

Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase II, November 21, 2017
Kerri Major, Jan Crawford, and Kris Souders

7th Grade World History

Course Essential Questions (from Phase I report):

1. How can we know about the past?
2. Within a region, how did geography, social structures, and individuals influence and shape each other?
3. What innovations and technologies were developed that had a lasting impact on peoples and cultures?
4. How do people of different regions impact each other?
5. How do societies change over time?
6. How does the past connect to the world today?

Unit 1: Foundations and Skills

Essential Questions:

1. How can maps, charts and timelines convey information about the past?
2. Why might historians have different, and sometimes conflicting, versions/accounts of the same event?
3. How do individuals and social structures influence what we know about our history?

Essential Understanding:

1. Maps, charts and timelines are representations of places based on the purpose, knowledge and points of view of the person/people who created these resources.
2. Social structures including civics, economics and culture impact historical accounts.
3. The behavior and choices of people are influenced by their society.

Curriculum Standards- DOK noted where applicable with Standards

Literacy and Writing for History/Social Studies in all units

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

6. Assess how point of view or purpose shapes the content and style of a text.

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.6-8.1. Write arguments focused on discipline-specific content.

WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Geography

updated 11/21/17

Describe relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing information to explain the patterns and relationships among people, their cultures, and the natural environment. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information.

G1.1 Spatial Thinking

Use maps and other geographic tools to acquire and process information from a spatial perspective. World and regional maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to present information so that it can be compared, contrasted, and examined to answer the questions “Where is something located?” and “Why is it located there?” and “What effect does this location have?”

6 – G1.1.1 Use maps, globes, and web based geography technology to investigate the world at global, interregional, regional, and local scales.

6 – G1.1.2 Draw a sketch map or add information to an outline map of the world or a world region.

G2.2 Human Characteristics of Place

Describe the human characteristics of places.

6 – G2.2.3 Explain how culture and experience influence people’s perception of places and regions.

History

H1.1 Temporal Thinking

Use historical conceptual devices to organize and study the past.

Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun-and-moon relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of world’s population and have lasting significance for future generations and to explain change and continuity.

7 – H1.1.1 Compare and contrast several different calendar systems used in the past and present and their cultural significance.

H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the world

7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

7 – H1.2.4 Compare and evaluate differing historical perspectives based on evidence

7 – H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.

H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past.

Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.

7 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).

7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> ● geographers use the 5 themes of geography to study our world: movement, region, human-environment interactions, location and place. ● land is divided into continents and regions. ● maps of the same place may vary based on the perspective of the cartographer. ● general trends in climate and landforms can be represented on maps of the world. ● the world has three climate zones: tropics, temperate and polar. ● historians use eras, periods, calendars and timelines to study the world. ● calendars are based on different criteria such as religious, seasonal, earth-sun-and-moon relationships. ● a fact is something that can be proven, an opinion is how someone feels about something ● history has multiple perspectives and present mindedness can impact people's perceptions. ● historical events are often the result of multiple causation. ● primary sources are documents from a person or an event that was present (e.g. photographs, diaries, journals, etc.) ● secondary sources are written by people who were not actually there to witness an event (e.g. textbook) ● there are multiple perspectives for any historical event. ● historical events have influenced global issues today. ● list the characteristics of culture. ● cultural institutions include political, economic, religion/belief, science/technology, written language, education and family. 	<ul style="list-style-type: none"> ● ask geographic questions using the 5 themes of geography to study places and regions. ● identify the difference between a continent, a region, and a nation. ● compare and contrast maps with various scales. ● explain distortion and cartographer perspectives affect the way in which maps are constructed. ● analyze maps to identify trends in landforms and climate. ● find the three climate zones on a map and describe their characteristics: tropics, temperate and polar. ● explain the purpose of using eras, periods, calendars and timelines to study the world. ● interpret and analyze timelines. ● compare and contrast different calendar systems. ● while analyzing primary and secondary sources, distinguish the difference between fact and opinion. ● distinguish the difference between primary and secondary sources. ● use informational reading strategies to comprehend text: title, headings, sub-headings, captions, graphs, charts, photos, diagrams, etc. ● identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, what events led to the development and what consequences or outcomes followed. ● explain how both primary and secondary sources contain bias. ● analyze multiple perspectives of the same historical event. ● explain connections to the past in current global issues. ● explain how accounts of history are impacted by bias. ● list the characteristics of culture. ● explain how individuals are influenced by their culture and they, in turn, impact their culture.

Academic Vocabulary:

- o primary source
- o secondary source
- o era
- o decade
- o century
- o millennium
- o chronological
- o B.C./A.D. B.C.E./C.E.
- o bias
- o culture
- o region

Unit 2: Settling the World

Essential Questions:

1. How do we learn about humans in prehistoric times before there was writing?
2. How and why did humanity spread across the earth?
3. How did the natural environment shape how and where early peoples lived?
4. How did the Agricultural Revolution change people's life ways?

Essential Understanding:

1. Anthropologists and archaeologists study human origins and prehistoric human societies.
2. There is a distinction between prehistory and history based on the invention of writing.
3. People migrated across the Earth in search of food and water during the Paleolithic Era.
4. Climate and geography played a part in where and how people lived.
5. During the Neolithic Era, domestication of plants and animals radically changed the ways in which people lived.

Curriculum Standards- DOK noted where applicable with Standards

Geography

Describe relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing information to explain the patterns and relationships among people, their cultures, and the natural environment. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information.

G1.2 Geographical Inquiry and Analysis

Use skills of geographic inquiry and analysis to answer important questions about relationships between people, their cultures, and their environment, in their community and within the larger world context. Students use information to make reasoned judgments based on the authenticity of the information, their skill at critically analyzing the information, and presenting the results.

6 – G1.2.6 Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population

G1.3 Geographical Understanding

Use geographic themes, knowledge about processes and concepts to study the Earth. The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables student to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.

6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

G2.1 Physical Characteristics of Place

Describe the physical characteristics of places.

6 – G2.1.1 Locate and describe the landforms, ecosystems, and the climate of the region under study

G3.2 Ecosystems

Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.

6 – G3.2.2 Identify major ecosystems of the region under study and explain why some provide greater opportunities (fertile

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soil, length of growing season, precipitation) for humans and how land use changes with technology.

History

H1 THE WORLD IN TEMPORAL TERMS: HISTORICAL HABITS OF MIND Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

H1.2 Historical Inquiry and Analysis

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7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past.

Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.

7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.

7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

W1 WHG Era 1 – The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C.

Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

W1.1 Peopling of the Earth

Describe the spread of people in the Western Hemisphere in Era 1.

In the first era of human history, people spread throughout the world. As communities of hunters, foragers, or fishers, they adapted creatively and continually to a variety of contrasting, changing environments.

7– W1.1.1 Explain how and when human communities populated major regions of the world and adapted to a variety of environments. (G)

7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic societies.

W1.2 Agricultural Revolution

Describe the Agricultural Revolution and explain why it is a turning point in history.

The Agricultural Revolution was a major turning point in history that resulted in people and civilizations viewing and using the land in a systematic manner to grow food crops, raise animals, produce food surpluses, and the development of sedentary settlement

7– W1.2.1 Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).

7 – W1.2.2 Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).

7 – W1.2.3 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).

W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C.

Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.

W2.1 Early Civilizations and Major Empires Analyze early Eastern Hemisphere civilizations and pastoral societies.

During this era early civilizations and pastoral societies emerged. Many of the world's most fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed the herding of animals as a primary food source that enabled them to inhabit the semi-arid steppes of Eurasia and Africa. This era introduces students to one of the

most enduring themes in history: the dynamic interplay, between herding and agrarian societies involving both conflict and mutual dependence.

7 – W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture

- verbal vocalizations
- standardization of physical (rock, bird) and abstract (love, fear) words
- pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • historians have multiple perspectives about the past. • historians use artifacts and other clues to draw conclusions about the lifeways of people before written language. • when studying history, patterns emerge. • prehistory is the span of human time before the invention of writing. History occurs after writing. • prehistory is divided into the Paleolithic and Neolithic eras. • these turning points between the eras occurred at different times in different parts of the world. • climate similarities promoted spread in an east and west direction more than in a north and south direction. • climate and landforms affected where people moved and settled. • people adapted to and changed their environments as they expanded throughout the earth. • Paleolithic people were nomadic hunters and gatherers (foragers). • global climate conditions and the types of plants and animals that existed changed dramatically at the end of the ice age approximately 12,000 years ago. 	<ul style="list-style-type: none"> • use informational reading strategies to comprehend text. • analyze and draw conclusions about the validity of archeological evidence. • define prehistory and history. • compare and contrast the societies and lifeways of Paleolithic and Neolithic peoples. • explain the significance of the turning point and why it occurred at different times in different parts of the world. • analyze maps of human migration out of Africa and across the globe. • investigate how, when and why people migrated out of Africa and across the globe. • explain how climate and landforms affected migration patterns of early humans. • construct and interpret timelines that compare the Paleolithic and Neolithic eras in various geographic locations. • investigate the manner in which Paleolithic and Neolithic peoples interacted with and responded to their environment. • explain how the global conditions changed at the end of the Ice Age.

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- over time people developed new “technology” to help adapt to the environment.
- the change from Paleolithic to Neolithic was a transition from hunting and gathering to sedentary agriculture.
- about 10,000 years ago, people started to domesticate plants and animals.
- agriculture began in a few river valleys across the world where the surrounding area was not good for hunting and gathering.
- fertile soil, length of growing season and precipitation are important for agriculture.
- agriculture had huge impacts on people’s lifeways.
- agriculture led to permanent settlements (sedentary), surplus food, population growth, division of labor, and trade.
- early civilizations developed culture through religion, government, economics, and art.
- the development of writing begins as record keeping and taxation devices.
- writing can be in the form of pictographs or abstract shapes.
- invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, development of villages and town).
- early civilizations developed along the following river valleys: Tigris/Euphrates, Nile, Indus, and Yangtze.
- as early civilizations traded with each other, cultural diffusion of ideas and technologies occurred.

Academic Vocabulary:

- prehistoric
- foragers/gatherers
- technology
- nomad
- Agricultural Revolution
- turning point
- migration
- Paleolithic
- Neolithic
- domesticate
- sedentary
- civilization
- culture

- identify and analyze how people developed new technologies in order to adapt to their environments.
- investigate where Neolithic peoples settled and why they chose those locations.
- analyze why people were motivated to develop agriculture.
- recognize and explain how the natural environment impacted the development of agriculture.
- identify and analyze the impact of agriculture on the cultures and lifeways of people.
- construct and analyze maps of four early river valley civilizations noticing patterns among them.
- investigate the impact of the development of writing on economic and social systems.
- investigate the impact of trade on cultural diffusion.
- compare and contrast the early river civilizations.

<ul style="list-style-type: none"> o surplus o division of labor o cultural diffusion 	
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Unit 3: The Arab World

<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How did geography, social structures, and individuals influence and shape each other in the Arab World? 2. What innovations and technologies were developed in the Arab World that had a lasting impact on peoples and cultures? 3. How and why did cultural diffusion both in and out of the Arab World affect people and societies? 4. How and why do connections exist between the historic Arab World and the Arab World today? 	<p>Essential Understanding:</p> <ol style="list-style-type: none"> 1. The ecosystem of much of this region is desert which made settling near coasts and rivers essential for survival. 2. The development of agriculture led to technological advancements including irrigation, written language, written laws among others that are still seen today. 3. A scarcity and surplus of resources led to the development of trade networks and the spread of people, ideas, and goods. 4. Conflict in this region arose from differences in religious beliefs, the control of resources and the governments that developed.
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Curriculum Standards- DOK noted where applicable with Standards

In all Units:

- 7-H1.4.1 Describe and use cultural institutions to study an era and a region (e.g. political, economic, religion/belief, science/technology, written language, education, family).
- 7-H.1.4.2 Describe and use themes of history to study patterns of change and continuity.
- 7-G4.4.2 Describe examples of cooperation and conflict within the era under study.
- 7-C1.1.2 Examine what is has meant to be a citizen in the era under study.
- 7-C.3.6.1 Define the characteristics and major activities of a nation-state in the eras under study.
- 7-C3.6.2 Compare and contrast various forms of government in the eras under study.
- 7-C4.3.2 Analyze the impact of laws and treaties on the maintenance of order in the eras under study.
- 7-E2.3.1 Explain how governments during the eras under study made decisions that impacted the economy of that society and other societies.
- 7-E3.1.1 Explain some of the economic, social and political factors influencing the movement of people among regions during the eras under study.
- 7-E3.3.1 Explain the economic and ecological costs and benefits of different kinds of energy used in the eras under study.

W1 WHG ERA 1 – THE BEGINNINGS OF HUMAN SOCIETY: BEGINNINGS TO 4000 B.C.E./B.C.

Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

.W1.2 Agricultural Revolution

Describe the Agricultural Revolution and explain why it was a turning point in history. The Agricultural Revolution was a major turning point in history that resulted in people and civilizations viewing and using the land in a systematic manner to

grow food crops, raise animals, produce food surpluses, and the development of sedentary settlement.

7-W1.2.2 Explain the importance of the natural environments in the development of agricultural settlements in different locations (e.g. *available water for irrigation, adequate precipitation, and suitable growth season*).

7-W1.2.3 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).

7-W1.2.4 Compare and contrast the environmental, economic, and social institutions of two early civilizations (e.g. *Yangtze, Indus River Valley, Tigris/Euphrates, and Nile*).

W2 WHG ERA 2 – EARLY CIVILIZATIONS AND CULTURES AND THE EMERGENCE OF PASTORAL PEOPLES, 4000 TO 1000 B.C.E./B.C.

Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.

W2.1 Early Civilizations and Major Empires

Analyze early Eastern Hemisphere civilizations and pastoral societies. During this era early civilizations and pastoral societies emerged. Many of the world's most fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed the herding of animals as a primary food source that enabled them to inhabit the semi-arid steppes of Eurasia and Africa. This era introduces students to one of the most enduring themes in history: the dynamic interplay, between herding and agrarian societies involving both conflict and mutual dependence.

7-W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture

- o verbal vocalizations

- o standardization of physical (rock, bird) and abstract (love, fear) words

- o pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)

7-W2.1.3 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, ~~Yangtze River~~, Nile River, ~~Indus River~~).

7-W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).

7-W2.1.4 Examine early civilizations to describe their common features (e.g. *ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication*).

7-W2.1.5 Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g. *plants, crops, plow, wheel, bronze metallurgy*).

W3 WHG ERA 3 – CLASSICAL TRADITIONS, WORLD RELIGIONS, AND MAJOR EMPIRES, 1000 B.C.E./B.C. TO 300 C.E./A.D.

Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires. During this era, innovations and social, political, and economic changes occurred through emergence of classical civilizations in Africa and Eurasia. Africa and Eurasia moved in the direction of forming a single world of human interchange as a result of trade, empire building, and the diffusion of skills and ideas. Six of the world's major faiths and ethical systems emerged and classical civilizations established institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

W3.1 Classical Traditions

Analyze classical civilizations and empires and their lasting impact

7-W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.

7-W3.1.5 Describe major achievements from ~~Indian, Chinese, Mediterranean, African~~, and Southwest and ~~Central Asian~~ civilizations.

7-W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.

7-W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.

7-W3.2.1 Identify and describe the beliefs of the six major world religions.

7-W.3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D

W4 WHG ERA 4 – EXPANDING AND INTENSIFIED HEMISPHERIC INTERACTIONS, 300 TO 1500 C.E./A.D.

W4.1 Cross-temporal or Global Expectations

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Analyze important hemispheric interactions and temporal developments during an era of increasing regional power, religious expansion, and the collapse of some empires..

7-W4.1.2 **World Religions**—Using historical documents and historical and current maps, analyze the spread and interactions of major world religions from 300-1500 C.E.

W4.2 Interregional or Comparative Expectations

Analyze and compare important hemispheric interactions and cross-regional developments, including the growth and consequences of an interregional system of communication, trade, and culture exchange during an era of increasing regional power and religious expansion.

7-W4.2.1 **Growth of Islam and Dar al-Islam** (A country, territory, land or abode where Muslim sovereignty prevails)—Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including

- The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society.
- Diverse religious traditions of Islam—Sunni, Shia/Shiite, Sufi.
- Role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia.
- The caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity.

H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past. History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the world.

7-H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

7-H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

7 – H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes

7-H1.2.6 Identify the role of the individual in history and the significance of one person's ideas.

H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past. Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.

7 – H1.4.1 Describe and use cultural institutions to study an era and a region (e.g., political, economic, religion/ belief, science/technology, written language, education, family).

7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.

7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

C1 PURPOSES OF GOVERNMENT

Analyze how people identify, organize, and accomplish the purposes of government.

C1.1 Nature of Civic Life, Politics, and Government

Describe civic life, politics and government and explain their relationships. Political scientists analyze why people engage in the political process; the role citizens play in civic life; the concepts of power, authority, sovereignty, and legitimacy; and competing arguments about the purpose and necessity of government.

7-C1.1.1 Compare and contrast principles and competing ideas about the purposes of government in historical societies.

7-C1.1.2 Examine what it has meant to be a citizen in the era under study.

C3.6 Characteristics of Nation-States

Describe the characteristics of nation-states and how nation-states may interact. The world is organized politically into nation-states; each nation-state claims sovereignty over a defined territory and jurisdiction and everyone in it; these nation-states interact with one another using formal agreements and sanctions, which may be peaceful or may involve the use of force.

7 – C3.6.1 Define the characteristics and major activities of a nation-state in the eras under study.

7 – C3.6.2 Compare and contrast various forms of government in the eras under study

C4.3 Conflict and Cooperation Between and Among Nations

Explain the various ways that nations interact both positively and negatively. Governmental and nongovernmental organizations provide avenues through which nation-states can interact and attempt to manage their affairs and conflicts peacefully.

7-C4.3.1 Explain how governmental systems addressed issues and formed policies throughout history and how those policies may not be consistent with our views on similar issues today.

7-C4.3.2 Analyze the impact of laws and treaties on the maintenance of order in the eras under study.

G4.4 Forces of Cooperation and Conflict

Explain how forces of conflict and cooperation among people influence the division of the Earth’s surface and its resources.

G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g. natural resources, power, culture, wealth).

G4.4.2 Describe examples of cooperation and conflict within the era under study.

G6.1.1 Investigations Designed for World History Eras 1-4—Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. Students investigate contemporary topics and issues that they have studied in an ancient world history context. The investigations may be addressed at the conclusion of each Era or may be included at the conclusion of the course.

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> ● the majority of this region is in the tropic climate zone with a desert ecosystem. ● agriculture developed near rivers for early people to survive in a harsh environment. <ul style="list-style-type: none"> ○ Tigris and Euphrates in the Middle East ○ Nile River in Egypt ● agriculture developed here first in the world due to the fact that there are poor conditions for hunting and gathering and good plants and animals for cultivation. ● the area between the Tigris and Euphrates was called Mesopotamia, the Land Between Two Rivers, because it was fertile. ● early civilizations of this region include the Sumerians and Babylonians. ● city-states were independent units with separate governments; civilizations were cultural and political confederations of these city-states. ● technology developed as a result of the agricultural revolution including: <ul style="list-style-type: none"> ○ the invention of writing (cuneiform and hieroglyphics) ○ the first set of written laws (Code of Hammurabi) 	<ul style="list-style-type: none"> ● explain factors that make this a region. ● explain how the geography of the region impacted the development of ancient civilizations and how it affects them today. ● identify the Tigris and Euphrates river valleys, and explain why people settled here. ● compare and contrast the Sumerians and Babylonians including their achievements. ● explain characteristics of a city-state. ● interpret timelines including the rise and fall of ancient civilizations. ● identify cuneiform and hieroglyphics and explain the purpose of early writing for these civilization. ● explain the Code of Hammurabi and give examples of how it has influenced laws in our society today.

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<ul style="list-style-type: none"> o the building of pyramids and ziggurats ● social hierarchies with deified kings developed in both Mesopotamia and Ancient Egypt. <ul style="list-style-type: none"> o included the use of slavery ● polytheism was practiced in Mesopotamia and Ancient Egypt and played key roles in society. ● polytheism is the belief in many gods and goddesses. ● Hebrew people were monotheists and started the lasting religion of Judaism. <ul style="list-style-type: none"> o their migration to modern day Israel creates the region known today as the “Holy Land.” ● monotheism is the belief in one god. ● Mohammed, the main prophet and founder of Islam, lived his life in Saudi Arabia (Mecca and Medina) and founded an empire there. <ul style="list-style-type: none"> o this empire was expanded under the leadership of the caliphs ● a caliph is a Muslim religious and political leader. ● a caliphate is both a religious and political institution. ● Islamic empires spread the religion through cultural diffusion across Southwest Asia and North Africa into Spain. ● Islam spread in this region and is still practiced by a majority of the people there today. ● Sunni, Shia/Shiite, and Sufi have diverse traditions of Islam. ● Dar al-Islam is a region where Islam is the majority religion, but allows for religious tolerance. ● muslim empires had many innovations and inventions including in the areas of: <ul style="list-style-type: none"> o science o mathematics o literature o architecture ● Christianity, a monotheistic religion, began in this region. ● few people practice Christianity in this region today. ● this region became a center for world trade as goods and ideas traveled to and from China in 	<ul style="list-style-type: none"> ● identify monumental architecture of early civilizations in this region and explain their significance. ● explain the role and power of kings and the use of slavery in these early civilizations. ● define polytheism as the belief in many gods and goddesses and explain the role religion played in Mesopotamia and Ancient Egypt. ● define monotheism and explain the beginnings of Judaism including the significance of the “Holy Land”. ● explain the significance of Mohammed and beliefs of Islam. ● identify on a map where Judaism and Islam began and holy cities for each of these religions. ● define caliph and caliphate. ● identify on a map the spread of Islam and explain why it spread in these areas. ● explain the religious traditions of the Sunni, Shia/Shiite and Sufi. ● explain Dar al-Islam is a region where Islam is the majority religion, but allows for religious tolerance. ● give examples of muslim innovations and inventions. ● identify on a map where Christianity began and where it spread. ● mark major trade networks.
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- the East and Europe and Africa in the West.
- o Many Muslims specialized as merchants

Academic Vocabulary:

- o Dar al-Islam
- o empire
- o caliphate
- o caliph
- o Fertile Crescent
- o Mesopotamia
- o monotheism
- o polytheism
- o irrigation
- o civilization
- o city-state
- o cuneiform
- o hieroglyphics
- o Code of Hammurabi
- o ziggurat
- o pyramid

Unit 4: Ancient Greece and Rome

Essential Questions:

1. How did geography, social structures, and individuals influence and shape each other in Greece and Rome?
2. What innovations and technologies were developed in Greece and Rome that had a lasting impact on peoples and cultures?
3. How and why did cultural diffusion both in and out of Greece and Rome affect people and societies?
4. How and why do connections exist between the historic Greece and Rome and the world today?

Essential Understanding:

1. The ancient empires of Greece and Rome developed in Europe with coasts on the Mediterranean Sea.
2. The ancient empires of Greece and Rome have had lasting impacts on Western society.
3. Trade networks led to cultural diffusion and the spread of religious and political ideas.

Curriculum Standards- DOK noted where applicable with Standards

In all Units:

7-H1.4.1 Describe and use cultural institutions to study an era and a region (e.g. political, economic, religion/belief, science/technology, written language, education, family).

7-H.1.4.2 Describe and use themes of history to study patterns of change and continuity.

7-G4.4.2 Describe examples of cooperation and conflict within the era under study.

7-C1.1.2 Examine what it has meant to be a citizen in the era under study.

7-C.3.6.1 Define the characteristics and major activities of a nation-state in the eras under study.

7-C3.6.2 Compare and contrast various forms of government in the eras under study.

7C4.3.2 Analyze the impact of laws and treaties on the maintenance of order in the eras under study.

7-E2.3.1 Explain how governments during the eras under study made decisions that impacted the economy of that society and other societies.

7-E3.1.1 Explain some of the economic, social and political factors influencing the movement of people among regions during the eras under study.

7-E3.3.1 Explain the economic and ecological costs and benefits of different kinds of energy used in the eras under study.

W3 WHG ERA 3 – CLASSICAL TRADITIONS, WORLD RELIGIONS, AND MAJOR EMPIRES, 1000 B.C.E./B.C. TO 300 C.E./A.D.

Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires. During this era, innovations and social, political, and economic changes occurred through emergence of classical civilizations in Africa and Eurasia. Africa and Eurasia moved in the direction of forming a single world of human interchange as a result of trade, empire building, and the diffusion of skills and ideas. Six of the world's major faiths and ethical systems emerged and classical civilizations established institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

W3.1 Classical Traditions

Analyze classical civilizations and empires and their lasting impact

7-W3.1.1 Describe the characteristics that classical civilizations share (e.g. *institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries*).

7-W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics

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including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.

7-W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.

7-W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.

7-W3.1.5 Describe major achievements from ~~Indian, Chinese, Mediterranean, African, and Southwest and Central Asian~~ civilizations.

7-W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.

7-W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g. ~~Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks~~).

7-W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g. ~~Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire~~).

7-W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

7-W3.1.10 Create a timeline that illustrates the rise and fall of classical empires during the classical period.

7-W3.1.11 Explain the role of economics in shaping the development of classical civilizations and empires (e.g. *trade routes and their significance, supply and demand for products*).

7-W3.2.1 Identify and describe the beliefs of the six major world religions. (Christianity)

7-W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.

W4 WHG ERA 4 – EXPANDING AND INTENSIFIED HEMISPHERIC INTERACTIONS, 300 TO 1500 C.E./A.D.

W4.1 Cross-temporal or Global Expectations

Analyze important hemispheric interactions and temporal developments during an era of increasing regional power, religious expansion, and the collapse of some empires..

7-W4.1.1 **Crisis in the Classical World**—Analyze the environmental, economic and political crisis in the classical world that led to the collapse of classical empires and the consolidation of Byzantium.

7-W4.1.2 **World Religions**—Using historical documents and historical and current maps, analyze the spread and interactions of major world religions from 300-1500 C.E.

7-W4.1.3 **Trade Networks and Contacts**—Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including

- Land-based routes across the Sahara, Eurasia and Europe
- Water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas

History

H1 THE WORLD IN TEMPORAL TERMS: HISTORICAL HABITS OF MIND Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the world.

7-H1.2.6 Identify the role of the individual in history and the significance of one person's ideas.

H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past.

Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.

7-H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

C1 PURPOSES OF GOVERNMENT

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Analyze how people identify, organize, and accomplish the purposes of government.

C1.1 Nature of Civic Life, Politics, and Government

Describe civic life, politics and government and explain their relationships. Political scientists analyze why people engage in the political process; the role citizens play in civic life; the concepts of power, authority, sovereignty, and legitimacy; and competing arguments about the purpose and necessity of government.

7-C1.1.1 Compare and contrast principles and competing ideas about the purposes of government in historical societies.

7-C1.1.2 Examine what it has meant to be a citizen in the era under study.

C3.6 Characteristics of Nation-States

Describe the characteristics of nation-states and how nation-states may interact. The world is organized politically into nation-states; each nation-state claims sovereignty over a defined territory and jurisdiction and everyone in it; these nation-states interact with one another using formal agreements and sanctions, which may be peaceful or may involve the use of force.

7-C3.6.2 Compare and contrast various forms of government in the eras under study.

C4.3 Conflict and Cooperation Between and Among Nations

Explain the various ways that nations interact both positively and negatively. Governmental and nongovernmental organizations provide avenues through which nation-states can interact and attempt to manage their affairs and conflicts peacefully.

7-C4.3.1 Explain how governmental systems addressed issues and formed policies throughout history and how those policies may not be consistent with our views on similar issues today.

7-C4.3.2 Analyze the impact of laws and treaties on the maintenance of order in the eras under study.

P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy, report the results, and evaluate effectiveness.

- Identify public policy issues related to global topics and issues studied.
- Clearly state the issue as a question of public policy orally or in written form.
- Use inquiry methods to acquire content knowledge and appropriate data about the issue.
- Identify the causes and consequences and analyze the impact, both positive and negative.
- Share and discuss findings of research and issue analysis in group discussions and debates.
- Compose a persuasive essay justifying the position with a reasoned argument.
- Develop an action plan to address or inform others about the issue at the local to global scales.

7-P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

7-P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

7-P4.2.3 Participate in projects to help or inform others (*e.g. service learning projects*).

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> ● Greece and Rome are in modern day Europe. ● the geography of Greece-many islands, peninsulas, resulted in civilization based on the sea. <ul style="list-style-type: none"> ○ fisherman, sailors, traders ● mountains and seas divided people in Greece and led to a city-state governmental structure and divergent cultures within the greater Greek culture. ● trade between the Greeks and Phoenicians helped to facilitate the development of innovations such as: <ul style="list-style-type: none"> ○ Greek alphabet (adapted from Phoenicians) ○ use of coins as a medium for exchange ● Athens and Sparta were two Greek city-states with very different cultures-sometimes at war with each other-both used their own form of democracy. <ul style="list-style-type: none"> ○ Athens-sophisticated culture and learning ○ Sparta-fierce warrior culture ● various governmental structures were used in Ancient Greece-changed based on time/place. <ul style="list-style-type: none"> ○ tyrants-absolute leader ○ oligarchies-rule by a select few ○ democracies-voting, participation of citizens ○ direct democracy vs. representative ● the Greeks practiced polytheistic religion. ● Greek culture was strongly hierarchical with only a minority of men granted citizenship rights <ul style="list-style-type: none"> ○ included the use of slavery ● Classical Greece was a time of innovation, invention, and philosophical thought that has had a lasting influence. ● the Greeks fought against the Persian Empire because they were in competition over the control of the territory. ● Alexander the Great was a Macedonian who valued Greek culture and built a huge "Greek" empire. <ul style="list-style-type: none"> ○ extended from Greece to Egypt to India ○ cultural diffusion of Greek culture ● Ancient Rome emerged on the Italian Peninsula with the capital a little way inland, on the Tiber 	<ul style="list-style-type: none"> ● identify this region on a map. ● identify early civilizations and where they developed on maps explaining the impact of geography on the people in this region. ● label land based and water based trade routes for the Greeks. ● explain how trade led to cultural diffusion and innovations including the Greek alphabet and use of coins. ● compare and contrast Athens and Sparta including their government and culture. ● explain the conflict between Athens and Sparta. ● list and explain the characteristics of various governmental structures used in Ancient Greece including tyrants, oligarchies and democracies. ● assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions. ● describe Greek religious beliefs. ● describe Greek culture and citizenship. ● give examples of Greek innovation, inventions and philosophical thoughts that impact us still today. ● explain the conflict between the Greeks and Persians and the results. ● give details about Alexander the Great and how he impacted this region including the changes made. ● locate Ancient Rome on a map and explain how the geography impacted their culture.

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<p>River.</p> <ul style="list-style-type: none"> o allowed for protection, with easy access to shipping routes <ul style="list-style-type: none"> ● the Roman Republic had a political system where representatives (elected leaders) made decisions. <ul style="list-style-type: none"> o limited number of men were considered citizens and thereby eligible to vote o Cicero-famous proponent of democracy ● Ancient Rome had a very strong army. <ul style="list-style-type: none"> o highly structured and well disciplined o conquered and created an empire ● two main Roman social classes were the wealthy patricians and the working class plebeians. <ul style="list-style-type: none"> o men of both classes were citizens o conquered tribes sometimes incorporated o slaves provided manual labor ● Roman law was written and equally applied to all free citizens (rule of law). <ul style="list-style-type: none"> o Source of inspiration for modern U.S. law ● Julius Caesar, a popular and successful military leader, seized power in Rome and began the transition from Republic to Empire. ● Caesar Augustus (Octavian) becomes the first official emperor of Rome. <ul style="list-style-type: none"> o ruled over a period of growth and improvement ● the Pax Romana was a period of Roman Peace during which Rome reached the height of its imperial power. <ul style="list-style-type: none"> o economic growth and flourishing trade o innovations-Colosseum, aqueducts, etc. o infrastructure-roads ● Christianity arose as a result of the life and death of Jesus during the period of Roman occupation in Judea. ● the tenets of Christianity including the major beliefs and ideas (founder-major prophet, holy book, different sects, etc.) that make up Christianity. ● Emperor Constantine converted to Christianity and the Roman Empire acted as an engine to spread the faith. ● social, political and economic problems caused the Roman Empire to split in two-eastern and western. <ul style="list-style-type: none"> o pressures from within and without result in the slow decline and fall of the Western Empire 	<ul style="list-style-type: none"> ● label land based and water based trade routes for the Romans. ● describe the Roman political system including representatives and political power was controlled by limited number of men. ● give details of the Roman army and how they were able to conquer and create an empire. ● compare and contrast the Roman social classes: patricians and plebeians. ● give examples of how the Romans used conquered tribes and slaves for labor. ● explain how Roman law was a source of inspiration for modern U.S. law. ● explain the rise of the Roman Empire. ● describe the period of Pax Romana and the impact on economic growth, innovations and infrastructure. ● describe the religious beliefs of Romans. ● chart the key characteristics of Christianity. ● explain the role of Constantine in spreading Christianity in the Roman Empire. ● explain the fall of Roman Empire. ● interpret timelines including the rise and fall of ancient civilizations.
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- o Eastern Empire becomes the Byzantine Empire, which continued for another 1,000 years

Academic Vocabulary:

- o tyrant
- o democracy
- o republic
- o representative
- o infrastructure
- o patrician
- o plebian
- o oligarchy

Unit 5: Early Europe-Medieval

Essential Questions:

1. How did geography, social structures, and individuals influence and shape each other in early Europe?
2. What innovations and technologies were developed in early Europe that had a lasting impact on peoples and cultures?
3. How and why did cultural diffusion both in and out of early Europe affect people and societies?
4. How and why do connections exist between historic Europe and the world today?

Essential Understanding:

1. The geography of Europe led to smaller political units, which resulted in a feudalist system and smaller kingdoms.
2. The Christian church, the development of nation-states, moves toward democracy, and the development of long distance trade all had lasting impacts on peoples and culture.
3. The sharing of ideas through trade routes within Europe and between Europe and other regions impacted the lives of people there.
4. The foundations of European nation-states set a precedent for the modern Western world.

Curriculum Standards- DOK noted where applicable with Standards

In all Units:

7-H1.4.1 Describe and use cultural institutions to study an era and a region (e.g. political, economic, religion/belief, science/technology, written language, education, family).

7-H.1.4.2 Describe and use themes of history to study patterns of change and continuity.

7-G4.4.2 Describe examples of cooperation and conflict within the era under study.

7-C1.1.2 Examine what it has meant to be a citizen in the era under study.

7-C.3.6.1 Define the characteristics and major activities of a nation-state in the eras under study.

7-C3.6.2 Compare and contrast various forms of government in the eras under study.

7-C4.3.2 Analyze the impact of laws and treaties on the maintenance of order in the eras under study.

7-E2.3.1 Explain how governments during the eras under study made decisions that impacted the economy of that society and other societies.

7-E3.1.1 Explain some of the economic, social and political factors influencing the movement of people among regions during the eras under study.

7-E3.3.1 Explain the economic and ecological costs and benefits of different kinds of energy used in the eras under study.

W4 WHG ERA 4 – EXPANDING AND INTENSIFIED HEMISPHERIC INTERACTIONS, 300 TO 1500 C.E./A.D.

W4.1 Cross-temporal or Global Expectations

Analyze important hemispheric interactions and temporal developments during an era of increasing regional power, religious expansion, and the collapse of some empires..

7-W4.1.1 **Crisis in the Classical World**—Analyze the environmental, economic and political crisis in the classical world that led to the collapse of classical empires and the consolidation of Byzantium.

7-W4.1.2 **World Religions**—Using historical documents and historical and current maps, analyze the spread and interactions of major world religions from 300-1500 C.E.

7-W4.1.3 **Trade Networks and Contacts**—Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including

- Land-based routes across the Sahara, Eurasia and Europe
- Water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas

7-W4.2.3 **The Plague**—Use historical and modern maps and other evidence to explain the causes and consequences of the Plague.

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W4.3 Regional Expectations

Some regional expectations are included to set the stage for the emergence of the first global age and the Columbian Exchange.

7-W4.3.4 **Western Europe to 1500**—Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including the role of the Roman Catholic Church, the growth of town and cities, the Crusades, and the impact of the Renaissance.

W4.4.1 not in new content expectations

H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past.

Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity

7-H1.4.1 Describe and use cultural institutions to study an era and a region (*e.g. political, economic, religion/belief, science/technology, written language, education, family*).

7-H1.4.2 Describe and use themes of history to study patterns of change and continuity.

C1 PURPOSES OF GOVERNMENT

Analyze how people identify, organize, and accomplish the purposes of government.

C1.1 Nature of Civic Life, Politics, and Government

Describe civic life, politics and government and explain their relationships. Political scientists analyze why people engage in the political process; the role citizens play in civic life; the concepts of power, authority, sovereignty, and legitimacy; and competing arguments about the purpose and necessity of government.

7-C1.1.1 Compare and contrast principles and competing ideas about the purposes of government in historical societies.

7-C1.1.2 Examine what it has meant to be a citizen in the era under study.

C3.6 Characteristics of Nation-States

Describe the characteristics of nation-states and how nation-states may interact. The world is organized politically into nation-states; each nation-state claims sovereignty over a defined territory and jurisdiction and everyone in it; these nation-states interact with one another using formal agreements and sanctions, which may be peaceful or may involve the use of force.

7-C3.6.1 Define the characteristics and major activities of a nation-state in the eras under study.

7-C3.6.2 Compare and contrast various forms of government in the eras under study.

G1.2 Geographical Inquiry and Analysis

Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the era under study.

7-G1.2.1 Explain why maps of the same place may vary as a result of new knowledge and/or advances in science and technology.

7-G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (*e.g. natural resources, power, culture, wealth*).

7-G4.4.2 Describe examples of cooperation and conflict within the era under study.

E2 THE NATIONAL ECONOMY

Use economic concepts, terminology, and data to identify and describe how a national economy functions. They study the role of government as a provider of goods and services within a national economy.

E2.3 Role of Government

Describe how national governments make decisions that affect the national economy. Governmental decisions on taxation, spending, protections, and regulation affect the national economy.

7-E2.3.1 Explain how governments during the eras under study made decisions that impacted the economy of that society and other societies.

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> ● the Byzantine Empire was centered at Constantinople and was an extension of the Eastern Roman Empire. <ul style="list-style-type: none"> ○ great location for trade ○ cultural diffusion ○ center of the Eastern Orthodox Church ● Eastern Orthodox Christianity is known for its art. <ul style="list-style-type: none"> ○ Building of the Hagia Sophia ● Emperor Justinian played a key role in the Byzantine Empire and is known for his lasting impact. <ul style="list-style-type: none"> ○ Justinian Code was a simple understandable law code that set a precedent for modern western law ● Europe is a continent with a lot of coastline and several major rivers, which encouraged trade by ship. ● the rivers and mountains of Europe divided groups of people and resulted in diverse cultures and languages. ● after the fall of the Western Roman Empire, Europe was divided amongst many diverse groups of people. ● Christianity, which had spread throughout Europe during the Roman Empire, played a huge role in government and society during the Middle Ages. ● the Roman Catholic church held tremendous power over nations and individuals during the Middle Ages. ● feudalism and manorialism created hierarchical systems where monarchies ruled with a land owning aristocracy who pledged fealty. <ul style="list-style-type: none"> ○ peasant majorities worked the land and supported the aristocracy ● Charlemagne (Charles the Great) was the king of the Franks and became the first Holy Roman Emperor. <ul style="list-style-type: none"> ○ secular and religious power worked together ○ allied with and protected the Pope 	<ul style="list-style-type: none"> ● locate the area the Byzantine Empire occupied. ● label land based and water based trade routes. ● create a timeline showing the rise and fall of the Byzantine Empire, and events of the Middle Ages. ● explain the impact of Emperor Justinian. ● locate Europe on a map and label physical features of this region. ● explain how the geography of the region affected the development of cultures. ● explain the role of Christianity and how it impacted the government and society during the Middle Ages. ● explain feudalism and manorialism. ● describe Charles the Great and his accomplishments.

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<ul style="list-style-type: none"> ● the Divine Right of Kings is when the king's authority is considered to be given by God (unquestionable). ● the Crusades were a series of wars between Christians and Muslims over control of the Holy Land. ● the Magna Carta was the first constitution in Europe. <ul style="list-style-type: none"> ○ written in 1216 in England ○ limited the authority of the King ○ impacted later calls for freedom and rights, including in the colonies (United States) ● towns and cities emerged as feudalism declined. ● Italy, with its coastal cities on the Mediterranean Sea became a center for trade during the Middle Ages. <ul style="list-style-type: none"> ○ trade routes such as the Silk Road from China, land and sea routes from India, and trade from North Africa and the Middle East ● during the mid 1300's the Plague entered Europe through infected rats via Italian trade ships <ul style="list-style-type: none"> ○ almost half of the European population died ● during the period of time known as the Renaissance there was a "rebirth" of classical art (Greek and Roman), literature, and philosophy, particularly in Italy. ● during the Renaissance there was a further decline in the use of the feudal system and kings gained power (except in England). <ul style="list-style-type: none"> ○ countries solidified as nation-states <p><u>Academic Vocabulary:</u></p> <ul style="list-style-type: none"> ○ monarchy ○ feudalism ○ manorialism ○ nobility/aristocracy ○ peasant ○ Renaissance ○ the Plague ○ the Crusades ○ Magna Carta ○ nation-states 	<ul style="list-style-type: none"> ● explain the Divine Rights of Kings. ● explain the purpose and outcome of the Crusades. ● give details of the Magna Carta including how it limited the power of the king and became the basis for the colonists in the United States. ● explain the significance of Italy in regards to trade connecting Europe, North Africa, China, India, and the Middle East. ● explain the Plague and how it affected Europe's population. ● use historical and modern maps and other evidence to explain the causes and consequences of the Plague. ● describe the Renaissance Era. ● define and give examples of a nation-state.
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Unit 6: India and Sub-Saharan Africa

Essential Questions:

1. How did geography, social structures, and individuals influence and shape each other in India and Sub-Saharan Africa?
2. What innovations and technologies were developed in India and Sub-Saharan Africa that had a lasting impact on peoples and cultures?
3. How and why did cultural diffusion both in and out of India and Sub-Saharan Africa affect people and societies?
4. How and why do connections exist between historic India and Sub-Saharan Africa and those regions today?

Essential Understanding:

1. The geography of Africa and India influenced cultures, and historical events in these regions.
2. The Sahara Desert created a natural barrier between Northern Africa and Southern Africa.
3. The people of Sub-Saharan Africa developed methods of farming in geographically challenging environments.
4. The Bantu Migration impacted much of Africa with the exchange of language and ideas that are still seen today.
5. Trade networks in India spread the idea of Buddhism as well as resources unique to this region.
6. Trade among early African Kingdoms spread ideas and resources in Sub-Saharan Africa.

Curriculum Standards- DOK noted where applicable with Standards

In all Units:

- 7-H1.4.1 Describe and use cultural institutions to study an era and a region (e.g. political, economic, religion/belief, science/technology, written language, education, family).
- 7-H.1.4.2 Describe and use themes of history to study patterns of change and continuity.
- 7-G4.4.2 Describe examples of cooperation and conflict within the era under study.
- 7-C1.1.2 Examine what it has meant to be a citizen in the era under study.
- 7-C.3.6.1 Define the characteristics and major activities of a nation-state in the eras under study.
- 7-C3.6.2 Compare and contrast various forms of government in the eras under study.
- 7-C4.3.2 Analyze the impact of laws and treaties on the maintenance of order in the eras under study.
- 7-E2.3.1 Explain how governments during the eras under study made decisions that impacted the economy of that society and other societies.
- 7-E3.1.1 Explain some of the economic, social and political factors influencing the movement of people among regions during the eras under study.
- 7-E3.3.1 Explain the economic and ecological costs and benefits of different kinds of energy used in the eras under study.

W1.2 Agricultural Revolution

- Describe the Agricultural Revolution and explain why it was a turning point in history. The Agricultural Revolution was a major turning point in history that resulted in people and civilizations viewing and using the land in a systematic manner to grow food crops, raise animals, produce food surpluses, and the development of sedentary settlement.
- 7-W1.2.2 Explain the importance of the natural environments in the development of agricultural settlements in different locations (e.g. *available water for irrigation, adequate precipitation, and suitable growth season*).
- 7-W1.2.3 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).
- 7-W1.2.4 Compare and contrast the environmental, economic, and social institutions of two early civilizations (e.g. *Yangtze,*

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Indus River Valley, Tigris/Euphrates, and Nile).

W2 WHG ERA 2 – EARLY CIVILIZATIONS AND CULTURES AND THE EMERGENCE OF PASTORAL PEOPLES, 4000 TO 1000 B.C.E./B.C.

Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread. W2.1 Early Civilizations and Major Empires Analyze early Eastern Hemisphere civilizations and pastoral societies. During this era early civilizations and pastoral societies emerged. Many of the world's most fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed the herding of animals as a primary food source that enabled them to inhabit the semi-arid steppes of Eurasia and Africa. This era introduces students to one of the most enduring themes in history: the dynamic interplay, between herding and agrarian societies involving both conflict and mutual dependence.

7-W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).

7-W2.1.3 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).

7-W2.1.4 Examine early civilizations to describe their common features (*e.g. ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication*).

7-W2.1.5 Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (*e.g. plants, crops, plow, wheel, bronze metallurgy*).

W3 WHG ERA 3 – CLASSICAL TRADITIONS, WORLD RELIGIONS, AND MAJOR EMPIRES, 1000 B.C.E./B.C. TO 300 C.E./A.D.

Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires. During this era, innovations and social, political, and economic changes occurred through emergence of classical civilizations in Africa and Eurasia. Africa and Eurasia moved in the direction of forming a single world of human interchange as a result of trade, empire building, and the diffusion of skills and ideas. Six of the world's major faiths and ethical systems emerged and classical civilizations established institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

W3.1 Classical Traditions

Analyze classical civilizations and empires and their lasting impact.

7-W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.

7-W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations.

7-W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.

7-W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.

7-W3.1.11 Explain the role of economics in shaping the development of classical civilizations and empires (*e.g. trade routes and their significance, supply and demand for products*).

W3.2 Growth and Development of World Religions

Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism and Islam grew and their significance. (Islam is included here even though it came after 300 C.E./A.D.) Six of the world's major faiths and ethical systems emerged establishing institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

7-W3.2.1 Identify and describe the beliefs of the six major world religions.

7-W.3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.

W4 WHG ERA 4 – EXPANDING AND INTENSIFIED HEMISPHERIC INTERACTIONS, 300 TO 1500 C.E./A.D.

W4.1 Cross-temporal or Global Expectations

Analyze important hemispheric interactions and temporal developments during an era of increasing regional power, religious expansion, and the collapse of some empire

7-W4.1.2 **World Religions**—Using historical documents and historical and current maps, analyze the spread and interactions of major world religions from 300-1500 C.E.

W4.3 Regional Expectations

Some regional expectations are included to set the stage for the emergence of the first global age and the Columbian

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Exchange.

7-W4.3.1 **Africa to 1500**—Describe the diverse characteristics of early African societies by:

- Comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai).
- Using maps to explain the Bantu migration patterns and describe their contributions to agriculture, technology and language.

H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past. History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the world.

7-H1.2.6 Identify the role of the individual in history and the significance of one person's ideas.

Knowledge/Content

I Know ...

- India is isolated from the rest of Asia by the Himalayan Mountains.
 - Resulted in development of unique cultures
- major rivers on the Indian subcontinent include the Indus and the Ganges, both of which were centers for population development.
- the Harappan Civilization developed in the Indus River Valley and was one of the world's earliest civilizations.
 - had organized cities and advanced technology
 - our knowledge is exclusively archaeologically based on material evidence
- migration of the Aryan people into the Indian subcontinent brought cultural elements, such as the Sanskrit language, Hinduism, and the caste system that had lasting impacts.
- Hinduism is a polytheistic faith that has its foundations in India and remains the majority faith there today.
- Buddhism began in India with the life of Siddhartha Gautama (the Buddha) who was a prince and became an "enlightened" leader of a faith system.
- the Mauryan Empire under the direction of Emperor Asoka conquered a large portion of land.

Skills/Processes

I Can ...

- explain how the geographic features of the subcontinent of India created unique cultures.
- label physical features of India on a map including the Himalayan Mountains and the major rivers: Ganges and Indus.
- locate populated areas along the Indus and Ganges rivers on a map.

- locate where the Harappan Civilization developed and give details of their accomplishments.

- explain the migration of the Aryan people into the Indian subcontinent and their effect on the people and culture.

- explain the Hindu religion including beliefs and followers today.

- explain Buddhism including the significance of Siddhartha Gautama and where it spread.

- give details of the Mauryan Empire including

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<ul style="list-style-type: none"> o Spread Buddhism throughout the empire and brought it to its height in India o Missionaries diffused Buddhism to the East ● some of the enduring legacies of Ancient India include the invention of immunizations, formalized urban planning, and the origin of the “Arabic” number system including the invention of the number zero. ● the Sahara desert is a natural boundary that is difficult to cross, especially for ancient peoples. <ul style="list-style-type: none"> o Sub-Saharan Africa developed largely separately from North Africa as a result. ● the Bantu peoples were groups from Western Africa that had a common culture and language. <ul style="list-style-type: none"> o spread throughout the Congo Basin and brought their technologies and language ● trade across the Sahara desert began about 400 BC by the Berber tribes and grew in strength and volume with the introduction of the camel from Central Asia in 200 AD. <ul style="list-style-type: none"> o Allowed the economies of Western African kingdoms to flourish o Later facilitated the diffusion of Islam into West Africa ● modern accounts of West African kingdoms are largely based on oral traditions and the records of Ibn Battuta. ● the Kingdom of Ghana was the first great trading empire in West Africa. <ul style="list-style-type: none"> o geographic advantage of being a crossroads between Saharan salt mines and coastal gold mines in the rainforest region o gained revenue by taxing merchants ● the Kingdom of Mali took over control with the fall of Ghana’s empire. ● Mansa Musa was Mali’s most powerful king and was famous for his extravagant pilgrimage to Mecca. ● the kingdom of Zimbabwe in Southeastern Africa 	<p>Asoka, their leader and the impact on Buddhism.</p> <ul style="list-style-type: none"> ● list some legacies of Ancient India and ways they are evident in our society today. ● locate the Sahara Desert on a map. ● use maps to explain the Bantu migration patterns and describe their contributions to agriculture, technology and language. ● locate trade routes across the Sahara Desert and the significance it had on cultural diffusion. ● compare and contrast the West African Kingdoms of Mali, Ghana and Songhai. ● explain the significance of Mansa Musa.
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engaged in trade with Arabs and others by sea across the Indian Ocean.

- o slave trade here predated the Transatlantic

- compare and contrast two major African civilizations.
- analyze timelines of the rise and fall of early African kingdoms.

Academic Vocabulary:

- o migration
- o Buddhism
- o Hinduism
- o reincarnation
- o caste system
- o pilgrimage

Unit 7: Central Asia and China

Essential Questions:

1. How did geography, social structures, and individuals influence and shape each other in Central Asia and China?
2. What innovations and technologies were developed in Central Asia and China that had a lasting impact on peoples and cultures?
3. How and why did cultural diffusion, both in and out of Central Asia and China, affect people and societies?
4. How and why do connections exist between historic Central Asia and China and those regions today?

Essential Understanding:

1. China's culture and society developed independently due to China's relative geographic isolation.
2. Chinese innovations such as the invention of paper and the use of a civil service system have a global impact that can still be felt today.
3. Cultural diffusion into and out of China brought Eastern lifeways to other regions and Western traditions into East Asia.
4. Much of East Asian culture has its foundations in the roots that were laid down in ancient times.

Curriculum Standards- DOK noted where applicable with Standards

In all Units:

- 7-H1.4.1 Describe and use cultural institutions to study an era and a region (e.g. political, economic, religion/belief, science/technology, written language, education, family).
- 7-H.1.4.2 Describe and use themes of history to study patterns of change and continuity.
- 7-G4.4.2 Describe examples of cooperation and conflict within the era under study.
- 7-C1.1.2 Examine what it has meant to be a citizen in the era under study.
- 7-C.3.6.1 Define the characteristics and major activities of a nation-state in the eras under study.
- 7-C3.6.2 Compare and contrast various forms of government in the eras under study.
- 7-C4.3.2 Analyze the impact of laws and treaties on the maintenance of order in the eras under study.
- 7-E2.3.1 Explain how governments during the eras under study made decisions that impacted the economy of that society and other societies.
- 7-E3.1.1 Explain some of the economic, social and political factors influencing the movement of people among regions during the eras under study.
- 7-E3.3.1 Explain the economic and ecological costs and benefits of different kinds of energy used in the eras under study.

W1.2 Agricultural Revolution

Describe the Agricultural Revolution and explain why it was a turning point in history. The Agricultural Revolution was a major turning point in history that resulted in people and civilizations viewing and using the land in a systematic manner to grow food crops, raise animals, produce food surpluses, and the development of sedentary settlement.

W1.2.2 Explain the importance of the natural environments in the development of agricultural settlements in different locations (e.g. *available water for irrigation, adequate precipitation, and suitable growth season*).

W1.2.4 Compare and contrast the environmental, economic, and social institutions of two early civilizations (e.g. *Yangtze, Indus River Valley, Tigris/Euphrates, and Nile*).

W2 WHG ERA 2 – EARLY CIVILIZATIONS AND CULTURES AND THE EMERGENCE OF PASTORAL PEOPLES, 4000 TO 1000 B.C.E./B.C.

Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread. W2.1 Early Civilizations and Major Empires Analyze early Eastern Hemisphere civilizations and pastoral societies. During this era early civilizations and pastoral societies emerged. Many of the world's most fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed the herding of animals as a primary food source that enabled them to inhabit the semi-arid steppes of Eurasia and Africa. This era introduces students

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to one of the most enduring themes in history: the dynamic interplay, between herding and agrarian societies involving both conflict and mutual dependence.

W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture

- o verbal vocalizations
- o standardization of physical (rock, bird) and abstract (love, fear) words
- o pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)

W2.1.3 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).

W2.1.6 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.

W3.1.1 Describe the characteristics that classical civilizations share (*e.g. institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries*).

W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations.

W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.

W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (*e.g. Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire*).

W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.

W3.1.11 Explain the role of economics in shaping the development of classical civilizations and empires (e.g. trade routes and their significance, supply and demand for products).

W3.2.1 Identify and describe the beliefs of the six major world religions.

W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.

W4.1.2 World Religions—Using historical documents and historical and current maps, analyze the spread and interactions of major world religions from 300-1500 C.E.

W4.2.2 **Unification of Eurasia under the Mongols**—Using historical records and historical and modern maps, analyze and evaluate the unification of Eurasia under the Mongols.

W4.3.3 **China to 1500**—Identify major Chinese dynasties and describe ways they responded to internal and external challenges by investigating the Tang and Sung Dynasties, Mongol rule, and restoration of Chinese rule under the Ming.

C1.1.1 Compare and contrast principles and competing ideas about the purposes of government in historical societies.

C3.6.2 Compare and contrast various forms of government in the eras under study.

C4.3.2 Analyze the impact of laws and treaties on the maintenance of order in the eras under study.

H1.2.6 Identify the role of the individual in history and the significance of one person's ideas.

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> ● China has a wide variety of climates and ecosystems including: subtropical in the southeast, fertile plains in the east, vast deserts in the north and west, and huge mountain ranges in the west. ● natural barriers (including mountains, deserts, and seas) separated China and kept it isolated from other civilizations for centuries. <ul style="list-style-type: none"> o resulted in a unique culture 	<ul style="list-style-type: none"> ● locate and label the physical features of China. ● explain how natural barriers affected the culture of China.

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- approximately 7,000 years ago agriculture and civilization first developed in the Huang He and Yangtze river valleys.
- later, Central Asian tribes developed pastoralism and became animal herders and nomads traveling the steppe grasslands.
- social and cultural characteristics and achievements of early Chinese dynasties.
- Chinese philosophies (often seen as religions) tend to be non-exclusive, meaning that it is possible to believe in more than one simultaneously.
- Daoism is a philosophy whose main tenet is that people give up on worldly desires in favor of nature and the “Dao” meaning the spiritual force of the universe.
- Confucianism is a philosophy whose main tenet is that people should put the needs of their family and community before their individual needs.
 - filial piety is an important value to the Chinese today which had its origins in ancient times. It is a devotion to and obligation to obey one’s parents
 - government jobs were sometimes based on a civil service system that used exams based on Confucian teachings to determine who was best qualified to receive bureaucratic positions
- Legalism was based on the belief that humans are naturally evil and must be controlled. It stressed the importance of strict laws and harsh punishments.
- the Silk Roads were a network of sea and land routes that eventually stretched from China to the Mediterranean (including SW to India).
 - expansion was partially due to purposeful Chinese exploration by Zhang Qian

- identify first agricultural settlements in China on a map and explain the role geography played for these permanent civilizations.
- explain how the geography of the steppe grasslands led to pastoralism and a nomadic way of life.
- compare and contrast dynasties in regards to government, social structures, culture and achievements (e.g., Shang, Zhou, Tang, Qin and Han)
 - Shang-first dynasty written language
 - Zhou-longest dynasty; Mandate of Heaven
 - Qin-gives China its name; Great Wall
 - Han-civil service system; education; paper
- explain Chinese philosophies, Daoism, Confucianism and Legalism giving details of each.
- locate and trace the trade routes in early China and explain the significance of the Silk Road (cultural diffusion).

- o cultural diffusion on these routes spread many ideas including bringing Buddhism to China

- cultural features of the Tang and Sung dynasties
- the steppes of Central Asia led to pastoralism and nomadic lifeways developed around herding.
- the Mongolians were one group of peoples that lived a pastoral lifestyle. They became skilled horsemen and archers and lived in tribal systems.
- Genghis Khan was a fierce leader of the Mongol peoples who unified the Mongol clans and fought to conquer a huge empire.
- Kublai Khan, the grandson of Genghis Khan, continued the conquest of China.
 - o under his rule China reached the height of its wealth and power
- Marco Polo came from Italy along the Silk Road and lived in the capital of Khanbaliq with Kublai Khan.
- the Ming Dynasty took over after the Mongols were kicked out of China. Their accomplishments included the Forbidden City and the Grand Canal.
- Zheng He led a great exploration fleet of junks (ships) that went as far as Africa and expanded trade while spreading Chinese culture.

Academic Vocabulary:

- pastoralism
- steppe
- dynasty
- bureaucracy
- civil service
- currency
- philosophy

- investigate internal and external challenges of the Tang and Sung dynasties.
- describe how the geography of Central Asia led to pastoralism and nomadic lifeways.
- give details about Mongolian culture and lifeways adapting to and modifying their environment.
- identify key people who led the Mongols and their quest to acquire and run an empire.
- trace the route Marco Polo took from Italy to the Silk Road and explain the significance of his exploration connecting the east and the west.
- explain how China restored power after the Mongols.
- trace trade routes in China and how it led to cultural diffusion.

Unit 8: The Americas

Essential Questions:

1. How did geography, social structures, and individuals influence and shape each other in the Americas?
2. What innovations and technologies were developed in the Americas that had a lasting impact on peoples and cultures?
3. How and why did cultural diffusion both in and out of the Americas affect people and societies?
4. How and why do connections exist between the historic Americas and those regions today?

Essential Understanding:

1. The large variety of climates and ecosystems as well as the relative isolation of the Western Hemisphere had significant impacts on the developments of civilizations there.
2. The unique innovations and technologies that developed in the Americas had significant impacts on the lifeways of various civilizations within the region.
3. The relative isolation of the Western Hemisphere prior to 1492 meant that cultural diffusion within the region was more significant than between it and others in the world.
4. Native American cultures and traditions influenced the development of post-contact life in the Americas as it blended with European culture to become uniquely new world.

Curriculum Standards- DOK noted where applicable with Standards

In all Units:

7-H1.4.1 Describe and use cultural institutions to study an era and a region (e.g. political, economic, religion/belief, science/technology, written language, education, family).

7-H.1.4.2 Describe and use themes of history to study patterns of change and continuity.

7-G4.4.2 Describe examples of cooperation and conflict within the era under study.

7-C1.1.2 Examine what it has meant to be a citizen in the era under study.

7-C.3.6.1 Define the characteristics and major activities of a nation-state in the eras under study.

7-C3.6.2 Compare and contrast various forms of government in the eras under study.

7-C4.3.2 Analyze the impact of laws and treaties on the maintenance of order in the eras under study.

7-E2.3.1 Explain how governments during the eras under study made decisions that impacted the economy of that society and other societies.

7-E3.1.1 Explain some of the economic, social and political factors influencing the movement of people among regions during the eras under study.

7-E3.3.1 Explain the economic and ecological costs and benefits of different kinds of energy used in the eras under study.

W1.1.1 Explain how and when human communities populated major regions of the world and adapted to a variety of environments.

W1.2.1 Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).

W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).

W2.1.4 Examine early civilizations to describe their common features (e.g. *ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication*).

W3.1.1 Describe the characteristics that classical civilizations share (e.g. *institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries*).

W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.

W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

W4.3.2 **The Americans to 1500**—Describe the diverse characteristics of early civilizations in the Americas by comparing and contrasting American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples.

Knowledge/Content
I Know ...

Skills/Processes
I Can ...

- the Americas (the Western Hemisphere) was isolated from the rest of the world for most of human history.
- the Americas include a wide variety of climates and landscapes from arctic to tropical and from plains to mountains.
- the first agriculture appeared in Mesoamerica about 10,000 years ago and crops included maize (corn), peppers, pumpkins, beans, and potatoes.
- the Mayan civilization was located in the tropical region of southern Mexico and Central America.
 - used cenotes (sinkholes) as water sources
- Mayan religion was polytheistic and sometimes included human sacrifice.
- Mayan achievements such as: developed a mathematical system, a written language (pictographs), and a calendar based on astronomical events.
- the Anasazi people were pueblo builders from what is modern day southwestern United States.
 - pueblos - stone houses built into the walls of steep cliffs
 - used irrigation canals for desert agriculture
- the Aztec Empire was a desert based civilization in Mesoamerica, centered at Tenochtitlan.
- under the leadership of Montezuma I, the Aztecs expanded territory, built temples, aqueducts, and roads.
- the Inca were a civilization based in the Andes

- locate and label continents and oceans in the Western Hemisphere.
- explain how this region was isolated from the rest of the world with limited connections to people in the Eastern Hemisphere.
- recognize the climate zones and physical features in this region.
- locate Mesoamerica on a map and explain why agriculture developed in this region.
- locate where the Mayan civilization developed and describe how they adapted to and modified their environment, their accomplishments, religion, and culture.
- locate the Anasazi on a map and describe how they adapted to and modified their environment.
- define irrigation and explain how this process allowed people to farm and survive in a desert region.
- locate the Aztec Empire on a map and describe how they adapted to and modified their environment.
- explain the significance of Montezuma I's leadership.
- locate the Incan civilization on a map and describe

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mountains of South America.

- the Inca developed an extensive road network in order to connect the parts of their empire, which stretched for long expanses from north to south.
- Machu Picchu is an enduring example of terrace farming from the Inca (major crops - potatoes, quinoa).
- the Anishinabek were traditional peoples of the Great Lakes region and included the Chippewa, Ottawa, and Potawatomi tribes.
- the Iroquois Confederation was a grouping of strong tribes from the Eastern Woodlands region whose constitution provided inspiration for the U.S Constitution.
- from 1492 onward Europeans arrived in the Americas and brought guns, germs, and steel.

Academic Vocabulary:

- terrace farming
- constitution

how they adapted to and modified their environment.

- explain how the road network developed by the Incas allowed them to expand and control a large area of land.
- define terrace farming and explain how this method allows agriculture in mountainous regions.
- locate the Anishinabek on a map and describe how they adapted to and modified their environment.
- locate the Iroquois Confederation on a map and describe how they adapted to and modified their environment.
- explain what a confederation and a constitution are and how they inspired the U.S. Constitution.
- explain how the arrival of the Europeans and their guns, germs and steel ultimately impacted the natives.