

STRAND: HISTORY**TOPIC: HISTORICAL THINKING AND SKILLS****Content Statement**

- 1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.**

CONTENT ELABORATION

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

Historians and archaeologists seek to provide an accurate account and assessment of a historical event. This requires them to avoid the influence of current norms and values in interpreting and evaluating the past. They generally attempt to describe events through the perspectives of those living at the time. As students examine a historian or archaeologist's interpretation of an event, students should look to see how they meet this standard.

By having students critically evaluate diaries, letters, eyewitness accounts, archaeological artifacts and architecture of particular moments in time, they develop an understanding that history is interpreted. They also become active participants in historical investigation.

EXPECTATIONS FOR LEARNING

Describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today's norms and values.

TOPIC: EARLY CIVILIZATIONS**Content Statement**

- 2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.**

CONTENT ELABORATION

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

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

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

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

EXPECTATIONS FOR LEARNING

Cite examples and explain the enduring impact that Ancient Greece and Ancient Rome had on later civilizations.

TOPIC: FEUDALISM AND TRANSITIONS**Content Statement**

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

CONTENT ELABORATION

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

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

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

EXPECTATIONS FOR LEARNING

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

Content Statement

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

CONTENT ELABORATION

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

Growing opposition to the rule of the foreigners led to the overthrow of the Mongols. Korea and China reverted back to dynasties in their respective countries. The Mongols attempted to conquer Japan but were unsuccessful. Japan's system of feudalism persisted and, over time, led to an isolated society that continued to the 19th century.

EXPECTATIONS FOR LEARNING

Explain how the Mongol conquests led to unified states in China and Korea.

Explain how the Mongol failure to conquer Japan allowed a feudal system to persist.

TOPIC: FEUDALISM AND TRANSITIONS**Content Statement**

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

CONTENT ELABORATION

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

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

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

EXPECTATIONS FOR LEARNING

Describe achievements by the Islamic civilization and how these achievements were introduced into Western Europe.

Content Statement

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

CONTENT ELABORATION

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

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

EXPECTATIONS FOR LEARNING

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

TOPIC: FEUDALISM AND TRANSITIONS**Content Statement**

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

CONTENT ELABORATION

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

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

EXPECTATIONS FOR LEARNING

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

TOPIC: FIRST GLOBAL AGE**Content Statement**

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

CONTENT ELABORATION

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

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

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

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

EXPECTATIONS FOR LEARNING

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

TOPIC: FIRST GLOBAL AGE**Content Statement****9. The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.****CONTENT ELABORATION**

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

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

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

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

EXPECTATIONS FOR LEARNING

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

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

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

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

EXPECTATIONS FOR LEARNING

Analyze the impact of European explorations, conquest, and colonization on indigenous people.

Analyze the impact of explorations, conquests, and colonization on European nations.

TOPIC: FIRST GLOBAL AGE**Content Statement**

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

CONTENT ELABORATION

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

Specific examples of the Columbian exchange include:

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

EXPECTATIONS FOR LEARNING

Explain how the Columbian exchange reshaped previously unconnected societies in ways still evident today.

STRAND: GEOGRAPHY**TOPIC: SPATIAL THINKING AND SKILLS****Content Statement**

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

CONTENT ELABORATION

Maps and other geographic representations such as aerial photographs, satellite-produced imagery and geographic information systems (GIS) can be used to trace the development of human settlement from the past to the present.

These tools can be used to show the spatial relationships within and among regions and how these relationships have affected human settlement over time. For example, maps can be used to show trade routes and transportation networks between regions as well as changing political boundaries. Maps and other geographic representations can be used to illustrate how population density varies in relation to resources and type of land.

This standard should be incorporated throughout the year.

EXPECTATIONS FOR LEARNING

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

TOPIC: HUMAN SYSTEMS**Content Statement****13. Geographic factors promote or impede the movement of people, products and ideas.****CONTENT ELABORATION**

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

Geographic factors include:

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

EXPECTATIONS FOR LEARNING

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

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

Trade routes connecting Africa, Asia and Europe not only provided an exchange of technology, but also helped spread religious ideas. Islam expanded as Muslim traders traveled along the Silk Road to Asia and along trade routes connected to African kingdoms. Christianity spread into Europe from the Middle East along the trade routes established by the Roman Empire, mainly through the network of roads built by the Romans. It also spread to China through the Silk Road, the major trade route connecting Europe and Asia. Traders from India spread Hinduism to southeast Asia (Indonesia). Judaism spread mostly because its followers were dispersed to areas controlled by the Roman Empire (Middle East, Europe, and North Africa). Buddhism spread throughout the eastern half of Asia through trade routes that evolved over time, including the Silk Road.

- Technology includes glass and paper making, the invention of the magnetic compass, and gunpowder.
- Goods include silk, gold, precious metals and stones, ivory, ornamental weapons, utensils, and textiles.

EXPECTATIONS FOR LEARNING

Explain how trade routes connecting Africa, Europe, and Asia fostered the spread of technology and major world religions.

TOPIC: HUMAN SYSTEMS**Content Statement**

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

CONTENT ELABORATION

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

Examples of cultural diffusion include:

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

This standard should be incorporated throughout the year.

EXPECTATIONS FOR LEARNING

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

STRAND: GOVERNMENT**TOPIC: CIVIC PARTICIPATION AND SKILLS****Content Statement**

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

CONTENT ELABORATION

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

Create opportunities for students to make connections between modern vs historic perspectives. These connections can lead to opportunities for civic engagement.

For example, the Magna Carta influenced the American colonists with their Declaration of Independence from Great Britain. Its influence today can be examined.

EXPECTATIONS FOR LEARNING

Demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues.

TOPIC: ROLES AND SYSTEMS OF GOVERNMENT**Content Statement**

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

CONTENT ELABORATION

The Athenian form of democracy invested power with its citizens, not an individual ruler. It was a direct form of democracy since all citizens participated. The Roman Republic expanded the Greek model of democracy. It was a representative government with elected officials, division of powers, and an emphasis on civic duty. The powers of the Roman government were divided among the Senate, the Consuls, and the Assemblies. Roman citizens had rights and were expected to vote, register for the census, and perform military service. Many governments today were influenced by the Greek and Roman models.

Athenian citizens consisted of males over 18 with Athenian fathers.

Roman citizens consisted of males with a parent who was a citizen, freed slaves, and other males who made a huge payment to the government.

An example of the influence of the Greek and Roman models is the connection of the United States to the democratic ideals of Greece and the representative structure of Rome.

EXPECTATIONS FOR LEARNING

Describe how Greek democracy and the Roman Republic were radical departures from monarchy and theocracy.

Explain how Greek democracy and the Roman Republic influenced the structure and function of modern democratic governments.

Content Statement

18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.

CONTENT ELABORATION

There were many causes of the decline of feudalism in Western Europe, including the impact of trade that developed as a result of the Crusades, the transition from a land-based economy to a money-based economy, the growth of towns and the increase in centralized governments. Kings began to consolidate power, lessening the power of nobles. This led to the rise of nation states.

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

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

EXPECTATIONS FOR LEARNING

Explain how the decline of feudalism in Western Europe and consolidation of power resulted in the emergence of nation states.

STRAND: ECONOMICS**TOPIC: ECONOMIC DECISION MAKING AND SKILLS****Content Statement**

19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.

CONTENT ELABORATION

Economic decisions, whether they are made by individuals, governments or businesses, are generally made by weighing the costs against the benefits. This decision-making process is referred to as cost-benefit analysis. This standard should be incorporated throughout the year.

Historical examples can be found in decisions of early civilizations and countries to establish trade routes, engage in slave trade, explore and colonize new lands.

EXPECTATIONS FOR LEARNING

Explain why individuals, governments and businesses must analyze costs and benefits when making economic decisions.

Describe how cost-benefit analysis of an action consists of short- and long-term consequences.

TOPIC: SCARCITY**Content Statement**

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

CONTENT ELABORATION

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

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

EXPECTATIONS FOR LEARNING

Explain how trade leads to specialization and interdependence.

Analyze how distribution of resources leads to specialization and trade.

TOPIC: MARKETS**Content Statement**

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

CONTENT ELABORATION

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

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

EXPECTATIONS FOR LEARNING

Explain how the growth of cities and empires fostered the growth of markets.

Describe how market exchanges encouraged specialization and the transition from barter to monetary economies.