

**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.B. Early Human Societies to 500CE

1. Explain the historical context, origins, beliefs, and moral teachings of the major world religions and philosophies, including:
 - The origins of Judaism and Christianity and the emergence of the Judeo-Christian tradition
 - The influence of Confucianism, Daoism, and Buddhism on the formation of Chinese civilization
 - Hinduism, the Aryan migrations, and the caste system in India
 - The influence of Buddhism in India
2. Describe the political framework of Athenian society and its influence on modern society, including:
 - The influence of Athenian political ideals on public life
 - The importance of participatory government
 - The role of women in Athenian society, their rights under law, and possible reasons why democracy was limited to males
 - Athenian ideas and practices related to political freedom, national security, and justice
5. Discuss the cultural influences of Greece, Egypt, Persia, and India on Mediterranean cultures through assimilation, conquest, migration, and trade.
6. Discuss the origins and social framework of Roman society, including:
 - The geographic location of various ethnic groups on the Italian peninsula and their influence on early Roman society
 - The legends of the founding of Rome and how they reflect the beliefs and values of its citizens
 - Daily life in Rome and Pompeii
7. Describe the political and social framework of Roman society, including:
 - Political and social institutions of the Roman Republic and reasons for its transformation from Republic to Empire
 - The influence of key Roman leaders
10. Describe the development of the Mayan civilization from agricultural community to an urban civilization, including the influence of the environment on agricultural methods, water utilization, and herding methods.
11. Describe the significant features of Mayan civilization, including the locations of Mayan city-states, road systems, and sea routes, the role and status of elite men and women in Mayan society and their portrayal in Mayan architecture, the role of religion and ceremonial games in Mayan culture, and the structure and purpose of the Mayan pyramids.
- 12.

Author Information

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Framework97 References

Cause and Effect In History (Solon and the Evolution of Democracy in Ancient Greece, pp. 132-134.

Cultural Transmission of Customs (Rhetoric in Ancient and Modern Societies), pp. 223-224.

National World History Standards

Era 3

Standard 1: Innovation and change from 1000-600 BCE: horses, ships, iron, and monotheistic faith.

Standard 2: The emergence of Aegean civilization and how interrelations developed among peoples of the eastern Mediterranean and Southwest Asia, 600-200 BCE.

Standard 3: How major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BCE-300 CE.

Standard 4: The development of early agrarian civilizations in Mesoamerica.

Standard 5: Major global trends from 1000 BCE-300 CE.

Content Overview

This section covers the historical context, origins, beliefs, and moral teachings of major world religions which emerged at the time; Athenian political ideas, participatory government, artistic achievements and philosophy; origins and framework of Roman society; geographic location/Italian peninsula; legends, political/social institutions, transformation from republic to empire, leaders, society, culture, economy; internal events such as internal divisions, significant battles, invasions, political changes.

Also Mayan civilization from agricultural community to urban civilization; influence of agricultural methods, water utilization, heading methods; location of city-states, road systems, sea routes, role of elite men and women; and architecture, religion, games, and structure/purpose of pyramids.

Essential Questions

How did Greek democracy work?

What type of representative government did Rome have during the middle period of their history?

What institutions from Greece and Rome influenced later civilizations and our own today?

Where, when, and how did Christianity arise? How did it grow and spread?

What are the moral beliefs and moral tenets of these religions?

What were the major characteristics of the Mayans? Of their civilization?

What do Roman myths and legends tell us about the beliefs and values of the Ancient Romans?

How do historians use myths and legends in describing ancient civilizations?

What changes in values can be determined from the early Republic to the last years of the

empire?

Which of these belief/value systems do you find to be closest to your own?

What makes a civilization “classical”?

Teaching Resources

<http://www.perseus.tufts.edu>: The renowned Perseus Project has been for years the best site available for general classical history work.

<http://www.fordham.edu/halsall/ancient/asbook.html>: The Ancient History Sourcebook, the other source for documents and studies.

Kitto, H.D.F., *The Greeks*, 1967. A fascinating study of the ancient Greek character.

Hamilton, Edith, *The Greek Way*, 1956. A well-known book on the subject.

Cahill, Thomas, *Why the Greeks Still Matter*, 2003. A modern approach.

<http://www.socialstudies.com/>

<http://www.teachers-discovery.com/>

Assessment

Performance Task: Students work in four small groups. Each group represents one of four major forms of government: monarchy, oligarchy, democracy, and dictatorship. Each group presents arguments for their form of government to the class. A panel of five students acts as the judges to score the presentations and lead a discussion with the whole class. Group work is scored for teamwork, validity, accuracy, and persuasiveness.