



# **Social Studies**

## **Social Studies 7**

**World Studies from 750 B.C. to 1600 A.D.**

**2020-2021**

**Aligned with Ohio's Learning Standards for  
Social Studies (2018)**

**Department of Academic Services  
Office of Teaching and Learning  
Curriculum Division**

**COLUMBUS CITY SCHOOLS**

## Curriculum Map

### Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Units;
- Standards/Learning Targets; and
- Timeframes.



### Scope and Sequence

The Scope and Sequence provides a detailed overview of each grading period, including:

- Units;
- Standards/Learning Targets;
- Timeframes;
- Big Ideas and Essential Questions; and
- Strategies and Activities.



### Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides direction for standards-based instruction, including:

- Unpacked Standards / Clear Learning Targets;
- Content Elaborations;
- Sample Assessments;
- Instructional Strategies; and
- Instructional Resources.

## Year-at-a-Glance

<b>Grading Period 1</b>	<b>Unit 1. Social Studies Thinking and Skills</b> <span style="float: right;"><b>4.5 weeks</b></span>	<b>Unit 2. Early Civilizations: Greece and Rome</b> <span style="float: right;"><b>4.5 weeks</b></span>
	1.1 Historical and Civic Thinking and Skills - Learning Target 1 1.2 Civic Participation and Skills - Learning Target 16 1.3 Spatial Thinking and Skills - Learning Target 12  <i>Learning Targets in this unit should be reinforced throughout the course.</i>	2.1 Ancient Greece - Learning Targets 2, 13, 17
<b>Grading Period 2</b>	<b>Unit 2. Early Civilizations: Greece and Rome (cont.)</b> <span style="float: right;"><b>4.5 weeks</b></span>	<b>Unit 3. Feudalism and Medieval Empires</b> <span style="float: right;"><b>4.5 weeks</b></span>
	2.2 Roman Republic and Empire - Learning Targets 2, 13, 14, 15, 17	3.1 Feudal Europe - Learning Target 3  3.2 The Mongol Empire and Feudal Japan - Learning Target 4
<b>Grading Period 3</b>	<b>Unit 3. Feudalism and Medieval Empires (cont.)</b> <span style="float: right;"><b>4 weeks</b></span>	<b>Unit 4. Renaissance and Reformation</b> <span style="float: right;"><b>5 weeks</b></span>
	3.3 Islamic Empires - Learning Targets 5, 14, 21  3.4 The Rise of Nation States - Learning Target 18	4.2 Renaissance - Learning Target 6  4.2 The Reformation- Learning Targets 7, 15
<b>Grading Period 4</b>	<b>Unit 5. The First Global Age</b> <span style="float: right;"><b>5 weeks</b></span>	<b>Unit 6. Economics and Financial Literacy</b> <span style="float: right;"><b>4 weeks</b></span>
	5.1 Empires in Africa and Asia - Learning Targets 8, 9, 14, 20  5.2 European Explorations and the Columbian Exchange - Learning Targets 10, 11	6.1 Economic Decision Making and Skills - Learning Target 19  6.2 Financial Literacy - Financial Literacy Learning Targets

## Scope and Sequence

		<b>Unit 1. Social Studies Thinking and Skills</b>		<b>4.5 weeks</b>
<b>Grading Period 1</b>	<b>Lesson</b>	<b>Standards / Learning Targets</b>	<b>Big Ideas / Essential Questions</b>	<b>Strategies/Activities</b>
	I.1 Historical and Civic Thinking and Skills	<a href="#">1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.</a>	<b>Evidence</b> <ul style="list-style-type: none"> <li>How do we generate and investigate compelling questions?</li> <li>Should we question everything?</li> <li>How do we think like historians?</li> </ul>	<ul style="list-style-type: none"> <li>Examine a variety of primary sources</li> <li>Create a written record of an event as if alive at the time</li> <li>Create an advertisement on historic events, inventions, people</li> <li>Six-Step vocabulary process</li> </ul>
	I.2 Civic Participation and Skills	<a href="#">16. Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.</a>	<b>Diversity</b> <ul style="list-style-type: none"> <li>Why is it important to consider multiple diverse perspectives?</li> </ul> <b>Evidence</b> <ul style="list-style-type: none"> <li>How do we know what to believe?</li> <li>What do we do when sources disagree?</li> <li>How do we think like historians?</li> <li>How do we make a strong argument?</li> </ul>	<ul style="list-style-type: none"> <li>Analyze different perspectives on a historical event</li> <li>Create a Thesis/Proof Chart</li> <li>OUT - compare textbook to other documents</li> <li>Venn diagram to compare perspectives in sources</li> <li>Philosophical Chairs strategy</li> </ul>
	I.3 Spatial Thinking and Skills	<a href="#">12. Maps and other geographic representations can be used to trace the development of human settlement over time.</a>	<b>Change</b> <ul style="list-style-type: none"> <li>What are the effects of human-environment interaction?</li> </ul> <b>Evidence</b> <ul style="list-style-type: none"> <li>How do we generate and investigate compelling questions?</li> <li>How do we think like geographers?</li> </ul>	<ul style="list-style-type: none"> <li>Variety of map types to gather and process information</li> <li>Historical maps to trace settlement of a region over time</li> <li>Maps and Geographic tools - what can we learn? Which are best for specific purposes?</li> <li>Research career fields in geography</li> </ul>

Unit 2. Early Civilizations: Greece and Rome			
			4.5 weeks
Grading Period I	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions
Grading Period I	2.1 Ancient Greece	<p><a href="#">2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.</a></p> <p><a href="#">13. Geographic factors promote or impede the movement of people, products and ideas.</a></p> <p><a href="#">17. Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.</a></p>	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>• What are the causes and effects of historical events and patterns?</li> <li>• What are the effects of human-environment interaction?</li> <li>• How can we be involved in the change process?</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• What does it mean to have a democracy?</li> <li>• Who has the right to self-government?</li> <li>• Why does democracy need education?</li> <li>• Does government work for the people?</li> <li>• How should governments balance majority rule with minority rights?</li> </ul> <p><b>Justice</b></p> <ul style="list-style-type: none"> <li>• Are laws applied fairly?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>• What makes a government legitimate?</li> <li>• How is power attained and maintained?</li> </ul>

		<b>Unit 2. Early Civilizations: Greece and Rome (continued)</b>		<b>4.5 weeks</b>
<b>Lesson</b>	<b>Standards / Learning Targets</b>	<b>Big Ideas / Essential Questions</b>	<b>Strategies/Activities</b>	
Grading Period 2  2.2 Roman Republic and Empire	<p><a href="#">2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.</a></p> <p><a href="#">13. Geographic factors promote or impede the movement of people, products and ideas.</a></p> <p><a href="#">14. Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the Eastern Hemisphere.</a></p> <p><a href="#">15. Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.</a></p> <p><a href="#">17. Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.</a></p>	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>• What are the causes and effects of historical events and patterns?</li> <li>• What are the effects of human-environment interaction?</li> <li>• How can we be involved in the change process?</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• What does it mean to have a democracy?</li> <li>• Who has the right to self-government?</li> <li>• Why does democracy need education?</li> <li>• Does government work for the people?</li> <li>• How should governments balance majority rule with minority rights?</li> </ul> <p><b>Justice</b></p> <ul style="list-style-type: none"> <li>• Are laws applied fairly?</li> <li>• How does the Constitution establish justice?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>• What makes a government legitimate?</li> <li>• How is power attained and maintained?</li> </ul>	<ul style="list-style-type: none"> <li>• Artifacts of Ancient Rome - sort and analyze the impact</li> <li>• Commercial for a product used in Ancient Rome</li> <li>• Representation (artifact box, poster, collage) showing the impact of Roman civilization</li> <li>• Museum exhibit of Ancient Rome</li> <li>• Venn diagram of government - Rome and the United States</li> <li>• Investigate the question: how democratic was the Roman Republic?</li> <li>• Slideshow of geography of the Italian peninsula - pros and cons</li> <li>• Cause and effect organizer on geography of Ancient Rome</li> <li>• Research career fields in government and public service</li> </ul>	

Unit 3. Feudalism and Medieval Empires <span style="float: right;">4.5 weeks</span>				
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
Grading Period 2	3.1 Feudal Europe	<p><a href="#">3. The Roman Empire collapsed due to various internal and external factors (political, social and economic) which led to the development of feudalism and the manorial system in the region. The fall of Rome and later invasions also allowed for the creation of new empires in the region.</a></p>	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>What are the causes and effects of historical events and patterns?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>Does might make right?</li> <li>How is power attained and maintained?</li> <li>How has global power shifted over time?</li> </ul>	<ul style="list-style-type: none"> <li>Multi-tier timelines/flowcharts - sequence events connecting Germanic invasions with shift of Roman capital to Byzantium</li> <li>Did the Roman Empire fall? inquiry</li> <li>Vocabulary organizers on feudalism</li> <li>Vassal and lord sample contract</li> <li>Feudal manor re-creation role play</li> <li>Can Disease Change the World? inquiry</li> </ul>
	3.2 The Mongol Empire and Feudal Japan	<p><a href="#">4. The Mongols conquered much of Asia which led to unified states in China and Korea. Mongol failure to conquer Japan allowed a feudal system to persist.</a></p>	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>What are the causes and effects of historical events and patterns?</li> <li>Can a country have change and still hold traditional shared beliefs?</li> </ul> <p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>How can we achieve unity through diversity?</li> <li>What does it mean to value and respect diversity?</li> </ul> <p><b>Justice</b></p> <ul style="list-style-type: none"> <li>What is a just war?</li> <li>What happens when justice is denied?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>Does might make right?</li> <li>How is power attained and maintained?</li> </ul>	<ul style="list-style-type: none"> <li>Animated map of the spread of the Mongol Empire</li> <li>Mongol Empire video and discussion</li> <li>How Barbaric Were the “Barbarians”? DBQ</li> <li>Hongwu worked to unite China primary source reading</li> <li>Loyalty discussion to introduce feudalism in Japan</li> <li>Venn diagram - feudalism in Europe and Japan</li> <li>Samurai warrior character sketch</li> <li>Toyotomi Hideyoshi - chart of major accomplishment; speech, poem, eulogy</li> </ul>

		Unit 3. Feudalism and Medieval Empires (continued)		4 weeks	
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities		
Grading Period 4	3.3 Islamic Empires	<p><a href="#">5. Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.</a></p> <p><a href="#">14. Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the Eastern Hemisphere.</a></p> <p><a href="#">21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.</a></p>	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>• What are the causes and effects of historical events and patterns?</li> </ul> <p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>• How can we achieve unity through diversity?</li> <li>• What does it mean to value and respect diversity?</li> <li>• Why is it important to consider multiple diverse perspectives?</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• How do we think like economists?</li> </ul> <p><b>Justice</b></p> <ul style="list-style-type: none"> <li>• What is a just war?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>• How is power attained and maintained?</li> <li>• How has global power shifted over time?</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L 3-column chart - Islam and its impact in world history</li> <li>• Importance of studying Islamic contributions discussion</li> <li>• Map of Islamic expansion - How did this religion spread so quickly and grow so powerful?</li> <li>• Graphic organizer on Muslim contributions in medicine, science, math, art, and architecture</li> <li>• IBN Battuta book - what was the Muslim world like?</li> <li>• Crusades as a just war discussion</li> <li>• Christian and Muslim perspectives of First Crusade - accounts of the siege of Jerusalem</li> </ul>	
	3.4 The Rise of Nation States	<p><a href="#">18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.</a></p>	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>• What are the causes and effects of historical events and patterns?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>• How is power attained and maintained?</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Does government work for the people?</li> </ul>	<ul style="list-style-type: none"> <li>• Nation state vocabulary organizer</li> <li>• Cause and effect organizer on the rise of nation states</li> <li>• Investigate European monarch who consolidated power into a nation state</li> <li>• Magna Carta - compare with rights and liberties of American citizens</li> </ul>	



		Unit 4. Renaissance and Reformation		5 weeks
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
Grading Period 4	4.1 The Renaissance	<p><a href="#">6. The decline of feudalism, the rise of nation-states and the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific, and social changes.</a></p>	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>• What are the causes and effects of historical events and patterns?</li> <li>• What makes a movement or revolution successful?</li> <li>• Can a country have change and still hold traditional shared beliefs?</li> </ul>	<ul style="list-style-type: none"> <li>• Cause and effect graphic organizer - causes and effects of the Renaissance</li> <li>• Renaissance art interactive slide lecture/discussion</li> <li>• Renaissance artworks gallery walk</li> <li>• Letter or diary entry - living in Italian city-state in the Renaissance</li> <li>• Leonardo da Vinci - research, claim, epitaph or eulogy</li> <li>• Slide presentation or Google Map multimedia tour of Renaissance museums</li> </ul>
	4.2 The Reformation	<p><a href="#">7. The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.</a></p> <p><a href="#">15. Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.</a></p>	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>• What are the causes and effects of historical events and patterns?</li> <li>• What makes a movement or revolution successful?</li> <li>• Can a country have change and still hold traditional shared beliefs?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>• How is power attained and maintained?</li> <li>• Why is it important to speak truth to power?</li> </ul>	<ul style="list-style-type: none"> <li>• Protesting issues discussion</li> <li>• Close reading of 95 Theses excerpts</li> <li>• Martin Luther 95 Theses painting and act-out</li> <li>• Farmed Plot Chart - Luther's goals and Catholic Church's response</li> <li>• Cause and effect organizer on Protestant Reformation</li> <li>• Venn diagram to compare Renaissance and Reformation</li> </ul>

		Unit 5. The First Global Age		5 weeks	
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities		
Grading Period 4	5.1 Empires in Africa and Asia	<p><a href="#">8. Empires in Africa and Asia grew as commercial and cultural centers along trade routes.</a></p> <p><a href="#">9. The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.</a></p> <p><a href="#">14. Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the Eastern Hemisphere.</a></p> <p><a href="#">20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.</a></p>	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>What are the causes and effects of historical events and patterns?</li> <li>Can a country have change and still hold traditional shared beliefs?</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>How do we think like economists?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>How is power attained and maintained?</li> <li>How has global power shifted over time?</li> </ul>	<ul style="list-style-type: none"> <li>K-W-L - African and Asian civilizations</li> <li>Multiple-tier timeline - African and Asian civilizations and empires</li> <li>Research and presentation on Medieval African and Asian empire/civilizations</li> <li>Maps of Africa West Trade routes</li> <li>Silent barter in the model of West African Trading Kingdoms</li> <li>Slavery brainstorm</li> <li>Venn diagram on trans-Saharan slave trade and Atlantic slave trade</li> <li>Newspaper article on the Kingdom of Ghana and trans-Saharan slavery</li> </ul>	
	5.2 European Explorations and the Columbian Exchange	<p><a href="#">10. European economic and cultural influence dramatically increased through explorations, conquests, and colonization.</a></p> <p><a href="#">11. The Columbian exchange (i.e., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.</a></p>	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>What are the causes and effects of historical events and patterns?</li> </ul> <p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>Why is it important to consider multiple diverse perspectives?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>How is power attained and maintained?</li> <li>How has global power shifted over time?</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary word maps: imperialism, colonization, mercantilism</li> <li>European exploration and colonization anticipation guide</li> <li>Causes and effects of European imperialism in Americas, Africa, Asia</li> <li>Philosophical chairs - European vs. Native American perspectives</li> <li>Columbian Exchange graphic organizer</li> <li>Poster on Columbian Exchange</li> <li>Columbus statues letter</li> </ul>	

		Unit 6. Economics and Financial Literacy		4 weeks
Grading Period 4	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities
	6.1 Economic Decision Making and Skills	<p><a href="#">19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.</a></p>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• How do we think like economists?</li> <li>• Should we question everything?</li> <li>• How do we make a strong argument?</li> </ul>	<ul style="list-style-type: none"> <li>• Flowchart showing the process for making decisions</li> <li>• Costs and Benefits of going to war</li> <li>• Historical examples of cost-benefit analysis</li> </ul>
	6.2 Financial Literacy	<p><a href="#">FL9-14</a></p> <p><a href="#">9. Planning for and paying local, state and federal taxes is a financial responsibility.</a></p> <p><a href="#">10. An informed consumer makes decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget.</a></p> <p><a href="#">11. Consumer advocates, organizations and regulations provide important information and help protect against potential consumer fraud.</a></p> <p><a href="#">12. Compare bank terms before opening an account.</a></p> <p><a href="#">13. Consumer protections laws help safeguard individuals from fraud and potential loss.</a></p> <p><a href="#">14. Planned purchasing decisions factor in direct (price) and indirect costs (e.g. sales/use tax, excise tax, shipping, handling, and delivery charges, etc.).</a></p>	<p><b>Financial Responsibility and Decision-Making</b></p> <ul style="list-style-type: none"> <li>• How can we make sound financial decisions?</li> </ul>	<ul style="list-style-type: none"> <li>• Sample W-4, 1040 federal tax form, and state and local tax forms.</li> <li>• Compare loan terms from a bank and payday lender</li> <li>• Compare terms of consumer lending statements</li> <li>• Compare sample warranties and extended warranties.</li> <li>• Career Connection - research careers in economics and personal finance</li> </ul>

**Unit 1. Social Studies Thinking and Skills**
**Unpacked Standards / Clear Learning Targets**

<p><b>Learning Target 1. Describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today’s norms and values.</b></p> <p><i>History Content Statement 1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today’s norms and values.</i></p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Contextualizing past events and issues</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Avoiding presentism in evaluation of the past</li> </ul>	<p><b><u>Academic Vocabulary</u></b></p> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>– Describe</li> <li>– Perspectives</li> <li>– Norms and Values</li> </ul> <p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>– Historian</li> <li>– Archaeologist</li> <li>– Primary Sources</li> <li>– Historical Narrative</li> </ul>
<p><b>Ultimate Learning Target Type: Knowledge</b></p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>– The student can describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today’s norms and values.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can accurately describe historical events and issues from past historical periods.</li> <li>– The student can describe the perspectives of people living in past historical periods and places.</li> <li>– The student can discuss today’s norms and values on historical events and issues.</li> <li>– The student can explain why multiple sources and perspectives are needed to build a historical narrative.</li> <li>– The student can explain how history is interpreted.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can compare the perspectives of people living in the past to today’s norms and values.</li> <li>– The student can investigate history through diaries, letters, eyewitness accounts, archaeological artifacts and architecture of particular moments in time.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can evaluate a historian or archaeologist’s interpretation of an event or issue.</li> </ul>	
<p><b>4.HI.2 (Prior Grade Standard)</b></p> <p>Primary and secondary sources can be used to create historical narratives.</p>	<p><b>8.HI.1 (Future Grade Standard)</b></p> <p>Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.</p>	

### Content Elaborations

Development of historical thinking concepts began in earlier grades by having students look at primary source documents to understand that multiple sources and perspectives are needed to build a historical narrative.

Historians and archaeologists provide an accurate account and assessment of a historical event. This requires them to avoid the influence of current norms and values in interpreting and evaluating the past. They generally attempt to describe events through the perspectives of those living at the time.

As students examine a historian or archaeologist's interpretation of an event, students should look to see how they meet this standard. By having students critically evaluate diaries, letters, eyewitness accounts, archaeological artifacts and architecture of particular moments in time, they develop an understanding that history is interpreted. They also become active participants in historical investigation.

### Instructional Strategies

Examine a variety of primary sources such as historical accounts, paintings, maps, diaries and personal accounts to describe a historical event or period. Students create a written record (e.g., diary, news article, drawing, mural) on a historic event (e.g., opening of the Roman Coliseum) as if the student was alive during the time period.

Students create advertisements on historic events, inventions and people (e.g., Islamic medicine, Roman architecture, Greek or Roman gods and goddesses [Apollo, Aphrodite, Poseidon], democracy [voting], Olympics, trade with Africa) from the perspective of people living at that time.

Use this six-step vocabulary process to teach key terms in the unit: 1) provide a description, explanation, or example of the new term; 2) ask students to restate the description, explanation, or example in their own words; 3) ask students to construct a picture, pictograph, or symbolic representation of the term; 4) engage students periodically in activities that help them add to their knowledge of the terms in their vocabulary notebooks, 5) periodically ask students to discuss the terms with one another; 6) involve students periodically in games that enable them to play with terms.

Career Connection - Students will research the careers and roles involved in the preservation of the past (e.g., museum technicians, archivist, curator, preservationist, historian, and archaeologist). Through their research, students will explore how archaeological sites are excavated and studied, and how paintings and maps are preserved and studied.

### Sample Assessments and Performance Tasks

Imagine you are an eyewitness to the following historical event: \_\_\_\_\_ . Write a newspaper article giving an accurate account of the event.

Remember that you are writing from the perspective of someone living at the time of the event.

Reading the two sources below. Which interpretation describes the issue from the perspective of people living at the time?

Why is it important to use multiple primary sources and perspectives when creating a historical narrative?

Use the documents and artifacts provided below to create a historical narrative about the event addressed in the documents.

### Instructional Resources

[Timeline Builder](#) (World Book) - This interactive tool allows users to construct a timeline and add events, descriptions and images.

[Engaging Students with Primary Sources](#) (Smithsonian) - A guide for teachers, includes brief introductions to using documents, photographs, oral histories, and objects for classroom learning.

[Crop It](#) (TeachingHistory.org) - Crop It is a four-step hands-on learning routine where teachers pose questions and students use paper cropping tools to deeply explore a visual primary source.

[10 Primary Source Ideas](#) (TCI) - descriptions of engaging ways to teach with primary sources from the creators of *History Alive!*

[Document Analysis](#) (National Archives) - Students think through primary source documents for contextual understanding and to extract information using four steps: meet the document, observe its parts, try to make sense of it, and use it as historical evidence.

[Primary Source Analysis](#) (Library of Congress) - Students analyze a variety of primary source types using a three step process: observe, reflect, and question.

[Which sources are most reliable for learning about the dodecahedron?](#) (Read.Inquire.Write) - In this 2-3-day investigation, students are introduced to the bookmark tool for analyzing sources and the components of a written argument, including claim, evidence, and reasoning. Students analyze three sources about an unknown ancient artifact—a dodecahedra—and argue about how historians use clues, context, and evidence in their work.

**Unpacked Standards / Clear Learning Targets**

**Learning Target 16. Demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues.**

*Government Content Statement 16. Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.*

**Essential Understanding**

- Understanding multiple perspectives of individuals and groups

**Extended Understanding**

- Evaluating perspectives on historic and contemporary issues

**Academic Vocabulary**

**Tier 2**

- Demonstrate
- Perspectives

**Tier 3**

- Historic Issues
- Contemporary Issues

**Ultimate Learning Target  
Type: Skill**

**Broad Learning Target:**

- The student can demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues.

**Underpinning Knowledge Learning Targets:**

- The student can define perspective.
- The student can explain that individuals and groups hold differing perspectives on historic and contemporary issues.
- The student can explain the factors that influence individual and group perspectives.

**Underpinning Skills Learning Targets:**

- The student can analyze perspectives in historical and contemporary sources.
- The student can compare the perspectives of various individuals and groups on historic and contemporary issues.

**6.GO.9 (Prior Grade Standard)**

Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy

**8.GO.1 (Future Grade Standard)**

Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

### Content Elaborations

Individuals and groups often hold differing perspectives on issues, both historic and contemporary. As students investigate issues, they should be challenged to understand the multiple perspectives that individuals and groups may have. This standard should be incorporated throughout the year.

Create opportunities for students to make connections between modern vs historic perspectives. These connections can lead to opportunities for civic engagement. For example, the Magna Carta influenced the American colonists with their Declaration of Independence from Great Britain. Its influence today can be examined.

### Instructional Strategies

Have students analyze the different perspectives of a historical event by examining diaries, letters, art, editorials, editorial cartoons and photographs. Students could be assigned to take a position on a given person in history and present his or her position on a critical issue of that time.

Create a [Thesis-Proof Chart](#) to consider a thesis and look for information that either supports or refutes a thesis.

When conducting an [OUT \(Opening Up the Textbook\)](#), the teacher juxtaposes a short excerpt from the course's textbook with an additional document or two. These documents are chosen to open up the textbook's story and engage students in comparing and cross checking sources.

Use a Venn diagram (Two or Three Venn) to compare perspectives of multiple sources. Based on the information in the Venn diagram, construct a claim and support it with evidence.

In the [Philosophical Chairs strategy](#), one student from each team will provide a summary of the viewpoints presented during the discussion by his/her team. A student in the neutral zone must take notes on both sides of the argument, and if his/her position changes, he/she must explain why he/she came to a new conclusion.



**Sample Assessments and Performance Tasks**

What choices below are factors that influence the perspectives of individuals and groups on historic and contemporary issues?

Read the excerpt below. What perspective on the trans-Atlantic slave trade is presented? What would be an opposing perspective?

Create a Venn diagram comparing two perspectives on the following historic issue \_\_\_\_\_.

Read the two sources below. Which source presents a perspective in support of European exploration and colonization?

What perspective is shown in the diaries and letters below?

Research the historic issue of \_\_\_\_\_. Write an essay explaining two perspectives on the issue. Which perspective do you agree with the most? Give evidence and explain the reasoning for your answer.

**Instructional Resources**

[Reading Like a Historian: Evaluating Sources](#) - The Reading Like a Historian curriculum engages students in historical inquiry. Each lesson revolves around a central historical question and features a set of primary documents designed for groups of students with a range of reading skills

[Civic Online Reasoning](#) (Stanford History Education Group) - The COR curriculum provides free lessons and assessments that help you teach students to evaluate online information that affects them, their communities, and the world.

[Claim Testing - What are the Claim Testers](#) (World History OER Project) - Claim testing helps students “see” and evaluate people’s assertions, and gives shape to one of the most important and useful critical thinking practices in history.

[Points of View Reference Center](#) (INFOhio) - The Points of Views Reference Center is a comprehensive database of current issues with point/counterpoint perspectives and related news articles

**Unpacked Standards / Clear Learning Targets**

**Learning Target 12. Demonstrate how maps and other geographic representations can be used to trace the development of human settlement from past to present.**

*Geography Content Statement 12. Maps and other geographic representations can be used to trace the development of human settlement over time.*

**Essential Understanding**

- Using maps and geographic tools to show human settlement over time

**Extended Understanding**

- How historical events are shaped by geography

**Academic Vocabulary**

**Tier 2**

- Demonstrate

**Tier 3**

- Geographic Representations
- Satellite-produced Imagery
- Geographic Information Systems
- Spatial Relationships
- Population Density

**Ultimate Learning Target  
Type: Skill**

**Broad Learning Target:**

- The student can demonstrate how maps and other geographic representations can be used to trace the development of human settlement from past to present.

**Underpinning Knowledge Learning Targets:**

- The student can list geographic representation tools.
- The student can define spatial relationships.
- The student can cite examples of spatial relationships that are shown by geographic tools.
- The student can describe ways human settlement changes over time.
- The student can define population density.

**Underpinning Skills Learning Targets:**

- The student can analyze historical maps for change over time.
- The student can analyze aerial photographs for change over time.
- The student can analyze satellite-produced imagery and geographic information systems for change over time.
- The student can use a map to illustrate how population density varies in relation to resources and type of land.

**Underpinning Reasoning Learning Targets:**

- The student can draw conclusions about how changes in geographic features have impacted spatial relationships.

**6.GE.3 (Prior Grade Standard)**

Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.

**8.GE.13 (Future Grade Standard)**

Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.

### Content Elaborations

Maps and other geographic representations such as aerial photographs, satellite-produced imagery and geographic information systems (GIS) can be used to trace the development of human settlement from the past to the present. These tools can be used to show the spatial relationships within and among regions and how these relationships have affected human settlement over time. For example, maps can be used to show trade routes and transportation networks between regions as well as changing political boundaries.

Maps and other geographic representations can be used to illustrate how population density varies in relation to resources and type of land.

### Instructional Strategies

Have students use various types of maps (e.g., physical, economic activity, population, climate, vegetation) to gather and process information about a place and draw conclusions about the culture of the people (how they live).

Have students use historical maps or other geographical representation to trace the development of human settlement of a region over time. For example, have them use maps to study trade routes and transportation networks between regions.

Display a series of various types of maps and other geographic tools. For each map or tool, ask: Who do you see? How did the cartographer choose to represent the world? Why do you think the cartographer would choose to represent the world in this way? What information can you learn from this map or tool? What information is left out? Why would this map or tool be useful? After displaying all of the maps or tools, have students decide which maps or tools would be best for the various purposes (showing political boundaries, determining elevation levels, showing sources of freshwater, showing population patterns, etc.).

Career Connection - Students will explore careers in geography-related fields such as cartographer, urban planner, environmental specialist, transportation specialist, climatologist, park ranger, etc. Students may be able to interview (live or through email) individuals who work in these fields.

### Sample Assessments and Performance Tasks

Look at the two maps below. What changes in human settlement patterns are shown on the map?

The map below shows changing political boundaries in Europe. Describe one effect these changes would have on human settlement in the region.

The map below shows population density. Why is the population density low in the desert region and high in the coastal region?

Which type of geographic representation would best show changes in the physical characteristics of a region over time?

The map below shows transportation networks. How would the changes in transportation networks change human settlement in the region?

### Instructional Resources

[Mapping Perceptions](#) (Asia Society) - This lesson plan discusses what maps can tell us about how their makers perceive the world.

[National Geographic MapMaker](#) - Customize one-page maps to download, email, print, or share

[Beyond Borders](#) (National Geographic) - This series of lessons will have students use maps to think about how borders intersect physical and human geographical features, and how those intersections can lead to cooperation and/or conflict.

[Which map should we use?](#) (Read.Inquire.Write) - How do maps show perspectives and bias? In this 2-3 day investigation, students are re-introduced to the bookmark tool for analyzing sources and are introduced to the components of a critique argument

[Outline Maps](#) (Education Place) - This site contains blackline masters of world and continent maps with or without labels. Latitude and longitude lines are included.

[Nystrom World Atlas](#) - This website includes world and continental maps (thematic, outline, reference) and graphs and photos.

[World Mapper](#) - This website provides a collection of world maps, where territories are re-sized on each map according to the subject of interest

**Unit 2. Early Civilizations: Greece and Rome**
**Unpacked Standards / Clear Learning Targets**

<p><b>Learning Target 2. Cite examples and explain the enduring impact that Ancient Greece and Ancient Rome had on later civilizations.</b></p> <p><i>History Content Statement 2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.</i></p>	<p><b>Essential Understanding</b></p> <ul style="list-style-type: none"> <li>– Enduring impact of Ancient Greece and Ancient Rome</li> </ul> <p><b>Extended Understanding</b></p> <ul style="list-style-type: none"> <li>– Evidence of Greek and Roman influence in the world today</li> </ul>	<p><b>Academic Vocabulary</b></p> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>– Cite</li> <li>– Enduring Impact</li> </ul> <p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>– Civilizations</li> <li>– Engineering and Technology</li> <li>– Art and Architecture</li> <li>– Literature and History</li> <li>– Law and Government</li> </ul>
<p><b>Ultimate Learning Target Type: Reasoning</b></p>	<p><b>Broad Learning Target:</b></p> <ul style="list-style-type: none"> <li>– The student can cite examples and explain the enduring impact that Ancient Greece and Ancient Rome had on later civilizations.</li> </ul> <p><b>Underpinning Knowledge Learning Targets:</b></p> <ul style="list-style-type: none"> <li>– The student can cite examples of engineering, technology, art, and architecture developments in Ancient Greece.</li> <li>– The student can cite examples of literature and history in Ancient Greece.</li> <li>– The student can cite examples of engineering, technology, art, and architecture developments in Ancient Rome.</li> <li>– The student can cite examples of law and government developments in Ancient Rome.</li> </ul> <p><b>Underpinning Reasoning Learning Targets:</b></p> <ul style="list-style-type: none"> <li>– The student can explain how engineering, technology, art, and architecture in Ancient Greece influenced later civilizations.</li> <li>– The student can explain how literature and history in Ancient Greece influenced later civilizations.</li> <li>– The student can explain how engineering, technology, art, and architecture in Ancient Rome influenced later civilizations.</li> <li>– The student can explain how law and government in Ancient Rome influenced later civilizations.</li> <li>– The student can explain how Ancient Rome contributed to the spread of Christianity.</li> </ul>	
<p><b>(Prior Grade Standard)</b></p> <p>N/A</p>	<p><b>8.GO.21 (Future Grade Standard)</b></p> <p>The U.S. Constitution protects citizens’ rights by limiting the powers of government.</p>	

### Content Elaborations

The legacy of ancient Greece and Rome is embedded in Western culture. The ideas on governance and law were impacted by the concepts of citizenship and democracy that originated in Ancient Greece and Ancient Rome, as elaborated upon in Content Statement 17.

The legacy of the ancient Greeks includes direct democracy, astrolabe, pulley block, wood screw, ore smelting and casting, literature (e.g., fables, myths, epics, drama, comedy, tragedy), architecture (e.g., rectangular temples with tall columns), philosophy, and the study of history.

The legacy of the ancient Romans includes republic, Twelve Tables, checks and balances, tripartite government, civic duty, roads, basilicas, amphitheaters, aqueducts, arches, concrete, city/urban planning, frescoes, sculptures, and literature.

The spread of Christianity was aided by the network of roads built by the Romans. Although Christians were persecuted for centuries by the Romans; it eventually became the official religion of the empire.

### Instructional Strategies

Provide students with a set of artifacts and visuals that reflect innovations of Ancient Greece and Rome. This could include an astrolabe, pulley block, wood screw, columns, domes, arches, roads, theaters, laws, history books, etc. Have students sort the artifacts and visuals into four buckets (categories): governance and law, engineering and technology, art and architecture, literature and history. For each artifact or visual, students should write a brief explanation of how this item influenced later civilizations.

Have students create a commercial for a product used during Roman or Greek times. The commercial must be accurate to the time period.

Create a representation (e.g., preview box, artifact box, poster, collage) to introduce Greek or Roman civilizations and to show their impact on today's society. Items can be real, plastic or pictures. For Greece, items can include olives, grapes, sailboats, skeletons, a Nike symbol, the U.S. Constitution, columns, Olympic medals, a marathon flyer, comedy and tragedy masks, etc.

Assume the role of museum curator and create a museum exhibit (virtual or physical) illustrating the enduring impact of Ancient Greece and Rome on modern civilizations. The display should include visuals (with written narratives) of modern places and objects that reflect the influence of Greece and Rome on governance and law, engineering and technology, art and architecture, literature and history, and religion. The exhibit should make an argument about the legacy of Greece and Rome and support with it evidence and reasoning.

Career Connection - Students will research careers in engineering and technology, art and architecture, literature and history, or law and government. Students will explain the work in these careers today was influenced by developments in Ancient Greece and Rome.

**Sample Assessments and Performance Tasks**

Which is an example of the enduring impact of Ancient Greece on later civilizations?

Which is an example of the enduring impact of Ancient Rome on later civilizations?

Decide whether each achievement below reflects the influence of Ancient Greece or Ancient Rome. Sort the boxes into the categories on the chart.

Describe two examples of how Ancient Greece influenced later civilizations in the area of literature and history.

Research a key invention or development from Ancient Greece or Ancient Rome. Explain how this innovation has influenced later civilizations and how it has been improved upon since the time of Ancient Greece or Ancient Rome.

What engineering development in the Roman Empire aided the spread of Christianity?

**Instructional Resources**

[Ancient Greece Text Set](#) (Common Lit)- Explore Ancient Greece and discover how the historic Greek city-states formed, governed themselves, and influence us.

[Teaching the Ancient Greeks](#) (History Association UK) - Narrative text, lesson masters, and student handouts

[Battle of Thermopylae](#) (Stanford History Education Group) - In this lesson, students examine four historians' estimates of the number of participants in this battle and consider how the historians used evidence to support their historical claims.

[A Day in the Life of an Ancient Athenian](#) (TEDEd) - Customizable video lesson on a day in the life of Athenian democracy

[Roman Art and Architecture](#) (World History for Us All) - Roman art tells us a story of how societies borrow and build off the ideas of other societies.

[Ancient Rome Text Set](#) (CommonLit) - Learn more about how the republic and empire emerged and about the exciting lives of Romans, from brave gladiators to mighty emperors.

[Augustus](#) (Stanford History Education Group) - In this lesson, students corroborate evidence and arguments from a set of primary and secondary sources as they investigate the question: What kind of leader was Augustus?

[Attila and Pope Leo](#) (Stanford History Education Group) - In this lesson, students develop the skill of sourcing as they consider the question: What happened at the meeting between Pope Leo and Attila the Hun?

[History vs. Augustus](#) (TEDEd) - Customizable video lesson on Rome's first emperor, includes guided questions and discussion prompt.

[Golden Age](#) (PBL Works) - Students are introduced to the concept of a “golden age” in the history of civilizations around the world. Working in teams, students choose a particular civilization and conduct research on their civilization’s golden age, then they communicate their learning to the public through a museum exhibit.

**Unpacked Standards / Clear Learning Targets**

**Learning Target 17a. Describe how Greek democracy and the Roman Republic were radical departures from monarchy and theocracy.**

**Learning Target 17b. Explain how Greek democracy and the Roman Republic influenced the structure and function of modern democratic governments.**

*Government Content Statement 17. Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.*

**Essential Understanding**

- Origins of democracy and republican forms of government in Greece and Rome and long-term influence of these governments

**Extended Understanding**

- Compare modern democracy with Greece and Rome

**Academic Vocabulary**

**Tier 2**

- Describe
- Explain

**Tier 3**

- Democracy
- Republic
- Monarchy
- Theocracy

**Ultimate Learning Target Type: Knowledge**

**Broad Learning Target:**

- The student can describe how Greek democracy and the Roman Republic were radical departures from monarchy and theocracy.
- The student can explain how Greek democracy and the Roman Republic influenced the structure and function of modern democratic governments.

**Underpinning Knowledge Learning Targets:**

- The student can define democracy.
- The student can define republic.
- The student can define monarchy.
- The student can define theocracy.
- The student can describe the structures and functions of democracy in Ancient Greece.
- The student can describe the structures and functions of the Roman Republic government.
- The student can describe the structures and functions of modern democratic governments.

**Underpinning Skills Learning Targets:**

- The student can compare democracies and republics to monarchies and theocracies.
- The student can compare characteristics of government in the United States to Ancient Greece and Rome.

**6.GO.10 (Prior Grade Standard)**

Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.

**8.GO.20 (Future Grade Standard)**

The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.



### Content Elaborations

The Athenian form of democracy invested power with its citizens, not an individual ruler. It was a direct form of democracy since all of the citizens (i.e., males over 18 with Athenian fathers) participated.

The Roman Republic expanded the Greek model of democracy. It was a representative government with elected officials, division of powers and an emphasis on civic duty. The powers of the Roman government were divided among the Senate, the Consuls and the Assemblies. Roman citizenship was granted to males if they had a parent who was a citizen, was a freed slave or made a huge payment. Citizens had rights and were expected to vote, register for the census and perform military service.

Many governments today were influenced by the Greek and Roman models. For example, the United States is a representative democracy with a written constitution that limits the powers of the government by dividing them among three branches.

### Instructional Strategies

Create a simulation activity that illustrates direct democracy. At the beginning of class, provide only one-fifth of the class (only male students), a citizen card. Present a set of choices to the class regarding a possible class activity. Explain that students will vote to decide which activity the class will do. However, only citizens will be able to vote. As a discussion, ask: Was this a democratic way of making a decision? Who was entirely left out of the decision? Why were only certain male students allowed to vote? Explain that citizens had to be 18 year old males who had an Athenian mother and father. Metics were considered “foreigners” living in Athens. They were expected to perform military service, but they could not own property or vote. Those who were enslaved could not participate and had no influence in government.

Compare the governments of Rome and the United States using a compare and contrast chart or a Venn diagram. Have students use a visual representation (e.g., illustrations, collage) to demonstrate an understanding of monarchy, democracy, and dictatorship.

Career Connection - Students research various careers in government and public service, such as elected officials, civil servants, lobbyists, public opinion analysts, law enforcement officers, etc. Students may be able to interview (live or through email) individuals who work in these fields.

**Sample Assessments and Performance Tasks**

Which statement correctly defines democracy?

What statement correctly defines a republic?

Decide whether each of the boxes below represents characteristics of Greek democracy or the Roman Republic.

Describe two characteristics of democracy in Ancient Greece that have influenced modern democracies.

Create a Venn diagram comparing the government in the United States today to the government of Ancient Greece.

Describe two characteristics of government in the Roman Republic that have influenced modern democracies.

Compare the government of the United States today with the government of the Roman Republic by completing the Venn diagram below.

Read the excerpt below from Pericles' Funeral Oration. What characteristics of Athens does Pericles believe make it a great city?

**Instructional Resources**

[Athenian Democracy](#) (Stanford History Education Group) - In this Structured Academic Controversy (SAC), students debate whether or not ancient Athens was truly democratic.

[How Democratic Was Athens?](#) (Constitutional Rights Foundation) - article with writing and discussion questions and application activity

[Citizenship and Government in Athens](#) (Achieve the Core) - secondary source reading with text dependent questions

[Historical Explorations: Ancient Greece](#) (Nearpod) - In this world history lesson, students learn about the forms of democracy in Ancient Greece, and compare them to the forms of government in modern western society. Students enter a virtual field trip to examine Ancient Greek culture.

[What Did Democracy Really Mean in Athens?](#) (TEDEd) - customizable video lesson the ins and outs of Athenian democracy

[Was democracy in Ancient Athens a good form of government?](#) (Read.Inquire.Write) - In this investigation, students will learn about the ways democracy functioned in ancient Athens as they consider the central question: Was democracy in Ancient Athens a good form of government?

[Roman Republic](#) (Stanford History Education Group) - In this lesson, students investigate the question: How democratic was the Roman Republic?

**Unpacked Standards / Clear Learning Targets**

**Learning Target 13. Describe how geographic factors can promote or impede the movement of people, products and ideas.**

*Geography Content Statement 13. Geographic factors promote or impede the movement of people, products and ideas.*

**Essential Understanding**

- How geography impacts the movement of people, products, and ideas

**Extended Understanding**

- How historical events are shaped by geography

**Academic Vocabulary**

**Tier 2**

- Describe
- Promote
- Impede
- Proximity

**Tier 3**

- Geographic Factors
- Climate
- Natural Resources

**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**

- The student can describe how geographic factors can promote or impede the movement of people, products and ideas.

**Underpinning Knowledge Learning Targets:**

- The student can cite geographic factors that promote or impede the movement of people, products, and ideas.
- The student can describe ways in which people, products, and ideas move from place to place.

**Underpinning Skills Learning Targets:**

- The student can trace the movement of people, products, and ideas on a map.
- The student can use geographic features on a map to determine how the movement of people, products, and ideas would be impacted.

**Underpinning Reasoning Learning Targets:**

- The student can analyze how climate, bodies of water, mountains, and deserts promote or impede the movement of people, products, and ideas.
- The student can analyze how proximity to natural resources promotes or impedes the movement of people, products, and ideas.

**6.GE.7 (Prior Grade Standard)**

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

**8.GE.15 (Future Grade Standard)**

The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.

### Content Elaborations

Geographic factors can contribute to or impede the movement of people, products and ideas. This includes the ability to engage in trade and war, to explore and colonize new lands, to find new places for settlement, and to spread religion and frameworks for governing.

Geographic factors include:

- climate;
- bodies of water;
- mountains;
- deserts; and
- proximity to natural resources.

### Instructional Strategies

This standard should be incorporated throughout the year in conjunction with other units.

Have students view maps and photographs showing the geography of ancient Greece and discuss how these geographic features influenced development.

Have students create a cause and effect graphic organizer or foldable about the geography of Greece and Rome. Students should detail how the geographic setting influenced the way people lived and worked, and how the geographic features of Greece and Rome influenced the movement of people, products, and ideas. Students can add visuals to their graphic organizer or create a multimedia presentation to show the information.

Use a Venn diagram to compare the geography of Greece and Rome. Based on the information in the Venn diagram, construct a claim about the impact of geography in each civilization and support it with evidence.

**Sample Assessments and Performance Tasks**

Give four examples of geographic factors that can promote or impede the movement of people, products, and ideas.

Explain how climate can promote or impede the movement of people, products, and ideas.

Explain how bodies of water can promote or impede the movement of people, products, and ideas.

Explain how mountains can promote or impede the movement of people, products, and ideas.

Explain how proximity to natural resources can promote or impede the movement of people, products, and ideas.

Look at the map below. Based on the geographic features would it be easy or difficult for people, products, and ideas to move? Explain the reasoning for your answer.

The boxes below show geographic features. Sort the boxes into two categories based on whether the factors would promote or impede the movement of people, products, and ideas.

Which of the choices below reflect ways people, products, and ideas have moved throughout history?

**Instructional Resources**

[The Rise of Greek City-States: Sparta vs. Athens](#) - This article highlights the role of two geographic features, access to water and mountainous terrain, in the development of ancient Greece.

[The Geography of Ancient Rome](#) (Share My Lesson) - Students will start by reviewing the geography of Greece, then view a slideshow of the Italian peninsula and infer pros and cons of living there. By the end of the lesson, students should be able to name some specific positive and negative effects that Italy's geography had on ancient Roman civilization, and should especially make connections to Rome's military power and expansion

**Unpacked Standards / Clear Learning Targets**

**Learning Target 14. Explain how trade routes connecting Africa, Europe and Asia fostered the spread of ideas, technology and major world religions.**

*Geography Content Statement 14. Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the Eastern Hemisphere.*

**Essential Understanding**

- Spread of technology and religion through trade

**Extended Understanding**

- Evidence of spread of religion and technology in the world today

**Academic Vocabulary**

**Tier 2**

- Explain
- Fostered

**Tier 3**

- Trade Routes
- Technology
- Silk Road
- Islam
- Christianity
- Buddhism

**Ultimate Learning Target**  
**Type: Knowledge**

**Broad Learning Target:**

- The student can explain how trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.

**Underpinning Knowledge Learning Targets:**

- The student can list products that were traded along the Silk Road.
- The student can describe the patterns of trade along the Silk Road.
- The student can describe how Islam expanded along the Silk Road.
- The student can describe how Christianity spread along roads in the Roman Empire and the Silk Road.
- The student can describe how Buddhism spread along trade routes in Asia.

**Underpinning Skills Learning Targets:**

- The student can use a map to trace the movement of products and religion along the Silk Road.

**Underpinning Reasoning Learning Targets:**

- The student can draw conclusions about the relationship between trade and the spread of religion.

**6.GE.8 (Prior Grade Standard)**

Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).

**8.HI.2 (Future Grade Standard)**

North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.

### Content Elaborations

Trade routes connecting Africa, Asia and Europe not only provided an exchange of technology, but also helped spread religious ideas.

Islam expanded as Muslim traders traveled along the Silk Road to Asia and along trade routes connected to African kingdoms.

Christianity spread into Europe from the Middle East along the trade routes established by the Roman Empire, mainly through the network of roads built by the Romans. It also spread to China through the Silk Road, the major trade route connecting Europe and Asia.

Traders from India spread Hinduism to southeast Asia (Indonesia).

Judaism spread mostly because its followers were dispersed to areas controlled by the Roman Empire (Middle East, Europe, and North Africa).

Buddhism spread throughout the eastern half of Asia through trade routes that evolved over time, including the Silk Road.

Technology includes glass and paper making, the invention of the magnetic compass, and gunpowder.

Goods include silk, gold, precious metals and stones, ivory, ornamental weapons, utensils, and textiles.

### Instructional Strategies

Have students analyze maps that show trade routes in the ancient and Medieval world.

In [hexagon learning](#), students organize informational hexagons into categories of their choice, with hexagons being placed next to each other to highlight links between the factors described. Create a set of hexagons with cultural practices, products, and civilizations that were part of the trade routes. Have students work in groups to organize the hexagons into categories and make connections on a poster board. Students can draw lines, arrows, and make annotations to explain the categories and connections.

Create a cause and effect graphic organizer to analyze causes and effects of the spread of Christianity. The causes should include both underlying and immediate causes, and the effects should show both immediate and long-term effects.

**Sample Assessments and Performance Tasks**

The products in the boxes below were traded along the Silk Road. Move the boxes to the map to show the correct direction of travel.

List two goods that caravans from the East traded along the Silk Road.

List two goods that caravans from the West traded along the Silk Road.

What is one cultural effect of trade along the Silk Road?

How did trade networks and roads contribute to the spread of Islam?

What factors contributed to the spread of Christianity throughout the Eastern Hemisphere?

On the map below, label the lines that represent the spread of Buddhism. What is one factor that helped Buddhism spread?

The map below shows the spread of Buddhism, Christianity, and Islam. Label each set of arrows with the name of the religion that is represented.

**Instructional Resources**

[Belief Systems Along the Silk Road](#) (Asia Society)- This website examines how religions and philosophies spread throughout the Silk Road over the centuries.

[Which sources are most reliable for learning about the Silk Road?](#) (Read.Inquire.Write) - How do we know what we know about the Silk Road? Which historical sources about the Silk Road should we trust? In this investigation, students consider the reliability of sources by considering their authors, the intended audiences, and the circumstances under which they were created.

[Did the Chinese and Romans Know Each Other?](#) (C3 Teachers) - In this inquiry, students examine the extent to which the Chinese and Romans had knowledge of and interacted with one another.

[Silk Road Simulation](#) (World History OER Project) - In this simulation, students will learn how the Silk Roads connected Afro-Eurasian societies through the exchange of goods.



**Unpacked Standards / Clear Learning Targets**

**Learning Target 15. Identify examples of improvements in transportation, communication, and technology and explain how they have facilitated cultural diffusion among peoples around the world.**

*Geography Content Statement 15. Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.*

**Essential Understanding**

- How improvements in technology have led to cultural diffusion

**Extended Understanding**

- Evaluating the positive and negative impact of cultural diffusion

**Academic Vocabulary**

**Tier 2**

- Improvements
- Facilitated

**Tier 3**

- Transportation
- Communication
- Technology
- Cultural Diffusion

**Ultimate Learning Target  
Type: Knowledge**

**Broad Learning Target:**

- The student can identify examples of improvements in transportation, communication, and technology and explain how they have facilitated cultural diffusion among peoples around the world.

**Underpinning Knowledge Learning Targets:**

- The student can define cultural diffusion.
- The student can describe reasons why cultural diffusion has increased over time.
- The student can give examples of improvements in transportation technology.
- The student can give examples of improvements in communication technology.
- The student can describe the effects of improvements in transportation technology.
- The student can describe the effects of improvements in communication technology.

**Underpinning Skills Learning Targets:**

- The student can use a map to trace the spread of technology and cultural diffusion.

**6.GE.7 (Prior Grade Standard)**

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

**(Future Grade Standard)**

N/A

### Content Elaborations

Cultural diffusion is the spread of the traits, ideas, and products of a culture. Diffusion has increased over time with improvements in transportation, communication, and technology.

Examples of cultural diffusion include:

- the roads built by the Romans allowed for the spread of Christianity;
- the invention of the astrolabe and magnetic compass plus improvements in shipbuilding allowed for the exploration of new lands;
- the inventions of paper and the printing press both led to mass production of maps, pamphlets and books; and
- the printing of the Bible hastened the Protestant Reformation.

### Instructional Strategies

Help students understand cultural diffusion using an analogy between the Internet and a historical event (e.g., the Silk Road, Crusades, Columbian Exchange) as a way of spreading ideas. Students can compare how the Internet and the historical event had similar, yet different effects. Students can compare how long it took to spread new ideas during the era of the historical event vs. today's sharing of ideas using the Internet.

Career Connection: Students research, write about, and discuss how technology has changed the way people work throughout history. What new career opportunities have developed from technological advancements in recent years?

### Sample Assessments and Performance Tasks

Which statement below best describes cultural diffusion?

Give two examples of improvements in transportation and communication technology. Explain how each improvement facilitated cultural diffusion.

Select the factors from the list below that have increased cultural diffusion throughout history.

How did the invention of the printing press contribute to cultural diffusion?

What transportation improvement helped the spread of Christianity in the Roman Empire?

### Instructional Resources

[Should We Call It the "Silk Road"?](#) (C3 Teachers) - This inquiry leads students through an investigation of the complex trade networks throughout Eurasia, collectively known as the "Silk Road."

**Unit 3. Feudalism and Medieval Empires**
**Unpacked Standards / Clear Learning Targets**

**Learning Target 3. Describe how internal and external factors helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems.**

*History Content Statement 3. The Roman Empire collapsed due to various internal and external factors (political, social and economic) which led to the development of feudalism and the manorial system in the region. The fall of Rome and later invasions also allowed for the creation of new empires in the region.*

**Essential Understanding**

- The causes of the fall of the Roman Empire and the origins of feudalism

**Extended Understanding**

- Evaluate the impact of the fall of the Roman Empire and transition to feudalism.

**Academic Vocabulary**

**Tier 2**

- Describe

**Tier 3**

- Germanic
- Feudal System
- Manorial
- Vassals

**Ultimate Learning Target  
Type: Reasoning**

**Broad Learning Target:**

- The student can describe how internal and external factors helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems.

**Underpinning Knowledge Learning Targets:**

- The student can describe the internal factors that led to the collapse of the Roman Empire.
- The student can describe the external factors that led to the collapse of the Roman Empire.

**Underpinning Reasoning Learning Targets:**

- The student can analyze the relationship between the collapse of the Roman Empire and the development of feudalism.

**(Prior Grade Standard)**

N/A

**(Future Grade Standard)**

N/A

### Content Elaborations

Rome weakened for many reasons, including but not limited to, the split between Western and Eastern Roman Empires, government corruption, civil war, lack of conquest, weakening military, shifting power from West to East, moral decline, and inflation. The decline of the Roman Empire in the West was hastened by Germanic invasions.

The lack of central government in the West led to the development of feudal and manorial systems. Feudalism was the system by which medieval Europeans organized their power and governments. Vassals received land and protection from a lord when they worked and fought for him. It might be understood as a pyramid with the monarch presiding over a hierarchy of less important vassals.

The manorial system was related to feudalism. It was an economic relationship between the peasants and lords. The peasants worked on land owned by the lord in return for fixed dues in kind, money and services. The manorial system prevailed in many European countries. While the Western Empire fell, the Eastern Roman Empire became known as the Byzantine Empire and lasted until the mid-15th Century.

### Instructional Strategies

Use graphic organizers such as multi-tier timelines and flowcharts to help students sequence the order of events connecting the Germanic (Barbarian) invasions with the shift of the Roman capital to Byzantium. Students can describe how this set the stage for feudalism and the manorial system. (In the void that was created, new systems of government and economics emerged.)

Create vocabulary word maps/concept organizers to have students unpack the concept of feudalism. In the [Concept of Definition Map](#), students consider words in light of three properties or attributes: category (what is it?) properties/characteristics (what is it like?) and illustrations (what are some examples?).

Use the following contract between a vassal and a lord to teach the concept of how government authority is based on the consent of the people:

- **Vassal:** I \_\_\_\_\_, Since it is known familiarly to all how little I have whence to feed and clothe myself, I have therefore petitioned your Piety, and your good will has permitted me to hand myself over or commend myself to your guardianship, which I have thereupon done; that is to say, in this way, that you should aid and succor me as well with food as with clothing, according as I shall be able to serve you and deserve it. And as long as I shall live I ought to provide service and honor to you, suitably to my free condition; and I . . . must remain during the days of my life under your power or defense.
- **Lord:** It is right that those who offer to us unbroken fidelity should be protected by our aid. And since \_\_\_\_\_, a faithful one of ours, by the favor of God, coming here in our palace with his arms, has seen fit to swear trust and fidelity to us in our hand, therefore we herewith decree and command that for the future \_\_\_\_\_, above mentioned, be reckoned among the number of the antrustions (followers).

Note that this contract has something for both parties. Use this example to teach how feudalism was a type of government, and in this case, a cooperating contact between two groups.

Create a feudal manor re-creation role play. Using a variety of social classes, assign students to be members of a particular social class. Provide students with a problem to solve within feudal manor life.

**Sample Assessments and Performance Tasks**

Which statement explains the relationship between the Germanic invasions and the development of feudalism?

Explain four reasons for the fall of the Roman Empire.

Create a graphic organizer to illustrate the power structure in feudalism.

Explain the economics of the manorial system. How was it related to feudalism?

Create a multi-tier timeline connecting the Germanic invasions, movement of the Roman capital to Byzantium, Mongol invasions, and Ottoman Turk invasion of Byzantine Empire.

**Instructional Resources**

[Did the Roman Empire Fall?](#) (C3 Teachers) - This inquiry leads students through an investigation of the fall of the Roman Empire. More specifically students examine whether the events that occurred in 476 CE constituted the fall of the Roman Empire or a transformation of the empire.

[European Middle Ages: Feudalism and Serfdom](#) (Khan Academy) - video lesson on the Middle Ages and feudalism

[The Dark Ages](#) (Stanford History Education Group) - In this multi-day lesson, students question the validity of using “Dark Ages” to describe Europe from the fall of the Roman Empire to the Renaissance

[Understanding Feudalism](#) (Thinking History) - This lesson takes that feudal diagram off the page and recreates it in the classroom using his students as king, barons, knights and villeins.

[Black Death: Can Disease Change the World](#) (C3 Teachers) - This inquiry is framed by the compelling question “Can disease change the world?” Among the many catastrophic global pandemics in history, perhaps none achieved the notoriety of the Black Death.

[The Rise and Fall of the Byzantine Empire](#) (TEDEd) - customizable video lesson on the Byzantine Empire, includes guided questions and discussion prompt

## Unpacked Standards / Clear Learning Targets

**Learning Target 4a. Explain how the Mongol conquests led to unified states in China and Korea.**

**Learning Target 4b. Explain how the Mongol failure to conquer Japan allowed a feudal system to persist.**

*History Content Statement 4. The Mongols conquered much of Asia which led to unified states in China and Korea. Mongol failure to conquer Japan allowed a feudal system to persist.*

**Essential Understanding**

- Impact of unification of China and Korea under Mongol rule vs. persistence of feudalism in Japan

**Extended Understanding**

- Long term impact of persistence of feudalism in Japan

**Academic Vocabulary**

**Tier 2**

- Explain
- Influence

**Tier 3**

- Mongol
- Feudal System
- Insular and Isolated

**Ultimate Learning Target**  
**Type: Knowledge**

**Broad Learning Target:**

- The student can explain how the Mongol conquests led to unified states in China and Korea.
- The student can explain how the Mongol failure to conquer Japan allowed a feudal system to persist.

**Underpinning Knowledge Learning Targets:**

- The student can summarize the Mongol conquering of China and Korea in the 13<sup>th</sup> and 14<sup>th</sup> centuries.
- The student can describe the effects of Mongol influence in China and Korea.
- The student can trace the trade of porcelain and silk in Asia.
- The student can discuss the failure of the Mongols to conquer Japan.
- The student can cite the characteristics of the feudal system in Japan.
- The student can explain how Mongol unification strengthened trade in China.
- The student can explain the relationship between the Mongols failure to conquer Japan and the persistence of the feudal system in Japan.

**Underpinning Reasoning Learning Targets:**

- The student can analyze the long term impact of feudalism in Japan.
- The student can analyze the reasons why feudalism led to a more insular and isolated Japan.

**6.GE.7 (Prior Grade Standard)**

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

**(Future Grade Standard)**

N/A

### Content Elaborations

The Mongols conquered and united most of present day China and Korea for approximately 80 years during the 13th and 14th centuries. The Yuan Dynasty strengthened trade in China by exporting porcelain and silk.

Growing opposition to the rule of the foreigners led to the overthrow of the Mongols. Korea and China reverted back to dynasties in their respective countries.

The Mongols attempted to conquer Japan but were unsuccessful. Japan's system of feudalism persisted and, over time, led to an isolated society that continued to the 19th century.

### Instructional Strategies

Use the [animated .gif file from Wikimedia here](#) to show the rapid spread of the Mongol Empire. This map shows the Mongol Empire superimposed over a modern-day map of the Eastern hemisphere. Have students use [Asia](#) and [Europe](#) maps from a world atlas to identify the present-day countries that were part of the Mongol Empire.

As a class, view the TEDed video "[The rise and fall of the Mongol Empire.](#)" Review the key ideas using the "Think" questions. Then, ask students how the Mongol Empire is similar to or different from the Roman Empire.

Use the primary source, "[An Imperial Edict Restraining Officials from Evil](#)" to analyze how Hongwu worked to unite China after the overthrow of the Mongols. Discuss: How do rulers communicate with their subjects and officials to maintain order and control of their empire? [See discussion guide and sample response.](#)

Introduce feudalism in Japan through a discussion of the concept of loyalty. Ask students to define loyalty and give examples from their life. Describe a situation in which it is important for someone to be loyal.

Use a Venn diagram to compare characteristics of feudalism in Europe and Japan. Based on the information in the Venn diagram, construct a claim about feudalism in these two regions and support it with evidence.

Create a character sketch of a samurai warrior. On a simple drawing or stick figure, have students identify the thoughts (head), beliefs/values (heart), actions (hands/feet) of the samurai. As a class, discuss how these character traits led to the samurai becoming powerful. What is the long-term impact of samurai culture?

Have students research the Japanese leader Toyotomi Hideyoshi. Create a chart to summarize his major accomplishments. Based on this information, write a speech, poem, or eulogy celebrating his most significant achievements.

**Sample Assessments and Performance Tasks**

How did the Mongols' rule strengthen trade in China?

Which statement explains how Mongol influence unified states in China and Korea?

On a map, trace the route of the Silk Road and label the products that were traded among civilizations.

Create a Venn diagram comparing China and Japan in the 13th and 14th centuries. What accounts for the differences in these civilizations?

Which choice below is an accurate description of feudalism in Japan?

Feudalism persisted in Japan throughout the Middle Ages and Early Modern Era. Why did feudalism persist in Japan and not in other parts of Asia? What was a long term effect of feudalism in Asia?

**Instructional Resources**

[The Silk Routes of the Mongols](#) (UNESCO) - The articles summarizes the Mongol influence as a result of trade along the Silk Road.

[Mongol Empire Builders: Fiends from Hell or Culture Brokers? 1200 - 1400 CE](#) (World History for Us All) - In this lesson students examine the Mongols' rise to power and its consequences.

[The Mongols: How Barbaric Were the “Barbarians”?](#) - Document-Based Questions on the Mongols from the DBQ Project

[The Rise and Fall of the Mongols](#) (TEDEd) - Customizable video lesson on the rise and fall of the Mongols; includes guided questions and discussion prompts

[Genghis Khan and the Mongol Empire](#) (Khan Academy) - video lesson on Mongol Empire in the 13th century

[Medieval Japan](#) (Khan Academy) - video lesson on Shoguns, samurai and the Japanese Middle Ages



**Unpacked Standards / Clear Learning Targets**

**Learning Target 5. Describe achievements by the Islamic civilization and how these achievements were introduced into Western Europe.**

*History Content Statement 5. Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.*

**Essential Understanding**

- How achievements of Islamic civilization spread to Europe

**Extended Understanding**

- Long term impact of Islamic achievements on the world

**Academic Vocabulary**

**Tier 2**

- Describe
- Achievements

**Tier 3**

- Islamic Civilization
- Astronomy
- Chemistry
- Italian Renaissance
- Conquest
- Crusades

**Ultimate Learning Target**  
**Type: Knowledge**

**Broad Learning Target:**

- The student can describe achievements by the Islamic civilization and how these achievements were introduced into Western Europe.

**Underpinning Knowledge Learning Targets:**

- The student can cite Islamic contributions in medicine.
- The student can cite Islamic advances in astronomy.
- The student can cite Islamic achievements in chemistry and math.
- The student can cite Islamic developments in maps and exploration.
- The student can explain how Islamic achievements spread to Europe through trade, conquests, and the Crusades.

**Underpinning Reasoning Learning Targets:**

- The student can analyze the impact of the golden age of Islam on the Italian Renaissance.

**6.GE.8 (Prior Grade Standard)**

Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (...Islam...)

**9.HI.5 (Future Grade Standard)**

The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.

### Content Elaborations

In grade six, students learned general knowledge about world religions, including Islam, as they relate to the overall culture of a region. This year, the study focuses on the impact of Islamic civilization as it spread throughout most of the Mediterranean in the period following the fall of Rome and its later impact on the European Renaissance.

Muslims made contributions in medicine, science, math, art and architecture. Navigational advancements, including the quadrant, served as tools for European explorers.

Islamic achievements spread when Muslim rulers conquered most of the Middle East and parts of southern Europe, and from the trade that grew as a result of the Crusades. Islamic scholars preserved Classical texts and artifacts that influenced the Italian Renaissance.

### Instructional Strategies

Have students complete a K-W-L 3-column chart (Know, Want to Know, Learned) about Islam and its impact in world history. Complete the K and W columns at the beginning of the unit/lesson and the L column at the conclusion of the lesson.

Begin a discussion about the importance of studying Islamic contributions to world history with the following prompt:

- In a community in Ohio, a group of community members started a petition to “ban the teaching of Islam” in school. They mistakenly believed that the state standards were *promoting* a specific religious faith, instead of teaching about the cultural practices and influences of all religions. Do you think we could fully teach world history without teaching about Islam? What gaps in our understanding of world history would result from this? What contributions have Islamic civilizations made to world history? Why do you think some people want to leave this information out?

Use a historical map showing the expansion of Islam from the 7-12th centuries. Consult atlases of the [Middle East](#), [Africa](#), and [Europe](#) to identify the present-day countries that were part of Islamic civilizations. Discuss: How did this religion spread so quickly and grow so powerful?

Create a graphic organizer to summarize Muslim contributions in medicine, science, math, art, and architecture. Students can add images to support each category. Conduct a class discussion and vote on the most significant contributions. Use the information to write a claim and support it with evidence.

Ask students to think about why countries go to war. The Crusades were fought over religion and resources. Is this a just war? Are there other reasons to fight wars that are just? Compare the Crusades to contemporary conflicts.

**Sample Assessments and Performance Tasks**

Decide which of the achievements below were contributions made by Islamic civilization in the Middle Ages. Move the boxes to the graphic organizer.

Describe four contributions of Islamic civilization in the areas of medicine, science, math, and exploration.

Create a timeline showing achievements of Islamic civilization leading up the Italian Renaissance.

How was Islamic learning and culture evident in the Italian Renaissance?

Cite two ways in which Islamic achievements spread to Western Europe.

On a map, trace the growth of Islamic civilization. How did this growth influence Western Europe?

**Instructional Resources**

[Afroeurasia and the Rise of Islam 600 - 1000 CE](#) (World History for Us All) - This unit traces the rise of Islam, its spread, and the development of Muslim civilization. It also addresses its impact on Afroeurasia as a whole.

[Expansion of the Early Islamic Empire](#) (Stanford History Education Group) - In this lesson, students examine a series of documents and consider the question: How did the early Islamic empire expand?

[Ibn Battuta](#) (Stanford History Education Group) - In this lesson students read from the Rihla, a book of Ibn Battuta's travels, and a present-day historian's account to answer the question: What was the Muslim world like in the 1320s?

[Contributions of the Islamic Civilization](#) (Center for Middle Eastern Studies) - In this lesson, students explore scientific contributions of Islamic Civilization.

[First Crusade](#) (Stanford History Education Group) - In this lesson, students compare Christian and Muslim perspectives of the First Crusade by analyzing different accounts of the siege of Jerusalem.

[Islamic Spain: Was the Caliphate of Córdoba a Success?](#) (C3 Teachers) - This inquiry provides students with an introduction to a historical example of religious tolerance and cooperation as it evolved in Islamic Spain, also known as Al-Andalus.

[The Spread of Islam](#) (Khan Academy) - Video lesson with readings and practice questions on the spread of Islam.

**Unpacked Standards / Clear Learning Targets**

**Learning Target 21a. Explain how the growth of cities and empires fostered the growth of markets.**

**Learning Target 21b. Describe how market exchanges encouraged specialization and the transition from barter to monetary economies.**

*Economics Content Statement 21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.*

**Essential Understanding**

- Relationship among growth of cities and empires and growth of markets, specialization and monetary economies

**Extended Understanding**

- Analysis of trade issues in the modern global economy

**Academic Vocabulary**

- Markets
- Demand
- Specialization
- Barter
- Monetary Economy

**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**

- The student can explain how the growth of cities and empires fostered the growth of markets.
- The student can describe how market exchanges encouraged specialization and the transition from barter to monetary economies.

**Underpinning Knowledge Learning Targets:**

- The student can define market.
- The student can explain market exchanges.
- The student can define specialization.
- The student can define barter economy.
- The student can define monetary economy.

**Underpinning Reasoning Learning Targets:**

- The student can analyze the relationship between growth of cities and growth of markets.
- The student can analyze the relationship between market exchanges and specialization.
- The student can compare barter and monetary economies.
- The student can analyze the relationship between market exchanges and the transition to monetary economies.

**6.EC.15 (Prior Grade Standard)**

The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used.

**8.EC.14 (Future Grade Standard)**

When regions and/or countries specialize, global trade occurs.

### Content Elaborations

Markets grew with the development of cities and empires. The increased demand of goods and services by larger populations led to the growth of markets.

Consequently, the growth of markets encouraged specialization and advanced a more efficient system for the exchange of goods and services. The barter system limited market exchanges, so money-based systems were created.

### Instructional Strategies

Conduct an experiential learning bartering activity. Assign one empire to each group of students and role play trade of items.

Create a role play of market trading. Use representative items for money, technology and religion. Organize students into villages with differing resources and in different geographic locations. Have students engage in trade (one trader per village at a time) with the goal of fulfilling the basics of food, clothing and shelter, then trade for luxuries.

Connect with Content Statement 8 (growth of empires along trade routes), Content Statement 9 (Trans-Saharan trade and the city of Timbuktu), Content Statement 10 (European economic growth) and Content Statement 14 (growth of trade routes).

### Sample Assessments and Performance Tasks

Which statement explains why the growth of cities led to the growth of markets?

How did the growth markets encourage specialization?

What statement reflects the definition of a monetary economy?

Create a Venn diagram comparing the barter system and monetary economy system.

### Instructional Resources

[Should We Call It the “Silk Road”?](#) (C3 Teachers) - This inquiry leads students through an investigation of the complex trade networks throughout Eurasia, collectively known as the “Silk Road.”

[Muslim Monopogy along the Silk Roads](#) (UNESCO) - This article summarizes Muslim trade along the Silk Roads

**Unpacked Standards / Clear Learning Targets**

<p><b>Learning Target 18. Explain how the decline of feudalism in Western Europe and consolidation of power resulted in the emergence of nation states.</b></p> <p><i>Government Content Statement 18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.</i></p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- How the decline of feudalism led to the formation of nation states</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- How the concept of the nation state has influenced the modern world</li> </ul>	<p><b><u>Academic Vocabulary</u></b></p> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>- Decline</li> <li>- Consolidation</li> <li>- Emergence</li> </ul> <p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>- Feudalism</li> <li>- Consolidation</li> <li>- Nation States</li> <li>- Magna Carta</li> <li>- Democratic Principles</li> </ul>
<p><b>Ultimate Learning Target</b> <b>Type: Knowledge</b></p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain how the decline of feudalism in Western Europe and consolidation of power resulted in the emergence of nation states.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can define feudalism.</li> <li>- The student can define nation state.</li> <li>- The student can explain the causes of the decline of feudalism.</li> <li>- The student can explain how kings consolidated power.</li> <li>- The student can describe the circumstances that led to the signing of the Magna Carta.</li> <li>- The student can explain how the consolidation of power led to the emergence of nation states.</li> <li>- The student can explain democratic principles of the American Revolution.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can analyze the relationship between the Magna Carta and democratic principles of the American Revolution.</li> </ul>	
<p><b>(Prior Grade Standard)</b> N/A</p>	<p><b>8.HI.5 (Future Grade Standard)</b> The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.</p>	

### Content Elaborations

There were many causes of the decline of feudalism in Western Europe, including the impact of trade that developed as a result of the Crusades, the transition from a land-based economy to a money-based economy, the growth of towns and the increase in centralized governments.

Kings began to consolidate power, lessening the power of nobles. This led to the rise of nation states (i.e. sovereign territorial units characterized with defined borders, common languages, culture and values).

As monarchs of the other European nation states consolidated power, the lesser nobles of England limited the authority of their king by forcing him to sign the Magna Carta. Consequently, the power of English monarchs was not as absolute as their European counterparts.

The Magna Carta led to the development of democratic principles that would eventually influence the Declaration of Independence and American Revolution.

### Instructional Strategies

Use vocabulary word maps/concept organizers to have students unpack the concept of a nation state. In the [Concept of Definition Map](#), students consider words in light of three properties or attributes: category (what is it?) properties/characteristics (what is it like?) and illustrations (what are some examples?).

Create a cause and effect graphic organizer to analyze causes and effects of the rise of nation states. The causes should include both underlying and immediate causes, and the effects should show both immediate and long-term effects.

Have students form groups and assign them to investigate a particular European monarch who consolidated power into a nation state at the end of the Feudal period. Students should research: how the monarch gained and consolidated power, the characteristics of the country (e.g., language, culture, religion), and the succession of power after the death of the monarch. Students can share their research through an Infographic with text and visuals (maps, emblems, paintings).

Begin a study of the Magna Carta by asking: What are some of the rights or freedoms that you have as an American citizen? Where did the ideas of citizens' liberties come from? Use a close reading strategy to examine [excerpts from the Magna Carta](#). Compare the ideas in the Magna Carta with the rights and liberties of American citizens.

**Sample Assessments and Performance Tasks**

Explain one cause and one effect of the decline of feudalism in Western Europe.

Which choice below reflects a reason for the decline of feudalism?

Decide whether each factor in the boxes below reflects a cause or effect of the decline of feudalism in Western Europe. Move the boxes to the correct column on the graphic organizer.

How is the emergence of the nation state related to the decline of feudalism?

What circumstances led to the signing of the Magna Carta?

Read the excerpt from the Magna Carta. What democratic principles are contained in this document? How did the Magna Carta influence the American Revolution?

**Instructional Resources**

[The Hundred Years' War](#) (PBS Learning Media) - Students will read a short description of the Hundred Years War, analyze several primary documents, and write an essay addressing the prompt.

[Hundred Years War: Treaty of Troyes, 1420 and Conditions in France in 1422](#) (Medieval Sourcebook) - The Treaty of Troyes was an agreement that King Henry V of England and his heirs would inherit the French crown upon the death of King Charles VI of France. It was signed on 21 May 1420 in the aftermath of Henry's successful military campaign in France. It forms a part of the backdrop of the latter phase of the Hundred Years' War finally won by the French at the Battle of Castillon in 1453, and in which various English kings tried to establish their claims to the French throne.

[Magna Carta: Cornerstone of the U.S. Constitution](#) - This EDSITEment! lesson provides an overview, lessons and resources on the impact of the Magna Carta on the U.S. government.

[Magna Carta Teacher's Resources](#) (UK National Archives) - This website includes download presentations and teacher's notes for classroom use.



**Unit 4. Renaissance and Reformation**
**Unpacked Standards / Clear Learning Targets**

**Learning Target 6. Analyze how revolutionary ideas introduced during the Renaissance in Europe led to cultural, scientific and social changes.**

*History Content Statement 6. The decline of feudalism, the rise of nation-states and the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific, and social changes.*

**Essential Understanding**

- Changes in Europe that resulted from new ideas in the Renaissance

**Extended Understanding**

- Connections among the Renaissance, Reformation, Scientific Revolution, and Enlightenment

**Academic Vocabulary**

**Tier 2**

- Analyze

**Tier 3**

- Revolutionary
- Renaissance
- Greco-Roman
- Transformed
- Social Change

**Ultimate Learning Target  
Type: Reasoning**

**Broad Learning Target:**

- The student can analyze how revolutionary ideas introduced during the Renaissance in Europe led to cultural, scientific and social changes.

**Underpinning Knowledge Learning Targets:**

- The student can define Renaissance.
- The student can cite revolutionary ideas in the Renaissance.
- The student can describe characteristics of Greco-Roman civilization.
- The student can explain cultural, scientific, and social changes during the Renaissance.
- The student can describe the new scientific theories about the earth and its place in the universe.

**Underpinning Skills Learning Targets:**

- The student can place eras and events on a timeline from Ancient Greece and Rome to the Renaissance.

**Underpinning Reasoning Learning Targets:**

- The student can analyze ways the Renaissance reflected a rebirth of Greco-Roman ideas.
- The student can analyze ways the social changes that took place during the Renaissance transformed Europe.

**(Prior Grade Standard)**

N/A

**9.HI.6-7 (Future Grade Standard)**

Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.

### Content Elaborations

The decline in feudalism occurred for many reasons including the rise of the middle class and the Bubonic Plague. With a change from the more decentralized governments of feudalism to a more powerful central government, nations arose. These nations had defined borders, a common culture, and a central government.

Europe in the 14th through 17th centuries experienced a period in which a rebirth of Greco-Roman ideas impacted culture, science and society. The Renaissance began in Italy and spread to other European countries. The social changes that took place during the Renaissance transformed every aspect of European society. The rebirth that took place was most evident in the arts, literature and education. Painters and sculptors depicted naturalistic scenes and realistic details of individuals. Some experimented in the use of perspective. Many writers focused on ideas for reforming society. It also was a period in which conventional scientific theories were challenged. The revolutionary ideas relating to the study of Earth and its place in the universe placed those who espoused them in conflict with the Roman Catholic Church. These ideas were made more accessible by the advent of the printing press and increased literacy.

### Instructional Strategies

Create a cause and effect graphic organizer to analyze causes and effects of the Renaissance. The organizer should include both underlying and immediate causes, and immediate and long-term effects. Use the information in the organizer and additional resources to create a multimedia timeline or presentation.

Choose a few works of Renaissance art to facilitate an interactive slide lecture/discussion. While displaying the art, ask a series of spiral questions from basic (what do you see?) to complex (what does this tell us about the historical period?). To facilitate a detailed view of the artwork, use a cropping tool to divide the image into quadrants and have students view each quadrant separately.

Have students analyze a series of Renaissance artworks using a “gallery walk” format. Around the room, create stations with examples of Renaissance art. Working in pairs, students can rotate to the stations and complete the [Analyze Artwork graphic organizer](#) from the National Archives. After students have visited several stations, conduct a whole discussion about common themes in Renaissance art.

Have students write a letter to a relative or diary entry from the perspective of someone living in an Italian city-state during the Renaissance. Writings should describe the changes they see in arts, literature, and education.

Have students research the life and work of Leonardo da Vinci. Based on this research, write a claim and support it with evidence on the following question: How did da Vinci demonstrate the idea of a Renaissance Man? Write a gravestone epitaph or eulogy for da Vinci.

Create a slide presentation or Google Map multimedia tour of museums that relate to the Renaissance (e.g., Palace of Versailles, Louvre, British Museum of Art).

### Sample Assessments and Performance Tasks

Examine the Renaissance paintings below. How do these works of art show the influence of Greco-Roman ideas during the Renaissance?

Research an influential person from the Renaissance. Write an essay or create a multimedia presentation showing why this individual's achievements were important to the Renaissance and contributed to social change in Europe.

Create a timeline of key developments and important works of art and literature during the Renaissance. For each timeline entry, explain how the development helped transform European society.

Why did the scientific theories of the Renaissance challenge the authority of the Roman Catholic Church?

Decide which of the statements below reflect effects of the Renaissance and move the boxes to the graphic organizer.

### Instructional Resources

[From Middle Ages to Renaissance](#) (Literacy Design Collaborative) - The purpose of this module is for students to understand the key factors that contributed to the shift from one major historical period to another. Students will read a common set of texts to gain an overview of some of these factors and then will choose one factor to research in more depth.

[Renaissance Documents](#) - (Share My Lesson) - Document excerpts and questions on the Renaissance

[Did the Printing Press Preserve the Past or Invent the Future?](#) (C3 Teachers) - This inquiry leads students through an investigation of the impacts of the printing press by examining its utility in society, both as an instrument to preserve cultural products of the past and as an agent of change.

[Recovering the Golden Age](#) (National Gallery of Art) - This unit explores the significance of ancient Roman artifacts for Italian painters of the fifteenth and early sixteenth centuries.

**Unpacked Standards / Clear Learning Targets**

**Learning Target 7. Analyze how the rise of Protestant faiths during the Reformation resulted in the decline of the political power and social influence of the Roman Catholic Church.**

*History Content Statement 7. The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.*

**Essential Understanding**

- Impact of the Reformation on influence of the Roman Catholic Church

**Extended Understanding**

- Long term impact of the Protestant Reformation

**Academic Vocabulary**

**Tier 2**

- Decline

**Tier 3**

- Protestant
- Reformation
- Roman Catholic Church
- Political Power
- Social Influence

**Ultimate Learning Target  
Type: Reasoning**

**Broad Learning Target:**

- The student can analyze how the rise of Protestant faiths during the Reformation resulted in the decline of the political power and social influence of the Roman Catholic Church.

**Underpinning Knowledge Learning Targets:**

- The student can describe the origins of the Protestant Reformation.
- The student can cite complaints against the Roman Catholic Church by Protestant groups.
- The student can explain the Roman Catholic Church's response to reform efforts.
- The student can identify Protestant groups that began in Europe during the Reformation.
- The student can describe ways in which the power of the Roman Catholic Church declined.

**Underpinning Skills Learning Targets:**

- The student can trace the spread of Protestantism on a map of Europe.
- The student can place events on a timeline from the Renaissance, Reformation, and Counter-Reformation.

**Underpinning Reasoning Learning Targets:**

- The student can analyze the relationship between the Renaissance and Reformation.
- The student can analyze the relationship between the Reformation and the decline of the power of the Roman Catholic Church.

**(Prior Grade Standard)**

N/A

**9.HI.6 (Future Grade Standard)**

Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.

### Content Elaborations

The Reformation was an outgrowth of the Renaissance. It was a period in the 16th and 17th centuries that led to the decline in the political power and social influence of the Roman Catholic Church.

The Reformation began in Germany and was an attempt to bring reform to some of the policies and doctrines of the Roman Catholic Church (e.g. use of indulgences, practice of nepotism). Reform efforts were met with resistance from the Roman Catholic Church and led the creation of a new Protestant denomination (Lutheran). Soon, other Protestant denominations developed across Europe over different issues and under different circumstances (e.g., Anglican, Presbyterian, Anabaptists).

### Instructional Strategies

Introduce the Protestant Reformation by asking students: What is an issue at school or in your community that you might protest? What actions might you take to protest? Do you think there would be consequences for your actions? What happens in countries where citizens do not have a right to speak their mind? What kinds of consequences do they face for protesting?

Use close reading to examine excerpts from the 95 Theses. Discuss Luther's major arguments against indulgences.

Have students view this 19th century [painting of Martin Luther fastening his 95 theses on the door of All Saints Church](#), surrounded by members of the upper class. Have students write thought bubbles for the individuals shown in the painting. Recreate the scene as a class and have students act-out a dialogue that might have taken place. This is also a good point to remind students of the difference between primary and secondary sources. This painting was created centuries after the Reformation and does not reflect actual events at the time.

Use a [Framed Plot Chart](#) (Somebody -- Wanted -- But -- So) to summarize Luther's goals and the Catholic Church's response to his actions.

Create a cause and effect graphic organizer to analyze causes and effects of the Protestant Reformation. The organizer should include both underlying and immediate causes, and immediate and long-term effects. Use the information in the organizer and additional resources to create a multimedia timeline or presentation.

Use a Venn diagram to compare characteristics of the Renaissance and the Reformation. Based on the information in the Venn diagram, construct a claim and support it with evidence.

### Sample Assessments and Performance Tasks

How did the Renaissance help lead to the Reformation?

Read the excerpt below from Martin Luther's 95 Theses. What complaints does Martin Luther have against the Roman Catholic Church?

Read the excerpt below from the Council of Trent. How did the Roman Catholic Church respond to calls for reform of policies and doctrines?

Decide which groups below were formed as part of the Protestant Reformation. Move the correct boxes to the graphic organizer.

On a map of Europe (circa 1555), use a different color for each religious group and color the map accordingly. How does this shading demonstrate the decline in the political power of the Roman Catholic Church?

Explain two ways in which the political power and social influence of the Roman Catholic Church declined as a result of the Reformation.

Create a timeline showing important people and events from the Renaissance, Reformation, and Counter Reformation.

### Instructional Resources

[Timeline of the Protestant Reformation](#) (Share My Lesson) - This timeline shows the progression of the Catholic Church until the end of the Protestant Reformation in 1648.

[Martin Luther](#) (Stanford History Education Group) - This lesson features two sources attributed to Luther. Students compare the documents and consider how to weigh contrasting accounts of history written by the same person

[The Protestant Reformation](#) (World History for Us All) - Five lessons on the vocabulary and leaders of the Protestant Reformation, 1300-1570

[The Protestant Reformation](#) (Khan Academy) - Video lesson with readings and practice questions on the Protestant Reformation and Counter-Reformation

**Unpacked Standards / Clear Learning Targets**

**Learning Target 15. Identify examples of improvements in transportation, communication, and technology and explain how they have facilitated cultural diffusion among peoples around the world.**

*Geography Content Statement 15. Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.*

**Essential Understanding**

- How improvements in technology have led to cultural diffusion

**Extended Understanding**

- Evaluating the positive and negative impact of cultural diffusion

**Academic Vocabulary**

**Tier 2**

- Improvements
- Facilitated

**Tier 3**

- Transportation
- Communication
- Technology
- Cultural Diffusion

**Ultimate Learning Target  
Type: Knowledge**

**Broad Learning Target:**

- The student can identify examples of improvements in transportation, communication, and technology and explain how they have facilitated cultural diffusion among peoples around the world.

**Underpinning Knowledge Learning Targets:**

- The student can define cultural diffusion.
- The student can describe reasons why cultural diffusion has increased over time.
- The student can give examples of improvements in transportation technology.
- The student can give examples of improvements in communication technology.
- The student can describe the effects of improvements in transportation technology.
- The student can describe the effects of improvements in communication technology.

**Underpinning Skills Learning Targets:**

- The student can use a map to trace the spread of technology and cultural diffusion.

**6.GE.7 (Prior Grade Standard)**

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

**(Future Grade Standard)**

N/A

### Content Elaborations

Cultural diffusion is the spread of the traits, ideas, and products of a culture. Diffusion has increased over time with improvements in transportation, communication, and technology.

Examples of cultural diffusion include:

- the roads built by the Romans allowed for the spread of Christianity;
- the invention of the astrolabe and magnetic compass plus improvements in shipbuilding allowed for the exploration of new lands;
- the inventions of paper and the printing press both led to mass production of maps, pamphlets and books; and
- the printing of the Bible hastened the Protestant Reformation.

### Instructional Strategies

Help students understand cultural diffusion using an analogy between the Internet and a historical event (e.g., the Silk Road, Crusades, Printing Press) as a way of spreading ideas. Students can compare how the Internet and the historical event had similar, yet different effects. Students can compare how long it took to spread new ideas during the era of the historical event vs. today's sharing of ideas using the Internet.

Career Connection: Students research, write about, and discuss how technology has changed the way people work throughout history. What new career opportunities have developed from technological advancements in recent years?

### Sample Assessments and Performance Tasks

Which statement below best describes cultural diffusion?

Give two examples of improvements in transportation and communication technology. Explain how each improvement facilitated cultural diffusion.

Select the factors from the list below that have increased cultural diffusion throughout history.

How did the invention of the printing press contribute to cultural diffusion?

### Instructional Resources

[Gutenberg and the Printing Revolution in Europe](#) (Constitutional Rights Foundation) - This article summarizes the impact of the printing press and its role in the Protestant Reformation



**Unit 5. The First Global Age**
**Unpacked Standards / Clear Learning Targets**

**Learning Target 8. Describe how empires in Africa and Asia grew as commercial and cultural centers along trade routes.**

*History Content Statement 8. Empires in Africa and Asia grew as commercial and cultural centers along trade routes.*

**Essential Understanding**

- Growth of commercial and cultural centers along trade routes in Africa and Asia

**Extended Understanding**

- Long impact of cultural diffusion in the Eastern Hemisphere

**Academic Vocabulary**

**Tier 3**

- Empires
- Commercial
- Cultural Development
- Cultural Centers
- Trade Routes

**Ultimate Learning Target**  
**Type: Knowledge**

**Broad Learning Target:**

- The student can describe how empires in Africa and Asia grew as commercial and cultural centers along trade routes.

**Underpinning Knowledge Learning Targets:**

- The student can identify the source of wealth for West African kingdoms.
- The student can cite products and ideas brought to West Africa by traders from Europe and the Middle East.
- The student can describe the role of Timbuktu as a commercial and cultural center.
- The student can list important commercial centers in Africa
- The student can identify trade routes in Africa and Asia.

**Underpinning Skills Learning Targets:**

- The student can trace trade routes in Africa and Asia on a map.

**Underpinning Reasoning Learning Targets:**

- The student can explain the importance of trade in West African kingdoms.
- The student can analyze the relationship between trade and cultural change in West Africa.
- The student can analyze the impact of trade routes on cultural development.

**6.GE.7 (Prior Grade Standard)**

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

**(Future Grade Standard)**

N/A

**Content Elaborations**

Trade was central to the economic and cultural development of the West African kingdoms of Ghana, Mali and Songhay. Their wealth was primarily from the gold they mined, which attracted traders from Europe and the Middle East. These traders brought goods (e.g., salt, tools, cloth), and introduced Islam to the West African empires. Timbuktu became a leading commercial and cultural setting. It attracted scholars from many places due to its long and rich history of learning in religion, mathematics, music, law and literature.

Important commercial and cultural centers also developed in Asia. The Byzantine Empire flourished when it held the seat of the eastern Roman Empire and continued as an important trade center along the Silk Road. At its height, the Ottoman Empire encompassed much of North Africa, the Middle East and parts of Eastern Europe.

The strong empire of the Mughals in northern India enabled art, architecture and culture to flourish. The Khyber Pass served as an important trade route.

China's great commercial and cultural centers grew as a result of its link to the western world through the Silk Road where culture and goods were exchanged.

**Instructional Strategies**

Use a K-W-L (Know, What to Know, Learned) chart to introduce students to the study of African and Asian civilizations. Complete the K and W columns at the beginning of the unit, and the L column at the end of the unit.

Create a multiple-tier timeline (paper or multimedia) showing African and Asian civilizations and empires in the Middle Ages. Timelines can include images, maps, and text narrative. They should discuss the social, cultural, political, and economic characteristics of civilizations and empires.

Divide the class into groups and have each group research one Medieval African (Ghana, Mali, Songhay) or Asian (Mughal, Ottoman) empire/civilization. Have students create a multimedia presentation or website to summarize their findings. Have each group share their presentations, while the rest of class takes notes.

Use maps of Africa West Trade routes to illustrate how West African empires became centers of trade and wealth.

Have students participate in a silent barter in the model of West African Trading Kingdoms.

Career Connection - Students will research careers in international business and trade. Students will compare the methods and products involved in international trade today with those used in the Medieval world.

**Sample Assessments and Performance Tasks**

Trade among West African kingdoms and Europe and the Middle East was important to the development of commercial centers. Move the product boxes below into the correct places on the map to show the direction of each trade.

Which is an example of how trade influenced cultural developments in West Africa?

Why was Timbuktu an important city in West Africa?

Which factor contributed to the success of the Byzantine Empire?

On the map below, label two trade routes in Asia. How did these routes contribute to the growth of commercial centers in Asia?

Which statement reflects the impact of the Silk Road?

Imagine you are a trader along the Silk Road. Write a diary entry describing your travel route, what cities you encounter, and what products are being traded. Why are you willing to take such a risky adventure? What are the benefits of being a Silk Road trader?

**Instructional Resources**

[West African Kingdoms](#) - This BBC website informs readers about the history and plight of West African Kingdoms through video, sound, pictures and information. Many opportunities for student interaction with the text are provided.

[Trekking to Timbuktu: Timbuktu: A Center of Trade](#) (EDSITEment) - This lesson explores the importance of trade in the economy of West Africa between the 14th and 18th centuries.

[Salt Worth Its Weight in Gold](#) (CommonLit) - This informational text provides specifics regarding the trading practices and politics of the Kingdom of Ghana, a medieval African civilization located in what is now Mauritania and western Mali.

[West African Society at the Point of European Contact](#) (CommonLit) - informational text on West African society, one of the centers of civilization in the centuries leading up to the Atlantic slave trade

[Mansa Musa, One of the Wealthiest People Who Ever Lived](#) (TEDEd) - customizable video lesson on Mansa Musa, the 14th century African king of the Mali Empire; includes guided questions and discussion prompt

[Mughal Rule in India](#) (Khan Academy) - video lesson overview of the first 6 Mughal emperors

**Unpacked Standards / Clear Learning Targets**

**Learning Target 9. Describe the trans-Saharan slave trade and explain the effects on both West and Central Africa and the receiving societies.**

*History Content Statement 9. The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.*

**Essential Understanding**

- Impact of the trans-Saharan slave trade

**Extended Understanding**

- Relationship between trans-Saharan slave trade and Atlantic slave trade

**Academic Vocabulary**

**Tier 2**

- Describe
- Explain
- Effects
- Rationale

**Tier 3**

- Trans-Saharan
- Trans-Atlantic

**Ultimate Learning Target  
Type: Knowledge**

**Broad Learning Target:**

- The student can describe the trans-Saharan slave trade and explain the effects on both West and Central Africa and the receiving societies.

**Underpinning Knowledge Learning Targets:**

- The student can describe the trans-Saharan slave trade.
- The student can describe the roles of slaves and conditions of enslavement in the trans-Saharan slave trade.

**Underpinning Skills Learning Targets:**

- The student can compare the trans-Saharan slave trade to the later Atlantic slave trade.

**Underpinning Reasoning Learning Targets:**

- The student can analyze how the trans-Saharan slave trade contributed to the development of powerful African states.
- The student can analyze how the trans-Saharan slave trade in Africa contributed to the European rationale for the trans-Atlantic slave trade.

**6.GE.7 (Prior Grade Standard)**

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

**8.HI.4 (Future Grade Standard)**

The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.

### Content Elaborations

Slavery existed in Africa long before the arrival of Europeans. Africans became slaves through debt or from being captured in warfare. For centuries, Africans were sold by their rulers to Arab traders who moved them across the Sahara to North Africa to sell in Mediterranean countries. Many Africans died during the transport across the desert.

Unlike the Atlantic slave trade that began the 16th century, this form of slavery was not race-based. Slaves were more like indentured servants and there was more assimilation of slaves into the culture of North Africa due to the large number of integrated marriages. Slaves generally served as servants or soldiers in contrast to the harsh conditions for slaves in the Americas.

The trans-Saharan slave trade contributed to the development of powerful African states on the southern fringes of the Sahara and in the East African interior. Rulers who sold slaves grew wealthy.

This content serves as a foundational understanding of the slave trade as students will study the trans-Atlantic slave trade in grade eight. The trans-Saharan slave trade in Africa contributed to the European rationale for the trans-Atlantic slave trade.

### Instructional Strategies

Introduce the study of slavery by asking students to complete a brainstorming web on the topic of slavery. After a brief brainstorm, have students form small groups and share their responses. It's likely that most students will come up with ideas related to the Atlantic slave trade. Explain that the trans-Saharan slave trade was part of the trading networks in Africa that started long before the Atlantic slave trade.

Use a Venn diagram to compare trans-Saharan slave trade with the Atlantic slave trade. Based on the information in the Venn diagram, construct a claim and support it with evidence.

Have students assume the role of a journalist and write a newspaper article on the Kingdom of Ghana and trans-Saharan slavery.

**Sample Assessments and Performance Tasks**

Create a Venn diagram comparing the conditions and roles of slaves under the trans-Saharan slave trade with those under the Atlantic slave trade.

Which statement accurately describes the process of the trans-Saharan slave trade?

How did the trans-Saharan slave trade contribute to the development powerful African states?

Explain two effects of the trans-Saharan slave trade on both West and Central Africa and the receiving societies.

Explain why understanding the trans-Saharan slave trade is important to the study of the later trans-Atlantic slave trade.

**Instructional Resources**

[The Achievements and Challenges of Mali](#) - This site provides activities and resources on the culture and history of Mali, including a section on slave trades.

[The Slave Route](#) (UNESCO) - This map provides a detailed visual of both trans-saharan and trans-Atlantic trade routes.

[East Africa's Forgotten Slave Trade](#) (DW) - This article summarize the history of the slave trade in East Africa.

**Unpacked Standards / Clear Learning Targets**

**Learning Target 20a. Explain how trade leads to specialization and interdependence.**

**Learning Target 20b. Analyze how distribution of resources leads to specialization and trade.**

*Economics Content Statement 20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.*

**Essential Understanding**

- Relationship between the availability of resources and specialization and trade

**Extended Understanding**

- Evaluate decisions to engage in free trade or create trade barriers

**Academic Vocabulary**

**Tier 2**

- Variability
- Distribution

**Tier 3**

- Productive Resources
- Specialization
- Trade
- Interdependence

**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**

- The student can explain how trade leads to specialization and interdependence.
- The student can analyze how distribution of resources leads to specialization and trade.

**Underpinning Knowledge Learning Targets:**

- The student can define productive resources.
- The student can give examples of productive resources.
- The student can define specialization.
- The student can define trade.
- The student can define interdependence.

**Underpinning Skills Learning Targets**

- The student can use a map of natural resources to determine potential trade patterns.

**Underpinning Reasoning Learning Targets:**

- The student can analyze the relationship between natural resources and trade.
- The student can analyze the relationship between specialization and trade.
- The student can analyze the relationship between trade and interdependence.

**6.EC.14 (Prior Grade Standard)**

When regions and/or countries specialize, global trade occurs.

**8.EC.24 (Future Grade Standard)**

Governments can impact markets by means of spending, regulations, taxes and trade barriers.

**Content Elaborations**

Productive resources are not distributed equally around the world. Productive resources are the resources used to make goods and services. The abundance or lack of resources in a region contributes to specialization and trade with other regions. Specialization is the concentration of production on fewer kinds of goods and services than are consumed. When regions and/or countries specialize, they trade to obtain goods and services they want but do not or cannot produce. As societies grew and trade expanded, interdependence increased.

Possible examples: The availability of productive resources such as tea and spices in Asia, tobacco, cotton, coffee, gold and silver in the Americas, and ivory, salt and gold in Africa, led these regions to specialize. They traded for goods they did not have and wanted. This exchange promoted global interdependence

**Instructional Strategies**

This standard should be incorporated into strategies used with Learning Target 8.

**Sample Assessments and Performance Tasks**

Look at the map below of natural resources. Based on the distribution of resources, which two countries would most likely engage in trade to meet their economic wants?

How does a lack of resources in a region contribute to specialization and trade?

Which statement explains a reason for specialization?

Explain one reason why nations engage in trade and one effect of trade on nations.

Why has global interdependence increased throughout history?

**Instructional Resources**

[Benefits of Trade](#) (EconEdLink) - video lesson with accompanying Kahoot quiz

[Frontier Specialists](#) (EconEdLink) - In this lesson, students will learn about the benefits of economic specialization.



## Unpacked Standards / Clear Learning Targets

**Learning Target 10a. Analyze the impact of European explorations, conquest, and colonization on indigenous people.**

**Learning Target 10b. Analyze the impact of explorations, conquests, and colonization on European nations.**

*History Content Statement 10. European economic and cultural influence dramatically increased through explorations, conquests, and colonization.*

**Essential Understanding**

- Spread of European influence through exploration and colonization

**Extended Understanding**

- Long term impact of European control on colonized territories

**Academic Vocabulary**

**Tier 3**

- Economic
- Cultural
- Exploration
- Conquest
- Colonization
- Imperialism
- Mercantilism

**Ultimate Learning Target Type: Knowledge**

**Broad Learning Target:**

- The student can analyze the impact of European explorations, conquest, and colonization on indigenous people.
- The student can analyze the impact of explorations, conquests, and colonization on European nations.

**Underpinning Knowledge Learning Targets:**

- The student can list new territories gained by European countries.
- The student can describe the economic benefits to European countries of exploration, conquest, and colonization.
- The student can explain how Europeans transformed the cultures of new territories.
- The student can discuss changes in government, religion, language, technology and culture in new European territories.

**Underpinning Skills Learning Targets:**

- The student can use a map to trace the exploration, conquests, and colonization of European powers in the Americas, Africa, and Asia on a map.

**(Prior Grade Standard)**

N/A

**8.HI.2 (Future Grade Standard)**

North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.

### Content Elaborations

Imperialistic European powers gained new territories in the Americas, Africa, and Asia. Imperialism impacted the European economies as well as the territories they claimed. European powers gained new wealth from the resources they acquired through their explorations, conquests, and colonization. Their colonies also became markets for European products under the mercantilist system.

The Europeans transformed the cultures of their new territories by establishing similar European governmental structures, converting the indigenous people to Christianity, and introducing their languages and technology. They also weakened and supplanted established cultures.

### Instructional Strategies

Use vocabulary word maps/concept organizers to have students unpack key terms for the learning target: imperialism, colonization, mercantilism. In the [Concept of Definition Map](#), students consider words in light of three properties or attributes: category (what is it?) properties/characteristics (what is it like?) and illustrations (what are some examples?).

Introduce European exploration and colonization with an anticipation guide. Anticipation guides ask students to express an opinion about ideas before they encounter the topic. Before the lesson, have students indicate whether they Strongly Agree, Agree, Disagree, or Strong Disagree with a series of statements about European exploration and colonization. Possible statements include:

1. European nations had a right to establish colonies around the world.
2. All people have the right to self-government.
3. European exploration and colonization brought more harm than benefit to colonized nations.
4. Europeans and Native Americans could have lived peacefully with one another.

Create a cause and effect graphic organizer to analyze causes and effects of European imperialism in the Americas, Africa, and Asia. The causes should include both underlying and immediate causes, and the effects should show both immediate and long-term effects.

In the [Philosophical Chairs strategy](#), one student from each team will provide a summary of the viewpoints presented during the discussion by his/her team. A student in the neutral zone must take notes on both sides of the argument, and if his/her position changes, he/she must explain why he/she came to a new conclusion. Conduct a philosophical chairs activity on European vs. Native American perspectives on European exploration.

**Sample Assessments and Performance Tasks**

Which statement shows how European countries benefited economically from gaining new territories?

Explain four effects of European exploration and colonization on the people living in the territories that were colonized or conquered by European countries.

How did European exploration and colonization impact the culture of the territories controlled by Europe?

On the map below, label the areas that were colonized by European powers. Use a different color for each European power and shade in the territories that were colonized.

Imagine you are living in a territory taken over by a European power. Write a letter or speech on how you feel about European control. Discuss how your way of life, government, and economy has changed since the Europeans took control.

**Instructional Resources**

[Atahualpa and the Bible](#) (Stanford History Education Group) - In this Opening Up the Textbook (OUT) lesson plan, students read a textbook account of meeting between Atahualpa, emperor of the Inca Empire, and Francisco Pizarro, Spanish conquistador, followed by two primary sources to answer this question: Did Atahualpa hold the Bible to his ear?

[Moctezuma and Cortes](#) (Stanford History Education Group) - In this lesson, students read from two 16th century sources and one contemporary historian's interpretation of the event to answer the question: What happened when Moctezuma met Cortés?

[Spheres of Interaction in the Americas](#) (World History for Us All) - In this unit, students will learn that by Big Era Five (300-1500 CE) indigenous peoples of the Americas had developed extensive networks of trade and exchange.

**Unpacked Standards / Clear Learning Targets**

**Learning Target 11. Explain how the Columbian Exchange reshaped previously unconnected societies in ways still evident today.**

*History Content Statement 11. The Columbian exchange (i.e., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.*

**Essential Understanding**

- How the Columbian Exchange connected Europe and the Americas

**Extended Understanding**

- Long term impact of the Columbian Exchange

**Academic Vocabulary**

**Tier 2**

- Explain
- Reshaped

**Tier 3**

- Columbian Exchange
- Fauna
- Flora
- Pathogens
- Culturally
- Biologically

**Ultimate Learning Target Type: Knowledge**

**Broad Learning Target:**

- The student can explain how the Columbian Exchange reshaped previously unconnected societies in ways still evident today.

**Underpinning Knowledge Learning Targets:**

- The student can cite products that Europeans introduced to the Americas in the Columbian Exchange.
- The student can cite products that American Indians introduced to Europeans in the Columbian Exchange.
- The student can explain practices today that reflect the influence of the Columbian Exchange.

**Underpinning Skills Learning Targets:**

- The student can use a map to trace the exchange of products in the Columbian Exchange on a map.

**Underpinning Reasoning Learning Targets:**

- The student can analyze how American Indian and European cultures adapted to exchanges.
- The student can analyze the global impact of the Columbian Exchange culturally and biologically.

**(Prior Grade Standard)**

N/A

**8.HI.2 (Future Grade Standard)**

North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.

### Content Elaborations

The Columbian exchange had a global impact culturally and biologically. The arrival of Columbus in the Americas set in motion the exchange of animals, plants and diseases between Europe, the Americas and the rest of the world. Europeans introduced communicable diseases that ravaged the American Indian population. Diseases were also carried back to Europe, but with a less devastating impact than those brought to the Americas. The cultures in both continents adapted to these exchanges. The Columbian exchange impacted societies in ways still evident today.

Specific examples of the Columbian exchange include:

- animals native to Europe: horses, pigs, sheep, cattle, and honeybees;
- animals native to the Americas: turkeys;
- crops imported to the Americas: bananas, beans, citrus fruits, coffee, grapes, olives, rice, and sugar cane;
- crops exported from the Americas: cacao beans, maize/corn, potatoes, tomatoes, pineapples, pumpkins, peppers, and tobacco; and
- communicable diseases: measles, small pox.

### Instructional Strategies

Create a graphic organizer to show the Columbian Exchange. Add images to show examples of products moving both directions.

Assign students to groups, each representing a different part of the world affected by the Columbian Exchange. Have each group track the movement of fauna, flora and pathogens from their places of origin to their assigned area of the world. Have them examine how this exchange reshaped the receiving societies in ways still evident today. Use the [jigsaw strategy](#) to have students share their research.

Create a poster or multimedia presentation showing how the impact of the Columbian Exchange is evident in the world today.

Write a letter to the editor or social media post on whether cities should keep up or take down statues of Christopher Columbus. Use evidence from the historical period to evaluate Columbus's actions and whether he should be admired or condemned for his actions.

Career Connection - Students will research careers in agricultural production. Students will determine ways in which modern day agriculture in the United States was influenced by the products from the Columbian Exchange.

**Sample Assessments and Performance Tasks**

The products shown below were part of the Columbian Exchange. Decide in which direction the products were traded and move the boxes to the correct place on the map.

Give two examples of animals that were introduced to the Americas in the Columbian Exchange.

Give two examples of foodstuffs that were introduced to the Americas in the Columbian Exchange.

Give two examples of animals that American Indians introduced to Europeans in the Columbian Exchange.

Give two examples of foodstuffs that American Indians introduced to Europeans in the Columbian Exchange.

Which statement shows how cultures in both continents adapted to the exchanges made in the Columbian Exchange?

Which is a negative impact of the Columbian Exchange?

Write a position statement on whether the Columbian Exchange was more beneficial or harmful to the world. Support your claim with evidence and reasoning.

**Instructional Resources**

[The Columbian Exchange](#) (EconEdLink) - In this lesson, students learn that the Columbian Exchange resulted in an enormous exchange of goods, resources, and institutions between the Old World and the New World.

[The Columbian Exchange and Its Consequences](#) (World History for Us All) - Students will explain the consequences for global trade of linking America and Afroeurasia with each other.

[The Columbian Exchange](#) (Khan Academy) - video lesson on the transformation of the Old World and New World

[The Disastrous Effects of Increased Global Interactions](#) (World History OER Project) - This article summarizes the effects of increased global networks in the 1500, including the slaving system and sharp decline in indigenous populations.

**Unit 6. Economics and Financial Literacy**
**Unpacked Standards / Clear Learning Targets**

<p><b>Learning Target 19a. Explain why individuals, governments and businesses must analyze costs and benefits when making economic decisions.</b></p> <p><b>Learning Target 19b. Describe how cost-benefit analysis of an action consists of short- and long-term consequences.</b></p> <p><i>Economics Learning Target 19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.</i></p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Cost-Benefit analysis in economic decision-making</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Applying cost-benefit analyze to personal decision-making</li> </ul>	<p><b><u>Academic Vocabulary</u></b></p> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>- Explain</li> <li>- Analyze</li> <li>- Describe</li> <li>- Potential</li> </ul> <p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>- Costs</li> <li>- Benefits</li> <li>- Cost-Benefit Analysis</li> </ul>
<p><b>Ultimate Learning Target Type: Reasoning</b></p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain why individuals, governments and businesses must analyze costs and benefits when making economic decisions.</li> <li>- The student can describe how cost-benefit analysis of an action consists of short- and long-term consequences.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can define economic costs.</li> <li>- The student can define economic benefits.</li> <li>- The student can describe situations in which cost-benefit analysis is important.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can make inferences about the potential economic benefits of a given action.</li> <li>- The student can make inferences about the potential economic costs of a given action.</li> <li>- The student can apply cost-benefit analysis to making an informed economic decision.</li> </ul>	
<p><b>6.EC.12 (Prior Grade Standard)</b>          The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.</p>	<p><b>8.EC.22 (Future Grade Standard)</b>          Choices made by individuals, businesses and governments have both present and future consequences.</p>	

### Content Elaborations

Economic decisions, whether they are made by individuals, governments or businesses, are generally made by weighing the costs with the benefits. The desired choice is when the benefits of a decision exceed the costs. This decision-making process is referred to as cost-benefit analysis.

For example, individuals weigh the potential costs and benefits of purchasing expensive products or attending college. Governments do the same when making economic decisions such as erecting public buildings or funding military actions. Historical examples can be found in decisions of early civilizations and countries to establish trade routes, engage in slave trade, explore and colonize new lands. Businesses determine the potential costs and benefits of activities such as investing in research and development, expanding or changing production.

### Instructional Strategies

Have students make a flowchart showing the process for making decisions. Students should think of an example of a purchasing decision that people typically face. Under each step of the decision making process, students should write a sentence describing what that step might look like with regards to the specific purchasing decision they identified (e.g., what information might be gathered, what are the different options to purchase [brands, types, models, etc.]).

Imagine you are a member of a national legislature. Your country is faced with a decision of whether or not to go to war against a neighboring nation that has been trying to claim parcels of land in your country for many decades. What are the potential costs and benefits of taking military action against another country? Write a short speech explaining why you believe the costs outweigh the benefits or the benefits outweigh the costs.

Review historical examples from the course to have students identify a situation in governments made a cost-benefit analysis. Have students create a two-column chart to show the costs and benefits of a specific historical event or pattern.

Career Connection - Students will research a career path of interest and weigh the costs and benefits of potential career paths. Students should consider the costs of training (college or technical school) and the potential benefits (income, job satisfaction).



**Sample Assessments and Performance Tasks**

Which statement shows a potential cost of purchasing a new home?

Which statement shows a potential benefit of purchasing a new home?

The boxes below show potential costs and benefits of colonizing new territory. Sort the boxes into the correct columns on the chart.

In terms of costs and benefits, why did many early civilizations engage in trade?

Create a two-column chart and analyze the potential costs and benefits of the following economic issue, \_\_\_\_\_.

**Instructional Resources**

[Economics](#) (PBS Learning Media) - This website includes collections of videos, lessons, and interactives on economics topics.

[Costs and Benefits of Beans' Decisions](#) (EconEdLink) - In this economics lesson, students will make decisions using a cost-benefit analysis.

[Decision Making/Cost-Benefit Analysis Video and Quiz](#) (EconEdLink) - video tutorial and quiz

**Unpacked Standards / Clear Learning Targets**

<b>Financial Literacy Learning Targets 9-14. Read, analyze, manage and communicate about personal financial conditions that affect one’s material well-being.</b>	<u><b>Essential Understanding</b></u> <ul style="list-style-type: none"> <li>- Utilize strategies for being an informed consumer</li> </ul> <u><b>Extended Understanding</b></u> <ul style="list-style-type: none"> <li>- Analysis of specific decision-making strategies</li> </ul>	<u><b>Academic Vocabulary</b></u> <ul style="list-style-type: none"> <li>- financial responsibility</li> <li>- taxes</li> <li>- consumer</li> <li>- budget</li> </ul>
<b>Ultimate Learning Target Type: Skill</b>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can read, analyze, manage and communicate about personal financial conditions that affect one’s material well-being.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can recognize that planning for and paying local, state and federal taxes is a financial responsibility. (9)</li> <li>- The student can describe how consumer protection laws help safeguard individuals from fraud and potential loss. (13)</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can utilize consumer advocates, organizations and regulations to learn important information and help protect against potential consumer fraud. (10)</li> <li>- The student can be an informed consumer by making decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget. (11)</li> <li>- The student can compare bank terms before opening an account. (12)</li> <li>- The student can factor in direct (price) and indirect costs (e.g. sales/use tax, excise tax, shipping, handling, and delivery charges, etc.) to make planned purchasing decisions. (14)</li> </ul>	
<p><b>6.FL.6-7 (Prior Grade Standard)</b></p> <p>6. Financial responsibility includes the development of a spending and savings plan (personal budget).</p> <p>7. Financial institutions offer a variety of products and services to address financial responsibility.</p>	<p><b>8.FL.15-17 (Future Grade Standard)</b></p> <p>15. Using key investing principles one can achieve the goal of increasing net worth.</p> <p>16. Investment strategies must take several factors into consideration such as compounding interest, costs, fees, tax implications and the time value of money.</p> <p>17. Government agencies are charged with regulating providers of financial services to help protect investors.</p>	

**Content Elaborations**

9. Planning for and paying local, state and federal taxes is a financial responsibility.
10. An informed consumer makes decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget.
11. Consumer advocates, organizations and regulations provide important information and help protect against potential consumer fraud.
12. Compare bank terms before opening an account.
13. Consumer protections laws help safeguard individuals from fraud and potential loss.
14. Planned purchasing decisions factor in direct (price) and indirect costs (e.g. sales/use tax, excise tax, shipping, handling, and delivery charges, etc.).

**Instructional Strategies**

Have students fill out a sample W-4, 1040 federal tax form, and state and local tax forms.

Compare loan terms from a bank and payday lender using sample documents.

Compare terms of consumer lending statements from two financial institutions.

Compare sample warranties and extended warranties.

Career Connection - Students will research careers in economics and personal finance such as a financial planner, investment banker, stockbroker, entrepreneur, marketing/advertising executive, corporate CEO, public finance manager. Students may be able to interview (live or through email) individuals who work in these fields.

### Sample Assessments and Performance Tasks

What is one strategy an informed consumer can make to determine if purchases are within their budget?

What protections are available to avoid consumer fraud?

Look at the sample bank terms below. Explain which account you would choose to open and why.

Suppose you have \$50 to spend on Amazon. Determine which items you could buy, factoring in direct and indirect costs.

### Instructional Resources

[Practical Money Skills](#) - comprehensive financial literacy curriculum with teachers' guides, student activities, presentation resources, and tools for assessment

The lessons below from Practical Money Skills align with the financial literacy standards for Grade 7.

Lesson 1: Making Decisions - [Teacher's Guide](#) [Student Activities](#) [PowerPoints](#) [Presentations](#)

Lesson 4: Living on Your Own - [Teacher's Guide](#) [Student Activities](#) [PowerPoints](#) [Presentations](#)

Lesson 5: Buying a Home - [Teacher's Guide](#) [Student Activities](#) [PowerPoints](#) [Presentations](#)

Lesson 6: Banking Services - [Teacher's Guide](#) [Student Activities](#) [PowerPoints](#) [Presentations](#)

Lesson 11: Consumer Awareness- [Teacher's Guide](#) [Student Activities](#) [PowerPoints](#) [Presentations](#)