

World History 1st Semester Overview

Getting Started:

- Each unit is divided in to lessons (key ideas).
- At the beginning of each you will find a material list and copies of slides to print for students.
- Within each slide are notes, ideas and suggestions for the lessons. (When starting a unit, it may be helpful to print the notes to prepare). If you do not see them you may need to adjust your screen.
- All links to videos or websites are embedded in the power point and copies of links are also listed in the notes section. We have included a few websites that require a membership, some are free (ex. NewsELA, Readworks, pintrest) and others you may already have in your county (Brainpop, safari montage) may have additional resources.
- Several video and resource links are listed as extension activities to dive deeper into the content.
- Some slides are repeated with varying levels of complexity to meet student needs.
- Each Unit is outlined as:
 - Big Idea
 - Lessons (topics) for each Unit
 - Vocabulary for the Unit
 - List of what you need for lesson (see sample page image)
 - Learning Intentions/Outcomes: information in blue is for students to record in journals



Image for materials

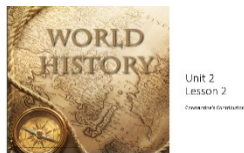


Image start of new lesson



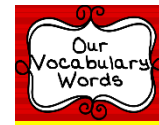
Printable section



Image start of new lesson



Introduction/bell work

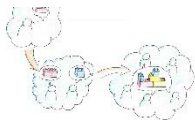


Vocabulary List

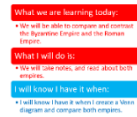


Ticket

Check Knowledge



Think/Pair/Share



Vocabulary List



Exit

Throughout the Units in this course information has been are pulled from a variety of sources. There are a few resources that are free accounts but will require you to set up a membership. Here is a list of the most common:

- Ducksters [Click here](#)
- Mr. Donn's World History [Click here](#)

- Readworks [Click here](#)
- Newsela [Click here](#)
- Stanford History Education Group [Click here](#)
- BBC History [Click here](#)
- History Channel [Click here](#)
- Ancient History Encyclopedia [Click here](#)
- DK Find Out [Click here](#)
- Kiddle [Click here](#)
- TarHeel Reader [Click here](#)
- NCCS Curriculum [Click here](#)

Access World History Overview

Units	Big Idea	Key Ideas: Chapters/Lessons
Unit 1 What is History?	Utilize historical inquiry skills and analytical processes	<ol style="list-style-type: none"> 1. What is history? What does a historian do? 2. What are primary and secondary sources? 3. What is a timeline? 4. What will you find on a map?
Unit 2 Roman and Byzantine Empires	Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).	<ol style="list-style-type: none"> 1. Understanding World Religions 2. Constantine's Contributions 3. The Roman Empire and its fall 4. Roman Empire VS Byzantine Empire
Unit 3 Islamic, Meso and South American, and Sub-Saharan African civilizations	Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations	<ol style="list-style-type: none"> 1. Islamic Civilizations 2. Sub-Saharan African Civilizations 3. Meso and South American Civilizations
	3.1 Islamic Civilizations Big Idea: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.	<ol style="list-style-type: none"> 1. What beliefs are linked with Islam? 2. What are the Sunni and Shi'a? 3. What key events are a part of the Islamic Golden Age? 4. How did Islamic military expansion, developments of Islamic government and the influence of religion impact culture? 5. What are the Crusades, and how are they related to Islamic Expansion?
	3.2 Sub-Saharan African Civilization Big Idea: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.	<ol style="list-style-type: none"> 1. The Empire of Ghana 2. The Empire of Mali 3. The Empire of Songhai 4. Compare/contrast Ghana, Mali and Songhai Empires

Units	Big Idea	Key Ideas: Chapters/Lessons
	3.3 Meso and South American Civilizations Big Idea: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.	<ol style="list-style-type: none"> 1. Identify the effects of the Maya, Olmec and Chavin people on the Meso and South American civilizations 2. Identify major civilizations of Mesoamerica and Andean South America. 3. Describe important leaders, and the roles people played in the Maya, Inca and Aztec civilizations. 4. Compare the similarities between the Mayas, Aztecs and Incas
Unit 4 Charlemagne and the Middle Ages	4. Big Idea 2: Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).	<ol style="list-style-type: none"> 1. Charlemagne and the Carolingian Empire 2. Social Class/Feudal System 3. Manor System 4. Role of the Church 5. Challenges during the Middle Ages 6. English History and Establishing Legal Principles 7. Western Europe in the 1300s: the Great Famine, Black Death, and the Hundred Years War
Unit 5 Japan Medieval Civilizations	5. Big Idea 2: Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).	<ol style="list-style-type: none"> 1. Identify physical features of Japan that impacted its development. 2. Identify major developments in medieval Japan, such as the influence of the religions, feudal system, government, and military. 3. Compare Japanese feudalism with Western European feudalism during the Middle Ages. 4. Identify an example of Japan's cultural and economic relationship to China and Korea.

Access World History
Unit 1 History Overview

Big Idea: Utilize historical inquiry skills and analytical processes.

Key Ideas:

1. What is history? What does a historian do?
2. What is a timeline?
3. What are primary and secondary sources?
4. What will you find on a map?

Vocabulary:

History, historian, historical inquiry, primary source, secondary source, artifacts, images, auditory sources, written sources, year, decade, century, timeline, map, world, continents, country, state, city, compass rose

Materials:

[PowerPoint Click Here](#)

Lesson 1

- Interactive notebook or journal
- Internet access for videos
- Projector
- PowerPoint
- Sticky Notes
- Song that your students enjoy
- Cloze Notes
- Cloze Paragraph
- 4 papers (8.5 x11 or whatever size works best for your classroom) that mark corners of the room with the letters A, B, C, D

Lesson 2

- Interactive notebook or journal
- Internet access for videos
- Projector
- Timeline sheet
- Sequence sheet
- Extension activities
- Teacher made model timeline
- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.

Lesson 3

- Interactive notebook or journal
- Internet access for videos
- Projector
- PowerPoint
- Dry erase boards
- Primary vs Secondary T-Chart
- Primary vs Secondary Extension activities
- Cloze Paragraph
- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.

Lesson 4

- Interactive notebook or journal
- Internet access for videos
- Projector

- Blank continent map with word bank.
- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.

Standards covered in Unit 1

SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.In.a: Use a timeline to show the relationship of historical events.

SS.912.W.1.Su.a: Use a simple timeline to identify the relationship of historical events.

SS.912.W.1.Pa.a: Use a simple pictorial timeline to recognize a sequence of events.

SS.912.W.1.2: Compare time measurement systems used by different cultures.

Remarks/Examples: Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

SS.912.W.1.In.b: Identify terms of time sequence, such as decade, century, and era.

SS.912.W.1.Su.b: Recognize terms of time sequence, such as decade and century.

SS.912.W.1.Pa.b: Recognize terms that relate to time, such as day, week, month, and year.

SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.In.c: Use applicable units of measurement and scale to determine the distance between two places on a map or globe to solve simple problems.

SS.912.G.1.Su.c: Use applicable units of measurement to identify the distance between two places on a map to solve simple problems.

SS.912.G.1.Pa.c: Use positional words to identify a relative location on a map.

Access World History

Unit 2- Roman and Byzantine Empires

Big Idea: Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).

Key Ideas

1. Understanding World Religions
2. Constantine's Contributions
3. The Roman Empire and its fall
4. Roman Empire VS Byzantine Empire

Vocabulary:

1. Religion, Christianity, Judaism, Islam
2. Empire, emperor, Diocletian, Byzantine territory/empire, Constantine the Great, "New Rome", capital, trade, legal, Edict of Milan, aqueducts
3. Empire Falls, economic problems, barbarians, destroyed, challenges, Eastern and Western Roman Empire
4. Justinian the Great, Justinian Code, Hagia Sophia, Byzantine Empire, Roman Empire

Materials:

[PowerPoint Click Here](#)

Lesson 1

What you will need for this lesson:

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D. (Found in Unit 1 print materials)
- Interactive notebook or journal
- Projector
- World Religion Graphic Organizer
- Speakers
- Internet access

Lesson 2

What you will need for this lesson:

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.
- Interactive notebook or journal
- Elmo and projector
- Internet access
- Cloze Notes
- Time-line activity

Lesson 3

What you will need for this lesson:

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.
- Interactive notebook or journal
- Elmo and projector
- Internet access
- Sticky Notes
- Cloze Notes
- Cloze Paragraph
- Index cards (independent only)
- Optional: Ducksters, History for Kids and Mr. Donn reading materials

Lesson 4

What you will need for this lesson:

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.
- Interactive notebook or journal
- Elmo and projector
- Internet access

Standards covered in Unit 2:

SS.912.W.2.1: Locate the extent of Byzantine territory at the height of the empire.

SS.912.W.2.In.a: Identify the extent of Byzantine territory.

SS.912.W.2.Su.a: Recognize the extent of Byzantine territory.

SS.912.W.2.Pa.a: Recognize that there were civilizations in different parts of the world.

SS.912.W.2.2: Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.

SS.912.W.2.In.b: Identify the impact of the establishment of "New Rome" by Constantine the Great with Christianity as the official religion.

SS.912.W.2.Su.b: Recognize that Constantine the Great established Christianity as the official religion of Constantinople.

SS.912.W.2.Pa.b: Recognize Christianity as a religion.

SS.912.W.2.3: Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.

SS.912.W.2.In.c: Identify similarities and differences of the Byzantine Empire and Roman Empire.

SS.912.W.2.Su.c: Recognize a similarity and difference of the Byzantine Empire and Roman Empire.

SS.912.W.2.Pa.c: Recognize a characteristic of empires.

SS.912.W.2.4: Identify key figures associated with the Byzantine Empire. Remarks/Examples: Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.

SS.912.W.2.In.d: Recognize a key figure from the Byzantine Empire, such as the emperor, Justinian the Great.

SS.912.W.2.Su.d: Associate a key figure, such as Justinian the Great, with the Byzantine Empire.

SS.912.W.2.Pa.d: Recognize a characteristic of empires.

SS.912.W.2.5: Explain the contributions of the Byzantine Empire. Remarks/Examples: Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.

SS.912.W.2.In.e: Identify contributions of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, and spread of Christianity in Eastern Europe (Slavic peoples).

SS.912.W.2.Su.e: Recognize a contribution of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, or spread of Christianity in Eastern Europe (Slavic peoples).

SS.912.W.2.Pa.e: Recognize a contribution of medieval civilizations.

SS.912.W.2.6: Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.

SS.912.W.2.In.f: Identify contributions of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, and spread of Christianity in Eastern Europe (Slavic peoples).

SS.912.W.2.Su.f: Recognize a contribution of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, or spread of Christianity in Eastern Europe (Slavic peoples).

SS.912.W.2.Pa.f: Recognize a contribution of medieval civilizations.

SS.912.W.2.7: Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.

SS.912.W.2.In.g: Recognize causes of the decline of the Byzantine Empire, such as the plague, attacks from barbarian tribes, or the Crusades.

SS.912.W.2.Su.g: Recognize a cause of the decline of the Byzantine Empire, such as the plague, attacks from barbarian tribes, or the Crusades.

SS.912.W.2.Pa.g: Recognize that disease or war can destroy a civilization.

SS.912.W.2.8: Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman Empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.

SS.912.W.2.In.h: Identify that the Ottoman Turks conquered the Byzantine Empire and the Ottoman Empire grew.

SS.912.W.2.Su.h: Recognize that the Ottoman Turks conquered the Byzantine Empire.

SS.912.W.2.Pa.h: Recognize that countries fight to take control of other countries.

SS.912.W.3.1: Discuss significant people and beliefs associated with Islam. Remarks/Examples: Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.

SS.912.W.3.In.a: Identify significant people and beliefs associated with Islam, such as Muhammad, Islamic law, and the relationship between government and religion.

SS.912.W.3.Su.a: Recognize a significant person or belief associated with Islam, such as Muhammad or Islamic law.

SS.912.W.3.Pa.a: Recognize that religion influences culture.

Unit 3

Islamic, Meso and South American, and Sub-Saharan African civilizations

Big Idea: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations

Unit 3 is divided into subsections:

3.1 Islamic Civilizations

3.2 Sub-Saharan African Civilizations

3.3 Meso and South American Civilizations

Unit 3.1 Islamic Civilizations

Big Idea: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.

Key Ideas:

1. What beliefs are linked with Islam?
2. What are the Sunni and Shi'a?
3. What key events are a part of the Islamic Golden Age?
4. How did Islamic military expansion, developments of Islamic government and the influence of religion impact culture?

5. What are the Crusades, and how are they related to Islamic Expansion?

Vocabulary:

1. Muhammad, Mecca, Quran, the 5 Pillars of Islam, sacred, pilgrimage, Arabian Peninsula, fasting, charity, faith, prayer, prophet
2. Islamic state, Abu Baker, Ali, Caliph, Sunni, Shia
3. Islamic Golden Age, Baghdad, scholar, House of Wisdom, One Thousand and One Nights, Algebra, Translation Movement, Abu Ali al-Hussain ibn Sina, laborer, culture, technology, agriculture, scholar, philosophy, literature
4. Caliph, Caliphate, the 4 Caliphs, the Umayyad Caliphate, before the Caliphate
5. Jerusalem, holy land, Christians, Muslims, the Crusades, Seljuk Turks, Pope, Alexius Comenas Emperor, Pope Urban II, Third Crusade, Saladin, King Richard I

Materials:

[PowerPoint Click Here](#)

[Guided Notes Click Here](#)

[Expansion Questions Click Here](#)

Lesson 1

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.
- Interactive notebook or journal
- Cloze Notes Printable see slides 7-13
- 3 facts about Islam handout, and word bank

Lesson 2

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.
- Interactive notebook or journal
- Cloze note printable
- Dice

Lesson 3

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.
- Interactive notebook or journal
- Guided Notes Sheet
- Timeline cards

Lesson 4

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.
- Interactive notebook or journal
- Unit 3.1 Islamic Expansion Questions

Lesson 5

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.
- Interactive notebook or journal
- Dry Erase Markers and Dry Erase boards OR Cards that have pre-printed letters (A, B, C) or Finger Visuals for (1, 2, 3).

Standards covered in Unit 3:

SS.912.W.3.1: Discuss significant people and beliefs associated with Islam. Remarks/Examples: Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.

SS.912.W.3.In.a: Identify significant people and beliefs associated with Islam, such as Muhammad, Islamic law, and the relationship between government and religion.

SS.912.W.3.Su.a: Recognize a significant person or belief associated with Islam, such as Muhammad or Islamic law.

SS.912.W.3.Pa.a: Recognize that religion influences culture.

SS.912.W.3.2: Compare the major beliefs and principles of Judaism, Christianity, and Islam.

SS.912.W.3.In.b: Identify major differences in beliefs and principles of Judaism, Christianity, and Islam.

SS.912.W.3.Su.b: Recognize a difference in beliefs or principles of Judaism, Christianity, and Islam.

SS.912.W.3.Pa.b: Recognize that there is more than one religion.

SS.912.W.3.3: Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.

SS.912.W.3.In.c: Recognize effects of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula, such as the Crusades, the capture of Jerusalem, and conversion of the Mongols to Islam.

SS.912.W.3.Su.c: Recognize an effect of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula, such as the spread of Islam.

SS.912.W.3.Pa.c: Recognize that religion influences culture.

SS.912.W.3.4: Describe the expansion of Islam into India and the relationship between Muslims and Hindus.

SS.912.W.3.In.d: Identify factors that led to the expansion of Islam into India, such as traders, missionary activities, invasions, and the introduction of the Islamic faith to Hindus in India.

SS.912.W.3.Su.d: Recognize a factor that led to the expansion of Islam into India, such as traders, missionary activities, invasions, or the introduction of Islamic faith to Hindus in India.

SS.912.W.3.Pa.d: Recognize that religion influences culture.

SS.912.W.3.5: Describe the achievements, contributions, and key figures associated with the Islamic Golden Age. Remarks/Examples: Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.

SS.912.W.3.In.e: Recognize achievements, contributions, and key figures associated with the Islamic Golden Age, such as in medicine (Avicenna), mathematics, and philosophy (Averroes).

SS.912.W.3.Su.e: Recognize that achievements in the Islamic Golden Age included advancements in many areas of learning.

SS.912.W.3.Pa.e: Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.

SS.912.W.3.6: Describe key economic, political, and social developments in Islamic history.

Remarks/Examples: Examples are growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, Islamic slave trade.

SS.912.W.3.In.f: Recognize key developments in Islamic history, such as the form of government (caliphate), the formation of different religious groups—Sunni and Shi'a, and the importance of slave trade.

SS.912.W.3.Su.f: Recognize a key development in Islamic history, such as the form of government (caliphate), the formation of different religious groups—Sunni and Shi'a, or the importance of slave trade.

SS.912.W.3.Pa.f: Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.

SS.912.W.3.7: Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century. Remarks/Examples: Examples are Crusades, Reconquista.

SS.912.W.3.In.g: Recognize effects of the European response to Islamic expansion, such as the Crusades and Reconquista.

SS.912.W.3.Su.g: Recognize that the Crusades were a key European response to Islamic expansion.

SS.912.W.3.Pa.g: Recognize people fight for their religious beliefs.

SS.912.W.3.8: Identify important figures associated with the Crusades.

Remarks/Examples: Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.

SS.912.W.3.In.h: Recognize effects of the European response to Islamic expansion, such as the Crusades and Reconquista.

SS.912.W.3.Su.h: Recognize that the Crusades were a key European response to Islamic expansion.

SS.912.W.3.Pa.h: Recognize people fight for their religious beliefs.

SS.912.W.3.16: Locate major civilizations of Mesoamerica and Andean South America. Remarks/Examples: Examples are Maya, Aztec, Inca.

SS.912.W.3.In.p: Recognize major civilizations of Mesoamerica and Andean South America, such as Maya, Aztec, and Inca.

SS.912.W.3.Su.p: Recognize a major civilization of Mesoamerica and Andean South America.

SS.912.W.3.Pa.p: Recognize that there were civilizations in different parts of the world.

SS.912.W.3.17: Describe the roles of people in the Maya, Inca, and Aztec societies.

Remarks/Examples: Examples are class structure, family life, warfare, religious beliefs and practices, slavery.

SS.912.W.3.In.q: Recognize the roles of people in Maya, Inca, and Aztec societies, such as class structures, family life, warfare, religious beliefs and practices, and slavery.

SS.912.W.3.Su.q: Recognize a role of people in Maya, Inca, and Aztec societies, such as class structures, family life, warfare, religious beliefs and practices, or slavery.

SS.912.W.3.Pa.q: Recognize different roles of people.

Unit 3.2 Sub-Saharan African Civilizations

Key Ideas:

1. The Empire of Ghana
2. The Empire of Mali
3. The Empire of Songhai
4. Compare and contrast the three-main ancient African empires; Ghana, Mali and Songhai

Vocabulary:

Lesson 1: Africa, Ghana, West Africa, middle ages, Dinga Cisse, economy, feudal system, trade, iron, gold, import, export, convert

Lesson 2: Mali, Mansa, Musa, Hajj, caste system, religion of Islam, Timbuktu

Lesson 3: Songhai, Sunni Ali, trading, slaves, griot, Moroccans

Materials:

[PowerPoint Click Here](#)

[Graphic Organizer African Empires Click Here](#)

[Venn Diagram African Kingdoms Click Here](#)

[Cornell Notes African Empires Mali Click Here](#)

[Cornell Notes African Empires Songhai Click Here](#)

Lesson 1: For this lesson you will need:

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.
- Interactive notebook or journal
- Sticky notes
- Unit 3.2 African Kingdom Graphic Organizer
- Unit 3.2 Ghana Cornell Notes Template *optional. Use the pictures as a scaffold for students that need a word bank and/or to cut/paste. This printable will be used for 4 lessons.
- Note on the Materials List slide the recommended pages to print

Lesson 2: For this lesson you will need:

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.
- Interactive notebook or journal
- Optional: Unit 3.2 Cornell Notes African Kingdoms.
- Unit 3.2 African Kingdoms graphic organizer. Use the pictures as a scaffold for students that need a word bank and/or to cut/paste. This printable will be used for 4 lessons.

Lesson 3: For this lesson you will need:

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.
- Interactive notebook or journal
- Optional: Unit 3.2 Cornell Notes African Kingdoms.

- Unit 3.2 African Kingdoms graphic organizer. Use the pictures as a scaffold for students that need a word bank and/or to cut/paste. This printable will be used for 4 lessons.

Lesson 4: What you need for this lesson:

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.
- Interactive notebook or journal
- Chart paper and/or dry erase board
- dry erase colored markers (4-6 colors) or markers if using chart paper
- Completed Unit 3.2 African Kingdom graphic organizer. Students will use this document from the previous lessons as a reference for the Venn diagram.
- Unit 3.2 Venn Diagram African Kingdom printable Use page 1 as a word bank and/or to cut/paste.

Standards covered in Unit 3.2:

SS.912.W.3.10: Identify key significant economic, political, and social characteristics of Ghana.

Remarks/Examples: Examples are salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, slavery.

SS.912.W.3.In.j: Recognize significant characteristics of Ghana, such as salt and gold trade, matrilineal inheritance, rise of Islam, and slavery.

SS.912.W.3.Su.j: Recognize a characteristic of Ghana, such as salt and gold trade, matrilineal inheritance, rise of Islam, or slavery.

SS.912.W.3.Pa.j: Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.

SS.912.W.3.11:

Identify key figures and significant economic, political, and social characteristics associated with Mali.

Remarks/Examples: Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.

SS.912.W.3.In.k: Recognize significant characteristics of Mali, such as gold mining, salt trade, and slavery.

SS.912.W.3.Su.k: Recognize a characteristic of Mali, such as gold mining, salt trade, or slavery.

SS.912.W.3.Pa.k: Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.

SS.912.W.3.12: Identify key figures and significant economic, political, and social characteristics associated with Songhai.

Remarks/Examples: Examples are Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, provincial political structure.

SS.912.W.3.In.l: Identify characteristics associated with Songhai, such as gold, salt trade, Sankore University, and provincial political structure.

SS.912.W.3.Su.l: Recognize a characteristic associated with Songhai, such as gold, salt trade, Sankore University, or provincial political structure.

SS.912.W.3.Pa.l: Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.

SS.912.W.3.13: Compare economic, political, and social developments in East, West, and South Africa.

SS.912.W.3.In.m: Recognize major characteristics of developments in East, West, and South Africa.
SS.912.W.3.Su.m: Recognize a major characteristic of developments in East, West, and South Africa.
SS.912.W.3.Pa.m: Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.

SS.912.W.3.14: Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.

Remarks/Examples: Examples are disruption of trade, internal political struggles, Islamic invasions.

SS.912.W.3.In.n: Recognize factors that led to the fall of the empires of Ghana, Mali, and Songhai, such as disruption of trade and internal political struggles.

SS.912.W.3.Su.n: Recognize a factor that led to the fall of the empires of Ghana, Mali, and Songhai, such as disruption of trade or internal political struggles.

SS.912.W.3.Pa.n: Recognize change of leadership over time.

Unit 3.3 Meso and South American Civilizations

Big Idea: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.

Key Ideas

1. Identify the effects of the Maya, Olmec and Chavin people on the Meso and South American civilizations
2. Identify major civilizations of Mesoamerica and Andean South America.
3. Describe important leaders, and the roles people played in the Maya, Inca and Aztec civilizations.
4. Compare the similarities between the Mayas, Aztecs and Incas

Vocabulary

1. Mesoamerica, South America, country, continent, civilization, government, economy, BCE, Maya/Mayans, Olmec, Chavin, bloodletting, Andes Mountains
2. Aztecs, Incas, Mesoamerica, Andean South America, Mexico, South America, continent, country, map directions (north, south, east, west), map key
3. Maya, social classes, caste system, Pacal the Great, Inca, Moctezuma I, Sapa Inca, Huayna Capac, Machu Picchu

Materials

[PowerPoint Click Here](#)
[Guided Notes Click Here](#)
[Cause and Effect Click Here](#)
[Cloze Notes Click Here](#)

Lesson 1

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.

- Interactive notebook or journal
- Cloze Notes
- Cause and Effect of Mesoamerican People

Lesson 2

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.
- Interactive notebook or journal
- Blank map of Mesoamerica and South America

Lesson 3

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.
- Interactive notebook or journal
- Maps from the previous lesson
- 3.3 Aztec, Inca, Maya Roles and Leaders Guided Notes

Lesson 4

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.
- Interactive notebook or journal

Standards covered in Unit 3.3:

SS.912.W.3.15: Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.

SS.912.W.3.In.o: Identify legacies—such as religion, astronomy, and architecture—of the Olmec, Zapotec, and Chavin on later civilizations.

SS.912.W.3.Su.o: Recognize a legacy—such as religion, astronomy, or architecture—of the Olmec, Zapotec, or Chavin on later civilizations.

SS.912.W.3.Pa.o: Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.

SS.912.W.3.16: Locate major civilizations of Mesoamerica and Andean South America. Remarks/Examples: Examples are Maya, Aztec, Inca.

SS.912.W.3.In.p: Recognize major civilizations of Mesoamerica and Andean South America, such as Maya, Aztec, and Inca.

SS.912.W.3.Su.p: Recognize a major civilization of Mesoamerica and Andean South America.

SS.912.W.3.Pa.p: Recognize that there were civilizations in different parts of the world.

SS.912.W.3.17: Describe the roles of people in the Maya, Inca, and Aztec societies. Remarks/Examples: Examples are class structure, family life, warfare, religious beliefs and practices, slavery.

SS.912.W.3.In.q: Recognize the roles of people in Maya, Inca, and Aztec societies, such as class structures, family life, warfare, religious beliefs and practices, and slavery.

SS.912.W.3.Su.q: Recognize a role of people in Maya, Inca, and Aztec societies, such as class structures, family life, warfare, religious beliefs and practices, or slavery.

SS.912.W.3.Pa.q: Recognize different roles of people.

SS.912.W.3.18: Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.

Remarks/Examples: Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.

SS.912.W.3.In.r: Recognize common characteristics of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, and government.

SS.912.W.3.Su.r: Recognize a common characteristic of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, or government.

SS.912.W.3.Pa.r: Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.

SS.912.W.3.19: Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.

SS.912.W.3.In.s: Recognize common characteristics of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, and government.

SS.912.W.3.Su.s: Recognize a common characteristic of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, or government.

SS.912.W.3.Pa.s: Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.

Unit 4 Western Europe Civilizations

Big Idea 2: Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).

Key Ideas

1. Charlemagne and the Carolingian Empire
2. Social Class/Feudal System
3. Manor System
4. Role of the Church
5. Challenges during the Middle Ages
6. English History and Establishing Legal Principles
7. Western Europe in the 1300s: the Great Famine, Black Death, and the Hundred Years War

Vocabulary

Lesson 1: Charlemagne, Charles Martel, Europe, Germany, Kingdom of the Franks, barbarians, Franks, Holy Roman Empire, Carolingian Empire, Carolingian Renaissance, Carolingian miniscule, illuminated manuscripts, nobles, Pope, trial by ordeal, trial by jury

Lesson 2: feudalism, feudal system, King, Nobles, Knights, Peasants, Serfs, Middle Ages, land/fief

Lesson 3: Manor, community, crop rotation, fields, manorialism, self-sufficient

Lesson 4: Hierarchy, Pope, Monasteries, converting, shelter, Catholic Church, clergy, monks, friars, excommunicate, tithes

Lesson 5: agriculture, plowing, oxen, harness, guild, blacksmith, markets, merchant, bartering, currency, universities

Lesson 6: Consequences, punishment, law, English Common Law, habeas corpus, Magna Carta, William the Conqueror, Domesday Book

Lesson 7: The Black Death, The Great Famine, The Hundred Years War, pandemic, starvation

Materials

[PowerPoint Click Here](#)

[Cut and Paste Click Here](#)

[Collage Pictures Click Here](#)

Lesson 1:

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.
- Interactive notebook or journal
- Cloze paragraph
- Word bank
- Internet access
- Projector

Lesson 2:

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.
- Interactive notebook or journal
- Feudal pyramid, and word bank
- Feudalism Compare to Modern Day Worksheet
- 26 Lollipops or colored sticks

Lesson 3:

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.
- Interactive notebook or journal
- Manor Pictures
- Chart Paper, poster board or large construction paper per student or small group

Lesson 4

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.
- Interactive notebook or journal
- Church in the Middle Ages Cloze Notes

Lesson 5

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.
- Interactive notebook or journal

Lesson 6

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.
- Interactive notebook or journal

Lesson 7

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.
- Interactive notebook or journal

Standards covered in Unit 4:

SS.912.W.2.10: Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.

SS.912.W.2.In.j: Identify the social rankings in medieval society and the role feudalism played in Western Civilization.

SS.912.W.2.Su.j: Recognize a feature of Western Civilization that came from medieval times, such as a social class system or private property.

SS.912.W.2.Pa.j: Recognize a contribution of medieval civilizations.

SS.912.W.2.11: Describe the rise and achievements of significant rulers in medieval Europe.

Remarks/Examples: Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.

SS.912.W.2.In.k: Identify the achievements under the leadership of Charlemagne, such as religious reform, establishment of courts, and cultural revival.

SS.912.W.2.Su.k: Recognize an achievement under the leadership of Charlemagne, such as religious reform, establishment of courts, or cultural revival.

SS.912.W.2.Pa.k: Recognize a positive consequence of change in civilization.

SS.912.W.2.12: Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.

SS.912.W.2.In.l: Recognize ways Christian monasteries and convents helped the people through education, charity, and agriculture.

SS.912.W.2.Su.l: Recognize a way Christian monasteries and convents helped the people through education and charity.

SS.912.W.2.Pa.l: Recognize a social support provided by religious organizations.

SS.912.W.2.14: Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.

SS.912.W.2.In.n: Recognize difficulties experienced by Western Europe in the 1300s, such as the Great Famine, Black Death, and the Hundred Years War.

SS.912.W.2.Su.n: Recognize a difficulty experienced by Western Europe in the 1300s, such as the Great Famine or Black Death.

SS.912.W.2.Pa.n: Recognize that disease or war can destroy a civilization.

SS.912.W.2.15: Determine the factors that contributed to the growth of a modern economy.

Remarks/Examples: Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.

SS.912.W.2.In.o: Recognize how the modern economy developed, such as from the growth of the early banking system, advancements in agriculture, the rise of the merchant class, and the growth of towns and cities.

SS.912.W.2.Su.o: Recognize a way the modern economy developed, such as from the growth of the early banking system, advancements in agriculture, the rise of the merchant class, or the growth of towns and cities.

SS.912.W.2.Pa.o: Recognize that an economy involves buying and trading goods.

SS.912.W.2.18: Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures. Remarks/Examples: Examples are Magna Carta, parliament, habeas corpus.

SS.912.W.2.In.r: Recognize that developments in medieval English history established important legal principles, such as English Common law, the Magna Carta, habeas corpus, and the development of modern democratic institutions.

SS.912.W.2.Su.r: Recognize a development in medieval English history that established modern democratic government, such as English Common law or the Magna Carta.

SS.912.W.2.Pa.r: Recognize that people are governed by laws.

Unit 5 Japan Medieval Civilizations

Big Idea 2: Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).

Key Ideas:

1. Identify physical features of Japan that impacted its development.
2. Identify major developments in medieval Japan, such as the influence of the religions, feudal system, government, and military.
3. Compare Japanese feudalism with Western European feudalism during the Middle Ages.
4. Identify an example of Japan's cultural and economic relationship to China and Korea.

Vocabulary:

- Japan, Buddhism, Tale of Genji, The Pillow Book, Japanese feudalism, Emperor, Shogun, Daimyo, Samurai, merchants, peasants, artisans, Shogunate

Materials:

[PowerPoint Click Here](#)

[Venn Diagram Click Here](#)

- 4 papers (8.5 x11 or whatever size works best for your room) that mark corners of the room with the letters A, B, C, D.
- Interactive notebook or journal
- Unit 5 Japan and European Feudalism Venn
- Shogunate Pyramid
- Class set of dry erase boards and markers

Standards covered in Unit 5:

SS.912.W.2.19: Describe the impact of Japan's physiography on its economic and political development.

SS.912.W.2.In.s: Identify physical features of Japan that impacted its development.

SS.912.W.2.Su.s: Recognize selected physical features of Japan that impacted its development.

SS.912.W.2.Pa.s: Recognize an impact of a physical feature on a location.

SS.912.W.2.20: Summarize the major cultural, economic, political, and religious developments in medieval Japan.

Remarks/Examples: Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.

SS.912.W.2.In.t: Identify major developments in medieval Japan, such as the influence of the religions, feudal system, government, and military.

SS.912.W.2.Su.t: Recognize a major development in medieval Japan, such as the influence of the religions, feudal system, government, or military.

SS.912.W.2.Pa.t: Recognize that civilizations change over time.

SS.912.W.2.21: Compare Japanese feudalism with Western European feudalism during the Middle Ages.

SS.912.W.2.In.u: Identify major developments in medieval Japan, such as the influence of the religions, feudal system, government, and military.

SS.912.W.2.Su.u: Recognize a major development in medieval Japan, such as the influence of the religions, feudal system, government, or military.

SS.912.W.2.Pa.u: Recognize that civilizations change over time.

SS.912.W.2.22: Describe Japan's cultural and economic relationship to China and Korea.

SS.912.W.2.In.v: Identify an example of Japan's cultural and economic relationship to China and Korea.

SS.912.W.2.Su.v: Recognize an example of Japan's cultural and economic relationship to China and Korea.

SS.912.W.2.Pa.v: Recognize that people in different cultures share customs and practices.