

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

These standards will enable students to explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. (C.E.) in terms of the impact on Western civilization. The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.

Skills

- WHI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history;
 - b) using geographic information to determine patterns and trends to understand world history;
 - c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history;
 - d) evaluating sources for accuracy, credibility, bias, and propaganda;
 - e) comparing and contrasting historical, cultural, economic, and political perspectives in world history;
 - f) explaining how indirect cause-and-effect relationships impacted people, places, and events in world history;
 - g) analyzing multiple connections across time and place;
 - h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
 - i) identifying the rights and responsibilities of citizens and ethical use of materials and intellectual property; and
 - j) investigating and researching to develop products orally and in writing.

Human Origins and Early Civilizations, Prehistory to 1000 B.C. (B.C.E.)

- WHI.2 The student will apply social science skills to understand the period from the Paleolithic Era to the agricultural revolution by
- a) explaining the impact of geographic environment on hunter-gatherer societies;
 - b) describing characteristics of hunter-gatherer societies, including their use of tools and fire;
 - c) analyzing how technological and social developments gave rise to sedentary communities; and
 - d) analyzing how archaeological discoveries are changing current understanding of early societies.

- WHI.3 The student will apply social science skills to understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews and Phoenicians, by
- locating these civilizations in time and place and describing their major geographic features;
 - describing the development of social, political, and economic patterns, including slavery;
 - explaining the development and interactions of religious traditions;
 - describing the origins, beliefs, traditions, customs, and spread of Judaism; and
 - explaining the development of language and writing.

Classical Civilizations and Rise of Religious Traditions, 1000 B.C. (B.C.E.) to 500 A.D. (C.E.)

- WHI.4 The student will apply social science skills to understand the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by
- locating Persia in time and place, including Zoroastrianism and the development of an imperial bureaucracy;
 - locating India in time and place, including its origins, early development, and the debate over the Aryan migrations;
 - describing the origins, beliefs, traditions, customs, and spread of Hinduism;
 - describing the origins, beliefs, traditions, customs, and spread of Buddhism;
 - locating China in time and place, including the development of an empire and the construction of the Great Wall; and
 - describing the impact of Confucianism, Taoism, and Buddhism.
- WHI.5 The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization by
- locating Greek civilizations in time and place and describing their major geographic features;
 - describing the social and religious structure of ancient Greece;
 - describing the cultural development of Athens and Sparta, with emphasis on the significance of citizenship and the development of democracy;
 - evaluating the political and economic development of Greece, with emphasis on the Persian and Peloponnesian wars;
 - evaluating the significance of the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great; and
 - citing and explaining contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle.
- WHI.6 The student will apply social science skills to understand ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
- locating Roman civilizations in time and place and describing their major geographic features;
 - describing the social and religious structure of ancient Rome;
 - describing the social structure and cultural development of the Roman Republic;

- d) describing and evaluating the political and military structure of the Roman Republic under the rule of Julius Caesar;
- e) describing and evaluating the political structure of the Roman Empire under the rule of Augustus Caesar;
- f) assessing the economic structure of Rome, Rome's imperial conquests, and the Pax Romana; and
- g) evaluating the fall of the Western Roman Empire and the Germanic invasions.

- WHI.7 The student will apply social science skills to understand the development of Christianity by
- a) describing the origins, beliefs, traditions, customs, and spread of Christianity in time and place;
 - b) explaining the unifying role of the Church in Europe after the collapse of Rome; and
 - c) sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe.

Postclassical Civilizations, 300 to 1000 A.D. (C.E.)

- WHI.8 The student will apply social science skills to understand the Byzantine Empire and Eastern Europe from about 300 to 1000 A.D. (C.E.) by
- a) explaining the influence of geography on the establishment of Constantinople as the capital of the Eastern Roman Empire and describing the Byzantine Empire in time and place;
 - b) describing Justinian and his contributions, including the codification of Roman law, and the expansion of the Byzantine Empire and economy;
 - c) characterizing the role Byzantine art and architecture played in the preservation of Greek and Roman traditions;
 - d) explaining the disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church; and
 - e) analyzing and explaining the influence of Byzantine culture on Eastern Europe.

- WHI.9 The student will apply social science skills to understand the Islamic civilization from about 600 to 1000 A.D. (C.E.) by
- a) describing the origin, location, beliefs, traditions, customs, and spread of Islam, with emphasis on the Sunni-Shi'a division and the Battle of Tours;
 - b) assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade; and
 - c) explaining the cultural and scientific contributions and achievements of Islamic civilization.

- WHI.10 The student will apply social science skills to understand Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by
- a) locating and describing the societies of Western Europe during the Middle Ages in time and place;

- b) describing the social, religious, and cultural development of the Franks, with emphasis on the Age of Charlemagne;
- c) explaining the social, religious, and cultural development of the Magyars and Anglo-Saxons;
- d) describing the social, religious, and cultural patterns of the Vikings; and
- e) evaluating and explaining the development of feudalism and the manor system.

Regional Interactions, 1000 to 1500 A.D. (C.E.)

- WHI.11 The student will apply social science skills to understand the civilizations and empires of Asia, with emphasis on Japan and China, by
- a) locating and explaining major global and regional trade routes;
 - b) explaining technological advances and transfers, networks of economic interdependence, and cultural interactions;
 - c) explaining the impact of Shinto and Buddhist traditions and the influence of Chinese culture on the region; and
 - d) evaluating the impact of the Mongol Empire throughout Asia.
- WHI.12 The student will apply social science skills to understand the civilizations and empires of Africa, with emphasis on the African kingdoms of Axum and Zimbabwe and the West African civilizations of Ghana, Mali, and Songhai, by
- a) locating early civilizations and kingdoms in time and place and describing major geographic features;
 - b) explaining the development of social, political, economic, religious, and cultural patterns in each region; and
 - c) evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence.
- WHI.13 The student will apply social science skills to understand the major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by
- a) locating early civilizations in time and place and describing major geographic features;
 - b) explaining the development of social, political, economic, religious, and cultural patterns in the civilizations of the Americas; and
 - c) evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence.
- WHI.14 The student will apply social science skills to understand the social, economic, and political changes and cultural achievements in the high and late medieval periods by
- a) describing the emergence of centralized monarchies (England, France, Spain, and Russia) and distinctive political developments in each;
 - b) explaining conflicts across Europe and Asia, including the Crusades and the fall of Constantinople;
 - c) explaining patterns of crisis and recovery related to the Black Death (bubonic plague); and
 - d) evaluating and explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.

- WHI.15 The student will apply social science skills to understand the developments leading to the Renaissance in Europe in terms of its impact on Western civilization by
- a) determining the economic and cultural foundations of the Italian Renaissance;
 - b) sequencing events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*;
 - c) citing the contributions of artists and philosophers of the Renaissance, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch; and
 - d) comparing and contrasting the Italian and the Northern Renaissance, and citing the contributions of writers.