Social Studies Curriculum

Grade 7
Course Description

This course is designed to build on prior knowledge, skills, and values essential to understand world history, divided into 5 Units – The five major world religions, China, the Renaissance & Reformation, the Enlightenment, and Revolutions.

This course targets global systems and processes, sources of conflict and cooperation, and major movements influencing the modern world. Students will focus on comparisons in the geographic forces, economies, political systems, cultural achievements, technological advancements, and social relations evident in religious movements and civilizations representing diverse geographic locations with a focus on the major Religions of the world, China and the Far East, the Renaissance and Reformation, Enlightenment, and scientific and Industrial Revolutions.
# Grade 7 Social Studies

## PACING CHART

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>World Religions: Christianity, Judaism, Islam, Buddhism and Hinduism</td>
<td>7-9 Weeks</td>
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<tr>
<td>Unit 2</td>
<td>China and the Far East</td>
<td>7-9 Weeks</td>
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<tr>
<td>Unit 3</td>
<td>Middle Ages, The Renaissance &amp; Reformation</td>
<td>7-9 Weeks</td>
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<td>Unit 4</td>
<td>The Enlightenment</td>
<td>7-9 Weeks</td>
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<tr>
<td>Unit 5</td>
<td>The Scientific and Industrial Revolutions</td>
<td>7-9 Weeks</td>
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</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Demonstrate knowledge of a real world problem using digital tools.
  - Create a document using one or more digital applications to be critiqued by professionals for usability.
  - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

- **Creativity and Innovation**
  - Synthesize and publish information about a local or global issue or event.

- **Communication and Collaboration**
  - Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

- **Digital Citizenship**
  - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
  - Demonstrate the application of appropriate citations to digital content.
  - Demonstrate an understanding of fair use and Creative Commons to intellectual property.
  - Assess the credibility and accuracy of digital content.
  - Understand appropriate uses for social media and the negative consequences of misuse.

- **Research and Information Literacy**
  - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

- **Critical Thinking, Problem Solving, Decision Making**
  - Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

**CRP1. Act as a responsible and contributing citizen and employee**
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**CRP2. Apply appropriate academic and technical skills.**
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

**CRP3. Attend to personal health and financial well-being.**
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.
**Career Ready Practices**

<table>
<thead>
<tr>
<th>CRP12. Work productively in teams while using cultural global competence.</th>
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</thead>
<tbody>
<tr>
<td>Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</td>
</tr>
<tr>
<td>Differentiated Instruction</td>
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</tbody>
</table>
| **Time/General**           | • Extra time for assigned tasks  
• Adjust length of assignment  
• Timeline with due dates for reports and projects  
• Communication system between home and school  
• Provide lecture notes/outline |
| **Processing**             | • Extra Response time  
• Have students verbalize steps  
• Repeat, clarify or reword directions  
• Mini-breaks between tasks  
• Provide a warning for transitions  
• Reading partners |
| **Comprehension**          | • Precise step-by-step directions  
• Short manageable tasks  
• Brief and concrete directions  
• Provide immediate feedback  
• Small group instruction  
• Emphasize multi-sensory learning |
| **Recall**                 | • Teacher-made checklist  
• Use visual graphic organizers  
• Reference resources to promote independence  
• Visual and verbal reminders  
• Graphic organizers |
| **Assistive Technology**   | • Computer/whiteboard  
• Tape recorder  
• Spell-checker  
• Audio-taped books |
| **Tests/Quizzes/Grading**  | • Extended time  
• Study guides  
• Shortened tests  
• Read directions aloud |
| **Behavior/Attention**     | • Consistent daily structured routine  
• Simple and clear classroom rules  
• Frequent feedback |
| **Organization**           | • Individual daily planner  
• Display a written agenda  
• Note-taking assistance  
• Color code materials |
### Enrichment

**Accommodate Based on Students Individual Needs: Strategies**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

Suggested Formative/Summative Classroom Assessments

• Timelines, Maps, Charts, Graphic Organizers
• Unit Assessments, Chapter Assessments, Quizzes
• DBQ, Essays, Short Answer
• Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
• Projects, Portfolio, Presentations, Prezi, Gallery Walks
• Homework
• Concept Mapping
• Primary and Secondary Source analysis
• Photo, Video, Political Cartoon, Radio, Song Analysis
• Create an Original Song, Film, or Poem
• Glogster to make Electronic Posters
• Tumblr to create a Blog
New Jersey Core Curriculum Content Standards 5-8

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.

A. Civics, Government, and Human Rights

6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

B. Geography, People, and the Environment

6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires’ relationships with other parts of the world.

6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.

6.2.8.B.4.d 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.

C. Economics, Innovation, and Technology

6.2.8.C.4.e Determine the extent to which interaction between the Islamic world and medieval Europe increased trade enhanced technology innovation, and impacted scientific thought and the arts.

D. History, Culture, and Perspectives

6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

6.2.8.D.4.b Analyze how religion both unified and divided people.
6.2.8.D.4.c 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.D.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.D.4.h Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

6.2.8.D.4.i Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.

6.2.8.D.4.j Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

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**English Language Arts & History/Social Studies Grades 6-8 Common Core Standards**

**Key Ideas and Details:**
- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**Craft and Structure:**
- RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**Integration of Knowledge and Ideas:**
- RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

**Range of Reading and Level of Text Complexity:**
RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

**Text Types and Purposes:**
- WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

**Production and Distribution of Writing:**
- WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**Research to Build and Present Knowledge:**
- WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Grade: 7th  
Unit: I  
8 Weeks  
Topic: World Religions: Christianity, Judaism, Islam, Buddhism and Hinduism  
This unit studies the unique characteristics, similarities, differences, and spread of five major world religions.


Standards: CCSS: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.2, WHST.6-8.4, WHST.6-8.6, WHST.6-8.8 [http://www.corestandards.org/ELA-Literacy/WHST/6-8/]

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
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<tr>
<td>Identify and describe the origins of monotheism.</td>
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</table>
What led to the beginnings of religion?  
What influences does religion have on a culture?  
What is the difference between monotheism and polytheism?  
How, when, and where did Judaism, Christianity, and Islam begin? | Create Graphic Organizer: Listing ways religion has influenced culture.  
Monotheism Webquest: In groups of 2-3 students will use classroom computers or iPads to examine the various monotheistic religions around the world.  
Complete Venn Diagram: Distinguishing the difference and similarities.  
Create a chart: Indicating the beginnings (place time reason) of each |  
http://religion.abc-clio.com/Topics/Display/1577389?cid=41&sid=1577389&useConcept=False  
Language Arts: Journal writing-how has religion influenced your life, country, or community.  
Language Arts: Essay comparing polytheism and monotheism. |
| Religion. | Global Connections-Middle East Religion, Ethnic Groups & Language Distribution Interactive Maps-  
http://www.pbs.org/wgbh/globalconnections/mideast/maps/demo.html  
http://www.pbs.org/wgbh/globalconnections/mideast/maps/demo.html | ABC-CLIO  
World Religions: Belief, Culture and Controversy  
Polytheismhttp://religion.abc-clio.com/Search/Display/1527351?terms=polytheism  
How did the Hebrew Prophets impact the development of monotheism?http://religion.abc-clio.com/Analyze/Display/1833421 |
<table>
<thead>
<tr>
<th>Describe the major beliefs of the three major monotheistic religions.</th>
<th>Note taking: List principles beliefs, sacred writings traditions and customs of Judaism.</th>
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<tbody>
<tr>
<td><strong><a href="http://www.corestandards.org/ELA-Literacy/WHST/6-8/8/">http://www.corestandards.org/ELA-Literacy/WHST/6-8/8/</a></strong> How have the major monotheistic religions evolved over the centuries?</td>
<td><strong>Create chart:</strong> noting</td>
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<tr>
<td><strong>Introduction to Judaism</strong> Ancient origins of Judaism</td>
<td><strong>ABC-CLIO World Religions: Belief, Culture and Controversy</strong></td>
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</table>
Ten Commandments


Hanukkah
Hanukkah menorah


Passover


Rosh Hashanah

<table>
<thead>
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<th>Topic</th>
<th>URL</th>
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<tbody>
<tr>
<td><strong>Compare the major beliefs of Judaism, Christianity, and Islam.</strong></td>
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<tr>
<td><strong>Standard:</strong></td>
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<tr>
<td><strong>NJCSS</strong></td>
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<tr>
<td>6.2.8.A.4.a,d,e</td>
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<td>6.2.8.D.3.e-f</td>
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<td>6.2.8.D.4.b-c</td>
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<td>6.2.8.D.4.j</td>
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<tr>
<td><strong>CCSS</strong></td>
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<td>RH.6-8.1-10</td>
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<tr>
<td>WHST.6-8.2,4,6,8</td>
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<td><strong><a href="http://www.corestandards.org/ELA-Literacy/WHST/6-8/8/">http://www.corestandards.org/ELA-Literacy/WHST/6-8/8/</a></strong></td>
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<tr>
<td><strong>Create a timeline:</strong> Reflecting the including major events, &amp; people that had an impact on the growth and spread of Christianity, Judaism, and Islam.</td>
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<td><strong>Create map:</strong> Shade in areas of concentration and spread of Christianity.</td>
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<tr>
<td><strong>ABC-CLIO</strong></td>
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<tr>
<td>World Religions: Belief, Culture and Controversy Introduction to Christianity</td>
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<tr>
<td><strong><a href="http://religion.abc-clio.com/Topics/Display/1570938">http://religion.abc-clio.com/Topics/Display/1570938</a></strong></td>
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<tr>
<td><strong>Sunday</strong></td>
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<td><strong>Jesus of Nazareth</strong></td>
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<td><strong><a href="http://religion.abc-clio.com/Topics/Display/1">http://religion.abc-clio.com/Topics/Display/1</a></strong></td>
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<td><strong><a href="http://www.uri.org/kids/world_chri.htm">http://www.uri.org/kids/world_chri.htm</a></strong></td>
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<tr>
<td><strong>ELA:</strong> Write a creative essay depicting a holiday experience as part of a major world religion.</td>
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<td><strong>Visual Art:</strong> Create a Photo essay analyzing the religious influence of 5 major painting, sculptures, or architectural wonders: (i.e.: Leonardo da Vinci's Last Supper. Taj Mahal, Tower of Babel painting)</td>
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</tbody>
</table>
John the Baptist

Virgin Mary

Saints (Roman Catholic Tradition)

Saint Paul
<table>
<thead>
<tr>
<th>Saint Peter</th>
<th>Martin Luther</th>
<th><a href="http://religion.abc-clio.com/Topics/Display/1570938?sid=1584707&amp;cid=22&amp;oid=1584707&amp;useConcept=False">http://religion.abc-clio.com/Topics/Display/1570938?sid=1584707&amp;cid=22&amp;oid=1584707&amp;useConcept=False</a></th>
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<tbody>
<tr>
<td>Christianity during the Middle Ages</td>
<td><a href="http://religion.abc-clio.com/Topics/Display/1570938?sid=1570937&amp;cid=88&amp;oid=1570937&amp;useConcept=False">http://religion.abc-clio.com/Topics/Display/1570938?sid=1570937&amp;cid=88&amp;oid=1570937&amp;useConcept=False</a></td>
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<tr>
<td>Catholicism</td>
<td><a href="http://religion.abc-clio.com/Topics/Display/1570938?sid=1591536&amp;cid=26&amp;oid=1591536&amp;useConcept=False">http://religion.abc-clio.com/Topics/Display/1570938?sid=1591536&amp;cid=26&amp;oid=1591536&amp;useConcept=False</a></td>
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<tr>
<td>Catholicism (Overview)</td>
<td><a href="http://religion.abc-clio.com/Topics/Display/1570938?sid=1591705&amp;cid=26&amp;oid=1591705&amp;useConcept=False">http://religion.abc-clio.com/Topics/Display/1570938?sid=1591705&amp;cid=26&amp;oid=1591705&amp;useConcept=False</a></td>
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<td>Protestantism (Overview)</td>
<td><a href="http://religion.abc-clio.com/Topics/Display/1571802">http://religion.abc-clio.com/Topics/Display/1571802</a></td>
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<tr>
<td>Reformation</td>
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<tr>
<td>Identify the areas of the world where followers of the three major monotheistic religions can be found. <strong>Standard:</strong> 6.2.12.D.2.d, 6.2.12.A.6.d, 6.3.12.2, 6.3.12.4, 6.3.12.5,</td>
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</table>
| Where are the followers of the five major world religions concentrated?  
What role did geography play in the spread of Christianity, Islam, Judaism, |
| **Photo Essay:** Create of photo essay made up of at least 10 geographical images of the three monotheistic religions.  
**Multimedia Activity:** The |
| **Taking a Closer Look at Religions Around the World:**  
**Lesson Planning Ideas:** |
| 6.3.12.3, 6.2.8.D.3.e-f, 6.2.8.A.4.a, 6.2.8.D.4.d | Hinduism and Buddhism? | learner will compare and contrast the three major world religions, map the development of the religions, identify the causes of the Arab-Israeli conflict, and produce a group presentation in order to teach others. | The World's Religions [Link](http://www.educationworld.com/a_lesson/world-religions-multicultural-diversity.shtml) |
| | Why can religion be a source of conflict? | **United Nations**: Write a piece of legislation or a plan for peace that would call for an end to religious conflict around the world. | PBS Three Religions One God: [Link](http://www.pbs.org/wgbh/globalconnections/mideast/themes/religion/) |
| | How is the history of the United States rooted in religious conflict? | **Social Media**: In groups of 3-5 students will come up with a world peace campaign to sow seeds of peace in areas of religious conflict. | The Israeli-Palestinian Conflict Through Children's Eyes [Link](http://www.educationworld.com/a_lesson/israelpalestinian-conflict-through-childrens-eyes.shtml) |
| | How do we resolve conflict? | **Visual Arts International Peace Day**: The United Nations has declared September 21 as the International Day of Peace. In a message commemorating the Day in 1995, Secretary-General Boutros-Ghali stated that "the world, once more, cries out for peace. And for the economic and social development that peace alone can assure... Let us keep our goal clear and simple... Let us work for peace." |

- Have students brainstorm a list of conflicts that are happening around the world: Israeli-
<table>
<thead>
<tr>
<th>Explain the historical context, origins, beliefs, and moral teachings of Islam. Discuss the spread of Islam in Southwest Asia, the</th>
<th><a href="http://www.corestandards.org/ELA-Literacy/WHST/6-8/What">http://www.corestandards.org/ELA-Literacy/WHST/6-8/What</a> are the principles of Islam?</th>
<th>Create a timeline: Including major events, &amp; people that had an impact on the growth and spread of Islam.</th>
<th>ABC-CLIO World Religions: Belief, Culture and Controversy Introduction to Islam</th>
<th><a href="http://www.uri.org/kids/world_isla.htm">http://www.uri.org/kids/world_isla.htm</a></th>
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</thead>
</table>
| Palestine, Iraq, etc. | ● Ask students to generate a list of reasons why people fight: religion, economics, etc.  
● Have students form groups and assign each group one reason from the list they generated above. In groups, students should discuss and be ready to present possible solutions that could address the causes. It is important to emphasize that students are not trying to solve a particular world crisis, but rather are trying to identify solutions that can work in general (education, tolerance, debt relief, etc.).  
● The groups could then create posters that promote their particular solution. | | | |
Mediterranean region, and Northern Africa and the influence of Islamic ideas and practices on other cultures and social behavior, including:

- The origin and development of Islamic law
- The significance of the Quran and the Five Pillars of Islam
- The diverse religious, cultural, and geographic factors that influenced the ability of the Muslim government to rule
- The split into Sunni and Shi'ite factions
- The importance of Muslim civilization in mediating long-distance commercial, cultural, intellectual, and food crop exchange across Eurasia and parts of Africa

**What are the beliefs, sacred writings traditions and customs of the major world religions?**

- How has Islam impacted civilizations?
- How have the scientific contributions impact the 21st century?
- What role did geography play in the spread of Islam?

**Complete a chart:** Listing an achievement in Science, Medicine, Literature & Architecture in Islam.

**Design poster:** Identifying a Muslim scholar or an innovation, including a paragraph describing the scholar’s or innovation’s significance.

**Create map:** Shade in areas of concentration and spread of Islam.

**Create a Timeline**

Sequence the events in Muhammad’s life

**Create a chart:** Comparing and contrasting the founders, sacred texts, and basic principles of Judaism, Christianity, and Islam.

**http://religion.abc-clio.com/Topics/Display/1577389?cid=41&sid=1577389&useConcept=False**

**Koran**

**http://religion.abc-clio.com/Topics/Display/1577389?sid=1642273&cid=88&oid=1580552&useConcept=False**

**major themes of the Koran**

**http://religion.abc-clio.com/Topics/Display/1577389?sid=1527473&cid=26&oid=1527473&useConcept=False**

**Five Pillars of Islam**


**Ramadan**

**http://religion.abc-clio.com/Topics/Display/1577389?cid=1527473&cid=26&oid=1527473&useConcept=False**

**ELA:** Write an essay on an Islamic achievement and or advancement in the Sciences and its effect in history.

**http://religion.abc-clio.com/Topics/Display/1577389?sid=1527473&cid=26&oid=1527473&useConcept=False**

had a lasting impact on civilizations.

**Standard:**

6.2.8.A.4.a
6.2.8.B.4.a,d
6.2.8.C.4.e
6.2.8.D.3.e-f
6.2.8.D.4.b-c,j
RH.6-8.1-10
WHST.6-8.2,4
WHST.6-8.4
WHST.6-8.6

**Paterson Public Schools**

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historical development of the Islamic faith
<table>
<thead>
<tr>
<th>Topic</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Rise and Rapid Spread of Islam (Overview)</td>
<td><a href="http://ancienthistory.abc-clio.com/Topics/Display/1185323">http://ancienthistory.abc-clio.com/Topics/Display/1185323</a></td>
</tr>
</tbody>
</table>
Shiites
http://ancienthistory.abc-clio.com/Search/Display/1339365?terms=sunni

Muslim Conquests
http://ancienthistory.abc-clio.com/Topics/Display/1185323?sid=600840&cid=21&oid=600840&useConcept=False

The Transformation of Constantinople (Overview)
http://ancienthistory.abc-clio.com/Topics/Display/1185541

Islamic architecture

Islamic literature
<table>
<thead>
<tr>
<th>Concept=False</th>
<th>Islamic calendar</th>
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<tr>
<td><a href="http://religion.abc-clio.com/Topics/Display/1577389?sid=1686930&amp;cid=27&amp;oid=1686930&amp;useConcept=False">External Link</a></td>
<td><a href="http://www.uri.org/kids/world_isla.htm">External Link</a></td>
</tr>
</tbody>
</table>

**Islam**-Celebrations, Sacred Spaces, Basic Beliefs & Resources

[External Link](http://www.uri.org/kids/world_isla.htm)
<table>
<thead>
<tr>
<th>Identify the major areas of the world where followers of Hinduism and Buddhism can be found.</th>
<th>How does the caste system shape Indian society today? How does religion shape a people’s beliefs and attitudes? How have Hinduism and Buddhism been unifying factors in India and East Asia? What are the sources of conflict between Hindus in India and Muslims in nations surrounding India?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard:</strong> 6.2.12.D.2.d, 6.2.12.A.6.d, 6.3.12.3, 6.2.8.D.3.e-f, 6.2.8.A.4.a</td>
<td><strong>Hinduism and Buddhism Webquest:</strong> Individually or in groups using a series websites and research techniques research the Hinduism and Buddhism. Fill out charts and answer the questions pertaining to each religion. (in resources) <strong>Creative Writing:</strong> Write an original fable about the spread of either Hinduism or Buddhism throughout Asia. <strong>Eduplace Spread of Buddhism and Hinduism:</strong> <a href="http://www.eduplace.com/kids/socsci/books/applications/maps/maps/g6_u7/">http://www.eduplace.com/kids/socsci/books/applications/maps/maps/g6_u7/</a> <strong>Discovery Education Buddhism:</strong> <a href="http://school.discoveryeducation.com/teachersguide/socialstudies/ul/relo_w_buddhism_tg.pdf">http://school.discoveryeducation.com/teachersguide/socialstudies/ul/relo_w_buddhism_tg.pdf</a> <strong>Visual Arts/ELA/Technology:</strong> Although divine, Hindu Gods exhibit a variety of human characteristics such as anger, passion, and greed. After reading about various Gods in Hindu epics, one can imagine these Gods and goddesses as characters in a drama. Create a twitter account for one of the gods or goddesses below and tweet a message taking into account their unique characteristics. Ganga • Lakshmi • Durga • Kurma • Yamana • Matangi • Kali • Shakti • Kartikay • Dhanwantari • Saraswati • Hanuman • Balrama • Bhuvaneshwari • Rama • Maya • Annapurna • Ganesha • Gauruda • Saraswathi</td>
</tr>
</tbody>
</table>

| What are the main teachings and beliefs of the religions of Hinduism and Buddhism? How did Hinduism develop in India? What are the major similarities and differences between Hinduism and Buddhism? In what ways did Buddhism grow out of the teachings of Hinduism? |

| **The Noble Eightfold Path:** [http://www.artic.edu/aic/collections/citi/resources/Resc_001018.pdf](http://www.artic.edu/aic/collections/citi/resources/Resc_001018.pdf) |

| **Compare and Contrast Essay:** How are Buddhism and Hinduism similar as well as different. Create a venn diagram to aid with writing. |

| **Buddhism DBQ:** Students will analyze primary documents Read the text and primary sources below. Use them to discover the FOUR NOBLE TRUTHS. Do your best but remember there is no exact correct answer. You are being asked for your view about what you think each one means. |

| **Calendar:** Create a cultural activities calendar outlining all of the important Buddhist and Hindu Holidays. Plan celebrations and share with your school community. |


| **Buddhism/Hinduism Comparison:** [http://creately.com/diagram/example/ha2lr9kv2/Buddhism%20vs.%20Hinduism](http://creately.com/diagram/example/ha2lr9kv2/Buddhism%20vs.%20Hinduism) |


| **Visual Arts:** Look closely at the featured Buddha sculpture and note the various geometric shapes that make up the figure. Use a pencil to lightly sketch the large shapes on your page. Add details with a darker line by applying more pressure to your pencil. Using the same process described above. Compare and contrast aspects of the two drawings. [http://www.metmuseum.org/learn/for-educators/lesson-plans-and-pre-visit-guides/buddhist-and-hindu-art-from-india](http://www.metmuseum.org/learn/for-educators/lesson-plans-and-pre-visit-guides/buddhist-and-hindu-art-from-india) | • Muruga • Anjaneya • Shani Dev |
Amistad Additional Resources

The state of New Jersey has an Amistad Commission Interactive Curriculum for grades K-12.
http://www.njamistadcurriculum.net/

All New Jersey educators with a school email address have access to the curriculum free of charge. Registration can be found on the homepage of the NJ Amistad Curriculum. All Paterson public school Social Studies teachers should create a login and password.

The topics covered in the Amistad curriculum are embedded within our curricula units. The Amistad Commission Interactive Curriculum units contain the following topics:

1. Social Studies Skills
2. Indigenous Civilization (1000-1600)
3. Ancient Africa (3000-1492)
4. The emerging Atlantic World (1200-1700)
5. Establishment of a New Nation and Independence to Republic (1600-1800)
6. The Constitution and Continental Congress (1775-1800)
7. The Evolution of a New Nation State (1801-1860)
8. The Civil War and Reconstruction (1861-1877)
9. Post Reconstruction and the origins of the Progressive Era
10. America Confronts the 20th Century and the emergent of Modern America (1901-1920)
11. America In the 1920s and 1930s, Cultural, Political, and Intellectual, Development, and The New Deal, Industrialization and Global Conflict (1921-1945)

The Amistad Commission Interactive Curriculum contains the following resources for a teachers use that aligns with the topics covered:
All Resources on the NJ Amistad Curriculum website site are encouraged and approved by the district for use.
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<th><strong>Unit 1 Vocabulary</strong></th>
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<th><strong>Christianity</strong></th>
<th><strong>Islam</strong></th>
<th><strong>Buddhism</strong></th>
<th><strong>Hinduism</strong></th>
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<td><strong>Abraham</strong></td>
<td>Apostles</td>
<td>Caliph</td>
<td>India</td>
<td>India</td>
<td>Sanatana Dharma</td>
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<td><strong>David</strong></td>
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<td>Noble Eightfold Path</td>
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<td>nirvana</td>
<td>nirvana</td>
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<td>Crucifixion</td>
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<td><strong>Rosh Hashanah</strong></td>
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<td><strong>Synagogue</strong></td>
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<td><strong>Talmud</strong></td>
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<td>Shia</td>
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<td><strong>Ten commandments</strong></td>
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<td>Sunnah</td>
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<td><strong>Torah</strong></td>
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<td>Sunni</td>
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Choose 1

<table>
<thead>
<tr>
<th>Unit Project 1 (Suggested)</th>
<th>Unit Project 2 (Suggested)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Unit 1 Project:</strong></td>
<td><strong>Suggested Unit Project 2:</strong></td>
</tr>
<tr>
<td>Student pairs or groups create &amp; present a PowerPoint Presentation with multimedia-images, video clips &amp; sounds or boards-posters with images that explains the origins, beliefs, and moral teachings, customs and celebrations that represent the similarities of the 3 monotheistic religions.</td>
<td>Students write a unit paper 3-5 pages long including all the similarities, differences, contributions and legacy of the 3 monotheistic religions.</td>
</tr>
</tbody>
</table>