

Brunswick High School Social Studies

World History I - Grade 9

UNIT 1: Geographic Concepts

Essential Understandings	Geography impacts the way the world works.
Essential Questions	How do we use longitude & latitude? How do we use absolute and relative directions? How do we interpret maps using symbols, keys, scale, perspective, and types? How are different regions formed through physical, political, and cultural forces? What is culture? How do natural resources and climate impact region formation?
Essential Knowledge	Geographic skills are important in helping us understand the formation of the world. The geography, climate, and natural resources of a region influence the culture, economy, and lifestyle of its inhabitants.
Vocabulary	absolute and relative location cultural diffusion, acculturation, assimilation culture, culture traits, culture region race, ethnicity developed/developing countries directional indicator (compass rose), equator, prime meridian globe, map, atlas map projections latitude, longitude, degree hemisphere physical map, political map rural and urban scale, legend (key) 4 oceans, 7 continents The 5 Themes of Geography Tropics of Capricorn & Cancer human geography & physical geography
Essential Skills	Students will be able to apply geographic skills to better understand the physical and political aspects of the world and its cultures. Students will utilize primary and secondary sources. Students will articulate cause and effect. Students will write routinely for a range of tasks. Students will be able to find locations on a map using latitude and longitude. Students will make use of map elements to read, interpret, and

	<p>make conclusions. Students will identify the factors used to create regions. Students will describe the cultural characteristics of specific regions or groups. Students will make connections between the physical characteristics of a region or place and the development of the culture of that region or place. Students will identify specific political, physical, and cultural locations on a given map.</p>
<p>Related Maine Learning Results</p>	<p>A. Applications of Social Studies Processes, Knowledge, and Skills Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.</p> <p>A1 Researching and Developing Positions on Current Social Studies Issues Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <p>A2 Making Decisions Using Social Studies Knowledge and Skills Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <p>B. Civics and Government Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.</p> <p>B1 Knowledge, Concepts, Themes, and Patterns of Civics/Government Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <p>B2 Rights, Duties, Responsibilities, and Citizen Participation in Government Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p>

B3 Individual, Cultural, International, and Global Connections in Civics and Government
Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.

C. Economics

Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.

C1 Economic Knowledge, Concepts, Themes, and Patterns

Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.

C2 Individual, Cultural, International, and Global Connections in Economics

Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.

D. Geography

Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.

D1 Geographic Knowledge, Concepts, Themes, and Patterns

Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.

D2 Individual, Cultural, International, and Global Connections in Geography

Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.

E. History

Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

E1 Historical Knowledge, Concepts, Themes, and Patterns

Students understand major eras, major enduring themes, and historic influences in United States

	<p>and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p>E2 Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p>
<p>Embedded Common Core Standards</p>	<p>Key Ideas and Details:</p> <p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>Craft and Structure:</p> <p>CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>Integration of Knowledge and Ideas:</p> <p>CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>CCSS.ELA-LITERACY.RH.9-10.9</p>

	<p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>CCSS.ELA-LITERACY.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>
Related Social Studies Practices	<p>Chronological reasoning and causation. Comparison and contextualization. Geographic reasoning. Gathering, using and interpreting evidence. Role of the individual in social and political participation.</p>
Sample Lesson and Activities	
Sample Classroom Assessment Methods	
Assessment Evidence	<p>Pending Proficiency Decisions by District and Site Practices Committee at the Secondary Level</p>
Sample Resources	

Brunswick High School Social Studies

World History I - Grade 9

UNIT 2: River Valley Civilizations

Essential Understandings	<p>Civilizations share common key elements.</p> <p>Civilizations often develop along river valleys.</p>
Essential Questions	<p>How did the resources available in the fertile crescent shape the formation of Mesopotamia?</p> <p>What were the “gifts of the Nile,” and how did they influence the development of Egyptian culture?</p> <p>Analyze whether or not the Harappan civilization contributed to the cultural hearth.</p> <p>Compare and contrast the geography, climate, and natural resources of the Huang He river valley with the others you have studied.</p> <p>To what extent does settled agriculture lead to urbanization in each river valley?</p> <p>Explain the development of social classes, technology, writing systems, agriculture/domestication, culture/religion, monumental architecture, and government for each of the four major river valley civilizations.</p>
Essential Knowledge	<p>The geography, climate, and natural resources of the four major river valleys influenced the culture of its inhabitants.</p>
Vocabulary	<p><i>Mesopotamia</i>: Hammurabi’s Code, Ziggurat, Cuneiform, Bronze, Irrigation, Cultural Diffusion, Agriculture, Domestication, Polytheism, City-State, Theocracy, Patriarchy <i>Egypt</i>: Pharaoh, Pyramid, Mummification, Hieroglyphs/Hieratic, Rosetta Stone, Papyrus <i>Harappan</i>: Soapstone Seals, Urban Planning, Infrastructure, Monsoon <i>Huang He</i>: Aristocracy, Filial Piety, Dynasty, Dao, Mandate of Heaven, Zhongguo</p>
Essential Skills	<p>Students will be able to understand the transition from Neolithic hunter-gatherer societies to sedentary agricultural societies as exemplified by the four major original river valley civilizations.</p> <p>Students will identify specific political, physical, and cultural locations on a given map.</p>

	<p>Students will utilize primary and secondary sources.</p> <p>Students will articulate cause and effect.</p> <p>Students will develop the skills necessary to compare and contrast different cultures or regions.</p> <p>Students will write routinely for a range of tasks.</p> <p>Students will make use of map elements to read, interpret, and make conclusions.</p> <p>Students will identify the factors used to create the different river valley regions.</p> <p>Students will describe the cultural characteristics of the different river valley regions.</p> <p>Students will make connections between the physical characteristics of the different river valley regions and the development of the culture of those regions.</p>
<p>Related Maine Learning Results</p>	<p>A. Applications of Social Studies Processes, Knowledge, and Skills Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.</p> <p>A2 Making Decisions Using Social Studies Knowledge and Skills Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <p>B. Civics and Government Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.</p> <p>B1 Knowledge, Concepts, Themes, and Patterns of Civics/Government Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <p>B2 Rights, Duties, Responsibilities, and Citizen Participation in Government Students understand the constitutional and legal</p>

rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.

- B3 Individual, Cultural, International, and Global Connections in Civics and Government
Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.

C. Economics

Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.

- C1 Economic Knowledge, Concepts, Themes, and Patterns

Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.

- C2 Individual, Cultural, International, and Global Connections in Economics

Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.

D. Geography

Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.

- D1 Geographic Knowledge, Concepts, Themes, and Patterns

Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.

- D2 Individual, Cultural, International, and Global Connections in Geography

Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.

E. History

Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

	<p>E1 Historical Knowledge, Concepts, Themes, and Patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p>E2 Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p>
<p>Embedded Common Core Standards</p>	<p>Key Ideas and Details:</p> <p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>Craft and Structure:</p> <p>CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>Integration of Knowledge and Ideas:</p> <p>CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts,</p>

	<p>research data) with qualitative analysis in print or digital text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>CCSS.ELA-LITERACY.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>
Related Social Studies Practices	<p>Chronological reasoning and causation. Comparison and contextualization. Geographic reasoning. Gathering, using and interpreting evidence. Role of the individual in social and political participation.</p>
Sample Lesson and Activities	<p>Read, analyze and discuss findings upon examination of source samples: i.e. Narmer's Palette, Hammurabi's Code, Epic of Gilgamesh. Classroom discussion: identifying and recognizing the key essential elements of 'civilization'. Document-based question activity on 'civilizing' achievements and innovations of the four river valley civilizations.</p>
Sample Classroom Assessment Methods	<p>Document-based question essay rubric to score essay product. Checking for student understanding through question-and-answer. Reading comprehension (over homework reading) quizzes Submission and evaluation of reading notes.</p>
Assessment Evidence	<p>Pending Proficiency Decisions by District and Site Practices Committee at the Secondary Level</p>
Sample Resources	<p>Excerpts of Hammurabi's Code. Time/Life: Lost Civilizations (<i>Return to Eden</i>) Writing/pictograph samples from the four river valley civilizations</p>

Brunswick High School Social Studies

World History I - Grade 9

UNIT 3: Ancient Levant

Essential Understandings	The cultural and political differences of the Bronze Age led to conflict and change.
Essential Questions	<p>What are the defining characteristics of the Bronze Age?</p> <p>Explain how the international system of the Bronze Age worked. (Diplomacy, trade, interdependence).</p> <p>What innovation did each of the following groups contribute to future cultures: Hittites (iron), Philistines (citadels), Minoans (thalassocracy) , Mycenaeans (piracy), Phoenicians (alphabet), Israelites (Monotheism)?</p> <p>What is the impact of catastrophic natural disaster on the peoples of this time period?</p>
Essential Knowledge	Each major civilization during the Bronze Age contributed an important cultural innovation which had a profound impact on future cultures.
Vocabulary	Iron, Pastoral Nomad, Indo-European, Sea People, Thalassocracy, Citadel, Alphabet, Judaism
Essential Skills	<p>Students will be able to identify the key elements of the Bronze Age and what factors brought about its demise.</p> <p>Students will identify specific political, physical, and cultural locations on a given map.</p> <p>Students will utilize primary and secondary sources.</p> <p>Students will articulate cause and effect.</p> <p>Students will develop the skills necessary to compare and contrast different cultures or regions.</p> <p>Students will write routinely for a range of tasks.</p> <p>Students will make use of map elements to read, interpret, and make conclusions.</p> <p>Students will describe the cultural characteristics of the different Bronze Age civilizations.</p> <p>Students will make connections between the geographic settings of the different Bronze Age civilizations and the development of the cultures of those civilizations.</p>

**Related
Maine Learning
Results**

A. Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.

A2 Making Decisions Using Social Studies Knowledge and Skills

Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.

C. Economics: Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.

C1 Economic Knowledge, Concepts, Themes, and Patterns

Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.

C2 Individual, Cultural, International, and Global Connections in Economics

Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.

D. Geography: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.

D1 Geographic Knowledge, Concepts, Themes, and Patterns

Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.

D2 Individual, Cultural, International, and Global Connections in Geography

Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.

E. History: Students draw on concepts and processes

	<p>_____ from history to develop historical perspective and _____ understand issues of continuity and change in the _____ community, Maine, the United States, and world.</p> <p>_____ E1 _____ Historical Knowledge, Concepts, Themes, and _____ Patterns</p> <p>_____ Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of _____ democratic philosophy, ideals, and institutions in the world.</p> <p>_____ E2 _____ Individual, Cultural, International, and Global _____ Connections in History</p> <p>_____ Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p>
<p>Embedded Common Core Standards</p>	<p>Key Ideas and Details:</p> <p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>Craft and Structure:</p> <p>CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>Integration of Knowledge and Ideas:</p>

	<p>CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>CCSS.ELA-LITERACY.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>
Related Social Studies Practices	<p>Chronological reasoning and causation. Comparison and contextualization. Geographic reasoning. Gathering, using and interpreting evidence. Role of the individual in social and political participation.</p>
Sample Lesson and Activities	<p>Hammurabi Code mini-DBQ Intro to Conrad Demarest Model of Empires: Sargon Primary source analysis: Egyptian-Hittite Nonaggression Pact Examining/considering early Greek legends and sources, i.e Trojan War</p>
Sample Classroom Assessment Methods	<p>Essay rubric for DBQ. Class participation. Assessment of student written responses that demonstrate understanding of concepts: cultural diffusion, and Bronze Age international system.</p>
Assessment Evidence	<p>Pending Proficiency Decisions by District and Site Practices Committee at the Secondary Level</p>
Sample Resources	<p>Hammurabi's Code Source excerpt of Egyptian-Hittite Nonaggression Pact Phoenician trade network map Map of Mediterranean world: dissemination of Minoan pottery and artifacts Ancient History Sourcebook: http://legacy.fordham.edu/Halsall/ancient/asbook.asp Time/Life: Lost Civilizations: <i>Legacy of Atlantis</i></p>



Brunswick High School Social Studies

World History I - Grade 9

UNIT 4: Early Empires

Essential Understandings	Empires rise and how are they maintained through a series of specific conditions.
Essential Questions	<p>To what extent was the Assyrian Empire created through military power?</p> <p>To what extent was the rise of Persia a result of Cyrus' dynamic leadership?</p> <p>What Chinese technological and political innovations led to the creation of the early Chinese empires?</p> <p>In what ways did religion in India contribute to the formation of Indian empires?</p>
Essential Knowledge	<p>Each regional empire roughly conforms to the Conrad Demarest model of empires, in which the following necessary preconditions must exist:</p> <ol style="list-style-type: none">State-level government:High agricultural potential in the area:An environmental mosaicSeveral small states with no clearly dominant stateMutual antagonisms among those states:Adequate military resources:An ideology supporting personal identification with the state, empire, conquest and militarism
Vocabulary	<p>iron Nineveh monarchy vassal states deportation Cyrus the Great Darius I Satrapy, satrap Zoroastrianism Royal Road Persepolis Shang dynasty Zhou dynasty Wu Mandate of Heaven crossbow Confucius</p>

Aryans
 rajahs
 Sanskrit
 epics
 Vedas
 caste system
 Hinduism
 reincarnation
 Siddhartha Gautama
 Buddhism
 Mauryan Empire
 Asoka
 Rock Edicts
 Qin dynasty
 Yangshao culture
 Longshan culture
 Yu
 Xia
 Shang dynasty
 vassal retainers
 extended families
 nuclear households
 oracles
 ideographic writing
 Zhou
 feudalism
 Mandate of Heaven
 shi
 Shi Huangdi
 Confucius
 Laozi
 Daoism
 Legalists
 Great Wall
 Sunzi
 Han
 forbidden city
 Mauryan Empire
 Buddhism
 Aryans
 Vedas
 India
 daises
 caste system
 varnas
 polygamy
 polyandry
 patrilineal

Essential Skills

Students will be able to understand how empires grow and are maintained as a result of dynamic leadership, powerful armies,

	<p>comprehensive legal codes, and vibrant economies.</p> <p>Students will identify specific political, physical, and cultural locations on a given map.</p> <p>Students will utilize primary and secondary sources.</p> <p>Students will articulate cause and effect by applying the Conrad Demarest model of empires.</p> <p>Students will develop the skills necessary to compare and contrast different empires.</p> <p>Students will write routinely for a range of tasks.</p> <p>Students will make use of map elements to read, interpret, and make conclusions.</p> <p>Students will describe the cultural characteristics of the different early empires.</p> <p>Students will make connections between the geographic settings of the different early empires and the development of the cultures of those empires.</p>
<p>Related Maine Learning Results</p>	<p>A2 Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <p>B1 Knowledge, Concepts, Themes, and Patterns of Civics/Government</p> <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <p>C1 Economic Knowledge, Concepts, Themes, and Patterns</p> <p>Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <p>D1 Geographic Knowledge, Concepts, Themes, and Patterns</p>

	<p>Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <p>D2 Individual, Cultural, International, and Global Connections in Geography</p> <p>Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <p>E1 Historical Knowledge, Concepts, Themes, and Patterns</p> <p>Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p>E2 Individual, Cultural, International, and Global Connections in History</p> <p>Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p>
<p>Embedded Common Core Standards</p>	<p>Key Ideas and Details:</p> <p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>Craft and Structure:</p> <p>CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>

	<p>CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>Integration of Knowledge and Ideas:</p> <p>CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>CCSS.ELA-LITERACY.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>
<p>Related Social Studies Practices</p>	<p>Chronological reasoning and causation. Comparison and contextualization. Geographic reasoning. Gathering, using and interpreting evidence. Role of the individual in social and political participation.</p>
<p>Sample Lesson and Activities</p>	<p>PRIMARY SOURCES Investigation</p> <p>Kurash (Cyrus) the Great: The Decree of Return for the Jews (539 B.C.E.)</p>
<p>Sample Classroom Assessment Methods</p>	<p>Conrad Demarest Model of Empire - compare and contrast Sargon to Cyrus</p>
<p>Assessment Evidence</p>	<p>Pending Proficiency Decisions by District and Site Practices Committee at the Secondary Level</p>
<p>Sample Resources</p>	<p>Herodotus accounts: The Histories PowerPoint slideshow featuring Persian Empire Old Testament/Hebrew Bible</p>

Brunswick High School Social Studies

World History I - Grade 9

UNIT 5: Global Warring States Period (600-30 B.C.E.)

Essential Understandings	Conflict existed in many states throughout the world during this period.
Essential Questions	What cultural elements worked to unify Greek society? How did the Qin dynasty unify the region of present-day China? How did Alexander's conquests lead to the spread of Hellenistic culture? To what extent was Rome's conquest of the Italian peninsula based on the concept of the "citizen?"
Essential Knowledge	Greek art and architecture, such as the Parthenon and Greek sculpture as found in Delphi, embodied their belief in the interrelated nature of civic and religious life. Competition dominated Greek society, as seen in their pursuit of military prowess and creation of the Olympics. The works of Homer exemplified the Greek understanding of the interrelated nature of gods and people. The Athenians developed the first democratic form of government. Qin Shihuangdi created a unified systems of rigid laws, writing system, and coinage. Qin Shihuangdi reorganized the region into military districts ruled by a strong authoritarian government. King Alexander of Macedonia used his personal might and vision to unite the Greek people and defeat the Persian army. Alexander's land conquests allowed for the spread of Greek culture from the Mediterranean through Egypt and extending to the Indus River. The Romans conquered the Italian peninsula and eventually the entire Mediterranean world. The Roman republican form of government combined

	<p>elements of monarchy, oligarchy, and democracy to provide newly-conquered peoples with a vested interest in Rome's success.</p> <p>The Roman Republic was based upon the principles of political participation of the masses, checks and balances, and division of power.</p>
<p>Vocabulary</p>	<p>Cyrus the Great Zoroastrianism Hellenism Hellenistic culture Iliad Odyssey polis Solon Socrates direct democracy Pericles Olympic games Oracle of Delphi Persian Wars Delian League Peloponnesian War Macedon Philip II Alexander the Great Ptolemies Seleucids Antigonids Aristotle Stoics Plato Sophocles Aristophanes Doric Ionic Corinthian Alexandria helots Koine arete agora phalanx tyrant democracy oligarchy helots Etruscans plebians consuls</p>

	<p>clientage legions Carthage Hannibal republic tribunes Tiberius and Galus Gracchus Marius Sulla Julius Caesar Cicero natural law</p>
<p>Essential Skills</p>	<p>Students will be able to understand the relationship between the spread of culture and conflict.</p> <p>Students will identify specific political, physical, and cultural locations on a given map.</p> <p>Students will utilize primary and secondary sources.</p> <p>Students will articulate cause and effect by applying the Conrad Demarest model of empires.</p> <p>Students will develop the skills necessary to compare and contrast different empires.</p> <p>Students will write routinely for a range of tasks.</p> <p>Students will make use of map elements to read, interpret, and make conclusions.</p> <p>Students will describe the cultural characteristics of the different warring states.</p> <p>Students will make connections between the geographic settings of the different warring states and the development of the cultures of those warring states.</p>
<p>Related Maine Learning Results</p>	<p>A. Applications of Social Studies Processes, Knowledge, and Skills Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.</p> <p>A1 Researching and Developing Positions on Current Social Studies Issues Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and</p>

synthesizing information from multiple and varied sources.

A2 Making Decisions Using Social Studies Knowledge and Skills

Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.

B. Civics and Government

Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.

B1 Knowledge, Concepts, Themes, and Patterns of Civics/Government

Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.

B2 Rights, Duties, Responsibilities, and Citizen Participation in Government

Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.

B3 Individual, Cultural, International, and Global Connections in Civics and Government

Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.

C. Economics

Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.

C1 Economic Knowledge, Concepts, Themes, and Patterns

Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.

C2 Individual, Cultural, International, and Global Connections in Economics

Students understand economic aspects of unity

	<p style="text-align: center;">and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <p>D. Geography Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.</p> <p>D1 Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <p>D2 Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <p>E. History Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.</p> <p>E1 Historical Knowledge, Concepts, Themes, and Patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p>E2 Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p>
<p>Embedded Common Core Standards</p>	<p>Key Ideas and Details:</p> <p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text;</p>

	<p>determine whether earlier events caused later ones or simply preceded them.</p> <p>Craft and Structure:</p> <p>CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>Integration of Knowledge and Ideas:</p> <p>CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>CCSS.ELA-LITERACY.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>
<p>Related Social Studies Practices</p>	<p>Chronological reasoning and causation. Comparison and contextualization. Geographic reasoning. Gathering, using and interpreting evidence. Role of the individual in social and political participation.</p>
<p>Sample Lesson and Activities</p>	<p>Examine and consider biographic information on Alexander the Great's character. Polybius vs Livy Historiography</p>

Sample Classroom Assessment Methods	Source analysis: Primary and Secondary
Assessment Evidence	Pending Proficiency Decisions by District and Site Practices Committee at the Secondary Level
Sample Resources	Power Point slideshow featuring Greek/Athenian Arts Plutarch and Arrian on Alexander Polybius Livy

Brunswick High School Social Studies

World History I - Grade 9

UNIT 6: The Golden Age of Empires

Essential Understandings	A systematic understanding of the life cycle of an empire can be obtained through examination of the Conrad Demarest model of empires.
Essential Questions	<p>To what extent was the Pax Romana a result of the Augustan settlement?</p> <p>What factors led to the decline of Rome?</p> <p>What is the legacy of Roman civilization?</p> <p>How did the Han dynasty shape China?</p> <p>What made the Maya one of the most sophisticated civilizations of the early Americas?</p> <p>What enduring qualities did the Byzantine Empire possess that allowed them to outlast the Western Roman Empire?</p> <p>What contributions did the Byzantine Empire make to western civilization?</p> <p>Why are the contributions of the Carolingian particularly noteworthy in the early Medieval period?</p>
Essential Knowledge	<p>Each regional empire roughly conforms to the Conrad Demarest model of empires.</p> <p>The Augustan settlement ended political strife of the late republican period and ushered in Rome's Golden Age.</p> <p>Rome declined due to a variety of issues, including poor leadership, economic stagnation, and barbarian invasions.</p> <p>Roman developments led to many important contributions in the areas of law, architecture, urban planning, language, and literature.</p> <p>The Han dynasty created a successful bureaucratic infrastructure based on civil service exams.</p> <p>The Maya built splendid temples and pyramids and developed a complex calendar and writing system.</p>

	<p>The vast Mayan trade network was the key to their success.</p> <p>The geographical location of the Byzantine Empire contributed to its long-term health by providing defense and economic advantages.</p> <p>Byzantine contributions include Justinian’s Code, preservation of ancient manuscripts, architecture, art, and Eastern Orthodox Christianity.</p> <p>The Carolingian Empire created an extensive domain run by an efficient bureaucracy under the leadership of Charlemagne who further revived education.</p>
<p>Vocabulary</p>	<p>feudalism manorialism latifundia</p>
<p>Essential Skills</p>	<p>Students will be able to identify the elements necessary for an empire to thrive and that when those conditions are not met the empire will decline.</p>
<p>Related Maine Learning Results</p>	<p>A. Applications of Social Studies Processes, Knowledge, and Skills Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.</p> <p>A1 Researching and Developing Positions on Current Social Studies Issues Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <p>A2 Making Decisions Using Social Studies Knowledge and Skills Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <p>B. Civics and Government Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.</p> <p>B1 Knowledge, Concepts, Themes, and Patterns of Civics/Government</p>

Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.

B2 Rights, Duties, Responsibilities, and Citizen Participation in Government

Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.

B3 Individual, Cultural, International, and Global Connections in Civics and Government

Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.

C. Economics

Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.

C1 Economic Knowledge, Concepts, Themes, and Patterns

Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.

C2 Individual, Cultural, International, and Global Connections in Economics

Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.

D. Geography

Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.

D1 Geographic Knowledge, Concepts, Themes, and Patterns

Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.

D2 Individual, Cultural, International, and Global Connections in Geography

	<p>Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <p>E. History Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.</p> <p>E1 Historical Knowledge, Concepts, Themes, and Patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p>E2 Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p>
<p>Embedded Common Core Standards</p>	<p>Key Ideas and Details:</p> <p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>Craft and Structure:</p> <p>CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they</p>

	<p>treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>Integration of Knowledge and Ideas:</p> <p>CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>CCSS.ELA-LITERACY.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>
Related Social Studies Practices	<p>Chronological reasoning and causation. Comparison and contextualization. Geographic reasoning. Gathering, using and interpreting evidence. Role of the individual in social and political participation.</p>
Sample Lesson and Activities	<p>Conrad Demarest Model: Han and Rome</p>
Sample Classroom Assessment Methods	
Assessment Evidence	<p>Pending Proficiency Decisions by District and Site Practices Committee at the Secondary Level</p>
Sample Resources	<p>Conrad Demarest Model of Empires/Chart</p>

Brunswick High School Social Studies

World History I - Grade 9

UNIT 7: The Medieval World

Essential Understandings	Many new social orders were created during this era.
Essential Questions	<p>What were the origins of Islam?</p> <p>In what ways did the rise of Islamic culture fill the vacuum of Byzantine decline?</p> <p>To what extent did the Christian Church shape European life?</p> <p>What was the role of invasions in the development of the feudal system?</p> <p>What are the similarities and differences between European and Japanese feudalism?</p> <p>In what ways did the growth of great trading states in Africa affect the formation of kingdoms and the lives of their people?</p> <p>How did the Mongols acquire the world's largest land empire?</p>
Essential Knowledge	<p>Islam was founded by Mohammad and rapidly spread throughout the Middle East and North Africa.</p> <p>The success of Islam gave rise to a burgeoning economy and a period of cultural creativity.</p> <p>After the collapse of the Roman Empire, the Christian Church dominated all aspects of life in Medieval Europe.</p> <p>Successive invasions from the Vikings, Mongols, Muslims, and Magyars compelled European people to seek safety and protection from feudal monarchs.</p> <p>Japanese feudalism was similar to European feudalism in that it was based on agriculture and a need for protection, valued religion, relied upon nobility, and had a very structured social system.</p> <p>Japanese and European feudalism differed in terms of specific religions and positions, as well as the role of the merchant class in each system.</p> <p>The rise of great trading states in Africa allowed for the transfer of gold, ivory, and other valuables as well as religions,</p>

	<p>languages, and new ideas.</p> <p>The Mongols were able to take over such a vast region due to their military prowess, strong leadership, and systematic use of terror.</p>
<p>Vocabulary</p>	<p>bedouin Mecca Medina Muhammad Umayyads Abbasids Kaaba Quran Five Pillars Hajj mosque Jihad infidels Caliph Sunnis Shi'i pope bishop monasteries and convents missionaries sacraments tithe heresy excommunication penance feudalism manorialism serfs vassals knights fief chivalry samurai Bushido shogun daimyo Shinto Zen Buddhism Sahel Ghana Mali Timbuktu Songhai Bantu Great Zimbabwe</p>

	<p>Swahili stateless societies Genghis Khan khanates Kublai Khan Silk Road</p>
<p>Essential Skills</p>	<p>Students will be able to identify new social orders created during the period and the reasons for their emergence.</p> <p>Students will identify specific political, physical, and cultural locations on a given map.</p> <p>Students will utilize primary and secondary sources.</p> <p>Students will articulate cause and effect.</p> <p>Students will develop the skills necessary to compare and contrast European and Japanese feudalism.</p> <p>Students will write routinely for a range of tasks.</p> <p>Students will make use of map elements to read, interpret, and make conclusions.</p> <p>Students will identify the factors used to create the rise of great trading states in Africa.</p> <p>Students will describe the cultural characteristics of the different cultures examined in this unit.</p>
<p>Related Maine Learning Results</p>	<p>Related Maine Learning Results</p> <p>A2 Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <p>B3 Individual, Cultural, International, and Global Connections in Civics and Government</p> <p>Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <p>C1 Economic Knowledge, Concepts, Themes, and Patterns</p> <p>Students understand the principles and processes of personal economics, the role of markets, the economic system of the</p>

	<p>United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <p>D1 Geographic Knowledge, Concepts, Themes, and Patterns</p> <p>Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <p>D2 Individual, Cultural, International, and Global Connections in Geography</p> <p>Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <p>E1 Historical Knowledge, Concepts, Themes, and Patterns</p> <p>Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p>E2 Individual, Cultural, International, and Global Connections in History</p> <p>Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p>
<p>Embedded Common Core Standards</p>	<p>Key Ideas and Details:</p> <p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>Craft and Structure:</p> <p>CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are</p>

	<p>used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>Integration of Knowledge and Ideas:</p> <p>CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>CCSS.ELA-LITERACY.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>
<p>Related Social Studies Practices</p>	<p>Chronological reasoning and causation. Comparison and contextualization. Geographic reasoning. Gathering, using and interpreting evidence. Role of the individual in social and political participation.</p>
<p>Sample Lesson and Activities</p>	<p>Islam Jackdaw Comparing and contrasting feudalism essay. Influence of the Christian Church advertisement activity. African geographies - terrain, climate, resources</p>
<p>Sample Classroom Assessment Methods</p>	<p>Essay Document Based Questions Exam Exit Slip</p>

Assessment Evidence	Pending Proficiency Decisions by District and Site Practices Committee at the Secondary Level
Sample Resources	http://thirdmill.org/newfiles/jac_arnold/ch.arnold.rmt.1.html http://www.powershow.com/view/3d1c7e-OWM0N/A_Comparison_of_Feudalism_in_Western_Europe_and_Japan_powerpoint_ppt_presentation

Brunswick High School Social Studies

World History I - Grade 9

UNIT 8: Exploration, Mass Migration, and Colonization

Essential Understandings	Exploration, mass migration, and colonization greatly impacted the world.
Essential Questions	<p>In what ways did expanding markets influence the spread of Islam?</p> <p>How did the Ottomans expand and build their empire?</p> <p>In what ways did early technological advantages affect Chinese exploration efforts?</p> <p>What caused a halt in Chinese exploration?</p> <p>What push and pull factors were involved in European exploration and colonization?</p> <p>In what ways did exploration affect native cultures of the areas being explored?</p> <p>How did religion influence exploration, mass migration, and colonization?</p>
Essential Knowledge	<p>Arab traders following new trade routes were pivotal in expanding Arabic culture, including the religion of Islam.</p> <p>The Ottomans created a strong empire through expansion, mastery of technology, religious toleration, and artistic achievements under the direction of Suleiman the Magnificent.</p> <p>Chinese technological advantages such as the compass and gunpowder allowed them to establish an intercontinental trade network.</p> <p>The Chinese halted exploration efforts due to regime change, ethnocentrism, and cost.</p> <p>Unprecedented population rise, religious zeal, and the search for wealth pressured Europeans to seek external markets for resources (gold, glory, God).</p> <p>Europeans used cooperation and colonization to bring newly-discovered market areas under their domination, permanently altering the indigenous nature of these areas.</p>

	Religious conviction and competition fueled exploration, mass migration, and colonization.
Vocabulary	<p>Turks/Turkmenistan Seljuk Turks Crusades Marco Polo Silk Road Ibn Battuta Cheng Ho astrolabe compass ethnocentrism sultan Mehmet II Janissaries vizier Suleiman “Gunpowder empire” sack of Constantinople Reconquista caravels Vasco da Gama Isabella and Ferdinand Christopher Columbus Ferdinand Magellan Treaty of Tordesillas conquistadors conquest of Aztecs and Incas Columbian Exchange missionaries world economy colony plantations mercantilism Triangular Trade Atlantic slave trade</p>
Essential Skills	<p>Students will be able to identify the push and pull factors involved in exploration, mass migration, and colonization and the lasting influence of this movement.</p> <p>Students will identify specific political, physical, and cultural locations on a given map.</p> <p>Students will utilize primary and secondary sources.</p> <p>Students will articulate cause and effect.</p> <p>Students will develop the skills necessary to compare and</p>

	<p>contrast the ways in which the Ottoman Turks and Chinese empires were successful.</p> <p>Students will write routinely for a range of tasks.</p> <p>Students will make use of map elements to read, interpret, and make conclusions.</p> <p>Students will identify and explain the reasons for exploration.</p> <p>Students will describe the cultural characteristics of the different cultures examined in this unit.</p> <p>Students will conduct and present original research on an explorer.</p>
<p>Related Maine Learning Results</p>	<p>A2 Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <p>B3 Individual, Cultural, International, and Global Connections in Civics and Government</p> <p>Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <p>C1 Economic Knowledge, Concepts, Themes, and Patterns</p> <p>Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <p>D1 Geographic Knowledge, Concepts, Themes, and Patterns</p> <p>Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <p>D2 Individual, Cultural, International, and Global Connections in Geography</p> <p>Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <p>E1 Historical Knowledge, Concepts, Themes, and Patterns</p>

	<p>Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p>E2 Individual, Cultural, International, and Global Connections in History</p> <p>Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p>
<p>Embedded Common Core Standards</p>	<p>Key Ideas and Details:</p> <p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>Craft and Structure:</p> <p>CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>Integration of Knowledge and Ideas:</p> <p>CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>

	<p>CCSS.ELA-LITERACY.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>CCSS.ELA-LITERACY.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>
Related Social Studies Practices	<p>Chronological reasoning and causation. Comparison and contextualization. Geographic reasoning. Gathering, using and interpreting evidence. Role of the individual in social and political participation.</p>
Sample Lesson and Activities	<p>Ceramics and Patterns with Islamic Roots and the Effect on Christian Europe Exploration Timeline Compass Activity Navigation Innovations c. 1500</p>
Sample Classroom Assessment Methods	<p>Debate Essay Exam Explorer Quiz Map Analysis</p>
Assessment Evidence	<p>Pending Proficiency Decisions by District and Site Practices Committee at the Secondary Level</p>
Sample Resources	<p>http://www.slideshare.net/alanbaumer/islam-lesson-9-muslim-trade-routes-37369872</p> <p>http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/233/European%20Exploration%20Trade%20and%20Colonization.pdf</p> <p><i>Around the World in a Hundred Years</i>, by Jean Fritz</p> <p><i>Hands on History: Explorers</i>, by Michael Gravois</p> <p><i>1492: The Year the World Began</i>, by Felipe Fernandez-</p>

	Armesto