

SECOND QUARTER · CYCLE 3, UPPER

TOPIC: Civilizations of Korea, Japan, and Southeast Asia

PACING: 4 Days

STANDARDS:

- SS.5-8.PPE.5** Investigate how the concept of regions identifies the links between people in different locations according to specific criteria.
- SS.5-8.PPE.6** Illustrate patterns of demographic and political change and cultural diffusion in the past and present.
- SS.5-8.IGI.7** Assess how cultural diffusion occurs when groups migrate.
- SS.5-8.IGI.9** Demonstrate how institutions may promote or undermine social conformity.

OBJECTIVES:

- Explain why Korea is considered a bridge between China and Japan and how it built a civilization.
- Understand how geography shaped Japan's society and why nature was important to the Japanese.
- Identify geographical features that affected settlement and early ways of life in Southeast Asia.
- Discuss how military leaders became powerful in Southeast Asia.

VOCABULARY: tribute, archipelago, samurai, shogun, vassal, feudalism, guild, sect, martial art, volcano, tsunami, maritime

SPIRITUAL APPLICATIONS:

Compare and contrast the system of feudalism with Jesus and His followers.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 18 – pp. 507-536

Chapter 18 Digital Lessons Plans and Presentations

Video – *The Samurai* (5:41)

Note: Brief mention of Samurai suicide ritual.

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *East Asia: Land and Resources* (19:36)

Learn360 video – *Southeast Asia: The People* (21:25)

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

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create travel itineraries for a trip to view the historical and geographic highlights of Korea, Japan, or Southeast Asia.
2. Create a picture book which summarizes the history of Korea, Japan, or a country in Southeast Asia. Share with a younger student.
3. After choosing a topic related to Korea, Japan, or Southeast Asia approved by the teacher, complete research and develop a PowerPoint presentation for your class.

SECOND QUARTER · CYCLE 3, UPPER

TOPIC: Medieval Europe

PACING: 5 Days

STANDARDS:

- SS.5-8.TCC.13** Investigate the history of democratic ideals and principles and how they are represented in documents, artifacts, and symbols.
- SS.5-8.IGI.11** Critique how groups and institutions influence culture in a variety of ways.
- SS.5-8.PAG.5** Research and debate the ideologies and structures of political systems that differ from those of the United States.
- SS.5-8.PDC.5** Justify how economic incentives affect people's behavior and may be regulated by rules or laws.

OBJECTIVES:

- Know how the geography of Europe shaped the development of cultures.
- Understand why the Magna Carta is important.
- Explain the role that architecture, education, literature, and religion played in medieval life.
- Name causes and effects of the Crusades.
- Discuss problems and changes during the Middle Ages.

VOCABULARY: fjord, fief, serf, chivalry, guild, grand jury, trial jury, theology, vernacular, heresy, plaque

SPIRITUAL APPLICATIONS:

Revelation 12:13-17 – Discuss the prophecy about Satan's persecution of the church and God's protection.

Brave Men to the Battle by Virgil E. Robinson
– The story of the Waldensians.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 19 – pp. 537-578

Chapter 19 Digital Lesson Plans and Presentations

Video – *William the Conqueror and Feudalism* (5:50)

Video – *Castle Designs* (3:47)

Video – *Castles: The Center of Power* (7:54)

Video – *Religious Architecture* (7:21)

Video – *History of Austria from the Late Middle Ages* (9:27)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Middle Ages* (27:56)

BrainPop video – *Magna Carta* (2:54)

BrainPop video – *Middle Ages* (5:45)

BrainPop video – *Black Death* (4:39)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Contrast crossing geographical barriers during the Middle Ages with crossing them today by estimating time to cover the same distance in both eras.
2. Write a script about a day in the life of a lord, a vassal, a knight, or a peasant in medieval Europe.
3. Using a T-chart, list the causes and effects of the Crusades.
4. Research the Black Death. Share information learned about the disease and how this epidemic affected medieval Europe.
5. Create a model of a medieval castle.

SECOND QUARTER · CYCLE 3, UPPER

TOPIC: Renaissance

PACING: 4 Days

STANDARDS:

- SS.5-8.PPE.10** Analyze the roles of different kinds of population centers in a region or nation.
- SS.5-8.STS.3** Investigate how society often turns to science and technology to solve problems.
- SS.5-8.STS.9** Validate how values, beliefs, and attitudes have been influenced by new scientific and technological knowledge.

OBJECTIVES:

- Discuss who ruled the city-states of Italy and how power was achieved.
- Identify differences between art and literature of the Renaissance and the Middle Ages.
- Describe humanism.

VOCABULARY: Renaissance, secular, urban, diplomacy, mercenary, humanism

SPIRITUAL APPLICATIONS:

Genesis 1 – While reviewing the great art and literature from the Renaissance period, discuss the differences between God’s creative powers and the creative abilities of humans.

McGRAW-HILL RESOURCES:

A History of the World

Chapter 20 – pp. 579-597

Chapter 20 Digital Lesson Plans and Presentations

Video – *Leonardo da Vinci* (18:15)

Video – *Chaucer’s England* (7:48)

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop – *Leonardo da Vinci* (3:37)

BrainPop – *Michelangelo Buonarroti* (3:14)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Compare the difficulty of writing by hand with the use of the printing press and modern computers. Describe how technology has changed the way we communicate.
2. Research a Renaissance artist and present your findings about the artist’s life and accomplishments to the class. Try your hand at making a reproduction of one of their famous paintings or sculptures!
3. Use craft materials (wood sticks, modeling clay, foil, etc.) to build a model of a possible invention from the Renaissance period.

SECOND QUARTER · CYCLE 3, UPPER

TOPIC: Reformation

PACING: 4 Days

STANDARDS:

- SS.5-8.C.5** Compare the basic beliefs of the Seventh-day Adventist church with other religions and philosophies.
- SS.5-8.IDI.9** Identify the qualities that make individuals unique and equip them for a place in God's overall plan.
- SS.5-8.IGI.1** Explain how this theme helps us know how individuals are members of groups and institutions and influence and shape those groups and institutions.
- SS.5-8.PAG.9** Identify how God has ultimate control and protection over human affairs and discuss the ways He has led in the past.

OBJECTIVES:

- Understand how the Reformation influenced England and its American colonies.
- Locate European countries that were significant to the Reformation and explain why.
- Describe how European monarchs used religion to their advantage.
- Explain why France fought against Catholic countries in the Thirty Years' War.

VOCABULARY: indulgence, Reformation, predestination, annul, seminary

SPIRITUAL APPLICATIONS:

Discuss and review which Seventh-day Adventist beliefs are similar and different from those beliefs of denominations formed during the Reformation.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 20 - pp. 598-614

Chapter 20 Digital Lesson Plans and Presentations

Video - *Martin Luther and the Reformation* (7:58)

Video - *Francis Drake* (1:18)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Martin Luther: Famous People, Incredible Lives* (6:57)

Martin Luther - a 1953 black and white classic film details the life of Martin Luther. (105 minutes)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Research a reformer from this time period. Write an article as though reporting for a newspaper of the era. Include as many details about specific events and people as possible.
2. Prepare oral presentations on a person involved in the Reformation. Students speak as though they are that person telling who they are, what they accomplished, what they believe, and why.
3. Compare and contrast translations of the Bible made during the Reformation.
4. Make a list of qualities needed for an individual to stand up for a belief or idea that is not "the norm."