

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**SCHOLARS' CENTER FOR THE STUDY OF  
HUMANITIES**

**HONORS WORLD CULTURES**

**COURSE DESCRIPTION**

Grade Level: 9

Department: Scholars' Center  
for the Study of Humanities

Course Title: Honors World Cultures

Credits: 5

Course Code: 201050

**Board of Education adoption date: August 22, 2011**

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

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# Honors World Cultures - Introduction

## Introduction

## Course Philosophy

World Cultures is an honors level course that strives to develop an appreciation of the world in which we live based on its historical and cultural foundations. This course, designed to make students life-long learners, increases an appreciation of how cultures develop by implementing an interdisciplinary approach to learning. The World Cultures curriculum is intricately tied to both the Literature/Arts and the Process Skills components of the freshman level of the Scholars' Center for the Humanities. It is designed to prepare students to link historical events to literature, art, architecture, philosophy, poetry, and the politics of a wide variety of cultures from the start of the earliest civilizations to the end of the Middle Ages.

This full year course prepares students to develop higher level critical thinking skills, incorporate primary source readings, use analytical discussion to predict possible outcomes, and manipulate a wide range of research techniques to aid in presentation skills within the classroom. This student-centered course is aimed at grooming students to be able to discern pertinent information in the formulation of cogent projects to understand and compare cultures.

## Course Description

World Cultures is an honors level course for freshmen dealing with the historical and cultural foundations of civilization. Students will be engaged in various activities designed to display the link between the past and present. Activities are designed to challenge students to go beyond the text and discern important concepts of themes within each unit.

Students can expect to participate in the following activities: oral presentations, written examinations, debates, role playing, technology-based projects, historical film studies, educational excursions, cultural festivals, infomercials, and web quests.

## Course Map and Proficiencies/Pacing

### Course Map

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic	Formative	Summative
6.1.12 A.1 6.2.12	Culture is a means through which people convey both their unique characteristics and common attributes with others.	<p>What are the main elements of culture?</p> <p>How does culture reflect the ideals of a group of people?</p> <p>How do we learn about culture?</p> <p>How do societies share culture?</p> <p>How does culture reflect early human development and the eventual growth of societies?</p>	<p>Class discussion</p> <p>Library research</p> <p>Online resources</p>	<p>Primary source readings</p> <p>Clan group project</p> <p>Student observations</p>	<p>Unit test</p> <p>Unit project</p>
6.1.12 A.1 6.2.12.C.4.d 6.1.12.A.13.a,c 6.1.12.B.13.a,b	Cultures share certain characteristics, even if their expressions are different.	<p>What distinguishes one culture from another?</p> <p>How do we learn about the ancient past?</p> <p>What factors affect and influence the rise of civilizations?</p> <p>What elements of culture are common to most societies?</p> <p>Why is culture a significant human accomplishment?</p>	<p>Group work</p> <p>Class discussions</p> <p>Anticipatory sets</p>	<p>Group research</p> <p>Artifact study</p> <p>Evaluation of art from various cultures</p> <p>Library research</p>	<p>Clan project presentations</p>

<p>6.2.12 E.4 6.2.12.C.4.d 6.1.12.C.16.c</p>	<p>Interaction between cultures results in exchange of ideas, customs, and knowledge.</p>	<p>How do cultures interact?</p> <p>How do the physical features of a region determine much of its history?</p> <p>Which philosophies were significant in establishing a separate identity for early cultures?</p> <p>What human and physical systems have impacted the history of many civilizations?</p>	<p>Map work</p> <p>Diagnostic test on Geographic Regions</p>	<p>Chart organizer</p> <p>Quizzes</p> <p>Map analysis</p>	<p>Essay</p> <p>Poster presentations</p>
<p>6.2.12 A.2 6.2.12.D.2.c 6.2.12.A.2.c</p>	<p>Western political tradition has its roots in Ancient Greece and Rome.</p>	<p>Why are Greece and Rome considered the cradles of Western traditions?</p> <p>What important philosophies were the foundations of Greek and Roman thought?</p> <p>How did early democracy in ancient Greece address the needs of the people?</p> <p>How did early peoples share concepts of government?</p> <p>How did the various forms of government affect ancient civilizations?</p> <p>How did social classes evolve based on the established form of government of early societies?</p>	<p>Group work</p> <p>Library research</p>	<p>Multimedia presentation</p> <p>Wall Mosaic project</p>	<p>Unit test</p> <p>Project presentations</p>

<p>6.1.12 A.2 6.2.12.C.4.d</p>	<p>Codified law teaches us much about a culture's traditions and worldview.</p>	<p>How do cultures express right and wrong?</p> <p>Do governments always express the will of the people?</p> <p>How do religious thought or philosophies impact on law and governmental forms?</p>	<p>Student questionnaire on Forms of Law and Government</p>	<p>Comparison worksheet on law</p>	<p>Essay Short paper</p>
<p>6.1.12 A.2 6.2.12.D.2.d 6.2.12.A.2.c</p>	<p>Identities form through forces of geography, or does geography shape identity.</p>	<p>How do tribes and clans become a nation?</p> <p>What role did geography play in the creation of ancient civilizations?</p> <p>How does an ancient civilization become a major power in its region?</p> <p>How did early leaders organize their civilizations to withstand centuries of change?</p> <p>How is modern national identity rooted in the culture of ancient civilizations based on where it is in the world?</p>	<p>Map work</p> <p>Oral discussions</p> <p>Anticipatory sets</p>	<p>Multimedia presentation</p> <p>Map analysis</p> <p>Primary sources</p> <p>Comparison of cultures</p>	<p>Map quiz Unit test</p>
<p>6.4.C.1-6 6.6.D.1-3</p>	<p>Expansion, innovation and communication can all lead to profound cultural, economic, and political change.</p>	<p>What leads people to question authority?</p> <p>Does expansion lead to progress or problems?</p> <p>What were the long term and short-term implications of expansion and innovation?</p>	<p>Pre-test</p> <p>Oral discussion</p> <p>Anticipatory sets</p>	<p>Quizzes</p> <p>Reading checks</p> <p>Writing prompts for reflection</p> <p>Class discussion</p>	<p>Unit test Unit project</p>

6.1.12 A.7 6.1.12.D.16.c	Class systems are integral to the development of early societies.	How do class systems differ from society to society?  How do early cultural structures (like a caste system) function as a means of introducing balance and stability into society?	Class structure  Comparison worksheet  Library research	Class pyramid  Web-based assignment	Poster presentations  Unit test
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## Proficiencies and Pacing

Unit Title	Unit Understanding(s) and Goal(s)	Recommended Duration
Unit 1: Anthropology	<p>The concept of culture is unique to the human condition. Understanding how our planet has evolved is a necessary component to understanding our own physical development as a species.</p> <p>At the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Trace early global changes that permitted the existence of primitive humans.</li> <li>2. Form a working definition of culture and understand why culture is unique to humans.</li> <li>3. Reconstruct what elements were needed to establish early viable human communities.</li> <li>4. Explain why some early human species were successful and why some were not.</li> </ol>	3 weeks
Unit 2: Mesopotamia	<p>The early river valley cultures established the forms of civilizations used by modern societies today. How we understand a culture is often based on the cultural records left behind by that civilization.</p> <p>At the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Extrapolate reasons for successful early cultures.</li> <li>2. Compare several cultures using the "Cultural Universals Model" to examine how they were similar or how they were different.</li> <li>3. Correspond historical events to the context of time and place.</li> </ol>	5 weeks

<p>Unit 3: Egypt</p>	<p>Geographic characteristics can greatly influence a region's political, religious, and economic development.</p> <p>At the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Determine how geography plays a major role in the development of a culture.</li> <li>2. Examine the evolution of religious beliefs in the context of a specific culture.</li> <li>3. Predict how political structure can be linked to a region's geography and cultural development.</li> </ol>	<p>5 weeks</p>
<p>Unit 4: Ancient Hebrews</p>	<p>The Ancient Hebrews impacted the world with their belief in ethical monotheism.</p> <p>At the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Comprehend how a religious concept can impact a society and its historical development.</li> <li>2. Compare the development of Judaism with other early religions.</li> <li>3. Link contemporary issues with historical events concerning the geographic region of Palestine.</li> </ol>	<p>1 week</p>
<p>Unit 5: India</p>	<p>Ancient beliefs of a region often dictate its development and history.</p> <p>At the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Relate how physical features of a region determine much of its history</li> <li>2. Determine which human and physical systems have impacted the history of India.</li> <li>3. Analyze how philosophy was significant in establishing a separate identity for India.</li> </ol>	<p>5 weeks</p>
<p>Unit 6: China</p>	<p>China is a product of its ideologies.</p> <p>At the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand why China is still a mystery to the outside world.</li> <li>2. Comprehend how the ancient past still affects the culture of China today.</li> <li>3. Interpret how communism "revolutionized" Chinese society and politics.</li> </ol>	<p>5 weeks</p>
<p>Unit 7: Ancient Greece</p>	<p>The world is indebted to ancient Greece in the areas of politics, art, architecture, and the humanities.</p> <p>At the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Conceptualize why Greece is considered the cradle of Western traditions in politics, art, and literature.</li> <li>2. Comprehend opposing philosophical ideas.</li> <li>3. Understand why city-states were uniquely different from each other.</li> </ol>	<p>5 weeks</p>

<p>Unit 8: Ancient Rome</p>	<p>Rome has impacted the world as we know it.</p> <p>At the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the important achievements that are considered Rome’s legacy to the world.</li> <li>2. Predict why Rome was able to conquer the known world and influence new cultures.</li> <li>3. Relate how Christianity changed the Roman empire.</li> </ol>	<p>5 weeks</p>
<p>Unit 9: Byzantine Empire</p>	<p>The Byzantine Empire was able to retain its Roman heritage and still establish a separate identity.</p> <p>At the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Relate the events that led to the rise and fall of the empire.</li> <li>2. Identify how Christianity was a factor for change.</li> <li>3. Understand the lasting impact of Eastern ingenuity and scientific curiosity.</li> </ol>	<p>1 week</p>
<p>Unit 10: Middle Age</p>	<p>To what extent did the Middle Ages safeguard institutions from the past and create new ones to influence the future?</p> <p>At the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Put into perspective the role of the Christian church during the Middle Ages.</li> <li>2. Organize material in terms of historical context of time and place.</li> <li>3. Manipulate correctly several new concepts introduced during the Middle Ages.</li> </ol>	<p>5 weeks</p>

# Honors World Cultures - Unit 01

## Anthropology Unit Plan

### Enduring Understandings:

Culture is a means through which people convey both their unique characteristics and common attributes with others.

Cultures share certain characteristics, even if their expressions are different.

Interaction between cultures results in exchange of ideas, customs, and knowledge.

Western political tradition has its roots in Ancient Greece and Rome.

Codified law teaches us much about a culture's traditions and worldview.

Identities form through forces of geography, or does geography shape identity.

Expansion, innovation and communication can all lead to profound cultural, economic, and political change.

Class systems are integral to the development of early societies.

Expansion, innovation and communication can all lead to profound cultural, economic, and political change.

### Essential Questions:

1. What are the main elements of culture?
2. How does culture reflect the ideals of a group of people?
3. How do we learn about culture?
4. How do societies share culture?
5. How does culture reflect early human development and the eventual growth of societies?
6. What distinguishes one culture from another?
7. How have archaeologists and historians learned about the ancient past?
8. Why is culture a significant human accomplishment?

### Unit Goals:

At the end of this unit, students will be able to:

1. Trace early global changes that permitted the existence of primitive humans.
2. Form a working definition of culture and understand why culture is unique to humans.
3. Reconstruct what elements were needed to establish early viable human communities.
4. Explain why some early human species were successful and why some were not.

**Recommended Duration:** 3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What are the main elements of culture?</p>	<p>What is culture?            Why do humans have a need to create culture?            When did culture begin?            How did culture form?</p>	<p>Student definitions            Internet sources            Dictionary sources</p>	<p>Ask students to each write a definition of culture</p> <p>Once definitions are done, students should share them with the class and keep track of how many elements are found to be in common with each definition</p> <p>Selected students should also use the Internet and several dictionaries to find usable definitions of culture</p>	<p>Collage project:            Students will be asked to create a collage to demonstrate the concept of culture. The collage should what was presented and discussed in class.</p> <p>Students will present their collage to the class and identify the aspects of culture found within.</p>
<p>How does culture reflect the ideals of a group of people?</p>	<p>How does culture reflect early human development and the eventual growth of societies?            What distinguishes one culture from another?</p>	<p>Forum component of Moodle</p>	<p>Ideally, this should be an opportunity for students to have a site where they can have supervised discussions about this topic</p> <p>Students may opt to work individually or work in small groups to tackle these questions</p> <p>The purpose of these viral discussions will be to eventually produce a document that expresses the cumulative ideas offered by the class</p>	<p>Moodle Forum:            Class will produce a finished document that will represent the total creative thought processes of the students.</p> <p>Classes will peer edit ideas for the document, and offer research to compliment the suggestions.</p> <p>In the end, this document will be a summative piece of work to demonstrate understanding of the topic.</p>
<p>How do we learn about culture?</p>	<p>What techniques are used by anthropologists and archaeologists to discover information about cultures?            How do anthropologists and archaeologists form new theories?</p>	<p>Internet            Selected primary resource readings            Multimedia presentation</p>	<p>Internet research            Select several articles about cultures already studied</p> <p>Determine which techniques are most commonly used by experts in the field to illustrate culture</p>	<p>Essay:            How do experts determine what is culture? Give concrete examples to substantiate statements.</p> <p>Multimedia:            Research several leading anthropologists and archaeologists, learn about their research and discoveries. Create a multimedia presentation to illustrate the information for the class.</p>

<p>How do societies share culture?</p>	<p>How do we learn about culture?</p> <p>How do societies share culture?</p> <p>How does culture reflect early human development and the eventual growth of societies?</p>	<p>Globe or map</p> <p>Internet</p> <p>Journal entry</p>	<p>Using a globe or map, have students identify five major early cultures from around the world</p> <p>Have students suggest areas in which each culture may share similarities or differences</p>	<p>Comparison chart: Create a large chart in the classroom showcasing the five cultures and how they shared similarities and how they differed. Students will be responsible for adding to the chart and identifying major components of the material.</p> <p>Students will then write a journal entry to answer the following: How is it possible for cultures from various parts of the world to share similar elements of culture?</p>
<p>How does culture reflect early human development and the eventual growth of societies?</p>	<p>What is evolution?</p> <p>What theories of evolution are currently accepted as explanations for the success of certain groups?</p>	<p>Magazines</p> <p>Internet research</p> <p>Textbook</p>	<p>Using the Internet to investigate the various theories that have been used to explain human development</p> <p>Working in groups, students need to organize information into a graphic organizer to demonstrate those theories that have been disproven or adjusted due to current finds or new scientific information</p>	<p>Graphic organizer: Large amounts of information will be organized and digested into their silent components, presented to the class, and then discussed to determine the validity of each theory, the scientific basis for the theory, and if the theory is still applicable today.</p> <p>Essay: Students will write an essay reflecting on the information learned to answer the following: "How have the various theories on evolution helped or hindered the scientific research for the truth about our earliest origins?"</p>
<p>What distinguishes one culture from another?</p>	<p>What makes one culture uniquely different from others?</p>	<p>Student's personal background</p>	<p>Allow students to discuss their own ethnic, religious, or cultural heritage. Focus discussion on the common factors shared by all</p> <p>Discuss how each may be different.</p>	<p>Poster: A creative poster will be made to display the common elements found from class discussion and stress the individual student's contribution to it.</p>

<p>How have archaeologists and historians learned about the ancient past?</p>	<p>What are the basic questions asked to find out about early clan life?</p> <p>How do these questions paint a picture of early human societal development?</p> <p>What techniques do archaeologists use to gain accurate information about clan life?</p>	<p>Class discussion</p> <p>Library research</p> <p>Online resources</p> <p>Group work</p> <p>Project</p>	<p>Form classes into several groups and ask each group to investigate one of the three main eras of the Paleolithic, Mesolithic, and Neolithic</p> <p>Each group will need to answer the questions of where, when, why, and how did early groups of humans developed during these time frames</p> <p>Brainstorming Session: will aid students to discuss what:</p> <p>a. were the various types of tools and early weapons that allowed our ancestors to survive in very harsh environments</p> <p>b. was the level of human development during these time frames</p> <p>c. struggles or obstacles were faced by these groups</p> <p>d. factors aided these groups to be successful?</p>	<p>Clan project: Applying the information researched, groups will create "clan" artifacts to represent each of the time frames.</p> <p>Artifacts will be made by students using items that were available to early peoples. In effect, their backyard should be their grocery store.</p> <p>Each group will represent a "clan" and set up their artifacts as a display in the classroom. Once prepared, groups will then change roles from "clan" to archaeologist and begin the investigation of the other clans and the artifacts they created.</p> <p>As a follow up, an evaluation form will be utilized by each "archaeologist" group to see if they can determine the correct time frame of the "clan", the level of its development, if early ritual was present, and if the artifacts conform to the information researched.</p> <p>Once all "clan" artifacts have been investigated, groups will have the opportunity to present their artifacts to the class. Each group will then evaluate how well they were able to discern the artifacts presented.</p>
<p>Why is culture a significant human accomplishment?</p>	<p>Do animal societies exhibit culture? Do we? What would account for this?</p>	<p>Video information</p> <p>Textbook</p> <p>Jane Goodall studies</p>	<p>Study several works by Jane Goodall, especially <b><i>People of the Forest</i></b></p> <p>Draw comparisons from the chimp study to characteristics shared by humans</p> <p>Use textbook chapter information to compare information given in both sources</p>	<p>Storyboard: Create a storyboard to illustrate the information given from both sources.</p> <p>Storyboard should demonstrate:</p> <p>a. creativity of expression</p> <p>b. accurate information</p> <p>c. and a chronological layout of the information to compare the animal and human elements.</p>

SOC.9-12.6.1.12.C.13.a	Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.
SOC.9-12.6.1.12.D.16.c	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
SOC.9-12.6.2.12	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SOC.9-12.6.2.12.D.4.k	Analyze how the arts represent the changing values and ideals of society.
SOC.9-12.6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
TEC.9-12.8.1.12	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
TEC.9-12.	The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.
AR.9-12.1.1.12 A.1	Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form.

## Differentiation

Give suggestions on how the teacher might differentiate this unit for students with learning needs/styles that the suggested resources/activities might not reach.

Extra time on tests and quizzes

Large print for multimedia presentations

Use of multimedia resources to reach auditory and visual learners

Flash cards for review

Review sheets given in advance of testing

Various review games (Jeopardy, Who Wants to be a Millionaire, Chapter Bingo, Boardwalk, Who Am I)

## Technology

This is a unique unit that will provide information that students may have never previously studied. Access to the internet will allow abundant opportunities to do research beyond the classroom walls.

Technical journals by leading anthropologists and archaeologists have specialized methods of research that may open new avenues to students who may have never thought of utilizing them or even studying more extensively in the field.

Students who demonstrate special interest in these disciplines will be encouraged to do further research, take summer courses, or even open a dialogue with those in the field currently. This will provide an amazing opportunity for career infusion for many students.

## College and Workplace Readiness

Most students get the opportunity to study a particular topic in some depth. However, few have the opportunity to develop that topic to any great degree using multiple intelligences to do so.

Because the concept of culture is germane to us all, time will be spent investigating the concept from inception (definition of) through its development as a human trait (evolution of clans into societies) to the eventual formation of early civilizations. To compliment this format, the process skills and lit/art components also help to further develop the concept utilizing literature and writing skills.

This ability to see a topic from many points of view will enable students to broaden their perspectives and encourage them to seek greater depths of meaning when being introduced to new concepts.

# Honors World Cultures - Unit 02

## Unit 2 - Mesopotamia

### Enduring Understandings:

Culture is a means through which people convey both their unique characteristics and common attributes with others.

Cultures share certain characteristics, even if their expressions are different.

Interaction between cultures results in exchange of ideas, customs, and knowledge.

Western political tradition has its roots in Ancient Greece and Rome.

Codified law teaches us much about a culture's traditions and worldview.

Identities form through forces of geography, or does geography shape identity.

Expansion, innovation and communication can all lead to profound cultural, economic, and political change.

Class systems are integral to the development of early societies.

### Essential Questions:

How does culture reflect the ideals of a group of people?

How do societies share culture?

What distinguishes one culture from another?

What factors affect and influence the rise of civilizations?

How do cultures express right and wrong?

### Unit Goals:

The early river valley cultures established the forms of civilizations used by modern societies today.

How we understand a culture is often based on the cultural records left behind by that civilization.

At the end of this unit, students will be able to:

1. Extrapolate reasons for successful early cultures.
2. Compare several cultures using the "Cultural Universals Model" to examine how they were similar or how they were different.
3. Correspond historical events to the context of time and place.

**Recommended Duration:** 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How does culture reflect the ideals of a group of people?	<p>What does the art of a people tell us?</p> <p>How does literature create a lasting picture of a people?</p>	<p>Multimedia</p> <p>Internet resources</p> <p>Mesopotamian creation myths</p>	<p>Multimedia will be used to present information on the artistic artifacts of each of the Mesopotamian cultures</p> <p>Multimedia will incorporate the websites to introduce the creation myths unique to each of the Mesopotamian cultures</p>	<p>Creation myth: Students will write their own creation myth to demonstrate their understanding of the style and format of the medium. It is suggested that the creation myth be an original piece of writing to illustrate their ideas on how a culture would explain their place in the universe.</p>
How do societies share culture?	What evidence is there to prove that societies share culture?	Journal entry	<p>Students will trace one of the following themes of justice, religion, language, or literature found within two of the Mesopotamian cultures</p> <p>This theme will be explored to see how the two cultures have shared ideas to the benefit of each</p>	<p>Journal entry: Students will write an entry to show what evidence was found to prove that their selected theme can be found in each of the two cultures.</p> <p>Examples should accompany the entry to give further credence to their suggestion that societies do, in fact, share culture.</p>
What distinguishes one culture from another?	<p>What were the main cultures of Mesopotamia?</p> <p>How did these cultures differ?</p> <p>What cultural elements help to distinguish these cultures?</p>	<p>Internet research</p> <p>Bulletin board paper</p> <p>Cultural universals</p>	<p>Group work: Class will divide into groups to investigate how "Cultural Universals" are broken into various topics to illustrate why cultures are unique. Each group will must research information on a specific culture to begin forming a clear picture of what that culture was like</p> <p>Research will include graphics, historical information, biographies, and a time line of the rise and fall of that civilization</p>	<p>Cultural mosaic: Groups will create a cultural mosaic of specific information by filling several lengths of bulletin board paper with information on each one of the cultures researched. Each mosaic will feature the main components of the "Cultural Universal", focusing on history, family life, war, kinship, ritual/religion, law and government, concept of justice, and art/literature of the various Mesopotamian civilizations.</p> <p>Groups will present the mosaic of information to the class with a corresponding worksheet to highlight the significant topics that will be addressed.</p> <p>Once all groups have presented, the classroom will become a huge comparison chart of cultures of the Mesopotamian civilizations.</p>

<p>What factors affect and influence the rise of civilizations?</p>	<p>What accounts for the rise of a culture into a major civilization?</p> <p>What factors are involved in the fall of civilizations?</p>	<p>Textbook</p> <p>Selected class readings</p>	<p>Class will do readings from both the text and chosen selections concerning the development and eventual fall of each of the Mesopotamian cultures</p>	<p>Time Line: A time line will be constructed that will incorporate all six cultures to demonstrate when, where, how, and what was accomplished by each.</p> <p>Students must identify which of these events are the most important in signaling why the culture was able to become significant and what factors brought about its demise. Each student must make these determinations and hand in an evaluation and explanation for their choices.</p>
<p>How do cultures express right and wrong?</p>	<p>Is the concept of right and wrong the same in every culture?</p> <p>What factors contribute to a sense of right and wrong?</p>	<p>Class notes</p> <p>Student research</p>	<p>Students are to keep detailed notes for each of the presentations of the six cultures of the Mesopotamian time frame</p> <p>These notes will be the basis for an essay to help explain the concept of right and wrong found within in the Mesopotamian cultures</p>	<p>Essay: "Compare and contrast two of the cultures studied in this unit. Do they share the same concepts of right and wrong? What evidence is there to suggest this is the case?"</p>

- SOC.9-12.6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.
- SOC.9-12.6.1.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
- SOC.9-12.6.1.12.C.6.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
- SOC.9-12.6.2.12.1 The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.
- TEC.9-12.8.1.12 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- TEC.9-12. The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

## Differentiation

- Give suggestions on how the teacher might differentiate this unit for students with learning needs/styles that the suggested resources/activities might not reach.
- Extra time on tests and quizzes
- Large print for multimedia presentations
- Use of multimedia resources to reach auditory and visual learners
- Flash cards for review
- Review sheets given in advance of testing

## Technology

Students can create a database of information gathered from this unit. This database can take many forms to illustrate a variety of topics. Once the topic area has been narrowed, the students can proceed in plugging in the information researched. If this database is intended to be long term, information from all civilizations may be added to it to create an overview of the entire course.

An example of a database topic may be one of the following:

Population statistics

Religious ideologies

Causes and results of warfare

Artistic achievements

Dynastic succession

## College and Workplace Readiness

College and workplace readiness may take many forms. This unit demonstrates an excellent opportunity for students to view a variety of cultures from inception to demise. Allowing students to create a cultural mosaic has, at its core, the ability to organize large amounts of information and condense all into specific component parts. This skill, when well developed, will aid students to go into the workplace and research, organize, and evaluate copious amount of new information and then break it down into its most salient parts. This is a much-needed and valued talent in today's workplace. With the advent of computers, it is not so much the getting of the information, as it is knowing how to digest and interpret it.

# Honors World Cultures - Unit 03

## Unit Plan - Egypt

### Enduring Understandings:

Culture is a means through which people convey both their unique characteristics and common attributes with others.

Cultures share certain characteristics, even if their expressions are different.

Interaction between cultures results in exchange of ideas, customs, and knowledge.

Western political tradition has its roots in Ancient Greece and Rome.

Codified law teaches us much about a culture's traditions and worldview.

Identities form through forces of geography, or does geography shape identity.

Expansion, innovation and communication can all lead to profound cultural, economic, and political change.

Class systems are integral to the development of early societies.

### Essential Questions:

How do we learn about culture?

How does culture reflect the ideals of a group of people?

What factors affect and influence the rise of civilizations?

How do the physical features of a region determine much of its history?

How does an ancient civilization become a major power in its region?

### Unit Goals:

Geographic characteristics can greatly influence a region's political, religious, and economic development.

At the end of this unit, students will be able to:

1. Determine how geography plays a major role in the development of a culture.
2. Examine the evolution of religious beliefs in the context of a specific culture.
3. Predict how political structure can be linked to a region's geography and cultural development.

**Recommended Duration:** 5 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How do we learn about culture?	<p>Why did Egypt believe that their pharaohs could live forever?</p> <p>How did the process of mummification link to the Egyptian concept of immortality?</p>	<p>Textbook</p> <p>Internet research</p> <p>Storyboard materials</p>	<p>Group work</p> <p>Individual research</p> <p>Class discussion</p>	<p>Storyboard:</p> <p>Students will chronicle the various steps of the mummification process to illustrate the Egyptian belief in the after life. The storyboard will sequence what techniques and materials were used to help ensure the concept of immortality for their pharaoh.</p>
How does culture reflect the ideals of a people?	<p>How did the Egyptians view the world?</p> <p>How did this worldview fashion a unique culture?</p>	<p>Textbook</p> <p>Internet research</p> <p>Poster board or tri-boards</p>	<p>Class will break into groups to investigate the Old, Middle, and New Kingdoms of Egypt</p> <p>Each group will select a topic to research a variety of options, from hieroglyphics, religious development, pyramid construction, rise of Upper and Lower Egypt, and rise of important pharaohs</p>	<p>Student presentations:</p> <p>Groups will set up "stations" around the room to illustrate the topics researched. Tri boards will feature the pertinent information to give a clear picture of how Egypt incorporated these concepts during the time frames studied. A detailed presentation will accompany the tri board information to answer any questions from the class.</p>
How do the physical features of a region determine much of its history?	<p>How did geography influence the historical development of Egypt?</p> <p>What is meant by the phrase, "Egypt, gift of the Nile"?</p>	<p>Satellite imagery</p> <p>Internet</p> <p>Multimedia presentation</p>	<p>Class will consider the influence of the Nile River and relate it to the history of Egypt</p> <p>Students will try to answer the question, "How does the Nile account for Egypt's success as a nation and culture"?</p>	<p>Brochure:</p> <p>Students will use researched information to put together a brochure for one of the three kingdoms of ancient Egypt they select. The brochure will examine how the Nile helped to unite the nation during difficult times and include its trade, pharaohs, dynasties, religious beliefs, and major historic events.</p>

<p>What factors affect and influence the rise of civilizations?</p>	<p>How are religious beliefs expressed?</p> <p>How may a variety of resources on a particular subject give a detailed view of a culture?</p>	<p>Internet resources</p> <p>Web quest</p>	<p>Internet research</p>	<p>Age of Pyramids web quest: Study of the construction of Egyptian pyramid structures will be conducted utilizing specific Internet websites to determine: when were they built? What was their main function? Who excavated their secrets? What important artifacts have been found? How did they fulfill their religious beliefs?</p>
<p>How does an ancient civilization become a major power in its region?</p>	<p>How did the concept of kingship express itself to help Egypt become a major power?</p> <p>Why was Egypt able to create an empire that lasted for centuries?</p>	<p>Textbook</p> <p>Multimedia presentation</p> <p>Class discussion and notes</p>	<p>Students will prepare a multimedia presentation from the notes given in class and textbook information</p> <p>Multimedia will focus on the leading figures from each kingdom and what they contributed to the rise and fall of that period in history</p>	<p>Cause and effect essay: Students will work on an essay that will detail the information needed to answer the following question regarding cause and effect: "What factors lead to the rise and fall of the Old, Middle, and New Kingdoms?" Include in your answer the significance of important pharaohs, major events, and people of the times.</p>

- SOC.9-12.6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
- SOC.9-12.6.2.12 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
- SOC.9-12.6.2.12.1 The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.
- TEC.9-12. The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.
- TEC.9-12.8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.
- AR.9-12.1.4.12 A.1 Examine the artwork from a variety of historical periods in both western and non-western culture(s).

## Differentiation

Give suggestions on how the teacher might differentiate this unit for students with learning needs/styles that the suggested resources/activities might not reach.

Extra time on tests and quizzes

Large print for multimedia presentations

Use of multimedia resources to reach auditory and visual learners

Flash cards for review

Review sheets given in advance of testing

## Technology

Multimedia presentations employ current technologies that are useful in demonstrating student understanding of learned material. Students must take the time to research the information, become thoughtful in their selection of appropriate graphics, and use good judgment in deciding on the chronological development of the material so that it completes the task successfully. This blending of technology and course material will serve as an excellent vehicle by which to measure student maturity and mastery of material, since it will be reflective of each.

## College and Workplace Readiness

College and workplace readiness implies the ability to take what has been learned in the classroom and translate it into skills for use in everyday life. The student needs to be able to use presentation skills to enhance communications with other students, those in authority in the workplace, and faculty and staff on the university level. The use of presentations is a constant in all of these areas, and is a must if advancement or success is contemplated for the project or individual. The need to communicate in this ever-increasing technology driven society places a heavy burden on the student to keep up and compete.

# Honors World Cultures - Unit 04

## Unit Plan - Ancient Hebrews

### Enduring Understandings:

Culture is a means through which people convey both their unique characteristics and common attributes with others.

Cultures share certain characteristics, even if their expressions are different.

Interaction between cultures results in exchange of ideas, customs, and knowledge.

Western political tradition has its roots in Ancient Greece and Rome.

Codified law teaches us much about a culture's traditions and worldview.

Identities form through forces of geography, or does geography shape identity.

Class systems are integral to the development of early societies.

Expansion, innovation and communication can all lead to profound cultural, economic, and political change.

### Essential Questions:

How does culture reflect the ideals of a group of people?

What distinguished one culture from another?

What factors affect and influence the rise of civilizations?

How do societies share culture?

### Unit Goals:

At the end of this unit, students will be able to:

1. Comprehend how a religious concept can impact a society and its historical development.
2. Compare the development of Judaism with other early religions.
3. Link contemporary issues with historical events concerning the geographic region of Palestine.

**Recommended Duration:** 1 week

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How does culture reflect the ideals of a group of people?	<p>What are the main tenets of the religion of the ancient Hebrews?</p> <p>What was the "sacred covenant" and how did it impact on the development of ethical monotheism?</p>	<p>Student information</p> <p>Textbook</p> <p>Class discussion</p>	<p>Class discussion:</p> <p>Using students as a springboard for discussion, religious beliefs will be examined in close detail to uncover the significance of a "sacred covenant" and its ramifications to the past and its place in today's world</p>	<p>Journal entry:</p> <p>Class will write a reflection page in their journals in response to the following: Has the concept of religion changed the world for the better or for the worse?</p>
What distinguished one culture from another?	<p>Why did the ancient Hebrews consider it important to stay separate from other groups to preserve their beliefs?</p>	<p>Class reading</p>	<p>Class will do readings from both text and chosen selections concerning the development of the ancient Hebrews</p>	<p>Essay:</p> <p>Class will consider and respond to the following: What factors are significant in the history of the ancient Hebrews that made allowed them to maintain their beliefs intact?</p>
What factors affect and influence the rise of civilizations?	<p>What role did religion play in creating a sense of nation?</p> <p>What outside influences were significant in the history of the ancient Hebrews?</p>	<p>Textbook</p> <p>Internet research</p> <p>Multimedia presentation</p>	<p>Group work:</p> <p>Each group will research information to create a time line of events to clearly see the impact of early Hebrew history in relation to other civilizations. Focus will also be place on the worth of individuals in the larger scheme of historical events</p>	<p>Poster:</p> <p>Time line will be conceptualized on a poster to highlight important events in Hebrew history. Students will present their information to the class.</p>
How do societies share culture?	<p>How have the beliefs of the ancient Hebrews come down to us through time?</p>	<p>Web quest</p> <p>Internet research</p>	<p>Web quest:</p> <p>Students will use information from their research from <i>A Journey to King Solomon's Temple</i> to complete a letter</p>	<p>In the web quest <i>A Journey to King Solomon's Temple</i>, students assume the role of a student traveling in ancient Israel who has come across a group of farmers preparing for a journey to Jerusalem. Students will write a letter to their family describing what they have experienced. Working individually, students research daily life in ancient Israel, the preparations required for a journey to Jerusalem, and the significance of King Solomon and his temple.</p>

SOC.9-12.6.2.12.A.1.a	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
SOC.9-12.6.2.12.D.2.d	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
TEC.9-12.	The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.
TEC.9-12.	The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.
AR.9-12.1.4.12 A.1	Examine the artwork from a variety of historical periods in both western and non-western culture(s).
AR.9-12.1.5.12 A.1	Parallel historical events and artistic development found in dance, music, theater, and visual art.

## Differentiation

Give suggestions on how the teacher might differentiate this unit for students with learning needs/styles that the suggested resources/activities might not reach.

Extra time on tests and quizzes

Large print for multimedia presentations

Use of multimedia resources to reach auditory and visual learners

Flash cards for review

Review sheets given in advance of testing

## Technology

Using web quests as a starting point, students may certainly go beyond its parameters and further investigate a topic. Since this web quest concerns itself with an exotic locale, it might be interesting to see if students can use their imaginations to create a story from the information presented. They would then be able to publish it in any of a variety of places from school newspaper, local newspaper, or even a travel magazine.

Using a publishing software program will permit the student to circulate the story to several sources at one time and reach a wider audience.

## College and Workplace Readiness

Students must have the capability to express themselves in a cogent manner in all fields of future endeavors. The ability to take new and unusual information and use it to create an original piece is often the mark of an educated individual. Taking any new information and manipulating it to correspond to a particular assignment is clearly a realization of skills learned in an educational environment and applied to the workplace.

# Honors World Cultures - Unit 05

## Unit Plan - India

### Enduring Understandings:

Culture is a means through which people convey both their unique characteristics and common attributes with others.

Cultures share certain characteristics, even if their expressions are different.

Interaction between cultures results in exchange of ideas, customs, and knowledge.

Western political tradition has its roots in Ancient Greece and Rome.

Codified law teaches us much about a culture's traditions and worldview.

Identities form through forces of geography, or does geography shape identity.

Class systems are integral to the development of early societies.

Expansion, innovation and communication can all lead to profound cultural, economic, and political change.

### Essential Questions:

How do religious thought or philosophy impact on law and governmental forms?

How did early leaders organize their civilizations to withstand centuries of change?

How does an ancient civilization become a major power in its region?

How do early cultural structures (like a caste system) function as a means of introducing balance and stability into society?

Identities form through forces of geography, or does geography shape identity?

### Unit Goals:

At the end of this unit, students will be able to:

1. Relate how physical features of a region determine much of its history.
2. Determine which human and physical systems have impacted the history of India.
3. Analyze how philosophy was significant in establishing a separate identity for India.

**Recommended Duration:** 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How does religious thought or philosophy impact on law and governmental forms?	<p>What are the main philosophies of India?</p> <p>How have these philosophies changed the face of India?</p>	<p>Textbook</p> <p>Class discussion</p>	<p>Class will discuss the Four Noble Truths and the Eight Fold Path Focus will be on whether they are unique to Indian philosophical thought, or similar to other major religions in basic ideas</p>	<p>Essay: Respond to the following: "All of India follows from its philosophy."</p>
How did early leaders organize their civilizations to withstand centuries of change?	<p>Who were some of India's most important rulers?</p> <p>How have their contributions served to create a modern India?</p>	<p>Library research</p> <p>Classroom computer lab</p>	<p>Research a variety of sources to become an "expert" on one person from India's history Resources should highlight the accomplishments and major contributions that have influenced the history of India in some way</p> <p>Classroom computer lab will allow class to prepare information and organize a time line</p>	<p>"Who am I?" project: Students will use their research to organize an in-character portrayal of one important figure from Indian history. The portrayal should be done in costume, presented as a first person account, and feature the important aspects of the person's life and times. Presentation should be accompanied by a worksheet of important terms and a time line of the person's life.</p>
How does an ancient civilization become a major power in its region?	<p>What major empires have dramatically brought new challenges to India and its people?</p> <p>Have invasions in India's past been a benefit or hindrance in its development?</p>	<p>"What Do You Know Chart"</p>	<p>Students will begin the activity by completing an individual "What Do You Know Chart" about the history of India with basic information from the unit</p> <p>Once completed, each student will join a group to brainstorm for new ideas</p> <p>Each group will make a master chart of their information and establish a work station</p> <p>Each work station will contain a list of questions and information on a specific topic. Groups will then "carousal" around the classroom to answer the questions on each topic</p>	<p>Carousal master chart: Once the activity is over, the completed master chart will be handed in for a grade.</p>

<p>How do early cultural structures (like a caste system) function as a means of introducing balance and stability into society?</p>	<p>What is a caste system?</p> <p>How does the caste system in India work to stabilize their society?</p> <p>Would a caste system be beneficial in societies of the twenty-first century?</p>	<p>Class research</p> <p>Guest speaker</p>	<p>Guest speaker: Introduce the class to the concept of the caste system by having a person born in India come in as a guest speaker</p> <p>Class will prep for this by doing research on the various castes of traditional Indian society</p> <p>Each student will be responsible for having three questions to ask our speaker</p>	<p>Quiz: Class will take a quiz based on the information gained from the presentation and the research.</p>
<p>Identities form through forces of geography, or does geography shape identity?</p>	<p>What is a subcontinent?</p> <p>How does India's geography serve to act as both barrier and conduit for development?</p>	<p>Satellite imagery</p> <p>Multimedia presentation</p> <p>Maps</p>	<p>Map work: Using satellite imagery, compare and contrast how a "subcontinent" changed the geography of India</p> <p>Internet research</p>	<p>Multimedia presentation: Students will create a multimedia presentation to illustrate the geographic features of the Indian subcontinent. Each presentation will include the physical and water features that are easily recognizable as forming the area known as India.</p> <p>Multimedia should include how India's geography protected it from invasion, or how it provided it access to the rest of the world through the Silk Road.</p>

SOC.9-12.6.1.12.D.16.c  
 SOC.9-12.6.2.12.1  
 SOC.9-12.6.2.12.A.1.a  
 SOC.9-12.6.2.12.B.1.b  
 TEC.9-12.8.1.12  
 TEC.9-12.

Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.  
 The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.  
 Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.  
 Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.  
 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.  
 The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

## Differentiation

Give suggestions on how the teacher might differentiate this unit for students with learning needs/styles that the suggested resources/activities might not reach.

Extra time on tests and quizzes

Large print for multimedia presentations

Use of multimedia resources to reach auditory and visual learners

Flash cards for review

Review sheets given in advance of testing

## Technology

GPS Visualizer is a free, easy-to-use online utility that creates maps and profiles from GPS data (tracks and waypoints, including GPX files), driving routes, street addresses, or simple coordinates. This program may be used to see where you've been, plan where you're going, or visualize geographic data (business locations, scientific observations, events, customers, real estate, geotagged photos, "GPS drawing," etc.).

This type of program can provide real time geographic information to presentations or any materials to be published. Students can certainly benefit from this type of software, as it includes very current data to their work, or allows for integration of Google Maps or Google Earth as part of their final product.

## College and Workplace Readiness

"College and workplace readiness" suggests the ability to incorporate previously learned skills in a new working environment. One of the new skills of the twentieth-first century should be the ability to learn and apply new computer skills and programs in innovative ways to find the answers to the challenging problems of the future. Schools need to address these concerns within the curriculum format and infuse computer training for classes that will be faced with these concerns.

# Honors World Cultures - Unit 06

## Unit Plan - China

### Enduring Understandings:

Culture is a means through which people convey both their unique characteristics and common attributes with others.

Cultures share certain characteristics, even if their expressions are different.

Interaction between cultures results in exchange of ideas, customs, and knowledge.

Western political tradition has its roots in Ancient Greece and Rome.

Codified law teaches us much about a culture's traditions and worldview.

Identities form through forces of geography, or does geography shape identity.

Class systems are integral to the development of early societies.

Expansion, innovation and communication can all lead to profound cultural, economic, and political change.

### Essential Questions:

How do we learn about culture?

How does culture reflect the ideals of a group of people?

What factors affect and influence the rise of civilizations?

How do the physical features of a region determine much of its history?

How does an ancient civilization become a major power in its region?

### Unit Goals:

At the end of this unit, students will be able to:

1. Understand why China is still a mystery to the outside world.
2. Comprehend how the ancient past still affects the culture of China today.
3. Interpret how communism "revolutionized" Chinese society and politics.

**Recommended Duration:** 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How do we learn about culture?	<p>How has the culture of China changed over time?</p> <p>How do the various time periods indicate a constantly vibrant culture?</p>	<p>Media center research</p> <p>Internet</p> <p>Textbook</p>	<p>Group work: Class will break into groups to research all elements of the culture of China during the Classical, Mongol/Ming, and Modern China Eras</p> <p>Groups will also prepare written scripts, select appropriate costumes for their time frames, and rehearse skits to reflect the changing Chinese culture</p>	<p>Asian fest: Groups will transform a classroom wall into a themed mural to echo a specific time frame of Chinese history. Groups will present a skit in costume to incorporate the mural information and demonstrate the researched material.</p> <p>Teacher-prepared rubric</p>
How does culture reflect the ideals of a group of people?	<p>What are some of the philosophies that stem from China?</p> <p>How do the philosophies of China compare to those of other cultures?</p>	<p>Reference materials</p> <p>Textbook</p> <p>Internet</p>	<p>Comparison chart: Each student will use their research to complete a chart that compares the philosophical beliefs of Buddhism, Taoism, Legalism, Confucianism, and Jainism</p>	<p>Essay: Of the beliefs studied, which one has had the greater mass appeal to the people of China? Why would this be so?</p>
What factors affect and influence the rise of civilizations?	<p>What leads people to question authority?</p> <p>Does political change lead to progress or problems?</p>	<p>Newspapers</p> <p>Magazines</p> <p>Internet</p>	<p>Graphic montage: Students will compile graphics to illustrate the history of China during the twentieth century to show what events lead to the development of communism as a people's movement</p> <p>Graphics will prove the adage that "a picture is worth a thousand words" to chronicle the changing face of China</p>	<p>Digital scrapbook</p> <p>File sharing</p>

<p>How do the physical features of a region determine much of its history?</p>	<p>What are the geographic features of China?</p> <p>How do these features determine Chinese history?</p>	<p>World atlases</p> <p>Internet</p>	<p>Map work:</p> <p>Compile information on the unique geographic features of China. Which ones impacted its development? Use several sources to answer the main question and analyze which features were positive or negative in various stages of its history</p>	<p>Maps of China:</p> <p>Using clear overlays to illustrate different time frames, students will put these together to create one complete map to exhibit the geography of China in relation to its history.</p>
<p>How does an ancient civilization become a major power in its region?</p>	<p>What are the significant contributions of the major dynasties of China?</p> <p>How have these dynasties helped to shape the China we know today?</p>	<p>Textbook</p>	<p>Chart organizer:</p> <p>List several topics to be examined for each of the major dynasties. Examples for these topics would be: time frame, important people, major events, wars, new ideas/inventions, artistic development, and religious trends</p>	<p>Test</p>

- SOC.9-12.6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.
- SOC.9-12.6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- SOC.9-12.6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- SOC.9-12.6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
- SOC.9-12.6.2.12 All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
- SOC.9-12.6.2.12.A.1.a Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
- TEC.9-12.8.1.12 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- AR.9-12.1.2.12 C.3 Collaborate in the design and production of a theatrical work.
- AR.9-12.1.2.12 C.4 Plan and rehearse improvised and scripted scenes.
- AR.9-12.1.2.12 D.1 Interpret themes using symbolism, allegory, or irony through the production of two or three-dimensional art.

## Differentiation

Give suggestions on how the teacher might differentiate this unit for students with learning needs/styles that the suggested resources/activities might not reach.

Extra time on tests and quizzes

Large print for multimedia presentations

Use of multimedia resources to reach auditory and visual learners

Flash cards for review

Review sheets given in advance of testing

## Technology

Digital scrapbooking, also known as computer or electronic scrapbooking is a way of presenting photographs and memories in a digital file. A digital scrapbook page is created by arranging digital or scanned photographs, journaling (text) and images in a software program that can manipulate text and graphics.

While most digital “scrapbookers” use a photo editing and graphics package such as Microsoft Digital Image Pro, JASC Paint Shop Pro or Adobe Photoshop, there are also specific software packages available produced by Hallmark and Ulead, among others. However, computer scrapbooking is possible even in the simplest of programs such as word processing.

## College and Workplace Readiness

In the ever-converging computer and human world of technology we are all multitasking at rates that are significantly higher than previous generations. In the workplace some people have different websites open simultaneously and toggle between the various windows while maintaining a very high level of productivity.

Rapidly increasing technology fosters multitasking because it promotes multiple sources of input at a given time. Multitasking is a much-needed requirement in the workplace. The student must practice this learned activity in order to compete successfully.

# Honors World Cultures - Unit 07

## Unit Plan - Greece

### Enduring Understandings:

Culture is a means through which people convey both their unique characteristics and common attributes with others.

Cultures share certain characteristics, even if their expressions are different.

Interaction between cultures results in exchange of ideas, customs, and knowledge.

Western political tradition has its roots in Ancient Greece and Rome.

Codified law teaches us much about a culture's traditions and worldview.

Identities form through forces of geography, or does geography shape identity.

Class systems are integral to the development of early societies.

Expansion, innovation and communication can all lead to profound cultural, economic, and political change.

### Essential Questions:

How does culture reflect the ideals of a group of people?

How do societies share culture?

What factors affect and influence the rise of civilizations?

Why are Greece and Rome considered the cradles of Western traditions?

What important philosophies were the foundations of Greek and Roman thought?

How did early democracy in ancient Greece address the needs of the people?

### Unit Goals:

At the end of this unit, students will be able to:

1. Conceptualize why Greece is considered the cradle of Western traditions in politics, art, and literature.
2. Comprehend opposing philosophical ideas.
3. Understand why city-states were uniquely different from each other.

**Recommended Duration:** 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How does culture reflect the ideals of a group of people?	<p>Who were the Greek gods?</p> <p>How did Greek mythology infuse itself into all parts of Greek life?</p>	<p>Textbook</p> <p>Internet resources</p>	<p>In-character debate: Class will research the major pantheon of Greek gods. Each student will select one of the gods or goddesses, learn about their mythology and characteristics, and what elements were attributed to them. Several questions will be utilized to demonstrate student knowledge of the material using a debate format Students will come dressed as the god or goddesses selected and answer in the first person</p>	Debate
How do societies share culture?	<p>How did the city-state concept establish the identity of Greece?</p> <p>How did the city-states interact?</p>	<p>Textbook</p> <p>Research</p>	<p>The Olympics: Class will study the various games and organization of the Olympics and how they brokered a time of peace Groups will present information to class to present a clear picture of the games and how they were conducted</p>	<p>Quiz</p> <p>Presentation</p>
What factors affect and influence the rise of civilizations?	<p>How were Athens and Sparta different?</p> <p>How did these differences result in rivalry and cause war?</p>	Textbook	<p>You Are There Account: Class will research the Peloponnesian Wars, Athens and Sparta Students will present their research by writing a story using first person account about one of the three topics as though they lived during that time</p>	You Are There Account
Why are Greece and Rome considered the cradles of Western traditions?	<p>Why were the Greeks considered leaders in the field of art and literature?</p> <p>What contributions did the Greeks make in the field of architecture?</p> <p>What are some of the new art forms created by the ancient Greeks?</p>	Internet resources	<p>Google art project: Class will tour several museums to investigate the world of Greek art and architecture Each museum will provide examples of the beauty of prolific nature of the works of art of ancient Greece  Class will keep a photographic journal of works of art, accompanied by written descriptions of each</p>	Photographic journal

<p>What important philosophies were the foundations of Greek and Roman thought?</p>	<p>How did Greek philosophy change how man is perceived?</p> <p>What were the important beliefs of Aristotle, Socrates, and Plato?</p>	<p>Selected readings from the works of Aristotle, Socrates, and Plato.</p>	<p>Chart organizer: Lecture on the philosophies of Aristotle, Socrates, and Plato to explain what is meant by the Greek Miracle Have class take detailed notes and complete the chart organizer with details for topics such as: main beliefs, view of man, understanding of the cosmos, and responsibility of the citizen</p>	<p>Essay: What is meant by the "Greek Miracle?" How did Aristotle, Socrates, and Plato contribute to this concept?</p>
<p>How did early democracy in ancient Greece address the needs of the people?</p>	<p>What are the different forms of government of early Greece?</p> <p>Why was there a need for reform?</p> <p>How did democracy develop?</p>	<p>Textbook  Writings of Solon, Draco, Pisistratus, and Cleisthenes</p>	<p>Compare and contrast: Have class compare the city-states and their different forms of government Ask class to explain why there were so many different types of government in such a small geographic area Then have class contrast the beliefs of the major reformers: Solon, Draco, Pisistratus, and Cleisthenes</p>	<p>Test on Greece</p>

SOC.9-12.6.1.12.B.6.a  
SOC.9-12.6.2.12

Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

SOC.9-12.6.2.12.1

The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.

SOC.9-12.6.2.12.A.1.a

Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

SOC.9-12.6.2.12.A.3.c

Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.

SOC.9-12.6.2.12.D.4.k

Analyze how the arts represent the changing values and ideals of society.

## Differentiation

Give suggestions on how the teacher might differentiate this unit for students with learning needs/styles that the suggested resources/activities might not reach.

Extra time on tests and quizzes

Large print for multimedia presentations

Use of multimedia resources to reach auditory and visual learners

Flash cards for review

Review sheets given in advance of testing

## Technology

Since the possibility to travel to various parts of the world to view great works of art is unrealistic, using the Google Art project is a wonderful alternative to this problem. This offers students opportunities to view collections that have been put together for exhibition by several of the world's leading museums. They have already catalogued and organized the artwork according to time period, artist, region, and style. As a result, it becomes feasible for great works of art to be readily incorporated into this curriculum.

## College and Workplace Readiness

The debate format allows students to become active participants in their own learning. Students must be prepared to discuss various topics, have researched material, and be able to respond to specific statements from the other members of the class. The uncertainty element of a debate forces students to take large amounts of information and digest it to respond to the particular themes discussed. It is unscripted, therefore, preparation is paramount.

The ability to think "on one's feet" is a skill that can be translated into college and the workplace easily. Students will have a distinct advantage if they are able to react to shifting parameters and determine a new way of thinking based on innovative ideas.

# Honors World Cultures - Unit 08

## Unit Plan - Rome

### Enduring Understandings:

Culture is a means through which people convey both their unique characteristics and common attributes with others.  
Cultures share certain characteristics, even if their expressions are different.  
Interaction between cultures results in exchange of ideas, customs, and knowledge.  
Western political tradition has its roots in Ancient Greece and Rome.  
Codified law teaches us much about a culture's traditions and worldview.  
Identities form through forces of geography, or does geography shape identity.  
Class systems are integral to the development of early societies.  
Expansion, innovation and communication can all lead to profound cultural, economic, and political change.

### Essential Questions:

How does culture reflect the ideals of a group of people?  
How do societies share culture?  
What factors affect and influence the rise of civilizations?  
Why are Greece and Rome considered the cradles of Western traditions?  
What important philosophies were the foundations of Greek and Roman thought?  
How did early democracy in ancient Greece address the needs of the people?

### Unit Goals:

At the end of this unit, students will be able to:

1. Identify the important achievements that are considered Rome's legacy to the world.
2. Predict why Rome was able to conquer the known world and influence new cultures.
3. Relate how Christianity changed the Roman empire.

**Recommended Duration:** 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How does culture reflect the ideals of a group of people?	<p>How did Rome go from republic to empire?</p> <p>Which individuals were responsible for the glory that was Rome?</p>	<p>Class notes</p> <p>Class discussion</p>	<p>Photo story: Using current technology software, students will be able to document their understanding of the Roman Empire in a new and interesting way Their choices of graphics, text, and video and sound segments will provide an avenue to ascertain student understanding of the material Each student's final product will be different and unique to them, yet still capture the essence of the material being studied</p>	Photo Story project
How do societies share culture?	<p>What were some of Rome's greatest achievements in the practical arts?</p> <p>How did these achievements affect the Roman world?</p>	<p>Textbook</p> <p>Internet research</p>	<p>Brochure: Using the information on the greatest achievements of the Romans, student will create a brochure to illustrate what they were. Appropriate graphics and texts will highlight the practical arts of the Romans</p>	Completed brochure
What factors affect and influence the rise of civilizations?	<p>What is meant by "all roads lead to Rome?"</p> <p>What was the extent of the Roman Empire?</p>	<p>Maps</p> <p>Historical World Atlas</p>	<p>Map work: Class will chronicle the growth of the Roman Empire at different times from earliest origins to the fall of the empire Each map will illustrate the new boundaries of the empire and the new peoples under its control along with the road system that allowed conquest and governmental control</p>	Completed map series
Why are Greece and Rome considered the cradles of Western traditions?	<p>Why were the Romans considered leaders in the field of art and literature?</p> <p>What contributions did the Romans make in the field of architecture?</p> <p>What are some of the new art forms created by the ancient Romans?</p>	Internet resources	<p>Google Art project: Class will tour several museums to investigate the world of Roman art and architecture. Each museum will provide examples of the beauty of prolific nature of the works of art of ancient Rome</p> <p>Class will keep a photographic journal of works of art, accompanied by written descriptions of each.</p>	Photographic journal

<p>What important philosophies were the foundations of Greek and Roman thought?</p>	<p>What philosophies were embraced by the Roman Empire?</p> <p>How did these philosophies help to shape Roman life?</p>	<p>Textbook</p> <p>Research sources</p> <p>Class discussions</p>	<p>Research topic: "How did Christianity change the face of the Roman Empire?"</p> <p>Class will research information on the origins of Christianity, the conditions within the Roman Empire, and what events played a role in shaping the changing times.</p>	<p>Term paper</p>
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- SOC.9-12.6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.
- SOC.9-12.6.1.12.A.3.h Analyze the various rationales provided as a justification for slavery.
- SOC.9-12.6.1.12.D.3.a Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
- SOC.9-12.6.1.12.D.3.b Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
- SOC.9-12.6.1.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
- SOC.9-12.6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- SOC.9-12.6.2.12.A.1.a Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
- TEC.9-12.8.1.12 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- TEC.9-12. The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.

## Differentiation

Give suggestions on how the teacher might differentiate this unit for students with learning needs/styles that the suggested resources/activities might not reach.

- Extra time on tests and quizzes
- Large print for multimedia presentations
- Use of multimedia resources to reach auditory and visual learners
- Flash cards for review
- Review sheets given in advance of testing

## Technology

Students will develop a multimedia presentation using Photo Story to apply learned material in a new and innovative way. Since this form of technology allows for student input and decision-making, it is an excellent vehicle to showcase understanding of a topic and present it in a new and improved way. It also allows for students to identify guidelines for using graphics, sound, and video objects in presentations. Photo Story demands the student create a digital story that must be narrated and have effects and transitions to make the story compelling to the viewer.

## College and Workplace Readiness

The ability to take information from one medium and translate it into another medium is a needed skill that can be applied in both the college setting and the workplace. Whether it is taking some form of research and using it to create a brochure, answer an essay question, or use computer technology to create a visual representation of a topic, being able to translate information into a usable form is the mark of an educated individual. Colleges and businesses require people who can easily manipulate large amounts of information, break it down into component parts, and use it appropriately in that setting.

# Honors World Cultures - Unit 09

## Unit Plan - Byzantine Empire

### Enduring Understandings:

Culture is a means through which people convey both their unique characteristics and common attributes with others.

Cultures share certain characteristics, even if their expressions are different.

Interaction between cultures results in exchange of ideas, customs, and knowledge.

Western political tradition has its roots in Ancient Greece and Rome.

Codified law teaches us much about a culture's traditions and worldview.

Identities form through forces of geography, or does geography shape identity.

Class systems are integral to the development of early societies.

Expansion, innovation and communication can all lead to profound cultural, economic, and political change.

### Essential Questions:

How do we learn about culture?

How does culture reflect the ideals of a group of people?

What factors affect and influence the rise of civilizations?

How do the physical features of a region determine much of its history?

How does an ancient civilization become a major power in its region?

### Unit Goals:

At the end of this unit, students will be able to:

1. Relate the events that led to the rise and fall of the empire.
2. Identify how Christianity was a factor for change.
3. Understand the lasting impact of Eastern ingenuity and scientific curiosity.

**Recommended Duration:** 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How do we learn about culture?	<p>How do we determine what the most important achievements of a culture are?</p> <p>What criteria must be used to select the achievements of a culture?</p>	<p>Textbook</p> <p>Class notes</p> <p>Student research</p>	<p>Timeline:</p> <p>Organize students into four separate work groups. Require students to use their notes and text in order to construct a comprehensive timeline (minimum of 10 entries) that portrays the significant events, people, and innovations that defined the Byzantine Empire and its legacy. Have each student group present its timeline and the rationale used for selecting the items placed on the timeline to the entire class</p>	<p>Time line presentation</p>
How does culture reflect the ideals of a group of people?	<p>How does art reveal the culture of a people?</p> <p>How do the themes found within a specific style of art reveal the psyche of a Christian culture?</p>	<p>Mosaic tiles</p> <p>Internet</p>	<p>Mosaic Art project:</p> <p>Study the art of the Byzantine Empire with emphasis on their use of mosaics to create a very stylized form of art. Use the same imagery and style to create an original work of art to illustrate understanding of the art form and the messages found within it</p> <p>Prepare a short paper to explain both the art style and the religious nature of the artwork</p>	<p>Mosaic art work</p> <p>Short paper</p>
What factors affect and influence the rise of civilizations?	<p>Why was the city of Constantinople so important to the development of the Byzantine Empire?</p> <p>In way did Constantinople contribute to what came to be known as the Byzantine culture?</p>	<p>Internet resources</p>	<p>Students will use information from The Travel Guide for Istanbul and Turkey web site to learn about the ancient city of Constantinople</p> <p>Students will browse "The Byzantine" topic to read about the city's history and its Byzantine art and architecture</p> <p>Students will then answer four questions and apply this information by preparing an oral presentation on the people and culture of Constantinople</p>	<p>Student oral presentation</p>

<p>How do the physical features of a region determine much of its history?</p>	<p>How does geography contribute to the creation of empire?  What geography is needed to interpret data from a map?</p>	<p>Textbook  Wall map  Photos  Graphic organizer shell</p>	<p>Map work: Show students pictures of current day Turkey and Istanbul Utilize the atlas in the student text Remind students that they will be studying the Mediterranean area, focusing on the Balkan Peninsula, Asia Minor, ancient Russia and the waterways connecting the Black and the Mediterranean seas Have students locate the physical features, waterways and cities that helped to define the region Have students interpret the information to answer the following question: "How the location of the Byzantine Empire helped to guarantee its success as a leading force in the region?"</p>	<p>Completed map  Essay</p>
<p>How does an ancient civilization become a major power in its region?</p>	<p>What information is important about a civilization?  What are the criteria needed to elevate a culture to the level of civilization?</p>	<p>Several textbooks</p>	<p>Textbook comparison: Have several textbooks available for student use and ask them to compare the chapter on the Byzantine Empire Distribute a worksheet for students so that key themes, concepts, people, events, and major achievements may be placed side by side from each source Working in groups, have students then evaluate the outcome of the comparison based on bias, completeness, emphasis to detail, and imagery presented in each source Have groups each present their findings to the class Determine if each group had similar results Lead students in a discussion about the veracity of a source(s) and how to determine a good source from a bad source</p>	<p>Oral presentation</p>

SOC.9-12.6.1.12.D.3.d  
SOC.9-12.6.1.12.B.6.a  
SOC.9-12.6.1.12.B.7.a  
SOC.9-12.6.1.12.D.14.e  
SOC.9-12.6.2.12.D.4.k  
TEC.9-12.8.1.12

Analyze the role education played in improving economic opportunities and in the development of responsible citizens.  
Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.  
Explain how global competition by nations for land and resources led to increased militarism.  
Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.  
Analyze how the arts represent the changing values and ideals of society.  
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

TEC.9-12.  
AR.9-12.1.4.12 A.1

Effective use of digital tools assists in gathering and managing information.  
Examine the artwork from a variety of historical periods in both western and non-western culture(s).

## Differentiation

Give suggestions on how the teacher might differentiate this unit for students with learning needs/styles that the suggested resources/activities might not reach.

Extra time on tests and quizzes

Large print for multimedia presentations

Use of multimedia resources to reach auditory and visual learners

Flash cards for review

Review sheets given in advance of testing

## Technology

Web quests are among the most fascinating applications on the internet for educators. Student centered and inquiry based, a web quest challenges students to explore the web for information, and it is an excellent way to integrate the internet into the classroom. Traditionally web quests have an introduction, a process, a task, a list of resources, a conclusion, and an evaluation.

This technology is a useful tool to help integrate a wide variety of resources to aid in student learning. Using the internet to navigate a web quest assignment, offers the student accessibility to information designed to focus attention on a specific topic not readily available in a classroom setting.

## College and Workplace Readiness

It is important that students be able to determine which pieces of printed material strive for articles that advocate no single point of view. Sometimes this requires representing multiple points of view, presenting each point of view accurately, providing context for any given point of view, and presenting no one point of view as "the truth" or "the best view". It means citing verifiable, authoritative sources whenever possible, especially on controversial topics.

This ability will enable students to appreciate that accepting only one point of view on a topic can possibly narrow perspective and give erroneous information on which to form major decisions.

# Honors World Cultures - Unit 10

## Unit Plan - Middle Ages

### Enduring Understandings:

Culture is a means through which people convey both their unique characteristics and common attributes with others.  
Cultures share certain characteristics, even if their expressions are different.  
Interaction between cultures results in exchange of ideas, customs, and knowledge.  
Western political tradition has its roots in Ancient Greece and Rome.  
Codified law teaches us much about a culture's traditions and worldview.  
Identities form through forces of geography, or does geography shape identity.  
Class systems are integral to the development of early societies.  
Expansion, innovation and communication can all lead to profound cultural, economic, and political change.

### Essential Questions:

How does culture reflect the ideals of a group or people?  
How do societies share culture?  
What distinguishes one culture from another?  
What factors affect and influence the rise of civilizations?  
What were the long-term and short-term implications of expansion and innovation?

### Unit Goals:

At the end of this unit, students will be able to:

1. Put into perspective the role of the Christian church during the Middle Ages.
2. Organize material in terms of historical context of time and place.
3. Manipulate correctly several new concepts introduced during the Middle Ages.

**Recommended Duration:** 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How does culture reflect the ideals of a group or people?	<p>What role did the church play in the formation of a medieval society?</p> <p>How did it affect the thinking of the times?</p>	<p>Textbook</p> <p>Internet</p> <p>Encyclopedias</p>	<p>Glossary of Terms: The Church played an important role in Medieval times Cathedrals were built, Crusades were fought, and beliefs and workers in the church greatly influenced people's lives Students need to use their text and several other sources to identify and define important terms that apply to the importance of the church during the Middle Ages A class glossary of terms will be compiled for student use for the unit</p>	Glossary of terms
How do societies share culture?	<p>What new invention most influenced the spread of communication?</p> <p>How did this change affect Europe during the Middle Ages?</p>	<p>Quills and ink</p> <p>Stamp and ink pad</p>	<p>The Printing Press Activity: The purpose of this activity is to create an experience for students that will allow them to understand the importance of this key invention in spreading the ideas The room will be divided into three parts, with two sets of desks in the front of the room One third of the room will be designated as England, another France, and the other Germany Students sitting in these individual sections will be the Anglican (England), Calvin (France), or Lutheran (Germany) Protestant churches Each individual student will represent a church in this country The two sets of desks at the front of the room will represent the production of Bibles prior to the printing press and with the printing press The first group of students will be demonstrating the way that copies of the Bible were created before the invention of the printing press They will demonstrate this by performing as monks writing with quills and ink, hand writing a passage on to a sheet of paper They must recreate the passage perfectly If there is an error in the copying of the passage in any way, they cannot use it The second group of students will demonstrate the efficiency with which texts were copied with the printing press This will be demonstrated by acting as printing press workers, using a stamp and an inkpad to create the same message on many pages Students will deliver the documents to each individual church in these countries While this is happening, students are to plot the time that they receive the "Bible" from the pre-printing press group and the printing press group The idea here is that students will get the idea of truly how much quicker information was spread, especially the Bible, as a result of the invention of the printing press</p>	Reflection page in journal

<p>What distinguishes one culture from another?</p>	<p>What made the Middle Ages a unique time period?  Which of these unique features were the most important?</p>	<p>Computer  Internet research  Textbook</p>	<p>Medieval Times newsletter: Assign students different roles found in a newspaper Examples of such roles would be editor, food critique, sports reporter, gossip columnist, obituary writer, news reporter, puzzle and games editor, and community news Have students research topics from the Middle Ages that correspond to the newspaper roles Class can decide on a name and banner heading for the paper and put all articles in their appropriate areas of the paper Students with artistic or computer abilities can apply their talents to give the paper a finished "Gothic" appearance</p>	<p>Completed newspaper</p>
<p>What factors affect and influence the rise of civilizations?</p>	<p>How did feudalism form a medieval society?  How did the concept of chivalry flourish during this time period?</p>	<p>Textbook  Research  Period "Costumes"</p>	<p>Medieval Fair: Class will research real people of the era, the feudal system, and the role of knights as well as the code of chivalry A Medieval Fair will provide an opportunity for students to dress up in period costume, eat food from the time period, and discuss the leading figures of the day Students will also act the part of the knights of the time employing the code of chivalry</p>	<p>Medieval fair</p>
<p>What were the long term and short-term implications of expansion and innovation?</p>	<p>What is a nation-state?  Which new nation-states emerged during the Middle Ages?</p>	<p>Map of Europe  Historical Atlases</p>	<p>Which came first? The origins and early history of nation-states are disputed A major theoretical issue is: "Which came first — the nation or the nation state?" Class should read at least three sources to answer the question and use several map sources to identify which nation/states were the first to make an appearance toward the end of the Middle Ages Students should also account the rationale for this new change on the European scene</p>	<p>Essay</p>

SOC.9-12.6.1.12	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.9-12.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.9-12.6.1.12.A.5.b	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
SOC.9-12.6.1.12.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.
SOC.9-12.6.1.12.A.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
SOC.9-12.6.1.12.C.16.a	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
SOC.9-12.6.2.12.A.1.a	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
SOC.9-12.6.2.12.C.1.e	Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
TEC.9-12.8.1.12	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
TEC.9-12.	The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.
AR.9-12.1.5	All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.
AR.9-12.1.5.12 A.1	Parallel historical events and artistic development found in dance, music, theater, and visual art.

## Differentiation

Give suggestions on how the teacher might differentiate this unit for students with learning needs/styles that the suggested resources/activities might not reach.

Extra time on tests and quizzes

Large print for multimedia presentations

Use of multimedia resources to reach auditory and visual learners

Flash cards for review

Review sheets given in advance of testing

## Technology

Traditionally, the term publishing refers to the distribution of printed works such as books and newspapers. With the advent of digital information systems and the internet, the scope of publishing has expanded to include electronic resources, such as the electronic versions of books and periodicals, as well as websites, blogs, video games and the like.

Students who have experience in taking a project from inception (research, writing, and editing) to a completed product have an edge in the business world. Use of the internet, knowledge of computers and computer software, enhances student value on the open market to future employers.

## College and Workplace Readiness

Students need to be ready to capture high-skill, high-wage jobs and take on higher education opportunities. To do this, they must possess workplace readiness skills – foundation abilities and personal qualities in 8 critical areas:

- Communications
- Problem solving and critical thinking
- Information technology applications
- Business and organization systems
- Leadership, management and teamwork
- Ethics and/or legal responsibilities
- Safety, health and environment
- Employability and/or career development