

UNIT 1 | Empire, Belief, and Power

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Chapter 2 | The Roman Republic and Empire

[2.1 | Geography and Economy of Ancient Rome](#)

[2.2 | Roman Origins and Early Political Structures](#)

[2.3 | From Republic to Empire](#)

[2.4 | Roman Culture: Life and Legacy](#)

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[4.2 | Islamic Expansion](#)

[4.3 | Life in the Islamic Empires](#)

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Chapter 5 | South Asia and China

[5.1 | South Asia](#)

[5.2 | China's Reunification and Development](#)

[5.3 | The Mongols](#)

[5.4 | The Ming Dynasty](#)

Chapter 6 | Japan and Korea

[6.1 | Japan's Geography and Political Development](#)

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Chapter 7 | Early Americas

[7.1 | Early North American Cultures and the Maya](#)

[7.2 | The Aztec Empire](#)

[7.3 | The Inca Empire](#)

Chapter 8 | African Empires

[8.1 | Geography of Africa](#)

[8.2 | Growth of African Empires](#)

[8.3 | Religion and Culture in Africa](#)

UNIT 3 | New Horizons, New Ideas

Chapter 9 | The Renaissance

[9.1 | The Renaissance: Origins and Characteristics](#)

[9.2 | Renaissance Cultural Contributions](#)

Chapter 10 | Exploration and Conquest

[10.1 | Motives for Exploration and Trade in Africa and Asia](#)

[10.2 | Cultures Collide in the Americas](#)

Chapter 11 | The Seeds of the Modern World

[11.1 | The Reformation](#)

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[11.3 | The Enlightenment](#)

UNIT 1: Empire, Belief, and Power

Chapter 1: Connecting the World

1.1 The World in 300 CE

Recommended Timeframe: 5 days

Analysis Skills:

Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research

Research, Evidence, and Point of View 2. Students distinguish fact from opinion in historical narratives and stories.

Research, Evidence, and Point of View 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.

Research, Evidence, and Point of View 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.

Research, Evidence, and Point of View 5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author’s perspectives).

Historical Interpretation 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.

Historical Interpretation 5. Students recognize that interpretations of history are subject to change as new information is uncovered.

History-Social Science Framework – Chapter 11:

Lines 104 – 165

Key Resources:

Engage: [Connecting and Questioning](#) (activity appears on the first concept Engage page of each Chapter)
 (Research, Evidence, Point of View (1); Historical Interpretation (1))

Explore 1: [Reading Passage: Does History Change?](#)
 (Research, Evidence, and Point of View (2), (5); Historical Interpretation (5))

Elaborate: [Self-Guided Inquiry: Student Planning Template](#) (activity appears in the Source Library for each Techbook concept)
 (Research, Evidence, and Point of View (1))

Elaborate: [Evaluating and Using Sources](#) (document appears in the Source Library for each Techbook concept)
 (Research, Evidence, and Point of View (3), (4), (5))

Elaborate: [Source Analysis Tool](#) (document appears in the Source Library for each Techbook concept)
 (Research, Evidence, and Point of View (3), (4), (5))

Reference Terms:

- PEOPLE**
- [Alexander the Great](#)
 - [Ashoka](#)
 - [Chandragupta](#)
 - [Emperor Wu Di](#)
 - [Huns](#)
 - [Liu Bang](#)
 - [Mayans](#)
- PLACES**
- [Aksum](#)
 - [Andes](#)
 - [Oceania](#)
 - [Persia](#)
 - [Silk Road](#)
- EVENTS**
- [Gupta Empire](#)
 - [Han dynasty](#)
 - [Roman Empire](#)
- GENERAL**
- [aqueduct](#)
 - [Buddhism](#)

[bureaucracy](#)
[cultural diffusion](#)
[empire](#)
[Jainism](#)
[maize](#)
[pastoral](#)

UNIT 3: Regional Civilizations

Chapter 10: The Roman Republic and Empire

2.1: Geography and Economy of Ancient Rome

2.2: Roman Origins and Early Political Structures

2.3: From Republic to Empire

Recommended Timeframe: 6 days

Content Standards:

7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.
 7.1.1 Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).
 7.1.2 Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.
 7.6.8 Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., 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, St. Thomas Aquinas’s synthesis of classical philosophy with Christian theology, and the concept of “natural law”).

History-Social Science Framework – Chapter 11:
 Lines 70-80, 168-252

Key Resources:

- 2.1 Explore 1: [The Founding of Rome](#)
(7.1.2)
- 2.1 Explore 3: [The Importance of Rome’s Waterways](#)
(7.1.1)
- 2.1 Explore 4: [Roman Roads and Bridges](#)
(7.1.1)
- 2.1 Explore 5-6: [Rome’s Monetary System](#) and [The History of Money](#)
(7.1.1)
- 2.1 Elaborate: [Data Analysis Investigation: Transportation and Trade in Ancient Rome](#)
(7.1.1)
- 2.1 Evaluate: [Brief-Constructed Response: Geography and Economy of Ancient Rome](#)
(7.1.1)
- 2.2 Explore 3-5: [The Roman Republic](#), [Roman Government](#), and [Principles of Democracy](#)
(7.1.1)
- 2.2 Explore 6: [The Punic Wars](#)
(7.1, 7.1.2)
- 2.2 Explain: [Roman Origins and Early Political Structures: Venn Diagram](#)
(7.1.1)
- 2.2 Evaluate: [Brief-Constructed Response: Roman Origins and Early Political Structures](#)
(7.1.1)
- 2.2 Evaluate: [Extended-Constructed Response: Roman Origins and Early Political Structures](#)
(7.1.2)
- 2.3 Explore 6: [Portrait of an Empire](#)

(7.1.1)

2.3 Explore 7: [The Empire Grows](#)

(7.1.2)

2.3 Explore 8: [The Benefits of Expansion](#)

(7.1.2)

2.3 Evaluate: [Extended-Constructed Response: From Republic to Empire](#)

(7.1.2)

UNIT 3: Regional Civilizations

Chapter 2: The Roman Republic and Empire

2.4 Roman Culture: Life and Legacy

Recommended Timeframe: 6 days

Content Standards

7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.
 7.1.1 Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).
 7.1.2 Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.
 7.6.8 Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., 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, St. Thomas Aquinas’s synthesis of classical philosophy with Christian theology, and the concept of “natural law”).

History-Social Science Framework – Chapter 11:
 Lines 183-209, 210-234

Key Resources:

- Full Concept: [Roman Culture: Life and Legacy](#)
(7.1)
- Explore 1: [Roman Society](#)
(7.1.1)
- Explore 1: [Reading Passage: Women in the Roman Empire](#)
(7.1.1)
- Explore 2: [Patrons and Clients](#)
(7.1.1)
- Explore 2: [Comparison Chart: Roman Culture—Life and Legacy](#)
(7.1.1)
- Explore 3: [Slavery in Ancient Rome](#)
(7.1.1)
- Explore 4: [Bread and Circuses](#)
(7.1.1)
- Explore 5: [Pax Romana](#)
(7.1.1)
- Explore 6: [Moving People, Moving Water](#)
(7.1.1)
- Explore 7: [A Practical Act](#)
(7.1.1)
- Explore 8: [Latin: Dead or Alive](#)
(7.6.8)
- Explain: [Roman Culture: Life and Legacy: You as Journalist](#)
(7.1.1, 7.1.2)
- Elaborate: [Map-Guided Inquiry: All Roads Lead to Rome](#)
(7.1.1, 7.1.2)

Reference Terms:

- PEOPLE**
- [legionnaires](#)
- [Octavian, Emperor Augustus](#)
- [Phoenicians](#)
- PLACES**
- [Circus Maximus](#)
- [Colosseum](#)
- [Egypt](#)
- [Pantheon](#)
- [Rome](#)
- [Sicily](#)
- EVENTS**
- [Roman Empire](#)
- GENERAL**
- [aqueduct](#)
- [architecture](#)
- [census](#)
- [gladiator](#)
- [hierarchy](#)
- [irrigation](#)
- [Latin](#)
- [paterfamilias](#)
- [patrician](#)

Elaborate: [Document-Based Investigation: Class Structure in Roman Society](#)

(7.1.1)

Evaluate: [Brief-Constructed Response: Roman Culture Life and Legacy](#)

(7.1.1)

[Pax Romana](#)

[plebian](#)

[taxes](#)

[Twelve Tables](#)

UNIT 3: Regional Civilizations

Chapter 2: The Roman Republic and Empire

2.5: A Weakening Empire

Recommended Timeframe: 6 days

Content Standards

- 7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.
 - 7.1.1 Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).
 - 7.1.2 Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.
 - 7.1.3 Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

Analysis Skills:

- Chronological and Spatial Thinking: 1. Students explain how major events are related to one another in time.
- Chronological and Spatial Thinking 3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.
- Research, Evidence, and Point of View 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
- Research, Evidence, and Point of View 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.

History-Social Science Framework – Chapter 11:
Lines 235-263, 319-371

Key Resources:

- Full Concept: [A Weakening Empire](#)
(7.1)
- Explore 1: [Who Was Emperor? Who Was Not Emperor?](#)
(7.1.1)
- Explore 2: [Chaos in the Armies](#)
(7.1.1, 7.1.2)
- Explore 3: [Beyond the Frontier](#)
(7.1.2)
- Explore 4: [The Empire Divided](#)
(7.1.2)
- Explore 5: [The Empire in the East](#)
(7.1.3)
- Explore 6: [Attacks From the East](#)
(7.1.2)
- Explore 7: [The Fall of Rome](#)
(7.1.1, 7.1.2)
- Explore 8: [After The Fall of Rome](#)
(7.1.3)
- Explain: [A Weakening Empire – Story Frames](#)

Reference Terms:

- PEOPLE**
 - [Alaric](#)
 - [Attila](#)
 - [Celtic peoples](#)
 - [Constantine](#)
 - [Diocletian](#)
 - [Germanic peoples](#)
 - [Goths](#)
 - [Huns](#)
- PLACES**
 - [Byzantine Empire](#)
 - [Constantinople](#)
 - [Gaul](#)
- EVENTS**
 - [Battle of Adrianople](#)
 - [Division of the Roman Empire](#)

(7.1.1, 7.1.2)

Elaborate: [Timeline Map Investigation: The Harder They Fall](#)

(7.1.1, 7.1.2; Chron. and Spatial Thinking (1), (3))

Elaborate: [Document-Based Investigation: A Weakening Empire](#)

(7.1.1, 7.1.2; Research, Evidence, and Point of View (3), (4))

Evaluate: [Brief-Constructed Response: A Weakening Empire](#)

(7.1.2)

Evaluate: [Extended-Constructed Response: A Weakening Empire](#)

(7.1.2)

GENERAL

[Catholicism / Roman](#)

[Catholicism](#)

[Christianity](#)

[Eastern Orthodox](#)

[migration](#)

[nomadic](#)

[province](#)

[Roman Senate](#)

[taxes](#)

[technology](#)

[trade](#)

UNIT 3: Regional Civilizations

Chapter 3: Origins and Growth of Christianity

3.1: Christianity: Origins and Characteristics

Recommended Timeframe: 6 days

History-Social Science Framework – Chapter 11:

Lines 264-318

Key Resources:

Engage: [Blessed Are the Meek](#)

(FW)

Explore 1: [Judea Under Roman Rule](#)

(FW)

Explore 2: [The Birth of Jesus](#)

(FW)

Explore 3: [Who Was Jesus?](#)

(FW)

Explore 4: [Jesus's Teachings](#)

(FW)

Explore 5: [Building the Bible](#)

(FW)

Explore 6: [Spreading the Faith](#)

(FW)

Explain: [Origins and Characteristics – Venn Diagram](#)

(FW)

Elaborate: [Source Analysis Investigation: Tenets of Christianity](#)

(FW)

Elaborate: [Say What?: The Sermon on the Mount](#)

(FW)

Evaluate: [Extended-Constructed Response: Christianity Origins and Characteristics](#)

(FW)

Reference Terms:

PEOPLE

[Abraham](#)

[Constantine](#)

[Hebrews](#)

[Herod the Great](#)

[Jesus](#)

[King David](#)

[Nebuchadnezzar](#)

[Ruth](#)

[Saul](#)

PLACES

[Bethlehem](#)

[Israel](#)

[Jerusalem](#)

[Judea](#)

[Nazareth](#)

EVENTS

[beginning of Christianity](#)

[Roman Empire](#)

GENERAL

[apostle](#)

[bishop](#)

[Christianity](#)

[Judaism](#)

[Messiah](#)

[missionary](#)

[monotheism](#)

[New Testament](#)

[parable](#)

[polytheism](#)

[proselytizing religion /](#)

[universalizing religion](#)

[Ten Commandments](#)

UNIT 3: Regional Civilizations

Chapter 3: Medieval Europe

3.2: Christianity's Spread

Recommended Timeframe: 6 days

Content Standards

7.1.3 Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

7.6.2 Describe 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.

7.6.8 Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., 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, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").

7.9.6 Understand 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; locate missions on a world map.

History-Social Science Framework – Chapter 11:

Lines 264-318, 421-446

Key Resources:

Full Concept: [Christianity's Spread](#)

(7.6)

Explore 3: [The Emperor Constantine Adopts Christianity](#)

(FW)

Explore 4: [Monks and Monasteries Help Christianity Expand](#)

(7.6.2)

Explore 4: Reading Passage: [Living the Faith: Missionaries to the World](#)

(7.9.6)

Explore 5: [Christianity Spreads After the Empire Falls](#)

(7.6.2)

Explore 6: [The Church Splits](#)

(7.1.3)

Explain: Diagram: [Spread of Christianity](#)

(7.6.2)

Elaborate: [Timeline Map Investigation: A New Religion Takes Wing](#)

(7.1.3, 7.6.2)

Elaborate: Role Play: [Early Monks](#)

(7.6.8)

Elaborate: [Document-Based Investigation: Christianity's Spread](#)

(FW)

Evaluate: [Brief-Constructed Response: Christianity's Spread](#)

(FW)

Evaluate: [Extended-Constructed Response: Christianity's Spread](#)

(7.1.3)

Reference Terms:

PEOPLE

[Constantine](#)

[Paul](#)

[Saint Anthony](#)

[Saint Patrick](#)

GENERAL

[bishop](#)

[Catholic Church](#)

[Christianity](#)

[convert](#)

[disciple](#)

[missionary](#)

[monastery](#)

[monk](#)

[pope](#)

[propaganda](#)

[proselytizing religion /](#)

[universalizing religion](#)

UNIT 3: Regional Civilizations

Chapter 3: Medieval Europe

3.3: Medieval Society and Politics

Recommended Timeframe: 6 days

Content Standards

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

7.6.1 Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.

7.6.3 Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.

7.6.4 Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).

7.6.5 Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).

7.6.6 Discuss the causes and course of the religious 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.

7.6.8 Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., 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, St. Thomas Aquinas’s synthesis of classical philosophy with Christian theology, and the concept of “natural law”).

7.6.9 Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

7.9.7 Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

7.11.6 Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.

Analysis Skills:

Research, Evidence, and Point of View 2. Students distinguish fact from opinion in historical narratives and stories.

Historical Interpretation 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.

History-Social Science Framework – Chapter 11:

Lines 372-420, 1468-1487

Key Resources:

Full Concept: [Medieval Society and Politics](#)

(7.6)

Explore 1: [The Feudal System](#)

(7.6.1, 7.6.4)

Explore 2: [A New System](#)

(7.6.3)

Explore 3: [Feudal Society](#)

(7.6.3)

Reference Terms:

PEOPLE

[Charlemagne](#)

[Diocletian](#)

[Genghis Khan](#)

[Joan of Arc](#)

[King Ferdinand](#)

Explore 3: [Reading Passage: The Workers of Feudalism](#)
 (Research, Evidence, and Point of View (2))

Explore 4: [Manorialism](#)
 (7.6.1)

Explore 4: [Reading Passage: Medieval Agriculture and Society](#)
 (7.6.1)

Explore 6: [Reading Passage: The Year 1066](#)
 (7.6.4)

Explore 7: [The Great Charter](#)
 (7.6.5, 7.11.6)

Explore 9: [Spain](#)
 (7.6.4, 7.6.9, 7.9.7)

Explore 11: [The Growing Power of the Church](#)
 (7.6.4, 7.6.8)

Explore 12: [The Beginning of the Crusades](#)
 (7.6.6)

Explore 12: [Medieval Society: Cause and Effect Chart](#)
 (7.6.6, Historical Interpretation (2))

Explore 13: [The End of the Crusades](#)
 (7.6.6)

Explain: [Mind Map: Feudalism](#)
 (7.6.3)

Elaborate: [Express Your Opinion: The Magna Carta](#)
 (7.6.5, 7.11.6)

Elaborate: [Historical Perspectives Investigation: Medieval Society](#)
 (7.6.3, 7.6.4, 7.6.5)

Evaluate: [Extended-Constructed Response: Medieval Society and Politics](#)
 (7.6.3)

Evaluate: [Brief-Constructed Response: Medieval Society and Politics](#)
 (7.6.6)

[King John of England knight](#)
[Mongols](#)
[Queen Isabella](#)
[William of Normandy](#)

PLACES

[Byzantine Empire](#)
[Egypt](#)
[England](#)
[Europe](#)
[France](#)
[Israel](#)
[Istanbul](#)
[Mediterranean Sea](#)
[Normandy](#)
[Rome](#)
[Spain](#)
[Syria](#)

EVENTS

[English Bill of Rights](#)
[Hundred Years' War](#)
[Magna Carta](#)
[Renaissance](#)
[Roman Empire](#)

GENERAL

[agriculture](#)
[chivalry](#)
[citadel](#)
[civil war](#)
[conscription](#)
[Crusaders / Crusades](#)
[feudalism](#)
[fief](#)
[goods](#)
[guild](#)
[lord](#)

	<p><u>manor</u> <u>manorialism</u> <u>merchant</u> <u>Middle Ages</u> <u>monarch</u> <u>monarchy</u> <u>nation-state</u> <u>serf</u> <u>socialism</u> <u>trade</u> <u>tsar / czar</u> <u>vassal</u></p>
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UNIT 3: Regional Civilizations

Chapter 3: Medieval Europe

3.4: The Black Death

Recommended Timeframe: 6 days

Content Standards

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.
 7.6.7 Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.

Key Resources:

- Full Concept: [The Black Death](#)
(7.6)
- Explore 2: [The Black Death Spreads Across Europe](#)
(7.6.7)
- Explore 6: [Political Impact of the Black Death](#)
(7.6.7)
- Explore 6: [Reading Passage: A Dark Time](#)
(7.6.7)
- Explain: [You as Journalist: After the Bubonic Plague](#)
(7.6.7)
- Elaborate: [Timeline Map Investigation: The Black Death](#)
(7.6.7)
- Evaluate: [Brief-Constructed Response: The Black Death](#)
(7.6.7)
- Evaluate: [Extended-Constructed Response: The Black Death](#)
(7.6.7)

Reference Terms:

PEOPLE

- [flagellants](#)
- [Mongols](#)

PLACES

- [Europe](#)
- [Mediterranean Sea](#)

EVENTS

- [Black Plague / Black Death \(bubonic plague\)](#)

GENERAL

- [epidemic](#)
- [feudalism](#)

UNIT 4: Growth of World Empires

Chapter 4: Early Islamic Empires

4.1 Roots of Islam

Recommended Timeframe: 6 days

Content Standards

7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

7.2.1 Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.

7.2.2 Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.

7.2.3 Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.

Key Resources:

Full Concept: [Roots of Islam](#)
(7.2)

Explore 1: [The Birthplace of Islam](#)
(7.2.1)

Explore 2: [Deserts and Nomads](#)
(7.2.1)

Explore 3: [Muhammad - The Trader](#)
(7.2.2)

Explore 4: [The Revelations and Teachings of Muhammad](#)
(7.2.2)

Explore 5: [Reaction and Resistance](#)
(7.2.2)

Explore 6: [Faith, Prayer, Charity, Fasting, and Pilgrimage](#)
(7.2.3)

Explore 7: [A Holy Book and Guides to Follow](#)
(7.2.3)

Explain: [The Development of Islam](#)
(7.2.2)

Elaborate: [Roots of Islam—Map-Guided Inquiry](#)
(7.2.3)

Elaborate: [Roots of Islam—Document-Based Investigation](#)
(7.2.2)

Elaborate: [Say What?: The Quran: The Story of Noah](#)
(7.2.3)

Evaluate: [Brief-Constructed Response: Roots of Islam](#)
(7.2.2)

Evaluate: [Extended-Constructed Response: Roots of Islam](#)
(7.2.3)

Reference Terms:

PEOPLE

[Abu Bakr](#)

[Ali](#)

[Bedouin](#)

[imam](#)

[Muhammad](#)

PLACES

[Arabian Peninsula](#)

[Arabian Sea](#)

[Indian Ocean](#)

[Mecca](#)

[Medina](#)

[Mesopotamia](#)

[Persian Gulf](#)

[Red Sea](#)

EVENTS

[beginning of Islam](#)

GENERAL

[caravan](#)

[Five Pillars of Islam](#)

[Islam](#)

[Kaaba](#)

[monotheism](#)

[mosque](#)

[Muslims](#)

[nomadic](#)

[Quran](#)

[Shi'a Islam](#)

[Sunnah](#)

UNIT 4: Growth of World Empires

Chapter 4: Early Islamic Empires

4.2 Islamic Expansion

Recommended Timeframe: 6 days

Content Standards

7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

7.2.4 Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.

7.2.5 Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.

7.6.6 Discuss the causes and course of the religious 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.

7.9.7 Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

Analysis Skills

Chronological and Spatial Thinking 3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

History-Social Science Framework – Chapter 11:

Lines 460-519

Key Resources:

Full Concept: [Islamic Expansion](#)

(7.2)

Explore 2: [The First Wave of Islamic Expansion](#)

(7.2.4)

Explore 4: [A Special Relationship](#)

(7.2.4, 7.9.7)

Explore 5: [Time is Mightier Than the Sword](#)

(7.2.4)

Explore 6: [A World Religion](#)

(7.2.4)

Explore 7: [The Crusades](#)

(7.6.6)

Explain: [Islamic Expansion: Mind Map](#)

(7.2.4)

Elaborate: [Timeline Map Investigation: The Spread of Islam](#)

(7.2.5; Chron. and Spat. Thinking (3))

Elaborate: [Document-Based Investigation: Islamic Expansion](#)

(7.2.4)

Reference Terms:

PEOPLE

[Abu Bakr](#)

[imam](#)

[Moors](#)

[Muhammad](#)

[People of the Book](#)

[Umar](#)

[Uthman](#)

PLACES

[Egypt](#)

[Mombasa](#)

[Morocco](#)

[Southwest Asia](#)

[Spain](#)

EVENTS

[Abbasid dynasty](#)

[First Fitna](#)
[Rashidun caliphate](#)
[Riddah Wars](#)
[Sassanid Empire](#)
[Umayyad dynasty](#)

GENERAL

[annex](#)
[caliphate](#)
[Crusaders / Crusades](#)
[heretic](#)
[jihad](#)
[Quran](#)
[Shi'a Islam](#)
[Sunnah](#)
[Sunni Islam](#)
[ummah](#)

UNIT 4: Growth of World Empires

Chapter 4: Early Islamic Empires

4.3 Life in the Islamic Empires

Recommended Timeframe: 6 days

Content Standards

7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

7.2.4 Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.

7.2.5 Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.

7.2.6 Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

History-Social Science Framework – Chapter 11:

Lines 598-673, 1217-1230, 1468-1487

Key Resources:

Full Concept: [Life in Islamic Empires](#)

(7.2)

Explore 1: [Geography and Trade](#)

(7.2.5)

Explore 1: [Reading Passage: Norman Sicily: A Site of Encounter](#)

(FW)

Explore 2: [The Spread of Islam](#)

(7.2.5)

Explore 2: [Reading Passage: Cairo](#)

(FW)

Explore 4: [Persia and South Asia](#)

(7.2.5)

Explore 6: [The Role of Other Religions](#)

(7.2.4)

Explore 7: [Muslim Scholars](#)

(7.2.6)

Explore 8: [Advances in the Sciences and Mathematics](#)

(7.2.6)

Explore 9: [Medical Knowledge](#)

(7.2.6)

Elaborate: [Life in the Islamic Empires – Document-Based Investigation](#)

(7.2.4)

Elaborate: [Historical Perspectives Investigation – Life in the Islamic Empires](#)

(7.2.4)

Evaluate: [Brief-Constructed Response: Life in the Islamic Empires](#)

(7.2.6)

Evaluate: [Extended-Constructed Response: Life in the Islamic Empires](#)

(7.2.6)

Reference Terms:

PEOPLE

[Abbas the Great](#)

[Ibn Battuta](#)

[Janissaries](#)

[Ptolemy](#)

[Umar](#)

[Uthman](#)

PLACES

[Arabian Peninsula](#)

[Arabian Sea](#)

[Indian Subcontinent](#)

[Mecca](#)

[Medina](#)

[Red Sea](#)

EVENTS

[Delhi Sultanate](#)

GENERAL

[caravan](#)

[domestication](#)

[Five Pillars of Islam](#)

[hijab](#)

[millets](#)

[patriarchal](#)

[pilgrimage](#)

[Quran](#)

[reform / social reform](#)

[Shari'ah](#)

UNIT 2: Power and Change in Asia, Africa, and the Americas

Chapter 5: South Asia and China

5.1 South Asia

Recommended Timeframe: 6 days

History-Social Science Framework – Chapter 11:
Lines 675-777, 1293-1317

Key Resources:

- Explore 1: [Rise of the Gupta Empire](#)
(FW)
- Explore 2: [India's Golden Age](#)
(FW)
- Explore 3: [India After the Guptas](#)
(FW)
- Explore 4: [Religious Awakenings](#)
(FW)
- Explore 5: [Love Poems to God](#)
(FW)
- Explore 6: [The Growth of Faiths](#)
(FW)
- Explore 6: [Reading Passage: Calicut: A Site of Encounter](#)
(FW)
- Explore 7: [East Meets West](#)
(FW)
- Explain: [A New Delight!](#)
(FW)
- Explain: [Seeking the Spiritual](#)
(FW)
- Elaborate: [The Journals of Xuanzang](#)
(FW)
- Elaborate: [Indian Innovations – Then and Now](#)
(FW)
- Evaluate: [Extended Constructed Response: The Songs of Mirabai](#)
(FW)
- Evaluate: [Brief Constructed Response: India's Golden Age](#)
(FW)

Reference Terms:

- PLACES**
- [Silk Road](#)
- EVENTS**
- [Gupta Empire](#)
- GENERAL**
- [bhakti movement](#)
- [Buddhism](#)
- [Jainism](#)
- [pilgrimage](#)
- [Sanskrit](#)

UNIT 4: Growth of World Empires

Chapter 5: South Asia and China

5.2 China's Reunification and Development

Recommended Timeframe: 6 days

Content Standards

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

7.3.1 Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.

7.3.2 Describe agricultural, technological, and commercial developments during the Tang and Sung periods.

7.3.3 Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.

7.3.5 Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder.

7.3.6 Describe the development of the imperial state and the scholar-official class.

History-Social Science Framework – Chapter 11:

Lines 70-80, 790-878

Key Resources:

Full Concept: [China's Reunification](#)

(7.3)

Explore 3: [The Sui Dynasty](#)

(7.3.1, 7.3.6)

Explore 4: [The Tang Dynasty](#)

(7.3.1, 7.3.2)

Explore 4: [Graphic Organizer: Chinese Reunification](#)

(7.3.6)

Explore 5: [A Golden Age](#)

(7.3.2, 7.3.6)

Explore 6: [Art and War](#)

(7.3.2, 7.3.5)

Explore 6: [Reading Passage: Quanzhou: A Site of Encounter](#)

(7.3.2, 7.3.5, FRAMEWORK)

Explore 7: [Silk and the Silk Road](#)

(7.3.2)

Explore 8: [The Rise of Neo-Confucianism](#)

(7.3.3)

Explore 9: [Neo-Confucianism in the Song Dynasty](#)

(7.3.3, 7.3.6)

Explain: [Visualization: Reunifying China](#)

(7.3.1)

Explain: [Traveling the Silk Road: Quick Write](#)

(7.3.2)

Elaborate: [Express Your Opinion: Song and Tan Museum Exhibit](#)

(7.3.2)

Evaluate: [Brief-Constructed Response: China's Reunification and Development](#)

(7.3.2)

Reference Terms:

PEOPLE

[Li Yuan](#)

[Marco Polo](#)

PLACES

[Chang'an](#)

[China](#)

[Great Wall of China](#)

[Silk Road](#)

EVENTS

[Han dynasty](#)

[Song dynasty](#)

[Tang Empire](#)

[Yellow Turban Rebellion](#)

GENERAL

[Buddhism](#)

[civil war](#)

[Confucianism](#)

[Daoism / Taoism](#)

[Grand School](#)

[junk](#)

[Mandate of Heaven](#)

[Neo-Confucianism](#)

[unification](#)

Evaluate: [Extended-Constructed Response: China's Reunification and Development](#)
(7.3.2, 7.3.3)

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UNIT 4: Growth of World Empires

Chapter 5: South Asia and China

5.3 The Mongols

Recommended Timeframe: 6 days

Content Standards

- 7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.
- 7.3.4 Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
- 7.8.3 Understand the effects of the reopening of the ancient “Silk Road” between Europe and China, including Marco Polo’s travels and the location of his routes.

Analysis Skills

- Research, Evidence, and Point of View 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
- Research, Evidence, and Point of View 5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author’s perspectives).

History-Social Science Framework – Chapter 11:

Lines 1160-1230

Key Resources:

- Full Concept: [The Mongols](#)
(7.3)
- Explore 1: [The Beginnings of the Mongol Empire](#)
(FW)
- Explore 2: [Laws of the Mongol Empire](#)
(FW)
- Explore 4: [Mongol Conquests](#)
(FW)
- Explore 6: [Life Under the Mongols](#)
(FW)
- Explore 7: [The Pax Mongolica](#)
(FW)
- Explore 8: [West Meets East](#)
(7.3.4)
- Explore 9: [Marco Polo’s Book](#)
(7.8.3)
- Explain: [Diagram: the Mongols](#)
(7.3.4, 7.8.3, FW)
- Elaborate: [Timeline Map Investigation: The Mongol Empire](#)
(7.3.4, 7.8.3, FW)
- Elaborate: [Student Sleuth: Mongols—Savage or Misunderstood?](#)
(Research, Evidence, and Point of View (4), (5), FW)
- Evaluate: [Brief-Constructed Response: The Mongols](#)
(7.8.3)
- Evaluate: [Extended-Constructed Response: The Mongols](#)

Reference Terms:

- PEOPLE**
- [Genghis Khan](#)
- [Huns](#)
- [Marco Polo](#)
- [Mongols](#)
- PLACES**
- [Africa](#)
- [Baghdad](#)
- [Beijing](#)
- [Black Sea](#)
- [China](#)
- [Eurasia](#)
- [Gobi Desert](#)
- [Great Wall of China](#)
- [Himalayas](#)
- [Korea](#)
- [Mongolia](#)
- [Persian Gulf](#)
- [Silk Road](#)
- EVENTS**
- [Song dynasty](#)
- GENERAL**

(FW)

[nomadic](#)
[Pax Mongolica](#)
[Pax Romana](#)
[steppe](#)
[trade](#)

UNIT 4: Growth of World Empires

Chapter 5: South Asia and China

5.4 The Ming Dynasty

Recommended Timeframe: 6 days

Content Standards

- 7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.
- 7.3.4 Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
- 7.3.5 Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder.

Analysis Skills:

Research, Evidence, and Point of View 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.

Historical Interpretation 6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

History-Social Science Framework – Chapter 11:

Lines 1468-1487

Key Resources:

- Full Concept: [The Ming Dynasty](#)
(7.3)
- Explore 2: [Culture and Trade](#)
(7.3.4)
- Explore 3: [Masters of the Oceans](#)
(7.3.4)
- Explore 4: [The Explorations of Admiral Zheng He](#)
(7.3.4)
- Explore 5: [Reading and Writing](#)
(7.3.5)
- Explore 6: [Transcontinental Trade](#)
(7.3.4)
- Explore 6: [The Ming Dynasty: Summary Frames](#)
(7.3.4)
- Explore 7: [The Empire Turns Inward](#)
(7.3.4)
- Explain: [The Ming Dynasty](#)
(7.3.4)
- Elaborate: [The Ming Dynasty: Document-Based Investigation](#)
(SS.6.W.4.12)
- Elaborate: [Current Events Connection: China's Trade Policies](#)
(Historical Interpretation (6))
- Evaluate: [Brief-Constructed Response: Ming Sailors](#)
(7.3.4, 7.3.5)
- Evaluate: [Extended-Constructed Response: Trade in the Ming Dynasty](#)
(7.3.4, 7.3.5)

Reference Terms:

- PEOPLE**
- [Genghis Khan](#)
- [Mongols](#)
- [Zheng He](#)
- [Zhu Yuanzhang](#)
- PLACES**
- [Africa](#)
- [Beijing](#)
- [Europe](#)
- [Great Wall of China](#)
- [India](#)
- [Indian Ocean](#)
- [Silk Road](#)
- EVENTS**
- [Ming dynasty](#)
- [Song dynasty](#)
- GENERAL**
- [Asia](#)
- [gunpowder](#)
- [junk](#)
- [porcelain](#)

UNIT 4: Growth of World Empires

Chapter 6: Japan and Korea

6.1 Japan's Geography and Political Development

Recommended Timeframe: 6 days

Content Standards

- 7.3.1 Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.
- 7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.
 - 7.5.1 Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.
 - 7.5.2 Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.
 - 7.5.4 Trace the development of distinctive forms of Japanese Buddhism.
 - 7.5.5 Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's Tale of Genji.
 - 7.5.6 Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

History-Social Science Framework – Chapter 11:

Lines 896-949

Key Resources:

- Full Concept: [Japan's Geography and Political Development](#) (7.5)
- Explore 3: [An Island People](#) (7.5.1)
- Explore 4: [A Divine Emperor](#) (7.5.1)
- Explore 4: [Graphic Organizer: Change Over Time: Japan's Geography and Political Development](#) (7.5.1)
- Explore 5: [A Practical Prince](#) (7.5.1, 7.5.2)
- Explore 6: [Politics in the Heian Court](#) (7.3.1, 7.5.1)
- Explore 7: [At the Emperor's Court](#) (7.5.5)
- Explore 8: [The Rise of the Samurai](#) (7.5.6)
- Explore 9: [Under the Shoguns](#) (6.5.4)
- Explain: [Geography of Japan](#) (7.5.1)
- Elaborate: [Geography and Political Development of Japan – Map-Guided Inquiry](#) (7.5.1)
- Elaborate: [Say What?: Life in the Heian Court](#) (7.5.5)
- Elaborate: [Geography and Political Development of Japan – Document-Based Investigation](#) (7.5.6)

Reference Terms:

- PEOPLE**
 - [Ainu](#)
 - [Confucius](#)
 - [Lady Murasaki](#)
 - [Minamoto Yoritomo](#)
 - [Prince Shotoku](#)
 - [Tokugawa Ieyasu](#)
 - [Toyotomi Hideyoshi](#)
- PLACES**
 - [Edo](#)
 - [Japan](#)
 - [Kyoto](#)
 - [Mount Fuji](#)
 - [Tokyo](#)
- EVENTS**
 - [Heian period](#)
 - [Tokugawa shogunate](#)
- GENERAL**
 - [archipelago](#)
 - [Buddhism](#)
 - [daimyo](#)
 - [empire](#)
 - [province](#)
 - [shogun](#)

Evaluate: [Brief-Constructed Response: Japan's Geography and Political Development](#)
(7.5)

Evaluate: [Extended-Constructed Response: Japan's Geography and Political Development](#)
(7.5)

[The Tale of Genji](#)
[The Tale of the Heike](#)

UNIT 4: Growth of World Empires

Chapter 6: Japan and Korea

6.2 Japanese Society

Recommended Timeframe: 6 days

Content Standards

7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

7.5.3 Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai and the lasting influence of the warrior code in the twentieth century.

7.5.4 Trace the development of distinctive forms of Japanese Buddhism.

7.5.6 Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

History-Social Science Framework – Chapter 11:

Lines 896-949, 1468-1487

Key Resources:

Full Concept: [Prisoners of the Shogun](#)

(7.5)

Explore 1: [Emperor, Shogun, Daimyo](#)

(7.5.6)

Explore 2: [The End of Feudalism](#)

(7.5.3)

Explore 3: [The Way of the Warrior](#)

(7.5.3)

Explore 4: [Life in the Court of the Daimyo](#)

(7.5.3)

Explore 5: [In Field and Town](#)

(7.5.3)

Explore 6: [In Shogun's Court](#)

(7.5.3, 7.5.4)

Explore 6: Reading Passage: [Japanese Tea Ceremony](#)

(7.5.4)

Explore 8: [A World in 17 Syllables](#)

(7.5.3)

Explain: [Mind Map: Japanese Society](#)

(7.5.3, 7.5.4, 7.5.6)

Elaborate: [Investigation: Historical Perspectives: Japanese Feudal Society](#)

(7.5.3)

Evaluate: [Extended-Constructed Response: Japanese Society](#)

(7.5.6)

Reference Terms:

PEOPLE

[Basho](#)

[Hokusai](#)

[Minamoto Yoritomo](#)

[Prince Shotoku](#)

[Tokugawa Ieyasu](#)

[Toyotomi Hideyoshi](#)

PLACES

[Edo](#)

[Japan](#)

EVENTS

[Tokugawa shogunate](#)

GENERAL

[artisan](#)

[Buddhism](#)

[Bushidō](#)

[civil war](#)

[daimyo](#)

[emperor](#)

[feudalism](#)

[haiku](#)

[merchant](#)

[peasant](#)

[shogun](#)

[Zen Buddhism](#)

UNIT 4: Growth of World Empires

Chapter 6: Japan and Korea

6.3 Korea's Geography and Society

Recommended Timeframe: 6 days

Content Standards

7.3.1 Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.

7.5.1 Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.

History-Social Science Framework – Chapter 11:

Lines 879-895

Key Resources:

Explore 1: [Korea's Geography](#)
(7.5.1)

Explore 2: [Old Choson](#)
(7.5.1)

Explore 3: [United Under Silla](#)
(7.3.1)

Explore 5: [Koryo Society](#)
(SS.6.E.2.1)

Explore 6: [Enter the Mongols](#)
(7.5.1)

Explore 7: [New Choson](#)
(7.5.1)

Explain: [Quick Write: The Influence of China and Japan](#)
(7.5.1)

Elaborate: [Korea's Geography and Society – Timeline Map](#)
(7.5.1)

Elaborate: [Korea's Geography and Society – Document-Based Investigation](#)
(7.5.1)

Evaluate: [Brief-Constructed Response: Korea's Geography and Society](#)
(7.5.1)

Evaluate: [Extended-Constructed Response: Korea's Geography and Society](#)
(7.5.1)

Reference Terms:

PEOPLE

[Mongols](#)
[Wang Kon](#)

PLACES

[China](#)
[Chosŏn](#)
[Japan](#)
[Koguryŏ](#)
[Korea](#)
[Koryŏ](#)
[Paekche](#)
[Silk Road](#)
[Silla](#)

EVENTS

[Chosŏn dynasty](#)
[Han dynasty](#)

GENERAL

[absolute monarchy](#)
[Buddhism](#)
[celadon](#)
[Confucianism](#)
[Neo-Confucianism](#)
[Taoism](#)
[yangban](#)

UNIT 4: Growth of World Empires

Chapter 7: Early Americas

7.1 Early North American Cultures and the Maya

Recommended Timeframe: 6 days

Content Standards

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

7.7.1 Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.

7.7.2 Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.

7.7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.

7.7.4 Describe the artistic and oral traditions and architecture in the three civilizations.

7.7.5 Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.

History-Social Science Framework – Chapter 11:

Lines 958-1019

Key Resources:

Full Concept: [Early North American Cultures and the Maya](#)

(7.7)

Explore 1: [Geography of Mesopotamia](#)

(7.7.1)

Explore 3: [Reading Passage: Aztec Farming and Trade](#)

(7.7.1)

Explore 4: [The Maya](#)

(7.7.3)

Explore 5: [Mayan Agriculture](#)

(7.7.1)

Explore 6: [Mayan Religion](#)

(7.7.2)

Explore 7: [A Decentralized Nation](#)

(7.7.2)

Explore 7: [Reading Passage: King of Palenque](#)

(7.7.4)

Explore 8: [A Society of Thinkers](#)

(7.7.5)

Explore 8: [Reading Passage: Book of the People](#)

(7.7.4)

Explore 9: [Language and Math](#)

(7.7.5)

Explain: [Mesoamerican Geography](#)

(7.7.1)

Elaborate: [Document-Based Investigation: Mayan Beliefs](#)

(7.7.2)

Evaluate: [Extended-Constructed Response – Early North American Cultures and the Maya](#)

(7.7.1)

Reference Terms:

PEOPLE

[Aztec](#)

[Inca](#)

[Mayans](#)

[Olmec](#)

[Toltec](#)

PLACES

[Amazon River](#)

[Andes](#)

[Central Plateau](#)

[Chichén Itzá](#)

[Copan](#)

[La Venta](#)

[Yucatán Peninsula](#)

GENERAL

[codex](#)

[colonization](#)

[conquistador](#)

[infrastructure](#)

[maize](#)

[mestizo](#)

[polytheism](#)

[stela](#)

[steppe](#)

[terrace farming](#)

[ziggurat](#)

UNIT 4: Growth of World Empires

Chapter 7: Early Americas

7.2 The Aztec Empire

Recommended Timeframe: 6 days

Content Standards

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

7.7.1 Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.

7.7.2 Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.

7.7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.

7.7.4 Describe the artistic and oral traditions and architecture in the three civilizations.

7.7.5 Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.

Analysis Skills:

Chronological and Spatial Thinking 2. Students construct various time lines of key events, people, and periods of the historical era they are studying.

Historical Interpretation 6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

History-Social Science Framework – Chapter 11:

Lines 70-80, 1020-1047

Key Resources:

Full Concept: [The Aztec Empire](#)

(7.7)

Explore 1: [The Earliest Days of Mexico](#)

(7.7.3)

Explore 1: [Reading Passage: Tenochtitlan: Then and Now](#)

(7.7.1, 7.7.2)

Explore 1: [Timeline Graphic Organizer: The Aztec Empire](#)

(7.7.3, Chron. and Spatial Thinking (2))

Explore 2: [The Aztec Build an Empire](#)

(SS.6.G.2.4, SS.6.G.2.5)

Explore 3: [Reading Passage: Aztec Farming and Trade](#)

(7.7.5)

Explore 4: [The Religion of the Aztec](#)

(7.7.2)

Explore 5: [Daily Life in the Aztec Empire](#)

(7.7.2)

Explore 5: [Reading Passage: Slavery in the Aztec Empire](#)

(7.7.2)

Explore 6: [Montezuma and Cortes](#)

(7.7.3)

Explain: [Visualization: The Aztec Story](#)

Reference Terms:

PEOPLE

[Aztec](#)

[Hernán Cortés](#)

[Itzcóatl](#)

[Mayans](#)

[Mexica](#)

[Montezuma](#)

PLACES

[Lake Texcoco](#)

[Mexico](#)

EVENTS

[Aztec Empire](#)

GENERAL

[conquistador](#)

[polytheism](#)

[social class](#)

[tribute](#)

(7.7.1, 7.7.2, 7.7.3, 7.7.4)

Elaborate: [Source Analysis Investigation: The Codex Mendoza](#)

(7.7.4)

Elaborate: [Role Play: Life in Aztec Mexico](#)

(7.7.4)

Elaborate: [Express Your Opinion: War on Tribute](#)

(Historical Interpretation (6))

UNIT 4: Growth of World Empires

Chapter 7: Early Americas

7.3 The Inca Empire

Recommended Timeframe: 6 days

Content Standards

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

7.7.1 Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.

7.7.2 Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.

7.7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.

7.7.4 Describe the artistic and oral traditions and architecture in the three civilizations.

7.7.5 Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.

History-Social Science Framework – Chapter 11:

Lines 1048-1062

Key Resources:

Full Concept: [The Inca Empire](#)

(7.7)

Explore 1: [Geography of the Inca Empire](#)

(7.7.1, 7.7.3)

Explore 2: [Farming in the Andes](#)

(7.7.1)

Explore 2: [Inca Empire: Problem/Solution](#)

(7.7.1)

Explore 2: [Reading Passage: Architecture of the Incas](#)

(7.7.5)

Explore 3: [Highways and Byways](#)

(7.7.1)

Explore 4: [Building an Empire](#)

(7.7.3)

Explore 5: [The Political Structure of the Inca](#)

(7.7.2)

Explore 6: [An Organized Empire](#)

(7.7.1)

Explore 7: [The Mystery of Machu Picchu](#)

(7.7.4)

Explain: [Mind Map: The Inca Empire](#)

(7.7.1, 7.7.2)

Elaborate: [The Incan Empire – Map-Guided Inquiry](#)

(7.7.1)

Elaborate: [The Inca Empire – Make a Model](#)

(7.7.2)

Evaluate: [Brief-Constructed Response: The Inca Empire](#)

Reference Terms:

PEOPLE

[Francisco Pizarro](#)

[Inca](#)

[Pachacuti](#)

PLACES

[Andes](#)

[Cuzco](#)

[Machu Picchu](#)

[Peru](#)

[South America](#)

GENERAL

[emperor](#)

[guano](#)

[irrigation](#)

[llama](#)

[terrace farming](#)

(7.7.1, 7.7.2)

Evaluate: [Extended-Constructed Response: The Inca Empire](#)

(7.7.1)

UNIT 4: Growth of World Empires

Chapter 8: African Empires

8.1 Geography of Africa

Recommended Timeframe: 6 days

Content Standards

7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

7.4.1 Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.

7.4.2 Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.

Analysis Skills

Chronological and Spatial Thinking 3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Historical Interpretation 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

History-Social Science Framework – Chapter 11:

Lines 70-80, 1072-1100

Key Resources:

Full Concept: [Geography of Africa](#)

(7.4)

Explore 1: [Large Rivers and Harsh Deserts](#)

(7.4.1)

Explore 2: [Climate Zones](#)

(7.4.1)

Explore 3: [Making a Living](#)

(7.4.1, 7.4.2)

Explore 5: [Trade](#)

(7.4.1)

Explore 6: [Major Cities](#)

(7.4.1)

Explain: [Visualization: Geography of Africa](#)

(7.4.1)

Explain: [Quick Write: Geography of Africa](#)

(7.4.1, 7.4.2)

Elaborate: [The Geography of Africa – Map-Guided Inquiry](#)

(7.4.1; Chron. and Spat. Thinking (3); Historical Interpretation (3))

Evaluate: [Brief-Constructed Response: Geography of Africa](#)

(7.4.1)

Reference Terms:

PEOPLE

[Bantu](#)

[Bartolomeu Dias](#)

PLACES

[Aksum](#)

[Congo River Basin](#)

[Giza](#)

[Great Rift Valley](#)

[Kalahari Desert](#)

[Kush](#)

[Mali](#)

[Mogadishu](#)

[Mombasa](#)

[Morocco](#)

[Mount Kilimanjaro](#)

[Niger River](#)

[Nile River](#)

[Sahara Desert](#)

[Sahel](#)

[Sofala](#)

[Timbuktu](#)

[Zambezi River](#)

[Zanzibar](#)

EVENTS

[Bantu Migrations](#)
[Great Zimbabwe](#)
[Kingdom of Benin](#)

GENERAL

[desert](#)
[nomadic](#)
[savanna](#)
[trade](#)

UNIT 4: Growth of World Empires

Chapter 8: African Empires

8.2 Growth of African Empires

Recommended Timeframe: 6 days

Content Standards

7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

7.4.1 Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.

7.4.2 Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.

7.4.3 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.

7.4.4 Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.

7.4.5 Describe the importance of written and oral traditions in the transmission of African history and culture.

Historical and Social Sciences Analysis Skills:

Chronological and Spatial Thinking: 1. Students explain how major events are related to one another in time.

Chronological and Spatial Thinking 3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Historical Interpretation 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.

Historical Interpretation 5. Students recognize that interpretations of history are subject to change as new information is uncovered.

Historical Interpretation 6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

History-Social Science Framework – Chapter 11:

Lines 70-80, 1101-1131

Key Resources:

Full Concept: [Growth of African Empires](#)

(7.4)

Explore 1: [Salt and Gold](#)

(7.4.2)

Explore 1: [Reading Passage: Gold Mining in Western Africa](#)

(7.4.2; Historical Interpretation (6))

Explore 2: [Empires Rise](#)

(7.4.2)

Explore 2: [Reading Passage: Understanding Africa](#)

(7.4.5; Historical Interpretation (5); FW)

Explore 3: [Mali Empire](#)

(7.4.1, 7.4.4)

Explore 3: [Reading Passage: Timbuktu: A Site of Encounter](#)

(7.4.3, 7.4.4)

Explore 5: [Kanem-Bornu](#)

(7.4.2)

Explore 6: [The Kingdom of Benin](#)

Reference Terms:

PEOPLE

[Ibn Battuta](#)

[Mansa Musa](#)

PLACES

[Aksum](#)

[Mali](#)

[Mogadishu](#)

[Nubia](#)

[Songhai](#)

[Timbuktu](#)

EVENTS

[Ghana Empire](#)

[Great Zimbabwe](#)

[Kingdom of Benin](#)

[Mali Empire](#)

<p>(7.4.2) Explain: Diagram: Trade and African Empires (7.4.1, 7.4.2, 7.4.3) Explain: Quick Write: Trade and African Life (7.4.2, Historical Interpretation (1)) Elaborate: Built on Salt and Gold: Timeline Map (Chron. and Spat. Thinking (1), (3)) Elaborate: Document Based Investigation: The Effects of Trade on African Empires (7.4.3, 7.4.4) Evaluate: Brief-Constructed Response: Trade in East and West Africa (7.4.1, 7.4.2) Evaluate: Extended-Constructed Response: Trade in East and West Africa (7.4.2)</p>	<p>Songhai Empire</p> <p>GENERAL</p> <p>city-state</p> <p>embargo</p> <p>Muslims</p> <p>pilgrimage</p> <p>province</p> <p>trade</p>
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UNIT 4: Growth of World Empires

Chapter 8: African Empires

8.3 Religion and Culture in Africa

Recommended Timeframe: 6 days

Content Standards

7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

7.4.3 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.

7.4.4 Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.

History-Social Science Framework – Chapter 11:

Lines 1132-1151

Key Resources:

Full Concept: [Religion and Culture in Africa](#)

(7.4)

Explore 4: [Christianity Enters Africa](#)

(7.4.3)

Explore 5: [Christianity Spreads to Aksum](#)

(7.4.3)

Explore 6: [Islam Spreads to Africa](#)

(7.4.3, 7.4.4)

Explore 7: [Mansa Musa](#)

(7.4.3)

Explain: [Diagram: Religion and Culture in Africa](#)

(7.4.3)

Elaborate: [Source Analysis Investigation: Trade Kingdoms in West Africa](#)

(7.4.3)

Elaborate: [Document Based Investigation: Life After the Arrival of Islam in West Africa](#)

(7.4.3)

Evaluate: [Extended-Constructed Response: Religion and Culture in Africa](#)

(7.4.3, 7.4.4)

Reference Terms:

PEOPLE

[King Ezana](#)

[Mansa Musa](#)

[Muhammad](#)

PLACES

[Aksum](#)

[Mecca](#)

[Timbuktu](#)

EVENTS

[Mali Empire](#)

GENERAL

[Coptic Christianity](#)

[indigenous](#)

[monotheism](#)

[polytheism](#)

UNIT 3: New Horizons, New Ideas

Chapter 9: The Renaissance

9.1 The Renaissance: Origins and Characteristics

Recommended Timeframe: 6 days

Content Standards

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

7.8.1 Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).

7.8.2 Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.

Analysis Skills:

Historical Interpretation 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

History-Social Science Framework – Chapter 11:

Lines 1607-1650

Key Resources:

Full Concept: [The Renaissance: Origins and Characteristics](#)

(7.8)

Explore 1: [The Governments of Italian City-States](#)

(7.8.2)

Explore 2: [A Shift in Thinking](#)

(7.8.1)

Explore 2: [Change Over Time Chart: The Renaissance](#)

(7.8.1)

Explore 3: [The Development of Humanism](#)

(7.8.1)

Explore 4: [The Birthplace of the Renaissance](#)

(7.8.2)

Explore 6: [The Renaissance Spreads Beyond Italy](#)

(7.8.2)

Explain: [Mind Map: Renaissance Origins and Characteristics](#)

(7.8.2, Historical Interpretation (3))

Elaborate: [Role Play: Italian City-States](#)

(7.8.2)

Elaborate: [Investigation: Map Guided Inquiry: A Tour of Renaissance Europe](#)

(7.8.2)

Reference Terms:

PEOPLE

[Cro-Magnon](#)

[Neanderthal](#)

PLACES

[Africa](#)

[Bering Land Bridge](#)

[Beringia](#)

[Euphrates River](#)

[Europe](#)

[Fertile Crescent](#)

[Oceania](#)

[Red Sea](#)

[Tigris River](#)

EVENTS

[Ice Age](#)

GENERAL

[hunter-gatherer](#)

[migration](#)

[New Stone Age](#)

[Old Stone Age](#)

[region](#)

UNIT 3: New Horizons, New Ideas

Chapter 9: The Renaissance

9.2 Renaissance Cultural Contributions

Recommended Timeframe: 6 days

Content Standards

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

7.8.4 Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).

7.8.5 Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

Analysis Skills:

Historical Interpretation 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

History-Social Science Framework – Chapter 11:

Lines 1607-1650

Key Resources:

Full Concept: [Renaissance Cultural Contributions](#)

(7.8)

Explore 1: [The Art of Politics](#)

(7.8.5)

Explore 2: [A True Renaissance Man](#)

(7.8.5)

Explore 2: [A True Renaissance Man](#)

(7.8.5)

Explore 3: [Renaissance Artists](#)

(7.8.5)

Explore 4: [The Bard of Avon](#)

(7.8.5)

Explore 5: [Spreading the Word](#)

(7.8.4, 7.8.5)

Explore 6: [The Fabric of the Human Body](#)

(7.8.5)

Explore 7: [Exploration and Discovery](#)

(7.8.5)

Explain: [Advertisement: Renaissance Cultural Contributions](#)

(7.8.5)

Elaborate: [Current Events Connection: The Prince](#)

(7.8.5, Historical Interpretation (3))

Evaluate: [Brief Constructed Response: Renaissance Cultural Contributions](#)

(7.8.4, 7.8.5)

Evaluate: [Extended Constructed Response: Renaissance Cultural Contributions](#)

(7.8.5)

Reference Terms:

PEOPLE

[Andreas Vesalius](#)

[Ivan the Terrible](#)

[Jan van Eyck](#)

[Johannes Gutenberg](#)

[Johannes Kepler](#)

[King John of England](#)

[Leonardo da Vinci](#)

[Machiavelli](#)

[Nicolaus Copernicus](#)

[Raphael](#)

[William Shakespeare](#)

PLACES

[England](#)

[Florence](#)

[France](#)

[Italy](#)

[Spain](#)

EVENTS

[Age of Exploration](#)

[Renaissance](#)

GENERAL

[circumnavigate](#)

[city-state](#)

[humanism](#)

UNIT 3: New Horizons, New Ideas

Chapter 10: Exploration and Conquest

10.1 Motives for Exploration and Trade in Africa and Asia

Recommended Timeframe: 6 days

Content Standards

7.8.3 Understand the effects of the reopening of the ancient “Silk Road” between Europe and China, including Marco Polo’s travels and the location of his routes.

7.9.6 Understand 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; locate missions on a world map.

7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

7.11.1 Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.

7.11.2 Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.

7.11.3 Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.

Analysis Skills:

Chronological and Spatial Thinking 2. Students construct various time lines of key events, people, and periods of the historical era they are studying.

History-Social Science Framework – Chapter 11:

Lines 1231-1292, 1372-1393, 1442-1467

Key Resources:

Full Concept: [Motives for Exploration and Trade in Africa and Asia](#)

(7.11)

Explore 1: [Seeking New Markets](#)

(7.11)

Explore 2: [Missionaries in the Colonies](#)

(7.9.6)

Explore 6: [Reading Passage: European Slave Trade](#)

(7.11.3)

Explore 7: [Impact of the Slave Trade](#)

(7.11.2)

Explore 8: [Trading with the East](#)

(7.11.3)

Explore 8: [Timeline Graphic Organizer: Motives for Exploration and Trade in Africa and Asia](#)

(Chron. and Spat. Thinking (2))

Explore 9: [Other Europeans Follow](#)

(7.8.3, 7.11.3)

Explore 10: [Europe and the East](#)

(7.11.2, 7.11.3)

Explain: [Movie Trailer: Motives for Exploration and Trade in Africa and Asia](#)

(7.11.1, 7.11.2)

Reference Terms:

PEOPLE

[Bartolomeu Dias](#)

[Ferdinand Magellan](#)

[Hernando de Soto](#)

[Hernán Cortés](#)

[Ibn Battuta](#)

[Jacques Cartier](#)

[Johannes Gutenberg](#)

[John Cabot](#)

[Marco Polo](#)

[Prince Henry the Navigator](#)

[Ptolemy](#)

[Samuel de Champlain](#)

[slaves](#)

[Tokugawa Ieyasu](#)

[Vasco da Gama](#)

[Vasco Núñez de Balboa](#)

PLACES

[Africa](#)

[Cape Town](#)

Elaborate: [Investigation: Historical Perspectives: Motives for Exploration and Trade in Africa and Asia](#)

(7.11.2)

Evaluate: [Brief Constructed Response: Motives for Exploration and Trade in Africa and Asia](#)

(7.11.2)

[China](#)

[Congo River](#)

[England](#)

[Europe](#)

[France](#)

[Gobi Desert](#)

[Great Britain](#)

[India](#)

[Japan](#)

[Middle East](#)

[Silk Road](#)

[South America](#)

[Spain](#)

EVENTS

[Age of Exploration](#)

[Hundred Years' War](#)

[line of demarcation](#)

[Treaty of Tordesillas](#)

GENERAL

[Asia](#)

[astrolabe](#)

[barter](#)

[caravel](#)

[Christianity](#)

[colony](#)

[compass](#)

[Dutch East India Company](#)

[goods](#)

[merchant](#)

[missionary](#)

[Muslims](#)

[pirates](#)

[plantation](#)

[proselytizing religion /](#)

[universalizing religion](#)

[shogun](#)

[slavery](#)

[trade](#)

UNIT 3: New Horizons, New Ideas

Chapter 10: Exploration and Conquest

10.2 Cultures Collide in the Americas

Recommended Timeframe: 6 days

Content Standards

7.6.9 Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

7.7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.

7.9.6 Understand 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; locate missions on a world map.

7.9.7 Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

7.11.1 Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.

7.11.2 Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.

7.11.3 Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.

Analysis Skills:

Chronological and Spatial Thinking 2. Students construct various time lines of key events, people, and periods of the historical era they are studying.

Historical Interpretation 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

Historical Interpretation 4. Students recognize the role of chance, oversight, and error in history.

History-Social Science Framework – Chapter 11:

Lines 1336-1440

Key Resources:

Full Concept: [Cultures Collide in the Americas](#) (7.11)

Explore 1: [Seeking New Markets](#) (7.11.3)

Explore 2: [Europeans Arrive in the Caribbean](#) (7.11.3; Historical Interpretation (4))

Explore 2: [Timeline Graphic Organizer: Cultures Collide in the Americas](#) (Chron. and Spatial Thinking (2))

Explore 3: [Reading Passage: Leaving Iberia](#) (7.6.9, 7.9.7)

Explore 5: [Pizarro and the Inca](#) (7.7.3)

Explore 6: [Missions and Missionaries](#) (7.7.3)

Explore 7: [Encomiendas](#)

Reference Terms:

PEOPLE

[Amerigo Vespucci](#)

[Atahualpa](#)

[Aztec](#)

[Christopher Columbus](#)

[Ferdinand Magellan](#)

[Francisco Pizarro](#)

[Giovanni da Verrazzano](#)

[Henry Hudson](#)

[Hernando de Soto](#)

[Hernán Cortés](#)

[Inca](#)

[Jacques Cartier](#)

[John Cabot](#)

[Juan Ponce de León](#)

(7.11.3)

Explore 10: [Tomatoes for Horses](#)

(7.11.2, 7.11.3)

Explore 10: [Reading Passage: The Columbian Exchange Today](#)

(7.11.2; [Historical Interpretation \(3\)](#))

Explore 10: [Change Over Time: Cultures Collide in the Americas](#)

(7.11.2)

Explain: [You as Journalist: Spanish Treatment of Native Americans](#)

(7.9.6, 7.11.2)

Explain: [Mind Map: Cultures Collide in the Americas](#)

(7.7.3, 7.9.6, 7.11.1, 7.11.2)

Elaborate: [Investigation: Timeline Map: European Conquest in the Americas](#)

(7.9.6, 7.11.3)

Elaborate: [Current Events Connection: Aztec and Modern Mexican Culture](#)

([Historical Interpretation \(3\)](#))

[King Louis IV](#)

[Montezuma](#)

[Prince Henry the Navigator](#)

[Queen Isabella](#)

[Samuel de Champlain](#)

[Vasco da Gama](#)

[Vasco Núñez de Balboa](#)

PLACES

[Africa](#)

[Atlantic Ocean](#)

[China](#)

[Europe](#)

[Japan](#)

[Mexico](#)

[New Spain](#)

[Peru](#)

[South America](#)

[Spain](#)

[Tenochtitlán](#)

EVENTS

[Aztec Empire](#)

[line of demarcation](#)

[Renaissance](#)

[Treaty of Paris](#)

[Treaty of Tordesillas](#)

GENERAL

[Asia](#)

[caravel](#)

[Christianity](#)

[colony](#)

[Columbian Exchange](#)

[conquistador](#)

[culture](#)

[Dutch East India Company](#)

[Dutch West India Company](#)

[encomienda](#)

[epidemic](#)

[expedition](#)

[mission](#)

[missionary](#)

[population](#)

[trade](#)

UNIT 3: New Horizons, New Ideas

Chapter 11: The Seeds of the Modern World

11.1 The Reformation

Recommended Timeframe: 6 days

Content Standards

7.6.8 Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., 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, St. Thomas Aquinas’s synthesis of classical philosophy with Christian theology, and the concept of “natural law”).

7.8.4 Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).

7.9 Students analyze the historical developments of the Reformation.

7.9.1 List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).

7.9.2 Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).

7.9.3 Explain Protestants’ new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.

7.9.4 Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.

7.9.5 Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).

7.9.7 Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

Analysis Skills:

Historical Interpretation 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.

History-Social Science Framework – Chapter 11:

Lines 1509-1600

Key Resources:

Full Concept: [The Reformation](#)

(7.9)

Explore 1: [The Catholic Church in the 1500s](#)

(7.6.8, 7.9.1)

Explore 1: [The Reformation: Main Idea Web](#)

(7.9.1)

Explore 2: [Martin Luther](#)

(7.9.2, 7.9.3)

Explore 2: [The Inquisition: Cause-Event-Effect Chart](#)

(7.9.5, *Historical Interpretation (2)*)

Explore 3: [Other Reformers](#)

(7.9.2)

Explore 3: [Reading Passage: The Tyndale Bible](#)

(7.8.4)

Explore 5: [The Counter-Reformation](#)

Reference Terms:

PEOPLE

[Johannes Gutenberg](#)

[John Calvin](#)

[King Ferdinand](#)

[King Henry VIII](#)

[Martin Luther](#)

[Queen Isabella](#)

[Sir Thomas More](#)

[William Shakespeare](#)

[William Tyndale](#)

PLACES

[England](#)

[Europe](#)

[France](#)

<p>(7.9.5) Explore 6: The Inquisition (7.9.5, 7.9.7) Explore 7: Effects of the Reformation (7.8.4) Explore 8: Global Religious Change (7.9.3, 7.9.4) Explain: You as Journalist: The Reformation (7.9.2) Elaborate: Make a Model: Architecture and Belief (7.6.8, 7.9.2, 7.9.3) Evaluate: Extended Constructed Response: The Reformation (7.6.8, 7.9.1, 7.9.4) Evaluate: Brief Constructed Response: The Reformation (7.9.2)</p>	<p>Italy Spain</p> <p>EVENTS Protestant Reformation</p> <p>GENERAL Calvinism Catholic Church heretic indulgences King James Bible Latin Muslims New Testament Ninety-Five Theses parliament pope Protestant Church Protestantism reform / social reform taxes</p>
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UNIT 3: New Horizons, New Ideas

Chapter 11: The Seeds of the Modern World

11.2 The Scientific Revolution

Recommended Timeframe: 6 days

Content Standards

7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

7.10.1 Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).

7.10.2 Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).

7.10.3 Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.

Analysis Skills:

Chronological and Spatial Thinking: 1. Students explain how major events are related to one another in time.

Historical Interpretation 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.

Historical Interpretation 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.

Historical Interpretation 4. Students recognize the role of chance, oversight, and error in history.

History-Social Science Framework – Chapter 11:

Lines 1651-1668

Key Resources:

Full Concept: [The Scientific Revolution](#)

(7.10)

Explore 1: [The Influence of the Renaissance](#)

(7.10.1)

Explore 2: [Revolutionary Influences](#)

(7.10.1)

Explore 3: [A New Way of Thinking](#)

(7.10.3)

Explore 4: [A New Theory of the Cosmos](#)

(7.10.2)

Explore 4: [Sequencing Chart: The Scientific Revolution](#)

(7.10.2)

Explore 5: [Copernicus's New Theory](#)

(7.10.2)

Explore 7: [Galileo's Fight](#)

(7.10.2)

Explore 7: [Reading Passage: The Life of a Thinker: Galileo Galilei](#)

(7.10.2)

Explain: [Diagram: The Scientific Revolution](#)

(7.10.1)

Elaborate: [Document-Based Investigation: The Scientific Revolution](#)

(7.10.3, Historical Interpretation (4))

Elaborate: [Investigation: Timeline Inquiry: The Scientific Revolution](#)

Reference Terms:

PEOPLE

[Amerigo Vespucci](#)

[Aristotle](#)

[Francis Bacon](#)

[Francis Bacon](#)

[Galileo](#)

[Isaac Newton](#)

[Johannes Kepler](#)

[King George III](#)

[Leonardo da Vinci](#)

[Machiavelli](#)

[Nicolaus Copernicus](#)

EVENTS

[Renaissance](#)

[Scientific Revolution](#)

GENERAL

[Catholic Church](#)

[heretic](#)

[humanism](#)

[mercantilism](#)

[pope](#)

(Chron. and Spat. Thinking (1), Historical Interpretation (1), (2))

[Protestant Church](#)
[scientific method](#)

UNIT 3: New Horizons, New Ideas

Chapter 11: The Seeds of the Modern World

11.3 The Enlightenment

Recommended Timeframe: 6 days

Content Standards

7.10.3 Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.

7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

7.11.4 Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.

7.11.5 Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).

Historical and Social Sciences Analysis Skills:

Chronological and Spatial Thinking: 1. Students explain how major events are related to one another in time.

Historical Interpretation 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.

Historical Interpretation 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.

History-Social Science Framework – Chapter 11:

Lines 1669-1690

Key Resources:

Full Concept: [The Enlightenment](#)
(7.11)

Explore 1: [The Roots of the Enlightenment](#)
(7.11.4, Chron. and Spat. Thinking (1))

Explore 1: [Cause/Event/Effect Chart: The Enlightenment](#)
(7.11.4, Historical Interpretation (2))

Explore 2: [Fundamental Ideas](#)
(7.10.3, 7.11.4)

Explore 3: [Locke and Hobbes](#)
(7.11.5)

Explore 4: [The Enlightenment in France and Germany](#)
(7.11.5)

Explore 5: [Rousseau and Diderot](#)
(7.11.5)

Explore 6: [The Influence of the Enlightenment](#)
(7.11.5)

Explore 6: [Main Idea Web: The Enlightenment](#)
(7.11.5)

Explore 7: [The Enlightenment Spreads](#)
(7.11.5)

Explore 7: [Reading Passage: Enlightenment Ideas and American Democracy](#)
(7.11.5)

Explain: [Quick Write: Enlightenment Thinking](#)
(7.11.5)

Reference Terms:

PEOPLE

- [Baron de Montesquieu](#)
- [Denis Diderot](#)
- [Francis Bacon](#)
- [Frederick II](#)
- [Galileo](#)
- [Immanuel Kant](#)
- [James Madison](#)
- [Jean-Jacques Rousseau](#)
- [John Locke](#)
- [King George III](#)
- [Nicolaus Copernicus](#)
- [Thomas Hobbes](#)
- [Thomas Jefferson](#)
- [Voltaire](#)

EVENTS

- [Enlightenment](#)
- [Renaissance](#)
- [Scientific Revolution](#)

GENERAL

- [autonomy](#)

Elaborate: [Enduring Debate Investigation: Locke vs. Hobbes](#)

(7.11.5)

Evaluate: [Brief Constructed Response: Principles of the Enlightenment](#)

(7.11.5)

Evaluate: [Extended Constructed Response: Principles of the Enlightenment](#)

(7.11.5)

[Declaration of the Rights of](#)

[Man and of the Citizen](#)

[democracy](#)

[humanism](#)

[individualism](#)

[laissez-faire](#)

[parliament](#)

[philosophy](#)

[Rationalism](#)

[republicanism](#)

[social contract](#)

[unicameral](#)