Standard 6-1: The student will demonstrate an understanding of the transition of humans from nomadic life to settled life in the cradles of civilization.

6.1.1 Analyze the hunter-gatherer communities in regard to their geographic, social, and cultural characteristics, including adaptation to the natural environment. (G, H)

Taxonomy Level: B 4 Analyze/Conceptual Knowledge

Previous/future knowledge:
This is the first time students have been taught about hunter-gatherer communities.

Hunter-gatherer communities will not be taught in subsequent courses.

It is essential for students to define hunter-gatherer communities and to be able to detail the characteristics that defined them as such. Students should be able to describe how hunter-gatherers adapted to their natural environment (example – the use of simple tools to construct shelter, hunt, and make clothes), developed technological advances (example – stone tools, the use of art to express ideas) and utilized discoveries during the Stone Age (example – fire). Students should recognize the cultural & social distinctiveness of hunter-gatherer societies (examples – the use of rudimentary language to communicate, roles of men and women). Students should be able to describe the impact of climate changes during the period and realize the value of migration as an enabling factor in societal development (example – the use of a land bridge to migrate into North America).

It is not essential for students to know the specific location of early hunter-gatherer communities (though the use of maps to illustrate migration would be appropriate). Students do not need to know the story of the iceman (Otzi), the major groups of hominid development, detailed information about cave paintings (specific locations), or the progression of language development.

Assessment guidelines: In order to measure understanding of hunter-gatherer communities, appropriate assessments require students to differentiate between the geographic, social, and cultural attributes of hunter-gatherer societies. Students should be asked to distinguish between those characteristics of pre-civilization and civilizations. It would be appropriate to have students evaluate the development of hunter-gatherer community attributes in connection with the natural environment. Finally it would be suitable to have students either utilize maps to explain and/or analyze migratory patterns of hunter-gatherers.

Effective September 2008 Indicator 6-1.1 1 / 1
Standard 6-1: The student will demonstrate an understanding of the transition of humans from nomadic life to settled life in the cradles of civilization.

6.1.2 Explain the emergence of agriculture and its effect on early human communities, including the impact of irrigation techniques and the domestication of plants and animals. (H, E, G)

Taxonomy Level: B 2 Understand/Conceptual Knowledge

Previous/future knowledge:
This is the first time students have been taught about the emergence of agriculture and its effect on early human communities.

The emergence of agriculture will not be taught in subsequent courses.

It is essential for students to understand why agriculture developed and the effect this occurrence had on human society. Students should be able to explain how plant/animal domestication fostered agricultural development and the subsequent advent of semi-permanent human settlements – i.e. they should be able to describe the role agriculture played in leading to humans to move from a nomadic lifestyle to the development of villages. Students should understand the role of irrigation in this process and describe early irrigation techniques (examples – dams and canals). It is critical that students understand how the domestication of plants and animals eventually led to food surpluses and be introduced to the importance of this concept.

It is not essential for students to know specific tools used during the introduction of agriculture, exact location of agricultural communities, the effect of increase population size on religious activities (megaliths), or the structure of early farming societies (example – Catal Huyuk).

Assessment guidelines: In order to measure understanding of the emergence of agriculture, appropriate assessments will require students to explain the development of agriculture by summarizing how irrigation techniques changed the structure of early human communities. Assessment should allow students to interpret the effects of domestication of plants and animals on agriculture and/or communities. This indicator calls for a cause-effect emphasis and appropriate assessment should take that into consideration. It would be fitting to ask students to hypothesize on the impact of domestication and/or surplus on human activity.

Effective September 2008

Indicator 6-1.2
Standard 6-1: The student will demonstrate an understanding of the transition of humans from nomadic life to settled life in the cradles of civilization.

6.1.3 Use maps, globes, and models in explaining the role of the natural environment in shaping early civilizations, including the role of the river systems of the Nile (Egyptian), Tigris-Euphrates (Sumerian, Babylonian, Phoenician), Huang He (Chinese), and Indus (Harappan); the relationship of landforms, climate, and natural resources to trade and other economic activities and trade; and the ways that different human communities adapted to the environment. (G, H, E)

Taxonomy Level: B 2 Understand/Conceptual Knowledge

Previous/future knowledge:
This is the first time students have been taught about the role of the natural environment in shaping early civilizations.

The role of the natural environment in shaping early civilizations will not be taught in subsequent courses.

It is essential for students to be able to explain the role that the natural environment had in shaping the location and development of early civilizations. First, students should recognize all of these early civilizations developed along major rivers. Students should understand that these river valleys were ideal locations for civilizations to arise since they provided important resources (such was water, food, and fertile soil), natural trade/transportation routes, and, in some cases a natural defense against attacks. It is important for students to be able to locate these early civilizations on maps and to associate the development of each civilization with a major river. In addition to providing important resources, students should understand that these rivers could be dangerous in times of flooding and that civilizations had to take measures to control flooding and/or lessen the severity of the impact. In spite of these attempts to control flooding, early civilizations often suffered devastating losses associated with this phenomenon. Students should not only be able to describe the common characteristics of river valley civilizations but also be familiar with some of the distinct characteristics of each river valley and its associated civilization. Specifically, students should be able to describe major physical features in addition to rivers that impacted civilizations – especially the nearby location of deserts which helped isolate and protect these civilizations as they developed. Since these early civilizations were predominately agriculturally based it is critical that students have a basic understanding of the type of products developed in each civilization and the trade which resulted from the production of these goods.

It is not essential for students to know the groups/ethnicities of these early civilizations. It is not necessary to know detailed geographic information about each river such as its tributaries, its source, etc., but relative location could be important in understanding the trade associated with each civilization.

Effective September 2008 Indicator 6-1.3
**Assessment guidelines:** For this indicator there should be a strong non-linguistic component incorporated into assessments. Appropriate assessments should require students to **utilize** maps to locate the river civilizations, interpret maps that identify the major river civilizations, infer the relationship between rivers and other landforms, detail trade patterns, and/or ascertain the resources that would be available to a civilization. It would also be fitting for students to **hypothesize** about the continued development of these civilizations based on the interaction of key components including, but not limited to, location, availability of resources, and potential for trade. In addition it would be suitable to have students **summarize** the development of individual river valley civilizations or to compare civilizations – either as a whole or with specific components (examples – compare the Harappan civilization to the Sumerian [whole] or compare the natural resources among all these civilizations [specific components]).

*Effective September 2008*  
Indicator 6-1.3  
2 / 2
Standard 6-1: The student will demonstrate an understanding of the transition of humans from nomadic life to settled life in the cradles of civilization.

6.1.4 Compare the cultural, social, and political features and contributions of civilizations in the Tigris and Euphrates, Nile, Indus, and Huang He river valleys, including the evolution of language and writing systems, architecture, religious traditions and forms of social order, the division or specialization of labor, and the development of different forms of government. (H, P, E, G)

Taxonomy Level: B 2 Understand/Conceptual Knowledge

Previous/future knowledge: This is the first time students have been taught about early river civilizations.

Early river valley civilizations will not be taught in subsequent courses.

It is essential for student to compare significant features (listed in the indicator – language, writing systems, architecture, religion, social order, labor and government) of the early river valley civilizations. This indicator is primarily designed to help students recognize the critical components common to most civilizations and serve as a basis for comparing the standing and/or advancement of civilizations. Upon understanding these features, and their roles in establishing civilization, students should compare the development and expression of them among the stated civilizations. For instance, students should be able to identify the significant commonalities and differences in writing systems (pictographs/symbols vs. sounds/symbols), the religious systems (particularly the connection to nature), architecture (related to religion and defense), how societies were divided (hierarchy, labor, et.) and development of government (particularly law codes). It’s important that students have a familiarity with the most notable examples within the ancient world. These would include, but not be limited to, ziggurats, pyramids, temples, hieroglyphics, cuneiform, and Hammurabi’s Code. It would also be useful, and correlated to 6-1.3, to be able to locate these early civilizations.

It is not essential for the students to know specific information about each civilization’s languages (detailed translation of language), a detailed description of each group of the civilizations social hierarchies or writing systems (example – writing system characters or alphabet, language translations, etc.).

Assessment guidelines: In order to measure understanding of the political and social features of river civilization, appropriate assessments will require students to compare river civilizations’ religions, describe each civilizations’ social classes, explain how political and social changes affected the development of each civilization, classify languages and writing systems for each river civilization, summarize how each civilization used division of labor or specialization, and explain the development of different forms of government for major river valley civilizations.

Effective September 2008 Indicator 6-1.4
Standard 6-1: The student will demonstrate an understanding of the transition of humans from nomadic life to settled life in the cradles of civilization.

6.1.5 Explain the role of economics in the development of early civilizations, including the significance and geography of trade networks and the agriculture techniques that allowed for an economic surplus and the emergence of city centers. (E, G, H)

Taxonomy Level: B 2 Understand/Conceptual Knowledge

Previous/future knowledge:
This is the first time students have been taught about the role of economics in the development of early civilizations.

The role of economics in the development of early civilizations will not be taught in subsequent courses.

It is essential for students to understand the role of economics in allowing early civilizations to develop. Students should recognize the necessity of moving beyond subsistence living into a more complex economic structure that allowed for the development of surplus production, labor specialization, and trade in order for a more sophisticated social/political to ensue and thus support the development of civilization. Having understood this, students should be able to identify and locate the early civilizations on a map (correlates to Indicators 6-1.3, 6-1.4). They should be able to explain why major trading routes developed along major waterways (example – emergences of trading centers along rivers and other large bodies of waters) and identify these routes on maps (correlates to Indicators 6-1.3). Furthermore students should be able to describe agricultural techniques that promoted surplus production – such techniques could include, but not be limited to, irrigation (6-1.2), the development of plows and other instruments, water wheels, or the use of animals (6-1.2) to assist in labor. It’s important for students to recognize that as economic structures became more efficient and effective they allowed people to support larger, static (as opposed to small, nomadic) populations thereby promoting the development of cities.

It is not essential for students to know specific agricultural equipment, location of minor trade networks, names and location all cities within each civilization

Assessment guidelines: In order to measure understanding of the role of economics in the development of civilizations, appropriate assessments will require students to summarize the use of geographic features to develop viable trade networks, explain the use of agricultural techniques which lead to an economic surplus, and infer how economic surpluses and trade networks lead to the emergence of city centers.
Standard 6-2 The student will demonstrate an understanding of life in ancient classical civilizations and their contribution to the modern world.

6.2.1 Compare the origins, founding leaders, basic principles, and diffusion of major religions and philosophies as they emerged and expanded, including Judaism, Christianity, Islam, Buddhism, Hinduism, Confucianism, and Taoism. (H, G)

Taxonomy Level: A 2 Understand/Factual Knowledge

Previous/future knowledge:
This is the first time students have been taught about the founding leaders, basic principles and diffusion of major religions and philosophies.

Previously in 6th grade, students compared the evolution of religious traditions of civilizations in the Tigris and Euphrates, Nile, Indus, and Huang He river valleys (6-1.4).

In Global Studies, students will explain the rise and growth of Christianity during the classical era (GS-1.3). Students will also explain the impact of religion in classical Indian civilization, including Hinduism and Buddhist teachings (GS-1.4). Students will summarize the origins and expansion of Islam, including its basic beliefs (GS-2.2).

It is essential for students to know the descriptions of the major religions and philosophies listed in this indicator. This would include students being able to compare the origin, founders, principles, and spread of these religions and philosophies. While it is important for students to have a basic understanding of these belief systems, including similarities and differences, it is not expected for students to have a comprehensive theological or philosophical knowledge of these religions and philosophies.

JUDAISM:
Origins: God created a covenant, with Abraham, in which Abraham and his descendants would receive the land of Canaan as a sign of the relationship between Yahweh and the Hebrew people.
Founder(s): Abraham is the “Father of the Hebrews.” Moses was the law-giver and author of the first books of the Torah.
Principles: Judaism is the first major monotheistic religion. It teaches there is only one God and he is all knowing, all powerful, merciful, and just. The Hebrews are a chosen people and possess a unique relationship with Yahweh (God) – that relationship is symbolized through the land of Israel. God’s law was revealed through Moses. The most famous of God’s laws are the Ten Commandments. The Torah contains the sacred writings of Judaism. It teaches that Yahweh rewards people according to their deeds. There will be a Messiah (savior) one day who will restore the nation of Israel. There is a belief in the afterlife but there is little emphasis on this.
Diffusion: Judaism mainly concentrated among the Hebrew people and their descendants. Because of the conquest of Jewish lands and the dispersal of the Jewish people by conquering empires there are adherents of Judaism throughout the world. It is not a religion that actively seeks to convert others.

Effective September 2008 Indicator 6-2.1
CHRISTIANITY:
Origins: Grew from and is an extension of Judaism – with Jesus Christ as the Messiah.
Founder(s): Jesus Christ is the originator of Christianity. Early significant leaders were Paul, Peter, and John.
Principles: Christianity teaches that Jesus is the incarnation of God (God in bodily form),
that he died on the cross, and was resurrected that man could be forgiven of his sins. Men
are separated from a relationship with God because of their sin. God, however, loves man
and wants a relationship with him, so Jesus died on the cross to provide a way of
forgiveness. He was resurrected to provide a way for man to enter a relationship with God.
Salvation is a gift through grace and man can do nothing to earn it. A life of good works is
a reflection of a relationship with God – it is not a way of earning merit. The Bible
contains the sacred writings of Christianity.
Diffusion: First spread beyond Jerusalem as Christians were persecuted and moved to
other areas. It spread through the preaching/teaching of the disciples and Paul throughout
the Middle East and Mediterranean world. Eventually Christianity was adopted as the
official religion of the Roman Empire and became entrenched in western civilization.

ISLAM:
Origins: Originated in the Arabian Peninsula in the city of Mecca.
Founder(s): Mohammed
Principles: Islam is the world’s third great monotheistic religion and sees itself as
fulfillment of God’s (Allah) revelation to man. Allah speaks through prophets –
Mohammed is the last and greatest of the prophets. (Consider Abraham, Moses, Jesus to
be prophets.) Mohammed is NOT a god and is not worshipped. Islam teaches that Allah is
just and rewards man according to his deeds. The Qu’ran (Koran) contains the sacred
writings of Islam. The most important beliefs/acts are known as the Five Pillars of Islam.
These are:
  Faith - Recite the shahadah - There is no god but Allah and Mohammed is his
    prophet.
  Prayer – Pray 5 times a day while facing Mecca.
  Alms - Donate regularly to charity through the zakat, a 2.5% charity tax, and
    through additional donations to the needy.
  Fasting - Fast during the month of Ramadan, the month that Mohammed received
    the Qu’ran (Koran) from Allah.
  Pilgrimage - Make at least one pilgrimage (hajj) to Mecca if economically and
    physically possible.
Diffusion: Muslims (followers of Islam) conquered the Middle East, Persia, the Arabian
Peninsula, and northern Africa within 100 years of Mohammed’s death and installed
Islam as the religion of the region. In later centuries Islam spread with trade, primarily
across the Indian Ocean, Central Asia and West Africa.

BUDDHISM:
Origins: Began in India and incorporated much of Hinduism in its practice.

Effective September 2008 Indicator 6-2.1
Founder(s): Siddhartha Gautama was an Indian prince raised in a lifestyle of luxury and comfort who, upon encountering the misery and suffering of the poor in the streets, began to question the meaning of life. Gautama left his city and wandered through the land. He became known as Buddha, “Enlightened One” and concluded that the cause of suffering is desire.

Principles: Desire is the cause of suffering and the way to end suffering is to end desire. Buddhism does teach the concept of reincarnation, though this is not always seen as a “rebirth” and that nirvana can be reached. In its most basic form, Buddhism does not hold to a belief in a deity, therefore (along with other reasons) many hold that it’s not a religion but is instead a philosophy that places great emphasis on man’s actions, his ability to think properly, and his co-existence in harmony with the forces of the universe. The core of Buddhism is based on the Four Noble Truths and Eightfold Path though there are tremendous variations and expansions of these in practice.

Four Noble Truths
1. Life is full of pain and suffering.
2. Human desire causes this suffering.
3. By putting an end to desire, humans can end suffering.
4. Humans can end desire by following the Eightfold Path.

The Eightfold Path consists of three parts – morality (Sila), control of one’s mind (Samadhi), and wisdom (Panna). These three parts have multiple means of application. (Examples: Sila - proper speech, actions, etc.; Samadhi - meditation, good thoughts, mental development, etc.; Panna - proper path of life, wisdom and understanding.)

Diffusion: Spread to Southeast Asia and to East Asia, especially during the Maurya Empire, under Ashoka, and the Gupta Empire where it became very prominent. It is a religion that actively seeks to convert others. It was never widely accepted in India where much of Buddhist teaching was incorporated into Islam.

HINDUISM:
Origins: No definable point or person from which it can be traced.
It developed in what is now India over the course of several centuries.
Founder(s): None
Principles: Hinduism is the world’s largest polytheistic religion with its pantheon of gods and goddesses seen as part of a universal soul/deity known as the Brahman.
One major concept is reincarnation, a belief in a cycle of life, death, rebirth that is repeated by the soul many times until it (the soul) reaches the state of Nirvana and unites with the Brahman. Two other critical concepts are Karma, which relates to the cause/effect nature of what happens in life, and Dharma, the idea of a person’s duty and the need to fulfill that duty. Along with other social reasons, these ideas combined to help create the Caste System, one of the most distinctive manifestations of Hinduism (see 6.2-5). There are several holy books in Hinduism with the most important being the Vedas, Upanishads, Puranas, and the Bhagavad-Gita (part of the Mahabharata – see 6-2.5). The goal is to eventually merge with the Brahmin after a series of reincarnations. This Moksha (salvation) and can be obtained in one of three ways - works, knowledge, or devotion.
**Diffusion:** Spread throughout the Indian subcontinent and, eventually to SE Asia through trade, education, and the teaching of priests. In Southeast Asia it co-existed with Buddhism but ultimately lost its influence.

**CONFUCIANISM:**

**Origins:** China during the Zhou (Chou) Dynasty. After the end of feudalism crime was rampant and Confucius spoke of returning to the moral standards of the ancients.

**Founder(s):** Kung Fu-Tzu (Confucius) 551-479 BC

**Principles:** It is not a religion but rather is an ethical code dealing with the moral character of individuals, society, and government. The primary goals are order, harmony, peace and happiness on earth. Man is capable of achieving this through education, self-effort, and self-reflection. The most important principles deal with *Li, Jen,* and *Chun-Tzu.*

*Li* is the ideal standard of conduct that controls social conduct. This is seen in the Five Relationships:

- Parent-child: Kindness in the father and obedient devotion in the son
- Husband-wife: Righteous behavior in the husband and obedience in the wife
- Elder sibling-younger sibling: Gentility in the eldest brother and humility and respect in the younger
- Elder friend-younger friend: Humane consideration in elders and deference in juniors
- Ruler-subject: Benevolence in rulers and loyalty of ministers and subjects

**Jen:** Applying virtue and goodness to the structure of *Li.*

**Chun-Tzu:** The True Gentlemen who lives by the five virtues: self-respect, generosity, sincerity, persistence, and benevolence.

**Diffusion:** Spread by his followers after the death of Confucius as they obtained positions in government. These ideals eventually formed the basis for the civil service exam in China. Also the principles of Confucius became the foundation of Chinese education. These teachings spread to Korea and Japan.

**TAOISM:**

**Origins:** Grew from ancient Chinese philosophies that were merged into one basic teaching. In some ways it grew from a reaction to the spread of Confucianism and Buddhism.

**Founder(s):** Lao-Tse

**Principles:** Tao (Dao) means “The Way” (or the Path) and it’s a series of philosophical teachings that focuses on achieving balance and harmony in the universe, and in one’s life. Taoism places a great emphasis on nature as an example of balance and demonstrates the way humans should live. A key concept related to this balance, as seen in nature, in *wu wei,* the idea of “effortless doing” that comes when the man’s efforts and actions are in harmony with the universe and not in conflict with the natural order. The symbol most associated with Taoism the Yin/Yang reflects the ideals of harmony and balance. Taoism also emphasizes the Three Jewels, compassion, moderation, and humility. The Tao Te Ching is the most significant text.

**Diffusion:** Taoism spread primarily to the areas immediately surrounding China and has been incorporated into the teachings and beliefs of several philosophies and religions – most notably Buddhism and Shintoism.
*** This is a very complex indicator dealing with the most personal of all subject matters – religion. Teachers should be very careful to treat the principles of each religion and philosophy with respect. Part of that entails becoming familiar with the basic ideas and to not treat them erroneously or negligently. However, it’s not expected that teachers (or students) delve into the theological complexity of these religions or to know the nuances and intricacies that comprise each. The indicator calls for comparing so teachers and students should examine similarities and differences. ***

**It is not essential for students to know** the terminology associated with the religious practices described. While students do have to be familiar with key texts and founders they are not expected know all the titles and key leaders – especially in regards to the philosophies. Students do not need to know doctrinal issues or the various sub-groups of the religions.

**Assessment guidelines:** In order to measure understanding of the major world religions, appropriate assessments will require students to **compare** the major religions based on origins, founding leaders, basic principles, and diffusion. Students should be required to note similarities and/or differences within these categories and among these religions and philosophies.

*Effective September 2008*  
*Indicator 6-2.1*  
5 / 5
Standard 6-2  The student will demonstrate an understanding of life in ancient classical civilizations and their contribution to the modern world.

6.2.2  Summarize the significant political and cultural features of the classical Greek civilization, including the concept of citizenship and the early forms of democratic government in Athens; the role of Alexander the Great as a political and military leader; and the contributions of Socrates, Plato, Archimedes, Aristotle, and others in philosophy, architecture, literature, the arts, science, and mathematics.  (H, G, P)

**Taxonomy Level:** B 2  Understand/Conceptual Knowledge

**Previous/future knowledge:**
This is the first time students have been taught about classical Greek civilization.

In Global Studies, students will explain the influence of Athenian government and philosophy on other civilizations (GS-1.1).

**It is essential for students to identify and describe** key components of ancient Greek civilization. Students should have an understanding of the development of Athenian democracy including the role of citizenship and how citizens were defined. Students should be familiar with Socrates, Plato, and Aristotle and their writings on Athenian government. While students do not need to be familiar with the governments of other city-states they should understand that Athenian democracy was unique among the Greek city-states and developed over centuries. They should recognize critical features such as direct democracy, public debate, and limited citizenship that formulated Athenian democracy. It’s important for students to understand that modern democracy is rooted in, yet different from the Athenian model. Students should have an understanding of the city-state as the primary political expression of ancient Greece. While city-states did enter alliances (such as the Delian League) there was an intense sense of independence among the Greek city-states. Students should understand that it was Philip II of Macedonian who conquered and “united” the Greek city-states and it was his son, Alexander, who solidified and expanded this rule. The students should be able to identify the expansion of Alexander’s empire into Africa, Central and Southern Asia, through military conquests. They should also be able to describe the importance of Alexander’s conquest in spreading Greek culture and ideas (known as Hellenistic). Finally students should have an understanding of significant cultural expressions in ancient Greece. Major Greek writings often centered on history, philosophy, or mythology. Genres such as tragedy and comedy also found great expression in Greek writing and theatre. Students should also be able to associate famous Greeks and the field(s) with which they are associated. These include Socrates – philosophy, government, Socratic questioning; Plato and Aristotle – political philosophy; Archimedes – mathematics and science; and Pythagoras - mathematics. Students should be aware that Greek architecture found its greatest expression in the building of temples and its greatest accomplishment in the development of columns.
It is not essential for students to know the specific teachings or accomplishments of Socrates, Plato, Archimedes, or Aristotle. Students also do not need to know the biography of Alexander or others in this indicator. While it’s important that students be able to understand the basic expression of Athenian democracy they do not need to know the structure and offices associated with the government.

Assessment Guidelines: The objective of this indicator is to summarize significant political and cultural contributions of ancient Greece. A primary focus should be on the development of Athenian democracy and its characteristics. Appropriate assessment should require students to compare Athenian democracy to its contemporary expression. It would be fitting for students to utilize maps to illustrate the expansion of Alexander’s empire and the spread of Greek culture. Suitable assessment could also call for students to describe the relationship between citizenship and Athenian democracy. Assessment should require students to demonstrate an understanding of Greek cultural contributions and the men/fields in which these significant contributions were made.

Effective September 2008
Standard 6-2 The student will demonstrate an understanding of life in ancient classical civilizations and their contribution to the modern world.

6.2.3 Summarize the significant political and cultural features of the classical Roman civilization, including its concepts of citizenship, law, and government; its contributions to literature and the arts; and its innovations in architecture and engineering such as roads, arches and keystones, and aqueducts. (H, P)

Taxonomy Level: B 2 Understand/Conceptual Knowledge

Previous/future knowledge:
This is the first time students have been taught about the classical Roman civilization.

In Global Studies, students will summarize the essential characteristics of Roman civilization and explain their major impact today (GS-1.2).

It is essential for students to describe the development and transformation of Roman government from a republic to an empire and the impact of Roman government on modern governments (especially the United States). Early Roman government was republican (representative) in nature. This form of Roman government created offices that represented the interests of various groups, giving those people a voice, directly or indirectly in Roman government. Examples include tribunes who represented plebeians (common people), the use of assemblies (various assemblies were created for many purposes, including the Senate), and consuls (served one year terms as the civil and military authority). Another critical feature of Roman government was the idea of checks and balances. Roman government was structured in a complex way to prevent any one group or body of consolidating too much power. A unique feature of Roman government to offset checks and balances was the ability to elect a dictator to rule Rome with absolute power for a short period of time during emergencies. Finally Roman government was essential in promoting the codification of law that laid the basis for the rule of law. Students should be able to describe the movement of Roman government toward a dictatorship (eventually creating an empire) but also recognize that many of the republican principles remained intact during this time.

In general the Romans did not make significant original contributions in art and literature but rather built upon the influences of Greek civilization. Roman sculpture was very life-like and less idealized than Greek forms. Roman mythology, too, was very similar to the Greeks. In architecture and engineering, the Romans greatly advanced previous accomplishments and were often geared toward solving problems associated with everyday life. They were able to modify the traditional post and lintel construction and develop the arch which they utilized to build higher, more stable structures (the most famous example being the Colosseum). The Romans also were the first to seriously incorporate the use of domes in their structures. Roman roads were a significant achievement that allowed the empire to be unified, both for trade and protection. Aqueducts, designed to supply fresh water to cities, are another example of engineering marvels from the Romans. Many aqueducts and roads built by the Romans are still
functional today, a testament to their engineering prowess. The combination of these political and cultural features allowed Rome to enjoy a time of peace, prosperity, and expansion culminating in the *Pax Romana*.

It is not essential for students to know detailed explanation of Roman laws and government procedures, explanation of art techniques and literature, detailed information about Roman leaders, the legend of Romulus and Remus, or information pertaining to the destruction of Pompeii.

**Assessment guidelines:** This indicator calls for students to be able to **summarize** Roman political and cultural features. As such, students should be able to **identify** and **describe** those features uniquely associated with classical Roman civilization and **compare/contrast** these with similar features of other civilizations – most notably Greece and the modern world. It would be fitting to have students **identify** examples of art or architecture as representative of classical Rome. Assessments should require students to **describe** how Roman government was republican in nature and to give examples of how its structure helped reflect republican principles today. Students should defend the importance of Roman engineering in creating a stable and secure civilization.

*Effective September 2008*  
Indicator 6-2.3  
2 / 2
Standard 6-2  The student will demonstrate an understanding of life in ancient classical civilizations and their contribution to the modern world.

6.2.4  Explain the expansion and the decline of the Roman Empire, including the political and geographic reasons for its growth, the role of Julius Caesar and Augustus, and the internal weaknesses and external threats that contributed to the Empire’s decline. (G, H, E)

**Taxonomy Level**: A 2 Understand/Factual Knowledge

**Previous/future knowledge:**
This is the first time students have been taught about the expansion and decline of the Roman Empire.

In Global Studies, students will summarize the essential characteristics of Roman civilization, including factors contributing to the decline of the empire (GS-1.2).

It is essential for students understand major reasons for the expansion of the Roman Empire as well as its decline. Students should recognize the significance of Rome’s geographic location in the Mediterranean. This location was conducive in promoting trade and interaction with other lands and the eventual conquest of those lands. Rome’s geography also was a critical component in its security with the Alps Mountains providing protection from the north, its narrow, peninsular configuration limiting the ability of opposing land forces to operate, and the Mediterranean Sea providing an effective buffer against invasion. It was because of trade that Rome came into conflict with other powers, most notably Carthage, and through a series of wars began to expand its control throughout the Mediterranean. During the time of the emperors the empire continued to expand, especially deeper into the European continent (both northern and eastern) reaching its greatest extent under the Emperor Trajan during the Pax Romana. Students need to understand that it was Julius Caesar who was most responsible for initiating Rome’s move toward a dictatorship and away from a republic. He created the First Triumvirate which moved to weaken the Senate and the patrician class. Although he was assassinated, the Second Triumvirate was created and after years of a power struggle Octavian emerged as the sole leader and was given the title “Caesar Augustus” – ending the Roman Republic.

Even as Rome was at the pinnacle of success, the factors which would lead to its decline were taking shape. Students should understand that the decline of Rome was gradual and took place over centuries. Because of this slow, intermittent process there were several factors which contributed to Rome’s downfall over the centuries. One of these was the economic costs of sustaining an empire. Maintaining a military presence in distant lands and protecting the empire’s trade was costly and resulted in continuously higher taxes and a dissatisfied populace. As people lost their lands and moved to cities they placed a greater economic burden on a government forced to care for them – resulting in a need to raise taxes even more. A second major factor for Rome’s decline was its division into eastern and western empires and civil wars between competing factions. A third
contribution was the decline of the traditional values on which Roman society had been built and prospered. As Rome grew richer and larger there was a moral decay and corruption among its citizens that weakened it from within. A final cause of the decline was the external threats (and expensive defense of these threats) from various groups. Over the years groups such as the Vandals, Angles, Saxons, Huns, and Visigoths weakened the empire as they continuously attacked and invaded portions of the empire.

It is not essential for students to know specific battles that occurred during the Punic Wars, the effect of Roman conquest on the conqueror peoples, Diocletian’s reforms, or detailed information about individual groups who invaded Rome, including individuals such as Hannibal. With the exception of Julius Caesar and Caesar Augustus it’s not necessary for students to know the emperors of Rome.

Assessment guidelines: This indicator calls for students to be able to explain the rise and fall of the Roman Empire. Assessments should focus on cause and effects in the expansion and decline of the empire. It would be fitting for students to compare or interpret causes (and/or effects) to determine which one(s) were most important. Appropriate assessment would include students being able to identify the areas where the Roman Empire expanded and explain why this expansion occurred. Students could also be called upon to show where the external threats and invasions occurred on a map.

Effective September 2008

Indicator 6-2.4


Standard 6-2 The student will demonstrate an understanding of life in ancient classical civilizations and their contribution to the modern world.

6.2.5 Summarize the significant features of the classical Indian civilization, including the caste system and contributions to the modern world in literature, the arts, and mathematics. (H, G)

Taxonomy Level: A 2 Understand/Factual Knowledge

Previous/future knowledge: This is the first time students have been taught about classical Indian civilization.

In Global Studies, students will explain the impact of religion in classical Indian civilization, including Hinduism and the effects of its beliefs and practices on daily life. (GS-1.4).

It is essential for students to have an understanding of classical India and those characteristics which help define it. It is important for students to understand the development of the caste system during this time which helped provide order and stability to society and gave expression to basic Hindu beliefs such as reincarnation, karma, and dharma. It also helped provide social order and stability in an era that saw much political instability. Four major castes developed – the Brahmin, Kshatriya, Vaisyas, and the Sudras. A fifth group, known as the Untouchables or Outcasts, was created. Each caste had distinct roles in society and caste guided members in issues such as occupation, foods eaten, and marriage. Students should also recognize the cultural expression manifested in classical Indian society and its continued importance through history. Most of the art, literature, and architecture in classical India centered on religious themes and expression. The classical era saw an emphasis on building temples and producing art and sculptures that underscored Hindu beliefs. Indian literature evolved over time and largely focused on holy writings or the creation of stories supporting Hindu themes. The period is famous for its epics, with the two most notable epics being the Mahabharata and the Ramayana. Later classical writings in Sanskrit focused on drama, poetry, or scholarly articles. Dance became a popular and fervent expression that continues to today. Additionally students need to understand that learning excelled during the classical era. Mathematics and astronomy are two fields that experienced tremendous advances. For example, Hindu-Arabic numerals were developed, the concept of zero was created, and the field of algebra originated.

It is not essential for students to know particular works of literature and art created during the classical Indian civilization. While students should have knowledge of how the caste system was organized (particularly when seen in conjunction with 6-2.1) it is not necessary for them to know detailed description of the levels of the caste system or to know the sub-castes.

Assessment guidelines: In order to measure understanding of the classical Indian civilization, appropriate assessments will require students to explain the significance of
the caste system in the development of classical Indian civilization. It would be appropriate for students to **describe** how the caste system was an expression of basic Hindu beliefs. It would be fitting for students to **summarize** the characteristics of Indian cultural expressions (art, literature, etc.) and to be able to identify examples/non-examples of this work. Assessment could also require students to justify the importance of Indian mathematical development from this era.

*Effective September 2008*  
Indicator 6-2.5
Standard 6-2  The student will demonstrate an understanding of life in ancient classical civilizations and their contribution to the modern world.

6.2.6 Summarize the significant features of the classical Chinese civilization, including the Silk Road and contributions to the modern world such as gunpowder, paper, silk, and the seismograph. (H, G, E)

**Taxonomy Level:** B 2  Understand/Conceptual Knowledge

**Previous/future knowledge:**
This is the first time students have been taught about classical Chinese civilization.

In Global Studies, students will explain the significant political, commercial, and cultural changes that took place in China in the nineteenth century (GS-4.1).

**It is essential for students** to be able to identify and locate the Silk Road on a map and summarize its importance on the development of trade in China. Students should recognize that the Silk Road has been used for millennium to connect the cultures, empires, and economies of the Mediterranean, Central Asia, and China and foster the flow of goods and ideas from one region to another. Furthermore, this indicator calls on students to summarize major contributions of classical China. Gunpowder and paper are two of the elements often referred to as the “four great inventions of ancient China” (along with the compass and printing). Used in apparel and art, silk became the staple of trade with the east and, more than any other product, was a symbol of ancient China. China also developed the first seismograph.

**It is not essential for students to know** specific Chinese dynasties or emperors. Students do not have to know the particular items traded on the Silk Road or identify trading center/cities that appeared on the Silk Road. While students must have an understanding of the Chinese contributions, including their importance, it not necessary for them to know the dates or dynasties associated with the developments or the person(s) responsible for their creation.

**Assessment guidelines:** In order to measure understanding of classical Chinese civilization, appropriate assessments should require students to summarize the value the Silk Road to the success of Chinese civilization, infer the reason for the development of the Silk Road, and locate and identify it on a map. It would be suitable for students to explain the importance of gunpowder, paper, silk, and/or the seismograph. It would be fitting for students to compare these contributions and defend which was the most important – either to China and/or to the world.

*Effective September 2008*  
Indicator 6-2.6  
1 / 1
Standard 6-3 The student will demonstrate an understanding of the Middle Ages and the emergence of nation-states.

6.3.1 Explain feudalism and its relationship to the development of European nation states and monarchies, including feudal relationships, the daily lives of peasants and serfs, and the economy under the feudal/manorial system, and the fact that feudalism helped monarchs centralize power. (E, H, P)

Taxonomy Level: B 2 Understand/Conceptual Knowledge

Previous/future knowledge:
This is the first time students have been taught the concept of feudalism.

In Global Studies, students will summarize the functions of feudalism and manorialism in medieval Europe, including the creation of nation-states as feudal institutions that helped monarchs centralize power and the evolution of the relationship between the secular states and the Roman Catholic Church (GS-2.5).

It is essential for students to understand the feudal system of Europe, including how it functioned, and impacted the political development of Europe. Following the death of Charlemagne and fall of the Carolingian Empire much of the European mainland was subject to constant tribal warfare and invasions and offered little security and virtually no real political organization. From this chaos the feudal system developed and emerged as the political system to dominate Europe for several centuries. Students need to recognize the hierarchical nature of the feudal system based on reciprocal obligations and allegiances. Land and military protection/loyalty were the cornerstones of the feudal system. In exchange for land and/or protection people swore loyalty/service to those who granted this protection. The feudal system varied throughout Europe but its basic hierarchical structure had Kings, Lords, Vassals, and Peasants (also called serfs). What came to be known as the feudal system originally developed on a local level as people sought protection from the hazardous and barbaric times. It continued to develop, concentrically expanding, and was eventually utilized by powerful lords and kings to centralize military power and thus create nation-states. It’s important to know that feudalism largely developed in Western Europe; especially in France, England, and the Low Countries, though it did spread into Spain, Eastern Europe, and eventually Russia. Under manorialism it was the peasants/serfs who did most of the actual work on the landholdings of lords. The peasants were generally granted small parcels of land to grow crops for their family as well as to sell, but had to pay much of what they grew to the lords, either in taxes or as fees for using the lord’s resources – such as the mill for grinding wheat. Furthermore, in addition to working his own land, the serf had to work the rest of the lord’s land. The peasants could not sell the land granted to them, and while they were technically free, in reality, they were tied to the land on which they lived and could not leave without the lord’s permission.

Effective September 2008 Indicator 6-3.1
It is not essential for students to know cultural or social aspects of feudal entities, detailed information about castles or the role of individuals based on their gender. Students do not have to know the typical layout of manors.

Assessment guidelines: This indicator calls for students to explain and is causal in nature. Appropriate assessments would require students to examine the relationship between feudalism and the development of monarchies and nations-states, particularly in Western Europe. It is fitting that assessment would call for the description of feudal characteristics and connecting these characteristics to the developing European political structure. While students don’t have to know the exact structure of a feudal system (since no one structure existed), they should be able to recognize and detail the hierarchical nature of the system.

Effective September 2008

Indicator 6-3.1
Standard 6-3 The student will demonstrate an understanding of the Middle Ages and the emergence of nation-states.

6.3.2 Explain the development of English government and legal practices, including the principles of the Magna Carta, its effect on the feudal system, and its contribution to the development of representative government in England. (P, H)

Taxonomy Level: B 2 Understand/Conceptual Knowledge

Previous/future knowledge:
This is the first time students have been taught the concept of the English government and legal practices.

In Global Studies, students will explain the long-term effects of political changes that occurred in Europe during the sixteenth, seventeenth, and eighteenth centuries, including the emergence of a strong monarchical form of government and the changes in the governments of England and France as they compared with one another (GS-3.2).

It is essential for students to recognize how feudalism in England (institutionalized by William the Conqueror) weakened the power of nobles and strengthened the power of the monarchy. Over time the nobles rejected this growing monarchical power, eventually rebelling against the King [John] and forcing him to sign the Magna Carta. Considered one of history’s most important democratic documents, the Magna Carta set forth the basic rights of the English people. Originally these rights applied only to nobles and the Magna Carta was only intended to restore their power while limiting King John’s. Eventually these rights and principles were applied to all English citizens. Among the rights and principles maintained in the Magna Carta are the rule of law, the development of representative assemblies, and the right to approve taxes. Subsequent re-interpretation would also credit principles such as due process and trial by jury to this document. It’s important for students to understand that because the Magna Carta limited the power of the king it set the stage for the weakening of feudalism and its hierarchical structure. Furthermore, the Great Council that was to advise (according to the interests of the nobles) the king and would eventually grow into the English Parliament and become the first democratic, legislative body in modern Europe. It’s important for students to understand that the rebellious actions of the nobles resulting in the Magna Carta set a precedent for limiting government and the continued legislative/executive conflict over the centuries which would expand representative government and individual rights.

It is not essential for students to know minor principles of the Magna Carta, or where it was signed. Students do not need to know specific division of England’s representative government which eventually developed.

Assessment guidelines: This indicator calls for students to be able to explain the impact of the Magna Carta on the development of England’s government. It’s appropriate for students to be able to identify and describe key principles of the Magna Carta. It would be fitting for students to evaluate and determine which principle(s) is most important.

Effective September 2008
Assessment should call on students to recognize the impact of the Magna Carta on feudalism and determine its role/impact in establishing representative government. It would be suitable to have students compare English government prior to and after the signing of the Magna Carta.

*Effective September 2008*  
Indicator 6-3.2
Standard 6-3 The student will demonstrate an understanding of the Middle Ages and the emergence of nation-states.

6.3.3 Summarize the course of the Crusades and explain their effects, including their role in spreading Christianity and in introducing Asian and African ideas and products to Europe. (H, G, E)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**
This is the first time students have been taught about the Crusades.

In Global Studies, students will explain the rise and growth of Christianity during the classical era, including patterns of expansion across continents, the effects of diffusion on religious beliefs and traditions, and the influence of Christianity on culture and politics (GS-1.3). Students will also analyze the social, political, and economic upheaval and recovery that occurred in Europe during the Middle Ages, including the predominance of religion and the impact of the Crusades (GS-2.6).

**It is essential for students to understand** the nature of the Crusades. It’s crucial to realize that the Crusades took place over several centuries and their purpose and disposition changed over time. Students should understand that the Crusades originated as a way of recapturing the recently seized Holy Land (Palestine) by the Turks, of freeing it from Muslim rule, and as a preventative measure to avert a Turkish conquest of the Byzantine Empire. The Crusades evolved into a series of wars which lasted over several centuries and actually took place in several different regions. It’s vital for students to be able to use maps to identify or illustrate the key routes taken during the Crusades and to understand how differing people and ideas came into contact with one another.

Ultimately, from a political and military standpoint, the Crusades should be viewed as having mixed success. While the Crusaders did not permanently re-conquer the Holy Land, they did control it for a while, and when coupled with the Reconquista (retaining of Spain from the Muslims), it did largely succeed with neutralizing Muslim advances in mainland Europe. Equally important, the new interactions between people and their different ideas and products during this time allowed parts of Europe (particularly the Italian peninsula) to develop cities of trade and commerce that would serve as the basis of an expanding, trade-based European economy. The Crusades also served to build an interest in overseas land and develop the nature of exploration that would propel Europeans to the Western Hemisphere.

**It is not essential for students to know** specific products or ideas that were introduced into Europe though it is important for them to understand the cultural and economic exchange which took place. It also is not essential for students to know the dates and location of specific Crusades or battles though they should be able to utilize maps to interpret the execution of the Crusades.

*Effective December 2008*  
Indicator 6-3.3
Assessment guidelines: In order to measure understanding of the Crusades, appropriate assessments should require students to exemplify the effects of the Crusades, especially as these effects relate to the spread of Christianity and/or the introduction of ideas and products into Europe from Asia and Africa. It would be useful to have students use maps to identify, interpret, and/or detail the execution of the Crusades. It would also be appropriate for assessments to require students to utilize maps in explaining the interaction of ideas and products during the Crusades. It would be suitable for students to hypothesize and defend ideas on the economic changes that took place in Europe due to the Crusades.

Effective December 2008  
Indicator 6-3.3
Standard 6-3  The student will demonstrate an understanding of the Middle Ages and the emergence of nation-states.

6.3.4  Explain the influence of the Roman Catholic Church in Europe, including its role in spreading Christianity and the fact that monasteries affected education and the arts by founding universities and preserving ancient language and learning.

(H, G)

Taxonomy Level:  B 2 Understand/Conceptual Knowledge

Previous/future knowledge:
This is the first time students have been taught about the influence of the Roman Catholic Church in Europe.

In Global Studies, students will summarize the functions of feudalism and the evolution of the relationship between the secular states and the Roman Catholic Church (GS-2.5).

It is essential for students to evaluate the cultural role of the Roman Catholic Church in Europe during the Middle Ages. With the fall of the Roman Empire, the Catholic Church became the greatest source of stability and self-identification in Western Europe for over 1,000 years. During the early Middle Ages monasteries began to develop as a place where people could separate themselves from society and live a life of isolation in their dedication to God. Following the Benedictine model, monasteries began to change in the 6th Century and became locales that would be both caretaker and disseminator of the Christian message and its influence. Monasteries became centers of learning and sustainers of culture in two dominate ways. First they preserved Christian writings, particularly the Bible, by producing hand-made copies that were kept and passed down through the ages (example: Irish monasteries developed the scriptorium which became the heart of their monasteries). In this way, great works of early Christians were safeguarded for history. It is in the context of preserving these works that much of the great art of medieval Europe was created. (example: the Book of Kells). Secondly, they became centers of learning. Initially spurred by Charlemagne’s decree to educate boys, primarily in training for the priesthood, many monastic centers had expanded their curricula to include a wider array of subjects by the 11th Century. It is from these monastic learning centers that universities were first formed (example: the first university grew from the monastic schools surrounding Notre Dame Cathedral where students were allowed to study under any of the teachers within these schools) and where degrees in theology were the most esteemed. The primary goal of the Roman Catholic Church and the core purpose of monasteries were one - to influence people to become Christians. Monasteries originally attempted to become ideal communities which would spur people to live holier, more dedicated lives. Eventually monasteries created religious orders, some of which (examples: the Franciscans and Dominicans) placed great emphasis on spreading Christianity and promoting the teachings of the Catholic Church.

It is not essential for students to know art techniques used by monks or to know exact works they produced. While students do not have to know specific religious orders (or
their rules), it is important they understand the role of these orders in spreading Christianity. Neither is it essential for students to know the names of the first universities founded.

**Assessment guidelines:** In order to measure understanding of the influence of the Roman Catholic Church in Europe, appropriate assessment will require students to *exemplify* influence on education and the arts and the spread of Christianity. Assessments should require students to *hypothesize* as to how education and learning would have differed without the Church. It would be appropriate for students to *summarize* the role of monasteries and defend their importance in the preservation of a Christian culture in Western Europe.

*Effective September 2008*  
Indicator 6-3.4
Standard 6-3  The student will demonstrate an understanding of the Middle Ages and the emergence of nation-states.

6-3.5  Use a map to illustrate the origins and the spread of the bubonic plague through Central Asia, China, the Middle East, and Europe, and explain the impact of the plague on society, including the plague’s effect on people’s daily lives, its role in bringing an end to the feudal system, and its impact on the global population. (G, H, E)

Taxonomy Level: B 2 Understanding/Conceptual Knowledge

Previous/future knowledge: This is the first time students have been taught about the bubonic plague.

In Global Studies, students will analyze the social, political, and economic upheaval and recovery that occurred in Europe during the Middle Ages, including the plague and the subsequent population decline (GS-2.6).

It is essential for students to know the general direction from which the plague originated and spread, the most likely modes of transportation and pathways by which it spread, and the economic, political, and social activities which contributed to the rapid infection of most of Europe. Students should have a clear idea of the relatively narrow timeframe in which this epidemic occurred, how rapid the contagion was, to what degree the spread was hastened by lack of scientific and medical knowledge, and its devastating impact on all socioeconomic levels of the population. Students should particularly note the impact of a decimated population on labor availability and costs, and how these economic forces enabled a shift away from feudalism. Additionally, students should have a general concept (expressed as an approximate fraction or percentage) of the world’s population lost to the plague.

It is not essential for students to know the scientific terms for either the disease itself or the fleas which carried the disease. It is not necessary to be familiar with the symptoms of the plague or its precise incubation period.

Assessment guidelines: In order to measure understanding of the origins and spread of the bubonic plague, appropriate assessments could require students to represent its movement on a map, interpret population figures to determine impact, classify economic activities impeded by the disease, infer the economic and social consequences of catastrophic and random population loss, explain the process of transition from feudal economy to market economy, or compare the characteristics of this epidemic with those of more modern outbreaks (1918 influenza epidemic, AIDS pandemic, etc.).

Effective September 2008  Indicator 6-3.5
Standard 6-3  The student will demonstrate an understanding of the Middle Ages and the emergence of nation-states.

6-3.6   Explain the contributions that the Byzantine Empire made to the world, including the Justinian Code and the preservation of ancient Greek and Roman learning traditions, architecture, and government. (H, G)

Taxonomy Level:  B 2 Understand/Conceptual Knowledge

Previous/future knowledge:
This is the first time students have been taught about the Byzantine Empire.

In Global Studies, students will explain the influence of Athenian government and philosophy on other civilizations including the importance of Plato’s Republic and the concepts of participatory government, citizenship, freedom, and justice (GS-1.1). Students will summarize the essential characteristics of Roman civilization and explain their impact today (GS-1.2). Students will also explain the influence of the Byzantine Empire (GS-2.1).

It is essential for students to know that it was only the western portion of the Roman Empire that fell to the Germanic invaders. The eastern portion continued for almost 1,000 years as the Byzantine Empire. The center of the Byzantine Empire was the city of Constantinople (originally called Byzantium by the Greeks, today known as Istanbul), which became the greatest city in the western world after the fall of Rome. Constantinople straddled the Bosporus Strait and was situated on two continents – Europe and Asia. This site was chosen since it was easily defended and served as a crossroads of international trade. It is important for students to understand that, as the western empire fell, Constantinople replaced it as the cultural hearth from which the greatest accomplishments of ancient Greece and Rome were preserved and spread throughout the known world. Improving on these traditions in the law and government, the Byzantine Emperor Justinian organized and simplified the complex Roman legal system to make it more accessible to the average citizen. This codification became known as the Justinian Code. Students should know that the Byzantine Empire supported the education of scholars and government officials so as to better serve the people. Artists of this era enhanced the Roman style of using natural marble for mosaics with brightly colored glass. They decorated and built Christian churches throughout the Empire, including the Hagia Sophia.

It is not essential for students to know about the Empress Theodora.

Assessment guidelines: In order to measure understanding of the contributions of the Byzantine Empire, appropriate assessments will require the student to explain the influence of geography on the Empire’s success. It would be suitable for assessments to require students to compare the Justinian Code with the codification of law in other cultures (Examples: Code of Hammurabi, Napoleonic Code) or to explain the importance of this action for citizens. It would be appropriate for assessments to require students to identify and describe features of Greek and/or Roman civilization preserved by the Byzantines and explain why this preservation was important.

Effective September 2008  Indicator 6-3.6  1 / 1
Standard 6-4  The student will demonstrate an understanding of changing political, social, and economic cultures in Europe, Asia, Africa, and the Americas.

6-4.1  Compare the features and major contributions of the African civilizations of Ghana, Mali, and Songhai, including the influence of geography, long-distance trade, and Islam on their social, cultural, and economic development. (H, G, E)

Taxonomy Level:  B 2  Understand/Conceptual Knowledge

Previous/future knowledge:
This is the first time students have been taught about the African civilizations of Ghana, Mali, and Songhai.

In 2nd grade, students summarized how nation-states interact with one another in order to conduct trade (2-4.2). Students will also summarized the concept of supply and demand and explained its effect on price (2-5.2) and identified the relationships between trade and resources both within and among communities (2-5.4).

In Global Studies, students will summarize the economic, geographic, and social influences of trans-Saharan trade on Africa, including education and the growth of cities (GS-2-3).

It is essential for students to know:

The names and approximate locations of the major ecological and climate zones of West Africa and the adjacent part of North Africa. These zones, from north to south, are: (1) Mediterranean; (2) Sahel (which means “shore” in Arabic, in this case the “shore” of the great Saharan desert); (3) Desert (the Sahara); (4) Sahel (the southern “shore” of the desert); (5) Savanna or grasslands; (6) Forest (tropical rainforest). These zones follow a very regular east-west pattern, across the entire area, and there are no major mountain ranges or other geographical features that cut across these zones, with one significant if partial exception. That exception is the Niger River, a major artery of trade that flows through forest, savanna, and Sahel, nearly reaching the Sahara.

Within this context, students should be able to identify and locate on a map of early West Africa (1) each of these major ecological zones, (2) the Niger River, and (3) the approximate boundaries of the three great kingdoms. Students should know that these locations gave the kingdoms access to large supplies of highly desirable resources or commodities, and they should know what those resources were and in which ecological zones they were located. They should then be able to explain how this localized production was combined with a demand for the most valuable of these resources that was diffused across zones, stimulating a long-distance trade that generated great wealth for the early kingdoms of Ghana, then Mali, and then Songhai. Students should also know where the most important of the trade routes for these goods began and ended, and the economic, social, and cultural impact of this trade on the three kingdoms. Finally it is important to know how closely tied this trade was to Islam and how Islam influenced government, education, and architecture of these three kingdoms.

Effective September 2008   Indicator 6-4.1
Mediterranean North Africa provided cloth, spices, and weapons for trans-Saharan trade. The major resource of the desert was highly valued rock salt, necessary for human health and suitable for transport south into the savanna and forest zones. During the period of the three great early West African kingdoms, salt was often traded on a nearly equal basis for an equivalent quantity of gold, which came from two major West African goldfields (which students should be able to locate on an early West Africa map). These were the Bambuk-Bure goldfields in the western savanna in the present-day country of Mali and the Akan goldfields stretching from the southern savanna into the forest in modern-day Ghana. This gold was the West African resource most highly valued, both locally and internationally. For over 500 years, West Africa was the major source of the world’s gold, underpinning the currencies of both the Mediterranean and Arab worlds, as well as the power and wealth of Ghana, Mali, and Songhai. Other valuable resources of the savanna, traded mostly regionally, were grain (including rice from the inland delta of the Niger River), cattle (providing milk, meat, hides, and transport), donkeys (transport), and cotton. Finally, in addition to gold the forest zone also provided kola nuts, widely used by Muslims— who mostly lived outside the forests—as a mild stimulant acceptable to the Islamic faith (unlike alcohol).

The fact that demand for the most valuable of these resources—most importantly gold from the savanna and forest zones and salt from the desert—was diffused across zones (and beyond) led to long-distance trade to meet that demand. Such trade had to be carried out using transport appropriate to different environments. Trade across the desert zone required the use of camels, introduced to northwest Africa by the 4th century A.D. While suited (even essential) for transport and travel across the desert sands, camels were not able to function in the slippery mud of the rainy-season savanna. Trade across the savanna zone was thus conducted by pack animals, such as cattle and donkeys, suited to that environment. The prevalence of the tsetse fly in the forest zone, which was deadly for domestic animals, meant that forest zone trade had to be carried by river and/or human porters.

Not surprisingly, it was often at the lines of transition from one ecological zone to another, where modes of transport needed to be switched, that some of the earliest markets, and then towns and cities grew up. These market towns and cities—and others that followed—became sites where merchants from different cultures and environments met and exchanged not only goods but ideas, connecting early West Africa with the wider world in the process. Some of these towns and cities also became places where rulers set up their courts and governments.

Indeed, controlling such centers of commerce and taxing the region’s lucrative trade that occurred there was crucial to the existence and maintenance of each of the three early West African kingdoms and their rulers (supported by a typically abundant grain-based agriculture produced by the majority of the kingdom’s populace who were peasant farmers). In Ghana, the most important of those cities, located near the Sahel transition from savanna to desert, was Kumbi-Saleh, which became the kingdom’s capital. For both Mali and Songhai, the most important trade centers were Timbuktu and Gao, located along the northern portion of the Niger River (east of Kumbi-Saleh but also along the transition from savanna to desert). The major long-distance trade routes ran primarily north-south, from the Bambuk-Bure and Akan goldfields in the south, through major trade centers such as Kumbi-Saleh, Timbuktu, and Gao, and then across the desert, mainly to Morocco.
Numerous Arabic-language sources indicate that the resultant wealth from agriculture and long-distance trade was sufficient for each dominant kingdom in turn to support an ever more elaborate court, large and complex hierarchy of government officials, large and powerful army, and rich and cosmopolitan urban culture (both Muslim and non-Muslim).

The trade was always linked closely with Islam. Goods were carried north and south across the desert by Muslim desert dwellers called Berbers, and rather quickly the main West African group that came to specialize in long-distance trade (called Wangara or Dyula) also adopted Islam. Over time, other wealthy and powerful West Africans, especially those in towns and cities, became Muslims as well, including the rulers of Ghana during its later years of dominance and all those of Mali and Songhai at their peaks of power.

It is important to emphasize in this regard that Islam’s spread into sub-Saharan West Africa during this period (and mostly later as well) does not fit Western stereotypes that emphasize the spread of Islam through invasion or other forced conversion. Instead, Islam spread in West Africa through peaceful means, as many individual West Africans chose to become Muslim, for a variety of reasons. These included: (1) the accessible and straight-forward nature of Islam’s basic theology; (2) Islam’s association, as a “religion of the book,” with literacy; (3) Islam’s association with lucrative long-distance trade; (4) its related, more general association with wealth and power; and (5) the opportunity that becoming a Muslim gave to join a vast cultural as well as religious community that extended far beyond any individual’s village or clan or ethnic group.

Even though such attractions led increasing numbers of West Africans to become Muslims from the 8th-16th centuries, Islam remained a mainly elite, urban religion during this time. Most of the vast majority of rural farmers and herders of Ghana, Mali, and Songhai continued to follow local, African religions. Still, the influence of Islam in trade, government, and in education and architecture in the major cities was great. One city in particular, Timbuktu, became a leading center of Islamic scholarship and intellectual life.

Early in 1591, Morocco staged a surprise invasion of Songhai in an attempt to take over the southern end of the trans-Saharan gold trade. A disciplined, elite force of 4,000 Moroccan soldiers with up-to-date firearms quickly defeated the Songhai army. After some immediate, short-term economic gains, ongoing local resistance and logistical problems created by trying to control and administer territory so far away proved impossible for Morocco to overcome. Political control in savanna West Africa fragmented. The trans-Saharan gold trade, already increasingly diverted south to the Atlantic coast and European ships, dwindled. Towns and cities declined. No successor to Ghana, Mali, and Songhai would emerge, and more than 800 years of West African history – marked by a series of powerful, large-scale savanna kingdoms based on control of an immensely lucrative trans-Saharan gold trade – came to an end.

Over the 17th, 18th, and early 19th centuries, West Africa’s international commerce would be dominated by another type of trade, one that was much more disruptive and destructive: the trans-Atlantic slave trade.

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Indicator 6-4.1
It is not essential for students to know the detailed histories of the three major empires, or the names of specific rulers.

Assessment guidelines: In order to measure understanding of the features and contributions of Ghana, Mali, and Songhai, appropriate assessments will require the student to be able to identify and locate the basic ecological zones of West Africa, name the major resources associated with these zones, explain the cause-and-effect relationship between trade in these products and the economic prosperity of the three kingdoms, summarize the sequential rise and fall of these kingdoms, identify the ways in which Islam spread in the three kingdoms, and interpret Islam’s influence. Students should also be able to compare the features and major contributions of the West African civilizations of Ghana (at its height from the 8th-12th centuries A.D.), Mali (dominant from c. 1235-1470), and Songhai (dominant from c. 1470-1591), including the influence of geography, long-distance trade, and Islam on their social, cultural, and economic development.

Effective September 2008 Indicator 6-4.1
Standard 6-4  The student will demonstrate an understanding of changing political, social, and economic cultures in Europe, Asia, Africa, and the Americas.

6-4.2 Summarize the features and major contributions of China, including its golden age of art and literature, the invention of gunpowder and woodblock printing, and commercial expansion and the rise of trade.  (H, G, E)

Taxonomy Level:  B 2 Understand/Conceptual Knowledge

Previous/future knowledge:
This is the first time students have been taught about Chinese civilization.

In Global Studies, students will explain the significant political, commercial, and cultural changes that took place in China in the nineteenth century, including the unification of Chinese culture and motivations and effects of China’s changing attitudes toward foreign trade and interaction (GS-4.1). Students will also compare the political actions of European, Asian, and African nations in the era of imperial expansion, including the collapse of Chinese government and society (GS-4.5). Students will continue their study of China by summarizing the worldwide changes that took place following World War I, including the revolutions and political change in China (GS-5.2). Students will conclude their study of China by summarizing the ideologies and global effects of Communism and democracy, including the effects of totalitarianism and Communism in China (GS-6.1) and summarizing the worldwide effects of the Cold War, including the changing relationships between the Soviet Union and China (GS-6.2).

It is essential for students to know that civilizations existed in China for at least 800 years before the point at which the standards first focus on them. Students should know that the basis for all of China’s accomplishments was periods of relative political stability which led to improved agriculture and trade. Government support of trade resulted in the building of roads and waterways and stimulated trade beyond China’s borders, particularly along the Silk Road. It is essential to understand that China’s desire to spread ideas within its borders and to remain strong and secure within those borders led to the invention of woodblock printing and gunpowder. Students should also know that artistic expression was a key element of Chinese civilization, and that it took form primarily in poetry, porcelain, painting, and calligraphy.

It is not essential for students to know the names or spellings of specific emperors or dynasties (with the exception of the Tang and the Song).

Assessment guidelines: In order to measure understanding of China’s features and major contributions, appropriate assessments will require the student to infer the importance Chinese civilization placed on learning and knowledge, compare the impact of woodblock printing on China with that of movable type printing on Europe nine hundred years later, and explain the connection between the Chinese view of the world and its tradition of artistic expression.
Standard 6-4  The student will demonstrate an understanding of changing political, social, and economic cultures in Europe, Asia, Africa, and the Americas.

6-4.3  Summarize the features and major contributions of the Japanese civilization, including the Japanese feudal system, the Shinto traditions, and contributions in literature and the arts. (H, E)

Taxonomy Level:  B 2 Understand/Conceptual Knowledge

Previous/future knowledge:
This is the first time students have been taught about the history of Japan.

Previously in 6th grade, students have explained feudalism including feudal relationships, the daily lives of peasants and serfs (6-3.1).

In 7th grade, students will continue their study of Japan as they summarize aspects of the rise of totalitarian governments in Germany, Italy, Japan, and the Soviet Union (7-5.4). Students will also explain the causes, key events, and outcomes of World War II, including the German, Italian, and Japanese drives for empire (7-5.5).

In Global Studies, students will summarize the functions of feudalism and manorialism in medieval Europe, including the creation of nation-states as feudal institutions helped monarchies centralize power (GS-2.5). Students will explain the economic and cultural impact of European involvement on other continents during the era of European expansion (GS-4.2). Students will compare the political actions of European, Asian, and African nations in the era of imperial expansion, including the reasons for and the effects of Japan’s transformation and expansion, and the resistance to imperialism (GS-4.5). Students will explain the causes, key events, and outcomes of World War II, including the German, Italian, and Japanese drives for empire (GS-5.4). Students will compare the ideologies and global effects of militarism in Japan prior to World War II (GS-5.5).

In US History, students will analyze the United States’ decision to enter World War II, including the rise and aggression of totalitarian regimes in Japan under Hideki Tojo and the Japanese attack on Pearl Harbor (USHC-8.1). Students will summarize and illustrate on a time line the major events and leaders of World War II, including the major battles of Midway, Iwo Jima, and Okinawa; and the dropping of the bombs on Hiroshima and Nagasaki (USHC-8.3). Students will also summarize the impact of World War II and war mobilization on the home front, including war bond drives, rationing, the role of women and minorities in the workforce, and racial and ethnic tensions such as those caused by the internment of Japanese Americans (USHC-8.3).

It is essential for students to know that much of Japan’s history has been dictated by its physical isolation as a nation of islands and also by its cultural links to China. The Japanese developed their unique culture, but studied the Chinese culture as an example. The Japanese writing system and language are clearly similar to the Chinese and demonstrate this linkage between the two cultures. Much like the Chinese, the Japanese also had a choice between remaining isolated from the rest of the world or not. Early experiences with Europeans

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convinced the Japanese that isolationism was a wise policy. Because of its small size and limited amount of arable land, the Japanese have traditionally relied on rice and the sea for their food. Therefore, students must understand the historical value of land and resources, both physical and human, to the Japanese. The high value placed on the land resulted in numerous conflicts over its control.

As the rule of the Japanese shoguns diminished, Japan was divided into a number of smaller territories ruled by military lords known as daimyo. The daimyo were loyal to the emperor and the shogun, but they ruled their lands as independent kingdoms. This created a feudal system in which vassals (former samurai warriors) were hired to protect the lords’ (daimyo’s) kingdoms.

In spite of the many wars and struggles for control of the land, Japan’s economy continued to grow. The Japanese people produced beautiful examples of art, architecture and literature. The arts were heavily influenced by the religious practices of Buddhism and Shinto. Feeling that each religion focused on different needs in their lives, many Japanese followed the teaching of both religions. Shinto shrines were built near sacred natural features that were considered beautiful by the Japanese. Buddhist ideas inspired many Japanese temples, paintings, poems and plays. The martial arts are also a result of practicing Zen Buddhism and were frequently used as a training technique of the samurai warriors as they learned to control their bodies and movements. Other cultural features from Japan during the Medieval period included calligraphy, origami, tanka poetry, plays and novels that described warriors in battle, lacquered boxes and furniture, landscape paintings that used water colors or ink and tea-drinking ceremonies.

Japan traded the items listed above as well as pottery, paper, textiles, swords, books and porcelain. Its trade throughout Asia spread, Japanese influence throughout the world and also allowed many Japanese nobles, merchants and artisans to become very wealthy.

**It is not essential for students to know** the names of the earliest civilizations in Japan, nor the names of specific emperors or shoguns. It is also not necessary to know the different variations of Buddhism that are practiced in Japan.

**Assessment guidelines:** In order to measure understanding of the features and major contributions of the Japanese civilization, appropriate assessments will require the student to **exemplify** Buddhist and Shinto influences on Japanese art forms, **classify** members of the society in terms of their position in the feudal structure, **compare** the Japanese feudal system with that of Europe, and **explain** the influence of geographic factors on Japan’s religious beliefs and artistic expression.
Standard 6-4  The student will demonstrate an understanding of changing political, social, and economic cultures in Europe, Asia, Africa, and the Americas.

6-4.4  Compare the significant political, social, geographic, and economic features and the contributions of the Aztec, Mayan, and Incan civilizations, including their forms of government and their contributions in mathematics, astronomy, and architecture. (H, G, E, P)

Taxonomy Level:  B 2  Understand/Conceptual Knowledge

Previous/future knowledge:
This is the first time students have been taught about early Mesoamerican civilizations.

In Global Studies, students will compare the origins and characteristics of the Mayan, Aztecan, and Incan civilizations, including their economic foundations, their political organization, their technological achievements, and their cultural legacies of art and architecture (GS-2.4).

It is essential for students to know that for more than 1100 years (circa 400-1550 AD), three separate, but similar, civilizations flourished in Central and South America. These civilizations were the Mayans, Aztecs, and Incas. Farming led to the growth of each of these civilizations. Growing corn and other crops created a shift from hunter-gatherer societies to more complex stationary societies. Although the Mayans, Aztecs and Incas were geographically isolated and left little of their culture behind, they were each advanced civilizations.

The Mayans were able to create a sophisticated network of city-states with a king and military forces out of the Yucatan Peninsula rainforest and support it with agriculture and trade. The geography of this region played an essential role in the rise and eventual decline of the Mayan civilization. The Maya settled in an area called the Pet´en (the Mayan word for “flat region”) that was heavily forested and also contained numerous swamps and sinkholes. Generally these geographic features would make an area undesirable, but the Maya realized that the swamps and sinkholes located on the Yucatan Peninsula provided a continuous source of fresh water and that the land could be farmed through the use of slash and burn agriculture resulting in the removal of the surrounding rainforest. The Maya set up city-states ruled by Mayan kings who were considered to be god-kings who descended from the sun. They claimed the right to rule and expected the Mayans to serve and worship them. Mayan engineering was sufficiently advanced to produce extensive cities that included pyramids to honor the gods. The step pyramid remains at [Chichen Itza and Tikal], with its temples and ball courts, are evidence of this. The priests studied the heavens closely to determine the plans of the gods and to know when to plant crops. They applied their study of astronomy to create a 365-day calendar and a base-20 numbering system. The Mayans developed a system of hieroglyphics to record numbers and dates of important religious festivals, plantings and harvests. By the year 500 AD, Mayan cities had been in existence for more than 300 years and the Maya had reached their peak in economic prosperity. It is estimated that two hundred years later, the Mayan population reached its peak. Between the years 750 and 900 AD, one Mayan city after another was abandoned and much of the Mayan population disappeared. The cause of the Mayan demise is uncertain. There are

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numerous theories and they suggest a decline in food production and decrease in the water supply as well as invasion from outside groups.

It is essential for students to know that the Aztecs established a powerful empire in the central valley of modern-day Mexico with a multi-tiered social hierarchy. The Aztecs settled in an area that today is Mexico City. It was an area high in elevation, surrounded by mountains, with a lake and swampland - an area that was to become known as the Valley of Mexico. The physical geography of this region played a major role in the success of the Aztec society. This central valley region was swampy and the resourceful Aztecs built terraces on hills that were previously not farmable. The swamps provided them with wild plants and fish, frogs and ducks to eat. Agriculture became the basis for the success of the Aztec civilization. They built chinampas, floating gardens in the swamps. On the chinampas the Aztecs grew corn, avocados, beans, chili peppers, squash, and tomatoes. Aztec food production allowed for an expansion in population and wealth that permitted them to expand their empire. They built a capital city [Tenochtitlan] in the middle of a giant lake connected to the mainland by causeways and floating gardens. The Aztecs were led by strong emperors who also claimed to be descendents of the gods. Aztec society was made up of four classes: nobles, commoners, unskilled laborers, and enslaved people. They sustained themselves with agriculture and trade. They paid tributes to the gods and practiced a polytheistic religion that prescribed human sacrifice. A huge pyramid, the Great Temple in Tenochtitlan, was built to honor the Aztec gods. Thousands of people were sacrificed at the top of this temple. A sacred calendar used for worship and a solar calendar for agricultural purposes were also developed by the Aztecs. The final demise of the Aztec civilization came when Montezuma, the Aztec emperor, was defeated by the Spanish captain, Cortes in June, 1521 AD.

It is essential for students to know that the Incas created a civilization high in the Andes Mountains of modern-day Peru. The Incas began to expand their influence in the twelfth century and in the early sixteenth century and they exercised control over more territory than any other group of people in South American history. The empire consisted of over one million individuals, spanning a territory stretching from Ecuador to northern Chile. Unlike the military empires in Central America, the Incas ruled by proxy. The Incas had a very strong emperor (the Inca) who allowed local leaders to remain in power. This monarch ruled over a highly-structured society. The social structure of the Incas was inflexible. At the top was the Inca who exercised absolute power. Below the Inca was the royal family, a ruling aristocracy. Each tribe had tribal heads; each clan in each tribe had clan heads. At the very bottom were the common people. The social unit, then, was primarily based on cooperation and communality. This guaranteed that there would always be enough for everyone; but the centralization of authority meant that there was no chance of individual advancement. Farming was difficult in the Andes. The Andes Mountains were terraced to create farmland. The Incas cultivated corn and potatoes, and raised llama and alpaca for food and for labor. The Inca were skilled engineers and built massive forts with stone slabs so perfectly cut that they didn't require mortar. An example of this is [Machu Picchu], a retreat built for Incan kings. They also built roads through the mountains from Ecuador to Chile with tunnels and bridges and they built aqueducts to their cities as the Romans had. They were also advanced in medicine and surgery. The Incas spoke Quechua, which they imposed on all the peoples they conquered. Because of this, Quechua is still spoken among large numbers of Native Americans throughout the Andes. They had no writing system at all, but they

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kept records on various colored knotted cords, or quipu. The central god of the Incan religion was the sun-god, the only god that had temples built for him. The sun-god was the father of the royal family. The Incas were polytheistic, but the sun-god was worshiped above the other gods. Human sacrifices were routinely made to please the gods. The demise of the Incan civilization came in the 1530s at the hands of Pizarro and the Spanish Conquistadores after years of fighting. Francisco Pizarro convinced the ruler of the Incas, Atahualpa, to come to a conference at the city of Cajamarca. When Atahualpa arrived, Pizarro kidnapped him and killed several hundred of his family and followers. Atahualpa tried to buy his freedom, but Pizarro eventually executed him in 1533. Over the next thirty years the Spanish struggled against various Incan insurrections, but finally gained control of the Inca Empire in the 1560s.

**It is not essential for students to know** the names of individual Mesoamerican leaders (i.e. Montezuma) or Spanish conquistadors. Students do not need to know exact dates of the falls of the empires. However, they do need to know the general time period in which the civilizations existed and declined.

**Assessment guidelines:** In order to measure understanding of significant political, social, geographic, and economic features and contributions of the Aztecs, Mayans, and Incas, appropriate assessments will require the students to **compare** the political and economic systems of the three civilizations, **infer** from their inventions and architectural achievements the importance of mathematics, science, and geography; and **compare** the decline and eventual demise of each of the civilizations.

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Indicator 6-4.4
Standard 6-4  The student will demonstrate an understanding of changing political, social, and economic cultures in Europe, Asia, Africa, and the Americas.

6-4.5  Summarize the characteristics of the Islamic civilization and the geographic aspects of its expansion. (G, H)

Taxonomy Level:  B 2  Understand/Conceptual Knowledge

Previous/future knowledge:  
This is the first time students have been taught about the history of the Islamic civilization.

In 7th grade, students will explain the causes and key events of World War I, including the rise of nationalism, ethnic and ideological conflicts in different regions, political and economic rivalries (7-5.1). Students will explain the outcome and effects of World War I, including the conditions and failures of the League of Nations and the Treaty of Versailles and the effects of major treaties on population movement, the international economy, and shifts in borders (7-5.2). Students will also explain the causes and major features of the political and social change that occurred in the Middle East in the post-World War II period, including the role of nationalism, the creation of the state of Israel, and ongoing conflicts in the region (7-6.3).

In Global Studies, students will summarize the origins and expansion of Islam, including its basic beliefs, the emergence and the spread of an Islamic empire, the reasons for the split between Sunni and Shiite groups, and the changing role of women in the modern world (GS-2.2). Students will summarize the economic, geographic, and social influences of trans-Saharan trade on Africa, including education and the growth of cities (GS-2.3). Students will compare the political actions of European, Asian, and African nations in the era of imperial expansion, including the response of the Ottoman Empire to European commercial power (GS-4.5). Students will also summarize the causes of World War I, including the political and economic rivalries, ethnic and ideological conflicts, and nationalism and propaganda (GS 5-1).

It is essential for students to know that the Islamic civilization originated among the nomadic traders who inhabited and traveled throughout the deserts of the Arabian Peninsula in the early 7th century A.D. It is based upon the principles of the religion of Islam, as revealed to the prophet Muhammad and set down in Islam’s holy book, the Quran (Koran). The foundation of this religion is the five pillars of Islam: (1) belief in one god, Allah, and that Muhammad is His prophet, (2) prayer five times throughout every day, (3) a pilgrimage to the holiest city, Mecca, at least once in a lifetime, (4) fasting during the holy month of Ramadan, and (5) the giving of alms. Believers in Islam, known as Muslims, accept the teachings of the Quran in every aspect of their lives; there is no separation of church and state. The two major denominations of Islam, Shiites and Sunnis, are based on what a Muslim believes is the legitimate line of succession to authority over the Muslim empire after the death of Muhammad.

It is essential to know that after Islam gained popularity around the Arabian Peninsula, its followers established an Islamic government whose control quickly spread to all of Southwest Asia. Within 100 years of Muhammad’s death, through normal trade activities and armed
conquest sanctioned and even encouraged by the Quran, the Islamic empire expanded to include North Africa, Spain, and parts of India.

**It is not essential for students to know** the names of individual caliphs or dynasties in Islamic history, nor is it necessary for them to know the names of Muhammad’s relatives, friends, or adversaries who struggled to gain control of the Islamic faith after his death.

**Assessment guidelines:** In order to measure understanding of the characteristics of the Islamic civilization and its expansion, appropriate assessments will require the student to **interpret** the everyday application of the Koran’s teachings in all aspects of Islamic life, **explain** the connection between trade and conquest and the spread of Islam, and **summarize** the outwardly expanding pattern of this religion throughout the world.

*Effective September 2008*  
Indicator 6-4.5
Standard 6-5 The student will demonstrate an understanding of the development and the impact of the Renaissance and the Reformation on Europe and the rest of the world.

6-5.1 Summarize the origins of the Renaissance and its spread throughout Europe, including interaction between Europeans and Muslims during the Crusades, political and economic changes, developments in commerce, and intellectual and artistic growth. (P, G, E)

Taxonomy Level: B 2 Understand/Conceptual Knowledge

Previous/future knowledge:
This is the first time students have been taught about the Renaissance.

In Global Studies, students will analyze the social, political, and economic upheaval and recovery that occurred in Europe during the Middle Ages, including the plague and the subsequent population decline, the predominance of religion and the impact of the Crusades, and the decreasing interregional trade (GS-2.6). Students will also compare the impact of the Renaissance and the Reformation on life in Europe, including the changes in the status of women, the revolution in art and architecture, the causes and effects of divisions in religious affiliation, and the presence of social oppression and conflict (GS-3.1).

It is essential for students to know the geographical backdrop of the Crusades and to have a clear grasp of where most of the fighting took place and the basic routes by which movement occurred. They should understand that even though the Crusades were confrontational in nature, this contact became a means of gaining and disseminating new knowledge. Students should be able to explain how the Crusades were integral in moving Europe away from a feudal, agricultural system and toward a more trade-based economy. The movement of men, goods, and ideas to and from the Crusades helped provide a stimulus to produce and sell trade goods by the Europeans. It is essential to understand that the political outcomes of the Crusades contributed to a further weakening of the feudal system, the power of the monarchs, and the influence of the Roman Catholic Church. Students should be able to describe how these political, social, and economic changes combined to create an environment that fostered the artistic and intellectual expression that became the Renaissance. (For example – wealth from trade and commerce allowed rulers to underwrite artistic development). Furthermore students should be able to identify the Italian origins of the Renaissance and how this movement then spread to other parts of Europe.

It is not essential for students to know the specific historical details of each Crusade or the names of prominent military and political leaders associated with them. They need not be able to distinguish one Crusade from another but it would be useful for students to recognize that the Crusades took place of centuries and the impact was an ongoing, protracted one.

Assessment guidelines: In order to measure understanding of the origin and spread of the Renaissance, appropriate assessments could require the student to categorize ways in which the Crusades acted as both a passive and an active conduit of cultural exchange between European Christians and Muslims. It would be appropriate to have students utilize maps to summarize or...
explain both the interaction that took place in the Crusades and the spread of the Renaissance. Students could detail the connection between the outcomes of the Crusades and the weakening of the Church and national monarchs, describe the common features of the northern Italian city-states that helped birth the Renaissance, and/or summarize their role as a springboard for intellectual originality and artistic self-expression.

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Indicator 6-5.1
Standard 6-5  The student will demonstrate an understanding of the development and the impact of the Renaissance and the Reformation on Europe and the rest of the world.

6-5.2  Summarize the features and contributions of the Italian Renaissance, including the importance of Florence and the accomplishments of the Italians in art, music, literature, and architecture. (H)

Taxonomy Level:  B 2 Understand/Conceptual Knowledge

Previous/future knowledge:
This is the first time students have been taught about the period known as the Italian Renaissance.

In Global Studies, students will compare the impact of the Renaissance and the Reformation on life in Europe, including the changes in the status of women, the revolution in art and architecture, the causes and effects of divisions in religious affiliation, and the presence of social oppression and conflict (GS-3.1).

It is essential for students to understand that the Renaissance began, and had its greatest expression, in the Italian city-states. Because of the location of the Italian peninsula (in relation to Western Europe, the Byzantine Empire, the Mediterranean Sea, and the Muslim world) many Italian city-states became centers of trade and banking during this time. This economic growth allowed city-states such as Florence, Milan, and Venice to acquire great wealth and develop a degree of independence in governing themselves. These two attributes were critical in promoting the arts and ideas that characterized the Renaissance and were key components as to why the Renaissance began in Italy. (It should be noted that the use of the term “Italy” in this indicator is during the time of the Renaissance.) Two significant features of the Renaissance were the renewed interest in ancient Greece/Rome and the development of humanist ideas. Many of the artists, writers, and thinkers built upon the ideas or principles of the classical world and sought to improve or expand them. The classical influence combined with the humanist emphasis on individual potential and achievement, gave rise to the unique styles and expression of the Renaissance seen in its art, architecture, science, religion, and philosophy. The city-state of Florence is often considered the birthplace of the Renaissance. The wealth and patronage of the Medici family supported great works of art produced in Florence during this time and many of the greatest figures of the Renaissance, including Michelangelo, Botticelli, and Machiavelli, were associated with the city-state. Because humanism emphasized the individual and daily life, paintings, sculptures, and other works of art accentuated realism to a greater degree than the idealist works of the medieval period. From this period were born dramatic shifts of style in all the major art forms. The desire to make painting more realistic and lifelike led to the development of new techniques such as chiaroscuro (using light and shading) and perspective (showing depth through three-dimensionality). Sculpting placed an emphasis on anatomical realism and saw the use of contrapposto (having the body twisted as the head and/or shoulders face a different direction than the hips or legs). The same drive for realism was seen in the rise of vernacular literature that could be read by the masses, and in the political realism of Niccolo Machiavelli’s The Prince.  Music during the Renaissance saw a greater emphasis on vocals and

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a wider support among the masses after the development of the printing press. Furthermore, like art and philosophy, music became more secular during the Renaissance. In architecture, the classical influence is best represented in the continued development of the arch and dome utilized in the Duomo in Florence and St. Peter’s Basilica in Rome.

It is not essential for students to know the names of particular northern Italian art patrons or of specific works of art, architecture, and literature. Noteworthy examples of Renaissance accomplishments that could be utilized include, but are not limited to, St. Peter’s Basilica in Rome and il Duomo in Florence, Machiavelli’s The Prince, and Dante’s Divine Comedy.

Assessment guidelines: In order to measure understanding of the features and contributions of the Italian Renaissance, appropriate assessments could require the student to recognize Florence’s geographic location as a prime factor in its economic prosperity and explain the connection between this wealth and the outpouring of Italian artistic creativity. Students should be able to describe characteristics of Renaissance art, architecture, and literature and identify cases where these characteristics are exemplified. It would be appropriate to have students compare classical, medieval, and Renaissance art or architecture so as to identify or explain features such realism, perspective and chiaroscuro (although it’s not essential to know the definition of these terms).

Effective September 2008 Indicator 6-5.2
Standard 6-5  The student will demonstrate an understanding of the development and the impact of the Renaissance and the Reformation on Europe and the rest of the world.

6-5.3  Explain the significance of humanism and the revival of classical learning in daily life during the Renaissance, including the effect of humanism on education, art, religion, and government. (P)

**Taxonomy Level:**  B 2  Understand/Conceptual Knowledge

**Previous/future knowledge:**
This is the first time students have been taught about the concept of humanism.

In Global Studies, students will compare the impact of the Renaissance and the Reformation on life in Europe, including the changes in the status of women, the revolution in art and architecture, the causes and effects of divisions in religious affiliation, and the presence of social oppression and conflict (GS-3.1). Students will also explain the long-term effects of political changes that occurred in Europe during the sixteenth, seventeenth, and eighteenth centuries, including the emergence of England and France as they compare with one another (GS-3.2).

**It is essential for students to know** that the concept of humanism provided the justification and the inspiration for much of what was created during the Renaissance. The deep-seated religious beliefs of the Middle Ages combined with a renewed appreciation for the classical ideals of the Greeks and the Romans (that the individual has importance and beauty) help explain the artistic philosophy of the Renaissance. Students should understand that Renaissance painting, for example, glorified religious themes using realistically drawn human forms and the new techniques of chiaroscuro and perspective (6-5.3). Education was influenced by humanism and its belief that individuals should maximize their potential through the study of history, philosophy, and literature. It is important that students understand that the theory of political realism, exemplified in Machiavelli’s *The Prince*, began an examination of the relationship between the ruler(s) and ruled, an examination that continues to affect how government leaders perceive their responsibilities to the people they govern.

**It is not essential for students to know** the names of specific humanist philosophers.

**Assessment guidelines:** The objective of this indicator is to explain the significance of humanism and the revival of classical learning in daily life during the Renaissance, especially as it relates to education, art, religion, and government. Appropriate assessments would emphasize a cause-effect model in which students would be able to effectively demonstrate the impact of humanism and/or revival in classical learning on daily life. It would be suitable to have students compare the effects of humanism with classical learning in terms of impact or to have students compare the impact of either these forces on any one (or all) of the areas impacted – i.e. the impact of humanism on art. Students could be asked to compare education, art, religion, and government pre-Renaissance to that during the Renaissance. It would be fitting to have students hypothesize about the probability of a “Renaissance” without the elements of humanism or a revival in classical learning.

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Indicator 6-5.3
Standard 6-5  The student will demonstrate an understanding of the development and the impact of the Renaissance and the Reformation on Europe and the rest of the world.

6-5.4  Identify the key figures of the Renaissance and the Reformation and their contributions, including Leonardo da Vinci, Michelangelo, Johannes Gutenberg, John Calvin, and Martin Luther. (H)

Taxonomy Level:  B 2 Understand/Conceptual Knowledge

Previous/future knowledge:  
This is the first time students have been taught about the key figures of the Renaissance and the Reformation.

In Global Studies, students will compare the impact of the Renaissance and the Reformation on life in Europe, including changes in the status of women, the revolution in art and architecture, the causes and effects of divisions in religious affiliation, and the presence of social oppression and conflict (GS-3.1).

It is essential for students to know that the Renaissance brought dramatic changes in virtually all areas of artistic and intellectual expression. Because of this, Leonardo da Vinci (painter of “The Mona Lisa,” sculptor, architect, inventor and mathematician) is considered the classic example of a “Renaissance man.” Only da Vinci is considered greater than another multi-talented icon of the Renaissance, Michelangelo, who painted the Sistine Chapel in St. Peter’s Cathedral and sculpted David and The Pieta, among many others. It is essential for students to understand that the ideas of the Renaissance and the Reformation spread as quickly and as completely as they did as a direct result of the invention of a movable type printing press by the German inventor Johannes Gutenberg. Because of this literacy, intellectual debate became more commonplace among the masses. Students should recognize that most of the first books printed were copies of the Bible and other religious writings, an indication of the importance of Christianity during this era. Students should understand that there were several factors which led to Reformation, including abuses in the Catholic Church, the ability of the common man to read the Bible for himself (or hear it in his native language), and the introduction of humanist thought. Martin Luther was the first person to successfully challenge the Church and its practices, thereby touching off a groundswell of popular opinion to support him: the Protestant Reformation. There should be a recognition that the monk, Luther, intended to reform what he saw as corrupt practices within the Roman Catholic Church (hence his posting of the 95 Theses), not to abolish or dismantle the Church. Among Luther’s most important ideas was the belief that salvation could not be earned by a person’s doing of good deeds, but instead was given by God, a concept called grace. Luther also felt that believers could communicate directly with God through prayer and reading the Bible which could now be printed for the masses. Students should understand that it was John Calvin who expanded Luther’s initial intent of bringing reforms to the Church, working instead to rally believers to reject Catholicism altogether in favor of a new branch of Protestantism which came to be known as Calvinism. The early American Protestants, such as the Puritans, Huguenots and Presbyterians, promoted the rejection of the Catholic Church and its teachings.

Effective September 2008          Indicator 6-5.4  1 / 2
It is not essential for students to know all of the works of any Renaissance artist or the details of Luther’s or Calvin’s lives before the Reformation. Students do not have to know the hierarchy of the Catholic Church or the structure of Protestant denominations (especially Lutheran or Calvinist).

Assessment guidelines: The indicator calls for students to identify key figures and their contributions. It would be appropriate to use assessments that call for associations among the persons listed and their works or with the movements themselves. The verb “identify” does not call for sustained higher level cognition but it would be appropriate to have students summarize the contributions of these men or to describe their importance to these movements. It would also be acceptable to have students interpret the accomplishments of these persons to determine what made them “key” to the Renaissance/Reformation period.

Effective September 2008 Indicator 6-5.4
Standard 6-5  The student will demonstrate an understanding of the development and the impact of the Renaissance and the Reformation on Europe and the rest of the world.

6-5.5  Provide examples of developments in the Renaissance that had a lasting impact on culture, politics, and government in Europe, including advances in printing technology and improved understanding of anatomy and astronomy. (P, G)

Taxonomy Level:  B 2  Understand/Conceptual Knowledge

Previous/future knowledge:
Previously in 6th grade, students demonstrated an understanding of the development and the impact of the Renaissance and the Reformation on Europe and the rest of the world (6-5).

In Global Studies, students will compare the impact of the Renaissance and the Reformation on life in Europe, including the changes in the status of women, the revolution in art and architecture, the causes and effects of divisions in religious affiliation, and the presence of social oppression and conflict (GS-3.1). Students will also summarize the origins and contributions of the scientific revolution (GS-3.3).

It is essential for students to understand that the Renaissance was a period of many achievements and that some of these achievements have had a significant long-term impact. It was the printing press and the subsequent reproduction of the Bible and other works that enabled widespread participation in the Reformation, a movement that transformed European society and culture. Expanded access to these works also served to stimulate literacy throughout the continent and strengthened the need for, and role of, educational institutions. Exploration and trade were expanded as the ability to print maps and navigational books was enhanced, leading to the Age of Discovery. As learning increased people were exposed to new and broader ideas that would impact the way people related to one another and to the government. Students should recognize that a renewed interest in human anatomy for artistic purposes during the Renaissance extended into the field of medicine, leading to significant improvements in health and the treatment of diseases. It is essential that students know how the Renaissance philosophy of rethinking old beliefs even contributed to entirely new concepts of the structure of the universe. In the same way that this philosophy altered the artistic world, the physical world was reexamined by scientists such as Copernicus, Kepler, Galileo, and Newton. From this reexamination, new scientific principles and fields developed, challenging traditionally held beliefs and providing the basis for modern science.

It is not essential for students to know the names of specific writings associated with the study of anatomy or astronomy. While students do not need to identify specific persons associated with advances it may be helpful for them to have a general knowledge of leading figures (especially those listed in 6-5.4)

Assessment guidelines: To measure understanding of Renaissance developments that substantially impacted European culture, politics, and government, appropriate assessments will require the student to categorize Renaissance achievements and evaluate them in terms of their

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enduring influence, especially as this influence relates to printing, anatomy, and astrology. It would also be appropriate to have students compare the impact of the various achievements on culture and politics. Various assessments could have students summarizing the impact of either the Renaissance in general or of specific achievements associated with this movement.
**Standard 6-5**  The student will demonstrate an understanding of the development and the impact of the Renaissance and the Reformation on Europe and the rest of the world.

**6.5.6**  Explain the principal causes and key events of the Reformation, including conflicts surrounding the Roman Catholic Church, the main points of theological differences, the regional patterns of the religious affiliations involved, and the key events and figures of the Counter Reformation. (P, G)

**Taxonomy Level:**  B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**
Previously in 6th grade, students identified key figures of the Renaissance and the Reformation and their contributions, including Leonardo da Vinci, Michelangelo, Johannes Gutenberg, John Calvin, and Martin Luther (6-5.4).

In Global Studies, students will compare the impact of the Renaissance and the Reformation on life in Europe, including the changes in the status of women, the revolution in art and architecture, the causes and effects of divisions in religious affiliation, and the presence of social oppression and conflict (GS-3.1).

**It is essential for students to know** the basic religious ideas and events that led to the Protestant Reformation. While there were other factors such as the Crusades, changing social and economic conditions, and the Renaissance, which contributed to the Reformation; the critical factor, and the one emphasized in this indicator, was theological. The “flashpoint” that birthed the Reformation was when Luther posted his 95 Thesis opposing practices undertaken by the Catholic Church at that time. Theologically, Luther challenged the basis principle of obtaining salvation (Examples: faith alone vs. faith & “works”; excommunication), the role of the individual in living out his faith (Example: direct access of the believer to God vs. needing an intermediary), and the corruption exhibited by many in the Catholic hierarchy (Examples: the selling of indulgences; excommunication), including the Pope.

Students should be able to identify the basic geographic pattern associated with the Protestant Reformation in Europe. Central Europe (especially the German states) was generally divided between whether to remain Catholic or become Protestant. This is the area where the Reformation began and was the home of early leaders such as Luther, Calvin, and Knox. Beyond that, students should recognize that the northern half of Europe tended to be Protestant, while the southern or Mediterranean half tended to support Catholicism. It should be noted that this regional affiliation often centered around political motivations rather than religion as leaders sought to either maintain their power (those associated with the Pope and the Catholic Church) or to “grow” their own new-found power (those associated with weakening the Pope and his authority).

The initial reaction of the Catholic Church was to try to squelch the Reformation through religious pressure and then political pressure. The political pressure eventually led Charles V (the

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Holy Roman Emperor) to declare war on those Germanic kingdoms that had converted to Protestant beliefs. He was unsuccessful in his efforts and the Peace of Augsburg allowed the individual Germanic kingdoms to determine religious affiliations. [Following the pattern noted above, southern Germanic kingdoms tended to be Catholic and northern kingdoms tended to be Protestant. Religious dissidents and even desertion from a country was a new concept at this time brought about by the country’s leaders who determined religious identify and then expected the people to follow these same beliefs and practices.]

After this initial response, the Catholic Church also undertook an effort to reform itself – an effort known as the Counter-Reformation. This effort was spear-headed by Pope Paul III’s Council of Trent (a group that met over a 20-year period to discuss and enact reforms). Among the most significant reforms from the Council were the establishment of seminaries to train priests and the establishment of new orders such as the Jesuits, who would later lead missionary efforts overseas. Students should also understand that individual nation-states and kingdoms continued to fight over the Catholic/Protestant issue for decades. Often these nations would engage in international wars (example: Thirty Years’ War), or in a massive retaliation or persecution of its own citizens (examples: “Bloody Mary” in England; the Spanish Inquisition) as it sought to establish the religious identity of its people.

It is not essential for students to know the specific contents of Luther’s Ninety-five Theses, the details of his or Calvin’s lives, or the names of Henry the VIII’s six wives. It is not expected that students know the dates of specific events associated with either the Reformation or Counter-Reformation but there should be basic understanding of cause-effect and sequencing during this time.

Assessment guidelines: To measure understanding of principal causes and key events of the Reformation, appropriate assessments should require the student to compare the doctrines and practices of the Roman Catholic Church with the complaints of reformers such as Martin Luther. As such, students should be able to summarize the basic theological concerns of the Reformation. It would be useful to have students analyze these issues using a cause-effect model. Appropriated assessment could include using maps to note the religious division of Europe as well as the wars associated with religious division. Students should be able to evaluate the response of the Catholic Church to the Reformation and summarize the different expressions of this response over time and/or location. It could be useful to have students compare the reforms suggested by Luther (and other original reformers) to those eventually undertaken by the Catholic Church.

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Indicator 6-5.6
Standard 6-6  The student will demonstrate an understanding of the age of European exploration and settlement in the New World.

6-6.1  Use a map to illustrate the principal routes of exploration and trade between Europe, Asia, Africa, and the Americas during the age of European exploration. (G, E)

**Taxonomy Level:**  B 2  Understand/Conceptual Knowledge

**Previous/future knowledge:**
In the 3rd grade, students explained the motives behind the exploration of South Carolina by the English, the Spanish, and the French (3-2.1). They summarized the activities and accomplishments of key explorers of South Carolina (3-2.2). Students explained the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy (3.2-7).

In the 4th grade, students explained the political, economic, and technological factors that led to the exploration of the New World by Spain, Portugal, and England (4-1.1). They summarized the motivation and accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers (4-1.2). Students used a map to identify the routes of various sea and land expeditions to the New World and matched them to the territories claimed by different nations (4-1.3). Students summarized the introduction and establishment of slavery in the American colonies; including the role of the slave trade, the nature of the Middle Passage, and the types of goods – rice, indigo, sugar, tobacco, and rum, for example – that were exchanged among the West Indies, Europe, and the Americas (4-2.5).

Previously in 6th grade, students compared the significant political, social, geographic, and economic features and the contributions of the Aztec, Mayan, and Incan civilizations, including their forms of government and their contributions in mathematics, astronomy, and architecture (6.4-4)

In the 7th grade, students will use maps to identify the colonial expansion of European powers in Africa, Asia, Oceania, and the Americas through 1770 (7-1.1).

In the 8th grade, students will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans (8-1).

In Global Studies, students will explain the economic and cultural impact of European involvement on other continents during the era of European expansion (GS-4.2).

In US History, students will demonstrate an understanding of the settlement of North America (USHC-1).

*It is essential for students to know* how to use maps to illustrate the major routes of exploration and trade among these continents – and as such, should be able to identify these continents on a map. Students should recognize that it was the European nations which produced this Age of Discovery led by Portugal, Spain, France, England, and the Netherlands. It’s important for
It is not essential for students to know specific details of the voyages themselves or of the lives of the explorers.

Assessment guidelines: In order to measure understanding of the principal trade and exploration routes during the Age of Exploration, appropriate assessments will require the student to indicate on a map of the world the primary trade and exploration voyages of the major European powers during this period. This understanding could include a basic knowledge of the general routes undertaken by the leading European nations.

Effective September 2008 Indicator 6-6.1
Standard 6-6  The student will demonstrate an understanding of the age of European exploration and settlement in the New World.

6-6.2  Compare the incentives of the various European countries to explore and settle new lands. (P, G, E)

Taxonomy Level:  B 2  Understand/Conceptual Knowledge

Previous/future knowledge:
In the 3rd grade, students explained the motives behind the exploration of South Carolina by the English, the Spanish, and the French (3-2.1). Students explained the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy (3.2-7).

In the 4th grade, students explained the political, economic, and technological factors that led to the exploration of the New World by Spain, Portugal, and England (4-1.1). They summarized the motivation and accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers (4-1.2). Students summarized the introduction and establishment of slavery in the American colonies, including the role of the slave trade; the nature of the Middle Passage; and the types of goods – rice, indigo, sugar, tobacco, and rum, for example – that were exchanged among the West Indies, Europe, and the Americas (4-2.5).

Previously in 6th grade, students used a map to illustrate the principal routes of exploration and trade between Europe, Asia, Africa, and the Americas during the age of European exploration (6-6.1).

In the 7th grade, students will use a map or series of maps to identify the colonial expansion of European powers in Africa, Asia, Oceania, and the Americas through 1770 (7-7.1).

In the 8th grade, students will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans (8-1).

In Global Studies, students will explain the economic and cultural impact of European involvement on other continents during the era of European expansion (GS-4.2).

In US History, students will demonstrate an understanding of the settlement of North America (USHC-1).

It is essential for students to know that the most basic reason for European exploration was the desire to build wealth through increased trade. Based upon their studies of Standard 5, students should understand the rapidly changing political, cultural, and economic structure taking place in Europe at this time and how these changes contributed to the European Age of Exploration. Powerful European nations, ruled by strong monarchs, pursued expanding trade routes in the interests of wealth while advances in technology, such as improved ship design and more sophisticated navigational instruments aided in the race for riches. The initial stimulus was to find water routes to India, China, and other mysterious lands of the East which would result in...
enormous trade profits in silks and spices for whichever nation could reach them quickly and efficiently.

As new lands were “discovered” the motivation and nature of interaction among the cultures began to change – especially as applied to specific European nations. For the Portuguese trade continued to dominate their endeavors, though they did build some settlements along the coast of Africa. The Portuguese were the first to develop and exploit the African slave trade. Spanish exploration centered on finding a western route to the Orient and ultimately centered on the exploration and conquest of South America and southern North America. Though the Spanish never developed lucrative trade with the New World they were able to seize great wealth from the region – especially in the form of gold. The French and English focused on attempting to find all-water routes across northern North America and this is the region in which they ultimately focused and settled. The French developed a successful fur trade centered in the Great Lakes and Mississippi River Valley. The English more than any other European nation, created permanent settlements (along the Atlantic coast) that developed into a stable, long-term trade relationship.

A second motivator for exploration and settlement, especially among the Spanish, Portuguese, and French, was the opportunity to spread Christianity among non-Europeans peoples. Especially after the Reformation and Counter-Reformation (6-5.6), these Catholic nations saw it as an integral part of their duty to spread their beliefs. England was less interested in spreading Christianity but had a tendency to focus on developing colonies that were committed to specific Christian (Protestant) practices.

Finally, it should be noted that the sense of loyalty to one’s nation and a sense of adventure prompted many Europeans to participate in these explorations. For students the slogan, “God, gory, and gold” can serve as a useful reminder of European motivations. Again, this indicator is an example of a recurring theme [European exploration and settlement] throughout the standards and students should be expected to apply previous learning to the understanding of this indicator.

**It is not essential for students to know** the details of Columbus’ or any other explorer’s life.

**Assessment guidelines:** In order to understand the incentives for European exploration and settlement of new lands, appropriate assessments will require the student to **compare** common motivations of exploration and settlement by the various European powers, and to **categorize** these incentives in terms of economic, political, or social objectives. It would be appropriate to incorporate map assessments in which students are asked to **apply** or **analyze** where/why/how European nations explored and settled during this time period.
Standard 6-6  The student will demonstrate an understanding of the age of European exploration and settlement in the New World.

6-6.3 Illustrate the exchange of plants, animals, diseases, and technology throughout Europe, Asia, Africa, and the Americas (known as the Columbian Exchange), and explain the effect on people of these regions. (G, E)

Taxonomy Level: B 2 Understand/Conceptual Knowledge

Previous/future knowledge:
The term “Columbian Exchange” has not been taught prior to this Indicator. However, in 4th grade, students explained the exchange of plant life, animal life, and disease that resulted from exploration of the New World (4.1-4).

In 7th grade, students will explain how technological and scientific advances affected various parts of the world politically, socially, and economically and contributed to the power of European nations (7.1.2).

In Global Studies, students will explain the economic and cultural impact of European involvement on other continents during the era of European expansion (GS-4.2).

In US History, students will summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences (USHC-1.1).

It is essential for students to know that the so-called “Columbian Exchange” was a mixed blessing. For the most part, the grains, tropical fruits, and coffee that came to the Western Hemisphere from Europe and Asia enriched diets and provided extensive employment. The livestock (pigs, sheep, cattle, and chickens) likewise were a benefit to this continent, and horses brought about a radical improvement in the lifestyle of Great Plains Native Americans. On the other hand, as Europeans began to cultivate agriculture in the New World they developed and became dependent upon large-scale slavery. Initially, Europeans attempted to enslave Native Americans, but when that system failed, they began to import African slaves to meet the labor needs. The movement of Africans to the New World as slaves became the largest forced migration in history. While a broader, more stable diet helped many Native Americans, there were also large groups of many indigenous peoples wiped out by European diseases (smallpox and measles) to which they had no resistance. Likewise, diseases of the west were brought back to Europe but none of these had the impact that smallpox and measles had on Native Americans. Like many other products, European firearms and gunpowder provided a mixed blessing. The superior European technology allowed them to conquer much of the land in the Western Hemisphere despite inferior numbers. The introduction of these weapons into New World culture did allow for improved hunting.

It is essential for students to know that many foods from the Western Hemisphere benefited Europe and Asia. Potatoes and corn became especially beneficial contributions to improved nutrition and health and increased population. Tomatoes and chocolate became wildly popular.
commodities in other parts of the world. On the negative side of the exchange, potatoes came to be relied on so heavily in Ireland that a potato blight touched off a famine that led to a massive emigration to the United States in the 19th century. Additionally, while tobacco became a great source of wealth for early colonies, most today would consider the introduction and development of this resource with its related health problems to represent a negative impact.

It is not essential for students to know all of the items that were part of the Columbian Exchange.

**Assessment guidelines:** In order to measure understanding of the Columbian Exchange, appropriate assessments will require the student to recognize items from one culture that were introduced and adopted for use by another culture. Students should be able to analyze the impact of these exchanges and determine the impact on recipient cultures. It would be appropriate to require students to choose and defend which resources were most beneficial and/or destructive. Students could be asked to analyze the long-term and short-term consequences of the specific items of the Columbian Exchange. Additionally, students could be required to classify types of items exchanged – i.e. human, raw materials, technology, etc. Finally, it would be suitable to have students explain the differences between voluntary and involuntary exchanges and the impact of these exchanges.

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Indicator 6-6.3