

**World History Studies
Horizontal Alignment Planning Guide Overview
First Six-Weeks**

Learning Focus 1.1 Early Civilizations and Origins of Major World Religions

This unit includes a broad-based examination of civilizations in all parts of the world and the interaction among these groups through trade, conflict, and the spread of religious ideas and philosophical belief systems. Themes and content in this unit include:

- Identification of common characteristics and the nature of early river valley civilizations.
- Summarization of the political, economic, and cultural developments of civilizations.
- Comparison of the major religions and philosophical traditions, including their diffusion.
- Analysis of the impact of intellectual and scientific thought on lifestyle, technology, and innovation.

Emphasis on the impact of physical and human geographic characteristics and patterns such as the location of cities, population distributions, settlement patterns, influence of natural barriers on the development of societies, use of trade routes, and so on.

Key Concepts

civilization	religion	innovation
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Objectives

WHS.26A

Use content-specific social studies terminology correctly.

WHS.11A

Create thematic maps, graphs, charts, models, and databases representing various aspects of world history, including free hand sketch maps, double and triple bar and line graphs, graphic organizers such as webs, and computer databases of information collected from multiple sources.

WHS.11B

Analyze and interpret maps, graphs, charts, models, and databases to pose and answer questions about geographic distributions and patterns in world history.

WHS.1B

Identify and analyze the effects of the development of **Neolithic agriculture**, the Mongol invasions, the **development of urban centers**, the age of exploration, the scientific and technological revolution, political revolutions of the 17th-20th centuries, and 20th century world wars as examples of significant turning points in world history.

WHS.12A

Locate the Indus, Nile, Tigris and Euphrates, and Yellow (Huang He) river valleys as examples of places and regions of historical significance and describe the physical and human characteristics of these places which influenced the settlement and development of early urbanized groups.

WHS.13A

Identify the growth of complex societies, permanent settlements, domestication of animals, specialization of labor, and the development of trade centers and networks as important changes in human life caused by the Neolithic agricultural revolution.

WHS.13B

Explain economic, social, and geographic factors that led to the development of the first civilizations.

WHS.22A

Summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India, as well as those that originated in Southwest Asia/Fertile Crescent, and Egypt/North Africa.

WHS.1C

Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods in World History.

WHS.19A

Compare the historical origins, central ideas, and the spread of major religious and philosophical traditions including Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism.

WHS.25.C

Analyze world history information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

Suggested Lesson Framework

1 lesson on Creating and Interpreting Maps, Graphs, Charts, and Timelines

2 lessons on Neolithic Revolutions in Agriculture and Early River Valley Civilizations

3 lessons on Comparative Religions: Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, and Daoism

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Learning Focus 1.2 Early Empire Builders		
This unit includes a broad-based examination of civilizations in all parts of the world and the interaction among these groups through trade, conflict, and the spread of religious ideas and philosophical belief systems. Themes and content in this unit include:		
Summarization of the political, economic, and cultural developments of civilizations, including the rise of and decline of empires.		
Comparison of the development of early political, legal, and governmental systems.		
Analysis of the impact of intellectual and scientific thought on lifestyle, technology, and innovation.		
Emphasis on the impact of physical and human geographic characteristics and patterns such as the location of cities, population distributions, settlement patterns, influence of natural barriers on the development of societies, use of trade routes, and so on.		
Key Concepts		
Imperialism	Conquest	Core Values of Democracy
Objectives		
WHS.26A		
Use content-specific social studies terminology correctly.		
WHS.1A		
Identify the period of Ancient Civilizations, Classical Civilizations , the Middle Ages, the Early Modern World, the Age of Revolutions, and the Modern Contemporary World as major eras in world history and describe the defining characteristics of each era.		
WHS.6C		
Summarize and compare the major political, economic, and cultural developments of civilizations in China, India, and Japan that led to the development of powerful dynasties and rulers and the recognition of China and India as important civilizations in the ancient world.		
WHS. 7A		
Using the Aztec, British, Chinese , French, Japanese , Mongol , and Ottoman empires as examples analyze the characteristics of major world empires.		
WHS.7B		
Analyze the economic, social, and political effects of imperialism on the imperial power and the societies dominated by empirical rule.		
WHS.22B		
Summarize the fundamental ideas and institutions of Western civilization that originated in Greece and Rome.		
WHS.25.C		
Analyze world history information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.		
Suggested Lesson Framework	2 lessons on The Empire Builders – India, China, and Japan	3 lessons on The Empire Builders – Greece and Rome

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Learning Focus 2.1 Global Connections in Asia and Africa		
This Learning Focus explores the medieval period in Africa and East Asia. The significance of trade and the changing nature of life in Asia and Africa are focal points. Major content and themes include the comparison of economic, social, and political systems in Sub-Saharan Africa and East Asia, including dynastic rule and the empire building of the Ottomans and the Mongols.		
Key Concepts		
Cultural diffusion	Political dynasties	Global trade
Objectives		
WHS.26A Use content-specific social studies terminology correctly.		
WHS.11B Analyze and interpret maps, graphs, charts, models, and databases to pose and answer questions about geographic distributions and patterns in world history.		
WHS.19B Identify examples of religious influence and conflict in historic and contemporary world events, including the spread of Islam in the 700s, the Crusades, the Reformation and current world issues.		
WHS.20A Identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures such as the Egyptian pyramids, Greek and Roman classical art/architecture, Renaissance art, and Islamic art and architecture.		
WHS.23B Identify new ideas in mathematics, science, and technology that occurred during the Greco-Roman, Indian, Islamic, and Chinese civilizations and trace the spread of these ideas to other civilizations.		
WHS.6A Summarize major economic, social, and political characteristics of sub-Saharan Africa, including examples such as rule by kings, trading of gold and ivory, manufacturing of ironworks, and oral transmission of history and analyze the impact of the Atlantic and Indian Ocean slave trade on the cultures of this region.		
WHS.6C Summarize and compare the major political, economic, and cultural developments of civilizations in China , India, and Japan that led to the development of powerful dynasties and rulers and the recognition of China and India as important civilizations in the ancient world.		
WHS. 7A Using the Aztec, British, Chinese, French, Japanese, Mongol , and Ottoman empires as examples analyze the characteristics of major world empires.		
WHS.12B Analyze the effects of physical and human geographic factors on major events in world history such as the effects of the opening of the Suez Canal on world trade patterns, the Panama Canal, and the development of the Silk Road .		
WHS.25C Analyze world history information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.		
Suggested Lesson Framework		
2 lessons on <i>The Islamic World to 1500</i>	1 lesson on <i>African Civilizations to 1500</i> 2 lessons on <i>Asian World to 1500</i>	1 lesson on <i>Global Trade Patterns</i>

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Learning Focus 2.2 Medieval Europe		
This Learning Focus explores addresses the period between 650 and the early 1200's AD/CE in Western Europe. It allows students the opportunity to investigate the rise and impact of feudalism and manorialism in Europe and focus on the continuing influence of the Roman Catholic Church. The significance of trade, the Crusades, and the changing nature of life in Europe are other focal points.		
Key Concepts		
feudalism	manorialism	cultural/religious conflict
Objectives		
WHS.26A Use content-specific social studies terminology correctly.		
WHS.3A Compare the economic, social, and political characteristics of medieval Europe with previous civilizations.		
WHS.3B Describe the major characteristics of the political system of feudalism, the economic system of manorialism, and the authority exerted by the Roman Catholic Church.		
WHS.15B Define and give examples of different political systems, past and present, including monarchies, theocracies, feudalism, democracy, republics, constitutional monarchies, and dictatorships.		
WHS.17B Compare and contrast the different roles of citizens and non-citizens in historical cultures including ancient Greece and Rome, ancient China/India, medieval Europe, and other societies especially as the roles pertain to civic participation		
WHS.21A Analyze the specific roles of women, children, and families in different historical cultures.		
WHS.3C Identify and analyze the decline in papal prestige and the power of nobles, the end of the Middle Ages, increased trade between the Middle East and Europe, and the furthered hostility among Muslims, Christians, and Jews as economic, social, and political consequences of the Crusades.		
WHS.19B Identify examples of religious influence and conflict in historic and contemporary world events, including the spread of Islam in the 700s, the Crusades, the Reformation and current world issues.		
WHS.25C Analyze world history information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.		
WHS.26C Interpret and create databases, research outlines, bibliographies, and visuals including graphs, charts, timelines, and maps.		
Suggested Lesson Framework	3 lessons on <i>Feudal Europe [Feudalism, Manorialism, and the Power of the Roman Catholic Church]</i>	1 lessons on <i>The Byzantine Empire and the Crusades</i>

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<p>Learning Focus 3.1 15th Century Retrospect: Economic, Social and Political Change This Learning Focus addresses the period between 1000 and 1450 AD/CE. It causes students to investigate economic changes resulting from the impact of urbanization and the effects of shifting demographics worldwide. Students are asked to examine social change brought about by a worldwide pandemic such as the Bubonic Plague. The study of this 14th century pandemic helps students understand the impact of disease as a causal factor in change over time. Political change is addressed as students examine the rise of nation states and strong monarchies in Europe and the Mongol and Ottoman Empires in Asia.</p>		
<p>Key Concepts</p>		
Urbanization	Pandemic	Nation state
<p>Objectives WHS.26A Use content-specific social studies terminology correctly. WHS.1B Identify and analyze the effects of the development of Neolithic agriculture, the Mongol invasions, the development of urban centers, the age of exploration, the scientific and technological revolution, political revolutions of the 17th-20th centuries, and 20th century world wars as examples of significant turning points in world history. WHS.1C Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods in World History. WHS.1D Explain the significance of the following dates: 1066, 1215, 1492, 1776, 1787, 1789, 1861-1865, 1914-1918, and 1939-1945. WHS.3A Compare the economic, social, and political characteristics of medieval Europe with previous civilizations. WHS.11A Create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of world history, including free hand sketch maps, double and triple bar and line graphs, graphic organizers such as webs, and computer databases of information collected from multiple sources. WHS.11B Analyze and interpret maps, graphs, charts, models, and databases to pose and answer questions about geographic distributions and patterns in world history. WHS.15B Define and give examples of different political systems, past and present, including monarchies, theocracies, feudalism, democracy, republics, constitutional monarchies, and dictatorships. WHS.17A Evaluate political choices and decisions that individuals, groups, and nations have made in the past, taking into account historical context, and apply this knowledge to the analysis of choices and decisions faced by contemporary societies. WHS.25B Locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about a given topic and/or era of world history. WHS.25C Analyze world history information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. WHS.26D Transfer information about world history from one medium to another including written to visual [pictures, diagrams, webs, models, PowerPoints] and statistical to written and visual [graphs, charts, diagrams] using computer software as appropriate.</p>		
<p>Suggested Lesson Framework <i>Economic Change – Urbanization and Trade:</i> One lesson <i>Social Change – Bubonic Plague:</i> One lesson <i>Political Change – Rise of Nation-states and Monarchies:</i> One lesson <i>Change over Time: A Retrospective View from a 15th Century Perspective</i> One lesson</p>		

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Learning Focus 3.2 Old World to New: Connecting Hemispheres			
This unit focuses on the diffusion of European culture during the Age of Exploration. It examines the impact of this clash and blending of cultures. This unit reflects the period between 1450 and approximately 1600. This unit ties in with the next learning focus on the Reformation and the 16th century scientific revolution in Europe.			
Key Concepts			
Conquest	Exploration	Cultural diffusion/exchange	
<p>Objectives WHS.26A Use content-specific social studies terminology correctly.</p> <p>WHS.1B Identify and analyze the effects of the development of Neolithic agriculture, the Mongol invasions, the development of urban centers, the age of exploration, the scientific and technological revolution, political revolutions of the 17th-20th centuries, and 20th century world wars as examples of significant turning points in world history.</p> <p>WHS.1D Explain the significance of the following dates: 1066, 1215, 1492, 1776, 1787, 1789, 1861-1865, 1914-1918, and 1939-1945.</p> <p>WHS.5A Identify causes of European expansion beginning in the 15th century including the desire for scarce resources, the impact of increased trade, the leadership of Portugal and Spain, navigational technology, and the desire to spread Christianity.</p> <p>WHS.5B Identify areas acquired by European nations during the Age of Exploration and analyze the economic, social, and political impact of those acquisitions on both Europeans and non-Europeans.</p> <p>WHS.6A Summarize major economic, social, and political characteristics of sub-Saharan Africa, including examples such as rule by kings, trading of gold and ivory, manufacturing of ironworks, and oral transmission of history and analyze the impact of the Atlantic and Indian Ocean slave trade on the cultures of this region.</p> <p>WHS.6B Summarize major economic, social/cultural, and political characteristics of pre-Columbian civilizations in Mesoamerica and Andean South America including the Olmecs, Mayans, Aztecs, and Incas.</p> <p>WHS.7B Analyze the economic, social, and political effects of imperialism on the imperial power and the societies dominated by imperial rule.</p> <p>WHS.11B Analyze and interpret maps, graphs, charts, models, and databases to pose and answer questions about geographic distributions and patterns in world history.</p> <p>WHS.18C Identify real-world violations of basic human rights, the institution of slavery, the Holocaust, other cases of genocide and political mass-murders (Cambodia, China, Soviet Union), and specific current events as examples of economic, social, and political oppression in various eras of world history.</p> <p>WHS.23A Give examples of major mathematical and scientific discoveries and technological innovations that occurred at different periods in world history and describe the changes produced by these discoveries and innovations</p> <p>WHS.23C Summarize the ideas in astronomy, mathematics, and architectural engineering that developed in Mesoamerica and Andean South America.</p> <p>WHS.25A Identify ways archaeologists, anthropologists, historians, and geographers analyze limited evidence, including artifacts, text, landscapes, and cultures.</p> <p>WHS.25B Locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about a given topic and/or era of world history.</p> <p>WHS.25C Analyze world history information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>WHS.25D Explain how points of view, frames of reference, and historical contexts influence the interpretation of primary and secondary sources by historians and apply historical methodology to acquire reliable information from select print and/or visual sources of world history information.</p> <p>WHS.25H Support a point of view on a social studies issue or event using historic or current sources and citing evidence from those sources.</p>			
Suggested Lesson Framework			
<i>The Americas Before Columbus: Maya, Aztec, Inca: One lesson</i>	<i>European Conquest and Exploration of the Americas: Two lessons</i>	<i>Effects of Conquest – Columbian Exchange and the Slave Trade: Two lessons</i>	<i>Summing It Up – the Impact of the Age of Exploration: One lesson</i>