused Barbarian invasions to subside, decreasing the need for the protection that feudalism once provided. The black death, the peasant revolution, the crusades, and the 100 years war were turning points that further crippled the feudal system and facilitated Europe's evolution into competitive nation states. The Mongols created the largest land empire the world had ever seen. While the conquests were terrifying, the stabilizing effect of Mongol rule led to a century of fertile commercial and cultural interchange across the continent. This open exchange, however, had a disastrous consequence in the 14th century--the Black Death and its attendant social impact on Europe, the Islamic world, and probably China.

**EQ:** How do the changing needs of Europeans contribute to the decline of feudalism and rise of nationalism?

**Big Idea:** Increased economic opportunities and the rise of an urban middle class, as well as the questioning of church authority reduced the reliance upon the feudal system, beginning the transition towards nationalism and competition.

**GQ's:**

- How did geographic changes act as a catalyst for population growth and the rise of city-states?
- How did the Black Death give birth to social and economic opportunities for survivors?
- How did Mongol conquest and rule of much of Asia affect the destiny of Europe?
- How did events of the late middle ages impact the authority of the church?
- How did the crusades contribute to the deterioration of the feudal system?
- How did peasant revolts lead to economic and social change throughout Europe?
- Why do some historians consider the Hundred Years War to mark the end of the late middle ages?

### **Europe Part III: Exploration and Conquest**

**Overview:** Equipped with a more suitable climate, improved agricultural technology, and the formation of nation/city states, Western Europe began to look beyond its own borders. The Crusades had opened Western Europe to new ideas and innovations, and the destruction of the once needed feudal system paved the way for a more varied and specialized economy that depended on goods and resources found along trade routes, such as the Silk Roads, that extended beyond Europe. Technological innovation (ships, the compass and other innovations) provided Europeans with the tools necessary to be successful explorers and conquerors. The Renaissance gave birth to new values, shifting focus from the afterlife to the human condition. Motivated by the desire for gold, glory and god, Europeans began exploring the seas. Portuguese, Italian and Spanish explorers and conquerors set out for new lands in Africa and the Americas. This clash of civilizations resulted in the destruction of powerful civilizations, such as the Aztecs and Incas of Latin America. It also resulted in the rise of Western powers, namely Spain, and the continued rise of nationalism throughout Europe.

**EQ:** How did 1492 characterize radical change in European culture?

**Big Idea:** Motivated by a feeling of nationalism, as well as personal fame and fortune, explorers and conquerors "discovered" lands and resources that would forever alter the relationships between Europeans and other world civilizations.

**GQs:**

- How did the decline of feudalism facilitate innovation in Europe?
- How did events of the Middle Ages (Crusades, rise of cities) lead to increased trade with the East?
- How did trade with the East lead to European exploration and conquest?
- How did the Renaissance impact the values and perspectives of Europeans?
- What motivated Europeans to explore and conquer?
- What resulted from the conquests of the Americas?

### **Latin America**

**Overview:** In the Western Hemisphere, empire building reached an unprecedented scale. The physical geographic features of Latin America shaped the elements and institutions of Latin American culture. Isolation due to both its relative location and physical geography effected the historical development of this region. The political styles of the Aztec and Inca states were profoundly different. Even so, both enterprises demonstrated that human labor and creative endeavor could be organized on a colossal scale despite the absence of iron technology or wheeled transport.

**EQ:** In what ways were the culture and history of Latin American civilizations shaped by their geographic



condition?

**Big Idea:** The Aztec and Inca states built highly complex civilizations that were greatly influenced by their physical geography. Their isolation contributed to their lack of access to new ideas and immunities that left them susceptible to outside conquest.

**GQs:**

- When did people come to the New World?
- What defined Aztec and Incan civilization?
- How did their needs influence their cultural institutions?
- How did geography influence their cultural institutions?
- How were these civilizations more or less "civilized" from the others we have studied?
- How did their isolation promote both their success and their ultimate destruction?

## China

**Overview:** In the Post-Classical Era, China and Islam were the two most powerful and influential civilizations in the world. China's geography, economy, political traditions and culture all contributed to this success.

**Big Idea:** Historically, China has been able to absorb outside rule, new religions and political philosophies and assimilate them into its structure without losing its central identity.

**EQ:** How did China experience so much change without changing?

### Geography and Economy:

China's population and power center in the East is directly tied to it being the area that provided the best natural resources for food production and trade. As well, expanding territory of China contributed to the establishment of a bureaucratic rule and cultural traditions that assimilated diverse ethnic groups into the empire. China experienced a burst of technological innovation, commercialization, and urbanization, emerging as the largest economy in the world. As China exported its silks and porcelains to other lands (via Silk Roads and maritime trade) and imported quantities of spices from India and Southeast Asia, patterns of production and commerce all across the hemisphere were affected.

**EQ:** How has geography influenced Chinese history and culture? (Is geography destiny?)

**Big Idea:** China's favorable geography of fertile soil, temperate climate, navigable rivers and seas, and physical barriers promoted its success and contributed to the formation of a distinct culture and worldview.

**GQ's:**

- How did China's geography influence the creation of an Eastern center of political and economic power?
- How did the natural barriers of China contribute to the formation of a strong ethnic identity and distinct cultural and political traditions?
- How did the constant threat of barbarian invasion from the North encourage political unity?
- How did the continued development of the Silk Roads influence the economic and cultural exchange between peoples?
- How did China's geography encourage technological and cultural innovations that significantly influenced Western civilizations?

### Religion and Philosophy:

Other religions besides Islam also spread widely during this historical era. Wherever these faiths were introduced, they carried with them a variety of cultural traditions, aesthetic ideas, and ways of organizing human endeavor. Each of them (Hinduism, Christianity, and Buddhism) also embraced peoples of all classes and diverse languages in common worship and moral commitment. Buddhism, Taoism, and Confucianism all influenced Chinese political and social structures and at times were in conflict with each other. However, they again represent examples of China's ability to absorb and assimilate outside influences.

**Big Idea:** Confucianism, Taoism and Buddhism shaped the social order, culture, and values of China and

consequently other East Asian countries.

**EQ:** How have East Asian philosophies shaped the everyday lives of its people?

**GQ's:**

- Why did Buddhism decline in India but take root in East and Southeast Asia?
- How did philosophical orientation influence what form of government the Chinese people developed?

**Rise and Fall of Dynasties:**

The break up of the Han dynasty ultimately led to China finding new unity and rising economic prosperity under the Tang and Song dynasties. The Tang and Song Dynasties marked a Golden Age in China. Many technological and cultural innovations were developed during this time period that significantly influenced Western civilizations. The second half of the era saw extraordinary developments in interregional history.

The Mongols under Chinggis Khan created a land empire stretching from Poland to Korea and Siberia to Indonesia. The Mongol warlords intruded in one way or another (positively and negatively) on the lives of almost all peoples of Eurasia. After Chinggis Khan's death, his grandson, Kublai Khan, completed the Mongol invasion of China. Adopting the title of emperor of the Yuan Dynasty, Khan carefully maintained distinctions between the Mongols and the Chinese, but also adopted some distinctly Chinese cultural traditions, The Yuan Dynasty represented an example of China's ability to absorb and assimilate outside influences.

However, the Chinese resented the ruling barbarians and the social and political changes Khan instated and ultimately rose up against the dynasty and created the new Ming dynasty. The Ming Dynasty was the most advanced, felt the most superior, and had the largest population of all the civilizations during this historical era. It had the most advanced technology and a navy that dwarfed all other civilizations. However, imperial edict banned further construction of ships and exploration and China slowed its modernization and did not pursue territorial in an emphasis to return to traditional values as well as an economy based on farm production and trade rather than industrial, capitalist production that existed under Mongol rule.

**Big Idea:** During the Tang and Song dynasties, China experienced a "Golden Age" - developing many technological and cultural innovations that would ultimately influence Western civilization. Mongol rule forced the opening of the east to the west but this experience with modernization and exploration was abandoned during the Ming dynasty when there was a retreat to traditional Chinese values and Asian sphere of influence. While ideologies and dynasties may have changed, a pattern of strong central government has remained a permanent part of Chinese life.

**EQ:** Did dynastic change change China?

**GQ's:**

- How does China's "Golden Age" or renaissance compare to those experienced in the Islamic civilization and in Europe?
- How did Mongol rule of China and Eurasia facilitate enduring contact between people and cultures?
- What were the effects of Mongol rule on Chinese social and political structures?
- What is meant by, "China had a habit of changing its conquerors much more than it was changed by them."?
- Did dynastic rule meet the needs of Chinese people?
- Why don't we speak Chinese?

## Columbus Mock Trial

**Overview:** In the United States, Columbus' discovery of the New World was viewed as a pivotal event and Columbus revered as a hero. The Columbian Exchange forever modified the global balance of the existing world of 1492, catapulting Western Europe into the role of conqueror and impacting existing civilizations and the consequential development of the Western Hemisphere in both positive and negative ways. Columbus' voyages are not only significant historical events; they reflect patterns of cultural encounters that change the world forever. Studying these critical encounters between cultures through the lens of Christopher Columbus' trial for crimes against humanity offers opportunities to revisit and reflect on larger patterns of development studied earlier in the course. Columbus' trial becomes a focal point for examining historical perspectives, the effects of a growing connectedness and interdependency of peoples, and the end of one and the start of another historical era.

### EQ:

Prior to trial: What drove Columbus?

At trial: Was Columbus guilty of crimes against humanity?

Post-trial: Reference questions stated below

**Big Idea:** Europe's discovery of the Americas and the subsequent Columbian Exchange reveals greater patterns of encounters between civilizations.

### Revisiting recurring themes:

- Relationship between history, geography, and culture (How did these three factors contribute to Columbus' discovery of the Americas? Is geography destiny?)
- Role of cultural institutions (religion, government, family, economy, etc) (How did the difference between the needs of Europeans and Americans affect the kind of institutions they developed? How did these institutions affect why one group was able to dominate the other? How did religion influence the actions of the Europeans? Of the Americans? What drove Columbus?)
- Move from isolation to interdependence (What would be the impact of the Columbian exchange? Is change always progress? Why does this event demarcate the rise of a new historical era?)
- Rise and fall of empires (Why are there winners and losers in history? What caused Europe to rise and the Latin American civilizations to fall? What motivates people to conquer?)
- Social hierarchy (Is Europe's conquest of Latin America essentially the story of haves and have-nots?)
- History as a window into the past and a mirror to help us reflect on our current society (How does how we choose to remember/celebrate Columbus give insight into who we are as a society?)
- History as perspective (Who was telling the truth? Was there an absolute truth? Is Columbus a hero or a villain? Can we judge Columbus by today's standards? Was Columbus responsible for what happened as a result of his discovery of the New World?)
- Cause and effect/Turning points (What led to Europe's advantages vs. Latin America's? What were the turning points in Columbus' ability to explore and exploit the Americas? Was Rundell (from Ibatan article) a modern Columbus?)

### Suggested Methodology:

At the conclusion of the trial, students can select a recurring theme or pattern of development and reflect on Europe's encounter with New World cultures as a means by which to deepen their understanding of that pattern/theme.

## Mid-Year Reflection

## Model United Nations