

## FIRST QUARTER · CYCLE 1, UPPER

## TOPIC: What Does a Historian Do?

PACING: 4 Days

## STANDARDS:

- SS.5-8.TCC.1** Examine how the study of the past provides a representation of the history of communities, nations, and the world.
- SS.5-8.TCC.3** Cite evidence that learning about the past requires the interpretation of sources and that using varied sources provides the potential for a more balanced interpretive record of the past.
- SS.5-8.TCC.4** Using the Bible and the Spirit of Prophecy, trace the great controversy throughout history.
- SS.5-8.IDI.10** Justify that perceptions are interpretations of information about individuals and events and can be influenced by bias and stereotypes.
- SS.5-8.STS.4** Give evidence of how our lives today are media and technology dependent.

## OBJECTIVES:

- Understand why people study history.
- Categorize by primary or secondary source and understand what makes a source reliable.
- Distinguish between fact and opinion and recognize bias.

**VOCABULARY:** era, archaeology, artifact, paleontology, fossils, anthropology, species, evidence, primary source, secondary source, bias, conclusion, credentials, plagiarize

## SPIRITUAL APPLICATIONS:

Education by Ellen G. White, Chapter 19. In this chapter of the book, Education, Mrs. White talks about the Bible being the greatest history source and the importance of “viewing the things of time in the light of eternity, we may put them to their truest and noblest use.”

## MCGRAW-HILL RESOURCES:

*A History of the World*

**Chapter 1 - pp. 1-24**

Chapter 1 Digital Lessons Plans and Presentations

Video - *Great Reasons to Study History* (32:13)

Video - *Uncovering the Past* (4:22)

Video - *Internet Researching Techniques* (17:45)

## ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop video - *Fact and Opinion* (4:29)

BrainPop video - *Online Resources* (4:33)

BrainPop video - *Plagiarism* (5:13)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a poster illustrating reasons for studying history.
2. Compare and contrast different calendars (i.e., Julian, Gregorian, Jewish).
3. List examples of narrow and broad research subjects. Which will be the focus of our studies this year?
4. Write two paragraphs about the same topic. In one paragraph write with bias and in one without bias. Compare your paragraphs with a classmate to see if they can identify the biased paragraph.
5. As a class, make a time capsule with items you currently use. What would someone in 100 years be able to tell about your life after looking at the items?

## FIRST QUARTER · CYCLE 1, UPPER

## TOPIC: Geography, Economics, and Citizenship

PACING: 5 Days

## STANDARDS:

- SS.5-8.C.1** Explain “culture” as it refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.
- SS.5-8.C.2** Define concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance.
- SS.5-8.IGI.12** Participate in age appropriate outreach and service projects.
- SS.5-8.PDC.9** Interpret how markets bring buyers and sellers together to exchange goods and services..
- SS.5-8.CIP.6** Identify the origins and function of major institutions and practices developed to support democratic ideals and practices.

## OBJECTIVES:

- Apply understanding of geography to the interpretation of maps and its relationship with history.
- Identify basic economic systems and the role of trade in world history.
- Summarize important facts about the rights, duties, and responsibilities of United States citizens.

**VOCABULARY:** hemisphere, latitude, longitude, projections, physical maps, political maps, choropleth, culture, capital, scarcity, globalization, representative government

## SPIRITUAL APPLICATIONS:

Luke 6:27-31 – Discuss Jesus’ message about loving those around us. Compare this to the concept of good citizenship. How does being a good citizen here on earth prepare us for citizenship in heaven?

## MCGRAW-HILL RESOURCES:

*A History of the World*

**Chapter 2 – pp. 25-50**

Chapter 2 Digital Lessons Plans and Presentations

Video – *Climate, Water, Etc.: Geography Basics* (23:52)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Reading Maps* (14:38)

Learn360 video – *Teen Character Education: Citizenship* (15:59)

BrainPop video – *Geography Themes* (4:04)

BrainPop video – *Supply and Demand* (2:56)

BrainPop video – *Citizenship* (4:25)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Choose one of the Six Essential Elements of Geography and one specific place on earth. Conduct research and then write two or three paragraphs describing the chosen place in terms of the essential element.
2. Attempt to peel an orange and produce a flat piece of peel. Relate this to the issue of representing our world on a flat map.
3. Using a three-circle Venn diagram, compare and contrast the traditional economy, command economy, and market economy.
4. Participate in an outreach or service project which demonstrates citizenship to your community.

## FIRST QUARTER · CYCLE 1, UPPER

## TOPIC: Early Humans and the Agricultural Revolution

PACING: 3 Days

## STANDARDS:

- SS.5-8.IDI.3** Define and describe concepts such as development, change, personality, learning, individual, family, groups, motivation, and perception.
- SS.5-8.IDI.5** Recognize the role of useful work in personal development and maintaining self-worth..
- SS.5-8.IGI.3** Determine how institutions are created to respond to changing individual and group needs.
- SS.5-8.PDC.8** Explain the economic gains that result from specialization and exchange as well as the trade-offs.
- SS.5-8.STS.1** Discuss how science is a result of empirical study of the natural world and that technology is the application of knowledge to accomplish tasks.

## OBJECTIVES:

- Discuss the trial-and-error method of solving problems.
- Identify the benefits of systematic agriculture.

**VOCABULARY:** nomads, technology, systematic agriculture, domesticate, specialization, monarchy

## SPIRITUAL APPLICATIONS:

Genesis 2:15 and Genesis 3:17-19 – In the Garden of Eden, God intended “work” to be part of man’s activities. How did the work required to grow food change after sin?

## MCGRAW-HILL RESOURCES:

*A History of the World*

**Chapter 3 – pp. 51-72**

Chapter 3 Digital Lessons Plans and Presentations

*Note: Much of this chapter will contain information contrary to the Biblical account of early history.*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Agriculture: Video Vocab* (3:02)

*Note: Only a brief reference to 10-12,000 years ago.*

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. While having a Biblical view of early history contradicts some of the information in this chapter, list ways that the Biblical account supports the concepts discussed:
  - a. Nomads
  - b. Systematic agriculture
  - c. Domesticate
  - d. Specialization
  - e. Monarchy
2. Discuss the meaning of “technology.” Choose a current tool or method of accomplishing a task. Make a time line to show how that “technology” has been improved and advanced to its current level.
3. Choose a crop that is grown in a region of the world. After researching that crop, create and present digitally (PowerPoint) the information to your classmates.
4. Discuss the concept of “useful work.” Write an essay detailing how “useful” work benefits the individual and the community.

## FIRST QUARTER · CYCLE 1, UPPER

## TOPIC: Mesopotamia

PACING: 4 Days

## STANDARDS:

- SS.5-8.TCC.8** Outline the origins and influences of social, cultural, political, and economic systems.
- SS.5-8.TCC.14** Study the prophetic outlines of Daniel and the Revelation.
- SS.5-8.PPE.1** Examine how the theme of people, places, and environments involves the study of the relationship between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.
- SS.5-8.IGI.2** Define concepts such as mores, norms, status, role socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.
- SS.5-8.STS.3** Investigate how society often turns to science and technology to solve problems.

## OBJECTIVES:

- Explain how floods benefited the farmers of Mesopotamia.
- Analyze why the Sumerians invented a writing system and why scribes were important in Sumerian society.
- Discuss Hammurabi's Code.
- Compare and contrast the Sumerian, Assyrian, and Chaldean empires.

**VOCABULARY:** silt, irrigation, Fertile Crescent, surplus, city-states, polytheism, ziggurat, cuneiform, scribes, empire, caravan, astronomer

## SPIRITUAL APPLICATIONS:

Daniel 2 – Review and explain Nebuchadnezzar's dream and the interpretation of it. Invite the pastor to make a presentation on the fulfillment of this prophecy.

## MCGRAW-HILL RESOURCES:

*A History of the World*

**Chapter 4 – pp. 73-96**

Chapter 4 Digital Lessons Plans and Presentations

Video – *Mesopotamia: An Overview (3:11)*

*NOTE: Brief reference to 9,000 years ago.*

Video – *Persepolis: Landmarks (5:00)*

## ADDITIONAL RESOURCES / CONNECTIONS:

Hope Channel video – <https://www.hopechannel.com/watch/babylon-in-bible-prophecy> (7:05)

Learn360 video segments – *Mesopotamia* (0:56) and *Tigris and Euphrates* (1:28)

BrainPop video – *The Sumerians* (4:37)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Make a T-chart listing peoples and places mentioned in Chapter 4. In the second column, write references from the Bible that refer to these peoples or places.
2. Summarize the connections between the presence of rivers and the development of civilizations. Research the rivers located in the Garden of Eden named in Genesis 2:10-14 – the Pishon, Gihon, Tigris, and Euphrates rivers – and include in your summary.
3. Compare and contrast the Sumerian, Assyrian, and Chaldean empires.