



***World
History and
Geography to
1500 A.D. (C.E.)***

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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015*, approved by the Board of Education on January 28, 2016, is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments.

The standards and Curriculum Framework are not intended to encompass the entire curriculum for a given grade level or course, nor to prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and Curriculum Framework into a broader, locally designed curriculum. The Curriculum Framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of historical figures whose study further enriches the standards and clarifies the concepts under investigation will be found in the Curriculum Framework.

The Curriculum Framework facilitates teacher planning by identifying essential understandings, knowledge, and skills. Together, these key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

Standard of Learning Statement

Each page begins with a Standard of Learning statement as a focus for teaching and learning. Students will apply social science skills to understand the interrelationships between the history, geography, economics, and civics content, as well as become actively engaged in their learning.

Essential Skills (Standard 1)

The essential history and social science skills are outlined in Standard 1 for each grade level or course. Students use these skills to increase understanding of the history and social sciences content, including historical, geographic, political, and economic events or trends. The development of these skills is important in order for students to become better-informed citizens.

The first column for Standard 1 contains “Essential Understandings,” which are described below. The second column contains examples of how the skill may be applied in the classroom.

Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

Essential Understandings

This column includes the fundamental background information necessary to acquire and apply the essential knowledge. The understandings should help students develop a sense of context, including why the essential knowledge is relevant to the standard; thus, teachers should use these understandings as a basis for lesson planning.

Essential Knowledge

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

STANDARD WHI.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history;

| Essential Understandings | Experiences may include but are not limited to the following: |
|---|--|
| <p>Synthesizing involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.</p> <p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Historical information may be acquired from a variety of sources:</p> <ul style="list-style-type: none">• Diaries• Interviews• Letters• Raw data• Court records and transcripts• Photographs• Journal articles that report the findings of original research• Autobiographies• Speeches• Creative works (novels, plays, poems, music, art)• Magazine and journal articles• Nonfiction books | <ul style="list-style-type: none">• Use a variety of information sources to do the following:<ul style="list-style-type: none">○ Examine and analyze the development of an ancient civilization, focusing on its social/political organization, religion, and economics. Use the information to determine the civilization’s impact and influence with relationship to resources, land and water usage, transportation methods, and communications.○ Examine and analyze geographic information and demographic data to determine how and why bordering civilizations cooperated or had conflicts.• Prepare a collection of primary and secondary sources related to a unit of study. Examine the sources to do the following:<ul style="list-style-type: none">○ Make and record observations about the sources and generate questions about each item.○ Determine commonalities and patterns in the themes of the sources, as well as how the sources connect to the overarching topic of the lesson.○ Create a graphic organizer that describes how each source depicts a specific point of view about a period of study. |

STANDARD WHI.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
b) using geographic information to determine patterns and trends to understand world history;

| Essential Understandings | Experiences may include but are not limited to the following: |
|--|---|
| <p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>Knowledge of geography and application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment for problem solving and historical understanding.</p> <p>The physical geography of a location had a direct impact on the lives of people in world history and how they adapted to their environment.</p> <p>Five Themes of Geography</p> <ul style="list-style-type: none">• Location: Defined according to its position on the earth’s surface; where is it?• Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like?• Region: A unit on the earth's surface that has unifying characteristics; how are places similar or different?• Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another?• Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world? | <ul style="list-style-type: none">• Use a variety of sources, such as the following:<ul style="list-style-type: none">○ GIS (Geographic Information Systems)○ Field work○ Satellite images○ Photographs○ Maps, globes○ Charts and graphs○ Databases○ Primary sources○ Diagrams• Select an ancient civilization and analyze the relationship between its physical and human geography.• Create a physical map of a specific region or location (e.g., Fertile Crescent). Gather and analyze geographic information to determine patterns and trends related to the movement of population, products, resources, ideas, and language.• Examine maps of a specific region or location before and after a major conflict to discuss how the conflict impacted the social, political, and economic landscapes of the region or location.• Use maps to explain how the location of resources influences patterns, trends and migration of a population. |

STANDARD WHI.1c

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history;

| Essential Understandings | Experiences may include but are not limited to the following: |
|---|---|
| <p>Interpreting begins with observation and collection of data to extract significant information embedded within the data.</p> <p>Interpreting involves determining relevant and irrelevant information in order to analyze characteristics such as change over time, patterns, and relationships.</p> | <ul style="list-style-type: none">• Gather information about and create a chart of the characteristics of one of the five major world religions in order to draw conclusions about the origins and expansion of beliefs, traditions, customs, and religion.• Gather information from a variety of sources about a civilization. Organize the information into a chart or graph in order to draw conclusions about the growth and the cultural, political, and economic development of the civilization.• Gather information from a variety of sources regarding the development of a conflict. Organize the information into a chart to draw conclusions about the origin and outcomes of the conflict. |

STANDARD WHI.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
d) evaluating sources for accuracy, credibility, bias, and propaganda;

| Essential Understandings | Experiences may include but are not limited to the following: |
|--|--|
| <p>It is critical to determine the accuracy and validity of information and recognize bias to draw informed conclusions, solve problems, and make informed decisions.</p> <p>The context from the time period of the primary or secondary source can influence the information included.</p> <p>Facts can be verified with evidence while opinions cannot.</p> <p>Bias is partiality in favor of or against one thing, person, or group compared with another.</p> | <ul style="list-style-type: none">• Develop criteria or questions to evaluate a source. Consider the following when evaluating a source:<ul style="list-style-type: none">○ Timeliness of the information○ Importance of the information○ Source of the information○ Reliability, truthfulness, and correctness of the content○ Reason the information exists• Examine primary and secondary sources that are related to the same conflict or war but are from different perspectives.• Analyze, compare, and contrast multiple texts for content, intent, impact, and effectiveness.• Prepare evidence for a Socratic seminar in order to explain how a historical figure used vocabulary and tone to persuade his or her audience to accept his or her point of view. |

STANDARD WHI.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
e) comparing and contrasting historical, cultural, economic, and political perspectives in world history;

| Essential Understandings | Experiences may include but are not limited to the following: |
|---|--|
| <p>The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing it into similar and dissimilar pieces.</p> | <div data-bbox="816 423 1661 902" data-label="Diagram"><p>The diagram consists of a rounded rectangular frame containing two overlapping circles. Above the top circle is a rectangular box containing the text 'External Influences'. Below the bottom circle is another rectangular box containing the text 'External Influences'.</p></div> <ul style="list-style-type: none">• Gather a variety of sources about a specific civilization. Evaluate the information for accuracy and relevance. Use a Venn diagram to organize the facts in order to determine<ul style="list-style-type: none">○ similarities and differences between the selected civilizations○ the impact of external influences (e.g., other countries' perspectives).• Gather a variety of sources summarizing a specific event (e.g., the establishment of Constantinople, King John's signing of the Magna Carta, the Crusades). Use a Venn diagram to organize the facts in order to determine<ul style="list-style-type: none">○ similarities and differences between recorded accounts of the event○ the impact of external influences. |

STANDARD WHI.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
f) explaining how indirect cause-and-effect relationships impacted people, places, and events in world history;

| Essential Understandings | Experiences may include but are not limited to the following: |
|--|--|
| <p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen. There can be multiple causes and effects.</p> <p>An indirect cause-and-effect relationship usually takes time to establish. Such relationships are often unforeseen, unplanned, or connected to the main causes and effects.</p> <p>Explaining includes justifying why the evidence credibly supports the claim.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Events that lead to conflict often have multiple causes and effects.</p> | <ul style="list-style-type: none">• Apply a process for explaining indirect cause-and-effect relationships, such as the following:<ul style="list-style-type: none">○ Choose an established effect and brainstorm causes of that effect.○ Categorize and organize the causes into direct or indirect causes.○ Describe direct and indirect items separately.○ Compare and contrast direct and indirect causes.○ Identify the most important difference between the direct and indirect causes.○ Draw conclusions about the impact on people, places, and events.○ Discuss, defend, and refine conclusions.• Compare charts, graphs, and/or maps to determine the role diversity played in affecting the social, economic, and political structure of the civilizations, empires, or countries.• Create flow charts, storyboards, and timelines to explore multiple causes and effects.• Determine how the choices of selected people/groups impacted world history.• Examine both intended and unintended consequences of an event, including the following questions:<ul style="list-style-type: none">○ What was the context for the event to take place?○ What actions were taken?○ What was the result of these actions? |

STANDARD WHI.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
g) analyzing multiple connections across time and place;

| Essential Understandings | Experiences may include but are not limited to the following: |
|--|--|
| <p>Analyzing includes identifying the important elements of a topic.</p> <p>Analytical thinking is further strengthened when connections are made between two or more topics.</p> <p>Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in world history.</p> | <ul style="list-style-type: none">• Select an ancient civilization, religion, or event. Organize various aspects of the event to determine and explain how the civilization, religion, or event changed over time. Organizing aspects may include the following:<ul style="list-style-type: none">○ Social factors○ Political factors○ Economic factors○ Cultural factors• Identify how cultures changed to accommodate evolving ideas and beliefs, including the following:<ul style="list-style-type: none">○ Revolutions○ Conflicts○ Reforms○ Human-environment interactions○ Laws and policy changes○ Advancements○ Conflicts○ Diversity○ Movements and migrations |

STANDARD WHI.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
 h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;

| Essential Understandings | Experiences may include but are not limited to the following: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|------------------------------|--------------------------------|--|--|--|--|--|--|-----------------|--------------|-------------------|---------------------|--|---------------------|--|--|--|--|---|--|--|--|--|---------------------------|--|--|--|--|---------------------|--|--|--|--|------------------|--|--|--|--|---------------------|--|--|--|--------------|--------------------------------|-----------------|--------------------------------|--|--|------------------------------|--|---|--|----------------------------|--|--------------|--|--------------|--|
| <p>Choices have consequences that may be positive or negative, intended or unintended.</p> <p>Decision making involves distinguishing between relevant and irrelevant information.</p> <p>Decision-making models serve several purposes. They can help us</p> <ul style="list-style-type: none"> • make decisions for the future • understand the choices made in the past • analyze the outcomes of the decisions already made • compare the expected costs and benefits of alternative choices • identify the costs and benefits of specific choices made. <p>Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.</p> | <ul style="list-style-type: none"> • Use a PACED (Problem, Alternatives, Criteria, Evaluate, Decision) decision grid: <table border="1" data-bbox="611 464 1923 857"> <tr> <td colspan="5" data-bbox="611 464 1923 526">Problem: Evaluate the choices that subjects of the Aztec empire might have considered when they encountered the Spanish force of Hernán Cortés.</td> </tr> <tr> <td data-bbox="611 526 877 618">Criteria</td> <td data-bbox="877 526 1136 618">Avoid danger</td> <td data-bbox="1136 526 1402 618">Enhance own power</td> <td data-bbox="1402 526 1661 618">Resist Aztec rulers</td> <td data-bbox="1661 526 1923 618">Resist invasion of homeland by Spanish</td> </tr> <tr> <td data-bbox="611 618 877 711">Alternatives</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="611 711 877 773">Rebel against the Aztecs and help the Spanish</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="611 773 877 818">Fight against the Spanish</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="611 818 877 857">Try to stay neutral</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="5" data-bbox="611 857 1923 896">Decision:</td> </tr> </table> • Use a cost-benefit analysis chart: <table border="1" data-bbox="611 943 1923 1312"> <tr> <td colspan="4" data-bbox="611 943 1923 982">Incan road-building</td> </tr> <tr> <td data-bbox="611 982 1150 1075">Costs</td> <td data-bbox="1150 982 1310 1075">Level of Importance 1-5</td> <td data-bbox="1310 982 1730 1075">Benefits</td> <td data-bbox="1730 982 1923 1075">Level of Importance 1-5</td> </tr> <tr> <td data-bbox="611 1075 1150 1136">Grueling work for those tasked with building the roads</td> <td data-bbox="1150 1075 1310 1136"></td> <td data-bbox="1310 1075 1730 1136">Centralization of the empire</td> <td data-bbox="1730 1075 1923 1136"></td> </tr> <tr> <td data-bbox="611 1136 1150 1279">Increased dominance of central government, eventually used by Spanish conquistador Francisco Pizarro to access and overthrow the Incan Empire</td> <td data-bbox="1150 1136 1310 1279"></td> <td data-bbox="1310 1136 1730 1279">Increased trade and wealth</td> <td data-bbox="1730 1136 1923 1279"></td> </tr> <tr> <td data-bbox="611 1279 1150 1312" style="text-align: right;">Total</td> <td data-bbox="1150 1279 1310 1312"></td> <td data-bbox="1310 1279 1730 1312" style="text-align: right;">Total</td> <td data-bbox="1730 1279 1923 1312"></td> </tr> </table> | | | | Problem: Evaluate the choices that subjects of the Aztec empire might have considered when they encountered the Spanish force of Hernán Cortés. | | | | | Criteria | Avoid danger | Enhance own power | Resist Aztec rulers | Resist invasion of homeland by Spanish | Alternatives | | | | | Rebel against the Aztecs and help the Spanish | | | | | Fight against the Spanish | | | | | Try to stay neutral | | | | | Decision: | | | | | Incan road-building | | | | Costs | Level of Importance 1-5 | Benefits | Level of Importance 1-5 | Grueling work for those tasked with building the roads | | Centralization of the empire | | Increased dominance of central government, eventually used by Spanish conquistador Francisco Pizarro to access and overthrow the Incan Empire | | Increased trade and wealth | | Total | | Total | |
| Problem: Evaluate the choices that subjects of the Aztec empire might have considered when they encountered the Spanish force of Hernán Cortés. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Criteria | Avoid danger | Enhance own power | Resist Aztec rulers | Resist invasion of homeland by Spanish | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Alternatives | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rebel against the Aztecs and help the Spanish | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fight against the Spanish | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Try to stay neutral | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Decision: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Incan road-building | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Costs | Level of Importance 1-5 | Benefits | Level of Importance 1-5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grueling work for those tasked with building the roads | | Centralization of the empire | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Increased dominance of central government, eventually used by Spanish conquistador Francisco Pizarro to access and overthrow the Incan Empire | | Increased trade and wealth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | | Total | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

STANDARD WHI.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

i) identifying the rights and responsibilities of citizens and ethical use of materials and intellectual property;

| Essential Understandings | Experiences may include but are not limited to the following: |
|--|--|
| <p>Plagiarism is the unauthorized use or theft of intellectual property.</p> <p>There are consequences of plagiarism, according to the guidelines established by local school divisions and the law.</p> | <ul style="list-style-type: none">• Promote collaboration with others both inside and outside the classroom. Examples of collaboration may include the following:<ul style="list-style-type: none">○ Socratic Seminar○ Two-way journaling○ Digital media (e.g., videoconferences)• Explore the ethical and legal issues related to the access and use of information by<ul style="list-style-type: none">○ properly citing authors and sources used in research○ validating Web sites○ reviewing written drafts so that the language and/or thoughts of others are given credit.• Provide other students with constructive feedback on written assignments via the peer-editing process.• Include the use of proper reference citations and distinguish one's own ideas from information created or discovered by others. |

STANDARD WHI.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
j) investigating and researching to develop products orally and in writing.

| Essential Understandings | Experiences may include but are not limited to the following: |
|---|--|
| <p>Experiences in the classroom provide opportunities for students to read, think, speak, and write about social science content.</p> <p>The skill of investigating involves acting like a detective—formulating questions and proactively setting out to try to answer them.</p> <p>The skill of researching works in tandem with investigating in that students need to uncover material in order to adequately answer questions formulated when investigating.</p> <p>Students take more ownership over investigating and researching when they are able to choose the type of product to produce.</p> <p>Student inquiry drives the design process. Specifically, students</p> <ul style="list-style-type: none"> • formulate a question to investigate • create a goal/hypothesis • conduct research and collaborate with teacher and peers • revisit and revise the goal/hypothesis, if necessary • create a product • write a reflection on the process involved to arrive at the product. | <ul style="list-style-type: none"> • Write a college admission essay for an archaeology program. Provide details in the essay about a specific region, historic site, or ancient civilization (culture) of interest. Include a list of questions about the civilization that may be supported by the archaeological program. • Prepare a multimedia or video presentation of a debate. Gather evidence to support the arguments and conclusions. Debate topics may include the following: <ul style="list-style-type: none"> ○ Julius Caesar: Hero or villain? ○ Greater impact on Christianity: Constantine or Paul? ○ Greatest contribution to modern democracy: Greece or Rome? • Create a gallery display of an ancient civilization. Investigate and gather items that illustrate its economic and political influences, geographic impact, and social structure. Choose six items that best represent the civilization and include a justification for each. • Investigate the history of the Hagia Sophia. Write a position statement answering the following question: “Should the Hagia Sophia be returned to a Christian Church, converted to a mosque, or continue in its current capacity as a museum celebrating both Christianity and Islam?” • Create a travel blog describing a ten-day trip to a specified region. Develop an itinerary, considering how the geography of the region would affect the sequence of the trip. Investigate the current religious practices, economic and social interactions, and political structure. Compare the contemporary region to the area as it was prior to 1500 A.D. (C.E.). • Investigate one of the five major religions. Discuss in a social media post or blog one aspect of the religion that has stayed constant over time. |

STANDARD WHI.2a

The student will apply social science skills to understand the period from the Paleolithic Era to the agricultural revolution by

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

| Essential Understandings | Essential Knowledge |
|--|--|
| <p>Life in early hunter-gatherer societies was shaped by the physical environment.</p> | <p><i>Homo sapiens</i> emerged in East Africa between 100,000 and 400,000 years ago.</p> <p><i>Homo sapiens</i> migrated from Africa to Eurasia, Australia, and the Americas.</p> <p>Early humans were hunters and gatherers whose survival depended on the availability of wild plants and animals.</p> |

STANDARD WHI.2b

The student will apply social science skills to understand the period from the Paleolithic Era to the agricultural revolution by
b) describing characteristics of hunter-gatherer societies, including their use of tools and fire;

| Essential Understandings | Essential Knowledge |
|---|--|
| <p>Early human societies, through the development of culture, began the process of overcoming the limits set by the physical environment.</p> | <p>Hunter-gatherer societies during the Paleolithic Era (Old Stone Age)</p> <ul style="list-style-type: none">• were nomadic, migrating in search of food, water, and shelter• invented the first tools, including simple weapons• learned how to make and use fire• lived in clans• developed oral language• created “cave art.” |

STANDARD WHI.2c

The student will apply social science skills to understand the period from the Paleolithic Era to the agricultural revolution by
c) analyzing how technological and social developments gave rise to sedentary communities;

| Essential Understandings | Essential Knowledge |
|---|---|
| <p>The beginning of agriculture, including permanent settlements, was a major step in the advancement of human social organization.</p> | <p>Societies during the Neolithic Era (New Stone Age)</p> <ul style="list-style-type: none">• developed agriculture (domesticated plants)• domesticated animals• used advanced tools• made pottery• developed weaving skills. |

STANDARD WHI.2d

The student will apply social science skills to understand the period from the Paleolithic Era to the agricultural revolution by
d) analyzing how archaeological discoveries are changing current understanding of early societies.

| Essential Understandings | Essential Knowledge |
|--|--|
| <p>Archaeologists continue to find and interpret evidence of early humans and their lives.</p> | <p>Archaeologists study past cultures by locating and analyzing human remains, settlements, fossils, and artifacts.</p> <p>Archaeologists apply scientific tests, such as carbon dating, to analyze fossils and artifacts.</p> <p>Stonehenge is an example of an archaeological site in England. It was begun during the Neolithic Age and completed during the Bronze Age.</p> <p>Aleppo and Jericho are examples of early cities in the Fertile Crescent that are studied by archaeologists.</p> <p>Çatalhöyük is an example of a Neolithic settlement currently under excavation in Anatolia.</p> |

STANDARD WHI.3a

The student will apply social science skills to understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews and Phoenicians, by

a) locating these civilizations in time and place and describing their major geographic features;

| Essential Understandings | Essential Knowledge |
|--|--|
| <p>During the New Stone Age, permanent settlements appeared in river valleys and around the Fertile Crescent.</p> <p>River valleys provided water and rich soil for crops.</p> | <p>River valley civilizations (about 3500 to 500 B.C. [B.C.E.]</p> <ul style="list-style-type: none">• Mesopotamian civilization: Tigris and Euphrates River Valleys (Southwest Asia)• Egyptian civilization: Nile River Valley and Nile Delta (Africa)• Indian civilization: Indus River Valley (South Asia)• Chinese civilization: Huang He Valley (East Asia) <p>These river valleys offered rich soil and irrigation water for agriculture, and they tended to be in locations easily protected from invasion by nomadic peoples.</p> <p>Other early civilizations (about 2000 to 500 B.C. [B.C.E.]</p> <ul style="list-style-type: none">• Hebrews settled between the Mediterranean Sea and the Jordan River Valley (part of the Fertile Crescent in Southwest Asia).• Phoenicians settled along the Mediterranean coast (part of the Fertile Crescent in Southwest Asia). |

STANDARD WHL.3b

The student will apply social science skills to understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews and Phoenicians, by

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

| Essential Understandings | Essential Knowledge |
|---|---|
| <p>River valleys were the “cradles of civilization.” Early civilizations made major contributions to social, political, and economic development.</p> | <p>Development of social patterns</p> <ul style="list-style-type: none">• Hereditary rulers: Dynasties of kings, pharaohs• Rigid class system where slavery was accepted <p>Development of political patterns</p> <ul style="list-style-type: none">• World’s first states (i.e., city-states, kingdoms, empires)• Centralized government, often based on religious authority• Written law codes (e.g., Ten Commandments, Code of Hammurabi) <p>Development of economic patterns</p> <ul style="list-style-type: none">• Use of metal (e.g., bronze, iron) tools and weapons• Increasing agricultural surplus: Better tools, plows, irrigation• Increasing trade along rivers and by the sea (Phoenicians)• Development of the world’s first cities• Development of the practice of slavery within most cultures in the ancient world, taking various forms |

STANDARD WHL.3c

The student will apply social science skills to understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews and Phoenicians, by
c) explaining the development and interactions of religious traditions;

| Essential Understandings | Essential Knowledge |
|---|---|
| Religion was a major part of life in all early civilizations. | Development of religious traditions <ul style="list-style-type: none">• Polytheism was practiced by most early civilizations.• Monotheism was developed by the Hebrews.• Mesopotamian religion continued to influence Hebrew monotheism, but that influence decreased over time. |

STANDARD WHL.3d

The student will apply social science skills to understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews and Phoenicians, by
d) describing the origins, beliefs, traditions, customs, and spread of Judaism;

| Essential Understandings | Essential Knowledge |
|---|---|
| <p>Monotheism, attributed to Abraham, became the foundation of Judaism, Christianity, and Islam—religions that changed the world. The Hebrews were the first to become monotheists.</p> | <p>Origins of Judaism</p> <ul style="list-style-type: none">• Abraham• Moses <p>Beliefs, traditions, and customs of Judaism</p> <ul style="list-style-type: none">• Belief in one God (monotheism)• Torah, which contains the written records and beliefs of the Jews• Ten Commandments, which state moral and religious conduct• Covenant <p>Spread of Judaism</p> <ul style="list-style-type: none">• Exile• Diaspora |

STANDARD WHI.3e

The student will apply social science skills to understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews and Phoenicians, by
e) explaining the development of language and writing.

| Essential Understandings | Essential Knowledge |
|--|---|
| <p>Language and writing were important cultural innovations because they facilitated the preservation and spread of knowledge.</p> | <p>Language and writing</p> <ul style="list-style-type: none">• Pictograms: Earliest written symbols• Hieroglyphics: Egypt• Cuneiform: Sumer• Alphabet: Phoenicia• Sanskrit: India• Oracle bone script: China |

STANDARD WHI.4a

The student will apply social science skills to understand the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by

a) locating Persia in time and place, including Zoroastrianism and the development of an imperial bureaucracy;

| Essential Understandings | Essential Knowledge |
|--|--|
| <p>Built on the Indus, Mesopotamian, and Nile River civilizations, Persia developed the largest empire in the world.</p> <p>Zoroastrianism was the main Persian religion, although other religions were tolerated.</p> | <p>Persian Empire (present-day Iran)</p> <ul style="list-style-type: none">• Tolerance of conquered peoples• Development of an imperial bureaucracy• Construction of a road system• Practice of Zoroastrianism<ul style="list-style-type: none">○ Religion of Persia○ Belief in two opposing forces in the universe |

STANDARD WHL.4b

The student will apply social science skills to understand the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by

b) locating India in time and place, including its origins, early development, and the debate over the Aryan migrations;

| Essential Understandings | Essential Knowledge |
|--|--|
| <p>Classical Indian civilization began in the Indus River Valley, spread to the Ganges River Valley, and then spread throughout the Indian subcontinent. This spread continued with little interruption because of the geographic location.</p> <p>Historians are divided over whether migrations occurred or whether Indian civilization grew from within, but agree that Harappan civilization and the Vedic period shaped Indian society.</p> | <p>Physical barriers, such as the Himalayas, the Hindu Kush, and the Indian Ocean, made invasion difficult.</p> <p>Mountain passes in the Hindu Kush provided migration routes into the Indian subcontinent.</p> <p>The Indus and the Ganges were the important rivers in the Indian subcontinent.</p> <p>Indus River Valley civilization</p> <ul style="list-style-type: none">• Harappa and Mohenjo-Daro <p>Origins of Indian Society</p> <ul style="list-style-type: none">• Nonindigenous (debate over Aryan) migration and influences and dominance vs. indigenous contributions• The caste system did not fully emerge until later in Indian history, but its roots are in the varnas and the jati system<ul style="list-style-type: none">○ Varnas were idealized in the Vedas to organize society equally by skill.○ As more occupations developed in ancient India, jatis was used to describe divisions by occupation.○ Jatis were governed by birth.• Over many centuries, both varnas and jatis merged to become known today as a top-down, birth-based caste system. <p>Mauryan Empire—Asoka</p> <ul style="list-style-type: none">• Continued political unification of much of India• Contributions: Spread of Buddhism, free hospitals, veterinary clinics, good roads <p>Gupta Empire</p> <ul style="list-style-type: none">• Golden Age of classical Indian culture• Contributions: Mathematics (concept of zero), medical advances (setting bones), astronomy (concept of a round earth), new textiles, literature |

STANDARD WHI.4c

The student will apply social science skills to understand the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by

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

| Essential Understandings | Essential Knowledge |
|---|---|
| <p>Hinduism was a major cultural product of classical India.</p> <p>Hinduism influenced Indian society and culture and is still practiced in India today.</p> | <p>Hinduism</p> <ul style="list-style-type: none">• Belief in many forms of one God• Reincarnation: Rebirth based upon karma• Karma: Knowledge that all thoughts and actions result in future consequences• Vedas and Upanishads: Sacred writings• Spread along major trade routes |

STANDARD WHI.4d

The student will apply social science skills to understand the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by

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

| Essential Understandings | Essential Knowledge |
|--|---|
| <p>Buddhism was founded by Siddhartha Gautama in a part of India that is in present-day Nepal.</p> <p>Buddhism was strengthened as a major faith when Asoka sent missionaries throughout Asia.</p> | <p>Buddhism</p> <ul style="list-style-type: none">• Founder: Siddhartha Gautama (Buddha)• Four Noble Truths• Eightfold Path to Enlightenment <p>Asoka's missionaries and their writings spread Buddhism from India to China and other parts of Asia.</p> |

STANDARD WHI.4e, f

The student will apply social science skills to understand the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by

- e) locating China in time and place, including the development of an empire and the construction of the Great Wall; and
- f) describing the impact of Confucianism, Taoism, and Buddhism.

| Essential Understandings | Essential Knowledge |
|--|---|
| <p>Classical China was centered on the Huang He (Yellow River) and was geographically isolated. Invaders entered China from the north. The Great Wall was built for China’s protection.</p> <p>Confucianism and Taoism are among the major products of Chinese civilization.</p> | <p>Migratory invaders raided Chinese settlements from the north. Qin Shi Huangdi built the Great Wall as a line of defense against invasions. China was governed by a succession of ruling families called dynasties. Chinese rulers were considered divine, but they served under a Mandate of Heaven only as long as their rule was just.</p> <p>The Silk Road facilitated trade and contact between China and other cultures as far away as Rome.</p> <p>Products of classical China</p> <ul style="list-style-type: none"> • Civil service system • Paper • Porcelain • Silk <p>Impact of Confucianism in forming the social order in China</p> <ul style="list-style-type: none"> • Belief that humans are essentially good, not bad • Respect for elders • Code of harmony (still used in Chinese society today) • Emphasis on learning • Ancestor worship <p>Impact of Taoism in forming Chinese culture and values</p> <ul style="list-style-type: none"> • Humility • Simple life and inner peace • Harmony with nature <p>Yin and yang represented opposites for Confucianism and Taoism.</p> <p>Chinese forms of Buddhism spread throughout Asia.</p> |

STANDARD WHI.5a

The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization by

a) locating Greek civilizations in time and place and describing their major geographic features;

| Essential Understandings | Essential Knowledge |
|--|--|
| <p>The physical geography of the Aegean Basin shaped the economic, social, and political development of Greek civilization.</p> <p>Classical Greek civilizations emerged after the river valley civilizations. Greece became the first major civilization of Europe.</p> | <p>Locations and places</p> <ul style="list-style-type: none">• Aegean Sea• Mediterranean Sea, Black Sea, Dardanelles• Balkan and Peloponnesus peninsula• Asia Minor• Athens, Sparta, Troy• Macedonia <p>Major geographic features</p> <ul style="list-style-type: none">• Southeastern-most region on the European continent• Surrounded by water on three sides, with smaller peninsulas protruding from the mainland• Mountains served as natural barriers and boundaries and prevented large-scale farming• Deep bays and natural harbors along the coastlines |

STANDARD WHI.5b

The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization by
b) describing the social and religious structure of ancient Greece;

| Essential Understandings | Essential Knowledge |
|---|--|
| <p>Greek mythology was based on a polytheistic religion that was integral to culture, politics, and art in ancient Greece.</p> <p>Many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Greek mythology.</p> <p>Men, women, and slaves all had clearly defined roles in Greek society.</p> | <p>Greek mythology</p> <ul style="list-style-type: none">• Based on polytheistic religion• Offered explanations of natural phenomena, human qualities, and life events <p>Greek gods and goddesses</p> <ul style="list-style-type: none">• Zeus, Hera, Apollo, Artemis, Athena, Aphrodite• Symbols and images in Western literature, art, and architecture <p>Social structure</p> <ul style="list-style-type: none">• Society was divided into free and enslaved populations.• People became slaves by being captured as prisoners of war, born to enslaved parents, or by failing to repay their loans and debts.• Enslaved people did not have power, political rights, or status.• Most families owned slaves as household servants or laborers. |

STANDARD WHI.5c

The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization by
c) describing the cultural development of Athens and Sparta, with emphasis on the significance of citizenship and the development of democracy;

| Essential Understandings | Essential Knowledge |
|--|--|
| <p>Classical Athens developed the most democratic system of government the world had ever seen, although not everyone could participate in decision making. It became an inspiration for modern democracies.</p> <p>Contrasting philosophies of government divided the Greek city-states of Athens (democracy) and Sparta (oligarchy).</p> | <p>Citizenship in the Greek polis</p> <ul style="list-style-type: none">• Greek cities promoted civic and commercial life.• Citizens (free adult males) had political rights and the responsibility of civic participation in government.• Women and foreigners had no political rights.• Slaves had no political rights. <p>Athens</p> <ul style="list-style-type: none">• Stages in the evolution of Athenian government: Monarchy, aristocracy, tyranny, democracy• Tyrants who worked for reform: Draco, Solon• Origin of democratic principles: Direct democracy, public debate, duties of the citizen <p>Sparta</p> <ul style="list-style-type: none">• Oligarchy (rule by a small group)• Rigid social structure• Militaristic and aggressive society |

STANDARD WHI.5d

The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization by
d) evaluating the political and economic development of Greece, with emphasis on the Persian and the Peloponnesian wars;

| Essential Understandings | Essential Knowledge |
|---|---|
| <p>The Greeks defeated the Persian empire and preserved their political independence.</p> <p>Competition between Sparta and Athens for control of Greece helped cause the Peloponnesian War.</p> <p>The expansion of Greek civilization through trade and colonization led to the spread of Hellenic culture across the Mediterranean and Black Seas.</p> | <p>Importance of Persian Wars (499–449 B.C. [B.C.E.])</p> <ul style="list-style-type: none"> • Persian wars united Athens and Sparta against the Persian Empire. • Athenian victories over the Persians at Marathon and Salamis left Greeks in control of the Aegean Sea. • Athens preserved its independence and continued innovations in government and culture. <p>Golden Age of Pericles (mostly occurring between the Persian and the Peloponnesian Wars)</p> <ul style="list-style-type: none"> • Pericles extended democracy; most adult males had an equal voice. • Pericles had Athens rebuilt after destruction in the Persian Wars; the Parthenon is an example of this reconstruction. <p>Importance of Peloponnesian War (431–404 B.C. [B.C.E.])</p> <ul style="list-style-type: none"> • Caused in part by competition for control of the Greek world: Athens and the Delian League vs. Sparta and the Peloponnesian League • Weakened Athens and Sparta, setting the stage for Macedonian conquests of Greece and the end of Greek democracy |

STANDARD WHI.5e, f

The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization by

- e) evaluating the significance of the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great; and
- f) citing and explaining contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle.

| Essential Understandings | Essential Knowledge |
|---|---|
| <p>Athenian culture during the classical era became one of the foundation stones of Western civilization.</p> | <p>Phillip of Macedonia and Alexander the Great</p> <ul style="list-style-type: none"> • Phillip of Macedonia’s conquest returned Greece to a monarchy. • Alexander the Great’s conquests, which stretched to western India, spread Greek influence in Egypt and the Near East. <p>Contributions of Greek culture to Western civilization</p> <ul style="list-style-type: none"> • Drama: Aeschylus, Sophocles • Poetry: Homer (<i>Iliad</i> and <i>Odyssey</i>) • History: Herodotus, Thucydides • Sculpture: Phidias • Architecture: Types of columns, including the Doric (Parthenon), Ionic, and Corinthian • Science: Archimedes, Hippocrates • Mathematics: Euclid, Pythagoras • Philosophy: Socrates, Plato, Aristotle |

STANDARD WHL.6a

The student will apply social science skills to understand ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by

a) locating Roman civilizations in time and place and describing their major geographic features;

| Essential Understandings | Essential Knowledge |
|---|---|
| <p>The Italian peninsula was protected by the sea and the arc of the Alps mountains.</p> <p>After the collapse of Alexander the Great's empire, Rome gradually emerged as the dominant civilization around the Mediterranean and in Europe.</p> | <p>Locations and places</p> <ul style="list-style-type: none">• Rome: Centrally located in the Mediterranean Basin and distant from eastern Mediterranean powers• Italian Peninsula• Alps: Protection• Mediterranean Sea: Protection, seaborne commerce |

STANDARD WHL.6b

The student will apply social science skills to understand ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by

b) describing the social and religious structure of ancient Rome;

| Essential Understandings | Essential Knowledge |
|--|--|
| <p>Roman mythology, like Greek mythology, was based upon a polytheistic religion that was integral to culture, politics, and art.</p> <p>Many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Roman mythology.</p> | <p>Roman society</p> <ul style="list-style-type: none">• Patricians: Wealthy individuals whose families were eligible to hold public offices• Plebeians: Poorer individuals who could not hold office• Slaves: Individuals who were captured as prisoners of war, born to enslaved parents, or who failed to repay their loans and debts <p>Roman mythology</p> <ul style="list-style-type: none">• Based on the Greek polytheistic religion• Explanations of natural phenomena, human qualities, and life events <p>Roman gods and goddesses</p> <ul style="list-style-type: none">• Jupiter, Juno, Apollo, Diana, Minerva, Venus• Symbols and images in literature, art, and architecture |

STANDARD WHL.6c

The student will apply social science skills to understand ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by

c) describing the social structure and cultural development of the Roman Republic;

| Essential Understandings | Essential Knowledge |
|---|--|
| <p>Although women, most aliens (non-Romans living in the Republic), and slaves were excluded from the governing process, the Roman Republic made major strides in the development of representative democracy, which became a model for modern democracy.</p> <p>Conquests and trade spread Roman cultural and technological achievements throughout the Roman Empire.</p> <p>Western civilization was influenced by the cultural achievements of ancient Rome.</p> | <p>Social structure in the Roman Republic</p> <ul style="list-style-type: none"> • Patricians: Powerful nobility (few in number) • Plebeians: Majority of population • Slaves: Not based on race; individuals who were captured as prisoners of war, born to enslaved parents, or who failed to repay their loans and debts <p>Citizenship</p> <ul style="list-style-type: none"> • Patrician and plebeian men • Selected foreigners • Rights and responsibilities of citizenship (e.g., taxes, military service) <p>Features of democracy</p> <ul style="list-style-type: none"> • Representative democracy • Assemblies • The Senate • Consuls • Laws of Rome codified as the Twelve Tables <p>Contributions of Ancient Rome</p> <ul style="list-style-type: none"> • Art and architecture: Pantheon, Colosseum, Forum • Technology: Roads, aqueducts, Roman arches • Science: Achievements of Ptolemy • Medicine: Emphasis on public health (public baths, public water systems, medical schools) • Language: Latin, Romance languages • Literature: Virgil’s <i>Aeneid</i> • Law: The principle of “innocent until proven guilty” (from the Twelve Tables) |

STANDARD WHL.6d

The student will apply social science skills to understand ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by

d) describing and evaluating the political and military structure of the Roman Republic under the rule of Julius Caesar;

| Essential Understandings | Essential Knowledge |
|---|---|
| <p>After the victory over Carthage in the Punic Wars, Rome was able, over the next 100 years, to dominate the Mediterranean basin, leading to the diffusion of Roman culture.</p> | <p>Punic Wars: Rome vs. Carthage (264–146 B.C. [B.C.E.]</p> <ul style="list-style-type: none">• Rome and Carthage were in competition for trade.• Hannibal invaded the Italian Peninsula.• Three wars resulted in Roman victory, the destruction of Carthage, and expanded trade and wealth for Rome. <p>Evolution of the Roman Empire and spread of Roman culture</p> <ul style="list-style-type: none">• Mediterranean Basin (Africa, Asia, Europe, including the Hellenistic world of the Eastern Mediterranean)• Western Europe (Gaul, British Isles) <p>Causes for the decline of the Roman Republic</p> <ul style="list-style-type: none">• Spread of slavery in the agricultural system• Migration of small farmers into cities; unemployment• Civil war over the power of Julius Caesar• Devaluation of Roman currency; inflation• First Triumvirate• Julius Caesar: Seizure of power, assassination |

STANDARD WHL.6e, f

The student will apply social science skills to understand ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by

- e) describing and evaluating the political structure of the Roman Empire under the role of Augustus Caesar;
- f) assessing the economic structure of Rome, Rome’s imperial conquests, and the Pax Romana;

| Essential Understandings | Essential Knowledge |
|---|---|
| <p>The Roman Republic, in the face of changing social and economic conditions, succumbed to civil war and was replaced by an imperial regime, the Roman Empire.</p> | <p>The origin and evolution of Imperial Rome</p> <ul style="list-style-type: none">• Augustus Caesar: Civil war; defeat of Marc Antony; became Rome’s first emperor• Empire: Unified and enlarged, using imperial authority and the military• Failure to provide for peaceful succession of emperors <p>The Pax Romana</p> <ul style="list-style-type: none">• Two centuries of peace and prosperity under imperial rule• Expansion and solidification of the Roman Empire, particularly in the Near East <p>Economic impact of the Pax Romana</p> <ul style="list-style-type: none">• Established uniform system of money, which helped to expand trade• Guaranteed safe travel and trade on Roman roads• Promoted prosperity and stability <p>Social impact of the Pax Romana</p> <ul style="list-style-type: none">• Returned stability to social classes• Increased emphasis on the family <p>Political impact of the Pax Romana</p> <ul style="list-style-type: none">• Created a civil service• Developed a uniform rule of law |

STANDARD WHL.6g

The student will apply social science skills to understand ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by

g) evaluating the fall of the Western Roman Empire and the Germanic invasions.

| Essential Understandings | Essential Knowledge |
|--|---|
| <p>Over a 300-year period, the western part of the Roman Empire steadily declined because of internal and external problems.</p> | <p>Causes for the decline of the Western Roman Empire</p> <ul style="list-style-type: none">• Geographic size: Difficulty of defense and administration• Economy: The cost of defense and devaluation of Roman currency• Military: Increasing reliance on foreigners to serve in and to lead the Roman army• Declining Roman populations as a result of epidemic diseases• Political problems: Civil conflict and weak administration• Invasion: Germanic migrations and settlement <p>Division of the Roman Empire</p> <ul style="list-style-type: none">• Creation of a second capital by Constantine at Byzantium, which he renamed Constantinople• Survival of the Western Roman Empire until 476 A.D. (C.E.), when it ceased to have a Roman emperor• Eastern Roman Empire (Byzantine Empire) |

STANDARD WHI.7a

The student will apply social science skills to understand the development of Christianity by

a) describing the origins, beliefs, traditions, customs, and spread of Christianity in time and place;

| Essential Understandings | Essential Knowledge |
|---|--|
| <p>The followers of Jesus spread Christianity throughout the Roman Empire, presenting a powerful challenge to Roman polytheism.</p> | <p>Origins of Christianity</p> <ul style="list-style-type: none">• Had its roots in Judaism• Was led by Jesus of Nazareth, who was proclaimed the Messiah• Conflicted with polytheistic beliefs of Roman Empire <p>Beliefs, traditions, and practices of Christianity</p> <ul style="list-style-type: none">• Monotheism• Jesus as both Son and incarnation of God• Life after death• New Testament, containing accounts of the life and teachings of Jesus, as well as writings of early Christians• Christian doctrines established by early church councils <p>Spread of Christianity</p> <ul style="list-style-type: none">• Popularity of the message• Early martyrs inspired others• Carried by the Apostles, including Paul, throughout the Roman Empire |

STANDARD WHI.7b

The student will apply social science skills to understand the development of Christianity by
b) explaining the unifying role of the Church in Europe after the collapse of Rome;

| Essential Understandings | Essential Knowledge |
|---|--|
| <p>As the Roman Empire declined in the West, the Church of Rome grew in importance, followers, and influence.</p> | <p>Impact of the Church of Rome in the late Roman Empire</p> <ul style="list-style-type: none">• The Emperor Constantine converted to Christianity and made it legal.• Christianity later became the official state religion.• The Church became a source of moral authority.• The Church became the main unifying force of Western Europe.• Heresies such as Arianism and Donatism sometimes divided Christians. |

STANDARD WHI.7c

The student will apply social science skills to understand the development of Christianity by
c) sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe.

| Essential Understandings | Essential Knowledge |
|---|---|
| <p>During the Middle Ages, the Pope crowned the emperors, missionaries carried Christianity to the Germanic tribes, and the Church served the social, political, and religious needs of the people.</p> | <p>Influence of the Roman Catholic Church</p> <ul style="list-style-type: none">• Secular authority declined, while Church authority grew.• Monasteries preserved Greco-Roman cultural achievements.• Missionaries carried Christianity and the Latin alphabet to Germanic tribes.• The Pope anointed Charlemagne Emperor in 800 A.D. (C.E.).• Parish priests served religious and social needs of the people. |

STANDARD WHL.8a

The student will apply social science skills to understand the Byzantine Empire and Eastern Europe from about 300 to 1000 A.D. (C.E.) by
a) explaining the influence of geography on the establishment of Constantinople as the capital of the Eastern Roman Empire and describing the Byzantine Empire in time and place;

| Essential Understandings | Essential Knowledge |
|---|--|
| <p>The capital of the Eastern Roman Empire was established at Constantinople to provide political, economic, and military advantages.</p> | <p>Location of Constantinople</p> <ul style="list-style-type: none">• Protection of the eastern frontier• Distance from Germanic invasions in the western empire• Crossroads of trade• Easily fortified site on a peninsula bordered by natural harbors <p>Role of Constantinople</p> <ul style="list-style-type: none">• Seat of the Byzantine Empire until Ottoman conquest• Preserved classical Greco-Roman culture• Center of trade |

STANDARD WHL.8b

The student will apply social science skills to understand the Byzantine Empire and Eastern Europe from about 300 to 1000 A.D. (C.E.) by
b) describing Justinian and his contributions, including the codification of Roman law, and the expansion of the Byzantine Empire and economy;

| Essential Understandings | Essential Knowledge |
|---|--|
| <p>Through his codification of Roman law, Justinian provided the basis for the law codes of Western Europe.</p> <p>Although Justinian reconquered territory, the costs of his wars and the first appearance of the bubonic plague left the Byzantine Empire weakened.</p> | <p>Byzantine Emperor Justinian</p> <ul style="list-style-type: none">• Codification of Roman law (impact on European legal codes)• Reconquest of former Roman territories• Expansion of trade |

STANDARD WHI.8c

The student will apply social science skills to understand the Byzantine Empire and Eastern Europe from about 300 to 1000 A.D. (C.E.) by
c) characterizing the role Byzantine art and architecture played in the preservation of Greek and Roman traditions;

| Essential Understandings | Essential Knowledge |
|--|---|
| <p>Greek Orthodox Christianity and imperial patronage enabled the Byzantine Empire to develop a unique style of art and of architecture.</p> <p>Greek and Roman traditions were preserved in the Byzantine Empire.</p> | <p>Byzantine achievements in art and architecture</p> <ul style="list-style-type: none">• Inspiration provided by Christian religion and imperial power• Icons (religious images)• Mosaics in public and religious structures• Hagia Sophia (a Byzantine domed church) <p>Byzantine culture</p> <ul style="list-style-type: none">• Continued flourishing of Greco-Roman traditions• Greek language (as contrasted with Latin in the West)• Greek Orthodox Christianity• Greek and Roman knowledge preserved in Byzantine libraries |

STANDARD WHI.8d

The student will apply social science skills to understand the Byzantine Empire and Eastern Europe from about 300 to 1000 A.D. (C.E.) by
d) explaining the disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church;

| Essential Understandings | Essential Knowledge |
|---|--|
| <p>The cultural and political differences between the Eastern and Western Roman Empires weakened the unity of the Christian Church and led to its division.</p> | <p>Eastern Church</p> <ul style="list-style-type: none">• Centered in Constantinople• Close to the seat of power after Constantinople became capital• Use of Greek language in the liturgy <p>Western Church</p> <ul style="list-style-type: none">• Centered in Rome• Farther from the seat of power after Constantinople became capital• Use of Latin language in the liturgy <p>Division between Western and Eastern Churches</p> <ul style="list-style-type: none">• Authority of the pope eventually accepted in the West• Authority of the patriarch accepted in the East• Practices such as celibacy eventually accepted in the West |

STANDARD WHI.8e

The student will apply social science skills to understand the Byzantine Empire and Eastern Europe from about 300 to 1000 A.D. (C.E.) by
e) analyzing and explaining the influence of Byzantine culture on Eastern Europe.

| Essential Understandings | Essential Knowledge |
|---|---|
| <p>Byzantine civilization influenced Russian and Eastern European civilizations through its religion, culture, and trade.</p> | <p>Influence of Byzantine culture on Eastern Europe and Russia</p> <ul style="list-style-type: none">• Trade routes between the Black Sea and the Baltic Sea• Adoption of Orthodox Christianity by Russia and much of Eastern Europe• Adoption of the Greek alphabet for the Slavic languages by St. Cyril (Cyrillic alphabet)• Church architecture and religious art |

STANDARD WHI.9a

The student will apply social science skills to understand the Islamic civilization from about 600 to 1000 A.D. (C.E.) by

a) describing the origin, location, beliefs, traditions, customs, and spread of Islam, with emphasis on the Sunni-Shi'a division and the Battle of Tours;

| Essential Understandings | Essential Knowledge |
|--|--|
| <p>The revelations of Muhammad form the basis of the Islamic religion, a monotheistic faith.</p> <p>Muhammad and his followers spread Islam.</p> <p>Islamic traditions and practices developed over centuries and created a distinctive culture.</p> <p>Major historical turning points marked the spread and influence of Islamic civilization.</p> | <p>Origins of Islam</p> <ul style="list-style-type: none">• Muhammad, the Prophet <p>Locations</p> <ul style="list-style-type: none">• Arabian Peninsula• Mecca and Medina <p>Spread of Islam</p> <ul style="list-style-type: none">• Across Asia and Africa and into Spain• Geographic extent of first Islamic empire <p>Beliefs, traditions, and practices of Islam</p> <ul style="list-style-type: none">• Monotheism: Allah (Arabic word for God)• Qur'an (Koran): The word of God• Five Pillars of Islam• Acceptance of earlier prophets such as Moses and Jesus <p>Historical turning points</p> <ul style="list-style-type: none">• Death of Ali: Sunni-Shi'a division• Muslim conquests of Jerusalem and Damascus• Islamic capital moved to Baghdad by Abbasids• Muslim defeat at the Battle of Tours |

STANDARD WHI.9b

The student will apply social science skills to understand the Islamic civilization from about 600 to 1000 A.D. (C.E.) by

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

| Essential Understandings | Essential Knowledge |
|---|---|
| <p>In the first three centuries after Muhammad's death, Muslim rule expanded rapidly, overcoming geographic barriers, facilitated by weakened political empires.</p> <p>Political unity and the Arabic language facilitated trade and stimulated intellectual activity.</p> | <p>Geographic influences on the origin and spread of Islam</p> <ul style="list-style-type: none">• Diffusion along trade routes from Mecca and Medina• Expansion despite great distances, desert environments, and mountain barriers• Spread into the Fertile Crescent, Iran, and Central Asia facilitated by weak Byzantine and Persian empires <p>Geographic influences on economic, social, and political development</p> <ul style="list-style-type: none">• Political unity of the first Islamic empire was short-lived• Arabic language spread with Islam and facilitated trade across Islamic lands• Slavery was not based on race |

STANDARD WHI.9c

The student will apply social science skills to understand the Islamic civilization from about 600 to 1000 A.D. (C.E.) by
c) explaining the cultural and scientific contributions and achievements of Islamic civilization.

| Essential Understandings | Essential Knowledge |
|---|---|
| <p>Early Islamic civilization was characterized by achievements in science and the arts that transformed the Islamic world and had a major global impact.</p> | <p>Cultural contributions and achievements</p> <ul style="list-style-type: none">• Architecture (Dome of the Rock)• Mosaics• Arabic alphabet• Universities• Translation of ancient texts into Arabic <p>Scientific contributions and achievements</p> <ul style="list-style-type: none">• Arabic numerals (adapted from India, including zero)• Algebra• Medicine• Expansion of geographic knowledge |

STANDARD WHI.10a

The student will apply social science skills to understand Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by

a) locating and describing the societies of Western Europe during the Middle Ages in time and place;

| Essential Understandings | Essential Knowledge |
|--|--|
| <p>After the collapse of the Western Roman Empire, Germanic and Scandinavian kingdoms emerged as powerful forces.</p> <p>Germanic civilization was influenced by various cultural forces as it established itself in Europe.</p> | <p>Foundations of early medieval society</p> <ul style="list-style-type: none">• Classical heritage of Rome• Christian beliefs• Customs of Germanic tribes <p>Location</p> <ul style="list-style-type: none">• Scandinavia—Vikings• England—Angles and Saxons• Present-day France and Germany—Franks |

STANDARD WHI.10b

The student will apply social science skills to understand Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by

b) describing the social, religious, and cultural development of the Franks, with emphasis on the Age of Charlemagne;

| Essential Understandings | Essential Knowledge |
|---|---|
| <p>Frankish kings used military power to expand their territory.</p> <p>The alliance between Frankish kings and the Church increased papal authority and influence in Western Europe.</p> | <p>Social, religious, and cultural development during the Age of Charlemagne</p> <ul style="list-style-type: none">• Franks emerged as a force in Western Europe.• The Pope crowned Charlemagne emperor.• Power of the Church was established in political life.• Classical Roman Latin was revived as the language of scholars but disappeared as a language of everyday life, replaced by French, Italian, Spanish, or other languages.• Most of Western Europe was included in the new empire.• Churches, roads, and schools were built to unite the empire. |

STANDARD WHI.10c

The student will apply social science skills to understand Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by

c) explaining the social, religious, and cultural development of the Magyars and Anglo-Saxons;

| Essential Understandings | Essential Knowledge |
|---|---|
| Invasions by Angles, Saxons, and Magyars disrupted the social, economic, and political order of Europe. | <p>Social, religious, and cultural development</p> <ul style="list-style-type: none">• Angles and Saxons migrated to England in the fifth century.• The Magyars migrated to central Europe in the tenth century.• Tribal units were led by chieftains.• Invasions disrupted trade; towns declined.• The Angles, Saxons, and Magyars gradually converted to Christianity.• After converting to Christianity, the Angles, Saxons, and Magyars adopted literacy. |

STANDARD WHI.10d

The student will apply social science skills to understand Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by

d) describing the social, religious, and cultural patterns of the Vikings;

| Essential Understandings | Essential Knowledge |
|--|---|
| <p>Invasions by Vikings disrupted the social, economic, and political order of Europe.</p> | <p>Social, religious, and cultural development</p> <ul style="list-style-type: none">• The Viking attacks took place mostly in the 9th and 10th centuries.• Tribal units were led by chieftains.• Lack of arable land led to exploration and invasion.• Invasions disrupted trade; towns declined.• The Vikings observed a polytheistic religion, but gradually converted to Christianity.• Viking attacks contributed to the collapse of the Frankish Empire founded by Charlemagne.• Vikings settled in the areas known today as Russia, Iceland, and Greenland, and briefly in North America.• Eastern European sea and river trade. |

STANDARD WHI.10e

The student will apply social science skills to understand Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by

e) evaluating and explaining the development of feudalism and the manor system.

| Essential Understandings | Essential Knowledge |
|--|---|
| <p>The decline of Roman influence in Western Europe left people with little protection against invasion, so they entered into feudal agreements with landholding lords who promised them protection.</p> | <p>Invasions shattered Roman protection over the Empire.</p> <p>Feudalism emerged gradually between the fall of the Western Roman Empire (fifth century) and the collapse of the Carolingian Empire (tenth century).</p> <p>Feudal society during the Middle Ages</p> <ul style="list-style-type: none">• Fiefs• Vassals• Serfs• Feudal obligations <p>Manorial system during the Middle Ages</p> <ul style="list-style-type: none">• Rigid class structure• Self-sufficient manors |

STANDARD WHI.11a

The student will apply social science skills to understand the civilizations and empires of Asia, with emphasis on Japan and China, by
a) locating and explaining major global and regional trade routes;

| Essential Understandings | Essential Knowledge |
|---|---|
| <p>During the medieval period, several major trading routes developed in the Eastern Hemisphere. These trading routes developed among Europe, Africa, and Asia.</p> | <p>Major trade patterns of the Eastern Hemisphere from 1000 to 1500 A.D. (C.E.)</p> <ul style="list-style-type: none">• Silk Routes across Asia to the Mediterranean Basin• Maritime routes across the Indian Ocean• Trans-Saharan routes across North Africa• Northern European links with the Black Sea• South China Sea and lands of Southeast Asia |

STANDARD WHI.11b

The student will apply social science skills to understand the civilizations and empires of Asia, with emphasis on Japan and China, by
b) explaining technological advances and transfers, networks of economic interdependence, and cultural interactions;

| Essential Understandings | Essential Knowledge |
|---|--|
| <p>Regional trade networks and long-distance trade routes in Asia aided the diffusion and exchange of technology and culture.</p> | <p>Goods</p> <ul style="list-style-type: none">• Spices from lands around the Indian Ocean• Textiles from India, China, the Middle East, and later Europe• Porcelain from China and Persia <p>Technology</p> <ul style="list-style-type: none">• Paper from China through the Muslim world to Byzantium and Western Europe• New crops from India (e.g., for making sugar)• Waterwheels and windmills from the Middle East• Navigation: Compass from China, lateen sail from Indian Ocean region <p>Ideas</p> <ul style="list-style-type: none">• Spread of religions across the hemisphere<ul style="list-style-type: none">○ Buddhism from China to Korea and Japan○ Hinduism and Buddhism from India to Southeast Asia○ Islam into West Africa, Central and Southeast Asia• Printing and paper money from China |

STANDARD WHI.11c

The student will apply social science skills to understand the civilizations and empires of Asia, with emphasis on Japan and China, by
c) explaining the impact of Shinto and Buddhist traditions and the influence of Chinese culture on the region;

| Essential Understandings | Essential Knowledge |
|--|---|
| <p>Japanese cultural development was influenced by proximity to China.</p> <p>Shinto and Buddhism coexisted as religious traditions in the Japanese culture.</p> | <p>Location and place</p> <ul style="list-style-type: none">• Mountainous Japanese archipelago (four main islands)• Sea of Japan or East Sea between Japan and Asian mainland• Proximity to China and Korea <p>Influence of Chinese culture</p> <ul style="list-style-type: none">• Writing• Architecture• Buddhism <p>Shinto</p> <ul style="list-style-type: none">• Ethnic religion unique to Japan• Importance of natural features, forces of nature, and ancestors• State religion; worship of the emperor• Coexistence with Buddhism |

STANDARD WHI.11d

The student will apply social science skills to understand the civilizations and empires of Asia, with emphasis on Japan and China, by
d) evaluating the impact of the Mongol Empire throughout Asia.

| Essential Understandings | Essential Knowledge |
|---|---|
| <p>Mongol armies invaded Russia, Southwest Asia, and China, creating an empire.</p> | <p>The Mongols</p> <ul style="list-style-type: none">• Nomadic herders• Genghis Khan• Golden Horde• Mongols converted to local religions, such as Islam, after conquest <p>Mongol armies</p> <ul style="list-style-type: none">• Invaded Russia, China, and Muslim states in Southwest Asia, destroying cities and countryside• Created an empire |

STANDARD WHI.12a

The student will apply social science skills to understand the civilizations and empires of Africa, with emphasis on the African kingdoms of Axum and Zimbabwe and the West African civilizations of Ghana, Mali, and Songhai, by

a) locating early civilizations and kingdoms in time and place and describing major geographic features;

| Essential Understandings | Essential Knowledge |
|--|---|
| African civilizations developed in sub-Saharan West and East Africa. | <p>Axum</p> <ul style="list-style-type: none">• Location relative to the Ethiopian Highlands and the Nile River <p>Zimbabwe</p> <ul style="list-style-type: none">• Location relative to the Zambezi River, the Limpopo river, and the Indian Ocean coast <p>West African kingdoms</p> <ul style="list-style-type: none">• Location of Ghana, Mali, and Songhai empires relative to the Niger River and the Sahara |

STANDARD WHI.12b

The student will apply social science skills to understand the civilizations and empires of Africa, with emphasis on the African kingdoms of Axum and Zimbabwe and the West African civilizations of Ghana, Mali, and Songhai, by

b) explaining the development of social, political, economic, religious, and cultural patterns in each region;

| Essential Understandings | Essential Knowledge |
|--|---|
| <p>Trade brought important economic, cultural, and religious influences to African civilizations from other parts of the Eastern Hemisphere.</p> <p>States and empires flourished in Africa during the medieval period, including Ghana, Mali, and Songhai in West Africa, Axum in East Africa, and Zimbabwe in southeastern Africa.</p> | <p>Axum</p> <ul style="list-style-type: none">• Between the third and sixth century A.D. (C.E.)<ul style="list-style-type: none">○ Became a great market in northeastern Africa○ Merchants traded with civilizations beyond the Nile River• During the fourth century A.D. (C.E.)<ul style="list-style-type: none">○ Became a Christian kingdom○ Became politically and economically linked to Roman Egypt <p>Zimbabwe</p> <ul style="list-style-type: none">• City of Great Zimbabwe as capital of a prosperous empire• Utilized Indian Ocean trade routes to connect with Asia <p>West African kingdoms</p> <ul style="list-style-type: none">• Importance of gold and salt to trans-Saharan trade• City of Timbuktu as center of trade and learning• Roles of animism and Islam |

STANDARD WHI.12c

The student will apply social science skills to understand the civilizations and empires of Africa, with emphasis on the African kingdoms of Axum and Zimbabwe and the West African civilizations of Ghana, Mali, and Songhai, by

c) evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence.

| Essential Understandings | Essential Knowledge |
|--|--|
| <p>The expanding economies of European states stimulated increased trade and a desire for exploration.</p> | <p>Factors contributing to the European exploration</p> <ul style="list-style-type: none">• Demand for gold, spices, and natural resources in Europe• Support for diffusion of Christianity• Political and economic competition between European empires• Innovations of European and Islamic origins in navigational arts• Pioneering role of Prince Henry the Navigator <p>European trading posts were established along the coast of Africa.</p> |

STANDARD WHI.13a, b

The student will apply social science skills to understand the major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by

- a) locating early civilizations in time and place and describing major geographic features;
- b) explaining the development of social, political, economic, religious, and cultural patterns in the civilizations of the Americas;

| Essential Understandings | Essential Knowledge |
|---|--|
| <p>The Mayan, Aztec, and Incan civilizations emerged in South America, Central America, and Mexico.</p> | <p>Mayan civilization</p> <ul style="list-style-type: none">• Located in the Mexican and Central American rain forests• Represented by Chichén Itzá• Groups of city-states ruled by kings• Economy based on agriculture and trade• Polytheistic religion: Pyramids <p>Aztec civilization</p> <ul style="list-style-type: none">• Located in arid valley in central Mexico• Represented by Tenochtitlan• Ruled by an emperor• Economy based on agriculture and tributes from conquered peoples• Polytheistic religion: Pyramids, rituals <p>Incan civilization</p> <ul style="list-style-type: none">• Located in the Andes Mountains of South America• Represented by Machu Picchu• Ruled by an emperor• Economy based on high-altitude agriculture• Polytheistic religion• Road system <p>Achievements of Mayan, Aztec, and Incan civilizations</p> <ul style="list-style-type: none">• Calendars• Mathematics• Writing and other record-keeping systems |

STANDARD WHI.13c

The student will apply social science skills to understand the major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by

c) evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence.

| Essential Understandings | Essential Knowledge |
|--|---|
| <p>The expanding economies of European states stimulated trade and a desire for exploration.</p> | <p>Factors contributing to the European exploration</p> <ul style="list-style-type: none">• Demand for gold, spices, and natural resources in Europe• Support for diffusion of Christianity• Political and economic competition between European empires• European and Islamic origins and development of navigational tools <p>Establishment of overseas empires and decimation of indigenous populations</p> <ul style="list-style-type: none">• Spain—Christopher Columbus• England—John Cabot |

STANDARD WHI.14a

The student will apply social science skills to understand the social, economic, and political changes and cultural achievements in the high and late medieval periods by

a) describing the emergence of centralized monarchies (England, France, Spain, and Russia) and distinctive political developments in each;

| Essential Understandings | Essential Knowledge |
|---|--|
| European monarchies consolidated their power in the high and late medieval periods. | <p>England</p> <ul style="list-style-type: none">• William the Conqueror, leader of the Norman Conquest, united most of England.• King John signed the Magna Carta, limiting the king's power.• The Hundred Years' War between England and France helped define England as a nation.• Parliament evolved. <p>France</p> <ul style="list-style-type: none">• The Capetian dynasty united most of France, and King Philip II (Augustus) made Paris the French capital.• The Hundred Years' War between England and France helped define France as a nation.• Joan of Arc was a unifying factor. <p>Spain</p> <ul style="list-style-type: none">• Ferdinand and Isabella unified most of Spain and expelled Jews and Moors.• Spanish Empire in the Western Hemisphere expanded under Charles V. <p>Russia</p> <ul style="list-style-type: none">• Ivan the Great threw off the rule of the Mongols, centralized power in Moscow, and expanded the Russian nation.• Power was centralized in the hands of the tsar.• The Orthodox Church influenced unification. |

STANDARD WHI.14b

The student will apply social science skills to understand the social, economic, and political changes and cultural achievements in the high and late medieval periods by

b) explaining conflicts across Europe and Asia, including the Crusades and the fall of Constantinople;

| Essential Understandings | Essential Knowledge |
|---|---|
| <p>The Crusades were carried out by Christian political and religious leaders to take control of the Holy Land from the Muslims.</p> <p>Ottoman Turks conquered the Byzantine Empire.</p> | <p>Key events of the Crusades</p> <ul style="list-style-type: none">• Pope Urban’s speech• The capture of Jerusalem• Founding of Crusader states• Loss of Jerusalem to Saladin• Sack of Constantinople by western Crusaders <p>Effects of the Crusades</p> <ul style="list-style-type: none">• Strengthened monarchs, who gained new powers of taxation in conjunction with the Crusades• Caused disillusionment with popes and nobles, who began to launch and fight crusades against fellow Christians• Stimulated trade throughout the Mediterranean area and the Middle East• Left a legacy of bitterness among Christians, Jews, and Muslims• Weakened the Byzantine Empire <p>Constantinople</p> <ul style="list-style-type: none">• Fell to the Ottoman Turks in 1453, ending the Byzantine Empire• Became capital of the Ottoman Empire |

STANDARD WHI.14c

The student will apply social science skills to understand the social, economic, and political changes and cultural achievements in the high and late medieval periods by

c) explaining patterns of crisis and recovery related to the Black Death (bubonic plague);

| Essential Understandings | Essential Knowledge |
|--|--|
| <p>In the fourteenth century, the Black Death (bubonic plague) decimated the population of much of Asia and then the population of much of Europe.</p> | <p>Impact of the Black Death (bubonic plague)</p> <ul style="list-style-type: none">• Decline in population• Scarcity of labor• Attempts by lords to restrict wage increases and land acquisitions• Large-scale peasant revolts• Massacres of Jewish populations blamed for the Black Death• Disruption of trade |

STANDARD WHI.14d

The student will apply social science skills to understand the social, economic, and political changes and cultural achievements in the high and late medieval periods by

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

| Essential Understandings | Essential Knowledge |
|---|---|
| <p>Education was largely confined to the clergy during the Middle Ages. The masses were uneducated, while the nobility was concerned with feudal obligations. Church scholars preserved ancient literature in monasteries in the East and West.</p> | <p>Church scholars</p> <ul style="list-style-type: none">• Were among the very few who could read and write• Worked in monasteries• Translated Greek and Arabic works into Latin• Made new knowledge in philosophy, medicine, and science available in Europe• Laid the foundations for the rise of universities in Europe in the thirteenth century |

STANDARD WHI.15a

The student will apply social science skills to understand the developments leading to the Renaissance in Europe in terms of its impact on Western civilization by

a) determining the economic and cultural foundations of the Italian Renaissance;

| Essential Understandings | Essential Knowledge |
|---|--|
| <p>Italy was the most commercially advanced, urbanized, literate area of high and later medieval Europe.</p> <p>The remains of ancient Rome were most visible in Italy.</p> <p>Italy's wealth, literacy, and pride in its Roman past provided the foundations of the Italian Renaissance.</p> | <p>Economic effects of the Crusades</p> <ul style="list-style-type: none">• Increased access to Middle Eastern products• Stimulated production of goods to trade in Middle Eastern markets• Encouraged the use of credit and banking <p>Important economic concepts</p> <ul style="list-style-type: none">• Church rule against usury and the banks' practice of charging interest helped to secularize northern Italy.• Letters of credit served to expand the supply of money and expedite trade.• New accounting and bookkeeping practices (e.g., use of Arabic numerals) were introduced. <p>Cultural foundations</p> <ul style="list-style-type: none">• The collapse of the Byzantine Empire reignited interest in Greco-Roman culture. |

STANDARD WHI.15b

The student will apply social science skills to understand the developments leading to the Renaissance in Europe in terms of its impact on Western civilization by

b) sequencing events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*;

| Essential Understandings | Essential Knowledge |
|---|--|
| <p>Wealth accumulated from European trade with the Middle East led to the rise of Italian city-states. Wealthy merchants were active civic leaders.</p> <p>Machiavelli observed city-state rulers of his day and produced guidelines for the acquisition and maintenance of power by absolute rule.</p> | <p>Florence, Venice, and Genoa</p> <ul style="list-style-type: none">• Had access to trade routes connecting Europe with Middle Eastern markets• Served as trading centers for the distribution of goods to northern Europe• Were initially independent city-states governed as republics <p>Machiavelli's <i>The Prince</i></p> <ul style="list-style-type: none">• An early modern treatise on government• Supports absolute power of the ruler• Maintains that the end justifies the means• Advises that one should not only do good if possible, but do evil when necessary |

STANDARD WHI.15c

The student will apply social science skills to understand the developments leading to the Renaissance in Europe in terms of its impact on Western civilization by

c) citing the contributions of artists and philosophers of the Renaissance, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch;

| Essential Understandings | Essential Knowledge |
|---|---|
| <p>The Renaissance produced new ideas that were reflected in the arts, philosophy, and literature. Patrons, wealthy from newly expanded trade, sponsored works that glorified city-states in northern Italy. Education became increasingly secular.</p> | <p>Medieval art and literature focused on the Church and salvation, while Renaissance art and literature focused on individuals and worldly matters, along with Christianity.</p> <p>The Italian Renaissance sought to revive the literary and artistic culture of ancient Rome and Greece.</p> <p>Artistic creativity</p> <ul style="list-style-type: none">• Leonardo da Vinci: <i>Mona Lisa</i> and <i>The Last Supper</i>• Michelangelo: Ceiling of the Sistine Chapel and <i>David</i> <p>Humanism</p> <ul style="list-style-type: none">• Celebrated the individual• Stimulated the study of classical Greek and Roman literature and culture• Supported by wealthy patrons• Petrarch: Father of humanism |

STANDARD WHI.15d

The student will apply social science skills to understand the developments leading to the Renaissance in Europe in terms of its impact on Western civilization by

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

| Essential Understandings | Essential Knowledge |
|---|--|
| <p>With the rise of trade, travel, and literacy, the Italian Renaissance spread to northern Europe. As people of the North adopted the ideas of the Italian Renaissance, they transformed them to suit their circumstances.</p> | <p>Northern Renaissance</p> <ul style="list-style-type: none">• Growing wealth in Northern Europe supported Renaissance ideas.• Northern Renaissance thinkers merged humanist ideas with Christianity.• The movable type printing press and the production and sale of books (e.g., Gutenberg Bible) helped disseminate ideas. <p>Northern Renaissance writers</p> <ul style="list-style-type: none">• Erasmus: <i>The Praise of Folly</i>• Sir Thomas More: <i>Utopia</i> <p>Northern Renaissance artists increasingly portrayed secular subjects.</p> |