

Standard	Objective	Content
<p><u>The Fall of the Roman Empire</u></p> <p><i>The legacy of the Roman Empire and the consequences of the fall of the Roman Empire.</i></p>	<p>5% of test</p> <p>6-8 Days</p>	<p>Timeline of World History</p>
<p>**7.1 Analyze the legacy of the Roman Empire. (C, H)</p>	<p>Analyze the legacy of the Roman Empire</p>	<p>PBS The Roman Empire - Educator's Guide</p> <p>Unit Plan on the Roman Empire</p> <p>Legacy of the Ancient Roman Empire Rap</p> <p>Discovery Education: The Legacy of Rome</p>
<p>**7.2 Summarize the consequences of the fall of the Roman Empire including the continuation of the Eastern Roman Empire as the Byzantine Empire, Justinian and the significance of Constantinople. (C, E, G, H, P)</p>	<p>Summarize the consequences of the fall of the Roman Empire including the continuation of the Eastern Roman Empire as the Byzantine Empire, Justinian and the significance of Constantinople</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine the effects of the fall of the Roman Empire - Examine the Byzantine Empire that came out of the fall of the 	<p>The Fall of Constantinople, 1453 - online textbook passage</p> <p>The Fall of the Roman Empire online textbook</p> <p>Did Rome Fall or was it Pushed?</p> <p>Animated Map of the Roman Empire</p> <p>Decline of the Roman Empire online quiz</p>

	Roman Empire - Determine the significance of Justinian and Constantinople - Determine the geographic significance of Constantinople	Eye Witness Account of the Fall of the Roman Empire Demise of the Roman Empire Interactive Map Fall of the Roman Empire - 15th Century - Crash Course Video
<u>Islamic World, 400 A.D/C.E. – 1500s</u> <i>Students analyze the geographic, political, economic, social, and religious structures of the civilizations.</i>	10 % of Test 12-17 Days	Timeline of World History Islam Resources
7.3 Identify the physical location and features and the climate of the Arabian Peninsula, its relationship to surrounding bodies of land and water, including Northern Africa, Mediterranean Sea, Black Sea, Caspian Sea, Tigris and Euphrates Rivers, Nile River. (G)	Identify the physical location and features and the climate of the Arabian Peninsula, its relationship to surrounding bodies of land and water, including Northern Africa, Mediterranean Sea, Black Sea, Caspian Sea, Tigris and Euphrates Rivers, Nile River Sub Objectives: - Identify geographic features of the Middle East on a map	Blank Outline Map of the Middle East Interactive Discovery Atlas
7.4 Describe the expansion of	Describe the expansion of Muslim rule	Education and the Spread of Islam

<p>Muslim rule through conquests and the spread of cultural diffusion of Islam and the Arabic language. (C, E, G, H)</p>	<p>through conquests and the spread of cultural diffusion of Islam and the Arabic language</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Trace the expansion of Muslim rule - Trace the spread of Islam thru Muslim conquest 	<p>Online Activities on the Spread of Islam</p>
<p>7.5 Trace the origins of Islam and the life and teachings of Muhammad, including Islam’s historical connections to Judaism and Christianity. (C, H)</p>	<p>Trace the origins of Islam and the life and teachings of Muhammad, including Islam’s historical connections to Judaism and Christianity.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine the connections between Islam and Judaism/Christianity - Determine the origin of Islam to Muhammad 	<p>Islam in America</p> <p>comparison chart of Islam and Christianity including origins</p> <p>PBS Muhammed: Legacy of a Prophet</p> <p>Mohammed and the Islam Faith</p> <p>Islam and Christianity comparison chart</p> <p>Crash Course Video Christianity from Judaism to Constantine</p> <p>Mohammed and the Birth of Islam - online video, quiz and lesson</p> <p>Discovery Education “Islam” lesson plan</p> <p>History for Kids - Mohammed</p>
<p>7.6 Explain the significance of the Qur’an</p>	<p>Explain the significance of the Qur’an and</p>	

<p>and the Sunnah as the primary sources of Islamic beliefs, practice, and law and their influence in Muslims' daily life. (C, H, P)</p>	<p>the Sunnah as the primary sources of Islamic beliefs, practice, and law and their influence in Muslims' daily life</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Cite evidence of Islamic beliefs from the Qur'an and the Sunnah - Examine the daily life of Muslims 	<p>Salat: Prayer in Muslim Life lesson plan</p> <p>Lesson Plan on the Qur'an</p> <p>5 pillars of Islam lesson plan</p>
<p>7.7 Analyze the origins and impact of different sects within Islam, Sunnis and Shi'ites. (C, H)</p>	<p>Analyze the origins and impact of different sects within Islam, Sunnis and Shi'ites</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Compare and contrast the Sunnis and the Shi'ites - Determine the origins of different sects within Islam 	<p>What is the difference between the Sunnis and Shiites, and why does it matter?</p> <p>TIME magazine: Behind the Sunni-Shiite divide</p> <p>Sunnis and Shi'ites map</p> <p>Difference between the Sunnis and Shi'ites Divisions in Islam video</p>
<p>7.8 Examine and summarize the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature. (C, G, H)</p>	<p>Examine and summarize the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine the long lasting effects of Islam on later civilizations 	<p>Muslim learning: scientific, artistic, medical and literary accomplishments</p> <p>Online interactive virtual tour of the Islamic Science Museum</p> <p>Contribution of Muslim rap</p> <p>Contributions of Muslim Scholars powerpoint</p>
<p>7.9 Describe the establishment of trade</p>	<p>Describe the establishment of trade routes</p>	<p>African empires</p>

<p>routes among Asia, Africa, and Europe and the role of merchants in Arab society. (E, G, H)</p>	<p>among Asia, Africa, and Europe and the role of merchants in Arab society.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the impact of trade routes throughout Asia, Africa and Europe - Determine the cultural impact of trade 	<p>spread of Islam in Africa (this is a fantastic lesson plan with great resources!)</p> <p>Global Trade Routes Reading and Activity</p>
<p>7.10 Gather relevant information from multiple print and digital sources to examine the art and architecture, including the Taj Mahal during the Mughal period. (C, H)</p>	<p>Gather relevant information from multiple print and digital sources to examine the art and architecture, including the Taj Mahal during the Mughal period</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the art and architecture of the Mughal period 	<p>Secrets of the Taj Mahal video</p> <p>Treasures of the World: the Mughal dynasty</p> <p>Treasures of the World: the Taj Mahal</p>
<p>7.11 Explain the importance of Mehmed II the Conqueror and Suleiman the Magnificent. (H, P)</p>	<p>Explain the importance of Mehmed II the Conqueror and Suleiman the Magnificent</p>	<p>Article about Mehmed II</p> <p>Suleiman the Magnificent</p> <p>Education Portal - Suleiman and the Ottoman Empire</p>
<p>**7.12 Write an explanatory text to describe the Shah Abbas and how his policies of cultural blending led to the Golden Age and the rise of the Safavid Empire. (C, H, P)</p>	<p>Write an explanatory text to describe the Shah Abbas and how his policies of cultural blending led to the Golden Age and the rise of the Safavid Empire</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Investigate the effects of the Shah 	<p>British Museum Shah Abbas Exhibition – video</p>

	Abbas - Trace the rise of the Safavid Empire	
Primary Documents and Supporting Texts to Consider: excerpts from <i>The Hadith</i> , Muhammad; excerpts from <i>The Book of Golden Meadows</i> , Masoudi		
<u>Africa, 400 A.D./C.E. – 1500s</u> <i>Students analyze the geographic, political, economic, social, and religious structures of the civilizations.</i>	10% of the test 12-17 Days	Geography of Africa Podcast PBS Africa Review Game Timeline of World History
7.13 Analyze the growth of Ghana, Mali, and Songhai kingdoms including trading centers such as Timbuktu and Jenne, which would later develop into centers of culture and learning. (C, E, G, H, P).	Analyze the growth of Ghana, Mali, and Songhai kingdoms including trading centers such as Timbuktu and Jenne, which would later develop into centers of culture and learning Sub Objectives: - Determine the growth of African kingdoms thru trade	ghana and mali comparison site. Good lesson plan on the Mali Empire concept map activity with the 3 kingdom's Road to Timbuktu Lesson plan and virtual fieldtrip Exploring Africa - comparison of the 3 kingdoms

<p>7.14 Draw evidence from informational texts to describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law. (C, E, G, H, P)</p>	<p>Draw evidence from informational texts to describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine how the culture changed in West Africa due to the trans-Saharan trade route. - Cite evidence connected to the culture changes in West Africa 	<p>Spread of Islam in Africa</p> <p>Mansa Musa and the Spread of Islam in Africa - Crash Course</p> <p>Muslim Conquests and the Spread of Islam - Video</p>
<p>7.15 Examine the importance of written and oral traditions in the transmission of African history and culture. (C, H)</p>	<p>Examine the importance of written and oral traditions in the transmission of African history and culture.</p>	<p>west african culture</p> <p>lesson with questions and activities</p> <p>resources for West African culture (griot)</p>
<p>**7.16 Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa. (C, E, G, H, P)</p>	<p>Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine the importance of family in Western African - Examine the development of commerce in West Africa 	<p>Explore more - Family, Labor Specialization and Regional Commerce in West Africa</p> <p>Life in the Desert</p>

<p>7.17 Explain the importance of Mansa Musa and locate his pilgrimage to Mecca in 1324. (C, G, H, P)</p>	<p>Explain the importance of Mansa Musa and locate his pilgrimage to Mecca in 1324</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the significance of Mansa Musa on Western Africa - Identify Mansa Musa’s pilgrimage on a map 	<p>The Hajj lesson plan</p> <p>Virtual Hajj PBS</p> <p>Mansa Musa’s hajj lesson plan (long but great primary documents)</p> <p>Mansa Musa and the Spread of Islam in Africa - Crash Course</p>
<p>7.18 Compare the indigenous religious practices observed by early Africans before and after contact with Islam and Christianity. (C, H)</p>	<p>Compare the indigenous religious practices observed by early Africans before and after contact with Islam and Christianity</p> <p>Sub Objective:</p> <ul style="list-style-type: none"> - Compare native African religion to organized religions that entered West Africa. 	
<p>Primary Documents and Supporting Texts to Read: excerpts from <i>Sundiata: An Epic of Old Mali</i></p>		
<p><u>China, 400 A.D./C.E. – 1500s</u></p> <p><i>Students analyze the geographic, political, economic, social, and religious structures of the civilizations.</i></p>	<p>10% of assessment</p> <p>12-17 Days</p>	<p>Crash Course China - 2,000 years of Chinese History</p> <p>Timeline of World History</p> <p>China Timeline Lesson Plan</p>

<p>7.19 Create a visual or multimedia display to identify the physical location and major geographical features of China including the Yangtze River, Yellow River, Himalayas, Plateau of Tibet, and the Gobi Desert. (G)</p>	<p>Create a visual or multimedia display to identify the physical location and major geographical features of China including the Yangtze River, Yellow River, Himalayas, Plateau of Tibet, and the Gobi Desert</p> <p>Sub Objective:</p> <ul style="list-style-type: none"> - Identify major features of China on a map 	<p>Geography of China Podcast</p> <p>Haiku Deck: Five Geographical Features of China</p> <p>Geographical Features of China Game</p> <p>Ming Dynasty Map</p> <p>Create Your Own China Map</p> <p>Chinese Outline Maps</p>
<p>7.20 Describe the reunification of China under the Tang Dynasty and reasons for the cultural diffusion of Buddhism. (C, G, H, P)</p>	<p>Describe the reunification of China under the Tang Dynasty and reasons for the cultural diffusion of Buddhism.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Trace the reunification of China with the Tang Dynasty - Determine the significance of the Tang Dynasty on the reunification of China - Examine the influence of Buddhism on Chinese culture 	<p>Tang Dynasty Map</p> <p>Asia For Educators: Tang Dynasty</p> <p>The Tang Dynasty - China Highlights</p> <p>Dynamic Dynasties Worksheet</p>
<p>7.21 Analyze the role of kinship and Confucianism in maintaining order and</p>	<p>Analyze the role of kinship and Confucianism in maintaining order and</p>	<p>Confucius podcast video</p>

<p>hierarchy. (C, H, P)</p>	<p>hierarchy</p>	<p>Life of Confucius animation video</p> <p>Confucianism lesson plan</p> <p>The Founding of Confucianism - Online Video, reading and quiz</p> <p>Re-write Confucius' words with your own worksheet</p> <p>Lower level Confucius worksheet</p> <p>Hypothetical Confucianism worksheet</p>
<p>7.22 Summarize the significance of the rapid agricultural, commercial, and technological development during the Song Dynasties. (C, E, H)</p>	<p>Summarize the significance of the rapid agricultural, commercial, and technological development during the Song Dynasties</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the growth of China under the Song Dynasty - Trace the growth of China under the Song Dynasty 	<p>Northern Song Dynasty Map</p> <p>Southern Song Dynasty Map</p> <p>Tang Song and Ming Dynasties Video, Quiz and Reading</p> <p>Asia for Educators - The Song Dynasty</p> <p>The Art of Asia - The Song Dynasty with video and maps</p>
<p>7.23 Trace the spread of Chinese technology to other parts of Asia, the Islamic world, and Europe including papermaking, wood-block printing, the</p>	<p>Trace the spread of Chinese technology to other parts of Asia, the Islamic world, and Europe including papermaking, wood-block printing, the compass and</p>	<p>TedEd - The Deadly Irony of Gunpowder</p> <p>The Technological Triumphs of the Tang and Song Dynasties - MindSparks LP</p>

compass and gunpowder. (C, E, G, H)	gunpowder Sub Objectives: <ul style="list-style-type: none"> - Examine the long lasting impact of Chinese technology on the world - Trace the spread of Chinese technology around the world. 	History of Ancient Chinese Weaponry video Explore More - Tea, Paper, Steel and Other Influential Discoveries PBS - China's Age of Invention
7.24 Describe and locate the Mongol conquest of China including Genghis Khan, Kublai Khan. (G, H, P)	Describe and locate the Mongol conquest of China including Genghis Khan, Kublai Khan	Mongols Video The Mongols: Crash Course The Mongol Conquest online textbook Biography of Genghis Khan Biography of Kublai Khan Genghis Khan reading and questions
7.25 Engage effectively in a collaborative discussion describing the development of the imperial state and the scholar-official class (Neo-Confucianism). (C, H, P)	Engage effectively in a collaborative discussion describing the development of the imperial state and the scholar-official class (Neo-Confucianism).	The Political Development of Ancient China Rap Explore More - China's Imperial State Lesson Plan

	Sub Objectives: <ul style="list-style-type: none"> - Examine the development of an imperial state - Determine the role of a scholar-official class 	
<p>**7.26 Draw evidence from informational texts to analyze the contributions made during the Ming Dynasty such as building projects, including the Forbidden City and the reconstruction of the Great Wall , isolationism, and sea voyages. (C, E, H, P)</p>	<p>Draw evidence from informational texts to analyze the contributions made during the Ming Dynasty such as building projects, including the Forbidden City and the reconstruction of the Great Wall , isolationism, and sea voyages.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine the contributions of the Ming Dynasty - Cite evidence of the Ming Dynasty achievements 	<p>Chinese Civilization - The Ming Dynasty documentary</p> <p>Ming Dynasty Maps</p> <p>The Art of Asia - Ming Dynasty</p> <p>Ming Dynasty Achievements - Video/Quiz/Lesson</p> <p>Virtual Tour of the Great Wall of China</p> <p>Forbidden City Lesson Plan</p> <p>Forbidden City, Beijing Video</p>
<p>Primary Documents and Supporting Texts to Read: excerpts from <i>The Analects</i>, Confucius</p>		<p>The Analects by Confucius</p>

<p><u>Japan, 400 A.D./C.E. – 1500s</u></p> <p><i>Students analyze the geographic, political, economic, social, and religious structures of the civilizations.</i></p>	<p>10% of Test</p> <p>12-17 Days</p>	<p>Geography of Japan Podcast</p> <p>Timeline of World History</p> <p>Map of Japan Project</p> <p>Ancient Japan Online Textbook</p>
<p>7.27 Compare the major features of Shinto, Japan’s indigenous religion, and Japanese Buddhism. (C, H)</p>	<p>Compare the major features of Shinto, Japan’s indigenous religion, and Japanese Buddhism</p>	<p>Japanese Shinto Worksheet</p> <p>Religion in Japan video</p> <p>What is Shinto religion?</p> <p>Hinduism and Buddhism online textbook</p> <p>Japanese Religion and Spirituality</p> <p>Confucianism, Shintoism and Taoism: World History Review</p>

<p>7.28 Explain the influence of China and the Korean peninsula upon Japan as Buddhism, Confucianism, and the Chinese writing system were adopted. (C, G, H)</p>	<p>Explain the influence of China and the Korean peninsula upon Japan as Buddhism, Confucianism, and the Chinese writing system were adopted</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the influences of China on Japan - Determine how Japan was influenced by Chinese culture and achievements 	<p>Worksheets on the life and teaching of Buddha</p> <p>The Upside to Isolated Civilizations - TedEd video and lesson plan</p> <p>The Buddha - PBS</p> <p>The Confucianism of Japan and Korea - Video/Quiz/Lesson Plan</p> <p>Confucianism, Shintoism and Taoism: World History Review</p>
<p>7.29 Trace the emergence of the Japanese nation during the Nara, 710-794, and the Heian periods, 794-1180. (H, P)</p>	<p>Trace the emergence of the Japanese nation during the Nara, 710-794, and the Heian periods, 794-1180</p>	<p>History of Japan in Five Minutes Video</p> <p>Nara and the Heian Periods</p> <p>Asia for Educators: Nara Guide</p> <p>Asia for Educators: Heian Guide</p> <p>Crash Course Video: Japan in the Heian Period</p>
<p>7.30 Describe how the Heian</p>	<p>Describe how the Heian (contemporary</p>	<p>A Case of Heian essay</p>

<p>(contemporary Kyoto) aristocracy created enduring Japanese cultural perspectives that are epitomized in works of prose such as <i>The Tale of Genji</i>, one of the world’s first novels. (C, H)</p>	<p>Kyoto) aristocracy created enduring Japanese cultural perspectives that are epitomized in works of prose such as <i>The Tale of Genji</i>, one of the world’s first novels</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Cite evidence from <i>The Tale of Genji</i> of Japanese culture 	<p>Women of the Heian Era</p> <p>Background “The Tale of Genji”</p> <p>The Heian Period Aristocracy</p> <p>Ancient Japanese Culture: The Heian Aristocracy</p> <p>The “Tale of Genji” online reading</p>
<p>7.31 Analyze the rise of a military society in the late twelfth century and the role of the shogun and samurai in that society. (C, H, P)</p>	<p>Analyze the rise of a military society in the late twelfth century and the role of the shogun and samurai in that society</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Trace the origins of a military society in the late twelfth century - Determine the role of the shogun and the samurai in the military society 	<p>Samurai Video</p> <p>The Samurai Video Part 1 of 10</p> <p>The Samurai Archives: Battles</p> <p>Deconstructing History: The Samurai - History Channel</p> <p>Welcome to Edo: Interactive Tour of the Shogun</p> <p>Samurai Warriors Rap</p> <p>Poetry of the Samurai Warrior Lesson</p> <p>Samurai and Knights - Video/Quiz/Lesson</p>
<p>Primary Documents and Supporting Texts to Read: excerpts from <i>The Tale of Genji</i></p>		

<p><u>Middle Ages in Western Europe, 400 A.D./C.E. – 1500s</u></p> <p><i>Students analyze the geographic, political, economic, social, and religious structures of the civilizations.</i></p>	<p>15% of test</p> <p>21-14 Days</p>	<p>Dark Ages Video</p> <p>Timeline of World History</p> <p>BBC History: The Middle Ages</p> <p>The Middle Ages in 3 ½ Minutes Video</p>

<p>7.32 Identify the physical location and features of Europe including the Alps, the Ural Mountains, the North European Plain, and the Mediterranean Sea and the influence of the North Atlantic Drift. (G)</p>	<p>Identify the physical location and features of Europe including the Alps, the Ural Mountains, the North European Plain, and the Mediterranean Sea and the influence of the North Atlantic Drift.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Identify key geographic features of Europe on a map 	<p>Outline Map of Europe with Countries</p> <p>European Outline Maps</p> <p>Geography of Europe video</p> <p>Political Medieval Maps</p> <p>Ecclesiastical Medieval Maps</p> <p>Online Interactive European Map</p> <p>Online Interactive Maps and Games of Europe</p> <p>Click and Learn: Interactive Map of Europe</p>
<p>7.33 Describe the development of feudalism and manorialism, its role in the medieval European economy, and the way in which it was influenced by physical geography (the role of the manor and the growth of towns). (C, E, G, H, P)</p>	<p>Describe the development of feudalism and manorialism, its role in the medieval European economy, and the way in which it was influenced by physical geography (the role of the manor and the growth of towns).</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Summarize the development of feudalism and manorialism in Europe. - Determine the influence of geography on feudalism - Determine the economic impact of feudalism 	<p>Guilds Video</p> <p>Manorialism Podcast</p> <p>Feudalism: Charlemagne, and the Holy Roman Empire - Quiz/Video/Lesson</p> <p>Feudalism Informational Website</p> <p>Feudal Life: What was it like to live in the middle ages? - Online simulation</p> <p>Feudalism M&M's simulation</p> <p>Feudalism Simulation</p> <p>Feudalism Simulation with Candy</p>

<p>7.34 Demonstrate understanding of the conflict and cooperation between the Papacy and European monarchs, including Charlemagne, Gregory VII, and Emperor Henry IV. (H, P)</p>	<p>Demonstrate understanding of the conflict and cooperation between the Papacy and European monarchs, including Charlemagne, Gregory VII, and Emperor Henry IV.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine relationships between the Papacy and European monarchs 	<p>Feudalism: Charlemagne, and the Holy Roman Empire - Quiz/Video/Lesson</p> <p>Medieval Popes Vs. Kings Battle Video</p> <p>Documentary of Kings in the Middle Ages</p> <p>Biography of Charlemagne</p> <p>Power Struggles of the Holy Roman Empire: Popes Vs. Emperors Quiz/Video</p>
<p>**7.35 Examine the Norman Invasion, Battle of Hastings, and the impact of the reign of William the Conqueror on England and Northern France. (H, G, P)</p>	<p>Examine the Norman Invasion, Battle of Hastings, and the impact of the reign of William the Conqueror on England and Northern France</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine the impact of William the Conqueror on England and Northern France - Examine the Norman Invasion 	<p>Norman Conquest Video</p> <p>EyeWitness Accounts of the Battle of Hastings</p> <p>William the Conqueror webquest</p> <p>Kings and Queens of England: The Normans Documentary</p> <p>The Conquerors: William the Conqueror - Documentary</p>

<p>7.36 Conduct a short research project explaining the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions including trial by jury, the common law, Magna Carta, parliament, habeas corpus, and an independent judiciary in England. (H, P)</p>	<p>Conduct a short research project explaining the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions including trial by jury, the common law, Magna Carta, parliament, habeas corpus, and an independent judiciary in England</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine the significance of the English legal and constitutional practices - Determine the influence of English legal practices on democratic thought and representative government - Determine the significance of the Magna Carta 	<p>Magna Carta Podcast</p> <p>The Story of the Magna Carta Video</p> <p>British Library: What is the Magna Carta? Video</p> <p>Magna Carta Webquest</p> <p>Magna Carta Online Quiz</p> <p>Magna Carta Online Lesson with tasks</p> <p>Awesome Stories: The Magna Carta</p> <p>Treasures In Full: The Magna Carta</p>

<p>**7.37 Examine the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire. (C, G, H)</p>	<p>Examine the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the spread of Christianity after the fall of the western half of the Roman Empire - Determine the roles of monasteries in the spread of Christianity 	<p>Medieval Spread of Christianity Video</p> <p>Monasteries in the Middle Ages</p> <p>Eyewitness to History: Life in a Christian Monastery</p> <p>Making History: Medieval Monks - Video</p> <p>Medieval Europe: Religion in Medieval Europe - Video</p>

<p>7.38 Analyze the causes, course, and consequences of the European Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world. (C, G, H)</p>	<p>Analyze the causes, course, and consequences of the European Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine the causes of the European Crusades - Trace the events of the European Crusades - Determine the effects of the European Crusades - Examine the impact the European Crusades had on religion - Examine the cultural impact of the European Crusades 	<p>Crash Course: The Crusades - Video</p> <p>The Crusades: Crescent and Cross - Documentary</p> <p>The Crusades Webquest</p> <p>Crusades Webquest</p> <p>Middle Ages Resource Guide</p> <p>Effects of the Crusades</p> <p>EyewitnessAccount: The Crusades - Capture of Jerusalem</p> <p>EyewitnessAccount: Battling the Saracens</p> <p>The Crusades: Perspectives and Viewpoints - Lesson Plans</p>

<p>**7.39 Explain the importance of the Catholic church as a political, intellectual, and aesthetic institution, including founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, Thomas Aquinas’s synthesis of classical philosophy with Christian theology and the concept of “natural law.” (C, H, P)</p>	<p>Explain the importance of the Catholic church as a political, intellectual, and aesthetic institution, including founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, Thomas Aquinas’s synthesis of classical philosophy with Christian theology and the concept of “natural law.”</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the connection between the catholic church and education/politics - Examine the Catholic church’s role in politics - Examine the role of “natural law” connecting Christian theology and classical philosophy 	<p>Medieval Christian Church</p> <p>The Medieval Stonemason</p> <p>Biography of Thomas Aquinas</p> <p>Three Minute Theory: Thomas Aquinas - Video</p> <p>Build an Arch Animation</p> <p>PBS Medieval Stained Glass Science</p>

<p>7.40 Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population. (C, E, G, H)</p>	<p>Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine the social and economic effects of the Black Death - Examine the impact of the Black Death on global population 	<p>The Black Death: The Worst Plague in History - Video</p> <p>EyewitnessAccount A Medieval Murder:</p> <p>EyewitnessAccount: The Black Death</p> <p>The Plague: CSI webquest</p> <p>The Black Death: Webquest</p> <p>The Black Plague simulation</p> <p>The Black Plague - An Epidemic simulation</p> <p>The Black Death - Primary Source Articles</p>
<p>7.41 Trace the emergence of a modern economy, including the growth of</p>	<p>Trace the emergence of a modern economy, including the growth of banking,</p>	<p>Social Roles of the Middle Ages</p>

<p>banking, technological and agricultural improvements, commerce, towns, and a merchant class. (C, E, H)</p>	<p>technological and agricultural improvements, commerce, towns, and a merchant class</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Trace the emergency of a modern economy - Examine the social impact of a modern economy - Make connections between technological advancements and a modern economy - Determine the effects of urbanization and “town life” due to the effects of a modern economy 	
<p>7.42 Outline the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista, Inquisition, and the rise of Spanish and Portuguese</p>	<p>Outline the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms</p>	<p>Islamic Spain and the Reconquista Interactive Map</p> <p>EyewitnessAccount: Brought Before the Inquisition</p>

kingdoms. (C, G, H)	Sub Objective: <ul style="list-style-type: none"> - Examine the decline of Muslim rule in the Iberian Peninsula - Determine the effects of the Reconquista and the Inquisition - Examine the rise of the Spanish and Portuguese kingdoms 	The Inquisition Medieval Inquisition Torture Spanish Inquisition Webquest
Primary Documents and Supporting Texts to Read: excerpts from <i>The Life of Charlemagne: The Emperor Himself</i> , Einhard; selected accounts of the Black Death; excerpts from <i>Summa Theologica</i> , Thomas Aquinas		
Primary Documents and Supporting Texts to Consider: excerpts from "Frank-land": An Islamic View of the West, Al-Qazwini; excerpts from <i>Walter of Henley's Husbandry</i> (describes manor life)		
<u>The Renaissance and Reformation</u> <i>Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance and the historical developments of the Reformation.</i>	18% of Test 25-29 Days	Timeline of World History

<p>7.43 Trace the emergence of the Renaissance, including influence from Moorish (or Muslim) scholars in Spain. (C, H)</p>	<p>Trace the emergence of the Renaissance, including influence from Moorish (or Muslim) scholars in Spain.</p>	<p>The Renaissance: Interactive Online Tutorial</p> <p>The Renaissance Connection: The Allentown Museum Interactive Site</p> <p>Renaissance Unit Plan</p> <p>Crash Course: Renaissance Video</p> <p>Khan Academy: The Renaissance</p> <p>Eyewitness to History: Middle Ages thru the Renaissance</p> <p>Renaissance Games</p> <p>Renaissance Webquest</p> <p>The Art of the Italian Renaissance Webquest</p>
<p>**7.44 Cite evidence in writing explaining the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance and the growth of independent trading cities, such as Venice, and their importance in the spread of Renaissance ideas. (C, E, G, H)</p>	<p>Cite evidence in writing explaining the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance and the growth of independent trading cities, such as Venice, and their importance in the spread of Renaissance ideas</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the influence of Florence, 	<p>Khan Academy: The origins of Art</p> <p>The History Channel: The Medici Family</p> <p>Venice During the Renaissance</p> <p>Renaissance for Kids: The Medici Family</p> <p>PBS: The Medici Family</p> <p>The Galileo Project: The Medici Family</p>

	<p>Italy on the Renaissance</p> <ul style="list-style-type: none"> - Examine the influence of the Medici Family on the Renaissance - Examine the impact of trade on the spread of the Renaissance 	
<p>7.45 Summarize the effects and implications of the reopening of the ancient Silk Road between Europe and China, including Marco Polo’s travels and the location of his routes. (C, E, G, H)</p>	<p>Summarize the effects and implications of the reopening of the ancient Silk Road between Europe and China, including Marco Polo’s travels and the location of his routes</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the effects of reopening the Silk Road - Determine the role of Marco Polo and his effect on the Silk Road 	<p>Silk Road Crash Course Video</p> <p>On The Road with Marco Polo - EdSitement lesson plan</p> <p>On the Road with a Spice Trader - Interactive Simulation</p> <p>The History Channel: Marco Polo</p> <p>Marco Polo Interactive Map</p> <p>Marco Polo and the Silk Road: Kid’s History Guide</p>

		<p>In the Footsteps of Marco Polo</p> <p>Along the Silk Road Interactive Map</p> <p>Stanford: The Silk Road Interactive Website</p> <p>Interactive Silk Road Map Exercise</p> <p>Secrets of the Silk Road: An Interactive Experience. Penn Museum</p> <p>PBS: In the Footsteps of Marco Polo - Video</p> <p>Marco Polo Online Interactive Activities</p>
<p>**7.46 Describe how humanism led to a revival of classical learning and fostered a new interest in the arts including a balance between intellect and religious faith. (C, H)</p>	<p>Describe how humanism led to a revival of classical learning and fostered a new interest in the arts including a balance between intellect and religious faith.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the effects of humanism on classical learning - Connect humanism to a balance between intellect and religion 	<p>Humanism in the Renaissance</p> <p>Humanism in the Renaissance Lesson Plan</p> <p>Humanism Online Textbook Reading</p>
<p>7.47 Analyze the growth and effects of new ways of disseminating information,</p>	<p>Analyze the growth and effects of new ways of disseminating information, ability to manufacture paper, translation of the</p>	<p>Gutenberg and the Impact of the Printing Press - Video</p>

<p>ability to manufacture paper, translation of the Bible into vernacular, and printing. (C, H)</p>	<p>Bible into vernacular, and printing</p> <p>Sub Objective:</p> <ul style="list-style-type: none"> - Examine the impact of the printing press - Examine the social impact of the Bible in a common language 	<p>The Machine that Made Us</p> <p>Student Interactive: Printing Press</p> <p>Gutenberg and the Printing Press Lesson Plan</p>
<p>7.48 Outline the advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy, including Leonardo da Vinci (Last Supper, Mona Lisa), Michelangelo (Sistine Chapel, The David), Johann Gutenberg, and William Shakespeare. (C, G, H)</p>	<p>Outline the advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy, including Leonardo da Vinci (Last Supper, Mona Lisa), Michelangelo (Sistine Chapel, The David), Johann Gutenberg, and William Shakespeare</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Trace the cultural advances made during the Renaissance 	<p>Sistine Chapel: Virtual Tour</p> <p>Science in the Renaissance</p> <p>Leonardo Da Vinci - Khan Academy</p> <p>Michelangelo - Khan Academy</p> <p>BBC - William Shakespeare</p> <p>Treasures in Full: The Works of Shakespeare</p> <p>Art Detective: Interactive Simulation</p> <p>TimeWarpTrio: Leonardo Da Vinci</p> <p>Leonardo's Mysterious Machine - Online Simulation</p>

		Leonardo - Right to Left Leonardo - Take a Closer Look TedEd - Leonardo Da Vinci - How to find the true face of Leonardo Museum of Science - Leonardo Da Vinci Treasures in Full: Gutenberg Virtual Tour: Shakespeare's Globe Theater
<p>**7.49 Gather relevant information from multiple sources about Henry V, Hundreds Year War, and Joan of Arc. (H, G, P)</p>	<p>Gather relevant information from multiple sources about Henry V, Hundreds Year War, and Joan of Arc. (H, G, P)</p>	The Tudors: interactive Timeline BBC: The Terrible Tudors BBC: Henry V Bio. Henry V Joan of Arc: Saint or Spin Doctor? - BBC Joan of Arc: Online Book Bio. Joan of Arc Museum without Walls: Joan of Arc

<p>7.50 Conduct a research project drawing on several resources to investigate the Tudor dynasties of Henry VIII, Mary I, and Elizabeth I, including their family heritage, line of succession, religious conflicts, Spanish Armada, and the rise of English power in Europe. (H, G, P)</p>	<p>Conduct a research project drawing on several resources to investigate the Tudor dynasties of Henry VIII, Mary I, and Elizabeth I, including their family heritage, line of succession, religious conflicts, Spanish Armada, and the rise of English power in Europe.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the end of Tudor lineage of the England - Examine the legacy of the leadership of Henry VIII - Examine the legacy of Mary I - Examine the legacy of the leadership of Elizabeth I - Trace the steps of making England the strongest European power 	<p>Henry VIII Video to Money Money Money by Abba</p> <p>Rich and Poor in the Tudor Times</p> <p>Design a Room: Tudor Edition</p> <p>Elizabethan Spying Game</p> <p>Defeat of the Spanish Armada - Elizabeth the Golden Age - Video</p> <p>Battlefield Britain: The Spanish Armada</p> <p>Renaissance: The Elizabethan World</p> <p>Henry VIII - Info Page</p> <p>Mary I - Info Page</p> <p>The Spanish Armada - BBC</p>

<p>7.51 Explain the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods. (C, G, H)</p>	<p>Explain the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the role of missionaries on Christianity - Trace the spread of Christianity to other parts of the world 	<p>Missionary Simulation Game</p> <p>Missionaries and the Spread of Christianity around the World - Quiz/Video/Lesson</p>
<p>7.52 Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World. (C, G, H)</p>	<p>Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine Catholic and Protestant European powers - Examine the relationship between Catholic and Protestant countries - Analyze the spread of 	<p>Interactive Maps: Europe and Religions</p> <p>The Spread of Christianity - Video</p> <p>Christianity in the World - Lesson Plan</p> <p>Maps of Europe - Religion</p>

	Protestantism and Catholicism in the New World	
<p>**7.53 Explain the heightened influence of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church's reaction to these developments. (C, H, P)</p>	<p>Explain the heightened influence of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church's reaction to these developments</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the reaction of the Catholic church to a growing literate population 	<p>Battle for the Bible: William Tyndale Documentary</p>
<p>7.54 List and explain the significance of the causes for the internal turmoil within and eventual weakening of the Catholic Church including tax policies, selling of indulgences, and England's break with the Catholic Church. (C, H, P)</p>	<p>List and explain the significance of the causes for the internal turmoil within and eventual weakening of the Catholic Church including tax policies, selling of indulgences, and England's break with the Catholic Church</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine why the Catholic church became weak - Examine the relationship between the Catholic church and the common people. 	<p>King Henry VIII and his role in the Reformation - Video</p> <p>Free Will and the Reformation - Video</p> <p>What are the causes of the Reformation in Europe?</p> <p>The Causes of the European Reformation</p> <p>Causes of the Reformation - Presentation on SlideShare</p> <p>Protestant Reformation Webquest</p> <p>Prezi - Protestant Reformation Webquest</p> <p>The Reformation Lesson Plan</p>

<p>7.55 Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith), John Calvin (predestination), Desiderius Erasmus (free will), and William Tyndale (translating the Bible into English), and their attempts to reconcile what they viewed as God’s word with Church action. (C, H, P)</p>	<p>Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith), John Calvin (predestination), Desiderius Erasmus (free will), and William Tyndale (translating the Bible into English), and their attempts to reconcile what they viewed as God’s word with Church action.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the relationship between the Catholic church and the common people - Connect the actions of Luther and Calvin to the beginning of the Protestant movement 	<p>Trial Simulation of Martin Luther</p> <p>A Picture is Worth a Thousand Words - Martin Luther Lesson Plan</p> <p>Reluctant Revolutionaries - Martin Luther revolutionaries</p> <p>Introduction to Calvinism - Video</p> <p>Protestant Reformation</p> <p>Bio. - Desiderius Erasmus</p> <p>Christian History: William Tyndale</p> <p>Battle for the Bible: William Tyndale Documentary</p> <p>Crash Course - Reformation - Video</p>
<p>7.56 Engage effectively in collaborative discussions explaining Protestants’ new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism. (C, H, P)</p>	<p>Engage effectively in collaborative discussions explaining Protestants’ new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the social and political practices of the Protestants 	<p>The Protestant Reformation Explained Video</p>
<p>**7.57 Analyze how the Catholic</p>	<p>Analyze how the Catholic Counter-</p>	<p>AP Push Review - Counter Reformation Video</p>

<p>Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement, including St. Ignatius of Loyola and the Jesuits, and the Council of Trent. (C, H)</p>	<p>Reformation revitalized the Catholic Church and the forces that fostered the movement, including St. Ignatius of Loyola and the Jesuits, and the Council of Trent</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the impact of the Catholic Counter-Reformation 	<p>The Jesuit Counter Reformation video</p> <p>The Council of Trent Video</p>
<p>7.58 Identify the voyages of discovery, the locations of the routes (Da Gama, Dias, Magellan), and the influence of cartography in the development of a</p>	<p>Identify the voyages of discovery, the locations of the routes (Da Gama, Dias, Magellan), and the influence of cartography in the development of a new</p>	<p>European Explorers Routes on an Interactive Map</p> <p>Explorer Route Maps</p>

<p>new worldview. (C, G, H)</p>	<p>worldview</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Chart the routes of early explorers on a map - Connect the development of cartography to further exploration 	<p>The World at our Fingertips - Video - Cartography</p> <p>European Exploration webquest</p> <p>European Explorers Webquest</p> <p>Crash COurse: European Exploration - Video</p> <p>The Great Age of European Exploration - Video</p> <p>Everything You Ever Wanted to Know About the Explorers - Webquest</p> <p>European Explorers' Routes Maps</p> <p>Comprehensive Summary of the Age of Exploration</p> <p>Explorer Profiles</p>
<p>Primary Documents and Supporting Texts to Read: excerpts from “Ninety-Five Theses”, Martin Luther; excerpts from <i>The Travels of Marco Polo</i></p> <p>Primary Documents and Supporting Texts to Consider: excerpts from <i>In Praise of Folly</i>, Erasmus; selected</p>		

<p>pieces from William Shakespeare; excerpts from <i>The Prince</i>, Machiavelli</p>		
<p><u>The Enlightenment and Scientific Revolution</u></p> <p><i>Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions. Students analyze political, social, and economic change as a result of the Age of Enlightenment in Europe.</i></p>	<p>8% of Test</p> <p>10-14 Days</p>	<p>Timeline of World History</p>
<p>7.59 Describe the roots of the Scientific Revolution based upon Christian and Muslim influences. (C, H)</p>	<p>Describe the roots of the Scientific Revolution based upon Christian and Muslim influences</p>	<p>The Scientific Revolution - Video</p> <p>Roots of the Scientific Revolution Questions and Activities</p> <p>The Scientific Revolution: Video/Quiz/Lesson Plan</p> <p>Effects of the Scientific Revolution: Video/Quiz/Lesson Plan</p> <p>The Scientific Revolution: Lesson Plan on Science and Society</p>

		EDSITEment: The Scientific Revolution - Science and Society Lesson Plan Teaching the Scientific Revolution
<p>7.60 Gather relevant information from multiple print and digital sources explaining the significance of new scientific theories, the accomplishments of leading figures including Sir Frances Bacon, Nicolaus Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, and Sir Isaac Newton, and new inventions, including the telescope, microscope, thermometer, and barometer. (C, H)</p>	<p>Gather relevant information from multiple print and digital sources explaining the significance of new scientific theories, the accomplishments of leading figures including Sir Frances Bacon, Nicolaus Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, and Sir Isaac Newton, and new inventions, including the telescope, microscope, thermometer, and barometer.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Identify scientific theories developed during the Scientific Revolution 	Trial of Galileo - Simulation Virtual Tour of the Galileo Museum Galileo Dialogues: How he contradicted the church - Lesson Plan EDSITEment lesson plan: Galileo and the Inevitability of Ideas Biography of Nicolaus Copernicus Great Scientists: Sir Isaac Newton - Video BBC - Sir Isaac Newton - Documentary Brain Pop - Sir Isaac Newton

	<ul style="list-style-type: none"> - Identify key scientists during the Scientific Revolution - Identify key inventions during the Scientific Revolution 	Newton's Dark Secrets - Documentary Isaac Newton's Life - The Isaac Newton institute Biography of Frances Bacon Johannes Kepler Three Minute Philosophy - Rene Descartes - Video
<p>7.61 Trace how the main ideas of the Enlightenment can be traced back to such movements and epochs as the Renaissance, the Reformation, the Scientific Revolution, the Greeks, the Romans, and Christianity. (C, H, P)</p>	<p>Trace how the main ideas of the Enlightenment can be traced back to such movements and epochs as the Renaissance, the Reformation, the Scientific Revolution, the Greeks, the Romans, and Christianity.</p>	The Enlightenment Part I - Video The Enlightenment Part II - Video All About the Enlightenment - Age of Reason - Video Declarations of the Rights of Man The Enlightenment Review Game
<p>7.62 Describe the accomplishments of major Enlightenment thinkers, including Locke and Charles-Louis Montesquieu. (C, H)</p>	<p>Describe the accomplishments of major Enlightenment thinkers, including Locke and Charles-Louis Montesquieu</p>	The Enlightenment Thinkers - Video iCivics.org - John Locke lesson plan and activities John Locke - A Teacher's Guide

		Informational Site of the Enlightenment Thinkers Three Minute Philosophy - John Locke - Video Hobbes Vs. Locke Compared - Video Three Minute Philosophy - Montesquieu - Video
<p>7.63 Explain the origins of modern capitalism, the influence of mercantilism, and the cottage industry; the elements and importance of a market economy in 17th century Europe; the changing international trading and marketing patterns; including their locations on a world map; and the influence of explorers and mapmakers. (C, E, G, H, P)</p>	<p>Explain the origins of modern capitalism, the influence of mercantilism, and the cottage industry; the elements and importance of a market economy in 17th century Europe; the changing international trading and marketing patterns; including their locations on a world map; and the influence of explorers and mapmakers</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Identify and recognize capitalism - Identify and recognize mercantilism - Determine the economic activities in 17th century Europe - Trace the change in economy in 17th century Europe - Examine the connection between exploration and international markets 	Age of Enlightenment: Interactive Maps Capitalism and Socialism - Crash Course - Video The Capitalist Game - Online Capitalism vs. Socialism online Game

	- Locate international markets on a map	
Primary Documents and Supporting Texts to Read: excerpts from <i>Two Treatises of Government</i> , John Locke; excerpts from <i>The Spirit of Law</i> , Montesquieu	Primary Documents and Supporting Texts to Consider: excerpts from <i>Galileo Discovers the Moons of Jupiter</i> , Galileo Galilei; excerpts from <i>The Principia</i> and <i>The Correspondence of Isaac Newton</i> , Sir Isaac Newton	
<p><u>The Age of Exploration</u></p> <p><i>Students compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations. Students analyze reasons for movement of people from Europe to the Americas, describing the impact of exploration by Europeans and American Indians.</i></p>	<p>18% of Test</p> <p>21-24 Days</p>	<p>Timeline of World History</p> <p>Comparison of African/Indian/Meso-American Cultures lesson plan</p> <p>Quia: Maya/Aztec/Inca Jeopardy Game</p>
7.64 Identify the locations of the Olmecs, Mayans, Aztec, and Incas and explain the impact of the geographical features and climates of Mexico, Central America, and South America on their	Identify the locations of the Olmecs, Mayans, Aztec, and Incas and explain the impact of the geographical features and climates of Mexico, Central America, and South America on their civilizations.	<p>Aztec/Inca/Maya - Slideshare presentation</p> <p>The Mother Country: The Olmecs - workbook of activities</p>

civilizations. (C, E, G, H, P)	Sub Objective: <ul style="list-style-type: none"> - Locate the Meso-American cultures on a map - Determine the geographical features of Meso-America 	Slideshow of the Civilizations of North America - SlideShare Maya: 5 Themes of Geography Questions The Olmecs Online Book The Five Themes of Incan Geography
7.65 Describe the highly structured social and political system of the Maya civilization, ruled by kings and consisting of agriculturally intensive centers around independent city-states. (C, H, P)	Describe the highly structured social and political system of the Maya civilization, ruled by kings and consisting of agriculturally intensive centers around independent city-states.	Deciphering Maya Glyphs Blood of Kings: The World of Maya Yucatan Map of Ruins The History Channel - Chichen Itza - Mayan Videos Mayan Webquest Mayan Webquest Maya history and Overview: Video/Quiz/Lesson Life in the Maya: Video/Quiz/Lesson The Rise of the Maya Civilization: Video/Quiz/Lesson Khan Academy: The Mayan Civilization Lost Kingdoms of the Maya: National Geographic Documentary All Things Mayan History - research site

		Mayan Q and A on all Cultural Aspects
<p>7.66 Create a graphic organizer or concept map explaining how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16th century). (C, G, H, P)</p>	<p>Create a graphic organizer or concept map explaining how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16th century)</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Trace the rise of the Aztec and Inca Empires - Determine the fall of the Aztec and Inca Empires 	<p>Guns Germs and Steel - Conquest of the Americas - Video</p> <p>The Rise of the Aztecs: Video/Quiz/Lesson</p> <p>The Defeat of the Aztecs: Video/Quiz/Lesson</p> <p>The Defeat of the Incas: Video/Quiz/Lesson</p> <p>Conquest of the Incas - Documentary</p>

<p>7.67 Explain the roles of peoples in the Aztec and Incan societies, including class structures, family life, warfare, religious beliefs and practices, and slavery. (C, H)</p>	<p>Explain the roles of peoples in the Aztec and Incan societies, including class structures, family life, warfare, religious beliefs and practices, and slavery</p>	<p>Mayan Religion</p> <p>Life in the Aztec Empire: Video/Quiz/Lesson</p> <p>KhanAcademy: The Aztecs Lessons</p> <p>Weapons and Rituals of the Aztec Empire - Documentary</p> <p>National Geographic - The Aztecs - Documentary</p> <p>All Things Aztec: Research Site for Kids</p> <p>All Things Inca: Research Site for Kids</p> <p>Aztec Webquest</p> <p>Aztec Webquest</p> <p>Aztec Government</p> <p>The Incan Government Q and A</p> <p>Incan Battle interactive Simulation</p>
<p>7.68 Use multimedia components and</p>	<p>Use multimedia components and visual</p>	<p>Virtual Tour of Machu Pichu</p>

<p>visual displays in presentations to describe the artistic and oral traditions and architecture in the four civilizations (Olmecs, Mayan, Aztec, and Incan civilizations). (C, H)</p>	<p>displays in presentations to describe the artistic and oral traditions and architecture in the four civilizations (Olmecs, Mayan, Aztec, and Incan civilizations).</p> <p>Sub Objective:</p> <ul style="list-style-type: none"> - Analyze the culture of the Meso-American empires 	<p>Virtual Tour of Tikal</p> <p>Links to the cultural aspects of the Maya, Aztec and Inca</p> <p>The Music and Culture of Meso-America - EDSITEment lesson plan</p> <p>Artistic and Oral Traditions of the Inca: Video/Quiz/Lesson</p> <p>The Incas: Definition, Religion, and Facts</p> <p>The Incredible Incas: Q and A on Religion - Online Quiz</p> <p>The Incan Daily Life Q and A</p>
<p>7.69 Cite several pieces of textual evidence to support the analysis of the impacts of the Mesoamerican</p>	<p>Cite several pieces of textual evidence to support the analysis of the impacts of the Mesoamerican developments in astronomy</p>	<p>Mayan Science</p> <p>Aztec Achievements</p>

<p>developments in astronomy and mathematics, including the calendar, and the Mesoamerican knowledge of seasonal changes to the civilizations' agricultural systems. (C, H)</p>	<p>and mathematics, including the calendar, and the Mesoamerican knowledge of seasonal changes to the civilizations' agricultural systems</p> <p>Sub Objective:</p> <ul style="list-style-type: none"> - Examine the advancements in science and technology in the Meso-American civilizations 	<p>Online Quiz of Aztec Technology</p> <p>The Science and Inventions of the Incas - Online Quiz</p> <p>What the Ancient Civilizations Did for Us - Video</p> <p>The History Channel: THE Aztecs</p> <p>The History Channel: The Incas</p>
<p>7.70 Compare the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions. (C, E, G, H, P)</p>	<p>Compare the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions</p> <p>Sub Objective:</p> <ul style="list-style-type: none"> - Examine daily life prior to European contact 	<p>Aztec Government</p> <p>The Incredible Incas: Q and A on Religion - Online Quiz</p> <p>The Incan Daily Life Q and A</p> <p>Artistic and Oral Traditions of the Inca: Video/Quiz/Lesson</p> <p>The Incas: Definition, Religion, and Facts</p> <p>Aztec Religion and Gods</p> <p>America Before Columbus - National Geographic Documentary</p>
<p>7.71 Identify the European countries responsible for North American exploration and the modern day countries in which they settled, including France, Spain, England, Portugal, and the Dutch.</p>	<p>Identify the European countries responsible for North American exploration and the modern day countries in which they settled, including France, Spain, England, Portugal, and the Dutch. Summarize the reasons for the success of</p>	

<p>Summarize the reasons for the success of these countries in colonization or North and South America. (E, G, H, P)</p>	<p>these countries in colonization of North and South America.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Connect the European national with their modern day colony - Determine the reasons for the success of the European colonies in the New World. 	
<p>7.72 Analyze why European countries were motivated to explore including religion, political rivalry, and economic gain. (C, E, H, P)</p>	<p>Analyze why European countries were motivated to explore including religion, political rivalry, and economic gain</p>	<p>lots of simulations and interactive maps and tours on this site</p> <p>An Audience with QQueen Elizabeth about Exploration</p> <p>Explore More: Changes in the Market Economy and International Trade - LP</p> <p>Explore More: Christianity Spreads Beyond Europe Lesson Plan</p> <p>How International Trade Impacted Exploration: Video/Quiz/Lesson</p> <p>Crash Course Video of Exploration</p>
<p>7.73 Identify the voyages of discovery, the locations of the routes, and the influence of technology in the developments of a new European worldview including cartography, compass, caravel, astrolabe. (C, E, G, H, P)</p>	<p>Identify the voyages of discovery, the locations of the routes, and the influence of technology in the developments of a new European worldview including cartography, compass, caravel, astrolabe</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Identify the routes of European 	<p>European Explorers Webquest</p> <p>Crash COurse: European Exploration - Video</p> <p>The Great Age of European Exploration - Video</p> <p>Everything You Ever Wanted to Know</p>

	<p>Explorers on a map</p> <ul style="list-style-type: none"> - Determine the uses of technological advancements connected to exploration 	<p>About the Explorers - Webquest</p> <p>European Explorers' Routes Maps</p> <p>Comprehensive Summary of the Age of Exploration</p> <p>Explorer Profiles</p> <p>Explorer Bios</p> <p>How the Compass Helped Columbus: Video/Quiz/Lesson</p>
<p>7.74 Examine the impact of the exchanges of plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries and the major economic and social effects on each continent. (C, E, G, H)</p>	<p>Examine the impact of the exchanges of plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries and the major economic and social effects on each continent</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the impact of the Columbian Exchange - Identify goods, diseases, and ideas 	<p>Columbian Exchange - Crash Course Video</p> <p>The Great Age of Exploration - Video</p> <p>Columbian Exchange Lesson Plan</p> <p>PBS Columbian Exchange Interactive Activity</p> <p>Columbian Exchange resources</p>

	that were traded between the three continents.	
7.75 Write an opinion piece with supporting details that describes the effects of exploration on the indigenous American cultures. (C, H)	Write an opinion piece with supporting details that describes the effects of exploration on the indigenous American cultures	Impact of Exploration: Lesson Plan How was the world changed by the Age of Exploration? Biological and Cultural Exchanges During the Age of Exploration Conclusion: The Effects of the Age of Exploration Effects of European Colonization - Video
Primary Documents and Supporting Texts to Read: excerpts from the journals of Christopher Columbus Primary Documents and Supporting Texts to Consider: excerpts from <i>Indigenous Peoples of North America</i> , James D. Torr		