



PISCATAWAY TOWNSHIP SCHOOLS

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Content Area: Social Studies
Grade Span: Grade 8
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COURSE OVERVIEW

Description		
<p>In this course, eight grade students will study history from the end of the Roman Empire to the colonization of the Americas. Students will develop analytical and research skills as they investigate causes, themes, and important events/figures. Students will understand that even though people can be alike or different from them – they are still valuable members of our society. Diversity can be and should be welcomed and celebrated. Students can demonstrate respect for their environment and the world by caring for and conserving its resources.</p>		
Goals		
<p>Students will develop an understanding of historical themes and civilizations while developing strategies and skills that historians use in their practices. Students will learn that rules and laws are important to maintain safety and order in our homes, schools, community and world. This is necessary to ensure that the rights of every individual in our society are protected and a healthy environment will be established and maintained for everyone to enjoy. Students will learn the diverse history of this planet and its people.</p>		
Scope and Sequence		
Unit	Topic	Length
Unit 1	Rome, Christianity, and the Byzantine Empire	September - October
Unit 2	Islamic Civilization	October - November
Unit 3	Medieval China	November - December
Unit 4	Medieval Japan	January
Unit 5	Medieval Africa	February
Unit 6	Medieval Europe	March
Unit 7	Renaissance and Reformation	April
Unit 8	The Age of Exploration, Scientific Revolution, and Enlightenment	May
Unit 9	The Americas	May - June
Resources		
<p>Core Text:</p> <ol style="list-style-type: none"> Discovery Education Schoology Techbook <p>Suggested Resources:</p> <ol style="list-style-type: none"> https://www.discoveryeducation.com/ Crash Course World History Playlist Crash Course - History of Science 		

- 4. [Extra Credits History Playlists](#)
- 5. Various texts, media, web sites

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale

In this course, eight grade students will study history from the end of the Roman Empire to the colonization of the Americas. Students will develop analytical and research skills as they investigate causes, themes, and important events/figures. Students will understand that even though people can be alike or different from them – they are still valuable members of our society. Diversity can be and should be welcomed and celebrated. Students can demonstrate respect for their environment and the world by caring for and conserving its resources. Students will learn that rules and laws are important to maintain safety and order in our homes, schools, community and world. This is necessary to ensure that the rights of every individual in our society are protected and a healthy environment will be established and maintained for everyone to enjoy.

State Standards

Standard:

6.2 World History/Global Studies

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.

UNIT 1: Rome, Christianity, and the Byzantine Empire

Summary and Rationale	
Students will study the end of the Roman Empire, the rise of Christianity, and the Byzantine Empire.	
Recommended Pacing	
September- October	
State Standards	
Standard 6.2 World History/Global Studies 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.	
CPI #	Cumulative Progress Indicator (CPI)
	The Classical Civilizations of the Mediterranean World, India, and China (1000BCE – 600CE) Strand: Civics, Government, and Human Rights
6.2.8.CPI. 3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
6.2.8.CDP. 3.a	Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code , Israelite Jewish Law).
6.2.8.CHR. 3.a	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. *
	The Classical Civilizations of the Mediterranean World, India, and China (1000BCE – 600CE) Strand: Geography, People, and the Environment
6.2.8.GPP. 3.a	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.GPP. 3.b	Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline
6.2.8.EEM .3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

6.2.8.EGE. 3.a	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
	The Classical Civilizations of the Mediterranean World, India, and China (1000BCE – 600CE) Strand: History, Culture and Perspective
6.2.8.HCC. 3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations
6.2.8.HUP .3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.HUP .3.b * ** *** ****	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
6.2.8.HUP .3.c	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
	Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: Civics, Government, and Human Rights
6.2.8.CPI. 4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations
	Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: Geography, People, and the Environment
6.2.8.GHE. 4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world
6.2.8.GHE. 4.c	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
	Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: History, Culture and Perspective
6.2.8.HCC. 4.e	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
Instructional Focus	

Unit Enduring Understandings

- Students will understand that civilizations create belief systems to guide behavior and explain the unknown
- Societies are impacted by both internal and external factors
- Individuals have the power to make positive changes in society.

Unit Essential Questions

- How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others?
- Are there general lessons to be learned from history?
- How much influence do individuals have in changing history?
- How have individuals and groups worked to combat instances of prejudice, cruelty, and discrimination?
- What causes societies to change over time?

Objectives**Students will know:**

- History of the Roman Civilization
- The life and teachings of Jesus
- The work of the apostles
- The spread of Christianity
- Roman persecution of Christians
- The creation of the Christian Church
- The reasons for the fall of Rome
- The rise and fall of the Byzantine Empire
- Study of civilizations in ancient Israel. Within these studies, students learn the origins and struggles of Jewish societies. These origins and struggles help to establish the roots of modern culture as students explore areas of Holocaust studies. **

Students will be able to:

- Discuss the reasons that led to the fall of Rome
- Explain how Roman rule in Judea led to the development of radical beliefs among Jews.
- Examine some of the basic teaching of Jesus
- Examine how Christianity won many followers and eventually became the official religion of the Roman Empire.
- Explain how the policies and reforms of Emperor Justinian helped create a strong Byzantine Empire.
- Discuss how the Byzantine's developed a rich culture based on Roman, Greek, and Christian ideas.
- Explain how the church and the government worked closely together in the Byzantine Empire
- Explain the causes for the schism between the Roman Catholic and Eastern Orthodox Churches.
- Predict the effects of Rome's fall upon life in Europe in the ensuing centuries
- Explain the reasons for the spread of Christianity.

Resources

Core Text:

- Discovery Education
- Schoology Techbook

Suggested Resources:

- <https://www.discoveryeducation.com/>
- [Roman History Resources](#)
- [Crash Course World History Playlist](#)
- [Byzantine Art Museum - Virtual Tour](#)
- [Crash Course - History of Science](#)
- [Extra Credits History Playlists](#)
- Various texts, media, web sites

UNIT 2: Islamic Civilization**Summary and Rationale**

Students will study the rise of and basic elements of the Islamic Civilization.

Recommended Pacing

October - November

State Standards

Standard 6.2 World History/Global Studies 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.

CPI #	Cumulative Progress Indicator (CPI)
	Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: Civics, Government, and Human Rights
6.2.8.CPI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations
	Expanding Exchanges and Encounters (500 CE-1450 CE)

	Strand: Geography, People, and the Environment
6.2.8.GHE .4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world
6.2.8.GHE .4.b	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges
6.2.8.GHE .4.c	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.GHP .4.a	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
6.2.8.GHP .4.b	Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
6.2.8.GHP .4.c	Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts
	Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: History, Culture and Perspective
6.2.8.HCC. 4.d	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
6.2.8.HCC. 4.e	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
6.2.8.HCC. 4.f	Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people
6.2.8.HCC. 4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Students will understand that civilizations form institutions to problem solve and meet their needs, and that these institutions are shaped by the heritage of the people and the problems they're facing. ● Students will understand that civilizations create belief systems to guide behavior and explain the unknown ● Students will understand that interaction between people may lead to conflicts based on competition for resources, ideological differences and societal changes. ● Societies are impacted by both internal and external factors. ● Historians establish justifiable timelines to connect significant events ● Conflict is inherent in the nature of human organization 	
Unit Essential Questions	

- Does interaction have positive or negative results?
- How are present events related to past events?
- What causes societies to change over time?
- Why is there political and social conflict?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

Objectives

Students will know:

- Geography of the Arabian Peninsula
- The life and teaching of Muhammad
- The Five Pillars of Islam
- The spread of Islam
- Islamic Empires
- Importance of Islamic Golden Age on culture and technology
- Islamic customs and culture

Students will be able to:

- Explain how the prophet Muhammad brought the message of Islam to the people of Arabia
- Explain the spread of Islam
- Analyze and summarize the characteristics of Islamic empires.
- Explain how the Quran provided guidelines for Muslims' lives and the governments of Muslim states
- Conclude which factors were most important in Islam's spread
- Summarize how the Arab empire reached new heights when Muslims split into two groups- Shias and Sunnis
- Evaluate the importance of Islamic scientific discoveries upon our modern world

Resources

Core Text:

- Discovery Education
- Schoology Techbook

Suggested Resources:

- <https://www.discoveryeducation.com/>
- [Crash Course World History Playlist](#)
- [History Summarized: Rise of Islam](#)
- [Crash Course - History of Science](#)
- [Extra Credits History Playlists](#)
- Various texts, media, web sites

UNIT 3: Medieval China

Summary and Rationale	
Students will study Medieval China – its main themes and important figures.	
Recommended Pacing	
November - December	
State Standards	
Standard 6.2 World History/Global Studies 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.	
CPI #	Cumulative Progress Indicator (CPI)
	The Classical Civilizations of the Mediterranean World, India, and China

	(1000BCE – 600CE) Strand: Civics, Government, and Human Rights
6.2.8.CPI. 3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
	The Classical Civilizations of the Mediterranean World, India, and China (1000BCE – 600CE) Strand: Geography, People, and the Environment
6.2.8.GPP. 3.a	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.GPP. 3.b	Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline
6.2.8.EEM .3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.EGE. 3.a	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
	The Classical Civilizations of the Mediterranean World, India, and China (1000BCE – 600CE) Strand: History, Culture and Perspective
6.2.8.HCC. 3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations
6.2.8.HUP. 3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.HUP. 3.b * ** *** ****	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
6.2.8.HUP. 3.c	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.HCA. 3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time
	Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: Civics, Government, and Human Rights
6.2.8.CPI. 4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations

	Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: Geography, People, and the Environment
6.2.8.GHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world
6.2.8.GHE.4.b	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges
6.2.8.GH.4.c	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.GHP.4.b	Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
6.2.8.GSV.4.a	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
	Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: History, Culture and Perspective
6.2.8.HCC.4.b	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas)
6.2.8.HCC.4.f	Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people
6.2.8.HCC.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The earth is a global community where the actions of one country can affect lives in other countries. • Natural resources determine a nation's wealth. • Societies are impacted by both internal and external factors. • Where we live influences how we live. * ** **** 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do legacies shape the perspective of historical figures? • What social, political, and economic opportunities and problems arise when cultures interact? • How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? • How do natural resources affect the course of history? • How have scientific and technological developments over the course of history changed the way people live and economies and governments function? • How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world? • What causes societies to change over time? *** • How do societies and norms change over time? *** 	

Commented [1]: Late Tang into Song Dynasties is when we see China shift toward an anti LGBT stance. Being gay wasn't a big deal in China for awhile. The first anti gay law passed in China was during the Song Dynasty.



Objectives

Students will know:

- The reunification of China
- Cultural developments of the Tang and Song dynasties
- The story and life of Wu Zetian
- Chinese innovations
- The spread and persecution of Buddhism in China
- Mongol conquests
- The Ming dynasty
- Zheng He's voyages

Students will be able to:

- Assess the degree to which China developed its unique culture due to its relative geographic isolation in Eurasia
- Explain how the Sui and Tang dynasties reunited China after years of war.
- Explain the effect Buddhism and Confucianism had on Chinese civilization
- Identify and explain how improvements in farming and trade created a stronger Chinese economy.
- Analyze how new Chinese technology and inventions impacted society.
- Explain how Genghis Khan and his sons built the Mongol empire and how they later conquered China and created a new dynasty.
- Evaluate the importance of the Mongol conquests upon the economies of Afro-Eurasia.
- Determine what were the causes for the fall of the Mongol Empire
- Judge whether or not China should have pursued a policy of expansion or isolation in the wake of Zheng He's voyages.
- Evaluate the importance of Zheng He's voyages to history.

Resources

Core Text:

- Discovery Education
- Schoology Techbook

Suggested Resources:

- <https://www.discoveryeducation.com/>
 - [Crash Course World History Playlist](#)
 - [Crash Course - History of Science](#)
 - [Extra Credits History Playlists](#)
 - Various texts, media, web sites
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UNIT 4: Medieval Japan

Summary and Rationale	
Students will study Medieval Japan – its main themes and important figures.	
Recommended Pacing	
January	
State Standards	
Standard 6.2 World History/Global Studies 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.	
CPI #	Cumulative Progress Indicator (CPI)
	The Classical Civilizations of the Mediterranean World, India, and China (1000BCE – 600CE) Strand: History, Culture and Perspective
6.2.8.HUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
	Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: Geography, People, and the Environment
6.2.8.GHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world
6.2.8.GHE.4.c	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.ENE.4.a	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order
	Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: History, Culture and Perspective
6.2.8.HCC.4.b	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas)
6.2.8.HCC.4.f	Analyze the role of religion and economics in shaping each empire’s social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people
6.2.8.HCC.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time
Instructional Focus	
Unit Enduring Understandings	

<ul style="list-style-type: none"> ● Societies are impacted by both internal and external factors. ● The earth is a global community where the actions of one country can affect lives in other countries ● Where we live influences how we live. * ** ****
Unit Essential Questions
<ul style="list-style-type: none"> ● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? ● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? ● How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world? ● Are there general lessons to be learned from history? ● What causes societies to change over time? ● What social, political, and economic opportunities and problems arise when cultures interact?
Objectives
Students will know: <ul style="list-style-type: none"> ● Geography of Japan ● Early Japanese people ● Prince Shotoku's reforms ● The rise of shoguns ● The samurai ● The Sengoku Period ● The Edo Period ● Japanese customs and culture ● Feudalism in Japan
Students will be able to: <ul style="list-style-type: none"> ● Explain how Japan's mountains and islands isolated Japan and shaped its society. ● Compare and contrast Prince Shotoku's constitution in Japan to other constitutions ● Identify and explain Japanese feudal society by describing the lives of emperors, shoguns, samurai and daimyo. ● Analyze how Shinto and Buddhism shaped much of Japan's culture. **** ● Explain how some Japanese nobles, merchants, and artisans grew wealthy during the shogun period of increased trade. ● Explain how the Sengoku Period and Edo Period shaped Japanese culture **** ● Compare and contrast the European and Japanese feudal systems.
Resources
Core Text: <ul style="list-style-type: none"> ● Discovery Education ● Schoology Techbook
Suggested Resources:

- <https://www.discoveryeducation.com/>
- [Crash Course World History Playlist](#)
- [Extra Credits History Playlists](#)
- Various texts, media, web sites

UNIT 5: Medieval Africa

Summary and Rationale	
Students will study Medieval Africa – its important themes and figures.	
Recommended Pacing	
February	
State Standards	
Standard 6.2 World History/Global Studies 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.	
CPI #	Cumulative Progress Indicator (CPI)
Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: Civics, Government, and Human Rights	
6.2.8.CPI.4 .a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations
Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: Geography, People, and the Environment	
6.2.8.GHE. 4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world
6.2.8.GHE. 4.b	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges
6.2.8.GHE. 4.c	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.GHP. 4.a	Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
6.2.8.GHP. 4.b	Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
6.2.8.GGI. 4.a	Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion
6.2.8.ENE. 4.a	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order
Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: History, Culture and Perspective	
6.2.8.HCC. 4.f	Analyze the role of religion and economics in shaping each empire’s social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people
6.2.8.HCC. 4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time

Instructional Focus

Unit Enduring Understandings

- Both the physical characteristics and human inhabitants of regions change over time
- Natural resources determine a nation's wealth
- Supply and demand is a basic economic principle in a capitalist society
- The importance of trade on a nation's economy
- The importance of oral tradition for many cultures
- Societies are impacted by both internal and external factors.
- Students are encouraged to talk about the meaning of freedom. *
- People and institutions have the ability to restrict freedom by using power to make rules and punishment to make people obey them. People also restrict freedom by intimidating people into acting in certain ways or into not doing certain things. *
- People often make rules to serve their own interests. This means that sometimes rules are unfair, but people can work to change them. *
- Slavery: Students are encouraged to talk about the fact that slavery is when a person owns another person as property. "Enslaved person" is preferable to "slave" because a person is not a thing. *
- Africa is a continent that has always been home to many people, nations and cultures. *
- Millions of people were brought against their will from Africa and enslaved in the Americas. *

Unit Essential Questions

- What determines the success of a civilization in the long term?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How does human migration affect a region?
- How do natural resources affect the course of history?
- How is the price of something determined?
- What causes societies to change over time?

Objectives

Students will know:

- Geography of Africa
- study of civilizations in ancient Africa. Within these studies, students learn the origins and struggles of African societies. These origins and struggles help to establish the roots of modern culture as students explore areas of Amistad studies. *
- Bantu migrations
- West African kingdoms
 - Ghana, Mali, Songhai
- Mansa Musa
- East African kingdoms
 - Aksum, Ethiopia
- African customs and culture
- Importance of griots in west African culture *
- Transatlantic Slave Trade *
- Students have the opportunity to continue study of medieval Africa and Europe to examine the origins of African cultures, as well as the impact of Judaism in Europe and the Americas. students are exposed to a

variety of primary sources chronicling life involving the origins of slavery, religious prejudice, and contributions and accomplishments of individuals from African and Jewish Origins in a larger world. * **

Students will be able to:

- Identify and describe the geographic features of Africa
- Examine how the trading of gold and salt enabled West African empires to gain wealth.
- Explain how the growth of West African empires led to the development of centralized governments ruled by kings
- Analyze the effect of Islam and how traditional African customs and religions still played a role in the lives of many Africans
- Examine how the African trade changed when Muslims and Europeans began taking captives from the continent of Africa
- Explain how enslaved Africans developed a rich culture that influenced many other countries and cultures.

Resources

Core Text:

- Discovery Education
- Techbook

Suggested Resources:

- <https://www.learningforjustice.org/sites/default/files/2019-11/Teaching-Hard-History-American-Slavery-Framework-K-5.pdf>
- <http://www.njamistadcurriculum.net/history/units>
- <https://www.discoveryeducation.com/>
- [Crash Course World History Playlist](#)
- [Extra Credits History Playlists](#)
- [The Griot tradition of West Africa | Sibou Bangoura | TEDxSydney](#)
- [Interview with Griot \(West African storyteller\) Alhaji Papa Susso | Audible](#)
- [Great Zimbabwe Virtual Tour](#)
- Various texts, media, web sites

UNIT 6: Medieval Europe

Summary and Rationale	
Students will study the main themes and figures of Medieval Europe	
Recommended Pacing	
March	
State Standards	
Standard 6.2 World History/Global Studies 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.	
CPI #	Cumulative Progress Indicator (CPI)
	The Classical Civilizations of the Mediterranean World, India, and China (1000BCE – 600CE) Strand: Civics, Government, and Human Rights
6.2.8.CDP.3.c	Cite evidence of the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.]
	The Classical Civilizations of the Mediterranean World, India, and China (1000BCE – 600CE) Strand: History, Culture and Perspective
6.2.8.HUP.3.c	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
	Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: Civics, Government, and Human Rights
6.2.8.CPI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations
6.2.8.CDP.4.a	Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary)
	Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: Geography, People, and the Environment
6.2.8.GHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world
6.2.8.GHE.4.c	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.GHP.	Assess how maritime and overland trade routes impacted urbanization, transportation,

4.b	communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
6.2.8.GHP. 4.c	Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts
6.2.8.GSV. 4.a	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
	Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: History, Culture and Perspective
6.2.8.HCC. 4.a	Determine which events led to the rise and eventual decline of European feudalism.
6.2.8.HCC. 4.b	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas)
6.2.8.HCC. 4.c	Assess the demographic, economic, and religious impact of the plague on Europe.
6.2.8.HCC. 4.d	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
6.2.8.HCC. 4.f	Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people
6.2.8.HCC. 4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time

Instructional Focus

Unit Enduring Understandings

- Societies require rules, laws, and government
- Governments can change based upon the needs of people, their society, and their culture.
- The earth is a global community where the actions of one country can affect lives in other countries
- There are varying perspectives on the meaning of historical events * ** *** ****
- Historians establish justifiable timelines to connect significant events.
- The past influences the present and the future.
- Societies are impacted by both internal and external factors.
- Conflict is inherent in the nature of human organization.
- People and institutions have the ability to restrict freedom by using power to make rules and punishment to make people obey them. People also restrict freedom by intimidating people into acting in certain ways or into not doing certain things. *

Unit Essential Questions

- How have economic, political, and cultural developments promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- What is the government and what can it do?

- Why do rules, laws, and government not always preserve individual rights and the common good? What can be done about it?
- What social, political, and economic opportunities and problems arise when cultures interact?
- How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- Whose point of view matters?
- How are present events related to past events?
- Are there general lessons to be learned from history?
- What causes societies to change over time?
- Why is there political and social conflict?
- People often make rules to serve their own interests. This means that sometimes rules are unfair, but people can work to change them. *

Objectives

Students will know:

- Geography of Europe
- Germanic kingdoms
- The Franks
- Invasions of Europe
- The Viking Age
- The Holy Roman Empire
- Feudal system
- The Magna Carta
- Kingdoms of the Middle Ages
- The crusades
- Christianity during the Middle Ages
- Medieval European customs and culture
- The Black Death
- The Hundred Years' War
- The Reconquista

Students will be able to:

- Identify the climate and environment that characterizes the continent of Europe.
- Identify and explain the effects of the Fall of Rome.
- Compare and contrast the lives of lords, vassals, knights and serfs.
- Analyze what life was like for people living during the Middle Ages
- Define feudalism and the characteristics of a feudal society.
- Explain the causes and effects of the growth of towns and cities in Europe.
- Explain how Christianity spread and affected life in Europe.
- Compare and contrast life in monasteries and convents to life on a manor.
- Analyze the Magna Carta and explain its influence on the rest of the world.
- Describe the crusades and explain what religious causes brought about the first crusade.
- Analyze the power of the Catholic Church.
- Explain how the Inquisition impacted society.

- Analyze the causes of the Black Death and the lasting effects it had on European society.
- Identify the end of the Middle Ages and make predictions on what will follow

Resources

Core Text:

- Discovery Education
- Schoology Techbook

Suggested Resources:

- <https://www.discoveryeducation.com/>
- [Crash Course World History Playlist](#)
- [Crash Course - History of Science](#)
- [Extra Credits History Playlists](#)
- Various texts, media, web sites

UNIT 7: The Renaissance and Reformation

Summary and Rationale	
Students will study the main themes, figures, and influences of the Renaissance and Reformation.	
Recommended Pacing	
April	
State Standards	
Standard 6.2 World History/Global Studies 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.	
CPI #	Cumulative Progress Indicator (CPI)
	Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: Civics, Government, and Human Rights
6.2.8.CPI .4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations
	Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: Geography, People, and the Environment
6.2.8.GH E.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world
6.2.8.GH P.4.b	Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
6.2.8.GH P.4.c	Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts
6.2.8.GS V.4.a	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
	Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: History, Culture and Perspective
6.2.8.HCC. 4.a	Determine which events led to the rise and eventual decline of European feudalism.
6.2.8.HCC. 4.b	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas)
6.2.8.HCC. 4.c	Assess the demographic, economic, and religious impact of the plague on Europe.
6.2.8.HCC. 4.f	Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people

6.2.8.HCC. 4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time
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Instructional Focus

Unit Enduring Understandings

- The earth is a global community where the actions of one country can affect lives in other countries.
- Nations interact with each other through trade, treaties and use of force.
- Historians establish justifiable timelines to connect significant events.
- The past influences the present and the future.
- Societies are impacted by both internal and external factors.
- Conflict is inherent in the nature of human organization.
- Individuals have the power to make positive changes in society
- People and institutions have the ability to restrict freedom by using power to make rules and punishment to make people obey them. People also restrict freedom by intimidating people into acting in certain ways or into not doing certain things. *
- People often make rules to serve their own interests. This means that sometimes rules are unfair, but people can work to change them. *

Unit Essential Questions

- How have economic, political, and cultural developments promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- What social, political, and economic opportunities and problems arise when cultures interact?
- How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How are present events related to past events?
- Are there general lessons to be learned from history?
- What causes societies to change over time?
- Why is there political and social conflict?
- How much influence do individuals have in changing history?

Objectives

Students will know:

- The rise of Italian City-States
- Renaissance philosophy
- Renaissance art
- Accomplishments of Renaissance artists such as Leonardo da Vinci and Michelangelo ***
- Martin Luther
- Protestantism's spread
- Religious conflicts in Europe
- The Counter-Reformation
- The English Reformation

Students will be able to:

- Explain the causes of the Italian Renaissance
- Explain how the Renaissance caused people to question their world.
- Explain how humanist philosophy differed from medieval philosophy.
- Describe the achievements of major Renaissance masters.
- Explain how the location of Italy helped create wealthy city-states.
- Define the Reformation and explain the causes and effects of the Reformation.
- Explain the criticisms that emerged against the Roman Catholic Church.
- Compare and contrast the Roman church with the Protestant church.
- Identify ways that Protestant values were expressed in American colonial governments
- Explain the causes and effects of various religious conflicts that followed after the Protestant Reformation.

Resources

Core Text:

- Discovery Education
- Schoology Techbook

Suggested Resources:

- <https://www.discoveryeducation.com/>
- [Crash Course World History Playlist](#)
- [Crash Course - History of Science](#)
- [Extra Credits History Playlists](#)
- Various texts, media, web sites

Commented [2]: Da Vinci was nearly jailed for being gay when he was 23 and the model Michelangelo used constantly (and for his painting of Jesus in the Sistine Chapel) was his boyfriend

UNIT 8: The Age of Exploration, Scientific Revolution, and Enlightenment

Summary and Rationale	
Students will study the main themes, figures, and events of the Age of Exploration, the Scientific Revolutions, and the Enlightenment	
Recommended Pacing	
May	
State Standards	
Standard 6.2 World History/Global Studies 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.	
CPI #	Cumulative Progress Indicator (CPI)
	Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: Civics, Government, and Human Rights
6.2.8.CPI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations
	Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: Geography, People, and the Environment
6.2.8.GHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world
6.2.8.GHP.4.b	Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
6.2.8.GHP.4.c	Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts
	Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: History, Culture and Perspective
6.2.8.HCC.4.b	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas)
	The Emergence of the First Global Age: Global Interactions and the Colonialism Strand: Geography, People, and the Environment
6.2.12.GP.P.1.a	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns
6.2.12.GG.E.1.b	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade has on the New World's economy and society.
6.2.12.GG.E.1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

Instructional Focus

Unit Enduring Understandings

- Students will understand that societal change occurs when groups use threats, trade, and/or reason against other groups
- Students will understand that a local, national, global and an individual's economy are all interdependent.
- Our government was founded on the principles of fairness, equality and respect for diversity.
- Both the physical characteristics and human inhabitants of regions change over time.
- Societies are impacted by both internal and external factors.
- The past influences the present and the future.
- People and institutions have the ability to restrict freedom by using power to make rules and punishment to make people obey them. People also restrict freedom by intimidating people into acting in certain ways or into not doing certain things. *
- People often make rules to serve their own interests. This means that sometimes rules are unfair, but people can work to change them. *

Unit Essential Questions

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural developments promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- What social, political, and economic opportunities and problems arise when cultures interact?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How does human migration affect a region?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- Are there general lessons to be learned from history?
- What causes societies to change over time?

Objectives

Students will know:

- Reasons for exploration
- Accomplishments and discoveries of major explorers
- The Columbian Exchange
- Scientific discoveries
- Enlightenment philosophies

Students will be able to:

- Evaluate the motivating factors for European exploration of new sea routes and newly-discovered lands.
- Analyze how trade, technology, and the rise of strong kingdoms led to a new age of exploration
- Evaluate the importance of influential explorers and their accomplishments.

- Explain how European exploration led to colonization.
- Explain how trade and exploration led to a world-wide exchange of products, people and ideas
- Explain how new discoveries in science contradicted church teachings.
- Explain how new discoveries based upon reason and the scientific method challenged established worldviews and natural understandings during the Renaissance.

Resources

Core Text:

- Discovery Education
- Schoology Techbook

Suggested Resources:

- <https://www.discoveryeducation.com/>
- [Crash Course World History Playlist](#)
- [Crash Course - History of Science](#)
- [Extra Credits History Playlists](#)
- Various texts, media, web sites

UNIT 9: The Americas

Summary and Rationale	
Students will study the peoples that lived in the Americas pre colonization and the colonization of the Americas.	
Recommended Pacing	
May-June	
State Standards	
Standard 6.2 World History/Global Studies 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.	
CPI #	Cumulative Progress Indicator (CPI)
	Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: Civics, Government, and Human Rights
6.2.8.CPI 4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations
	Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: Geography, People, and the Environment
6.2.8.GH E.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world
6.2.8.GH E.4.b	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges
6.2.8.GH E.4.c	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
	Expanding Exchanges and Encounters (500 CE-1450 CE) Strand: History, Culture and Perspective
6.2.8.HCC. 4.b	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas)
6.2.8.HCC. 4.f	Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people
6.2.8.HCC. 4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time
	The Emergence of the First Global Age: Global Interactions and the Colonialism Strand: Geography, People, and the Environment
6.2.12.G PP.1. a	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns

6.2.12.G GE.1. b	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade has on the New World's economy and society.
6.2.12.G GE.1. c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

Instructional Focus

Unit Enduring Understandings

- The earth is a global community where the actions of one country can affect lives in other countries.
- Both the physical characteristics and human inhabitants of regions change over time.
- Where we live influences how we live. * ** ****
- There are varying perspectives on the meaning of historical events. * ** *** ****
- The past influences the present and the future
- Events on one side of the planet can have effects all over the globe
- People and institutions have the ability to restrict freedom by using power to make rules and punishment to make people obey them. People also restrict freedom by intimidating people into acting in certain ways or into not doing certain things. *
- People often make rules to serve their own interests. This means that sometimes rules are unfair, but people can work to change them. *
- Indigenous peoples have always governed their own nations in the lands that are now the United States and the Americas *
- Europeans enslaved millions of Indigenous people when they invaded the Americas. Other Indigenous communities were attacked through warfare, diseases, land dispossession and forced assimilation. The rich cultures of Indigenous people persisted despite the colonial invasion. Many people are working to support the resurgence of Indigenous languages and ways of seeing the world. *

Unit Essential Questions

- What social, political, and economic opportunities and problems arise when cultures interact?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How does human migration affect a region?
- Is geography destiny?
- How do natural resources affect the course of history?
- Whose point of view matters?
- Are there general lessons to be learned from history?

Objectives

Students will know:

- Geography of the Americas

- The Maya
- The Aztec
- The Inca
- Effects of European arrival in the Americas

Students will be able to:

- Analyze and interpret primary accounts of the origins of these civilizations.
- Analyze the ruling philosophies, accomplishments, and failures of these civilizations
- Compare and contrast the Maya, Aztec and Inca empires.
- Explain the achievements of the early people in the American empires.
- Explain the various adaptations that Native American peoples used to adapt to live in differing environments.
- Analyze the effects of European exploration and colonization on the early empires in the Americas
- Explain how changes in climate permitted human migration into the Americas.
- Develop Common Core Literacy in Social Studies skills

Resources

Core Text:

- Discovery Education
- Schoology Techbook

Suggested Resources:

- <https://www.discoveryeducation.com/>
- [Crash Course World History Playlist](#)
- [Crash Course - History of Science](#)
- [Extra Credits History Playlists](#)
- [Rise of the Maya](#)
- [Tenochtitlan - The Venice of America](#)
- [The Rise and Fall of the Inca](#)
- Various texts, media, web sites

STAR TABLE

# of *	Meaning
*	Connected to Amistad
**	Connected to Holocaust
***	Connected to LGBT+
****	Connected to AAPI