Grade Nine
History and Social Science: World History I

Grade 9 Curriculum for Loudoun County Public Schools

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This curriculum document for 9th Grade Social Science is organized to help teachers plan and carry out their instruction conceptually, so that students can see patterns and connections among and between ideas and points of information. In this document, each unit’s learning outcomes or objectives are listed first, followed by a conceptual mind map connecting the content. Following the mind map in each unit is a more linear and traditional textual outline with references to points of content that students must learn in World History I. Each section of the unit outline is framed by important conceptual questions that serve as a foundation for the teaching and learning of that section. All conceptual questions appear in italics.

There are five units in the curriculum. Since the foundations of the units are conceptual, they take in and call for the study of more than just the Virginia SOLs for World History I. SOL connections are listed in red on the “Objectives” page, and appear also in the branches of each unit’s mind map. This means that when teachers focus on the objectives, and the concepts organized in the mind maps, they will include instruction in these particular SOLs in addition to the more complete concepts and world regions described and indicated. It does not mean that instruction in only those particular SOLs listed will adequately prepare students to understand the relevant concepts, ideas, or regions required by our curriculum.

In this curriculum, Units I, II, and III are meant to last 6 weeks each. Units IV and V are meant to last 9 weeks each. This means that the first semester of the course should be taken up by the first three units, and the second semester should be composed of the last two. Within each unit, recommendations are made for teachers to focus on particular academic skills.

We hope teachers find that the 9th Grade concepts contained and explained in this document serve as a productive mental framework for students and for themselves. This instructional layout and approach offers cognitive structures that are essential to the solid comprehension of our curriculum content.
Grade 9 World History Unit I: The Context of History
Includes SOLs: WHI.2a-d; WHI.3a,e

At the end of this unit, students will be able to:
1. Explain, in their own words, how and why hunter-gathering humans lived the way they did—according to geographic context. (Includes: WHI.2a,b,d)
2. List and describe the elements that are essential to the development of an agricultural or pastoral human community. (Includes: WHI.2c)
3. Explain, in their own words, how specific early human settlements can be called examples of agricultural or pastoral communities. (Includes: WHI.2d; WHI.3a)
4. Explain, in their own words, the key differences between hunter-gatherer and agricultural communities in practical terms, and in terms of human mind-set. (Includes: WHI.3e)

Suggested skills to emphasize in this unit: SS3-Using maps, globes, artifacts, etc.; SS5-Analyzing and evaluating trends in human movement; SS6-Identify and describe major geographic features…etc.; WH1-Identify and analyze global patterns over time…etc.; All Cognitive Skills (“CS”), with stress on CS19-Understanding sentences that deal with scientific ideas.
WORLD HISTORY I, UNIT I - THE CONTEXT OF HISTORY: ENVIRONMENT, TIME, PEOPLE – 8000 BCE TO 600 BCE

Context Given: Geographic Features and Conditions

Hunter/Gatherers: WHI.2a,b

Beginning of Pastoral/Agricultural

Village Settlements: WHI.2d

Technology/Metalwork: WHI.2c

Mesopotamia
- Egypt
- Indus
- Huang He
- Olmecs
- Hebrews
- Phoenicians
- Nubia

Context Made: Technology and Invention

River Valley and Early Civilizations: WHI.3a

Written Language: WHI.3e

The Context of History: environment, time, people -- 8000 BCE to 600 BCE
A. CONTEXT GIVEN: GEOGRAPHIC FEATURES AND CONDITIONS: \textit{HOW DID THE ENVIRONMENT SHAPE EARLY HUMANS' WAY OF LIFE?}

A.1 HUNTER/GATHERERS
   a. Emergence of Homo Sapiens
   b. Their Environments
   c. Life in the Paleolithic Era

A.2 BEGINNING OF PASTORAL/AGRICULTURAL
   a. Technological Innovations
   b. Social Innovations

Terms to Know: \textit{Paleolithic, Neolithic}

B. CONTEXT MADE: \textit{WHAT FACTORS HAD TO BE PRESENT FOR HUMANS TO BEGIN ACTING UPON OR CHANGING THEIR ENVIRONMENT?}

B.1 VILLAGE SETTLEMENTS
   a. Archaeological evidence
   b. Examples and the Technology of Archaeology

B.2 TECHNOLOGY/METALWORK
   Stages of metal use
   Impact of agriculture on the environment
B.3 RIVER VALLEY AND EARLY CIVILIZATIONS: *WHY RIVER VALLEYS? WHAT WERE THE SOCIAL, POLITICAL, AND ECONOMIC PATTERNS OF THESE CIVILIZATIONS?*

B.3.1 Mesopotamia

B.3.2 Egypt

B.3.3 Indus

B.3.4 Huang He

B.3.5 Olmecs

B.3.6 Hebrews

B.3.7 Phoenicians

B.3.8 Nubia

B.4 WRITTEN LANGUAGE

a. What kinds of writing were developed?

b. Where did they develop? Why?
### Skills and SOLs Included in this Unit of Study:

| SS3: Using maps, globes, artifacts and pictures to interpret the past, analyze the physical and cultural landscape and changes to that landscape, and identify important geographic features | Understand the components of maps, identify different types of maps and be able to navigate a map. | Use geographic information to interpret cultures and events; recognize the connection between geographical features (climate, landforms, etc.) and culture. | Analyze artifacts and pictures to make predictions/generalizations about the cultures of past and current societies; see connections between information gathered from charts and maps and manifestations of culture. |
| SS5: Analyzing and evaluating trends in human movement | Identify general reasons for and effects of migration, incorporating important physical geographical features. | Identify specific migrations to 1500 CE. | Identify reasons for why specific migrations have taken place. Generate lists of effects of mass migrations. |
| SS6: Identify and describe major geographic features important to the study of World History | Identify major geographic features such as land formations and bodies of water, key components of each, and the effect each had on civilizations. | Analyze how humans were able to adapt to their environment and how geography was able to shape ancient civilizations. | Compare and contrast the important effects geography had on specific civilizations over time. |
| WH1: Identify and analyze global patterns over time and connect local and global patterns. | Understand the concept of human migration and identify possible reasons for human migration. | Recognize patterns of human migration. | Evaluate the impact of human migration in world history. |
| CS19: Understanding sentences that deal with scientific ideas | Define scientific vocabulary. | Apply scientific vocabulary. | Memorize scientific vocabulary by applying the terms and concepts in classroom activities. |
WHI.2 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;
- Homo sapiens emerged in east Africa between 100,000 and 400,000 years ago.
- Homo sapiens migrated from Africa to Eurasia, Australia, and the Americas.
- Early humans were hunters and gatherers whose survival depended on the availability of wild plants and animals.
b) listing characteristics of hunter-gatherer societies, including their use of tools and fire;
- Hunter-gatherer societies during the Paleolithic Era (Old Stone Age)
  - were nomadic, migrating in search of food, water, shelter
  - invented the first tools, including simple weapons
  - learned how to make and use fire
  - lived in clans
  - developed oral language
  - created “cave art.”
c) describing technological and social advancements that gave rise to stable communities;
- Societies during the Neolithic Era (New Stone Age)
  - developed agriculture (domesticated plants)
  - domesticated animals
  - used advanced tools
  - made pottery
  - developed weaving skills.
d) explaining how archaeological discoveries are changing present-day knowledge of early peoples.
- Archaeologists study past cultures by locating and analyzing human remains, settlements, fossils, and artifacts.
- Archaeologists apply scientific tests, such as carbon dating, to analyze fossils and artifacts.
- Stonehenge is an example of an archaeological site in England that was begun during the Neolithic Age and completed during the Bronze Age.
- Aleppo and Jericho are examples of early cities in the Fertile Crescent studied by archaeologists.
- Çatalhöyük is an example of a Neolithic settlement currently under excavation in Anatolia.

WHI.3 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;
- **River valley civilizations (about 3500 to 500 B.C. (B.C.E.))**
  - Mesopotamian civilization: Tigris and Euphrates River Valleys (Southwest Asia)
  - Egyptian civilization: Nile River Valley and Nile Delta (Africa)
  - Indian civilization: Indus River Valley (South Asia)
  - Chinese civilization: Huang He Valley (East Asia)
- These river valleys offered rich soil and irrigation water for agriculture, and they tended to be in locations easily protected from invasion by nomadic peoples.

**Other early civilizations (about 2000 to 500 B.C. (B.C.E.))**
- Hebrews settled between the Mediterranean Sea and the Jordan River Valley (part of Fertile Crescent in Southwest Asia).
- Phoenicians settled along the Mediterranean coast (part of Fertile Crescent in Southwest Asia).
Nubia was located on the upper (southern) Nile River (Africa).

e) explaining the development of language and writing.

**Language and writing**
- Pictograms: Earliest written symbols
- Hieroglyphics: Egypt
- Cuneiform: Sumer
- Alphabet: Phoenicia
At the end of this unit, students will be able to:

1. Describe the essential features of “classical” civilization in the realms of culture, social organization, and politics—giving specific examples from multiple societies. (Includes: WHI.3b; WHI.4a,b; WHI.5c,e,f)
2. Explain how developing technologies and innovations affected classical civilizations. (Includes: WHI.4a,b)
3. Explain the reasons for increased international and cross-cultural contacts in the classical period. (Includes: WHI.5a,d,g)
4. Describe the ways in which classical civilizations explained their own world to themselves in the areas of religion, philosophy, and art. (Includes: WHI.3c; WHI.5b)
5. Explain the essential tenets and ideas of Judaism, Christianity, Daoism, Confucianism, Hinduism and Buddhism. (Includes: WHI.3d, WHI.4c,d,f)

Suggested skills to emphasize in this unit: SS2- Using documents and other primary data…etc.; SS3-Using maps, globes, artifacts, etc.; SS4-Identifying and comparing political boundaries; SS5-Analyzing…trends in human movement; SS6-Identify and describe major geographic features…etc.; WH1-Identify and analyze global patterns…etc.; WH2-Compare societies; WH3-Recognize universal commonalities without…etc.; All Cognitive Skills, especially beginning with those stressing clear writing.
A. SOCIAL SYSTEMS: WHAT “SYSTEMS” ALLOW STABILITY IN HUMAN COMMUNITIES? HOW DO THEY AFFECT STABILITY?

A.1 CLASS SYSTEMS: ROLE OF HEREDITY
a. Specialized Social Roles: e.g. China with Confucianism, women in various societies
b. Slavery/Coerced Labor

B. POLITICS DEVELOP: HOW DO POLITICAL SYSTEMS RELY ON SOCIAL NORMS?

B.1 POLITICAL SYSTEMS AND SOCIAL FOUNDATIONS
a. Hindu Society
b. Confucian, Buddhist, Tao Society: contributions of religion to society’s order
c. Centralized States with Written Law

B.2 GREECE: ROLE OF GEOGRAPHY: MAJOR PLACES AND FEATURES, REASONS FOR TRADE, COMMERCE
a. The City-State: Who had the power?; Types of government; “citizens”; Athens, Sparta and Persia; Athens, Sparta and Peloponnesian War
b. Colonization

C. CONTACTS: WHAT FEATURES OF A SOCIETY CAN CHANGE THROUGH INTERACTION WITH ANOTHER?

C.1 EMPIRES AND MIGRATIONS
a. Persians: How did Persia govern its empire? Role of Zoroastrianism, bureaucracy, construction projects
b. Aryans: Impact on India
c. Mauryan: Contributions and role of Buddhism
D. CULTURE: WHAT ARE THE “INPUTS” TO CULTURE, AND HOW DO THEY AFFECT THE “OUTPUTS”?

D.1 ART
(Greek culture: History, poetry, drama, architecture)

D.2 SCIENCE/TECHNOLOGY: CITIES, INCREASING TRADE VIA WATER ROUTES
a. China's Inventions
b. Use of Metal: e.g. plow, weapons

D.3 EXPLANATIONS FOR THEIR WORLD: RELIGION
a. Polytheism
Greek Mythology
GREEK PHILOSOPHY
b. Hinduism: major beliefs, sacred writings, spread
   i. Buddhism's major beliefs, spread to China
c. Judaism: Monotheism. Beliefs, origins, spread of Judaism

D.4 AFFECTED BY GEOGRAPHY: GREECE
a. Athens' Sea Power and Trading
   Why city-states?
Skills and SOLs Included in this Unit of Study:

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<td>SS4: Identifying and comparing political boundaries with historical predecessors</td>
<td>Identify and explain the five themes of geography.</td>
<td>Commit to memory the boundaries, with the location of civilizations, empires, and kingdoms, from 4000 B.C.E. to 1500 C.E.</td>
<td>Draw analytical comparisons between political boundaries, historical regions and their current configurations.</td>
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<td>SS5: Analyzing and evaluating trends in human movement</td>
<td>Identify general reasons for and effects of migration, incorporating important physical geographical features.</td>
<td>Identify specific migrations to 1500 C.E.</td>
<td>Identify reasons for why specific migrations have taken place. Generate lists of effects of mass migrations.</td>
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<td>SS6: Identify and describe major geographic features important to the study of World History</td>
<td>Identify major geographic features such as land formations and bodies of water, key components of each, and the effect each had on civilizations.</td>
<td>Analyze how humans were able to adapt to their environment and how geography was able to shape ancient civilizations.</td>
<td>Compare and contrast the important effects geography had on specific civilizations over time.</td>
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<td>WH1: Identify and analyze global patterns over time and connect local and global patterns</td>
<td>Understand the concept of human migration and identify possible reasons for human migration.</td>
<td>Recognize patterns of human migration.</td>
<td>Evaluate the impact of human migration in world history.</td>
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<td>WH2: Comparing societies</td>
<td>Identify components of civilization.</td>
<td>Compare and contrast basic elements of various civilizations.</td>
<td>Explain why some societies have differing components or essential elements.</td>
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<td>WH3: Recognizing universal commonalities without erasing cultural uniqueness</td>
<td>Identify environmental and historical determinants of culture.</td>
<td>List reasons for why some cultures have similar characteristics or features.</td>
<td>Understanding the underlying causes for similarities and differences among societies (wealth, geography, etc.) Give reasons for why cultures that have commonalities developed differently.</td>
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**WHI.3** 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;

**Development of social patterns**
- Hereditary rulers: Dynasties of kings, pharaohs
- Rigid class system where slavery was accepted

**Development of political patterns**
- World’s first states (i.e., city-states, kingdoms, empires)
- Centralized government, often based on religious authority
- Written law codes (e.g., Ten Commandments, Code of Hammurabi)
Development of economic patterns
- Use of metal (e.g., bronze, iron) tools and weapons
- Increasing agricultural surplus: Better tools, plows, irrigation
- Increasing trade along rivers and by sea (Phoenicians)
- Development of the world’s first cities
- Development of the practice of slavery within most cultures in the ancient world, taking various forms

c) explaining the development of religious traditions;

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

d) describing the origins, beliefs, traditions, customs, and spread of Judaism.

Origins of Judaism
- Abraham
- Moses
- Jerusalem

Beliefs, traditions, and customs of Judaism
- Belief in one God (monotheism)
- Torah, which contains the written records and beliefs of the Jews
- Ten Commandments, which state moral and religious conduct

Spread of Judaism
- Exile
- Diaspora

WHI.4 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;

Persian Empire
- Tolerance of conquered peoples
- Development of an imperial bureaucracy
- Construction of road system
- Practice of Zoroastrianism
  - Religion of Persia
  - Belief in two opposing forces in the universe
b) describing India, with emphasis on the Aryan migrations and the caste system;
Physical barriers, such as the Himalayas, the Hindu Kush, and the Indian Ocean, made invasion difficult.
Mountain passes in the Hindu Kush provided migration routes into the Indian subcontinent.
The Indus and Ganges were the important rivers in the Indian subcontinent.

**Indus River Valley civilization**
- Harappa and Mohenjo-Daro

**Aryans (Indo-Aryans)**
- Migration, assertion of dominance
- Caste system, which influenced all social interactions and choices of occupations

**Mauryan Empire - Asoka**
- Continued political unification of much of India
- Contributions: Spread of Buddhism, free hospitals, veterinary clinics, good roads

**Gupta Empire**
- Golden Age of classical Indian culture
- Contributions: Mathematics (concept of zero), medical advances (setting bones), astronomy (concept of a round earth), new textiles, literature

c) describing the origins, beliefs, traditions, customs, and spread of Hinduism;

**Hinduism**
- Belief in many forms of one God
- Reincarnation: Rebirth based upon karma
- Karma: Knowledge that all thoughts and actions result in future consequences
- Vedas and Upanishads: Sacred writings
- Spread along major trade routes

d) describing the origins, beliefs, traditions, customs, and spread of Buddhism;

**Buddhism**
- Founder: Siddhartha Gautama (Buddha)
- Four Noble Truths
- Eightfold Path to Enlightenment
Asoka's missionaries and their writings spread Buddhism from India to China and other parts of Asia.

f) describing the impact of Confucianism, Taoism, and Buddhism.

**Impact of Confucianism in forming the social order in China**
- Belief that humans are good, not bad
- Respect for elders
- Code of politeness (still used in Chinese society today)
- Emphasis on education
- Ancestor worship
Impact of Taoism in forming Chinese culture and values
- Humility
- Simple life and inner peace
- Harmony with nature

Yin and yang represented opposites for Confucianism and Taoism.
Chinese forms of Buddhism spread throughout Asia.

WHI.5 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;

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

Economic and social development
- Agriculture (limited arable land)
- Commerce and the spread of Hellenic culture
- Shift from barter to money economy (coins)

Political development
- Mountainous terrain both helped and hindered the development of city-states.
- Greek cities were designed to promote civic and commercial life.
- Colonization was prompted by overpopulation and the search for arable land.

b) describing Greek mythology and religion;

Greek mythology
- Based on polytheistic religion
- Offered explanations of natural phenomena, human qualities, and life events

Greek gods and goddesses
- Zeus, Hera, Apollo, Artemis, Athena, Aphrodite
- Symbols and images in Western literature, art, and architecture
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;

**Social structure and citizenship in the Greek polis**
- Citizens (free adult males) had political rights and the responsibility of civic participation in government.
- Women and foreigners had no political rights.
- Slaves had no political rights.

**Athens**
- Stages in the evolution of Athenian government: Monarchy, aristocracy, tyranny, democracy
- Tyrants who worked for reform: Draco, Solon
- Origin of democratic principles: Direct democracy, public debate, duties of the citizen

**Sparta**
- Oligarchy (rule by a small group)
- Rigid social structure
- Militaristic and aggressive society

d) evaluating the significance of the Persian and Peloponnesian wars;

**Importance of Persian Wars (499–449 B.C. [B.C.E.])**
- Persian wars united Athens and Sparta against the Persian Empire.
- Athenian victories over the Persians at Marathon and Salamis left Greeks in control of the Aegean Sea.
- Athens preserved its independence and continued innovations in government and culture.

**Importance of Peloponnesian War (431–404 B.C. [B.C.E.])**
- Caused in part by competition for control of the Greek world: Athens and the Delian League versus Sparta and the Peloponnesian League
- Resulted in slowing of cultural advance and the weakening of political power

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

**Golden Age of Pericles (mostly occurring between the Persian and the Peloponnesian Wars)**
- Pericles extended democracy; most adult males had an equal voice.
- Pericles had Athens rebuilt after destruction in the Persian Wars; the Parthenon is an example of this reconstruction.

f) citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle;

**Contributions of Greek culture to Western civilization**
- Drama: Aeschylus, Sophocles
- Poetry: Homer (*Iliad* and *Odyssey*)
- History: Herodotus, Thucydides
- Sculpture: Phidias
- Architecture: Types of columns, including the Doric (Parthenon), Ionic, and Corinthian.
- Science: Archimedes, Hippocrates
- Mathematics: Euclid, Pythagoras
• Philosophy: Socrates, Plato, Aristotle

g) explaining the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.

**Philip II, King of Macedon**
• Conquered most of Greece

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

**Hellenistic Age**
• Blend of Greek and oriental elements
• Spread of Hellenistic culture through trade
At the end of this unit, students will be able to:

1. List and describe the effects religious ideas and social forces had on each other in civilizations of the Classical Period. (Includes: WHI.6b,c,h,i,j)
2. Explain, in their own words, the reasons for, and effects of, large human movements or migrations in the late Classical Period. (Includes: WHI.6a,d,e,g)
3. Describe the essential features of larger empires in the Classical Period, and explain, in their own words, how those features contributed to, affected, Classical societies. (Includes: WHI.4e; WHI.6d,f,k; WHI.7a,b,c)
4. Identify the significant reasons why Classical empires ceased to exist, and why the Byzantine Empire managed to survive until after 1000 CE. (Includes WHI.6k; WHI.7d,e)

Suggested skills to emphasize in this unit: SS1-Constructing and evaluating arguments; SS4-Identifying and comparing political boundaries…etc.; SS5-Analyzing trends in human movement; WH2-Comparing societies; All Cognitive skills especially CS5-Recognizing the purpose of various writing strategies.
WORLD HISTORY I, UNIT III: "CIVILIZATION" CHANGES AND DEVELOPS -- WHY?
A. LATE CLASSICAL PERIOD: WHAT ARE THE FUNDAMENTAL CHANGES OF THE LATE CLASSICAL PERIOD? HOW DO THEY AFFECT CLASSICAL SOCIETIES?

A.1 EXPLANATORY IDEAS DEVELOP AND INTERACT

a. Prophetic (Christianity, and effects on Rome)
b. Dao and Confucius
c. Buddhism

A.2 PEOPLE MIGRATE

a. Bantu
b. Huns
c. Germans
d. Polynesians

A.3 DOMAIN OF GOVERNMENTS EXPANDS

a. Rome, China, India, Meso-America
   Geography
   Mythology
   Social Structure and Development
   Politics
   More Diverse Peoples
   Arts, Science, Technology
   Trading Patterns in and between Empires

A.4 EMPIRES DISSOLVE

What were the causes?
a. Han
b. Rome
   Development of Byzantine Empire: Geography; Justinian; Art; Culture; Religion
c. Gupta
Skills and SOLs Included in this Unit of Study:

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<th>SOL</th>
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<td>SS1: Constructing and evaluating arguments</td>
<td>Identify an argument and its supporting evidence. Assess the validity of arguments based on information available in text or from discussion/lecture. Make lists of known “facts” on a topic; write a coherent statement of interpretation based on the list.</td>
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<td>CS5: Recognizing the purpose of various writing strategies</td>
<td>Identify key words in various writing prompts. Identify purpose in various sample writings by identifying key words, the connotations of words, and transitions. Identify purpose in various sample writings through awareness of historical context, word choice, background of author, and audience.</td>
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WHI.4 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;
Migratory invaders raided Chinese settlements from the north. Qin Shi Huangdi built the Great Wall as a line of defense against invasions. China was governed by a succession of ruling families called dynasties. Chinese rulers were considered divine, but they served under a Mandate of Heaven only as long as their rule was just.
The Silk Road facilitated trade and contact between China and other cultures as far away as Rome.

Contributions of classical China
- Civil service system
- Paper
- Porcelain
- Silk

WHI.6 The student will demonstrate knowledge of ancient Rome from about 700 B.C.E. to 500 C.E. in terms of its impact on Western civilization by:
a) assessing the influence of geography on Roman economic, social, and political development;

Locations and places
- Rome: Centrally located in the Mediterranean Basin and distant from eastern Mediterranean powers
- Italian Peninsula
- Alps: Protection
- Mediterranean Sea: Protection, sea-borne commerce
b) describing Roman mythology and religion;

**Roman mythology**
- Based on the Greek polytheistic religion
- Explanations of natural phenomena, human qualities, and life events

**Roman gods and goddesses**
- Jupiter, Juno, Apollo, Diana, Minerva, and Venus
- Symbols and images in literature, art, and architecture

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;

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

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

**Features of democracy**
- Representative democracy
- Assemblies
- The Senate
- Consuls
- Laws of Rome codified as Twelve Tables

d) sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas;

**Punic Wars: Rome vs. Carthage (264–146 B.C. [B.C.E.])**
- Rome and Carthage were in competition for trade.
- Hannibal invaded the Italian Peninsula.
- Three 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**
- Mediterranean basin (Africa, Asia, Europe, including the Hellenistic world of the Eastern Mediterranean)
- Western Europe (Gaul, British Isles)
e) assessing the impact of military conquests on the army, economy, and social structure of Rome;

**Causes for the decline of the Roman Republic**
- Spread of slavery in the agricultural system
- Migration of small farmers into cities and unemployment
- Civil war over the power of Julius Caesar
- Devaluation of Roman currency; inflation

f) assessing the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs;

**The origin and evolution of Imperial Rome**
- First triumvirate
- Julius Caesar: Seizure of power, assassination
- Augustus Caesar: Civil war, defeat of Marc Anthony, Rome’s first emperor
- Empire: Unified and enlarged, using imperial authority and the military
- Failure to provide for peaceful succession of Emperors

g) explaining the economic, social, and political impact of the *Pax Romana*;

**The Pax Romana**
- Two centuries of peace and prosperity under imperial rule
- Expansion and solidification of the Roman Empire, particularly in the Near East

**Economic impact of the Pax Romana**
- Established uniform system of money, which helped to expand trade
- Guaranteed safe travel and trade on Roman roads
- Promoted prosperity and stability

**Social impact of the Pax Romana**
- Returned stability to social classes
- Increased emphasis on the family

**Political impact of the Pax Romana**
- Created a civil service
- Developed a uniform rule of law

h) describing the origin, beliefs, traditions, customs, and spread of Christianity;

**Origins of Christianity**
- Had its roots in Judaism
- Was led by Jesus of Nazareth, who was proclaimed the Messiah
- Conflicted with polytheistic beliefs of Roman Empire
Beliefs, traditions, and customs of Christianity
- Monotheism
- Jesus as both Son and incarnation of God
- Life after death
- New Testament, containing accounts of the life and teachings of Jesus, as well as writings of early Christians
- Christian doctrines established by early church councils

Spread of Christianity
- Popularity of the message
- Early martyrs inspired others
- Carried by the Apostles, including Paul, throughout the Roman Empire

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

Impact of the Church of Rome in the late Roman Empire
- The Emperor Constantine converted to Christianity and made it legal.
- Christianity later became the official state religion.
- The Church became a source of moral authority.
- Loyalty to the Church became more important than loyalty to the Emperor.
- The Church became the main unifying force of Western Europe.

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

Contributions of ancient Rome
- Art and architecture: Pantheon, Colosseum, Forum
- Technology: Roads, aqueducts, Roman arches
- Science: Achievements of Ptolemy
- Medicine: Emphasis on public health (public baths, public water systems, medical schools)
- Language: Latin, Romance languages
- Literature: Virgil’s *Aeneid*
- Religion: Roman mythology; adoption of Christianity as the imperial religion
- Law: The principle of “innocent until proven guilty” (from the Twelve Tables)

k) citing the reasons for the decline and fall of the Western Roman Empire.

Causes for the decline of the Western Roman Empire
- Geographic size: Difficulty of defense and administration
- Economy: The cost of defense, and devaluation of Roman currency
- Military: Army membership started to include non-Romans, resulting in decline of discipline
- Moral 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 Byzantium, renaming it Constantinople
- Survival of the Western Roman Empire until 476 A.D. (C.E.), when it ceased to have a Roman Emperor
- Eastern Roman Empire (Byzantine Empire)

WHI.7 The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 C.E. by:
a) explaining the establishment of Constantinople as the capital of the Eastern Roman Empire;
Location of Constantinople
- Protection of the eastern frontier
- Distance from Germanic invasions in the western empire
- Crossroads of trade
- Easily fortified site on a peninsula bordered by natural harbors

Role of Constantinople
- Seat of the Byzantine Empire until Ottoman conquest
- Preserved classical Greco-Roman culture
- Center of trade

b) identifying Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy;
Byzantine Emperor Justinian
- Codification of Roman law (impact on European legal codes)
- Reconquest of former Roman territories
- Expansion of trade

c) characterizing Byzantine art and architecture and the preservation of Greek and Roman traditions;
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 Greco-Roman traditions
- Greek language (as contrasted with Latin in the West)
- Greek Orthodox Christianity
- Greek and Roman knowledge preserved in Byzantine libraries
d) explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church;

**Eastern Church**
- Centered in Constantinople
- Close to seat of power after Constantinople became capital
- Use of Greek language in the liturgy

**Western Church**
- Centered in Rome
- Farther from seat of power after Constantinople became capital
- Use of Latin language in the liturgy

**Division between Western and Eastern Churches**
- Authority of the Pope eventually accepted in the West
- Authority of the Patriarch accepted in the East
- Practices such as celibacy eventually accepted in the West

e) mapping and assessing the impact of Byzantine influence and trade on Russia and Eastern Europe.

**Influence of Byzantine culture on Eastern Europe and Russia**
- Trade routes between Black Sea and Baltic Sea
- Adoption of Orthodox Christianity by Russia and much of Eastern Europe
- Adoption of Greek alphabet for the Slavic languages by St. Cyril (Cyrillic alphabet)
- Church architecture and religious art
UNITS IV AND V: THE FUNDAMENTAL CONCEPT - INTERACTIONS
MULTIPLY: 600-1450 CE

Interactions Multiply: 600-1450 CE

Essential Elements

Thought and Belief
- Rise of Islam
- Growth of Missionaries
- Art and Literature

Economics
- Trade
- Innovations

Organization of Societies
- Political System & Culture

Changes in Context
- Demographic
- Environmental

Dar al Islam
- Caliphate
- Culture: Art and Science
- Religions
- Christianity
- Islam

Silk Roads
- Trans-Saharan
- Indian Ocean
- S. China and SE Asia
- European Over-Commerce
- China
- Africa
- America

East Asia
- America
- Europe
- Africa
- South Asia

Migrations
- Cities
- Disease/Plague
At the end of this unit, students will be able to:

1. Describe the essential beliefs of Muslims. (Includes: WHI.8a)
2. Explain how Islam grew and spread through many world regions. (Includes: WHI.8a,b,c)
3. Describe innovations of Islam in culture, art, and science. (Includes: WHI.8d)
4. Explain the reasons for religious missionary actions, and the effects of Buddhist, Christian, and Muslim religious proselytizing. (Includes: WHI.12b)
5. Explain the reasons for the Crusades, as well as their political and social effects. (Includes WHI.12b)
6. Explain how and why trade networks developed between Africa, Asia, and Europe. (Includes: WHI.10a,b,d)
7. Describe the effects of innovative goods and inventions in and from China, Africa, and the Americas. (Includes: WHI.10d)

Suggested skills to emphasize in this unit: SS2-Using documents and other primary data…etc.; SS5-Analyzing and evaluating trends in human movement; SS6-Identify and describe major geographic features…etc.; WH2-Comparing societies; WH3-Recognizing universal commonalities…etc.; All Cognitive skills, especially CS7-Determining an author’s purpose and perspective.
A. THOUGHT/BELIEF: WHAT FACTORS ALLOW BELIEF TO BE A UNIFYING FORCE? OR A DISINTEGRATING FORCE?

A.1 RISE OF ISLAM: INCLUDE TURNING POINTS IN DEVELOPMENT—E. G. SHI'A AND SUNNI, BATTLE OF TOURS

A.1.1 Dar al-Islam: a unifying force?
A.1.2 Caliphate
A.1.3 Culture: Art and Science

A.2 MISSIONARIES/RELIGIOUS INTERACTION

A.2.1 Buddhism
A.2.2 Christianity (Include Byzantine influences on Russia—St. Cyril, and the Crusades)
A.2.3 Islam (Include Conquest of Constantinople)

A.3 ART/LITERATURE

B. ECONOMICS: HOW AND WHY DOES TRADE CONNECT DIFFERENT SOCIETIES?

B.1 TRADE: INCLUDE GOODS AND TECHNOLOGY, SHIFTS IN TRADE PATTERNS

B.1.1 Silk Roads
B.1.2 Trans-Sahara: Include W. African kingdoms
B.1.3 Indian Ocean: Include Axum, Zimbabwe
B.1.4 South China and SE Asia
B.1.5 European River Commerce, and Black Sea-Baltic connections

B.2 INNOVATIONS, and their exchange in culture

B.2.1 China: Tang, Song, early Ming
B.2.2  Africa: Swahili Coast

B.2.3  America
### Skills and SOLs Included in this Unit of Study:

<table>
<thead>
<tr>
<th>SOL</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS2</td>
<td>Using documents and other primary data and secondary sources to identify and analyze viewpoint, context, change over time, bias, and main idea, and to interpret and form generalizations. Differentiate between primary and secondary sources. Identify and recognize various types of primary sources (journal, edict, artifact, etc.). Be able to identify type, main idea, and the context—in time, place and culture—of the source being used.</td>
</tr>
<tr>
<td>SS3</td>
<td>Analyzing and evaluating trends in human movement. Identify general reasons for and effects of migration, incorporating important physical geographical features. Identify specific migrations to 1500 C.E. Identify reasons for why specific migrations have taken place. Generate lists of effects of mass migrations.</td>
</tr>
<tr>
<td>SS6</td>
<td>Identify and describe major geographic features important to the study of World History. Identify major geographic features such as land formations and bodies of water, key components of each, and the effect each had on civilizations. Analyze how humans were able to adapt to their environment and how geography was able to shape ancient civilizations. Compare and contrast the important effects geography had on specific civilizations over time.</td>
</tr>
<tr>
<td>WH2</td>
<td>Comparing societies. Identify components of civilization. Compare and contrast basic elements of various civilizations. Explain why some societies have differing components or essential elements.</td>
</tr>
<tr>
<td>WH3</td>
<td>Recognizing universal commonalities without erasing cultural uniqueness. Identify environmental and historical determinants of culture. List reasons for why some cultures have similar characteristics or features. Understanding the underlying causes for similarities and differences among societies (wealth, geography, etc.) Give reasons for why cultures that have commonalities developed differently.</td>
</tr>
<tr>
<td>CS7</td>
<td>Determining an author’s purpose and perspective. Identify an author, his/her role in society. Hypothesize about an author’s interests or bias, based on facts surrounding his/her life. Give reasons for why an author might be inclined to argue one way or another—based on facts, interests, and history.</td>
</tr>
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</table>

**WHI.8** The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 C.E. by:

- **Origins of Islam**
  - Muhammad, the Prophet
  - Mecca and Medina on the Arabian Peninsula: Early Muslim cities

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

- **Beliefs, traditions, and customs of Islam**
  - Monotheism: Allah (Arabic word for God)
  - Qur’an (Koran): The word of God
- Five Pillars of Islam
- Acceptance of Judeo-Christian prophets, including Moses and Jesus

b) assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade;

**Geographic influences on the origin and spread of Islam**
- Diffusion along trade routes from Mecca and Medina
- Expansion despite great distances, desert environments, and mountain barriers
- Spread into the Fertile Crescent, Iran, and Central Asia facilitated by weak Byzantine and Persian empires

**Geographic influences on economic, social, and political development**
- Political unity of the first Muslim empire was short-lived.
- Arabic language spread with Islam and facilitated trade across Islamic lands.
- Slavery was not based on race.

c) 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;

**Historical turning points**
- Death of Ali: Sunni-Shi’a division
- Muslim conquests of Jerusalem and Damascus
- Islamic capital moved to Baghdad
- Muslim defeat at the Battle of Tours
- Fall of Baghdad to the Mongols

d) citing cultural and scientific contributions and achievements of Islamic civilization.

**Cultural contributions and achievements**
- Architecture (Dome of the Rock)
- Mosaics
- Arabic alphabet
- Universities
- Translation of ancient texts into Arabic

**Scientific contributions and achievements**
- Arabic numerals (adapted from India, including zero)
- Algebra
- Medicine
- Expansion of geographic knowledge

**WHI.10** The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by:
a) locating major trade routes;

**Major trade patterns of the Eastern Hemisphere from 1000 to 1500 A.D. (C.E.)**
- Silk Routes across Asia to the Mediterranean basin
• Maritime routes across the Indian Ocean
• Trans-Saharan routes across North Africa
• Northern European links with the Black Sea
• Western European sea and river trade
• South China Sea and lands of Southeast Asia

b) identifying technological advances and transfers, networks of economic interdependence, and cultural interactions;

**Goods**
• Gold from West Africa
• Spices from lands around the Indian Ocean
• Textiles from India, China, the Middle East, and later Europe
• Porcelain from China and Persia
• Amber from the Baltic region

**Technology**
• Paper from China through the Muslim world to Byzantium and Western Europe
• New crops from India (e.g., for making sugar)
• Waterwheels and windmills from the Middle East
• Navigation: Compass from China, lateen sail from Indian Ocean region

**Ideas**
• Spread of religions across the hemisphere
  – Buddhism from China to Korea and Japan
  – Hinduism and Buddhism from India to Southeast Asia
  – Islam into West Africa, Central and Southeast Asia
  – Printing and paper money from China


**Axum**
• Location relative to the Ethiopian Highlands and the Nile River
• Christian kingdom

**Zimbabwe**
• Location relative to the Zambezi and Limpopo rivers and the Indian Ocean coast
• City of “Great Zimbabwe” as capital of a prosperous empire

**West African kingdoms**
• Location of Ghana, Mali, and Songhai empires relative to Niger River and the Sahara
• Importance of gold and salt to trans-Saharan trade
• City of Timbuktu as center of trade and learning
• Roles of animism and Islam
WHI.12 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;

Key events of the Crusades
- Pope Urban’s speech
- The capture of Jerusalem
- Founding of Crusader states
- Loss of Jerusalem to Saladin
- Sack of Constantinople by western Crusaders

Effects of the Crusades
- Weakened the Pope and nobles; strengthened monarchs
- Stimulated trade throughout the Mediterranean area and the Middle East
- Left a legacy of bitterness among Christians, Jews, and Muslims
- Weakened the Byzantine Empire

Mongol armies
- Invaded Russia, China, and Muslim states in Southwest Asia, destroying cities and countryside
- Created an empire

Constantinople
- Fell to the Ottoman Turks in 1453, ending the Byzantine Empire
- Became capital of the Ottoman Empire
At the end of this unit, students will be able to:

1. Describe the essential features of political systems of the world, 600-1450 CE. (Includes: WHI.9b,c; WHI.11b)

2. Explain how and why political systems developed and changed, and describe the effects of international interaction on political/social systems. (Includes: WHI.9a,d; WHI.10c; WHI.11a; WHI.12b; WHI.13a,b)

3. Compare and contrast world political, cultural, and social systems, 600-1450, determining the foundations for stable systems. (Includes: WHI.12a; WHI.13c,d)

4. List and describe the ways in which different societies and cultures change their own environments—both purposefully and by accident. (Includes: WHI.12c; WHI.13a,c,d)

5. Describe the effects of human-generated environmental change, 600-1450. (Includes: WHI.12c,d)

Suggested skills to emphasize in this unit: All reading and writing COGNITIVE Skills, CS1-24; SS1-Constructing and evaluating arguments; SS2-Using documents and other primary data…etc.; SS5-Analyzing and evaluating trends in human movement; SS6-Identify and describe major geographic features…etc.; WH2-Comparing societies; WH3-Recognizing universal commonalities…etc.
A. ORGANIZATION OF SOCIETIES: WHAT FACTORS CAUSED SOCIETIES TO BE ORGANIZED DIFFERENTLY?

A.1 POLITICAL SYSTEM AND CULTURE

A.1.1 East Asia
Include:
China’s effects on the region
Japan: location, religion
Vietnam

A.1.2 Americas
Include:
Mayans, Aztecs, Incars

A.1.3 Europe
Include:
Role of the Church, including eventual scholarly role of church figures
Feudal Society, Charlemagne
Rise of the Nation-State
Emergence from Dark Ages: Renaissance

A.1.4 Africa
Sudanic States
Swahili Coast

A.1.5 South Asia
Delhi Sultanate

B. CHANGES IN CONTEXT: WHAT FACTORS EFFECTIVELY CHANGE THE HUMAN CONTEXT—BOTH NATURAL AND HUMAN-MADE FACTORS?

B.1 DEMOGRAPHICS

B.1.1 Migrations
Include:
Angles, Saxons, Magyars, Vikings
Mongols; impact of their empires and expansion
Influence of Arab culture in Europe due to increased interactions
Aztecs
Turks

B.1.2 Cities
European development
Urban commercial centers in Song China
Administrative centers in Africa and America

B.1.3 Economic Effects of Crusades

B.2 ENVIRONMENT: Natural and Human—agriculture and cities

B.2.1 Disease/Plague
Consequences
<table>
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<tr>
<td>CS1: Understanding main ideas</td>
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<td>CS2: Understanding tone</td>
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<td>CS3: Comparing and contrasting ideas presented in two passages</td>
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<td>CS4: Understanding the use of examples</td>
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<td>CS5: Recognizing the purpose of various writing strategies</td>
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<td>CS6: Applying ideas in a reading passage to the present.</td>
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<tr>
<td>CS7: Determining an author’s purpose and perspective.</td>
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<tr>
<td>CS8: Making connections between information in different parts of a passage</td>
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<tr>
<td>CS9: Distinguishing conflicting viewpoints</td>
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<td>CS10: Understanding difficult vocabulary</td>
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<td>CS11: Understanding how negative words, suffixes, and prefixes affect sentences</td>
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<td>CS12: Understanding complex sentences</td>
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<tr>
<td>CS13: Recognizing connections between ideas in a sentence</td>
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<tr>
<td>CS14: Recognizing words that signal contrasting ideas in a sentence</td>
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<tr>
<td>CS15: Recognizing a definition when it is presented in a sentence</td>
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<tr>
<td>CS16: Understanding sentences that deal with abstract ideas</td>
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<td>CS17: Understanding and using a word in an unusual context</td>
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<td>CS18: Choosing a correct answer based on the meaning of the entire sentence</td>
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<tr>
<td>CS19: Understanding sentences that deal with scientific ideas</td>
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<tr>
<td>CS20: Organizing and managing information to solve multi-step problems</td>
</tr>
<tr>
<td>CS21: Being precise and clear in your writing</td>
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<tr>
<td>CS22: Following conventions of writing</td>
</tr>
<tr>
<td>CS23: Recognizing logical connections within sentences and passages</td>
</tr>
<tr>
<td>CS24: Structure a cohesive paragraph and/or essay with topic sentences, supporting evidence and a conclusion.</td>
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</table>

**WHI.9** The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 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;

**Foundations of early medieval society**
- Classical heritage of Rome
- Christian beliefs
- Customs of Germanic tribes

**Influence of the Roman Catholic Church**
- Secular authority declined, while Church authority grew.
- Monasteries preserved Greco-Roman cultural achievements.
- Missionaries carried Christianity and Latin alphabet to Germanic tribes.
- The Pope anointed Charlemagne Emperor in 800 A.D. (C.E.)
- Parish priests served religious and social needs of the people.
b) explaining the structure of feudal society and its economic, social, and political effects;  
Invasions shattered Roman protection over the Empire.

**Feudal society during the Middle Ages**
- Fiefs
- Vassals
- Serfs
- Feudal obligations

**Manorial system during the Middle Ages**
- Rigid class structure
- Self-sufficient manors

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

**Age of Charlemagne**
- Franks emerged as a force in Western Europe.
- The Pope crowned the Emperor.
- Power of the Church was established in political life.
- Roman culture was reinterpreted.
- Most of Western Europe was included in the new empire.
- Churches, roads, and schools were built to unite the empire.

d) sequencing events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Vikings.

**Areas of settlement**
- Angles and Saxons migrated from continental Europe to England.
- Magyars migrated from Central Asia to Hungary.
- Vikings migrated from Scandinavia to Russia.

**Influence of the Angles, Saxons, Magyars, and Vikings**
- Manors with castles provided protection from invaders, reinforcing the feudal system.
- Invasions disrupted trade, towns declined, and the feudal system was strengthened.

**WHI.10** 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;

**Location and place**
- Mountainous Japanese archipelago (four main islands)
- Sea of Japan or East Sea between Japan and Asian mainland
- Proximity to China and Korea
Influence of Chinese culture
- Writing
- Architecture
- Buddhism

Shinto
- Ethnic religion unique to Japan
- Importance of natural features, forces of nature, and ancestors
- State religion; worship of the emperor
- Coexistence with Buddhism

WHI.11 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; AND-- b) describing cultural patterns and political and economic structures.

Mayan civilization
- Located in the Mexican and Central American rain forests
- Represented by Chichén Itzá
- Groups of city-states ruled by kings
- Economy based on agriculture and trade
- Polytheistic religion: Pyramids

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

Incan civilization
- Located in the Andes Mountains of South America
- Represented by Machu Picchu
- Ruled by an emperor
- Economy based on high-altitude agriculture
- Polytheistic religion
- Road system
Achievements of Mayan, Aztec, and Incan civilizations

- Calendars
- Mathematics
- Writing and other record-keeping systems

WHI.12 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;

**England**
- William the Conqueror, leader of the Norman Conquest, united most of England.
- Common law had its beginnings during the reign of Henry II.
- King John signed the Magna Carta, limiting the king’s power.
- The Hundred Years’ War between England and France helped define England as a nation.
- Evolution of Parliament.

**France**
- Hugh Capet 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 France as a nation.
- Joan of Arc was a unifying factor.

**Spain**
- Ferdinand and Isabella unified the country and expelled Jews and Moors.
- Spanish Empire in the Western Hemisphere expanded under Charles V.

**Russia**
- Ivan the Great 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.
- The Orthodox Church influenced unification.

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

**Key events of the Crusades**
- Pope Urban’s speech
- The capture of Jerusalem
- Founding of Crusader states
- Loss of Jerusalem to Saladin
- Sack of Constantinople by western Crusaders
Effects of the Crusades
- Weakened the Pope and nobles; strengthened monarchs
- Stimulated trade throughout the Mediterranean area and the Middle East
- Left a legacy of bitterness among Christians, Jews, and Muslims
- Weakened the Byzantine Empire

Mongol armies
- Invaded Russia, China, and Muslim states in Southwest Asia, destroying cities and countryside
- Created an empire

Constantinople
- Fell to the Ottoman Turks in 1453, ending the Byzantine Empire
- Became capital of the Ottoman Empire

c) identifying patterns of crisis and recovery related to the Black Death (Bubonic plague);

Impact of the Black Death (Bubonic plague)
- Decline in population
- Scarcity of labor
- Towns freed from feudal obligations
- Decline of Church influence
- Disruption of trade

d) explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.

Church scholars
- Were among the very few who could read and write
- Worked in monasteries
- Translated Greek and Arabic works into Latin
- Made new knowledge in philosophy, medicine, and science available in Europe
- Laid the foundations for the rise of universities in Europe

WHI.13 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;

Economic effects of the Crusades
- Increased demand for Middle Eastern products
- Stimulated production of goods to trade in Middle Eastern markets
- Encouraged the use of credit and banking
Important economic concepts
- Church rule against usury and the banks’ practice of charging interest helped to secularize northern Italy.
- Letters of credit served to expand the supply of money and expedite trade.
- New accounting and bookkeeping practices (use of Arabic numerals) were introduced.

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*;

Florence, Venice, and Genoa
- Had access to trade routes connecting Europe with Middle Eastern markets
- Served as trading centers for the distribution of goods to northern Europe
- Were initially independent city-states governed as republics

Machiavelli’s *The Prince*
- An early modern treatise on government
- Supports absolute power of the ruler
- Maintains that the end justifies the means
- Advises that one should not only do good if possible, but do evil when necessary

c) citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch;

Artistic and literary creativity
- Leonardo da Vinci: *Mona Lisa* and *The Last Supper*
- Michelangelo: Ceiling of the Sistine Chapel and *David*
- Petrarch: Sonnets, humanist scholarship

Humanism
- Celebrated the individual
- Stimulated the study of classical Greek and Roman literature and culture
- Supported by wealthy patrons

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

Northern Renaissance
- Growing wealth in Northern Europe 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: *The Praise of Folly* (1511)
- Sir Thomas More: *Utopia* (1516)

Northern Renaissance artists portrayed religious and secular subjects.