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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 style  Example - 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?) |
| **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 |