MaryHannah Schwarzen

Dr. Williams

Curriculum Design

Final Project

Curriculum Unit Pacing Guide

**Grade Level:** Ninth Grade **Subject:** Social Studies, Ancient History

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| **Week #** | **Monday**  | **Tuesday**  | **Wednesday**  | **Thursday**  | **Friday**  |
| **Week One**Standards:**AH.35** Explain the reasons for the establishment of Constantinople as the capital of the Byzantine Empire. **AH.36** Describe the contributions of Justinian (e.g., the codification of Roman law) and the economic and political expansion of the Byzantine Empire. | * End of Roman Empire and its leftovers
* What happened after the sacking of Rome?
 | * Establishment of Constantinople
* Start of Byzantine Empire
 | * Justinian and his rise to power
* Justinian’s wife
 | * Codification of Roman laws
* Economic and political expansion
 | **Project Day:** Coming up with your own laws**Wrap-up and review** |
| **Week Two**Standards:**AH.37** Compare and contrast Byzantine art and architecture with previous Greek and Roman traditions. **AH.38** Explain disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church. | * Byzantine art and architecture
* Review Greek art and architecture
 | * Hagia Sophia and Hippodrome
* Riots and Justinian’s political choices

**VIRTUAL TOUR DAY: Hagia Sophia** <https://www.youtube.com/watch?v=Y6e6LD7de-0> <https://www.youtube.com/watch?v=KRPp3jzv1Tw>  | **Project Day:** Byzantine religious mural art lab  | * Arguments of church leaders
* Part one, split between Roman Catholic Church and Greek Orthodox church
 | * Part two of church split

**Wrap-up and review** |
| **Week Three**Standards:**AH.39** Analyze the Golden Age of India under the Gupta Empire. | * Introduce Gupta Dynasty
* Compare the Byzantine Empire to Gupta Dynasty in India
 | * Early rulers to Samudragupta
 | * Chandragupta II’s reign
* Chandragupta’s campaigns against foreign tribes
 | * Decline of the Gupta empire
* Art, culture, science and literature of the Gupta era

**EXAMPLE:** panels at Dashavatara Temple | **Project Day:** Gupta art styleExample - panels at the Dashavatara Temple in Deogarh**Wrap-up and review** |
| **Week Four**Standards:**AH.40** Describe the origins, central features, and diffusion of Islam: • Key Person(s): Mohammad • Sacred Texts: The Quran and The Sunnah • Basic Beliefs: monotheism, Five Pillars **AH.41** Analyze the role geography played in the economic, social, and political development of Islamic civilizations.  | * The beginnings of Islam and its geographical locations
* Who was Mohammad?

**Discuss the concept of a research paper** | * Tenements of faith (compare and contrast with Hinduism, Buddhism, and Christianity)

**ASSIGNMENT:** choose a research topic forour papers on Islam (students will choose one aspect of Islam to begin researching; begin researching | * Mohammad’s rise to power and the start of an Islamic power

**Check in:** what have we researched?**Conversation on what is a thesis**  | * Countries that embrace Islam and their geographical, social, and political development

**Check in:** what do we think our these will be? | * Looking forward: Islamic civilization and where this will take them in the future

**Wrap-up and review through class discussion, get ready for continued discussion next week** **ASSIGNMENT:** begin compiling the information for your thesis that you have gathered |
| **Week Five**Standards:**AH.42** Identify historical turning points that affected the diffusion and influence of Islam, with emphasis on the Sunni-Shi’a division and Battle of Tours. **AH.43** Describe cultural and scientific contributions and achievements of Islamic civilizations. | * Diffusion of Islam

**Discussion: outline of a paper**  | * Sunni-Shi’a division
* Where does each side go?

**Workshop day: drafting a paper** | * Battle of Tours (from the Islam side of the story)

**Workshop day: drafting a paper; peer review** | * Cultural and scientific contributions and achievements of Islamic civilizations
* Middle eastern medicine

**Workshop day: revising a draft** | Finish discussion today, finish up papers on**PAPERS DUE MONDAY OF NEXT WEEK**  |
| **Week Six**Standards:**AH.44** Explain how the diffusion of Christianity throughout Europe influenced its development after the decline of the Roman Empire. **AH.45** Explain the structure of feudal society and its economic, social, and political effects. | * Early Christianity and its spread to Europe
* St. Patrick and Ireland
* Carolingian faith and religion

**TURN IN PAPERS FROM WEEK SIX** | * East-West Schism of the Church and the steps that led to it
* The Catholic Church
 | * Norman invasion of England

VIDEO: <https://www.youtube.com/watch?v=oLy1LskT6Y8> <https://www.youtube.com/watch?v=FIRLfVoJ_mQ> <https://www.youtube.com/watch?v=Owf5Uq4oFps>  | * Development of the Feudal system
* Layers of the feudal system and subsequent culture
* Economic, social, and political effects of the feudal system
 | **Project Day:** Feudal system simulation **Wrap-up and review**  |
| **Week Seven**Standards: **AH.46** Explain the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire. | * What does Europe look like after the Romans?
* Who are the Franks?
* Geography of the area of origin
 | * Rise of the Merovingians
* Reign of the Merovingians
 | * Who were the Carolingians?
* Charlemagne and his unification of the lands
 | * Carolingian rules, lifestyle, culture, literacy and literature
* Geography of the area
 | * Battle of Tours (remember the Muslims?)
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| **Week Eight**Standards:**AH.47** Examine the invasions, settlements, and patterns of interaction of migratory groups, including: Angles, Saxons, Magyars, and Vikings. | * Taking a look at invasions, settlements, immigration
* What does this look like today? Do we still have immigration?

**Bell Ringer:** We Sell Any Monk video <https://www.youtube.com/watch?v=GRvvvVzIRK8>  | * Explanation of Angles
* Angles immigration, culture and lifestyle

**HOMEWORK:** quick paper on Angles (tell me in three paragraphs tops what you learned today) | * Explanation of Saxons
* Saxon immigration, culture and lifestyle

**HOMEWORK:** quick paper on Saxons (tell me in three paragraphs tops what you learned today) | * Explanation of Magyars
* Magyars immigration, culture and lifestyle

**HOMEWORK:** quick paper on Magyars (tell me in three paragraphs tops what you learned today) | * Explanation of Vikings
* immigration, culture and lifestyle

**HOMEWORK:** quick paper on Vikings (tell me in three paragraphs tops what you learned today) |
| **Week Nine**Standards:**AH.47** Examine the invasions, settlements, and patterns of interaction of migratory groups, including: Angles, Saxons, Magyars, and Vikings.LAST WEEK: wrap-up and prep for next quarter   |  **Video Day:** <https://www.youtube.com/watch?v=G3_iLTpTYhY> <https://www.youtube.com/watch?v=NuL0Q0tsid4> <https://www.youtube.com/watch?v=F6lfhiN3exo> [**https://www.youtube.com/watch?v=5Vkakg750oc**](https://www.youtube.com/watch?v=5Vkakg750oc)**LIKELY THIS ONE HERE** | **Literacy Day:** Norse, Celtic, and Anglo-Saxon mythology * Poetic Edda for Norse
* How do stories get passed down?
* Oral culture
* Readings from Mabinogion, Edda, and Beowulf

**RESOURCE: Myths and Legends Podcast (differentiation option for students to do something while listening)** | **Literacy Day:** Norse, Celtic, and Anglo-Saxon mythology * Readings from Mabinogion, Edda, Beowulf
* Elements of a story or epic

**Assignment in class:** Work on your own myth, create art for it if desired**RESOURCE: Myths and Legends Podcast (differentiation option for students to do something while listening)** | **Presentation Day:** finish up your myth and then present it to the class | **Big Review Day!**Jeopardy style game to recall information from the last nine weeks: show off what you know for prizes  |