Standard WHI.2a

The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by

a) explaining the impact of geographic environment on hunter-gatherer societies.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life in early hunter-gatherer societies was shaped by their physical environment.</td>
<td>How did physical geography influence the lives of early humans?</td>
</tr>
</tbody>
</table>

**Paleolithic Era**

Homo sapiens emerged in east Africa between ___________ and ___________ years ago.

Homo sapiens migrated from ___________ to Eurasia, Australia, and the Americas.

Early humans were ________________ whose survival depended on the availability of wild plants and animals.
The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by listing characteristics of hunter-gatherer societies, including their use of tools and fire.

**Essential Understanding**

Early human societies, through the development of culture, began the process of overcoming the limits set by the physical environment.

**Essential Questions**

What were the characteristics of hunter-gatherer societies?

---

**Hunter-gatherer Society**

**Characteristics of Hunter-gatherer societies during the Paleolithic Era (Old Stone Age):**

1. Were ________ , migrating in search of food, water, shelter
2. Invented the first _________, including simple weapons
3. 
4. Lived in clans
5. Developed oral language
6.

*This picture is an example of number 6 in the characteristics.*

Standard WHI.2c

The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by

c) describing technological and social advancements that gave rise to stable communities.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>The beginning of agriculture, including permanent settlements, was a major step in the advance of civilization.</td>
<td>How did the beginning of agriculture and the domestication of animals promote the rise of settled communities?</td>
</tr>
</tbody>
</table>

Neolithic Era

Societies during the Neolithic Era (New Stone Age)

- Developed ___________ (domesticated ___________)
- Domesticated animals
- Used advanced __________
- Made __________
- __________ weaving skills
Standard WHI.2d
The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by
d) explaining how archaeological discoveries are changing present-day knowledge of early peoples.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Archaeologists continue to find and interpret evidence of early humans and their lives.</td>
<td>How does archaeology provide knowledge of early human life and its changes?</td>
</tr>
</tbody>
</table>

Archaeological Discoveries
Archaeologists study past cultures by __________ and __________ human remains, settlements, fossils, and artifacts.

Archaeologists apply scientific tests, such as __________________________, to analyze fossils and artifacts.

___________ is an example of an archaeological site in England that was begun during the _________ Age and completed during the ___________ Age.

___________ and ____________ are examples of early cities in the Fertile Crescent studied by archaeologists.

___________ is an example of a ____________ settlement currently under excavation in Anatolia.
### Standard WHI.3a

The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by

a) locating these civilizations in time and place.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>During the New Stone Age, permanent settlements appeared in river valleys and around the Fertile Crescent.</td>
<td>Why did ancient civilizations develop in river valleys?</td>
</tr>
<tr>
<td>River valleys provided water and rich soil for crops as well as protection from invasion.</td>
<td>Where were the earliest civilizations located?</td>
</tr>
<tr>
<td></td>
<td>When did these civilizations exist?</td>
</tr>
</tbody>
</table>

### River Valley Civilizations

**River valley civilizations (about ______ to ______ B.C. [B.C.E.])**

- Mesopotamian civilization: ______ and ____________ River Valleys (Southwest Asia)
- Egyptian civilization: ______ River Valley and _________ Delta (Africa)
- Indian civilization: ________ River Valley (South Asia)
- Chinese civilization: ________________ Valley (East Asia)

These river valleys offered __________________ and __________________ for agriculture, and they tended to be in locations easily protected from invasion by ____________ peoples.

**Other early civilizations (about _______ to _______ B.C. [B.C.E.])**

- _______ settled between the Mediterranean Sea and the Jordan River Valley (part of Fertile Crescent in Southwest Asia).
- _______ settled along the Mediterranean coast (part of Fertile Crescent in Southwest Asia).
- _______ was located on the upper (southern) Nile River (Africa).
**Standard WHI.3b**

The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by

b) describing the development of social, political, and economic patterns, including slavery.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>River valleys were the “Cradles of Civilization.” Early civilizations made major contributions to social, political, and economic progress.</td>
<td>What were the social, political, and economic characteristics of early civilizations?</td>
</tr>
</tbody>
</table>

### Social/Political/Economic Life in River Valley Civilizations

**Development of social patterns**

- __________ rulers: Dynasties of kings, pharaohs
- Rigid ________ system where __________ was accepted

**Development of political patterns**

- World’s first ________ (i.e., city-states, kingdoms, empires)
- ________ government, often based on ________ authority
- ________ law codes (e.g., (1)______________________, (2)____________________________)

**Development of economic patterns**

- Use of metal (e.g., bronze, iron) ________ and __________
- Increasing agricultural __________ : Better tools, plows, irrigation
- Increasing trade along rivers and by sea (_______________)
- Development of the world’s first __________
- Development of the practice of __________ within most cultures in the ancient world, taking various forms
**Standard WHI.3c**

The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by
c) explaining the development of religious traditions.

**Essential Understanding** | **Essential Questions**
---|---
Religion was a major part of life in all early civilizations. | What religious traditions developed in ancient civilizations?

**Religious Traditions**

Development of religious traditions
- ____________ was practiced by most early civilizations.
- Monotheism was practiced by the ____________.

**Standard WHI.3d**

The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by
d) describing the origins, beliefs, traditions, customs, and spread of Judaism.

**Essential Understanding** | **Essential Questions**
---|---
The monotheism of Abraham became the foundation of Judaism, Christianity, and Islam—religions that changed the world. The Hebrews were the first to become monotheists. | What were the essential beliefs of Judaism?
| | How did Judaism influence Western civilization?

**Judaism**

**Origins of Judaism**
- Abraham
- 
- Jerusalem

**Beliefs, traditions, and customs of Judaism**
- Belief in ______ God (monotheism)
- ____________, which contains the written records and beliefs of the Jews
- ________________, which state moral and religious conduct

**Spread of Judaism**
- Exile
- 

The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by explaining the development of language and writing.

### Essential Understanding

Language and writing were important cultural innovations.

### Essential Questions

What forms of language and writing existed in early civilizations?

### Language

**Language and writing**

- Pictograms: Earliest written symbols
- Hieroglyphics: __________
- Cuneiform: __________
- Alphabet: __________
The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by

a) describing Persia, including Zoroastrianism and the development of an imperial bureaucracy.

<table>
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<tr>
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<tbody>
<tr>
<td>Built on earlier Central Asian and Mesopotamian civilizations, Persia developed the largest empire in the world.</td>
<td>How did Persia govern its empire?</td>
</tr>
<tr>
<td>Zoroastrianism was the main Persian religion, although other religions were tolerated.</td>
<td></td>
</tr>
</tbody>
</table>

**Persian Empire**

- Tolerance of __________ peoples
- Development of an imperial ______________
- Construction of __________ system
- Practice of Zoroastrianism
  - __________ of Persia
  - Belief in two __________ forces in the universe
### Standard WHI.4b
The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by b) describing India, with emphasis on the Aryan migrations and the caste system.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Classical Indian civilization began in the Indus River Valley, spread to the Ganges River Valley, and then spread throughout the Indian subcontinent. This spread continued with little interruption because of the geographic location. Indo-Aryan people migrated into the area, creating a structured society (caste system) and blending their beliefs with those of the indigenous people. During the Golden Age of classical Indian culture, Indian people made significant contributions to world civilization.</td>
<td>Why were physical geography and location important to the development of Indian civilization? What impact did the Aryans have on India? Why was the caste system central to Indian culture? What were the accomplishments of the Mauryan and Gupta empires?</td>
</tr>
</tbody>
</table>

### Essential Understanding

#### Indian River Valley

Physical barriers, such as the ____________, the ____________, and the ____________ Ocean, made invasion difficult.

Mountain passes in the ____________ provided migration routes into the Indian subcontinent. The Indus and ____________ were the important rivers in the Indian subcontinent.

#### Indus River Valley civilization

- Harappa and

#### Aryans (Indo-Aryans)

- Migration, assertion of dominance
- ________________, which influenced all social interactions and choices of occupations

#### Mauryan Empire - Ashoka

- Continued ____________ unification of much of India
- Contributions:
  1.
  2.
  3.
  4.

#### Gupta Empire

- ________________ of classical Indian culture
- Contributions:
  1.
  2.
  3.
  4.
  5.
### Standard WHI.4c

The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by
c) describing the origins, beliefs, traditions, customs, and spread of Hinduism.

**Essential Understanding**

| Hinduism was an important contribution of classical India. | What are the beliefs of the Hindu religion? |
| Hinduism influenced Indian society and culture and is still practiced in India today. | How did Hinduism influence Indian society and culture? |

### Hinduism

- Belief in many forms of _________ God
- _________: Rebirth based upon karma
- _________: Knowledge that all thoughts and actions result in future consequences
- _________ and _________: Sacred writings
- Spread along major trade routes

---

### Standard WHI.4d

The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by
d) describing the origins, beliefs, traditions, customs, and spread of Buddhism.

**Essential Understanding**

| Buddhism was founded by Siddhartha Gautama in a part of India that is in present-day Nepal. | What are the beliefs of Buddhism? |
| Buddhism became a major faith when Ahsoka sent missionaries throughout Asia. | How did Buddhism spread? |

### Buddhism

- Founder: ___________________________ (Buddha)
- _______ Noble Truths
- __________ Path to Enlightenment

___________’s missionaries and their writings spread Buddhism from India to _________ and other parts of Asia.
The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by
e) describing China, with emphasis on the development of an empire and the construction of the Great Wall;

<table>
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</thead>
<tbody>
<tr>
<td>Classical China was centered on the Huang He (Yellow River) and was geographically isolated. Invaders entered China from the north. The Great Wall was built for China’s protection.</td>
<td>Why was the Great Wall of China built?</td>
</tr>
<tr>
<td></td>
<td>What were contributions of classical China to world civilization?</td>
</tr>
</tbody>
</table>

### Ancient China

Migratory invaders raided Chinese settlements from the north.

Qin Shi Huangdi built the ________________ as a line of defense against invasions.

China was governed by a succession of ruling families called ________________-

Chinese rulers were considered divine, but they served under a __________________ only as long as their rule was just.

The ________________ facilitated trade and contact between China and other cultures as far away as Rome.

### Contributions of classical China
- Civil service system
- Paper
- Silk
**Standard WHI.4f**
The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by
f) describing the impact of Confucianism, Taoism, and Buddhism.

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Chinese culture began around 1500 b.c. (b.c.e.). Of Chinese contributions to civilization, Confucianism and Taoism are among the most noted.</td>
<td>Why were Confucianism, Taoism, and Buddhism important in the formation of Chinese culture?</td>
</tr>
</tbody>
</table>

**Chinese Philosophies**

**Impact of Confucianism in forming the social order in China**
- Belief that humans are ________, not ________
- Respect for elders
- Code of _______________ (still used in Chinese society today)
- Emphasis on education
- ____________ worship

**Impact of Taoism in forming Chinese culture and values**
- Humility
- Simple life and inner peace
- Harmony with __________

Yin and yang represented ___________ for Confucianism and Taoism.

Chinese forms of ________________ spread throughout Asia.
### Standard WHI.5a

The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by

a) assessing the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The physical geography of the Aegean Basin shaped the economic, social, and political development of Greek civilization.</td>
<td>How did the mountains, seas, islands, harbors, peninsulas, and straits of the Aegean Basin shape Greek economic, social, and political development and patterns of trade and colonization?</td>
</tr>
<tr>
<td>The expansion of Greek civilization through trade and colonization led to the spread of Hellenic culture across the Mediterranean and Black seas.</td>
<td></td>
</tr>
</tbody>
</table>

---

### Ancient Greece

#### Locations and places
- __________ Sea
- Balkan and Peloponnesus peninsula, Europe, Asia Minor
- Mediterranean Sea
- Black Sea, Dardanelles
- Athens, Sparta, Troy

#### Economic and social development
- Agriculture (__________ arable land)
- Commerce and the spread of _______________ culture
- Shift from _______________ to money economy (coins)

#### Political development
- Mountainous terrain both helped and hindered the development of ____________________.
- Greek cities were designed to promote __________ and commercial life.
- ____________________ was prompted by overpopulation and the search for arable land.
**Standard WHI.5b**

The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
b) describing Greek mythology and religion.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Greek mythology was based on a polytheistic religion that was integral to culture, politics, and art in ancient Greece.</td>
<td>How did mythology help the early Greek civilization explain the natural world and the human condition?</td>
</tr>
<tr>
<td>Many of Western civilization’s symbols, metaphors, words, and idealized images come from ancient Greek mythology.</td>
<td>What impact did Greek mythology have on later civilizations and the contemporary world?</td>
</tr>
</tbody>
</table>

### Essential Knowledge

**Greek mythology**
- Based on ________________________________

- Offered __________________________ of natural phenomena, ______________________________

- ______________________________

**Greek gods and goddesses**
- King of the Gods:
- Wife of the King of the Gods:
- Apollo, Artemis, Athena, Aphrodite
- Symbols and images in Western literature, art, and architecture
**Standard WHI.5c**

The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by

c) identifying the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Classical Athens developed the most democratic system of government the world had ever seen, although not everyone could participate in decision making. It became a foundation of modern democracies.</td>
<td>How did democracy develop in Athens?</td>
</tr>
<tr>
<td>Contrasting philosophies of government divided the Greek city-states of Athens (democracy) and Sparta (oligarchy).</td>
<td>How did Sparta differ from Athens?</td>
</tr>
</tbody>
</table>

**Greek Society**

**Social structure and citizenship in the Greek polis**
- Citizens (__________________________) had political rights and the responsibility of civic participation in government.
- ___________ and _________________ had no political rights.
- Slaves had no political rights.

**Athens**
- Stages in the evolution of Athenian government:
  1.
  2.
  3.
  4.
- Tyrants who worked for reform: Draco, Solon
- Origin of democratic principles:
  1.
  2.
  3.

**Sparta**
- Oligarchy (rule by a __________ group)
- Rigid __________ structure
- _______________ and aggressive society
### Standard WHI.5d

**The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by**

**d) evaluating the significance of the Persian and Peloponnesian Wars.**

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>The Greeks defeated the Persian empire and preserved their political independence.</td>
<td>Why were wars with Persia important to the development of Greek culture?</td>
</tr>
<tr>
<td>Competition between Sparta and Athens for control of Greece helped cause the Peloponnesian War.</td>
<td>Why was the Peloponnesian War important to the spread of Greek culture?</td>
</tr>
</tbody>
</table>

### Essential Questions

**Ancient Greek Wars**

**Importance of Persian Wars (_______________ B.C. [B.C.E.])**
- Persian wars united Athens and ____________ against the Persian Empire.
- Athenian victories over the Persians at Marathon and Salamis left Greeks in control of the ____________ Sea.
- ____________ preserved its independence and continued innovations in government and culture.

**Importance of Peloponnesian War (___________________ B.C. [B.C.E.])**
- Caused in part by competition for control of the Greek world: Athens and the ____________ League versus Sparta and the ____________ League
- Resulted in slowing of cultural advance and the weakening of ____________ power

### Standard WHI.5e

**The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by**

**e) characterizing life in Athens during the Golden Age of Pericles;**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Athenian culture during the classical era became one of the foundation stones of Western civilization.</td>
<td>Why was the leadership of Pericles important to the development of Athenian life and Greek culture?</td>
</tr>
</tbody>
</table>

### Golden Age of Pericles

**Golden Age of Pericles (mostly occurring between the Persian and the Peloponnesian Wars)**
- Pericles extended ____________; most adult males had an ____________ voice.
- Pericles had Athens rebuilt after destruction in the ____________ Wars; the ____________ is an example of this reconstruction.
**Standard WHI.5f**
The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle.

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</thead>
<tbody>
<tr>
<td>Athenian culture during the classical era became one of the foundation stones of Western civilization.</td>
<td>What were some important contributions of Greek culture to Western civilization?</td>
</tr>
</tbody>
</table>

**Greek Culture**

**Contributions of Greek culture to Western civilization**
- Drama: Aeschylus, _____________
- Poetry: Homer (____________ and __________________)
- History: _____________, Thucydides
- Sculpture: Phidias
- Architecture: Types of columns, including the Doric (Parthenon), Ionic, and ________________.
- Science: Archimedes, Hippocrates
- Mathematics: ________________, Pythagoras
- Philosophy: Socrates, Plato, ________________
**Standard WHI.5g**
The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
g) explaining the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.

<table>
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<tbody>
<tr>
<td>The Macedonian conquest of Greece followed the weakening of Greek defenses during the Peloponnesian Wars.</td>
<td>How did the empire of Alexander the Great establish a basis for the spread of Hellenistic culture?</td>
</tr>
<tr>
<td>Alexander the Great adopted Greek culture and spread Hellenistic influences throughout his vast empire.</td>
<td></td>
</tr>
</tbody>
</table>

**The Hellenistic World**

**Philip II, King of ____________**
- Conquered most of Greece

**Alexander the Great**
- Established an empire from Greece to Egypt and the margins of India
- ____________ Greek cultural influences

**Hellenistic Age**
- Blend of Greek and ____________ elements
- Spread of Hellenistic culture through trade
Standard WHI.6a

The student will demonstrate knowledge of ancient Rome from about 700 b.c. (b.c.e.) to 500 a.d. (c.e.) in terms of its impact on Western civilization by
a) assessing the influence of geography on Roman economic, social, and political development.

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</thead>
<tbody>
<tr>
<td>The city of Rome, with its central location on the Italian peninsula, was able to extend its influence over the entire Mediterranean Basin. The Italian peninsula was protected by the sea and the arc of the Alps mountains.</td>
<td>How was geographic location important to the economic, social, and political development of ancient Rome?</td>
</tr>
</tbody>
</table>

Ancient Roman Geography

**Locations and places**
- Rome: Centrally located in the ________________ Basin and distant from eastern Mediterranean powers
- Italian Peninsula
- Alps: Protection
- Mediterranean Sea: Protection, sea-borne ________________
Standard WHI.6b
The student will demonstrate knowledge of ancient Rome from about 700 b.c. (b.c.e.) to 500 a.d. (c.e.) in terms of its impact on Western civilization by
b) describing Roman mythology and religion.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Roman mythology, like Greek mythology, was based upon a polytheistic religion that was integral to culture, politics, and art. Many of Western civilization’s symbols, metaphors, words, and idealized images come from ancient Roman mythology.</td>
<td>What was the source of Roman mythology? What impact did Roman mythology have on later civilizations?</td>
</tr>
</tbody>
</table>

**Roman Mythology**

**Roman mythology**
- Based on the _____________ polytheistic religion
- Explanations of _____________ phenomena, _____________ qualities, and _____________ events

**Roman gods and goddesses**
- Jupiter, Juno, Apollo, Diana, Minerva, and Venus
- Symbols and images in literature, art, and architecture
**Standard WHI.6c**
The student will demonstrate knowledge of ancient Rome from about 700 b.c. (b.c.e.) to 500 a.d. (c.e.) in terms of its impact on Western civilization by c) explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic.

<table>
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</thead>
<tbody>
<tr>
<td>Although women, most aliens (non-Romans living in the Republic), and slaves were excluded from the governing process, the Roman Republic made major strides in the development of representative democracy, which became a foundation of modern democracy.</td>
<td>How did the government of the Roman Republic become more democratic in its decision making?</td>
</tr>
</tbody>
</table>

**Roman Republic**

**Social structure in the Roman Republic**
- ____________: Powerful nobility (few in number)
- ____________: Majority of population
- ____________: Not based on race

- Patrician and plebeian men
- Selected foreigners
- Rights and responsibilities of citizenship (e.g., taxes, military service)

**Features of democracy**
- ____________ democracy
- Assemblies
- The Senate
- Consuls
- Laws of Rome codified as _________________
Standard WHI.6d
The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
d) sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas.

<table>
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</thead>
<tbody>
<tr>
<td>After the victory over Carthage in the Punic Wars, Rome was able, over the next 100 years, to dominate the Mediterranean basin, leading to the diffusion of Roman culture.</td>
<td>Why was Rome able to conquer Carthage and then go on to extend its influence across the entire Mediterranean basin and much of Western Europe?</td>
</tr>
</tbody>
</table>

**Punic Wars**

**Punic Wars: Rome v. Carthage (____________________ B.C. [B.C.E.])**
- Rome and Carthage were in competition for ____________.
- ____________ invaded the Italian Peninsula.
- ____________ wars resulted in Roman victory, the destruction of Carthage, and expanded trade and wealth for Rome.

**Evolution of the Roman Empire and spread of Roman culture**
- ____________ basin (Africa, Asia, Europe, including the Hellenistic world of the Eastern Mediterranean)
- ____________ Europe (Gaul, British Isles)
**Standard WHI.6e**

The student will demonstrate knowledge of ancient Rome from about 700 b.c. (b.c.e.) to 500 a.d. (c.e.) in terms of its impact on Western civilization by

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<th>Essential Understanding</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Roman Republic, in the face of changing social and economic conditions, succumbed to civil war and was replaced by an imperial regime, the Roman Empire.</td>
<td>Why did the Roman Republic fail to survive challenges by Julius Caesar?</td>
</tr>
<tr>
<td></td>
<td>How did military conquests alter economic and social life in Rome?</td>
</tr>
</tbody>
</table>

### Fall of the Republic

**Causes for the decline of the Roman Republic**

- Spread of __________ in the agricultural system
- __________ of small farmers into cities and __________
- Civil war over the power of __________
- __________ of Roman currency; inflation

**Standard WHI.6f**

The student will demonstrate knowledge of ancient Rome from about 700 b.c. (b.c.e.) to 500 a.d. (c.e.) in terms of its impact on Western civilization by

<table>
<thead>
<tr>
<th>Essential Understanding</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The Roman Republic, in the face of changing social and economic conditions, succumbed to civil war and was replaced by an imperial regime, the Roman Empire.</td>
<td>How did an imperial monarchy come to rule Rome?</td>
</tr>
</tbody>
</table>

### The Roman Empire

**The origin and evolution of Imperial Rome**

- __________ triumvirate
- Julius Caesar: Seizure of power, assassination
- __________ Caesar: Civil war, defeat of Marc Anthony, Rome’s __________ emperor
- Empire: Unified and enlarged, using imperial authority and the military
- Failure to provide for __________ succession of Emperors
The student will demonstrate knowledge of ancient Rome from about 700 b.c. (b.c.e.) to 500 a.d. (c.e.) in terms of its impact on Western civilization by explaining the economic, social, and political impact of the Pax Romana.

### Essential Understanding

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Essential Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the Pax Romana?</td>
<td>Augustus Caesar established the Roman Empire by instituting civil service, rule by law, a common coinage, and secure travel and trade throughout the Empire.</td>
</tr>
<tr>
<td>What was the impact of the Pax Romana on the Roman Empire?</td>
<td>Following Augustus Caesar, the Roman Empire enjoyed 200 years of peace and prosperity known as the Pax Romana.</td>
</tr>
</tbody>
</table>

### The Pax Romana

**The Pax Romana**

- Two __________ of peace and prosperity under imperial rule
- Expansion and solidification of the Roman Empire, particularly in the ________________

**Economic impact of the Pax Romana**

- Established uniform system of money, which helped to expand trade
- Guaranteed safe travel and trade on Roman __________
- Promoted prosperity and stability

**Social impact of the Pax Romana**

- Returned __________ to social classes
- Increased emphasis on the ________________

**__________ impact of the Pax Romana**

- Created a civil service
- Developed a uniform rule of law
The student will demonstrate knowledge of ancient Rome from about 700 b.c. (b.c.e.) to 500 a.d. (c.e.) in terms of its impact on Western civilization by describing the origin, beliefs, traditions, customs, and spread of Christianity.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The followers of Jesus spread Christianity throughout the Roman Empire, bringing it into conflict with Roman polytheism and eventually changing Western civilization.</td>
<td>How did Christianity become established within the Roman Empire?</td>
</tr>
<tr>
<td></td>
<td>What were the essential beliefs of the early Christian faith?</td>
</tr>
<tr>
<td></td>
<td>How and why did Christianity spread?</td>
</tr>
</tbody>
</table>

### Christianity

**Origins of Christianity**
- Had its roots in ________________
- Was led by Jesus of Nazareth, who was proclaimed the Messiah
- Conflicted with ________________ beliefs of Roman Empire

**Beliefs, traditions, and customs of Christianity**
- Monotheism
- Jesus as both ________ and incarnation of God
- Life after death
- New Testament, containing accounts of the life and teachings of ________________, as well as writings of early Christians
- Christian doctrines established by early church ________________

**Spread of Christianity**
- Popularity of the message
- Early ________________ inspired others
- Carried by the ________________, including Paul, throughout the Roman Empire
### Standard WHI.6i

The student will demonstrate knowledge of ancient Rome from about 700 b.c. (b.c.e.) to 500 a.d. (c.e.) in terms of its impact on Western civilization by

i) explaining the development and significance of the Church in the late Roman Empire.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>As the Roman Empire declined in the West, the Church of Rome grew in importance, followers, and influence.</td>
<td>What was the impact of the early Church in the late Roman Empire?</td>
</tr>
</tbody>
</table>

#### Church and the Roman Empire

**Impact of the Church of Rome in the late Roman Empire**

- The Emperor ___________________ converted to Christianity and made it legal.
- Christianity later became the official state religion.
- The Church became a source of ______________ authority.
- Loyalty to the Church became more important than loyalty to the ______________.
- The Church became the main unifying force of ______________ Europe.

### Standard WHI.6j

The student will demonstrate knowledge of ancient Rome from about 700 b.c. (b.c.e.) to 500 a.d. (c.e.) in terms of its impact on Western civilization by

j) listing contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conquests and trade spread Roman cultural and technological achievements throughout the Empire.</td>
<td>How did Roman achievements influence Western civilization?</td>
</tr>
<tr>
<td>Western civilization was influenced by the cultural achievements of Rome.</td>
<td></td>
</tr>
</tbody>
</table>

#### Roman Culture

**Contributions of ancient Rome**

- Art and ___________________: Pantheon, Colosseum, Forum
- Technology: Roads, aqueducts, Roman arches
- Science: Achievements of Ptolemy
- Medicine: Emphasis on public ______________ (public baths, public water systems, medical schools)
- Language: Latin, Romance languages
- Literature: Virgil’s ________________
- Religion: Roman mythology; adoption of Christianity as the imperial religion
- Law: The principle of “_________________ until proven _______________” (from the Twelve Tables)
### Standard WHI.6k

The student will demonstrate knowledge of ancient Rome from about 700 b.c. (b.c.e.) to 500 a.d. (c.e.) in terms of its impact on Western civilization by citing the reasons for the decline and fall of the Western Roman Empire.

### Essential Understanding | Essential Questions
--- | ---
Over a 300 year period, the western part of the Roman Empire steadily declined because of internal and external problems. | Why did the Western Roman Empire decline?

### Fall of Roman Empire

**Causes for the decline of the Western Roman Empire**
- __________ size: Difficulty of defense and administration
- Economy: The cost of ___________, and devaluation of Roman currency
- Military: Army membership started to include ________________, resulting in decline of discipline
- __________ decay: People’s loss of faith in Rome and the family
- Political problems: Civil conflict and weak administration
- Invasion: Attacks on borders

### Division of the Roman Empire
- Move of the capital by Constantine from Rome to ________________, renaming it Constantinople
- Survival of the Western Roman Empire until 476 A.D. (c.e.), when it ceased to have a Roman Emperor
- ____________ Roman Empire (Byzantine Empire)
Standard WHI.7a
The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 a.d. (c.e.) by
a) explaining the establishment of Constantinople as the capital of the Eastern Roman Empire.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The capital of the Eastern Roman Empire was changed to Constantinople to provide political, economic, and military advantages.</td>
<td>Why was Constantinople established as the capital of the Eastern Roman Empire?</td>
</tr>
</tbody>
</table>

**Constantinople**

**Location of Constantinople**
- Protection of the __________________________
- Distance from __________________________ in the western empire
- Crossroads of trade
- Easily fortified site on a peninsula bordered by __________________________

**Role of Constantinople**
- Seat of the __________________________ until __________________________ conquest
- Preserved classical __________________________ culture
- Center of trade

![Map of Constantinople](image-url)
### Standard WHI.7b

The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 a.d. (c.e.) by
b) identifying Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>As the first to codify Roman law, Justinian provided the basis for the law codes of Western Europe.</td>
<td>What was the influence of Justinian’s codification of Roman law on the Byzantine Empire and later legal codes?</td>
</tr>
<tr>
<td>Under Justinian, the Byzantine Empire reached its height in culture and prosperity.</td>
<td>What was Justinian’s influence on the expansion of the Byzantine Empire and its economy?</td>
</tr>
</tbody>
</table>

### Justinian

**Byzantine Emperor Justinian**
- Codification of ___________ ___________ (impact on European legal codes)
- Reconquest of former ___________ territories
- Expansion of ___________

---

**Essential Understanding:**

As the first to codify Roman law, Justinian provided the basis for the law codes of Western Europe.

Under Justinian, the Byzantine Empire reached its height in culture and prosperity.

**Essential Questions:**

What was the influence of Justinian’s codification of Roman law on the Byzantine Empire and later legal codes?

What was Justinian’s influence on the expansion of the Byzantine Empire and its economy?
### Standard WHI.7c
The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 a.d. (c.e.) by
\[ c \] characterizing Byzantine art and architecture and the preservation of Greek and Roman traditions.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Greek Orthodox Christianity and imperial patronage enabled the Byzantine Empire to develop a unique style of art and of architecture.</td>
<td>What were the contributions of Byzantine art and architecture?</td>
</tr>
<tr>
<td>Greek and Roman traditions were preserved in the Byzantine Empire.</td>
<td>How did Greek and Roman culture survive within the Byzantine Empire?</td>
</tr>
</tbody>
</table>

### Byzantium Culture

**Byzantine achievements in art and architecture**
- Inspiration provided by Christian religion and imperial power
- Icons (religious images)
- Mosaics in public and religious structures
- Hagia Sophia (a Byzantine domed church)

**Byzantine culture**
- Continued flourishing of ______________________ traditions
- _________ language (as contrasted with Latin in the West)
- __________________________
- _________ and _________ knowledge preserved in Byzantine libraries
The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 a.d. (c.e.) by explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The cultural and political differences between the Eastern and Western Roman Empires weakened the unity of the Christian Church and led to its division.</td>
<td>What factors produced the division within the Christian Church?</td>
</tr>
</tbody>
</table>

### Role of the Christian Church

**Eastern Church**

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**Western Church**

- Centered in __________
- Farther from seat of power after ____________________ became capital
- Use of ________ language in the liturgy

### Division between Western and Eastern Churches

- Authority of the __________ eventually accepted in the __________
- Authority of the ____________________ accepted in the East
- Practices such as _________ eventually accepted in the West
**Standard WHI.7e**
The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 a.d. (c.e.) by e) mapping and assessing the impact of Byzantine influence and trade on Russia and Eastern Europe.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Byzantine civilization influenced Russian and Eastern European civilizations through its religion, culture, and trade.</td>
<td>Why did the Byzantine Empire have so much influence on religion, culture, and trade in Russia and Eastern Europe?</td>
</tr>
</tbody>
</table>

**Byzantium**

Influence of Byzantine culture on Eastern Europe and Russia

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- 
- 
-
**Standard WHI.8a**

The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 a.d. (c.e.) by
a) describing the origin, beliefs, traditions, customs, and spread of Islam.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The revelations of Muhammad form the basis of the Islamic religion, a monotheistic faith.</td>
<td>Where did the Islamic religion originate? Where did it spread?</td>
</tr>
<tr>
<td>Muhammad and his followers spread Islam.</td>
<td>What are the beliefs, traditions, and customs of Islam?</td>
</tr>
<tr>
<td>Islamic traditions and customs developed over centuries and created a distinctive Muslim culture.</td>
<td></td>
</tr>
</tbody>
</table>

**Islam**

**Origins of Islam**
- ________________________, the Prophet
- ___________ and ___________ on the Arabian Peninsula: Early Muslim cities

**Spread of Islam**
- Across Asia and ___________ and into ___________
- Geographic extent of first Muslim empire

**Beliefs, traditions, and customs of Islam**
- ________________________: Allah (Arabic word for God)
- ________________________: The word of God
- ___________ ___________ of Islam
- Acceptance of Judeo-Christian prophets, including ___________ and ___________
Standard WHI.8b
The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 a.d. (c.e.) by
b) assessing the influence of geography on Islamic economic, social, and political development,
including the impact of conquest and trade.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>In the first three centuries after Muhammad’s death, Muslim rule expanded rapidly, overcoming geographic barriers, and facilitated by weakened political empires.</td>
<td>How did geography influence the rapid expansion of territory under Muslim rule?</td>
</tr>
<tr>
<td>Political unity and the Arabic language facilitated trade and stimulated intellectual activity.</td>
<td>How did political and cultural geography facilitate trade and cultural activity in the early Islamic lands?</td>
</tr>
</tbody>
</table>

Islamic Rule

**Geographic influences on the origin and spread of Islam**
- Diffusion along trade routes from _________ and _________
- Expansion despite great distances, _________ ________________________, and _________ barriers
- Spread into the _________ __________________________, Iran, and Central Asia facilitated by weak Byzantine and Persian empires

**Geographic influences on economic, social, and political development**
- Political unity of the first _________ _________ was short-lived.
- _________ language spread with Islam and facilitated _________ across Islamic lands.
- _________ was not based on _________.
The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 a.d. (c.e.) by identifying historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi’a division and the Battle of Tours.

### Essential Understanding

| Major historical turning points marked the spread and influence of Islamic civilization. |
| What were some major historical turning points that marked the spread and influence of Islamic civilization? |

### Growth of Islam

**Historical turning points**

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- 
- 
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- 
- 
**Standard WHI.8d**
The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 a.d. (c.e.) by citing cultural and scientific contributions and achievements of Islamic civilization.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Early Islamic civilization was characterized by achievements in science and the arts that transformed the Islamic world and contributed to world civilization.</td>
<td>How did Islamic civilization preserve and extend ancient Greek, Persian, and Indian learning?</td>
</tr>
<tr>
<td>What were some contributions of Islamic civilization?</td>
<td></td>
</tr>
</tbody>
</table>

**Islamic Contributions**

**Cultural contributions and achievements**
- 
- 
- 
- 
- 

**Scientific contributions and achievements**
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-
**Standard WHI.9a**

The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 a.d. (c.e.) in terms of its impact on Western civilization by

a) sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>The Roman Catholic Church grew in importance after Roman authority declined. It became the unifying force in western Europe.</td>
<td>How and why did the Church grow in importance during the Middle Ages?</td>
</tr>
</tbody>
</table>

During the Middle Ages, the Pope anointed the Emperors, missionaries carried Christianity to the Germanic tribes, and the Church served the social, political, and religious needs of the people.

**Early Medieval Period**

**Foundations of early medieval society**

- 
- 
- 

Influence of the Roman Catholic Church

- _________________ declined, while Church authority grew.

- __________ preserved Greco-Roman cultural achievements.

- Missionaries carried Christianity and __________ ______________________ to Germanic tribes.

- The Pope anointed __________________________ Emperor in 800 A.D. (c.e.)

- Parish priests served religious and social needs of the people.
**Standard WHI.9b**
The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 a.d. (c.e.) in terms of its impact on Western civilization by
b) explaining the structure of feudal society and its economic, social, and political effects.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>The decline of Roman influence in Western Europe left people with little protection against invasion, so they entered into feudal agreements with landholding lords who promised them protection.</td>
<td>How did a feudal society develop in Europe during the Middle Ages?</td>
</tr>
<tr>
<td></td>
<td>How did the medieval manor function as a social and economic system?</td>
</tr>
</tbody>
</table>

**Middle Ages**
Invasions shattered Roman protection over the Empire.

**Feudal society during the Middle Ages**
- 
- 
- 
- 

**Manorial system during the Middle Ages**
- 
- 

Standard WHI.9c

The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 a.d. (c.e.) in terms of its impact on Western civilization by

c) explaining the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Frankish kings used military power to expand their territory.</td>
<td>How did Charlemagne revive the idea of the Roman Empire?</td>
</tr>
<tr>
<td>The alliance between Frankish kings and the Church re-established Roman culture (Christianity) in Western Europe.</td>
<td></td>
</tr>
</tbody>
</table>

Charlemagne

Age of Charlemagne

- __________________________ emerged as a force in Western Europe.
- The _________ crowned the Emperor.
- Power of the _________ was established in political life.
- _________ culture was reinterpreted.
- Most of _______________________ was included in the new empire.
- __________, __________, and __________ were built to unite the empire.
Standard WHL.9d

The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 a.d. (c.e.) in terms of its impact on Western civilization by sequencing events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Vikings.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Invasions by Angles, Saxons, Magyars, and Vikings disrupted the social, economic, and political order of Europe.</td>
<td>How did invasions by the Angles, Saxons, Magyars, and Vikings influence the development of Europe?</td>
</tr>
</tbody>
</table>

### Northern Europe and England

**Areas of settlement**

1. ___________________________ and ___________________________ migrated from continental Europe to England.
2. ___________________________ migrated from Central Asia to Hungary.
3. ___________________________ migrated from Scandinavia to Russia.

**Influence of the Angles, Saxons, Magyars, and Vikings**

- 
- 
-
### Standard WHI.10a
The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by locating major trade routes.

### Essential Understanding
<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the medieval period, several major trading routes developed in the Eastern Hemisphere. These trading routes developed among Europe, Africa, and Asia.</td>
<td>Where were the major trade routes in the Eastern Hemisphere from 1000 to 1500 A.D. (C.E.)?</td>
</tr>
</tbody>
</table>

### Trading

**Major trade patterns of the Eastern Hemisphere from 1000 to 1500 A.D. (C.E.)**

- Silk Routes across ______________________ to the Mediterranean basin
- Maritime routes across the __________________________
- Trans-Saharan routes across ________________________________
- ____________________________ links with the Black Sea
- ____________________________ sea and river trade
- South ____________________________ and lands of Southeast Asia

Interesting site about trade patterns: [http://www.archatlas.dept.shef.ac.uk/Trade/WS.gif](http://www.archatlas.dept.shef.ac.uk/Trade/WS.gif)
Standard WHI.10b
The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by:
b) identifying technological advances and transfers, networks of economic interdependence, and cultural interactions.

Essential Understanding | Essential Questions
--- | ---
Regional trade networks and long-distance trade routes in the Eastern Hemisphere aided the diffusion and exchange of technology and culture among Europe, Africa, and Asia. | How did trade facilitate the diffusion of goods and ideas among different cultures?

Empires of the East and Cultural Interaction

**Goods**
- Gold from ________________
- ________________ from lands around the Indian Ocean
- Textiles from ________________, ________________, the Middle East, and later Europe
- ________________ from China and Persia
- Amber from the ________________ region

**Technology**
- Paper:
- New crops:
- Waterwheels and windmills:
- Navigation:

**Ideas**
- Spread of religions across the hemisphere
  - Buddhism from ________________ to ________________ and ________________
  - Hinduism and Buddhism from ________________ to ________________
  - Islam into ________________, Central and Southeast Asia
- Printing and paper money from ________________
Standard WHI.10c
The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by
c) describing Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Japanese cultural development was influenced by proximity to China.</td>
<td>How has Japan’s geography influenced its development?</td>
</tr>
<tr>
<td>Shinto and Buddhism coexisted as religious traditions in the Japanese culture.</td>
<td>How did Chinese culture influence Japan?</td>
</tr>
<tr>
<td></td>
<td>Why were Shinto and Buddhism important to the development of Japanese culture?</td>
</tr>
</tbody>
</table>

**Japan**

**Location and place**
- Japanese archipelago (four main islands)
- ________________ or East Sea between Japan and Asian mainland
- Proximity to ________________ and ________________

**Influence of Chinese culture**
- 
- 
- 

**Shinto**
- ________________ religion unique to Japan
- Importance of natural features, forces of ________________, and ________________
- State religion; worship of the ________________
- Coexistence with ________________
The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by describing east African kingdoms of Axum and Zimbabwe and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>African civilizations developed in sub-Saharan west and east Africa.</td>
<td>What were the characteristics of civilizations in sub-Saharan Africa during the medieval period?</td>
</tr>
<tr>
<td>Trade brought important economic, cultural, and religious influences to African civilizations from other parts of the Eastern Hemisphere.</td>
<td></td>
</tr>
<tr>
<td>States and empires flourished in Africa during the medieval period, including Ghana, Mali, and Songhai in west Africa, Axum in east Africa, and Zimbabwe in southeastern Africa.</td>
<td></td>
</tr>
</tbody>
</table>

### African Civilizations

- **Axum**
  - 
  - 

- **Zimbabwe**
  - 
  - 

- **West African kingdoms**
  - 
  - 
  - 
  -
Standard WHI.11a,b

The student will demonstrate knowledge of major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan by

a) describing geographic relationships, with emphasis on patterns of development in terms of climate and physical features;
b) describing cultural patterns and political and economic structures.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The Mayan, Aztec, and Incan civilizations emerged in South America, Central America, and Mexico.</td>
<td>What were the characteristics of the Mayan, Aztec, and Incan civilizations?</td>
</tr>
</tbody>
</table>

Early American Civilizations

**Mayan Civilizations**

Located in the Mexican and Central American rain forests
- Represented by ______________________
- Groups of city-states ruled by kings
- Economy based on ___________________ and trade
- Polytheistic religion: Pyramids

**Aztec Civilizations**

Located in the Andes Mountains of South America
- Represented by ______________________
- Ruled by an emperor
- Economy based on ___________________
- Polytheistic religion
- Road system

**Incan Civilizations**

Located in arid valley in central Mexico
- Represented by ______________________
- Ruled by an emperor
- Economy based on agriculture and ___________ from conquered peoples
- Polytheistic religion: Pyramids, rituals

Common achievements of Mayan, Aztec, and Incan civilizations
- 
- 
-
**Standard WHI.12a**

The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by

a) describing the emergence of nation-states (England, France, Spain, and Russia) and distinctive political developments in each.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>European monarchies consolidated their power and began forming nation-states in the late medieval period.</td>
<td>How did European nation-states expand their territories and consolidate their power?</td>
</tr>
</tbody>
</table>

### Nation States

#### England
- __________________________, leader of the Norman Conquest, united most of England.
- Common law had its beginnings during the reign of Henry II.
- __________________________ signed the _________ _________, limiting the king’s power.
- The __________________________ between England and France helped define England as a nation.
- Evolution of __________________________.

#### France
- __________________________ established the French throne in Paris, and his dynasty gradually expanded their control over most of France.
- The Hundred Years’ War between England and France helped define __________________________.
- __________________________ was a unifying factor.

#### Spain
- __________________________ and __________________________ unified the country and expelled Jews and Moors.
- Spanish Empire in the Western Hemisphere expanded under __________________________.

#### Russia
- __________________________ threw off the rule of the Mongols, centralized power in Moscow, and expanded the Russian nation.
- Power was centralized in the hands of the tsar.
- __________________________ influenced unification.
The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by

b) explaining conflicts among Eurasian powers, including the Crusades, the Mongol conquests, and the fall of Constantinople.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crusades were carried out by Christian political and religious leaders to take control of the Holy Land from the Muslims.</td>
<td>What were key events and effects of the Crusades?</td>
</tr>
<tr>
<td>Mongol armies invaded Russia, Southwest Asia, and China, creating an empire.</td>
<td>What were the effects of the Mongol invasions?</td>
</tr>
<tr>
<td>Ottoman Turks conquered the Byzantine Empire.</td>
<td>What were the effects of the Ottoman invasions of Europe?</td>
</tr>
</tbody>
</table>

### Shifts in Power

#### Key events of the Crusades
- The capture of ______________________
- Founding of Crusader states
- Loss of Jerusalem to ______________________
- Sack of ____________________________ by western Crusaders

#### Effects of the Crusades
- Weakened the ______________________ and ______________________; strengthened monarchs
- Stimulated trade throughout the Mediterranean area and the Middle East
- Left a ______________________ of ______________________ among Christians, Jews, and Muslims
- Weakened the ______________________
- Invaded Russia, China, and Muslim states in Southwest Asia, destroying cities and countryside
- Created an empire

#### Constantinople
- Fell to the ______________________ in ________, ending the Byzantine Empire
- Became capital of the ______________________.
The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by identifying patterns of crisis and recovery related to the Black Death (Bubonic plague).

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<tbody>
<tr>
<td>In the fourteenth century, the Black Death (Bubonic plague) decimated the population of much of Asia and then the population of much of Europe.</td>
<td>How did the Black Death (Bubonic plague) alter economic and social institutions in much of Asia and then in Europe?</td>
</tr>
</tbody>
</table>

### Disease in the Medieval Period

**Impact of the Black Death (Bubonic plague)**

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**Standard WHI.12d**
The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by
d) explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.

**Essential Understanding**
Education was largely confined to the clergy during the Middle Ages. The masses were uneducated, while the nobility was concerned with feudal obligations. Church scholars preserved ancient literature in monasteries in the East and West.

**Essential Questions**
How did European scholars begin to interpret and value ancient learning?

**Catholic Church Influence**
Church scholars
- Were among the very few who could ____________________________
- Translated ____________________________ and ____________________________ works into ____________________________
- Made new knowledge in ____________________________, ____________________________, and ____________________________ available in Europe
- Laid the foundations for the rise of ____________________________ in Europe
**Standard WHI.13a**
The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by  
a) identifying the economic foundations of the Italian Renaissance.

<table>
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<tbody>
<tr>
<td>The Crusades stimulated trade by introducing Europeans to many desirable products.</td>
<td>How did the Crusades stimulate trade between Europe and the Muslim Empire?</td>
</tr>
<tr>
<td>Trade promoted frequent contacts with the Byzantine and Muslim Empires.</td>
<td>What were the economic foundations of the Italian Renaissance?</td>
</tr>
<tr>
<td>New economic institutions developed.</td>
<td></td>
</tr>
</tbody>
</table>

**Essential Knowledge**

**Economic effects of the Crusades**
- ______________ demand for Middle Eastern products  
- Stimulated production of goods to trade in ______________________________ market(s)  
- Encouraged the use of ______________________________

**Important economic concepts**
- Church rule against ____________________ and the banks’ practice of charging interest helped to secularize northern Italy.  
- ___________________________ served to expand the supply of money and expedite trade.  
- New ______________________ and bookkeeping practices (use of __________________________ numerals) were introduced.

______________ : charging interest on loans
**Standard WHI.13b**
The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by
b) sequencing events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*.

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</table>
| Wealth accumulated from European trade with the Middle East led to the rise of Italian city-states. Wealthy merchants were active civic leaders. Machiavelli observed city-state rulers of his day and produced guidelines for the acquisition and maintenance of power by absolute rule. | How did northern Italian cities benefit from their geographic location?  
How did Italian city-states achieve importance and develop politically?  
What were Machiavelli’s ideas about power? |

**Italian Renaissance**

**Florence, Venice, and Genoa**
- Had access to trade routes connecting Europe with ____________________________ markets
- Served as ____________________________ centers for the distribution of goods to ___________ Europe
- Were initially independent city-states governed as ____________________________

**Machiavelli’s:** ____________________________
- An early modern treatise on ____________________________
- Supports ____________________________ of the ruler
- Maintains that ____________________________
- Advises that one should do good if possible, but do ____________________________

Do you think a person described as “Machiavellian” is seen as a good person, or a bad person? Explain.
Standard WHI.13c

The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by
c) citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch.

Essential Understanding

The Renaissance produced new ideas that were reflected in the arts, philosophy, and literature. Patrons, wealthy from newly expanded trade, sponsored works that glorified city-states in northern Italy. Education became increasingly secular.

Essential Questions

How did the arts and literature of the Renaissance differ from those of the Middle Ages?

Who were prominent Italian Renaissance artists and writers?

How did knowledge of the classical Greeks and Romans foster humanism in the Italian Renaissance?

Changes in Art

Medieval art and literature focused on ___________________________ and ___________________________, while Renaissance art and literature focused on individuals and worldly matters, along with Christianity.

Artistic and literary creativity

• Leonardo da Vinci: ___________________________ and ___________________________

• Michelangelo: ___________________________ and ___________________________

• ___________________________: Sonnets, humanist scholarship

Humanism

•

•

•

http://www.artelista.com/paintings/DaVinci/MonaLisa.jpg
http://upload.wikimedia.org/wikipedia/en/b/b8/The_Last_Supper_by_Da_Vinci.jpg
http://farm4.static.flickr.com/3551/3395228125_3c6afefcdf.jpg
http://resumbrar.com/ub/dms423_f09/12/david.jpg
**Standard WHI.13d**

The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by

d) comparing the Italian and the Northern Renaissance, and citing the contributions of writers.

<table>
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<tr>
<td>With the rise of trade, travel, and literacy, the Italian Renaissance spread to northern Europe. The art and literature of the Italian Renaissance changed as people of different cultures adopted Renaissance ideas.</td>
<td>How did ideas of the Italian Renaissance change as they were adopted in northern Europe?</td>
</tr>
<tr>
<td>Who were important artists and writers of the Northern Renaissance?</td>
<td></td>
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**The Renaissance**

**Northern Renaissance**

- Growing wealth in __________________________ supported Renaissance ideas.
- Northern Renaissance thinkers merged humanist ideas with Christianity.
- The movable type printing press and the production and sale of books (e.g., Gutenberg Bible) helped disseminate ideas.

**Northern Renaissance writers**

- Erasmus: __________________________ (1511)
- Sir Thomas More: __________________________ (1516)

Northern Renaissance artists portrayed religious and secular subjects.