

**New Jersey Department of Education  
2006 Social Studies Standards Implementation Guide (SIG)**

**STANDARD 6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.**

**Grade 8**

**6.3.8.C. Expanding Zones of Exchange and Interaction to 1400 CE**

1. Discuss how Western civilization arose from a synthesis of Christianity and classical Greco-Roman civilization with the cultures of northern European peoples.
2. Discuss the spread of Islam in Southwest Asia, the Mediterranean region, and Northern Africa and the influence of Islamic ideas and practices on other cultures and social behavior, including:
  - The origin and development of Islamic law
  - The significance of the Quran and the Five Pillars of Islam
  - The diverse religious, cultural, and geographic factors that influenced the ability of the Muslim government to rule
  - The split into Sunni and Shi'ite factions
  - The importance of Muslim civilization in mediating long-distance commercial, cultural, intellectual, and food crop exchange across Eurasia and parts of Africa
3. Discuss the significance of the developing cultures of Asia, including the Golden Age in China and spread of Chinese civilization to Japan, Korea, and Southeast Asia and the rise of the Mongol Empire and its impact on the Kievan Rus.
4. Analyze the rise of the West African Empires of Ghana, Mali, and Songhay and compare with changes in Asia, Europe, and the Americas.
5. Analyze the relationships between Mesoamerican and Andean societies, including:
  - The growth of urban societies and urban planning
  - Religions and rituals
  - Governing structure and economy
  - The construction of the Mesoamerican calendar
  - Similarities in agriculture, societal structures, and artisan crafts
6. Explain the medieval origins of constitutional government in England (e.g., Edward I, Magna Carta, Model Parliament of 1295, Common Law).
7. Discuss the evolution of significant political, economic, social and cultural institutions and events that shaped European medieval society, including Catholic and Byzantine churches, feudalism and manorialism, the Crusades, the rise of cities, and changing technology.



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**Framework97 References**

“Society Meets the Individual’s Needs (Adolescent Culture in Medieval and Modern Societies)”, pp. 178-180.

“Custom’s of the World’s People (The Growth of Islam)”, pp. 216-217.

“Money as a Form of Exchange”, pp. 253-254.

“Markets and the Government (Medieval Burghers and the Control of Urban Commerce)”, pp. 255-256.

## **National History Standards**

### **ERA 4**

Standard 1: Imperial crises and their aftermath, 300-700 CE.

Standard 2: Causes and consequences of the rise of Islamic civilization in the 7th-10th centuries.

Standard 3: Major developments in East Asia and Southeast Asia in the era of the Tang dynasty, 600-900 CE.

Standard 4: The search for political, social, and cultural redefinition in Europe, 500-1000 CE

Standard 5: The development of agricultural societies and new states in tropical Africa and Oceania.

Standard 6: The rise of centers of civilization in Mesoamerica and Andean South America in the first millennium CE.

Standard 7: Major global trends from 300-1000 CE.

### **ERA 5.**

Standard 7: Major global trends from 1000-1500 CE.

## **Content Overview**

This section covers the rise of Western civilization (Christianity/Greco-Roman synthesis); the spread of Islam (ideas, practices) in Southwest Asia, the Mediterranean, Northern Africa; the rise of Asian cultures including China’s Golden Age and it’s spread to Japan, Korea, Southeast Asia; the rise of the Mongol Empire and it’s impact on Kievan Russia; the rise of Western African Empires of Mali, Songhay, and Ghana; the development of Mesoamerican and Andean societies; and the medieval origins of constitutional government in England and events that shaped medieval society in Europe including Catholic/Byzantine churches, feudalism and manoralism, the Crusades, the rise of cities and changing technology.

## **Essential Questions**

What trends and persons have formed the content and course of major world religions and their ethical, economic and political ideas?

How have the major religions agreed and differed on core beliefs, systems of ethics, and the idea of the good society?

How are these societies different and similar?

How did empires and kingdoms change during this era?

What accounts for the destruction of giant empires and the rapid rise of the one that will replace the fallen one?

Why is Christian Europe marginal in population, production, and urban life before 100 0CE?

How would the maturing of long-distance trade (and it’s economic and social institutions) contribute to the flourishing of civilizations of this era?

What variety of institutions, ideas and styles took shape during this era?

### **Teaching/ Resources**

<http://www.accd.edu/sac/history/keller/Mongols/intro.html>: A site covering the history of the Mongols and successor states and other related Asian history topics.

Wikipedia is "the free encyclopedia that anyone can edit." The website is called [http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page). The site includes informative articles on most world and U.S. history topics with links, lesson plans, student activities and a message page with which teachers can share ideas across the wide world.

<http://www.ed.gov/free/index.html>: A major source of free materials from the U.S. Government including lots of lesson plans and student activities.

<http://www.teach-nology.com>: Another source with 27,000 lesson plans which include a large assortment of student activities.

### **Assessment**

Students develop a T-chart to identify the major western civilizations during the Era of European discovery and their reasons for explorations of the known world. Using the chart, each student must write an essay explaining the findings, describing the research they have done, and the conclusions they arrived at. Essays should be scored for clarity of thinking, accuracy of detail, quality of analysis and soundness of judgment.