



Pacing Guide

World History I

*Robert E. Lee High School
Staunton City Schools
Staunton, Virginia
2012-2013*

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World History and Geography to 1500 A.D. Blueprint Summary Table

Reporting Category	Number of Items	World History to 1500 A.D. Standards of Learning
Standards of Learning WHI.1a-e will be assessed throughout the reporting categories based on content links within the Curriculum Framework.		
Human Origins and Early Civilizations	6	WHI.2b-d WHI.3b-e
Classical Civilizations and Rise of Religious Traditions	14	WHI.4a-f WHI.5b, d-g WHI.6b, d-k
Postclassical Civilizations	13	WHI.7a-e WHI.8a, c-d WHI.9a-d
Regional Interactions	13	WHI.10c-d WHI.11b WHI.12b-d WHI.13c-d
Geography	7	WHI.2a WHI.3a WHI.5a WHI.6a WHI.8b WHI.10a WHI.11a
Civics and Economics	7	WHI.5c WHI.6c WHI.10b WHI.12a WHI.13a-b
Standards of Learning Excluded from This Test: None		
Total Number of Operational Items		60
Field-Test Items*		10
Total Number of Items		70

* Field-test items will not be used to compute students' scores on the test.

STANDARD WHI.1 a, b, c, d, e**Throughout the course**

The student will improve skills in historical research and geographical analysis by

- a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history to 1500 A.D.;
- b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D.;
- c) identifying major geographic features important to the study of world history to 1500 A.D.;
- d) identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1500 A.D.;
- e) analyzing trends in human migration and cultural interaction from prehistory to 1500 A.D.

The skills identified in standard WHI.1a-e are cited in the “Essential Skills” column of each chart for *World History and Geography to 1500 A.D.* These skills will be assessed on the Standards of Learning test. Teachers should incorporate these skills into instruction throughout the year.

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery* (See Notes)
WHI .1a	Identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history to 1500 A.D		☺ SOLs 1a – 1e are skill-based and will be used during instruction throughout the course.	
WHI .1b	Using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past to 1500 A.D			
WHI .1c	identifying geographic features important to the study of world history to 1500 A.D.			
WHI .1d	identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1500 A.D.			
WHI .1e	analyzing trends in human migration and cultural interaction from prehistory to 1500 A.D..			

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.2a

Week(s) 1

The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by
a) explaining the impact of geographic environment on hunter-gatherer societies.

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery* (See Notes)
WHI.2a	<p>The life of early hunter-gatherer societies was shaped by their physical environment. How did physical geography determine the lives of early humans?</p> <p>A. Homo sapiens emerged in Africa between 100,000 and 400,000 years ago.</p> <p>B. Homo sapiens migrated from Africa to Eurasia, Australia, and the Americas.</p> <p>C. Early humans were hunters and gatherers whose survival depended on the availability of wild plants and animals.</p>		<p>Class Discussion: What is the purpose of existence?</p> <p>Guided Notes – key terms: physical landscape and cultural landscape – world map</p> <p>Experiential exercise: Hunters and Gatherers</p>	<p>Journal</p> <p>Journal</p>
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1c	Identify major geographic features important to the study of world history.			
WHI.1e	Analyze trends in human migration and cultural interaction.			

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STANDARD WHI.2b

Week(s) _____

The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by
 b) listing characteristics of hunter-gatherer societies, including their use of tools and fire.

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHII.2b	<p>Early human societies, through the development of culture, began the process of overcoming the limits set by the physical environment.</p> <p>What were the characteristics of hunter-gatherer societies?</p> <p>A. Hunter-gatherer societies during the Paleolithic Era (Old Stone Age)</p> <ul style="list-style-type: none"> • Were nomadic (migrated in search of food, water, shelter) • Invented the first tools, including simple weapons • Learned how to make fire • Lived in clans • Developed oral language • Created “cave art” 		<p>Class Discussion: Maslow’s Hierarchy of Needs</p> <p>Cave Art and Graffiti</p> <p>Guided Notes: PowerPoint “The Origin of Humans”</p>	L, SR
WHI.1b	Use artifacts and pictures to analyze the physical and cultural landscapes of the world.			

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E= Essay

STANDARD WHI.2c

Week(s) _____

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

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.2c	<p>The beginning of settled agriculture (including permanent settlements) was a major step in the advance of civilization. How did the beginning of agriculture and the domestication of animals promote the rise of settled communities?</p> <p>A. Societies during the Neolithic Era (New Stone Age)</p> <ul style="list-style-type: none"> • Developed agriculture • Domesticated animals • Used advanced tools • Made pottery • Developed weaving skills 		<p>Class Discussion (with pictures): The Neolithic Revolution</p> <p>Compare and contrast the Paleolithic and Neolithic eras</p>	<p>SR</p> <p>E, visual representations</p>
WHI.1b	Use artifacts and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1e	Analyze trends in human migration and cultural interaction.			

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E= Essay

STANDARD WHI.2d

Week(s) _____

The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by
d) explaining how archaeological discoveries are changing present-day knowledge of early peoples.

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.2d	Archaeologists continue to find and interpret evidence of early humans and their lives. How does archaeology provide knowledge of early human life and its changes? A. Archaeologists study past cultures by locating and analyzing human remains, fossils, and artifacts. B. Archaeologists apply scientific tests such as carbon dating to analyze fossils and artifacts. C. Stonehenge is an example of an archaeological site in England that was begun during the Neolithic and completed during the Bronze Age.		Analyze fossils and other artifacts and attempt to explain their respective uses/importance Guided Notes: Powerpoint/Class Discussion	L Journal
WHI.1a	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.			
WHI.1b	Use artifacts and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1e	Analyze trends in human migration and cultural interaction from prehistory to 1500 A.D.			

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E= Essay

STANDARD WHI.3a

Week(s) _____

The student will demonstrate knowledge of ancient river valley civilizations, including Egypt, Mesopotamia, the Indus River Valley, and China, and the civilizations of the Hebrews, Phoenicians, and Kush, by a) locating these civilizations in time and place.

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.3a	<p>During the New Stone Age, permanent settlements appeared in river valleys and around the Fertile Crescent. River valleys provided rich soil for crops, as well as protection from invasion. Why did ancient civilizations develop in river valleys? Where were the earliest civilizations located? When did these civilizations exist?</p> <p>A. River valley civilizations (about 3500 to 500 B.C.) • Egyptian civilization—Nile River Valley and Delta (Africa) • Mesopotamian civilization—Tigris and Euphrates River Valleys (Southwest Asia) • Indian civilization—Indus River Valley (South Asia) • Chinese civilization—Huang He Valley (East Asia)</p> <p>B. These river valleys offered rich soils for agriculture, and they tended to be in locations easily protected from invasion by nomadic peoples.</p> <p>C. Other early civilizations (about 2000 to 500 B.C.) • Hebrews settled between the Mediterranean Sea and the Jordan River Valley (part of Fertile Crescent in Southwest Asia). • Phoenicians settled along the Mediterranean coast (part of Fertile Crescent in Southwest Asia). • Kush was located on the upper (southern) Nile River (Africa).</p>		<p>Research selected areas of the world and determine which location would be the most advantageous to create a civilization.</p> <p>Describe (written response and visually) why their selected location would be the most advantageous.</p> <p>Class Discussion: Students attempt to convince others of the relative strengths of their location</p> <p>Student vote</p> <p>Guided Notes</p>	<p>L</p> <p>L</p> <p>E</p>
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1c	Identify major geographic features important to the study of world history.			

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E= Essay

STANDARD WHI.3b

Week(s) _____

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

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.3b	<p>River valleys were the “Cradles of Civilization.” Early civilizations made major contributions to social, political, and economic progress. What were the social, political, and economic characteristics of early civilizations?</p> <p>A. 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>B. Development of political patterns</p> <ul style="list-style-type: none"> • World’s first states (city-states, kingdoms, empires) • Centralized government (often based on religious authority) • Written law codes (Ten Commandments, Code of Hammurabi) <p>C. Development of economic patterns</p> <ul style="list-style-type: none"> • Metal tools and weapons (bronze, iron) • Increasing agricultural surplus (better tools, plows, irrigation) • Increasing trade along rivers and by sea (Phoenicians) <ul style="list-style-type: none"> • Development of the world’s first cities • Specialization of labor 		<p>Read secondary accounts detailing the development of cities</p> <p>Class Discussion (with pictures)</p>	<p>Reader’s Notebook</p> <p>Journal</p>
WHI.1a	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.			
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1e	Analyze trends in human migration and cultural interaction.			

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E= Essay

STANDARD WHI.3c

Week(s) _____

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

c) explaining the development of religious traditions.

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.3c	<p>Religion was a major part of life in all early civilizations.</p> <p>What religious traditions developed in ancient civilizations?</p> <p>A. Development of religious traditions</p> <ul style="list-style-type: none"> • Polytheism was practiced by most early civilizations. • Monotheism was practiced by the Hebrews. 		<p>Class Discussion: What is religion and is it necessary?</p> <p>Guide Notes</p>	E
WHI.1a	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.			
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1e	Analyze trends in human migration and cultural interaction.			

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L= “look fors”

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.3d

Week(s) _____

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

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.3d	<p>The beginning of settled agriculture (including The monotheism of Abraham became the foundation of Judaism, Christianity, and Islam—religions that changed the world. The Hebrews were the first to become monotheists.</p> <p>What were essential beliefs of Judaism?</p> <p>How did Judaism influence Western civilization?</p> <p>A. Origins of Judaism</p> <ul style="list-style-type: none"> • Abraham • Moses • Jerusalem <p>B. Beliefs, traditions, and customs of Judaism</p> <ul style="list-style-type: none"> • Belief in one God (monotheism) • Torah, which contains written records and beliefs of Hebrews • Ten Commandments, which state moral and religious conduct <p>C. Spread of Judaism</p> <ul style="list-style-type: none"> • Exile • Diaspora 		<p>Read (jigsaw) excerpts from the Epic of Gilgamesh and Genesis</p> <p>Compare and contrast the flood narratives of each civilization</p> <p>Guided Notes (pictures and maps)</p> <p>Reading: The Hebrews</p>	<p>L</p> <p>Journal</p>
WHI.1a	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.			
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1e	Analyze trends in human migration and cultural interaction.			

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E= Essay

STANDARD WHI.3e

Week(s) _____

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

e) explaining the development of language and writing.

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.3e	Language and writing were important cultural innovations. What forms of language and writing existed in early civilizations? A. Language and writing <ul style="list-style-type: none"> • Pictograms (earliest written symbols) • Hieroglyphics (Egypt) • Cuneiform (Sumer) • Alphabet (Phoenicians) 		Develop symbols to represent personal beliefs Guided Notes: Hieroglyphics (Egypt) <ul style="list-style-type: none"> • Cuneiform (Sumer) • Alphabet (Phoenicians) Create cuneiform tablets which other students will attempt to translate Image Analysis	L L Journal
WHI.1a	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.			
WHI.1b	Use maps and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			

*Notes: R= rubric

L= “look fors”

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SR= Selected Response test

E= Essay

STANDARD WHI.4a

Week(s) _____

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

a) describing Persia, with emphasis on the development of an imperial bureaucracy.

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.4a	<p>Built on earlier Central Asian and Mesopotamian civilizations, Persia developed the largest empire in the world.</p> <p>How did Persia govern its empire?</p> <p>A. Persians as rulers</p> <ul style="list-style-type: none"> • Tolerance of conquered peoples • Development of imperial bureaucracy • Zoroastrianism as a religion • Road system 		Use maps and primary documents to determine the relative importance of the Persians	E, DBQ, R
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1c	Identify major geographic features important to the study of world history.			
WHI.1d	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.			
WHI.1e	Analyze trends in human migration and cultural interaction.			

*Notes: R= rubric

L= "look fors"

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.4b

Week(s) _____

The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by b) describing India, with emphasis on the Aryan migrations and the caste system.

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.4b	<p>Classical Indian civilization began in the Indus River Valley and spread to the Ganges River Valley, then through the Indian subcontinent. It continued with little interruption because of its geographic location. The Indo-Aryan people invaded the area, creating a rigidly structured society (caste system) blended with native beliefs. During the Golden Age of classical Indian culture, Indian people made significant contributions to world civilization.</p> <p>Why were physical geography and location important to the development of Indian civilization? What impact did the Aryans have on India? Why was the caste system central to Indian culture? What were the accomplishments of the Gupta dynasty?</p> <p>A. Physical barriers such as the Himalayas, the Hindu Kush, and the Indian Ocean made invasion more difficult. B. Mountain passes in the Hindu Kush provided invasion routes into the Indian subcontinent. C. The Indus and Ganges were the most important rivers in the Indian subcontinent. D. Aryans (Indo-Aryans) • Migration, assertion of dominance • Rigid caste system (hereditary), which influenced all social interactions and choices of occupations E. Gupta empire • Golden age of classical Indian culture • Contributions—mathematics, new textiles, literature</p>		<p>Create a map of the Indian subcontinent</p> <p>Guided Notes</p> <p>Readings: Rig-Veda, Bhagavad-Gita</p> <p>Guided Notes: PowerPoint on Indian Civilization</p>	<p>L</p> <p>Journal</p>
WHI.1b	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. Identify major geographic features important to the study of world history. Analyze trends in human migration and cultural interaction.</p>			
WHI.1c				
WHI.1e				

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.4c

Week(s) _____

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

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.4c	<p>Hinduism was an important contribution of classical India.</p> <p>Hinduism influenced Indian society and culture and is still practiced in India today.</p> <p>What are the characteristics of the Hindu religion?</p> <p>How did Hinduism influence Indian society and culture?</p> <p>A. Hinduism</p> <ul style="list-style-type: none"> • Caste system in religious law based on occupations • Belief in many forms of one major deity • Reincarnation: Cycles of rebirth • Karma: Future reincarnation based on present behavior • <i>Vedas</i> and <i>Upanishads</i>: Sacred writings 		<p>Guided Notes</p> <p>Image Analysis</p> <p>Answer the following question: What are the characteristics of the Hindu religion and how did Hinduism influence Indian society and culture?</p>	E
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1c	Identify major geographic features important to the study of world history.			
WHI.1e	Analyze trends in human migration and cultural interaction.			

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.4d

Week(s) _____

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.4d	<p>Buddhism was founded by Siddhartha Gautama in a part of India that is in present-day Nepal.</p> <p>Buddhism became a major faith when Asoka sent missionaries throughout Asia.</p> <p>What are the characteristics of Buddhism?</p> <p>How did Buddhism spread?</p> <p>A. Buddhism</p> <ul style="list-style-type: none"> • Founder: Siddhartha Gautama (Buddha) • Four Noble Truths • Eightfold Path to Enlightenment <p>B. Asoka's missionaries and their writings spread Buddhism from India to China and other parts of Asia.</p>		<p>Image Analysis</p> <p>Practice meditation techniques</p> <p>Guided Notes</p> <p>Read and attempt to analyze Buddhist koans</p>	Journal/R
WHI.1a	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.			
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1c	Identify major geographic features important to the study of world history.			
WHI.1e	Analyze trends in human migration and cultural interaction.			

*Notes: R= rubric

L= "look fors"

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.4e, f

Week(s) _____

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

e) describing China, with emphasis on the development of an empire and the construction of the Great Wall;

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.4 e,f	<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>Chinese culture began around 1500 B.C. Of Chinese contributions to civilization, Confucianism and Taoism are among the most noted.</p> <p>Why was the Great Wall of China built?</p> <p>What were contributions of classical China to world civilization?</p> <p>Why were Confucianism, Taoism, and Buddhism important in the formation of Chinese culture?</p> <p>A. Migratory invaders raided Chinese settlements from the North. The Great Wall was built by Qin Shi Huangdi as a line of defense against invasions. China was governed by a succession of ruling families called dynasties.</p> <p>Chinese rulers were considered divine, but they served under a Mandate of Heaven only as long as their rule was just.</p> <p>B. The Silk Roads facilitated trade and contact between China and other cultures as far away as Rome.</p> <p>C. Contributions of classical China</p> <ul style="list-style-type: none"> • civil service system • paper • porcelain • silk <p>D. Contributions of Confucianism in forming the social order in China</p> <ul style="list-style-type: none"> • Belief that humans are good, not bad • Respect for elders • Code of politeness, still used in Chinese society today 		<p>Create a map of ancient Chinese civilizations</p> <p>Image Analysis</p> <p>Guided Notes: PowerPoint</p> <p>Confucianism</p> <p>Taoism</p> <p>Legalism</p>	DBQ, R

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E= Essay

STANDARD WHI.4e, f (continued)

Week(s) _____

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

e) describing China, with emphasis on the development of an empire and the construction of the Great Wall;

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.4e, f	E. Contributions of Taoism in forming Chinese culture and values <ul style="list-style-type: none">• Humility• Simple life and inner peace• Harmony with nature		See previous	
WHI.1b	F. Yin/Yang represented opposites for Confucianism and Taoism. G. Chinese forms of Buddhism spread throughout Asia. Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1c WHI.1e	Identify major geographic features important to the study of world history. Analyze trends in human migration and cultural interaction			

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E= Essay

STANDARD WHI.5a

Week(s) _____

The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by**a) assessing the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies.**

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.5a	<p>The physical geography of the Aegean Basin shaped the economic, social, and political development of Greek civilization.</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>How did the mountains, seas, islands, harbors, peninsulas, and straits of the Aegean Basin shape Greek economic, social, and political development and patterns of trade and colonization?</p> <p>A. Location and place</p> <ul style="list-style-type: none"> • Aegean Sea • Greek peninsula, Europe, Asia Minor • Mediterranean Sea • Black Sea, Dardanelles • Athens, Sparta, Troy • Macedonia <p>B. Economic and social development</p> <ul style="list-style-type: none"> • Agriculture (limited arable land) • Commerce and the spread of Hellenic culture • Shift from barter to money economy (coins) <p>C. Political development</p> <ul style="list-style-type: none"> • Mountainous terrain helped and hindered the development of city-states. • Greek cities were designed to promote civic and commercial life. • Colonization related to overpopulation and the search for arable land. 		<p>View pictures of Minoan civilization (Knossos) and attempt to determine the important cultural aspects</p> <p>Create map of Mediterranean region</p> <p>Determine the relative strengths and weaknesses of the Greek peninsula as a site for civilization</p>	<p>Journal</p> <p>SR, E</p>
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1c	Identify major geographic features important to the study of world history.			
WHI.1d	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.			
WHI.1e	Analyze trends in human migration and cultural interaction.			

*Notes: R= rubric

L= "look fors"

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.5b

Week(s) _____

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

b) describing Greek mythology and religion.

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.5b	<p>Greek mythology was based on a polytheistic religion that was integral to the 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>How did mythology help the early Greek civilization explain the natural world and the human condition?</p> <p>What impact did Greek mythology have on later civilizations and the contemporary world?</p> <p>A. Greek mythology</p> <ul style="list-style-type: none"> • Based on polytheistic religion • Explanations of natural phenomena, human qualities, and life events <p>B. Greek gods and goddesses</p> <ul style="list-style-type: none"> • Zeus, Hera, Apollo, Artemis, Athena, and Aphrodite • Symbols and images in Western literature, art, monumental architecture, and politics 		<p>Guided Notes</p> <p>Readings: Greek Mythology</p>	Journal
WHI.1a	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.			

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.5c

Week(s) _____

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

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.5c	<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 a foundation of modern democracies.</p> <p>Contrasting philosophies of government divided the Greek city-states of Athens (democracy) and Sparta (oligarchy).</p> <p>How did democracy develop in Athens? How did Sparta differ from Athens?</p> <p>A. Social structure and citizenship in the Greek polis</p> <ul style="list-style-type: none"> • 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>B. Athens</p> <ul style="list-style-type: none"> • Stages in 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>C. Sparta</p> <ul style="list-style-type: none"> • Oligarchy (rule by a small group) • Rigid social structure <ul style="list-style-type: none"> • Militaristic and aggressive society 		<p>Read secondary sources on the development of Athens and Sparta</p> <p>Guided Notes</p> <p>Simulation: Athens vs. Sparta</p>	<p>Reader's Notebook</p> <p>L</p>
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1d	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.			

*Notes: R= rubric

L= "look fors"

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI5d

Week(s) _____

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

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.5d	<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>Why were wars with Persia important to the development of Greek culture?</p> <p>Why was the Peloponnesian War important to the spread of Greek culture?</p> <p>A. Importance of Persian Wars (499-449 B.C.)</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>B. Importance of Peloponnesian War (431-404 B.C.)</p> <ul style="list-style-type: none"> • Caused in part by competition for control of the Greek world—Athens and the Delian League v. Sparta and the Peloponnesian League • Resulted in the slowing of cultural advance and the weakening of political power 		<p>Guided Notes and primary source documents</p> <p>Answer the following question: Why war?</p>	<p>Journal</p> <p>E, Journal</p>
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1d	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.			
WHI.1e	Analyze trends in cultural interaction.			

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.5e, f

Week(s) _____

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

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

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.5e,f	<p>Athenian culture, during the Classic Era, became one of the foundation stones of Western civilization. Why was the leadership of Pericles important to the development of Athenian life and Greek culture? What were some important contributions of Greek culture to Western civilization?</p> <p>A. 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 equal voice. • Pericles had Athens rebuilt after destruction in Persian Wars; the Parthenon is an example of this reconstruction. <p>B. 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 included Doric (Parthenon), Ionian, and Corinthian • Science: Archimedes, Hippocrates • Mathematics: Euclid, Pythagoras • Philosophy: Socrates, Plato, Aristotle 		<p>Guided Notes</p> <p>Primary and secondary source readings</p> <p>Develop and perform a modern Greek drama or comedy using the guidelines followed by Greek playwrights</p> <p>Research major Greek philosophers and take part in a Socratic Seminar</p> <p>Answer the following question: Choose 3 Greek cultural contributions and develop an argument as to why your choices best represent Greek civilization.</p> <p>Image Analysis</p>	<p>Reader's Notebook</p> <p>L</p> <p>E</p> <p>E</p>
WHI.1a WHI.1b	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.</p>			
WHI.1d WHI.1e	<p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. () Analyze trends in human migration and cultural interaction.</p>			

*Notes: R= rubric

L= "look fors"

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.5g

Week(s) _____

The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by g) explaining the conquest of Greece by Macedonia and the spread of Hellenistic culture by Alexander the Great.

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHII.5g	<p>The Macedonian conquest of Greece followed the weakening of Greek defenses during the Peloponnesian Wars.</p> <p>Alexander the Great adopted Greek culture and spread Hellenistic influences throughout his vast empire. How did the empire of Alexander the Great establish a basis for the spread of Hellenistic culture?</p> <p>A. Phillip II, King of Macedon</p> <ul style="list-style-type: none"> • Conquered most of Greece <p>B. Alexander the Great</p> <ul style="list-style-type: none"> • Established an empire from Greece to Egypt and the margins of India • Extended Greek cultural influences <p>C. Hellenistic Age</p> <ul style="list-style-type: none"> • Blend of Greek and oriental elements • Spread of Hellenistic culture through trade 		<p>Guided Notes</p> <p>Class Discussion with maps and images</p>	
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1d	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.			
WHI.1e	Analyze trends in human migration and cultural interaction.			

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.6a

Week(s) _____2____(all Roman SOLs)

The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by

a) assessing the influence of geography on Roman economic, social, and political development.

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHII.6a	The city of Rome, with its central location on the Italian peninsula, was able to extend its influence over the entire Mediterranean Basin.		<ul style="list-style-type: none"> • analyze current and historical maps of Rome • create artistic representations of Rome’s geography • compare Roman geography to Greek geography 	R, L
	The Italian peninsula was protected by the sea and an arc of mountains, the Alps.			R,L
	How was geographic location important to economic, social, and political development of ancient Rome?			
	A. Location and place <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, sea-borne commerce 			SR
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1d	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.			
WHI.1e	Analyze trends in human migration and cultural interaction.			

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

STANDARD WHL.6b

Week(s) _____

The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by

b) describing Roman mythology and religion.

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHL.6b	<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>What was the source of Roman mythology?</p> <p>What impact did Roman mythology have on later civilizations?</p> <p>A. 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>B. Roman gods and goddesses</p> <ul style="list-style-type: none"> • Jupiter, Juno, Apollo, Diana, Minerva, and Venus • Symbols and images in literature, art, monumental architecture, and politics 		<ul style="list-style-type: none"> • nalyze images relating to Etruscans and Greek civilizations in attempts to ascertain Roman cultural heritage. • reating Roman “myths” based on Roman mythology. • nalyze statues, monuments and art relating to Roman mythology. 	<p>L</p> <p>R</p> <p>L</p>
WHL.1a	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.			

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.6c

Week(s) _____

The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by

c) explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.6c	<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 foundation of modern democracy.</p> <p>How did the government of the Roman Republic become more democratic in its decision making?</p> <p>A. 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 <p>B. Citizenship</p> <ul style="list-style-type: none"> • Patrician and plebeian men • Selected foreigners • Rights and responsibilities of citizenship (taxes, military service) <p>C. Features of Democracy</p> <ul style="list-style-type: none"> • Representative democracy • Assemblies • The Senate • Consuls • Laws of Rome codified as Twelve Tables 		<ul style="list-style-type: none"> • raphic representation of Rome’s political development: <ul style="list-style-type: none"> -posters -timelines • lass discussion on the merits and weaknesses of a variety of government systems • ompare Roman 12 Tables to Hammurabi’s Code, etc. <ul style="list-style-type: none"> -Venn diagram/graphic organizer 	<p>R</p> <p>SR</p>
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1d	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.			

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.6e, f

Week(s) _____

The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by

e) assessing the impact of military conquests on the army, economy, and social structure of Rome.

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.6e, f	<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>Why did the Roman Republic fail to survive challenges by Julius Caesar?</p> <p>How did military conquests alter economic and social life in Rome?</p> <p>How did an imperial monarchy come to rule Rome?</p> <p>A. 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 and unemployment • Civil war over the power of Julius Caesar • Devaluation of Roman currency; inflation <p>B. The origin and evolution of Imperial Rome</p> <ul style="list-style-type: none"> • First triumvirate • Julius Caesar—Seizure of power, assassination • Augustus Caesar—Civil war, defeat of Marc Anthony, Rome's first emperor • Empire—Unified and enlarged, using imperial authority and the military • Failure to provide for peaceful succession of Emperors 		<ul style="list-style-type: none"> • Role play activities relating to various Roman figures alive at the time of the Punic Wars • Trial of Julius Caesar • Analogies for Julius Caesar from the perspective of various "personae" 	<p>R, SR</p> <p>R</p> <p>R, E</p>
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1d	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.			
WHI.1e	Analyze trends in human migration and cultural interaction.			

*Notes: R= rubric

L= "look fors"

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.6g

Week(s) _____

The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by

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

[illegible]

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.6h

Week(s) _____

The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by
h) describing the origin, beliefs, traditions, customs, and spread of Christianity.

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.6h	<p>The followers of Jesus spread Christianity throughout the Roman Empire, bringing it into conflict with Roman polytheism and eventually changing Western civilization.</p> <p>How did Christianity become established within the Roman Empire? What were the essential beliefs of the early Christian faith? How did Christianity spread?</p> <p>A. 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>B. Beliefs, traditions, and customs 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 doctrine established by early church councils <p>C. Spread of Christianity</p> <ul style="list-style-type: none"> • Carried by the Apostles, including Paul, throughout the Roman Empire • Slowed as a result of persecution by Roman authorities • Adopted and legalized by Emperor Constantine 		<ul style="list-style-type: none"> • Primary and secondary image analysis relating to early Christianity • Document analysis...Christianity as a pariah, and as the official religion of the Empire • Letter from a provincial governor complaining about the affects of the 'new cult' of Christ 	<p>R, SR</p> <p>R</p>
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1e	Analyze trends in human migration and cultural interaction.)		<ul style="list-style-type: none"> • Map analysis of the spread of Christianity 	R

*Notes: R= rubric

L= "look for"

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.6i

Week(s) _____

The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by
i) explaining the development and significance of the Church in the late Roman Empire

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.6i	As the Roman Empire declined in the West, the Church in Rome grew in importance, membership, and influence.		See above	
	What was the impact of the early Church in the late Roman Empire?			
	A. Impact of the Church of Rome in the late Roman Empire			
	• Church became an example of moral authority.			
	• Loyalty to the church became more important than loyalty to the Emperor.			
	• Church became main unifying force of Western Europe.			
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1e	Analyze trends in human migration and cultural interaction.			

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.6j

Week(s) _____

The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by j) listing contributions in art and architecture, technology and science, literature and history, language, religious institutions, and law.

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.6j	<p>Conquests and trade spread Roman cultural and technological achievements throughout the Empire.</p> <p>Western civilization was influenced by the cultural achievements of Rome.</p> <p>How did Roman achievements influence Western civilization?</p> <p>A. Contributions of ancient Rome</p> <ul style="list-style-type: none"> • Art/architecture: Pantheon, Colosseum, Forum • Technology: Roads, aqueducts, Roman arches • Science: Ptolemy • Medicine: Emphasis on public health (public baths; public water system; medical schools) • Language: Latin, Romance languages • Literature: Virgil's <i>Aeneid</i> • Religion: Roman mythology; adoption of Christianity as the imperial religion • Law: The principle of "innocent until proven guilty" (from the Twelve Tables) 		<ul style="list-style-type: none"> • hroughout the unit, Rome's "contributions" to modern life will be examined and assessed. • eading secondary sources relating to Rome's contributions. • ow are we Roman: student scavenger hunt. 	R, P, SR
WHI.1a	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.			
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1e	Analyze trends in human migration and cultural interaction			

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

STANDARD WHL.6k

Week(s) _____

The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by
k) citing the reasons for the decline and fall of the Western Roman Empire.

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHL.6k	<p>Over a 300-year period, the western part of the Roman Empire steadily declined because of internal and external problems.</p> <p>Why did the Western Roman Empire decline?</p> <p>A. Causes for the decline of the Western Roman Empire</p> <ul style="list-style-type: none"> • Economy—The cost of defense and devaluation of Roman currency • Military—Army membership starting to include invaders, resulting in decline of discipline • Moral decay—People’s loss of faith in Rome and the family • Political problems—Civil conflict and weak administration • Invasion—Attacks on borders <p>B. Division of Roman Empire</p> <ul style="list-style-type: none"> • Move of capital by Constantine from Rome to Byzantium, renaming it Constantinople • Survival of Western Roman Empire until 476 A.D., when it ceased to have a Roman Emperor • Eastern Roman Empire (Byzantine Empire) 		<ul style="list-style-type: none"> • bituary for the Roman Empire -can be completed by individual students or students working in concert with each other. • hysician’s report on ‘what ails Rome’? • enn diagram-Rome vs. modern United States • onstantine’s Dilemma-Why relocate the capitol? • 	<p>P, R</p> <p>R, SR</p> <p>L</p> <p>R</p>
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1c	Identify major geographic features important to the study of world history.			
WHI.1e	Analyze trends in human migration and cultural interaction.			

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.7a

Week(s) _____1_(for all Byzantine Empire)_____

The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. by**a) explaining the establishment of Constantinople as the capital of the Eastern Roman Empire.**

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.7a	<p>The capital of the Eastern Roman Empire was changed to Constantinople to provide political, economic, and military advantages.</p> <p>Why was Constantinople established as the capital of the Eastern Roman Empire?</p> <p>A. 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 bordering natural harbor <p>B. Role of Constantinople</p> <ul style="list-style-type: none"> • Seat of the Byzantine Empire until Ottoman conquest • Preserved classical Greco-Roman culture 		<ul style="list-style-type: none"> • onstantine’s Dilemma-Why relocate the capitol? • ap analysis of Constantinople 	R, SR
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past			
WHI.1c	Identify major geographic features important to the study of world history.			
WHI.1e	Analyze trends in human migration and cultural interaction			

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.7b

Week(s) _____

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.7b	<p>As the first to codify Roman law, Justinian provided the basis for the law codes of Western Europe.</p> <p>Under Justinian, the Byzantine Empire reached its height in culture and prosperity.</p> <p>What was the influence of Justinian's codification of Roman law on the Byzantine Empire and later legal codes?</p> <p>What was Justinian's influence on the expansion of the Byzantine Empire and its economy?</p> <p>A. 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 		<ul style="list-style-type: none"> • crostic poetry: Justinian • raphic comparison of Justinian's Code to earlier law codes 	R
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1d	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.			
WHI.1e	Analyze trends in human migration and cultural interaction.			

*Notes: R= rubric

L= "look fors"

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.7c

Week(s) _____

The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. by
c) characterizing Byzantine art and architecture, and the preservation of Greek and Roman traditions.

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.7c	<p>Greek Orthodox Christianity and imperial patronage enabled the Byzantine Empire to develop a unique style of art and architecture.</p> <p>Greek and Roman traditions were preserved in the Byzantine Empire.</p> <p>What were the contributions of Byzantine art and architecture?</p> <p>How did Greek and Roman culture survive within the Byzantine Empire?</p> <p>A. 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>B. 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 		<ul style="list-style-type: none"> • Cyril and Methodius try convincing the Slavs of the benefits of Christianity • Analysis of Byzantine art/architecture from the perspective of Prince Vladimir's consuls. • Primary reading: Vladimir explains his desire to convert to Orthodox Christianity. 	<p>R, SR</p> <p>R</p> <p>R</p>
WHI.1a	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.			
WHI.1b	Use artifacts and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			

*Notes: R= rubric

L= "look fors"

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.7d

Week(s) _____

The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. by

d) explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church.

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.7d	<p>The cultural and political differences between the eastern and western Roman Empire weakened the unity of the Christian Church and led to its division.</p> <p>What factors produced the division within the Christian Church?</p> <p>A. Eastern Church</p> <ul style="list-style-type: none"> • Centered in Constantinople • Close to seat of power after Constantinople became capital • Use of Greek language in the liturgy <p>B. Western Church</p> <ul style="list-style-type: none"> • Centered in Rome • Farther from seat of power after Constantinople became capital • Use of Latin language in the liturgy <p>C. Division between Western and Eastern Churches</p> <ul style="list-style-type: none"> • Authority of the Pope eventually accepted in the West • Practices such as celibacy eventually accepted in the West 		<ul style="list-style-type: none"> • notes: differences between Eastern and Western Christianity • primary source analysis: icons of the early Christian Church • letters between Pop and Patriarch-establishing the reasons for the split. • symbolic collages explaining the schism 	<p>R, L</p> <p>R</p> <p>SR, R</p>
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1d	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.			

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.7e

Week(s) _____

The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. by
e) assessing the impact of Byzantine influence and trade on Russia and Eastern Europe.

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.7e	<p>Byzantine civilization influenced Russian and Eastern European civilizations through its religion, culture, and trade.</p> <p>Why did the Byzantine Empire have so much influence on religion, culture, and trade in Russia and Eastern Europe?</p> <p>A. Influence of Byzantine culture on Eastern Europe and Russia</p> <ul style="list-style-type: none"> • Trade routes between Black Sea and Baltic Sea • Adoption of Orthodox Christianity by Russia and much of Eastern Europe • Adoption of Greek alphabet to the Slavic languages by St. Cyril (Cyrillic alphabet) • Church architecture and religious art 		<ul style="list-style-type: none"> • ap analysis; see above 	R
WHI. 1a	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.			
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1d	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.			
WHI.1e	Analyze trends in human migration and cultural interaction.			

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.8a

Week(s) _____ 1 (for all of Islam) _____

The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. by

a) describing the origin, beliefs, traditions, customs, and spread of Islam

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.8a	<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 customs developed over centuries and created a distinct Muslim culture.</p> <p>Where did the Islamic religion originate? Where did it spread?</p> <p>What are the beliefs, traditions, and customs of Islam?</p> <p>A. Origins of Islam</p> <ul style="list-style-type: none"> • Muhammad, the Prophet • Mecca and Medina on the Arabian Peninsula: Early Muslim cities <p>B. Spread of Islam</p> <ul style="list-style-type: none"> • Across Asia and Africa, and into Spain • Geographic extent of first Muslim empire <p>C. Beliefs, traditions, and customs of Islam</p> <ul style="list-style-type: none"> • Monotheism (Allah, Arabic word for “God”) • Quran (Koran): The word of God • Five pillars of Islam • Acceptance of Judeo-Christian prophets, including Moses and Jesus 		<ul style="list-style-type: none"> • Graphic representation of Muhammad’s life: <ul style="list-style-type: none"> -timeline -comic strip • Primary source analysis: Islamic literature • Map analysis: the Spread of Islam 	<p>R, SR</p> <p>R</p>
WHI. 1a	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.			
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1c	Identify major geographic features important to the study of world history.			

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.1e	Analyze trends in human migration and cultural interaction.			

*Notes: R= rubric L= “look fors” P= create project SR= Selected Response test E= Essay

STANDARD WHL.8b

Week(s) _____

The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. by

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHL.8b	<p>In the first three centuries after Muhammad’s death, Muslim rule expanded rapidly, overcoming geographic barriers, and weakened political empires.</p> <p>Political unity and the Arabic language facilitated trade and stimulated intellectual activity.</p> <p>How did geography influence the rapid expansion of territory under Muslim rule?</p> <p>How did political and cultural geography facilitate trade and cultural activity in the early Islamic lands?</p> <p>A. 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>B. Geographic influences on economic, social, and political development</p> <ul style="list-style-type: none"> • Political unity of the first Muslim empire was short-lived. • Arabic language spread with Islam and facilitated trade across Islamic lands. • Slavery was not based on race. 		<ul style="list-style-type: none"> • notes • map analysis • role playing/image analysis: the Battle of Tours, etc • students create written responses in the guise of recently converted peoples. 	R, L, SR
WHL.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHL.1d	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.			
WHL.1e	Analyze trends in human migration and cultural interaction.			

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.8c

Week(s) _____

The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. by

c) identifying historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division, and the Battle of Tours.

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.8c	Major historical turning points marked the spread and influence of Islamic civilization. What were some major historical turning points that marked the spread and influence of Islamic civilization? A. Historical turning points • Sunni-Shi'a division • Muslim conquest of Jerusalem and Damascus • Muslim defeat at the Battle of Tours	-	<ul style="list-style-type: none"> • role playing/image analysis: the Battle of Tours, etc. The “clash” between East and West from Muslim and Christian perspectives. 	R, SR, L
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1e	Analyze trends in cultural interaction.			

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.8d

Week(s) _____

The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. by

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.8d	<p>Early Islamic civilization was characterized by achievements in science and the arts that transformed the Islamic world and contributed to world civilization.</p> <p>How did Islamic civilization preserve and extend ancient Greek, Persian, and Indian learning? What were some contributions of Islamic civilization?</p> <p>A. 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>B. Scientific contributions and achievements</p> <ul style="list-style-type: none"> • Arabic numerals (adapted from India), including zero • Algebra • Medicine • Expansion of geographic knowledge 	-	<ul style="list-style-type: none"> • notes, discussions, image analysis (mostly primary) • ranking the most important Islamic achievements in terms of their impact on modern life. Students defend their selections to classmates. • creating modern mosaics in the style of Islamic art. • creation of a ‘thank you’ note from modern society to Islam 	<p>L</p> <p>SR, R</p> <p>R</p> <p>P, R</p>
WHI.1a	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.			
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.9aWeek(s) 3 (for entire unit on Middle Ages)_____

The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. in terms of its impact on Western civilization by

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.9a	<p>The Roman Catholic Church grew in importance after Roman authority declined. It became the unifying force in western Europe.</p> <p>During the Middle Ages, the Pope anointed the Holy Roman Emperors, missionaries carried Christianity to the Germanic tribes, and the Church served the social, political, and religious needs of the people.</p> <p>How and why did the Church grow in importance during the Middle Ages?</p> <p>A. Foundations of early medieval society</p> <ul style="list-style-type: none"> • Classical heritage of Rome • Christian beliefs • Customs of Germanic tribes <p>B. Influence of the Roman Catholic Church</p> <ul style="list-style-type: none"> • Roman authority declined, while church authority grew. • Monasteries preserved Greco-Roman cultural achievements. • Missionaries carried Christianity and Latin alphabet to Germanic tribes. • Pope anointed Charlemagne Holy Roman Emperor in 800 A.D. • Parish priests served religious and social needs of the people. 		<ul style="list-style-type: none"> • analysis of images relating to Charlemagne's coronation as Holy Roman Emperor. • primary source readings: Christianity amongst Germanic tribes. • map analysis: the spread of Christianity in the 5th-8th centuries. • timeline of the growth and spread of Christianity. 	<p>R</p> <p>SR, L</p> <p>L</p>
WHI.1c	Identify major geographic features important to the study of world history.			
WHI.1e	Analyze trends in human migration and cultural interaction.			

*Notes: R= rubric

L= "look fors"

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.9b

Week(s) _____

The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. in terms of its impact on Western civilization by

b) explaining the structure of feudal society and its economic, social, and political effects.

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.9b	<p>The decline of Roman influence in Western Europe left people with little protection against invasion, so they entered into feudal agreements with land-holding lords who promised them protection.</p> <p>How did a feudal society develop in Europe during the Middle Ages?</p> <p>How did the medieval manor function as a social and economic system?</p> <p>A. Invasions shattered Roman protection over the Empire.</p> <p>B. Feudal society during the Middle Ages</p> <ul style="list-style-type: none"> • Fief • Vassals • Serfs • Feudal obligations <p>C. Manorial system during the Middle Ages</p> <ul style="list-style-type: none"> • Rigid class structure • Self-sufficient manors 		<ul style="list-style-type: none"> • Diagramming life on a medieval manor. • Simulation: the rights and responsibilities inherent in the feudal system. • Comparison of medieval feudalism to modern day social hierarchies. 	R, SR
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1d	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.			

*Notes: R= rubric

L= "look fors"

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.9c

Week(s) _____

The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D., in terms of its impact on Western civilization by

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.9c	<p>Frankish kings used military power to expand their territory.</p> <p>The alliance between Frankish kings and the church reestablished Roman culture in Western Europe.</p> <p>How did Charlemagne revive the idea of the Roman Empire?</p> <p>A. Age of Charlemagne</p> <ul style="list-style-type: none"> • Franks emerged as a force in Western Europe. • Pope crowned the Emperor of the Holy Roman Empire. • Power of the church was established in political life. • Roman culture was revived. 		<ul style="list-style-type: none"> • Guided notes relating to the achievements of Charlemagne; acrostic poetry based on his achievements. 	R
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1d	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.			

*Notes: R= rubric

L= "look fors"

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.9d

Week(s) _____

The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D., in terms of its impact on Western civilization by

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.9d	<p>Invasions by Angles, Saxons, Magyars, and Vikings disrupted the social, economic, and political order of Europe.</p> <p>How did invasions by the Angles, Saxons, Magyars, and Vikings influence the development of Europe?</p> <p>A. Areas of settlement</p> <ul style="list-style-type: none"> • Angles and Saxons from continental Europe to England • Magyars from Central Asia to Hungary • Vikings from Scandinavia to Russia <p>B. Influence of the Angles, Saxons, Magyars, and Vikings</p> <p>A. Manors with castles provided protection from invaders, reinforcing the feudal system.</p> <ul style="list-style-type: none"> • Invasions disrupted trade, towns declined, and the feudal system was strengthened. 		<ul style="list-style-type: none"> • primary source analysis: “foreigners” attack western Europe. • map analysis. Invasions of Europe during the 8-10th centuries. • image analysis: Vikings. • image analysis: Manor life. 	<p>R</p> <p>R</p> <p>R</p>
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1c	Identify major geographic features important to the study of world history.			
WHI.1d	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms.			
WHI.1e	Analyze trends in human migration and cultural interaction.			

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.10a

Week(s) _____

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.10a	<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>Where were the major trade routes in the Eastern Hemisphere from 1000 to 1500 A.D.?</p> <p>B. Major trade patterns of the Eastern Hemisphere from 1000 to 1500 A.D.</p> <ul style="list-style-type: none"> • Silk roads across Asia to the Mediterranean basin • Maritime routes across the Indian Ocean • Trans-Saharan routes across North Africa • Northern European links with the Black Sea • Western European sea and river trade • South China Sea and lands of Southeast Asia 		<ul style="list-style-type: none"> • analysis of a medieval lord's dinner: focus is placed on the various items from abroad: sugar, gold, silks, spices, etc. • students identify which items relate to which trade route. • Marco Polo; the Mongols-images and primary source readings. 	<p>L</p> <p>R</p>
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1c	Identify major geographic features important to the study of world history.			

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.10b

Week(s) _____

The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.10b	<p>Regional trade networks and long-distance trade routes in the Eastern Hemisphere aided the diffusion and exchange of technology and culture between Europe, Africa, and Asia. How did trade facilitate the diffusion of goods and ideas among different cultures?</p> <p>A. Goods</p> <ul style="list-style-type: none"> • Gold from West Africa • Spices from lands around the Indian Ocean • Textiles from India, China, the Middle East, and later Europe • Porcelain from China and Persia <p>B. 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 • Navigation—Compass from China, lateen sail from Indian Ocean <p>C. 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 		<ul style="list-style-type: none"> • see previous page • students analyze the global trade that exists in their lives. • the spread of religious ideas is examined when those religions are first introduced. 	R
WHI.1a WHI.1e	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.</p> <p>Analyze trends in human migration and cultural interaction.</p>			

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.10c

Week(s) _____

The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by

c) describing Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture.

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.10c	<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>How has Japan's geography influenced its development?</p> <p>How did Chinese culture influence Japan?</p> <p>Why were Shinto and Buddhism important to the development of Japanese culture?</p> <p>A. 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>B. Influence of Chinese culture</p> <ul style="list-style-type: none"> • Writing • Architecture • Buddhism <p>C. Shinto</p> <ul style="list-style-type: none"> • Ethnic religion unique to Japan • Importance of natural features, forces of nature,& ancestors • State religion; worshipping the emperor • Coexistence with Buddhism 		<ul style="list-style-type: none"> • map analysis: Japan's physical geography and proximity to China. • creating Japanese landscape painting. • side-by-side image analysis: Chinese culture and Japanese culture-students identify the similarities. • 	<p>R</p> <p>R</p>
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.			
WHI.1e	Analyze trends in human migration and cultural interaction.			

*Notes: R= rubric

L= "look fors"

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.10d

Week(s) 1

The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by

d) describing east African kingdoms of Axum and Zimbabwe and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion.

[illegible]

*Notes: R= rubric L= “look fors” P= create project SR= Selected Response test E= Essay

STANDARD WHI.11a, bWeek(s) 1

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

a) describing geographic relationship, with emphasis on patterns of development in terms of climate and physical features.

b) describing cultural patterns and political and economic structures.

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.11a, b WHI.1b WHI.1c WHI.1d WHI.1e	<p>The Mayan, Aztec, and Incan civilizations emerged in South America, Central America, and Mexico. What were the characteristics of Mayan, Aztec, and Incan civilizations?</p> <p>A. Mayan civilization</p> <ul style="list-style-type: none"> • Located in the Mexican and Central American rain forest • Represented by Chichén Itzá • Group of city-states ruled by a king • Economy based on agriculture and trade • Polytheistic religion—Pyramids <p>B. 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 • Polytheistic religion, based on warfare—Pyramids <p>C. 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>D. Achievements of Mayan, Aztec, and Incan civilizations</p> <ul style="list-style-type: none"> • Calendars • Mathematics • Writing system <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. Identify major geographic features important to the study of world history. Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. Analyze trends in human migration and cultural interaction.</p>		<ul style="list-style-type: none"> • image analysis of Chichen Itza, Tenochtitlan, Machu Picchu. • graphic organizer-social, political and economic life in the Meso-American kingdoms. • comparison and ranking of Meso-American civilizations based on geography, technology, military strength, cultural achievements. 	<p>R</p> <p>L</p> <p>R, P</p>

*Notes: R= rubric

L= “look fors”

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.12a

Week(s) _see earlier medieval standards_____

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

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.12a	<p>European monarchies consolidated power and began forming nation-states in the late medieval period. How did European nation-states expand their territories and consolidate their power?</p> <p>A. England</p> <ul style="list-style-type: none"> • William the Conqueror, leader of the Norman Conquest, united most of England. • Common law had its beginnings during the reign of Henry II. • King John signed the Magna Carta, limiting the King's power. • The Hundred Years' War between England and France helped define England as a nation. <p>B. France</p> <ul style="list-style-type: none"> • Hugh Capet established the French throne in Paris, and his dynasty gradually expanded their control over most of France. • The Hundred Years' War between England and France helped define France as a nation. • Joan of Arc was a unifying factor. <p>C. Spain</p> <ul style="list-style-type: none"> • Ferdinand and Isabella unified the country and expelled Muslim Moors. • Spanish Empire in the Western Hemisphere expanded under Philip II. <p>D. 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. 		<ul style="list-style-type: none"> • Guided notes. • Image analysis of Bayeux Tapestry, John at Runnymede, and battles of the 100 Years War. • Creation of "modern Magna Cartas". 	<p>L</p> <p>R, SR</p> <p>R</p>
WHI.1a	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history to 1500 A.D.			
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D.			
WHI.1d	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1500 A.D.			

*Notes: R= rubric

L= "look for"

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.12b

Week(s) _____

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

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.12b Crusades were carried out by Christian political and religious leaders to take control of the Holy Land from the Muslims. Mongol armies invaded Russia, Southwest Asia, and China, creating an empire. Ottoman Turks conquered the Byzantine Empire. What were key events and effects of the Crusades? What were the effects of the Mongol invasions? What were the effects of the Ottoman invasions of Europe? A. Key events of Crusades <ul style="list-style-type: none"> • Pope Urban's speech <ul style="list-style-type: none"> • The capture of Jerusalem • Founding of Crusader states • Loss of Jerusalem to Saladin • Sack of Constantinople by western Crusaders B. Effects of Crusades <ul style="list-style-type: none"> • Weakened the Pope and nobles; strengthened monarchs • Stimulated trade throughout the Mediterranean area and the Middle East • Left a legacy of bitterness among Christians, Jews, and Muslims • Weakened the Byzantine Empire C. Mongol armies <ul style="list-style-type: none"> • Invaded Russia, China and Muslim states in Southwest Asia, destroying cities and countryside • Created an empire D. Constantinople <ul style="list-style-type: none"> • Fell to the Ottoman Turks in 1453, ending the Byzantine Empire • Became capital of the Ottoman Empire 			<ul style="list-style-type: none"> • reation of a timeline based on the major Crusades. • nalysis of primary documents relating to the Crusades, (e.g. Urban's call to arms) • eadings: Saladin and Richard the Lion Heart...students create correspondence between each leader. • reation of pamphlets urging nobles and peasants to join a Crusade. 	R, L R P
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D.			
WHI.1d	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1500 A.D.			
WHI.1e	Analyze trends in human migration and cultural interaction from prehistory to 1500 A.D.			

*Notes: R= rubric

L= "look fors"

P= create project

SR= Selected Response test

E= Essay

STANDARD WHI.12c

Week(s) _____

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

c) identifying patterns of crisis and recovery related to the Black Death

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.12c	<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>How did the Black Death alter economic and social institutions in much of Asia and then in Europe?</p> <p>A. Impact of the Black Death</p> <ul style="list-style-type: none"> • Decline in population • Scarcity of labor • Towns freed from feudal obligations • Decline of church influence • Disruption of trade 			
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D.			
WHI.1e	Analyze trends in human migration and cultural interaction from prehistory to 1500 A.D.			

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STANDARD WHI.12d

Week(s) _____

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.12d	<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>How did European scholars begin to interpret and value ancient learning?</p> <p>A. 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 foundation for the rise of universities in Europe 		<ul style="list-style-type: none"> • reation of illuminated manuscripts based on the various “intellectual achievements” of the medieval Church. PPrimary source readings: Student life at the University of Paris circa 1400 • Illustrated encyclopedia of key events, people and ideas in European history from 500 CE-1500 CE (standards 9 & 12) 	<p>R</p> <p>R</p> <p>P</p>
WHI.1a	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history to 1500 A.D.			
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D.			
WHI.1e	Analyze trends in human migration and cultural interaction from prehistory to 1500 A.D.			

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STANDARD WHI.13a

Week(s) 2

The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by a) identifying the economic foundations of the Renaissance.

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHII.13a	<p>The Crusades stimulated trade by introducing Europeans to many desirable products.</p> <p>Trade promoted frequent contacts with the Byzantine and Muslim Empires.</p> <p>New economic institutions developed.</p> <p>How did the Crusades stimulate trade between Europe and the Muslim Empire?</p> <p>What were the economic foundations of the Renaissance?</p> <p>A. Economic effects of the Crusades</p> <ul style="list-style-type: none"> Increased demand for Middle Eastern products Stimulated production of goods to trade in Middle Eastern markets Encouraged the use of credit and banking <p>B. 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 (use of Arabic numerals) were introduced. 		<ul style="list-style-type: none"> Notes: Crusades lay the foundation for the Renaissance. 	
WHI.1d	Identify and compare political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1500 A.D.			
WHI.1e	Analyze trends in human migration and cultural interaction from prehistory to 1500 A.D.			

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STANDARD WHI.13b

Week(s) _____

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.13b	<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>How did northern Italian cities benefit from their geographic location?</p> <p>How did Italian city-states achieve importance and develop politically?</p> <p>What were Machiavelli's ideas about power?</p> <p>A. 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>B. Machiavelli's <i>The Prince</i></p> <ul style="list-style-type: none"> • An early modern treatise on government • Supported absolute power of the ruler • Maintains that the end justifies the means • Advises that one should do good if possible, but do evil when necessary 		<ul style="list-style-type: none"> • map analysis: Italian trade routes circa 1500 CE • map analysis: the growth of Italian towns/cities • discuss and assess the advice of Machiavelli; compare ideas in the Prince to ideas from China's legalist theorists and modern day arguments in favor of torturing of suspects. 	<p>R</p> <p>R</p>
WHI.1a WHI.1b WHI.1d WHI.1e	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history to 1500 A.D.</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D.</p> <p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1500 A.D.</p> <p>Analyze trends in human migration and cultural interaction from prehistory to 1500 A.D.</p>			

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STANDARD WHI.13c

Week(s) 1-2

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

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.13c	<p>The Renaissance produced new ideas that were reflected in the arts, philosophy, and literature. Patrons, wealthy from newly expanded trade, sponsored works which glorified city-states in northern Italy. Education became increasingly secular.</p> <p>How did the arts and literature of the Renaissance differ from those of the Middle Ages? Who were prominent Italian Renaissance artists and writers? How did classical knowledge of the ancient Greeks and Romans foster humanism in the Italian Renaissance?</p> <p>A. Medieval art and literature focused on the Church and salvation; Renaissance art and literature focused on individuals and worldly matters, along with Christianity.</p> <p>B. Artistic and literary 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> • Petrarch—Sonnets, humanist scholarship <p>C. Humanism</p> <ul style="list-style-type: none"> • Celebrated the individual • Stimulated the study of Greek and Roman literature and culture • Was supported by wealthy patrons 		<ul style="list-style-type: none"> • Image and art analysis: Humanism during the 15th, 16th and 17th centuries. • Illustrated notes relating to the Renaissance. 	R
WHI.1a	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history to 1500 A.D.			
WHI.1e	Analyze trends in human migration and cultural interaction from prehistory to 1500 A.D.			

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STANDARD WHI.13d

Week(s) _____

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

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

Related SOL	Essential Knowledge and Skills Students should be able to:	Verbs	Strategies to Engage the Learner The learner will . . .	Evidence of Mastery*(See Notes)
WHI.13 d	<p>With the rise of trade, travel and literacy, the Italian Renaissance spread to northern Europe. The art and literature changed as people of different cultures adopted Renaissance ideas.</p> <p>How did ideas of the Italian Renaissance change as they became adopted in northern Europe?</p> <p>Who were important artists and writers of the Northern Renaissance?</p> <p>A. 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 (Gutenberg Bible) helped disseminate ideas. <p>B. Northern Renaissance writers</p> <ul style="list-style-type: none"> • Erasmus—<i>The Praise of Folly</i> (1511) • Sir Thomas More—<i>Utopia</i> (1516) <p>C. Northern Renaissance artists portrayed religious and secular subjects.</p>		<ul style="list-style-type: none"> • Guided notes. • Port analysis. • Students create their own modern utopia. • Creating a test and key relating to the concepts from this standard. 	<p>L</p> <p>R</p> <p>SR, R</p> <p>P</p>
WHI.1a	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history to 1500 A.D.			
WHI.1b	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D.			

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