

CALIFORNIA History-Social Science Content Standards

In the Footsteps of History

> Grades 6-8: Historical and Social Sciences Analysis Skills

Chronological and Spatial Thinking

Each unit of *In the Footsteps of History* relates the events and changes occurring in our past to those in our present. Primary sources are used as much as possible, and geographic tools, migration patterns, available resources, and more are clear and available for students to explore. Technological advances and religious and social changes of the times are focused on, along with the political and daily lives of people living in each era.

1. Students explain how major events are related to one another in time.
2. Students construct various timelines of key events, people, and periods of the historical era they are studying.
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

Critical thinking is the main goal of the lessons comprising *In the Footsteps of History* units. Students are always asked to question what they are seeing and reading. Alternate sources are often provided, and students are asked to debate in many lessons. There are research projects and extension ideas asking students to go deeper and analyze further. The goal is to look at historical events from many angles, from the vanquished or the conqueror, from the scribe or the non-literate, and so on. Always, the question is who said this, and why, and for what purpose?

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.

3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
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

Through *In the Footsteps of History* lessons, students come to realize that the land and resources that people live with direct everything, from migration to trade and religion to war, politics, and policy making. A deeper understanding of the reasons that people move, trade, and act the way they do to others is essential to understanding history, and thus the world today. Looking more closely at these elements of the past helps students look at their own world with a more critical eye, and hopefully, will help them think about the future implications of policies and their own civic actions.

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
4. Students recognize the role of chance, oversight, and error in history.
5. Students recognize that interpretations of history are subject to change as new information is uncovered.
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

> Grades 6-8: History-Social Science Content Standards

World History and Geography: Ancient Civilizations (Grade 6)

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

6.5.5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia. **Isabella Bird unit**

6.6.7. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations. **Marco Polo unit**

6.6.8. Describe the diffusion of Buddhism northward to China during the Han Dynasty. **Isabella Bird and Marco Polo units**

World History and Geography: Medieval and Early Modern Times (Grade 7)

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

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. **Ibn Battuta unit**

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. **Ibn Battuta unit**

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. **Marco Polo and Ibn Battuta units**

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. **Marco Polo and Ibn Battuta units**

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. **Marco Polo unit**

7.3.5. Trace the historical influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder. **Marco Polo unit**

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. **Ibn Battuta unit**

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

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. **Ibn Battuta unit**

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

7.4.5. Describe the importance of written and oral traditions in the transmission of African history and culture. **Ibn Battuta unit**

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

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. **Marco Polo unit**

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. **Marco Polo unit**

7.8.5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy. **Marco Polo unit**

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. **Ibn Battuta unit**

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. **Ibn Battuta unit**

> Grades 9-12: Historical and Social Sciences Analysis Skills

Chronological and Spatial Thinking

Each unit of *In the Footsteps of History* relates the events and changes occurring in our past to those in our present. Primary sources are used as much as possible, and geographic tools, migration patterns, available resources, and more are clear and available for students to explore. Technological advances and religious and social changes of the times are focused on, along with the political and daily lives of people living in each era.

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

Critical thinking is the main goal of the lessons comprising *In the Footsteps of History* units. Students are always asked to question what they are seeing and reading. Alternate sources are often provided, and students are asked to debate in many lessons. There are research projects and extension ideas asking students to go deeper and analyze further. The goal is to look at historical events from many angles, from the vanquished or the conqueror, from the scribe or the non-literate, and so on. Always, the question is who said this, and why, and for what purpose?

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

Through *In the Footsteps of History* lessons, students come to realize that the land and resources that people live with direct everything, from migration to trade and religion to war, politics, and policy making. A deeper understanding of the reasons that people move, trade, and act the way they do to others is essential to understanding history, and thus the world today. Looking more closely at these elements of the past helps students look at their own world with a more critical eye, and hopefully, will help them think about the future implications of policies and their own civic actions.

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
 4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
 5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
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> Grades 9-12: History-Social Science Content Standards

World History, Culture, and Geography: The Modern World (Grade 10)

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

10.4.1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology). **Isabella Bird unit**

10.4. 2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States. **Isabella Bird unit**

10.4.3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule. **Isabella Bird unit**

10.4.4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion. **Isabella Bird unit**

Principles of Economics (Grade 12)

12.2 Students analyze the elements of America's market economy in a global setting.

12.2.2 Discuss the effects of changes in supply and demand and/or demand on the relative scarcity, price, and quantity of particular products. **Marco Polo unit**

12.2.5 Understand the process by which competition among buyers and sellers determines a market price. **Marco Polo unit**

12.2.7 Analyze how domestic and international competition in a market economy affects goods and services produced and the quantity, quality, and price of those products. **Marco Polo Extension in Lesson 5**

12.2.8 Explain the role of profit as the incentive to entrepreneurs in a market economy. **Marco Polo unit**

12.4 Students analyze the elements of the U.S. labor market in a global setting.

12.4.1 Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance. **Marco Polo Extension in Lesson 5**

12.4.2 Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition. **Marco Polo Extension in Lesson 5**

12.6 Students analyze issues of international trade and explain how the U.S. economy

affects, and is affected by, economic forces beyond the United States's borders.

12.6.1 Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere. **Marco Polo Extension in Lesson 5**

12.6.3. Understand the changing role of international political borders and territorial sovereignty in a global economy. **Marco Polo Extension in Lesson 5**