

Massachusetts Standards for History and Social Science Practice 2018

In the Footsteps of History

In the Footsteps journeys focus on world religions and cultures, as well as their trade and political interactions. The journeys bridge continents and centuries, bringing the past into today's world for students. Inventions, religions and philosophies, and cultural connections are all explored in the journeys. The units and VR Walkabouts cover the entire world and explore events in history that touch on many key concepts, causations, and lines of inquiry, due to the student prompts and assignments that accompany each one.

GRADE 6

World Geography and Ancient Civilizations I

Topic 1: Studying complex societies, past and present [6.T1]

Supporting question: What do the social sciences contribute to our understanding of the world?

1. Explain how different academic fields in the social sciences concentrate on different means of studying societies in the past and present.
2. Give examples of ways in which a current historical interpretation might build on, extend, or reject an interpretation of the past.
3. Give examples of how archaeologists, historians, geographers, economists, and political scientists work as teams to analyze evidence, develop hypotheses, and construct interpretations of ancient and classical civilizations.

Marco Polo, Isabella Bird, Ibn Battuta, Inuit, Henson, and Hatshepsut units

Topic 2. Human origins, the Neolithic and Paleolithic Eras [6.T2]

Supporting Question: How did life on Earth begin and why did humans form complex societies?

5. Explain how complex societies that practice agriculture may differ, some developing into permanently settled communities, some being nomadic and moving livestock from place to place, some cultivating land temporarily and moving to another location when a plot of land is no longer productive.
7. Explain the ways in which complex societies interact and spread from one region to another (e.g., by trade, cultural or linguistic exchanges, migration, religious conversion, conquest, or colonization).

Marco Polo, Inuit, and Hatshepsut units

Topic 3: Western Asia, the Middle East and North Africa⁴⁰ [6.T3]

Modern countries in Western Asia and the Middle East

Bahrain, Cyprus, Greece, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, area governed by the Palestinian Authority, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, Yemen

Modern countries in North Africa

Algeria, Egypt, Libya, Morocco, Sudan, Tunisia, Western Sahara (mostly under Moroccan Administration)

Significant ancient states and empires in Western Asia, the Middle East and North Africa, c. 3500-700 BCE

Mesopotamia

(Sumer, Babylon, Assyria), Phoenicia, ancient Israel and Palestine, ancient Egypt and Nubia; Carthage, the Persian Empire, the Empire of Alexander the Great, the Roman Empire, the beginning of the Islamic Empire

a. Physical and political geography of modern Western Asia, the Middle East, and North Africa [6.T3a]

Every *In the Footsteps of History* unit begins with a geographic exploration of the region in question. Its people, flora and fauna, trade and inventions, and cultural life are thoroughly explored, as well as how it has changed over time.

1. On a physical map, use cardinal directions, map scales, key/legend, and title to locate important physical features of the region (e.g. the Indian Ocean, the Black Sea, Aegean Sea, Mediterranean Sea, Red Sea, Arabian Peninsula, the Persian Gulf, the Nile, Tigris, and Euphrates Rivers, the Strait of Gibraltar, the Bosphorus, and the Suez Canal). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.
2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.
3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

c. Ancient Egypt, c. 3000–1200 BCE [6.T3c]

Supporting Question: How did Ancient Egypt’s rigid class structure affect its social and cultural development?

1. Identify the locations of ancient Upper and Lower Egypt and ancient Nubia; and explain what the terms “Upper” and “Lower” mean in this context.
2. Describe the significance of the Nile River to ancient Egyptians.
3. Analyze the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of ancient Nubia (the Kingdom of Kush) and their relationship to the characteristics of ancient Egypt.

4. Analyze the role of the pharaoh as god/king, and describe how pharaohs were represented in painting and sculpture, the concept of dynasties, and significant acts of at least one pharaoh or queen (e.g., Khufu, Akhnaten, Ramses II, Nefertiti, Cleopatra).
5. Describe the relationships among social classes (e.g., the relationship of the pharaoh to priests, nobles, government officials, soldiers, scribes, artisans, farmers, and peasants, laborers, and slaves).
6. Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, proper behavior, the afterlife, mummification, and the roles of deities.
7. Summarize important achievements of the Old, Middle, and New Kingdoms (e.g., the agricultural system; knowledge of mathematics, astronomy, the invention of a calendar; the invention of papyrus and hieroglyphic writing; the organization of monumental building projects such as the Pyramids and Sphinx at Giza; the centralization of government and military power).

Hatshepsut unit

f. The ancient Arabian Peninsula (7th century CE) [6.T3f]

Supporting question: Why is the belief in one God significant to Islam, Judaism, and Christianity?

1. On a map of the Arabian Peninsula, identify the Red Sea and the cities of Mecca and Medina as the sites of the beginning of the Muslim religion.
2. Explain Islam's historical relationship to Judaism and Christianity as monotheistic religions.
3. Describe the life and teachings of Muhammad (570-c. 632 CE) and the significance of the Qur'an as the primary source of Islamic belief.

Ibn Battuta unit (including Islam lessons)

g. Interactions among ancient societies in Western Asia, North Africa, and the Middle East [6.T3g]

Supporting Question: How did ideas spread across ancient societies in this region?

1. Describe the impact of encounters through trade, cultural exchange, and conquest among the societies and empires in the region, in particular, exchanges on land routes of the Silk Roads linking Europe, the steppes of West Asia, East Asia, and Africa, and the goods, languages, and cultural motifs exchanged (e.g., gold, ivory from Africa, grain from Western Asia, produce, horses, livestock, wood, furs from the steppes, ceramics, silk, and other luxury goods from China).
2. Use information from primary and secondary sources to research contributions of one of the ancient Mesopotamian, Egyptian, Phoenician, Israelite, Islamic, and Eurasian societies to the modern world.

Hatshepsut, Marco Polo, Ibn Battuta units

Topic 4. Sub-Saharan Africa [6.T4]

Modern countries in Sub-Saharan Africa

Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Djibouti, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mayotte (Fr.), Mozambique, Namibia, Niger, Nigeria, Reunion (Fr.), Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Swaziland, Tanzania, Togo, Uganda, Zambia, Zimbabwe

Significant early Sub-Saharan African states and societies

Ancient Ghana, ancient Mali, Songhai, the ancient Kingdom of Axum, the Swahili city-states

a. Physical and political geography of Sub-Saharan Africa [6.T4a]

Every *In the Footsteps of History* unit begins with a geographic exploration of the region in question. Its people, flora and fauna, trade and inventions, and cultural life are thoroughly explored, as well as how it has changed over time.

1. On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, and the Mediterranean Sea. On a map of Africa, locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, Mount Kilimanjaro, the Cape of Good Hope, the Great Rift Valley, Lake Victoria). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.
2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.
3. Explain how absolute and relative locations, major physical characteristics, climate (including drought and desertification), and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

b. Selected Sub-Saharan African states and societies, c. 100-1000 CE [6.T4b]

Supporting Question: How did long-distance trade influence the development of early sub-Saharan African states and societies?

3. Identify the locations, sources of wealth and importance of West African cities and empires, including the city of Timbuktu (beginning c.5th century CE), and the empire of ancient Ghana (beginning c. 700 CE). i. Clarification statement: Students will study the later empires of ancient Mali and Songhai in World History I.
4. Explain the pivotal role these societies played in the trans-Saharan trade, the spread of Islam, and trade with North Africa, Europe, West Asia in gold, ivory, and slaves and the contributions of these societies to the modern world.

Ibn Battuta unit

GRADE 7

World Geography and Ancient Civilizations II

Topic 1. Central and South Asia [7.T1]

Modern countries in Central and South Asia

Afghanistan, Bangladesh, Bhutan, India, Kazakhstan, Kyrgyzstan, Nepal, Pakistan, Tajikistan, Turkmenistan, Uzbekistan

Significant ancient societies, empires, religions, and cultures in Central and South Asia
Indus Valley civilization, the Gandharan Kingdom, Kushan Empire, Mauryan Empire, Gupta Empire, the empire of Alexander the Great, the Persian Empire, contacts with the Roman Empire and Chinese Empire, cultures along the Silk Road, Hinduism, Buddhism, Islam, Zoroastrianism

a. Physical and political geography of Central and South Asia [7.T1a]

Every *In the Footsteps of History* unit begins with a geographic exploration of the region in question. Its people, flora and fauna, trade and inventions, and cultural life are thoroughly explored, as well as how it has changed over time.

1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Central and South Asia. On a topographic map of Central and South Asia locate important physical features of the region (e.g. the Indian Ocean, the Arabian Sea, the Bay of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Khyber Pass, the Deccan Plateau, the Himalayan Mountains, and the Steppes). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.
2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.
3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

b. Early Indian and Central Asian civilizations, religions, and cultures [7.T1b]

Supporting question: What was the most significant contribution of early societies in India and Central Asia to mathematics, science, the arts, and technology in the modern world?

1. Explain the ways in which early Indian and Central Asian societies interacted with East African, Western Asian, and European societies (e.g., by conquest, trade, colonization, diffusion of religion, language, and culture).
2. Describe important economic, political, and religious developments in Indian and Central Asian history and evaluate the ways in which they conform to or differ from developments in societies in other regions of the world.
 - a. the origins of Indian society in the Indus Valley, c. 3000–1300 BCE
 - b. the evolution and central principles of Hinduism
 - c. the teachings of Gautama Buddha in India in the 6th to 4th centuries BCE
 - d. the Mauryan Empire in the 4th to 2nd centuries BCE and the role of the Emperor Ashoka adopting Buddhism’s moral teachings and the philosophy of non-violence and supporting Buddhist missionaries in North Africa, Central and Southeast Asia, and Mediterranean Europe; the Gupta Empire in the 3rd to 6th centuries CE, sometimes referred to as the “Golden Age of India,” and its Sanskrit classic literature and art

- e. the development of the caste system in India
- f. achievements in art, architecture, technology, astronomy, and mathematics
- g. the role topography and geography played in making trade along the several routes of the Silk Road viable and lucrative; connections through trade routes to Africa, Europe, and China

Isabella Bird unit (including Buddhism lesson)

Topic 2. East Asia [7.T2]

Modern countries in East Asia China, Japan, Mongolia, North Korea, South Korea, Taiwan

Significant ancient societies, religions, and cultures in East Asia Dynasties in ancient China, ancient Japan, ancient Korea, the Mongolian Empire, Confucianism, Taoism, Buddhism, Shintoism

a. Physical and political geography of East Asia [7.T2a]

Every *In the Footsteps of History* unit begins with a geographic exploration of the region in question. Its people, flora and fauna, trade and inventions, and cultural life are thoroughly explored, as well as how it has changed over time.

1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate East Asia. Locate important physical features (e.g. the Huang He [Yellow] River and Chang Jiang [Yangtze] Rivers, and the Himalayan Mountains) and other characteristics of the region. Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.
2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.
3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

b. Early East Asian societies, religions, and cultures Ancient China, c. 1600 BCE–500 CE [7.T2b]

Supporting Question: To what degree have Chinese societies over time been shaped by geography?

1. Describe the topography and climate of eastern Asia, including the importance of mountain ranges and deserts, and explain how geography influenced the development of Chinese complex societies.
2. Describe important economic, political, and religious developments in early Chinese history and evaluate the ways in which they are similar to or different from the characteristics of societies in other regions of the world.
 - d. the Chinese ideographic writing system (characters, which are symbols for concepts/ideas) and how it differs from an alphabetic writing system
 - e. important technologies of China such as bronze casting, silk and gunpowder manufacture.

f. China's role in trade across Asia and to and from Africa and Europe along the Silk Roads and the introduction of Buddhism in China starting c. 1st century CE.

Marco Polo unit

Topic 3. Southeast Asia and Oceania [7.T3]

Modern countries in Southeast Asia and Oceania

Australia, Brunei, Cambodia, Guam (U.S.), Indonesia, Laos, Malaysia, Maldives, Myanmar, New Zealand, Northern Mariana Islands (U.S.), Palau, Philippines, Singapore, Sri Lanka, Thailand, Vietnam

Significant ancient religions, societies, and cultures in Southeast Asia and Oceania

Hinduism, Buddhism, the ancient Khmer culture in Southeast Asia, Aborigine and Maori cultures in Oceania

Isabella Bird unit (Buddhism)

Topic 4. Europe [7.T4]

Modern countries in Europe

Albania, Andorra, Armenia, Austria, Azerbaijan, Belarus, Belgium, Bosnia-Herzegovina, Bulgaria, Channel Islands (U.K.), Croatia, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Gibraltar (U.K.), Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Macedonia, Malta, Moldova, Monaco, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russia, San Marino, Slovakia, Slovenia, Spain, Sweden, Switzerland, Ukraine, United Kingdom, Vatican City

Significant ancient societies, religions, and cultures in Europe

Paleolithic societies in Spain and France, Celtic societies in northern Europe, Neolithic to Bronze Age sites in Eastern Europe; Minoan and Mycenaean societies in Greece, ancient Athens and Sparta, Etruscan society in Italy, the Roman Republic and the Roman Empire in Europe, the Islamic Empire on the Iberian Peninsula

a. Physical and political geography of Europe [7.T4a]

Every *In the Footsteps of History* unit begins with a geographic exploration of the region in question. Its people, flora and fauna, trade and inventions, and cultural life are thoroughly explored, as well as how it has changed over time.

1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Europe. Locate important physical features (e.g. the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea; Lake Baikal, the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames Rivers; the Alps, Pyrenees, and Balkan Mountains). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.
2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

Marco Polo unit

Grades 6–8 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H]

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

In the Footsteps of History's lesson plans are based on inquiry, steeped in student-centered prompts and question formation, encouraging students to look at multiple points of view when exploring historical events. Varied primary and secondary sources are used and their validity and biases questioned. *In the Footsteps* lessons provide a variety of reading material, from short descriptions of artifacts to scaffolded sections of information and documents.

Charts, graphs, and timelines are open to student interpretation. Choices must be made after reading and evaluating the consequences in gaming situations. The units are filled with visuals and discussions of artifacts. Debates, research/reports, and class discussions are integral to the program.

All lessons ask students to use supporting evidence to back up claims, arguments, and research theses. Developing critical thinking skills is the main objective. In addition, presentation skills are honed and assessed.

High School

World History 1

Topic 1. Dynamic interactions among regions of the world [WHI.T1]

Supporting question: What kinds of global connections existed among humans in the past?

1. Explain different ways in which societies interact across regions (e.g., trade; cultural, religious, linguistic, and technological exchange and diffusion; migration; exploration; diplomatic alliances; colonization and conquests).

2. Give examples of exchanges of ideas and goods among ancient complex societies to c. 500 CE. Clarification Statement: As a reminder of concepts studied in grades 6 and 7, teachers may choose to highlight topics such as the spread of agricultural practices, the adoption of religions, imperial conquests, or the first phase of trade along the Silk Roads among societies in Asia, Africa, and Europe.
3. Explain how interactions among societies are affected by geographical factors such as the location of bodies of water, mountains, and deserts, climate, the presence or scarcity of natural resources, and human factors such as population size and density, mortality rates, or migration patterns.
4. Demonstrate the ability to analyze primary sources, including texts, maps, diagrams, works of art and architecture.
5. Demonstrate the ability to construct graphic displays that convey information about interactions among and comparisons between societies.
 - a. different kinds of maps to show physical features, political boundaries and forms of interaction (e.g., trade routes, invasions, cultural diffusion)
 - b. timelines that show simultaneous relationships (e.g., the development of technologies or artistic styles in different parts of the world or the rise, interaction, and collapse of multiple kingdoms or empires)
 - c. charts or graphs to convey comparative information (e.g., size of population in different periods and places, value of goods traded between different locations)

Marco Polo, Isabella Bird, Ibn Battuta, and Hatshepsut units

Topic 2. Development and diffusion of religions and systems of belief c. 500 BCE–1200 CE **[WHI.T2]**

Supporting question: How did the development of religions and belief systems influence the political and cultural structures of the regions where they were produced?

1. Map how the Buddhist, Christian, and Islamic religions spread from their places of origin to other parts of Eurasia and Africa to c. 1400 CE, and explain some of the means by which religions spread (e.g., by official government decree, missionary work, pilgrimages, translations of texts, the diffusion of religious imagery and the construction of buildings such as temples, churches, cathedrals, monasteries, and mosques for religious purposes).
2. Describe the central tenets of Hinduism, Judaism, Buddhism, Confucianism, Christianity, and Islam; create a timeline that shows when and where each religion or belief system began.
3. Describe the historic commonalities among monotheistic religions (e.g., Zoroastrianism, Judaism, Christianity, Islam) and how they differed from polytheistic religions.
5. Locate on a map and analyze relationships between political power, religion, and cultural achievement in one empire that flourished between c.100 and 1000 CE.
 - a. the Kushan Empire (c. 1st–5th centuries) with its fusion of Greco-Roman and Buddhist culture and imagery in Gandharan sculpture; the Gupta Empire (c. 320–600 CE), uniting multiple kingdoms of North, Central, and Southeast India, religious tolerance for Hinduism, Buddhism and Jainism; highly developed Hindu and Buddhist sculpture and literature.
 - c. the Abbasid Caliphate in western Asia and North Africa (750–1258 CE) and the flourishing of Islamic arts, science, and learning

Ibn Battuta, Isabella Bird, and Hatshepsut units

Topic 3. Interactions of kingdoms and empires c. 1000–1500 [WHI.T3]

Supporting question: How did the interactions of kingdoms and empires in this time period influence political, economic, and social developments?

1. Explain the concepts of hereditary rule, kingdom, empire, feudal society, and dynasty and explain why these concepts are important in the analysis of political power and governments in different historical periods and in different places.
2. Map the geographical extent of one of the following kingdoms or empires; explain its central political, economic, cultural developments and its role in trade, diplomatic alliances, warfare, and exchanges with other parts of the world.

Marco Polo, Isabella Bird, and Ibn Battuta units

Kingdoms and empires based in Africa

- a. the West African empires of ancient Ghana (c. 700–1240 CE), Mali (c.1230–1670 CE), and Songhai (15th–17th centuries CE), the importance of Timbuktu as a center of trade and learning, the gold-salt and slave trade
- b. the East African Sub-Saharan kingdoms of Axum (c. 100–940 CE) and the Swahili city states (c. 8th–17th centuries CE)

Ibn Battuta unit

Kingdoms and empires based in Western, Central, and East Asia

- c. the Song Dynasty in China (960–1279 CE), the development of the concepts of the scholar official, landscape painting and calligraphy, and the merging of Buddhist, Taoist, and Confucian beliefs
- d. The Mongol Empire (1206–1368 CE), its role in the Silk Routes, the rule of Genghis Khan and Kublai Khan, contacts with Europeans, and the cultural achievements of the Yuan Dynasty (1221–1368) and early years of the Ming Dynasty (1368–1644) in China
- g. The early period of the Mughal Empire in India (1527–1857 CE) and its development as a major textile, shipbuilding, and firearms manufacturer and exporter and a major center of illustrated manuscripts

Marco Polo and Isabella Bird units

3. Describe the goods and commodities traded east, west, north and south along the Silk Roads connecting Europe, Africa and Asia, including horses, grain, wood, furs, timber, spices, silk, and other luxury goods.
4. Explain how travelers' accounts and maps contributed to knowledge about the world.
5. Explain the widespread practice in Europe, Africa, Asia and the Americas of enslaving captives of war and of buying and selling slaves from the 5th to the 18th centuries CE.
9. Explain the global consequences of diseases, focusing on the Bubonic plague and its spread through the Eurasian and African trade routes several times, in particular the severity of the impact of the disease on mortality rates in Europe, Africa, and Asia in the 15th century CE

Marco Polo and Ibn Battuta units

Topic 4. Philosophy, the arts, science and technology c. 1200 to 1700 [WHI.T4]

Supporting question: How did increasing global connectedness in the world lead to the developments in philosophy, arts and sciences in the early modern world?

1. Explain how classical learning survived into the medieval world.
 - a. the role of Islamic scholars in preserving Greek, Roman, and Arabic texts after the collapse of the Roman Empire and the role of Christian monasteries housing libraries and making manuscript copies of Christian and pagan texts
 - b. the development of Islamic and European universities from the 9th to the 13th centuries
2. Explain the global spread and consequences of Chinese inventions and technologies (e.g., gunpowder, the compass, printing, and papermaking).
3. Analyze the Agricultural Revolution (Arab or Green Revolution) in Africa, Europe, and Asia, including the diffusion of plants from Asia and Africa into medieval Spain and the construction of large-scale systems of irrigation (e.g., canals, windmills, and aqueducts).
4. Describe the importance to India's medieval economy of textile technologies (e.g., processes to improve the growing, processing, spinning, weaving, printing, and dyeing of cotton), and the importance of cotton cloth as an export to Africa and Europe.

Marco Polo, Ibn Battuta, and Isabella Bird units

High School

United States History II

Topic 1. The role of economics in modern United States history [USII.T1]

Scarcity and Economic Reasoning

Supporting Question: How do individuals and corporations make choices about saving or spending?

1. Describe how resources for the production of goods are limited, therefore people must make choices to gain some things and give up others.
2. Explain that the goals of economic policy may be to promote freedom, efficiency, equity, security, growth, price stability, and full employment and that different economic systems place greater emphasis on some goals over others.

Marco Polo (world trade extension lessons)

Supply and Demand

Supporting Question: What factors affect the prices of goods and services?

3. Define supply and demand and explain the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.
 - a. the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure

- b. factors that cause changes in market supply and demand and how these changes influence the price and quantity of goods and services
- c. how financial markets, such as the stock market, channel funds from savers to investors and the function of investment in the economy

Marco Polo (world trade extension lessons)

Topic 4: Defending democracy: the Cold War and civil rights at home [USII.T4]

Supporting Question: How did the U.S. government respond to challenges to freedom at home during the Cold War?

8. Using primary and secondary sources, analyze the causes and course of one of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation.

- f. the movement to protect the rights, self-determination, and sovereignty of Native Peoples (e.g. the Indian Civil Rights Act of 1968, the American Indian movement, the Wounded Knee Incident at the Pine Ridge Reservation in South Dakota in 1973, the Indian Self Determination and Education Assistance Act of 1975, and the efforts of Native Peoples' groups to preserve Native cultures, gain federal or state recognition and raise awareness of Native American history.)

Inuit and Henson units

High School

World History II

Topic 2. The Agricultural and Industrial Revolutions in Europe and social and political reactions in Europe [WHII.T2]

Supporting Question: In what ways did the Agricultural and Industrial Revolutions bring improvements as well as new challenges in Europe and the United States?

1. Analyze the economic, political, social, and technological factors that led to the Agricultural and Industrial Revolutions.

- e. the expanding markets for manufactured goods in the Americas and Africa, and the decision of China to withdraw from Indian Ocean trade, opening the way for the British East India Company and similar trading companies of other European nations to trade in Southeast Asia

Isabella Bird unit

Topic 3. The global effects of 19th century imperialism [WHII.T3]

Supporting Question: What factors led to European imperial ambitions?

3. Analyze the impact of Western imperialism in Asia, Africa, and Latin America.

Clarification Statement: In addressing Standard 18, students should gain an overall view of what modern imperialism was and be able to relate that to their knowledge of earlier empires from World History I.

India

- a. the economic and political relationship between India and Britain
- b. the role of the British East India Company in India
- c. development of new railway infrastructure in India
- d. the Indian Rebellion of 1857

Isabella Bird unit

Africa

- a. the impact of European direct and indirect control of the existing political structure of African countries
- b. the exploitation of African people for European economic gain in a variety of industries
- c. agricultural changes and new patterns of employment

Ibn Battuta unit

4. Analyze the cultural impact of colonial encounters and trade on people in Western nations, drawing on examples such as
 - a. Asian furniture, porcelain, and cloth made for export
 - b. the introduction of new foods into Europe and the United States
 - c. emerging academic fields of archaeology and cultural anthropology
 - d. collections of art and artifacts from around the world exhibited in international expositions and museums

Marco Polo and Ibn Battuta units

Topic 6. The era of globalization 1991–present [WHI.T6]

Supporting Question: What are the factors that brought about globalization in the 21st century?

1. Analyze reasons for globalization – an international network of economic systems—and explain its consequences for workers in highly developed and less developed countries.
4. Analyze the rise in political and economic power of China and its increasingly critical role in global affairs (e.g., North Korea, the World Trade Organization).
5. Evaluate the impact of international efforts to address global issues.
 - a. environmental efforts to slow climate change, preserve wildlife habitat, and increase agricultural production
 - b. humanitarian efforts to slow the spread of the Acquired Immunodeficiency Syndrome (AIDS), lower rates of disease and childhood mortality, provide solutions to recurring refugee crises, increase the availability of education for girls and women, and develop local rural economies

Marco Polo (world trade extension lesson), Inuit, Hatshepsut (Egypt’s environmental issues extension lesson), and Ibn Battuta units (nomadic culture, cultural artifacts appropriation, and African environmental issues extension lessons)

High School

Economics Content Standards [ECON]

Topic 2. Supply and Demand [T2]

Supporting Question: What factors affect the prices of goods and services?

1. Define supply and demand.
2. Describe the role of buyers and sellers in determining the equilibrium price.
3. Describe how prices send signals to buyers and sellers.
4. Recognize that consumers ultimately determine what is produced in a market economy (consumer sovereignty).
5. Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.
6. Demonstrate how supply and demand determine equilibrium price and quantity in the product, resource, and financial markets.
7. Identify factors that cause changes in market supply and demand.
8. Demonstrate how changes in supply and demand influence equilibrium price and quantity in the product, resource, and financial markets.
9. Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses.
10. Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as price changes.
11. Explain how financial markets, such as the stock market, channel funds from savers to investors.

Marco Polo world trade Extension lessons

Topic 7. Trade [T7]

Supporting Question: Why are the costs and benefits of trade agreements among nations?

1. Explain the benefits of trade among individuals, regions, and countries.
2. Define and distinguish between absolute and comparative advantage and explain how most trade occurs because of a comparative advantage in the production of a particular good or service.
3. Define trade barriers, such as quotas and tariffs.
4. Explain why countries sometimes erect barriers to trade.
5. Explain the difference between balance of trade and balance of payments.
6. Compare and contrast labor productivity trends in the United States and other developed countries.
7. Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries.
8. Evaluate the arguments for and against free trade.

Marco Polo world trade Extension lessons

Grades 9–10 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H]

Grades 9–10 Writing Standards for Literacy in the Content Areas: History and Social Science [RCA-H]

Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

Grades 11–12 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H]

Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]

Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

In the Footsteps of History's lesson plans are based on inquiry, steeped in student-centered prompts and question formation, encouraging students to look at multiple points of view when exploring historical events. Varied primary and secondary sources are used and their validity and biases questioned. *In the Footsteps* lessons provide a variety of reading material, from short descriptions of artifacts to scaffolded sections of information and documents.

Charts, graphs, and timelines are open to student interpretation. Choices must be made after reading and evaluating the consequences in gaming situations. The units are filled with visuals and discussions of artifacts. Debates, research/reports, and class discussions are integral to the program.

All lessons ask students to use supporting evidence to back up claims, arguments, and research theses. Developing critical thinking skills is the main objective. In addition, presentation skills are honed and assessed.