SOCIAL STUDIES

Social Studies

Grade 7: Unit 2
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>
</tr>
<tr>
<td>Unit 2</td>
<td>China and the Far East</td>
<td>7-9 Weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Middle Ages, The Renaissance &amp; Reformation</td>
<td>7-9 Weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>The Enlightenment</td>
<td>7-9 Weeks</td>
</tr>
<tr>
<td>Unit 5</td>
<td>The Scientific and Industrial Revolutions</td>
<td>7-9 Weeks</td>
</tr>
</tbody>
</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

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.
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.
Career Ready Practices

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

**CRP12. Work productively in teams while using cultural global competence.**

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.
## Differentiated Instruction

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

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
</tr>
<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
</tr>
<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
<td></td>
<td>Color code materials</td>
</tr>
</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**

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

- 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/Multi Level 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.

6.2.8.A.4.b Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

6.2.8.A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.

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.

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.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.e Assess the demographic, economic, and religious impact of the plague on Europe.

6.2.8.D.4.f Determine which events led to the rise and eventual decline of European feudalism.

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

**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.
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the development of society and the achievements of China's first dynasties. <strong>Standard:</strong> NJCCCS: 6.2.12.A.1.a, 6.2.12.C.1.a, 6.2.12.C.1.b, 6.2.12.C.1.e, 6.2.12.D.1.b, 6.2.12.D.2.c</td>
<td>What is the role of the Dynastic Cycle in Chinese government? How does the Mandate of Heaven bring Dynasties to power?</td>
<td><strong>Mandate of Heaven Webquest:</strong> Your job as diplomatic visitors to China is to evaluate the idea of the Mandate of Heaven, using the public policy analysis steps. The information gathered will then be used to create a Power Point presentation of at least four slides. As consultants for your government you will be charged with researching China’s public policy regarding the Mandate of Heaven to discover what it is, how it came about and its effectiveness, in other words: was it a good idea? Your presentation will be delivered in the form of a.</td>
<td><strong>Common Core Social Studies Companion: China</strong> <a href="http://www.socialstudiesms.com/#!ancient-china/c77o">http://www.socialstudiesms.com/#!ancient-china/c77o</a></td>
<td><strong>Visual Arts:</strong> Create an original work of art, painting, sculpture, film, or poster depicting the Dynastic Cycle.</td>
</tr>
<tr>
<td>Explain how Tang and Song rulers ensure Chinese unity and prosperity.</td>
<td>PowerPoint Presentation/Prezi:</td>
<td>PowerPoint Presentation/Prezi:</td>
<td>Asian Art Museum:</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
| **Standard:** 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, | In groups of 2-3 students will illustrate the Dynastic Cycle. | [http://www.kschool.org/humanities/history/](http://www2.maxwell.syr.edu/plegal/tips/t6prod/meioriwq1.html) | [http://education.asianart.org/explore-resources/lesson-or-activity/life-china-tang-and-song-dynasties-activities](http://www.khanacademy.org/humanities/history/)

**DBQ: Golden Age of China**
Read each document carefully and completely answer the question or questions after each document. Be sure to address all parts of a question.
(Documents in resources)

**Venn Diagram:** Compare and Contrast the Tang and Song Dynasties

<table>
<thead>
<tr>
<th>Essay: Compare and</th>
<th>Poetry and art thrived during the Tang and Song dynasties. Three Tang writers are considered among the greatest Chinese poets of all time. They are Li Bai, Du Fu, and Wang Wei. Tang artists produced beautiful pottery figurines. During Song times, landscape painting became an important art form. Write a poem, paint a poster, or create an original work of art that illustrates the Golden Age of China.</th>
<th>Timeline of Chinese History and Dynasties:</th>
</tr>
</thead>
</table>
| WHST.6-8.8 | achievements of both dynasties?  
• How does art reflect culture?  
• Why are the Tang and Song Dynasties referred to as the Golden Age of China? | contrast cultural achievements of Tang and Song dynasties. | [http://afe.easia.columbia.edu/timelines/china_timeline.htm](http://afe.easia.columbia.edu/timelines/china_timeline.htm)  
**Song Dynasty Asia for Educators Columbia University:**  
**The Song Economic Revolution:**  
**China’s Golden Age:**  

**Standard:**  
NJCCCS: 6.2.12.A.1.a  

| Explain how Chinese society and government reflected Confucian traditions. | How did Chinese society and government reflect Confucian traditions?  
• How did Confucianism impact government? | **DBQ Confucianism:** Read the documents and answer the questions after each document. Then write your answer to the essay question below, using the information from those documents and your | [Beginner’s Guide to Imperial China:](https://www.khanacademy.org/humanities/art-asia/imperial-china/beginners-guide-imperial-china/a/introduction-to-)

**ELA: Writing Prompt**  
“By three methods we learn wisdom: First by reflection, which is noblest: Second, by imitation, which is easiest: and third by experience,
 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 | China  
Confucianism:  
http://afc.casia.columbia.edu/at/conf_teaching/ct01.html  
Confucious Handout:  

**Confucius Says Gallery Walk:** Introduce confucianism via an interactive PowerPoint.  

1) Following the PPT assign each group and saying and put this famous saying in their own words tell what it means.  

2) Choose one of these wise sayings and write a letter with a modern problem to Confucius that might be answered with this particular piece of advice.  

Sayings:  
- “To see and listen
<table>
<thead>
<tr>
<th>&quot;to the wicked is already the beginning of wickedness”</th>
<th>— Confucius</th>
</tr>
</thead>
<tbody>
<tr>
<td>● “He who knows all the answers has not been asked all the questions.”</td>
<td>— Confucius</td>
</tr>
<tr>
<td>● “Our greatest glory is not in never falling, but in rising every time we fall.”</td>
<td>— Confucius</td>
</tr>
<tr>
<td>● “If what one has to say is not better than silence, then one should keep silent.”</td>
<td>— Confucius</td>
</tr>
<tr>
<td>● “Worry not that no one knows you; seek to be worth knowing.”</td>
<td>— Confucius</td>
</tr>
</tbody>
</table>
| ● “To be wronged is nothing, unless you continue to
Discuss the effect of the Silk Road trade on the economies of the Mongolian and Ming empires, and surrounding states, as well as Europe.

**Standard:**

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

| **What changes took place in China, in the areas of government, economics and culture under the Mongolian rule?** |
| **What factors led to the decline of the Mongol Empire and the rise of the Ming in China?** |
| **How did Chinese isolation, beginning in the 1400s, influence the area’s history and foreign policy?** |
| **How did trade on the Silk Road affect the way people lived in ancient China during that time and how does this type of trade continue to affect us today?** |

**Silk Road Webquest:**
https://silkroadsagepark.wordpress.com

**Bartering Along the Silk Road:**

**Quick Write:** Think of the longest trip you have taken, either by time or distance. Where did you go and why? How long did it take? What form of transportation did you use to get there? How would your travel been different if you went by camel or by foot?

**Silk Road Lesson Plans:**
http://www.indiana.edu/~iaunrc/content/journeys-along-silk-road-unit-1-middle-high-school

**Art Institute of Chicago Silk Road Lesson Plan:**
http://www.artic.edu/aic/collections/citi/resources/Rsrc_001878.pdf

**Silk Road Educator’s Guide:**
http://www.amnh.org/education/resources/rfl/web/silkroadguide/resources.php

**Mapping the Silk Road:**
http://education.asianart.org/explore-resources/lesson-or-

**ELA:** Write a story or poem set along the Silk Road.
### Explain the major achievements of the Choson dynasty.  

**Standard:**  

NJCCCS: 6.2.12.A.1.a  
6.2.12.C.1.a 6.2.12.C.1.b  
6.2.12.D.2.c  

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  

- How did geography affect Korea’s development?  
- Which Chinese practices did Korea borrow and how did they adapt them to their own culture?  
- What were the major achievements of the Choson dynasty and how did they shape Korean history?  
- What were the differences and similarities between Chinese and Korean cultures and government?  

| **Venn Diagram:** compare and contrast the Korean, Italian, and Chinese Renaissance.  

| **Photo Essay:** Create a photo essay proving that Choson Korea was undergoing an artistic renaissance.  

| **Asia for Educators**  
**Choson Dynasty:**  

| **Korea History Time Map:**  
[https://www.youtube.com/watch?v=S6XvDAh4EUo](https://www.youtube.com/watch?v=S6XvDAh4EUo)  

| **Ancient Korean Civilization:**  
[http://ancientkoreacivilization.weebly.com/map.html](http://ancientkoreacivilization.weebly.com/map.html)  

| **Korea Asia for Educators:**  
[http://afe.easia.columbia.edu/tps/1000ce_ko.htm](http://afe.easia.columbia.edu/tps/1000ce_ko.htm)  

| **Timeline for Korean History:**  

| **ELA:** Chosŏn Koreans highly prized values such as righteousness, filial piety, and integrity. Parents and teachers instilled these values into children at a young age.  
Art was one of the primary means by which they taught these values.  

(孝) Hyo for filial piety  
(悌) Che for respect  
(忠) Ch’ung for loyalty  
(信) Shin for trust  
(禮) Yae for rites  
(義) Ŭi for righteousness  
(廉) Yŏm for honesty  
(恥) Ch’i for meekness  

Draw your own series of
| Explain how Japan’s geography set it apart from the rest of Asia. | • How did Japan’s geography set it apart from the rest of Asia?  
• What role did isolationism play in Japanese culture?  
• How was Japanese culture influenced by Chinese civilizations? | **Choson Dynasty:** [https://www.youtube.com/watch?v=bPAj7ft4jU0](https://www.youtube.com/watch?v=bPAj7ft4jU0) | paintings in the language of your choice that express and teach about a Confucian virtue. Use common symbols or animals that will help others visualize the value you are trying to teach about. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard:</strong></td>
<td><strong>Journal:</strong> How does living on an island isolate you from the rest of the world?</td>
<td><strong>Japan’s Geography Asia for Educators:</strong> <a href="http://afe.easia.columbia.edu/japan/japanworkbook/geography/japgeo.html">http://afe.easia.columbia.edu/japan/japanworkbook/geography/japgeo.html</a></td>
<td><strong>ELA Picture Prompt:</strong> Write a story telling the founding of Japan based on the above image. Be as creative as possible.</td>
</tr>
</tbody>
</table>
| NJCCCS: 6.2.12.A.1.a  
6.2.12.C.1.a 6.2.12.C.1.b  
<table>
<thead>
<tr>
<th>Explain how the Tokugawa shoguns ruled Japan.</th>
<th>Tokugawa Japan through Art: <a href="http://www.colorado.edu/cas/tea/curriculum/imaging-japanese-history/tokugawa/lesson.html">http://www.colorado.edu/cas/tea/curriculum/imaging-japanese-history/tokugawa/lesson.html</a></th>
<th>TOKUGAWA PERIOD AND MEIJI RESTORATION: <a href="http://www.history.com/topics/meiji-restoration">http://www.history.com/topics/meiji-restoration</a></th>
<th>ELA Journal: “The true samurai refused to learn arithmetic because it smelled of commerce; he was proud of his ignorance and stupidity like so many ruling classes all over the world” George Mikes, The Land of the Rising Yen what does this quote mean to you? Put it in your own words.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard:</strong></td>
<td><strong>How did Tokugawa change the feudal system in Japan?</strong></td>
<td><strong>Tokugawa Japan Asia for Educators:</strong> <a href="http://afe.easia.columbia.edu/at/tokugawa/tj01.html">http://afe.easia.columbia.edu/at/tokugawa/tj01.html</a></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td><strong>How was the hierarchy of the Japanese feudal system reflective of Asian culture?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compare and contrast the influence of Confucianism and Zen Buddhism on the social structures of China, Korea and Japan.</td>
<td>Venn Diagram: Compare and Contrast Confucianism and Zen Buddhism</td>
<td>Metropolitan Museum of Art Zen Buddhisms: <a href="http://www.metmuseum.org/toah/hd/zen/hd_zen.htm">http://www.metmuseum.org/toah/hd/zen/hd_zen.htm</a></td>
</tr>
<tr>
<td><strong>Standard:</strong></td>
<td><strong>How does religion influence society?</strong></td>
<td><strong>PowerPoint Presentation:</strong> Create a presentation depicting confucius and Zen Buddhism images and their impact on Asian</td>
<td></td>
</tr>
<tr>
<td>NJCCCS: 6.2.12.A.1.a</td>
<td><strong>What is the relationship between Zen Buddhism and Japanese society?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>How does Confucianism impact modern Chinese and Korean society?</strong></td>
<td>Khan Academy Buddhisms: <a href="https://www.khanacadem">https://www.khanacadem</a></td>
<td></td>
</tr>
<tr>
<td>6.2.12.C.1.a</td>
<td>society.</td>
<td>3.2.12.C.1.b</td>
<td>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</td>
</tr>
</tbody>
</table>
The state of New Jersey has an Amistad Commission Interactive Curriculum for grades K-12. [http://www.njamistadcurriculum.net/](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:
| 2. Activities | 7. Griot     |
| 3. Assessments | 8. Library   |
| 4. Essentials | 9. Links     |
| 5. Gallery   | 10. Rubrics  |

All Resources on the NJ Amistad Curriculum website site are encouraged and approved by the district for use.
<table>
<thead>
<tr>
<th>China</th>
<th>Korea</th>
<th>Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gentry</td>
<td>yangban</td>
<td>daimyō</td>
</tr>
<tr>
<td>Tang Taizong</td>
<td>Chung'in</td>
<td>shogun</td>
</tr>
<tr>
<td>Wu Zhao</td>
<td>Sang'min</td>
<td>Fueldal</td>
</tr>
<tr>
<td>Tang Dynasty</td>
<td>Ch'onmin</td>
<td>Samurai</td>
</tr>
<tr>
<td>Song Dynasty</td>
<td>Hangul</td>
<td>Ninja</td>
</tr>
<tr>
<td>Empress Wu</td>
<td></td>
<td>Edo</td>
</tr>
<tr>
<td>Chan/Zen Buddhism</td>
<td></td>
<td>Ukiyo-e</td>
</tr>
<tr>
<td>Pure Land Buddhism</td>
<td></td>
<td>Zen BUuddhism</td>
</tr>
<tr>
<td>Emperor Wuzong</td>
<td></td>
<td>Bushido</td>
</tr>
<tr>
<td>Grand Canal</td>
<td></td>
<td>Haiku</td>
</tr>
<tr>
<td>Hangzhou</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foot Binding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movable Type Printing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neo-Confucianism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gunpowder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Unit Project (Choose 1)

<table>
<thead>
<tr>
<th>Project (Suggested)</th>
<th>Project (Suggested)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Unit Project</strong></td>
<td><strong>Suggested Unit Project 2:</strong></td>
</tr>
<tr>
<td>Students will present information about a piece of art from the Tokugawa Period, and complete a 7-10 page piece of fiction set in the Tokugawa period that targets a young-adult audience. This assignment will include an additional preliminary overview (200-300 words) that situates the fictional scene within a larger plot. This piece of fictional writing must integrate an art object in an imagined context, and the 200-300 word overview, in conjunction with the creative writing, should demonstrate how the student understands the answer to one of the essential questions of this unit: How was the government of Japan structured in the Tokugawa Period? •How did the ruling class attempt to control economic production, and how was the increasingly empowered merchant class threatening this control? •How does art produced in this period embody cultural values of its time?</td>
<td>Read the poems by Basho. Copy your favorite poem and explain what it means. (If working in pairs, each of you should have a favorite) Write a short Zen poem of your own. Type your poem on a separate page. Search for images of the Buddha and paste your favorite one on the page with your poem. Choose “Landscape” orientation under the print options. Increase the font size to fill the page. Students will share thee by posting them in the room. (If working in pairs, each of you should write one.)</td>
</tr>
</tbody>
</table>