

FIRST QUARTER · CYCLE 3, UPPER

TOPIC: Map Skills

PACING: 2 Days

**STANDARDS:**

- SS.5-8.STS.4** Give evidence of how our lives today are media and technology dependent.
- SS.5-8.PPE.10** Analyze the roles of different kinds of population centers in a region or nation.

**OBJECTIVES:**

- Locate and identify the world’s continents and hemispheres.
- Describe distortions in map making.
- Compare ancient and modern maps (including digital and electronic technologies).
- Identify political and physical maps.

**VOCABULARY:** continent, hemisphere, distortion, political map, physical map

## FIRST QUARTER · CYCLE 3, UPPER

## TOPIC: Islamic Civilizations

PACING: 3 Days

## STANDARDS:

- SS.5-8.C.6** Discern how people learn the elements of their culture through interactions with others, and how people learn of other cultures through communication and study.
- SS.5-8.C.7** Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity.
- SS.5-8.TCC.12** Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present.
- SS/5-8.PPE.7** Summarize factors that contribute to cooperation and conflict among peoples of the nation and the world including language, religion, and political beliefs.
- SS.5-8.PDC.9** Interpret how markets bring buyers and sellers together to exchange goods and services.
- SS.5-8.CIP.9** Compare religious freedom in various parts of the world.

## OBJECTIVES:

- Understand how physical geography influenced Arab civilizations.
- Discuss the significance of key components of Islam.
- Distinguish the methods of how Islam was spread through various events and people.
- Determine how the Turks, Safavids, and Moguls incorporated Islam into their empires.
- Explain how discoveries and inventions affected the lives of Muslims.

**VOCABULARY:** Islam, oasis, Quran, caliph, caravan, shari'ah, principle, culture, mosque, astrolabe

## SPIRITUAL APPLICATIONS:

Review the story of Abraham. Discuss the importance of Abraham to Muslims, Jews, and Christians.

## MCGRAW-HILL RESOURCES:

*A History of the World*

**Chapter 14 – pp. 395-418**

Chapter 14 Digital Lessons Plans and Presentations

Video – *Islamic World* (4:23)

Video – *Islamic Trade Routes* (6:16)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Arab World -- Early Civilization and Imperialism* Video Clip (5:28)  
BrainPop video – *Ottoman Empire* (6:38)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Foldable Activities: Islamic Civilization (in McGraw-Hill digital resources for this chapter)
2. Develop a time line presentation outlining the Islamic civilizations or produce cause-effect charts to organize historical events from this time period.
3. Compare and contrast Islam with Christianity, particularly Adventism, in writing or in an oral presentation.

## FIRST QUARTER · CYCLE 3, UPPER

## TOPIC: African Civilizations

PACING: 4 Days

## STANDARDS:

- SS.5-8.C.1** Explain “culture” as it refers to socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.
- SS.5-8.C.4** Describe how the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture.
- SS.5-8.TCC.8** Outline the origins and influences of social, cultural, political, and economic systems.
- SS.5-8.TCC.11** Outline the efforts and influence of Seventh-day Adventist missionaries.
- SS.5-8.PPE.1** Examine how the theme of people, places, and environments involve the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.
- SS.5-8.PAG.7** Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.

## OBJECTIVES:

- Analyze how trade affected Africa’s development.
- Understand how trade affects the exchange of ideas.
- Demonstrate understanding of Africa’s influence on culture.
- Compare and contrast primary-source quotes on the slave trade.

**VOCABULARY:** savanna, plateau, griots, dhows, clan, Swahili, matrilineal, oral history, spirituals

## SPIRITUAL APPLICATIONS:

Visit [www.adventistarchives.org/missionaries](http://www.adventistarchives.org/missionaries) and discuss the spread and growth of Adventist missions.

*Showers of Grasshoppers and Other Miracle Stories from Africa* by Bradley Booth

## MCGRAW-HILL RESOURCES:

*A History of the World*

**Chapter 15 – pp. 419-446**

Chapter 15 Digital Lesson Plans and Presentations

Video – *Mbande Nzinga* (1:50)

Video – *African Savanna and Mali* (5:39)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Roots of African Civilization* (24:07)

BrainPop video – *Savanna* (2:21)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Work in small groups to create an illustrated children’s story about a topic related to an African region or people.
2. Research and report on traditional African music and instruments.
3. Summarize in writing the key characteristics of the African governments studied in this chapter.
4. Research an Adventist missionary to Africa and present your findings in a PowerPoint presentation to share in class or at church.

## FIRST QUARTER · CYCLE 3, UPPER

## TOPIC: The Americas

PACING: 4 Days

## STANDARDS:

- SS.5-8.C.3** Find evidences of how culture influences the ways in which human groups solve the problems of daily living.
- SS.5-8.C.9** Explain how people from different cultures develop different values and ways of interpreting experience.
- SS.5-8.PPE.8** Discuss human modifications of the environment.

## OBJECTIVES:

- Explain how early peoples arrived and settled in the Americas.
- Compare farming in the Americas with farming in the early river valley civilizations.
- Describe the cultures of Maya, Aztec, and Inca civilizations.
- Analyze how different societies of North American peoples lived.

**VOCABULARY:** isthmus, maize, sinkhole, hogan

## SPIRITUAL APPLICATIONS:

*Messages to Young People*, pp. 365, 366 – “God has surrounded us with nature’s beautiful scenery to attract and interest the mind. It is His design that we should associate the glories of nature with His character. If we faithfully study the book of nature, we shall find it a fruitful source for contemplating the infinite love and power of God.”

Discuss the diverse and beautiful scenery across our country.

## MCGRAW-HILL RESOURCES:

*A History of the World*

**Chapter 16 – pp. 447-470**

Chapter 16 Digital Lesson Plans and Presentations

Video – *Peru: History* (7:19)

Video – *Aztec, Maya, and Inca Civilizations* (3:47)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Worlds of the Mayas, Aztecs, and Incas* (25:02)

BrainPop video – *Aztec Civilization* (4:25)

*Note: brief mention of human sacrifices.*

BrainPop video – *Maya Civilization* (5:00)

BrainPop video – *Inca Civilization* (4:08)

BrainPop video – *MesoAmerica* (4:29)

BrainPop video – *American Indians* (4:04)

*Note: reference to ice bridge 10,000 years ago.*

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Students can play the “Sortify” game about Native Americans associated with BrainPop videos.
2. Write a narrative describing landforms you would encounter on a trip across the United States.
3. Use software to create a time line of the major civilizations in Mesoamerica.
4. Visit one or more National Park Service websites (i.e., Bandelier National Monument, Chaco Culture National Historical Park, Effigy Mounds National Monument, or Mesa Verde National Park) about a Native American location/culture. Create a brochure showing what visitors may see and learn at this national park.

## FIRST QUARTER · CYCLE 3, UPPER

## TOPIC: Imperial China

PACING: 4 Days

## STANDARDS:

- 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.
- SS5-8.PDC.1** Examine why individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources.

## OBJECTIVES:

- Compare concepts of leadership from imperial China with those of today.
- Identify technological advances that brought changes to the Chinese society.
- Explain how the Mongol empire affected trade.
- Determine characteristics needed to rule a vast land.
- Describe the factors that contributed to the rise and fall of dynasties.

**VOCABULARY:** neo-Confucianism, porcelain, calligraphy, steppe, terror, regime

## SPIRITUAL APPLICATIONS:

Matthew 28:19, 20 – Discuss the “Great Commission.”  
*Guide’s Greatest Mission Stories* by Lori Peckham

## MCGRAW-HILL RESOURCES:

*A History of the World*  
**Chapter 17 – pp. 471-506**  
Chapter 17 Digital Lesson Plans and Presentations  
Video – *Chinese Civilization Part 2*  
(first 7:30 minutes are closely tied to this chapter.)  
Video – *Ming Dynasty* – (7:37)

## ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop video – *The Great Wall of China* (2:37)  
BrainPop video – *Silk Road* (4:53)  
Learn360 video – *China: The History and The Mystery, Part 1: World History & Culture* (1 hour, but divided into short content segments – most about 6 or 7 minutes long)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Write a position essay about civil service examinations during Imperial China and today.
2. Write a poem Li Bo style or paint a Chinese landscape.
3. Identify and categorize advancements made in the Chinese economy, technology, and arts. (Teacher may print off Taking Notes: Categorizing from the Lesson 2 presentation.)
4. Make cards or write letters to send to a Seventh-day Adventist mission institution in China. The class may want to make a list of questions about China to send with their cards.