

SOCIAL STUDIES DEPARTMENT

GRADE 8: WORLD CULTURES

Contact Information

Lynne Bover
Building Department Leader, Social Studies
R. J. Grey Junior High School
16 Charter Road
Acton, MA 01720
Telephone: 978-264-4700, x3367
Email: lbover@mail.ab.mec.edu

The Department's Educational Philosophy and Guiding Principles

The goal of the Social Studies Department is to provide students with the information and skills necessary to act as responsible global citizens. To achieve this goal we facilitate the process whereby students develop an understanding of American culture. Culture includes the unique characteristics of American society – its social structure, economic system and political organization. An understanding of American society must be grounded in a knowledge of the general patterns of western civilization from which American culture evolved. In an age of increasing global interconnectedness, it is vital to develop an awareness of and appreciation for other cultures.

We believe that:

- Students learn best in a safe and comfortable learning environment that fosters mutual support, respect of differences, and active participation in the educational process.
- Students and teachers should be partners in the learning process.
- Students should be provided learning experiences that involve higher-level thinking and multiple learning styles.
- Students should be provided opportunities to connect the curriculum to something relevant in their own lives.
- Students should have opportunities to construct their own meaningful, relevant learning experiences.
- Students who have opportunities to better understand and reflect upon their own experiences are better equipped to more deeply understand the experiences of others.
- Students will be better prepared for the larger community and become active and thoughtful citizens when they believe that they have an important voice.

The social studies curriculum was carefully created to help students through the complicated transition to adolescence and our junior high school. It has been revised many times and continues to be revised to meet the changing needs of our increasingly diverse school and society. The course is purposefully designed to create an environment in which all young people feel valued and respected. Lessons encourage students to think critically and to be respectful of differences, individuality and varied points of view. By studying the experiences of individuals and groups during different periods in American history in Grade 7 and World Cultures in Grade 8, students are able to draw connections between their own lives and those of others.

WORLD CULTURES

GRADE 8

Course Frequency: This course meets every day for the entire school year.

Credits Offered: N/A

Prerequisites: N/A

Background to the Curriculum

The World Cultures curriculum seeks to reinforce the environment of respect for differences established in Grade 7 and to explore the experiences of individuals and groups in diverse cultures around the world. Each of the major cultures studied in the Grade 8 curriculum – China, India, and the Middle East – has a rich and complex history and plays an important role in current events. During the 2007-2008 year, a new unit on India will be introduced. Students learn important elements of the physical and human geography, key historical developments, and unique aspects of each culture, including traditions, major belief systems, and forms of artistic expression. Students learn about and appreciate the contributions that each culture has made to world culture. Aspects of contemporary life, including the roles of young people, are also studied. This process of discovery broadens the students' understanding and appreciation of different cultures of the world and helps enrich their understanding of their own cultures.

It is hoped that by studying the peoples of these particular cultures, students will face the future positively and knowledgeably as world citizens. Hopefully, too, students will become more interested in and excited about world culture as a whole and will explore opportunities to make positive connections and build productive relationships with peoples all over the globe.

Core Topics/Questions/Concepts/Skills

These essential questions and understandings provide a conceptual foundation for the World Cultures curriculum as a whole and each of its major thematic units. In each of these thematic units, essential understandings appear reconfigured/reworded as major organizational and guiding objectives.

Essential Questions

1. What is culture, and what are the common components of all human cultures (cultural universals)?
2. How does physical geography impact human development and activity?
3. How does one understand a world culture through the experiences, creative expression, and viewpoints of members of that culture?
4. How have cultures interacted with one another to develop and continually evolve a distinct global culture?
5. What possibilities exist for students to exercise their responsibility to be thinking participants in the global community?

Essential Understandings

1. There are identifiable activities and ideas that are common to all human cultures (cultural universals). The various forms and combinations of these activities and ideas contribute to making each culture unique.
2. A culture is shaped by interaction with and adaptation to its geography, including land and water features, climate, and location (absolute and relative).
3. A culture is shaped by both personal and collective experiences of its people and can be understood through primary and secondary historical accounts and artistic/literary forms.
4. The global community is comprised of many cultures; a distinct global culture continually evolves as cultures interact and exchange customs, values, viewpoints, knowledge, and material goods.
5. Individuals have a responsibility to be thoughtful participants in the global community, and opportunities exist for individuals to act alone or collectively to make a difference.

Critical Thinking Skills, reinforced from grade 7 and applied in major units

1. Identifying cause and effect relationships
2. Making inferences
3. Identifying and using supporting evidence (facts, quotes, statistics, examples) to back up answers, opinions, inferences, and conclusions
4. Summarizing information to draw conclusions
5. Identifying and avoiding overgeneralizations
6. Comparing and contrasting

Study/Organizational Skills, reinforced from grade 7

1. Keeping an organized social studies notebook
2. Using a plan book
3. Identifying study strategies for quiz and test preparation
4. Using a rubric to guide longer-term assignment and project completion

INTRODUCTORY OBJECTIVES (Preparing to Travel)

Essential Questions

1. What is culture, and what are the common components of all cultures?
2. How does physical geography impact human development and activity?

Essential Understandings

1. There are identifiable activities and ideas that are common to all cultures (cultural universals), and the various forms, combinations, and manifestations of these activities and ideas contribute to making each culture unique.
2. A culture is shaped by interaction with and adaptation to its geography, including land and water features, climate, and location (absolute and relative); the Five Themes of Geography provide a conceptual scheme and vocabulary through which geography can be understood.

MIDDLE EAST

Essential Questions

1. How does physical geography impact human development and activity in the Middle East?
2. How does one understand Middle Eastern culture through the experiences, creative expression, and viewpoints of its people?
3. How has Middle Eastern culture interacted with and contributed to the development of world culture?

Essential Understandings

1. Middle Eastern human culture is/has been shaped by interaction with and adaptation to its geography, including land and water features, climate, and location (absolute and relative).
2.
 - a. Middle Eastern identity encompasses the individual and collective experiences of many different peoples throughout history.
 - b. The Middle East is shaped by both the personal and the collective/historical experiences of many different cultures and can be understood through primary and secondary accounts and artistic/literary forms.
3. Middle Eastern customs, values, knowledge, viewpoints, and material goods have significantly contributed to the global community.

CHINA

Essential Questions

1. How does physical geography impact human development and activity in China?
2. How does one understand Chinese culture through the experiences, creative expression, and viewpoints of its people?
3. How has Chinese culture interacted with and contributed to the development of world culture?

Essential Understandings

1. China's human culture is/has been shaped by interaction with and adaptation to its geography, including land and water features, climate, and location (absolute and relative).
2. a. As one of the world's oldest continuous civilizations, China's identity, both as a people and as a nation, is shaped by individual and collective experiences throughout history.
b. China has a unique culture, which is shaped by both the personal and the collective experiences of its people and can be understood through primary and secondary historical accounts and artistic/literary forms.
3. China's customs, values, knowledge, viewpoints, and material goods have significantly contributed to the global community.

INDIA

Essential Questions

1. How does physical geography impact human development and activity in India?
2. How does one understand Indian culture through the experiences, creative expression, and viewpoints of its people?
3. How has Indian culture interacted with and contributed to the development of world culture?

Essential Understandings

1. India's human culture is/has been shaped by interaction with and adaptation to its geography, including land and water features, climate, and location (absolute and relative).
2. As one of the world's oldest continuous civilizations, India's identity, both as a people and as a nation, is shaped by individual and collective experiences throughout history.

3. India has a unique culture, which is shaped by both the personal and the collective experiences and creative expression of its people.
4. India's customs, values, belief systems, technology, ideas and innovations, viewpoints, and material goods have significantly contributed to the global community.

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards</u>
<p><u>UNIT: MIDDLE EAST</u></p> <p>I. GEOGRAPHY: Middle Eastern culture is/has been shaped by interaction and adaptation to its geography.</p> <ol style="list-style-type: none"> A. Describe the absolute and relative location of the Middle East on a map of the world. B. Locate and label major political and physical features on a map of the Middle East. C. Identify important aspects of the Middle East's physical characteristics of place. D. Identify important aspects of the Middle East's human characteristics of place. E. Infer and conclude that the culture of the Middle East is/has been shaped by interaction to its geography. 	<p>6.WA.1 On a map of the world, locate the Middle East. On a map of the Middle East, locate the Black Sea, Mediterranean Sea, Caspian Sea, Red Sea, Indian Ocean, Arabian Peninsula, and the Persian Gulf. (G)</p> <p>6.WA.2 Use a map key to locate countries and major cities in the Middle East. (G, E)</p> <p>6.WA.3 Explain how the following five factors have influenced settlement and the economies of major Middle Eastern countries. (G, E)</p> <ol style="list-style-type: none"> A. Absolute and relative locations B. Climate C. Major physical characteristics D. Major natural resources E. Population size <p>6.WA <i>Optional Topics for Study</i></p> <p>Describe major ethnic and religious groups in various countries in Western Asia. (G, H, E)</p> <p>Identify the methods used to compensate for the scarcity of water in some areas. (E)</p>

- II. HISTORY:** Middle Eastern identity encompasses the individual and collective experiences of many different people throughout history.
- A. Examine the ways in which Judaism, Christianity, and Islam contributed to the political development of the Middle East.
 - B. Identify key elements of Ottoman Turkish rule over the Middle East.
 - C. Identify reasons for colonial presence in the Middle East.
 - D. Realize the impact western colonialism has had on the ongoing struggle of Middle Easterners to achieve peace and stability.
 - E. Examine crucial developments in the Arab-Israeli conflict.
 - F. Conclude that many religious, political, and cultural forces have profoundly shaped the development of the Middle East.

6.WA.4 Identify when the countries in the Middle East became independent nations and explain how independence was achieved. (H, G)

6.WA Optional Topics for Study

Discuss the reasons for and the effects of the United Nations' attempt in 1947 to partition the remainder of the Palestine Mandate, including the migration of tens of thousands of European Jews to Palestine, the flight of about 650,000 Arabs from Israel during its War of Independence in 1948, and the flight of more than 800,000 Jews in Arab countries to Israel after 1948. (H, G)

7.19 On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel, and Egypt. On a modern map, locate Egypt, Greece, Israel, Jordan, and Lebanon, the area governed by the Palestinian Authority, Syria, and Turkey. (G)

7.20 Identify the ancient Israelites, or Hebrews, and trace their migrations from Mesopotamia to the land called Canaan and explain the role of Abraham and Moses in their history. (H, G)

7.22 Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon. (H)

7.23 Explain the expulsion/dispersion of the Jews to other lands (referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans. (H)

WHI.1 On a map of the Middle East, Europe, Africa, and Asia, identify where Islam began and trace the course of its expansion to 1500 AD. (H)

<p>III. CULTURE: Middle Eastern culture is shaped by both the personal and collective experiences of many different cultures and can be understood through primary and secondary accounts of artistic and literary forms.</p> <ul style="list-style-type: none"> A. Examine aspects of Middle Eastern languages. B. Compare and contrast the major beliefs of Judaism, Christianity, and Islam. C. Examine aspects of contemporary Middle Eastern culture. D. Conclude that the Middle East is a rapidly changing region that respects established traditions while absorbing influences of outside cultures. 	<p>WHI.3 Analyze the causes, course, and effects of Islamic expansion through North Africa, the Iberian Peninsula, and Central Asia. (H, G)</p> <p>WHI.4 Describe the central political, economic, and religious developments in major periods of Islamic history. (H, E)</p> <p>WHI.10 Describe the rise of the Ottoman Empire in the 14th and 15th centuries, including the capture of Constantinople in 1453.(H)</p> <p>WHII.19 Identify the major developments in the Middle East before World War II. (H, E)</p> <p>WHII.39 Explain the background for the establishment of the modern state of Israel in 1948 and the subsequent military and political conflicts between Israel and the Arab world. (H)</p> <p>7.21 Describe the monotheistic religion of the Israelites. (H)</p> <p>7.41 Describe the origins of Christianity and its central features. (H)</p> <p>WHI.2 Describe significant aspects of Islamic belief. (H)</p> <p>6.WA <i>Optional Topics for Study</i> Describe major ethnic and religious groups in various countries in Western Asia. (G, H, E)</p>
--	---

<p>IV. Identify major contributions to world culture that came from the Islamic/Arab Empire during its “Golden Age.”</p> <p>V. Make inferences about and discuss the Middle East’s domestic and international issues, social roles, and potential future challenges, including: Arab-Israeli conflict, Iraq, roles of women, water and oil, and the interaction between “western” commercial culture and traditional culture.</p>	<p>WHI.5 Analyze the influence and achievements of Islamic civilization during its “Golden Age.” (H)</p> <p>A. The preservation and expansion of Greek thought</p> <p>B. Islamic science, philosophy, and mathematics</p> <p>C. Islamic architecture</p> <p>WHII.47 Explain the rise and funding of Islamic fundamentalism in the last half of the 20th century and identify the major events and forces in the Middle East over the last several decades. (H, E)</p>
<p><u>UNIT: CHINA</u></p> <p>I. GEOGRAPHY: China’s culture is/has been shaped by interaction and adaptation to its geography.</p> <p>A. Describe the absolute and relative location of China on a map of the world.</p> <p>B. Locate and label major political and physical features on a map of China.</p> <p>C. Identify important aspects of China’s physical characteristics of place.</p> <p>D. Identify important aspects of China’s human characteristics of place.</p>	<p>6.WA <i>Optional Topics for Study</i></p> <p>Describe the general level of education in selected countries in Western Asia and its relationship to the economy. (G, H, E)</p> <p>Describe the political and social status of women in selected countries in Western Asia. (G, H, E)</p> <p>Identify the methods used to compensate for the scarcity of water in some areas. (E)</p> <p>4.1 On a map of Asia, locate China, the Huang He (Yellow) and Chang Jiang (Yangtze) Rivers, and the Himalayan Mountains. (G)</p> <p>4.2 Describe the topography and climate of eastern Asia, including the importance of mountain ranges and deserts, and explain how geography influenced the growth of Chinese civilization. (G, E)</p> <p>NEA.1 On a map of the world, locate North and East Asia, the Pacific Ocean, and the Arctic Ocean. On a map of East Asia, locate the Sea of Japan, the Yellow Sea, the East China Sea, the Gobi Desert, the Himalayas, and the Huang He (Yellow) and Chang Jiang (Yantgtze) Rivers.</p>

E. Infer and conclude that the culture of China is/has been shaped by interaction to its geography.

NEA.2 Use a map key to locate the countries and major cities in the various regions of East Asia. (G, E)

NEA.3 Explain how the following five factors have influenced settlement and the economies of major East Asian countries. (G, E)

- A. Absolute and relative locations
- B. Climate
- C. Major physical characteristics
- D. Major natural resources
- E. Population size

WHI.24 Describe the growth of commerce and towns in China and the importance of agriculture to the development of the Chinese economy to 1800, including the limited role of slavery. (H)

6.SEA0 Optional Topics for Study

Describe major ethnic and religious groups in various countries in East Asia. (G, H, E)

Explain why China’s geographical boundaries served to limit its interactions with other regions and cultures for many centuries. (G, H)

Describe and explain the status of Taiwan. (H, G)

II. HISTORY: As one of the world’s oldest continuous civilizations, China’s identity, both as a people and as a nation, is/has been shaped by the individual and collective experiences throughout history.

- A. Identify ways the Chinese dynasties have contributed to the development of China and the shaping of its culture and identity.

4.6 Describe how the First Emperor unified China by subduing warring factions, seizing land, centralizing government, imposing strict rules, and creating with the use of slave labor large state building projects for irrigation, transportation, and defense (e.g., the Great Wall). (H, C, E)

- B. Identify ways that western imperialism caused conflict within China and played a major role in the decline and demise of imperial authority.
- C. Discuss the goals of Sun Yat-sen, the “Three Principles,” and their effect on the development of modern China.
- D. Provide supporting evidence to show the extent to which the policies of Chiang Kai-shek, Mao Zedong, and Deng Xiaoping represented Sun Yat-sen’s “Three Principles.”
- E. Infer that future Chinese leaders will continue to face challenges in implementing the “Three Principles” expressed by Sun Yat-sen.

WHI.23 Summarize the major reasons for the continuity of Chinese civilization through the 19th century. (H)

- A. The role of kinship and Confucianism in maintaining order and hierarchy
- B. The political order established by the various dynasties that ruled China
- C. The role of civil servants/scholars in maintaining a stable political and economic order

WHI.13 Identify major developments in Chinese history in the 19th and early 20th centuries. (H, E)

- A. China’s explosive population growth between 1750 and 1850
- B. Decline of the Manchu dynasty beginning in the late 18th century
- C. Growing Western influence
- D. The Opium War
- E. The Taiping rebellion from 1850 to 1864
- F. The Boxer Rebellion
- G. Sun Yat-Sen and the 1911 nationalist revolution

WHI.33 Describe the Chinese Civil War, the rise of Mao Tse-tung, and the triumph of the Communist Revolution in China in 1949. (H)

WHI.34 Identify the political and economic upheavals in China after the Chinese Revolution. (H, E)

- A. Communist Party attempts to eliminate internal opposition
- B. The Great Leap Forward and its consequences (famine)
- C. The Cultural Revolution and its consequences (the terror of the Red Guards and the expansion of labor camps)

<p>III. CULTURE: Chinese culture is shaped by both the personal and collective experiences of its people and can be understood through primary and secondary accounts of artistic and literary forms.</p> <ul style="list-style-type: none"> A. Examine aspects of the Chinese language. B. Identify and compare the major beliefs of Confucianism, Daoism, and Buddhism. C. Examine aspects of contemporary Chinese culture. D. Infer Chinese values and beliefs as represented in notable works of literature. E. Conclude that modern China is a rapidly changing, dynamic country that respects established traditions while absorbing influences of outside cultures. <p>IV. Chinese customs, values, knowledge, belief systems, viewpoints, and material goods have significantly contributed to the global community.</p> <p><u>UNIT: INDIA</u></p> <p>I. GEOGRAPHY: India’s culture is/has been shaped by interaction and adaptation to its geography.</p> <ul style="list-style-type: none"> A. Describe the absolute and relative location of India, Pakistan, and Bangladesh on a map of the world. B. Locate and label major political and physical features on a map of India 	<ul style="list-style-type: none"> D. The 1989 Tiananmen Square demonstration E. China’s economic modernization and its growing involvement in world trade <p>4.3 Describe the ideographic writing system used by the Chinese (characters that are symbols for concepts/ideas) and how it differs from an alphabetic writing system. (H)</p> <p>4.5 Identify who Confucius was and describe his writings on good government, codes of proper conduct, and relationships between parent and child, friend and friend, husband and wife, and subject and ruler. (H, C)</p> <p>4.4 Describe important technologies of China such as bronze casting, silk manufacture, and gunpowder. (H, E)</p> <p>CSA.1 On a map of the world, locate Central and South Asia. On a map of Central and South Asia, locate the Indian Ocean, the Arabian Sea, the Bay of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Deccan Plateau, the Himalayan Mountains, and the Steppes. (G)</p> <p>CSA.2 Use a map key to locate the countries and major cities in Central and South Asia. (G, E)</p>
---	--

- C. Identify important aspects of India’s physical characteristics of place:
- D. Identify important aspects of India’s human characteristics of place.
- E. Infer and conclude that India’s human culture is shaped by interaction with and adaptation to its geography, including land and water features, climate, and location (absolute and relative).

- II. HISTORY:** As one of the world’s oldest continuous civilizations, India’s identity, both as a people and as a nation, is/has been shaped by the individual and collective experiences throughout history.
- A. Identify ways that the early Indus Valley civilization contributed to the development of India and the shaping of its culture and identity.
 - B. Identify ways that changing empires, dynasties, and governments contributed to the development of India and the shaping of its culture and identity.
 - C. Identify ways that British imperialism led to India’s peaceful and nonviolent movement for independence.
 - D. Identify attributes of the early decades of Indian independence.
 - E. Identify challenges that modern India has faced and will face as a dynamic and growing democracy in the present era.
 - F. Infer that India will continue to grow and evolve as a society and will play a vital role in world politics and economics in the 21st century.

CSA.3 Explain how the following five factors have influenced settlement and the economies of major Central and South Asian countries. (G, E)

- A. Absolute and relative locations
- B. Climate
- C. Major physical characteristics
- D. Major natural resources
- E. Population size

CSA.4 Identify when India first became an independent country and explain how independence was achieved. (H, G)

CSA Optional Topics for Study

Explain the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947 and the exchange of more than 12 million Hindus and Muslims. (H, G, C)

Identify the historical factors that created a stable democratic government in India and the role of Mohandes Gandhi, Jawaharlal Nehru, and Indira Gandhi in its development. (H, C)

WHI.21 Describe important economic, political, and religious developments in Indian history to 1800. (H)

- A. The origins of Indian civilization in the Indus Valley
- B. The evolution and central principles of Hinduism
- C. The development of the caste system
- D. The influence of Islam and the rise and fall of the Moghul empire
- E. Artistic and intellectual achievements, including the development of a decimal system

<p>III. CULTURE: Indian culture is shaped by both the personal and collective experiences of its people and can be understood through primary and secondary accounts of artistic and literary forms.</p> <ul style="list-style-type: none"> A. Identify Hinduism as the major religion of India B. Identify major characteristics of Hinduism C. Examine important aspects of Indian language D. Infer important Indian values and beliefs from literature, art and music E. Examine aspects of contemporary Indian culture F. Form the conclusion that modern India is a rapidly changing, dynamic country that respects established traditions while absorbing influences of outside cultures. <p>IV. Indian customs, values, knowledge, belief systems, viewpoints, and material goods have significantly contributed to the global community.</p> <ul style="list-style-type: none"> A. Identify the major contributions India has given to the world B. Conclude that Indian culture will continue to be a major influence on world culture in the future. 	<p>WHI.22 Describe the growth of British influence in India and the emergence of the British Raj. (H)</p> <p><i>CSA Optional Topics for Study</i></p> <p>Describe the major ethnic and religious groups in India. (G, H, E)</p>
---	---

Assessment

Assessment is used to analyze student performance over time and should include a variety of methods so that students with different learning styles have opportunities to demonstrate their understanding. Assessment should be diagnostic and used to develop strategies that lead to improved student performance. Students should be actively involved in the assessment process through self-evaluation and reflection. They should be given expectations, goals and criteria for assessment before any major assignment or project.

Our philosophy of learning, teaching and assessment has implications for the type of work we expect students to do. At a time when young adolescents are consciously beginning to think more abstractly and sharpen their analytical skills, students are expected to apply complex thinking skills, such as making inferences, and learn to support their arguments, opinions, conclusions and answers with evidence. They learn that history is a collection of primary and secondary sources expressing many different points of view. Primary sources, both visual and verbal, allow students to learn through the use of real-world resources, which make the learning process discovery-based. Though the process is more difficult, it is also more rewarding as students learn to construct knowledge for themselves out of the primary sources. Students are expected to generate responses and complete projects applying their complex thinking skills and knowledge. They are learning to work more responsibly and independently, as they learn to set benchmarks for longer-term assignments and projects. Students are also expected to contribute to a classroom climate that supports mutual respect and cooperation.

Technology and Health Learning Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parents may disregard.)

<u>Course activity: skills and/or topics taught</u>	<u>Standard(s) addressed through this activity</u>
1]	
2]	
3]	

Materials and Resources

INTRODUCTORY OBJECTIVES (Preparing to Travel)

For All Units

Global Insights (text for selective use – team quantity available)

Nystrom Atlas (class sets available)

Videos

Cultures: Similarities and Differences

Faith & Belief: Five Major World Religions

Generous Manas

Curriculum Units

Africa Inspirer (computer game)

Asia Inspirer (computer game)

CHOICES: The US Role in a Changing World

International Inspirer (computer game)

Emperor Asoka of India: What Makes a Ruler Legitimate?

Glencoe-McGraw Hill Social Studies resources (workbooks, skill sheets, sample texts, including content on Russia, China, Japan, Latin America)

Making Choices About Conflict, Security, and Peacemaking (Boston Area Educators for Social Responsibility)

McDougal Littell: *World Cultures and Geography* resources (workbooks, skill sheets, sample texts)

Prentice Hall: *World Cultures: A Global Mosaic* resources (workbooks, skill sheets, sample texts)

Books

Active Citizenship Today: Handbook

Facing History and Ourselves: Holocaust and Human Behavior

Facts on File:

Buddhism

Confucianism

Christianity

Hinduism

Judaism

Islam

Sikhism

Taoism

Hate Hurts

Helping Kids Learn Multi-Cultural Concepts

Man Eating Bugs

Maps on File, I and II (binders)

Multicultural Manners

Multifaith Information Manual

Nationalism and Ethnic Conflict

Religions on File (binder)

Women in the Material World

World Almanac (15)

World Religions (Encyclopedia)

Curriculum Units

Glencoe-McGraw Hill Social Studies resources (workbooks, skill sheets, sample texts, including content on India, China, Japan,

McDougal Littell: *World Cultures and Geography* resources (workbooks, skill sheets, sample texts)

Prentice Hall: *World Cultures: A Global Mosaic* resources (workbooks, skill sheets, sample texts)

UNIT: MIDDLE EAST

For All Units

Global Insights (text for selective use – team quantity available)

Nystrom Atlas (class sets available)

World History: Patterns of Interactions (text for selective use)

Videos

ABC News: In the Holy Land (CD in library; comes with curriculum guide)

ABC News: The Hajj

Ancient Egypt

Arabs, Muslims, and Islam

Faith & Belief: Five Major World Religions (3)

Images of the Armenian Spirit (DVD)

Inside Mecca (DVD – National Geographic)

Islam: Beirut to Bosnia (Discovery Channel)
Islam: Empire of Faith (PBS)
Iraq in Fragments (2006)
Jerusalem: Within These Walls (National Geographic)
Mesopotamia: Return to Eden
The Pilot Guide to Iran
Promised Peace
Encounter Point (DVD)

Shadya (PBS, Independent Lens series)
Promises (DVD - includes Study Guide)
Touring Egypt
War in the Gulf (1991)
Who Are the Kurds?
The Wonder of Israel
Young Voices from the Arab World: The Lives and Times of Five Teenagers

Curriculum Units

The Arabs: Activities for Elementary and Middle School Level
Arab Civilization
Arab World Notebook

Are You Listening? Voices from the Middle East

CHOICES: Conflict in Iraq: Searching for Solutions

CHOICES: Responding to Terrorism: Challenges for Democracy

CHOICES: Shifting Sands: Balancing US Interests in the Middle East

Doorways to Islamic Art: A Curriculum for Interdisciplinary Studies

Glencoe-McGraw Hill Social Studies resources (workbooks, skill sheets, sample texts, including content on Russia, China, Japan, Latin America)

Images of the Orient: Nineteenth Century European Traders to Muslim Lands

INTERACT: A Simulation of Islamic History and Culture, 610-1100

McDougal Littell: *World Cultures and Geography* resources (workbooks, skill sheets, sample texts)

Prentice Hall: *World Cultures: A Global Mosaic* resources (workbooks, skill sheets, sample texts)

SPICE: Islamic Civilization and the Arts

Books

Arab Civilization

Facts on File:

Christianity

Judaism

Islam

Hammond Atlas of the Middle East (22)
Iran and the West: A Failure to Communicate
The Middle East (Congressional Quarterly)
The Middle East: The Image and the Reality
Religions on File (binder)
Santa Claus in Baghdad and Other Stories about Teens in the Arab World

Science and Civilization in Islam
Teaching About Islam and Muslims in the Public School Classroom: A Handbook for Educators
Understanding Islam and Muslims
World Religions (Encyclopedia)

UNIT: CHINA

For All Units

Global Insights (text for selective use – team quantity available)
Nystrom Atlas (class sets available)
World History: Patterns of Interactions (text for selective use)

Videos

Biography: Confucius: Words of Wisdom
China: Dynasties of Power
Destination China (DVD – Globe Trekker)
Peoples Century: Great Leap 1949
New Year in Ping Wei
One Day in Ping Wei
The First Emperor of China

Discovery Atlas: China Revealed
Land of the Dragon
Return to Ping Wei
Year of the Yao
Peoples Century: Fast Forward 1991
Video Visits: China
Voices and Visions from China (CD-ROM)

Curriculum Units

Glencoe-McGraw Hill Social Studies resources (workbooks, skill sheets, sample texts, including content on India, China, Japan,)
HISTORY ALIVE: Imperial China and Feudal Japan
McDougal Littell: *World Cultures and Geography* resources (workbooks, skill sheets, sample texts)
Prentice Hall: *World Cultures: A Global Mosaic* resources (workbooks, skill sheets, sample texts)
SPICE: The Concept of Order in Ancient China

SPICE: Understanding China in the 21st Century
World Resources Institute: Two Giants: China & India
SPICE: Chinese Dynasties Part I and II
SPICE: Demystifying the Chinese Language
SPICE: Ethnic Minority Groups in China
SPICE: Rabbit in the Moon (Folktales from China and Japan)
SPICE: Religions and Philosophies in China

Books

Chronicle of the Chinese Emperors
Facts on File:
 Buddhism
 Confucianism
 Taoism

Religions on File (binder)
World Religions (Encyclopedia)

UNIT: INDIA

For All Units

Global Insights (text for selective use – team quantity available)
Nystrom Atlas (class sets available)
World History: Patterns of Interactions (text for selective use)

Videos

India (DVD – Globe Trekker)
Going to School in India
The Soul of India
Gandhi
Hidden India: The Kerala Spicelands
Chak De! India
Kabhi Khushi Kabhie Gham

Curriculum Units

Emperor Asoka of India: What Makes a Ruler Legitimate?

Glencoe-McGraw Hill Social Studies resources (workbooks, skill sheets, sample texts, including content on India, China, Japan,)

McDougal Littel: *World Cultures and Geography* resources (workbooks, skill sheets, sample texts)

Prentice Hall: *World Cultures: A Global Mosaic* resources (workbooks, skill sheets, sample texts)

World Resources Institute: Two Giants: China & India

Shilpa: Folk Dances, Music, Crafts, and Puppetry of India

Books

Cultures of the World: India (class set)

World History Biographies: Gandhi: The Young Protester Who Founded a Nation (class set)

Folktales of India

Eyewitness Travel Guide: India

Savriti: A Tale of Ancient India

Gandhi: India's Great Soul

Gandhi, Great Soul

DK Biography: Gandhi

Mahabharata, featuring the Bhagavad-Gita

Ramayana