**MS World History 1**

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| **Theme 1- Tools of Social Science Inquiry-** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)  * Develop compelling questions and research the past. * Anticipate and utilize the most useful sources to address their questions. * Develop and test claims and counter-claims to address their questions. * Take informed action based on their learning | | | | | | | | | | |
| **Strand** | | ***1. History: Continuity and Change*** | ***2. Government Systems and Principles*** | | ***3. Geographical Study*** | | ***4. Economic Concepts*** | | ***5. People, Groups, and Cultures*** | |
| **Disciplinary Tools** | | 1. Create and use tools to analyze a chronological sequence of related events that happen at the same time. 2. Explain connections among historical context and peoples’ perspectives at the time in world history. | A. Analyze laws, policies,  and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450. | | A. Create and use maps  and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to 1450.  B. Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450. | | A. Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1450. | | 1. Using a world history lens, describe how peoples’ perspectives shaped the sources/artifacts they created. 2. Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples. | |
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| **Disciplinary Tools** | C. With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue.  D. Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.  E. Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem. | | |  | C. Locate major cities of the world and key world nations; the world’s continents, and oceans; and major topographical features of the world. | | |  |  | |

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| **Theme 2- Early Civilizations: Geography’s Impact on History -** The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today. | | | | | |
| **Strand** | ***1. History: Continuity and Change*** | ***2. Government Systems and Principles*** | ***3. Geographical***  ***Study*** | ***4. Economic Concepts*** | ***5. People, Groups, and Cultures*** |
| **Key Concepts and Understandings** | A. Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies Asia, Africa, and the Americas.  B. Analyze the role early civilizations had in shaping concepts of government, law, and social order. | 1. Explain the origins, functions, and structure of monarchies, theocracies, city states, empires and dynasties. 2. Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, and city- states and empires. 3. Explain how the codification of law impacted early civilizations. | A. Describe how the  physical characteristics of river valleys supported permanent settlement and the rise of early civilizations.  B. Analyze the cultural and  human characteristics of  early civilizations to  determine how they are  similar and different.  C. Explain how the physical and human characteristics of early civilizations are connected to human identities and cultures. | A. Explain how the concept  of economic surplus led to  trade and the emergence of specialization of labor.  B. Explain how  standardization,such as  currency, weights and  measures, impacts the  stability of a society. | 1. Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations. 2. Describe the origins, structure, and significant beliefs of Judaism, Hinduism, and Buddhism. 3. Describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies. 4. Analyze scientific, technological, intellectual, and artisticadvancements to determine the legacy of the ancient civilizations. |
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| **Possible Sources for Study** | **Primary Sources:**   * Vedas, c. 600 BCE * Buddha's first sermon, c. 6th century BCE * Ten Commandments, Exodus 20: 1-17 * Epic of Gilgamesh, c. 2,100 BCE * Hammurabi's Law Code, 1,754 BCE * Torah, Pentateuch--Genesis, Exodus, Leviticus, Numbers, and Deuteronomy * Rosetta Stone | **Secondary Sources:**   * Images of Tutankhamen’s tomb * Images of ziggurats |

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| **Theme 3- Classical Civilizations: Foundations of Representative Government -** The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today’s society. | | | | | |
| **Strand** | ***1. History:***  ***Continuity and Change*** | ***2. Government Systems and Principles*** | ***3. Geographical Study*** | ***4. Economic***  ***Concepts*** | ***5. People, Groups, and***  ***Cultures*** |
| **Key Concepts and Understandings** | 1. Analyze the rise and fall of classical civilizations to determine their significance to future societies. 2. Trace the impact of conflicts, competition, and cooperation within and among classical civilizations. | 1. Explain the origins, functions, and structure of governmental systems within classical civilizations. 2. Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights and civic duty. 3. Explain how the rule of law developed from a written code of laws as well as separation of powers and checks and balances. | 1. Explain the significance of physical geography to the creation of classical civilizations. 2. Identify the effect of natural forces upon human activities. | A. Describe trade patterns  and how they influenced the  movement of resources,  goods, and services.  B. Explain how  standardization,such as  currency, weights and  measures, impacts the  stability of a society.  C. Explain how political and  economic stability and  affects the well-being of individuals and society. | A. Explain the significance of  mythology, literature and  philosophy to the culture and  social order of classical  civilizations.  B. Analyze scientific,  technological, intellectual, and  artistic advancements to  determine the legacy of the  classical civilizations.  C. Examine the extent and  impact of cultural diffusion that  results from empire building  (e.g. spread of Hellenism,  Roman and Chinese dynasties).  D. From a historical perspective, explain the origin, structure,  spread, and significant beliefs of  Christianity. |
| Suggested Sources of Study | **Primary Sources:**   * Ban Zhou: “*Lessons for Women*” c. 80 BC  The Histories of Herodotus, c. 440 BC  * The Twelve Tables of Rome, 451-450 BC * The Athenian Constitution, 350 BCE * Analects of Confucius, c. 475-221 BC * Homer, Iliad and Odyssey, c. 700 BC | |  | | |

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| **Theme 4: Middle Ages- Regional Interconnectedness and Conflict -**The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today. | | | | | |
| **Strand** | ***1. History: Continuity and Change*** | ***2. Government Systems and Principles*** | ***3. Geographical Study*** | ***4. Economic Concepts*** | ***5. People, Groups,***  ***and Cultures*** |
| **Key Concepts**  **and Understandings** | 1. Compare how the collapse of government and resulting instability led to the development of feudal kingdoms in Europe and Japan.   B. Explain the origins and significance of the expansion of the Muslim and Mongol rule in Europe, Asia and Africa.  C. Analyze how the Crusades and Black Death affected existing societies in Europe, Asia and Africa.  D. Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America. | 1. Explain the origins, functions, and structure of governmental systems within civilizations. 2. Explain how the rule of law is further developed by the Magna Carta and other documents and traditions including limited government and due process. 3. Analyze the conflict and cooperation between religions and the state to determine their impact on people and societies. | 1. Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments. 2. Explain how physical geographic characteristics influenced human identities and culture. | A. Explain how  interregional trade  intensified the exchange of goods and ideas such as the trans-Saharan trade, the Silk Roads, and the Indian Ocean networks | A. Analyze scientifitechnological, intellectual,  and artistic advancements to  determine the legacy of  European, African and  Mesoamerican civilizations.   1. Explain the origin, 2. structure, spread, and 3. significant beliefs of Islam. 4. Describe how the world 5. view of individuals, social 6. groups, and institutions 7. changed as a result of 8. connections among regions. |
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| Possible sources for study | **Primary Sources:** Magna Carta (1215-)  * *Koran* * Marco Polo, *The Travels of Marco Polo (*1300) * Ibn Battuta, *The Travels of Ibn Battuta* (1354) * *Song of Roland* (778) * Geoffrey Chaucer- *Canterbury Tales* (1475)  Byzantine iconography Plays of Hrotsvitha (c. 1000) | | | | |

A. Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African and Mesoamerican civilizations.

B. From a historical perspective, explain the origin, structure, spread, and significant beliefs of Islam.

C. Describe how the world view of individuals, social groups, and institutions change as a result of connections among regions.

D. Analyze the caus.es and effects of thechanging roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.

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| **Suggested Sources**  **of Study** | **Primary Sources:**   * Magna Carta , 1215 * Qu’ran * Marco Polo, *The Travels of Marco Polo* c, 1300 * Ibn Battuta, *The Travels of Ibn Battuta* c. 1354 * *Song of Roland,* 778 * Geoffrey Chaucer, *Canterbury Tales*, c. 1475 * Byzantine iconography * Plays of Hrotsvitha, c. 1000 * Rules of St. Benedict * Religious artwork and architecture * Illuminated manuscripts * *The Secret History of the Mongols,* c. 1300 * *New Testament* * Giovanni Boccaccio*, The Decameron,* 1351 * African folk tales * Mythology of new world civilizations * Popol Vuh * *Tale of Genji* c, 1100 | **Secondary Sources:**  Diagrams of manor system  Thematic maps of Crusades and Black Death  Diagrams of feudal system in Europe and in Japan |

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