

World History and Geography: Ancient World

Grade 7

ERA I: EARLY HUMANKIND AND THE DEVELOPMENT OF HUMAN SOCIETIES

- 7.1.** Students describe current understanding of the origins of modern humans from the Paleolithic Age to the agricultural revolution.
1. Trace the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life. (G)
 2. Locate human communities that populated the major regions of the world, and identify how humans adapted to a variety of environments. (G)
 3. Explain the evidence supporting hominid origin in East Africa. (G)
 4. Articulate the theoretical basis for modern human evolution that led to migration out of Africa, first to Europe and Asia, and later to the Americas and Australia. (G)
 5. Describe the characteristics of hunter-gatherer societies of the Paleolithic Age (e.g., use of tools and fire, hunting weapons, and typical division of labor by gender). (S, E)
- 7.2.** Describe how the development of agriculture related to village settlement, population growth, and the emergence of civilization (e.g., prehistoric art of the cave of Lascaux, the megalithic ruin of Stonehenge, and the Stone City of Great Zimbabwe). (G)

ERA II: EARLY RIVER CIVILIZATIONS TO 1000 B.C./B.C.E.

- 7.3.** Students analyze the geographic, political, religious, social, and economic structures of Mesopotamia, Egypt, and Kush.
1. Locate and describe the major river systems and the physical settings that supported permanent settlement and early civilizations. (G)
 2. Trace the development of agricultural techniques (e.g., plant cultivation, domestication of animals) that permitted the production of economic surplus and the emergence of cities as centers of culture and power. (G, E)
 3. Identify the location of the Kush civilization and its political, commercial, and cultural relations with Egypt. (G, P, E)
 4. Understand the significance of Hammurabi's Code and the basic principle of justice contained within the code. (P)
 5. Describe the relationship between religion (polytheism) and the social and political order in Mesopotamia and Egypt. (P, R, S)
 6. Understand the significance of Egyptian rulers Amenemhat, Queen Hatshepsut, and Ramses the Great. (P)
 7. Understand the contribution of Egyptian intellectual thought, including the moral teachings of Ptahotep (the Wisdom Texts), contributions in mathematics (Rhind Mathematical Papyrus), and religion (Pyramid texts). (I, R)
 8. Explain the relationship of pharaohs to peasants as a primary form of labor in Egypt. (S, E)
 9. Describe the main features of Egyptian art and monumental architecture, particularly sculptures, such as the Pyramids and Sphinx at Giza. (S, I)
 10. Trace the evolution of language, its written forms (for record keeping, tax collection, and more permanent preservation of ideas), and the invention of papyrus in the early river civilizations. (S, E, I)
 11. Describe the role of Egyptian trade in the eastern Mediterranean and Nile Valley. (E)
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ERA II: EARLY RIVER CIVILIZATIONS TO 1000 B.C./B.C.E. *(continued)*

- 7.4.** Students analyze the geographic, political, religious, social, and economic structures of the Indus Valley Civilization.
1. Locate the early civilization of the Indus Valley. (G)
 2. Identify the origins of Indus or Harappan civilization in the Indus Valley, and describe how the major river system and the physical setting supported the rise of the civilization. (G)
 3. Describe the Vedic hymns and the beginnings of what would later become Hinduism. (R)
 4. Describe the development of Sanskrit literature and its relationship to the development of the caste system. (R, I, S)
 5. Identify the causes of the decline and collapse of this civilization (the first successive waves of Aryans invade portions of the subcontinent). (G, P, M)
- 7.5.** Students analyze the geographic, political, religious, social, and economic structures in Northern China.
1. Identify the location of the early Chinese agrarian societies that emerged. (G)
 2. Describe the importance of the fertile valleys of the Huang He River to the location of early Chinese agricultural societies. (G)
 3. Identify the uses and significance of bronze-making technology. (I, E)
 4. Describe the government in the Shang Dynasty, the development of social hierarchy and religious institutions, and Zhou political expansion. (P, S, R)
 5. Describe the development of a writing system based on ideographs of characters that symbolize conceptual ideas. (I)
- 7.6.** Discuss the origins and characteristics of the Olmecs, the Mother Culture of Mesoamerica.
1. Describe the Olmecs' highly developed agricultural system. (G, E)
 2. Explain its complex society that is governed by kings and priests with impressive ceremonial centers and artworks. (P, I)
 3. Describe the creation of syllabic and hieroglyphic writing systems and an accurate calendar. (I)
 4. Explain the religious traditions, including the worship of gods, goddesses, and Shamanistic rituals. (R)
 5. Describe characteristics of the Olmec architecture, sculpture, and stone carvings, such as the colossal heads. (I)
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 (S) = social impact of events
 (M) = military action
 (I) = intellectual thought

Grade 7

ERA III: ANCIENT AND CLASSICAL CIVILIZATIONS TO 700 C.E.

7.7. Students analyze the geographic, political, religious, social, and economic structures of the Ancient Hebrews.

1. Identify the location of ancient Israel. (G)
2. Describe the settlements and movements of Hebrew peoples, including the exodus and their movement to and from Egypt, and the significance of the exodus to the Jewish and other peoples. (G)
3. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God; emphasis on individual worth; personal responsibility; the rule of law; observance of law; and practice of the concepts of righteousness and justice; and importance of study. (P, R)
4. Describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization. (P, S)
5. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity. (R)
6. Explain how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second temple in A.D. 70. (G, R)

7.8. Students analyze the geographic, political, religious, social, and economic structures of the early civilization of Ancient Greece.

1. Identify the location of Ancient Greece. (G)
 2. Describe the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. (G, E)
 3. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration). (P)
 4. Explain the democratic political concepts developed in ancient Greece (i.e., the polis, or city-state; civic participation and voting rights; legislative bodies; constitution writing; and rule of law). (P)
 5. State the key differences between Athenian, or direct democracy, and representative democracy. (P)
 6. Outline the founding, expansion, and political organization of the Persian Empire. (G, P)
 7. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*. (S, I)
 8. Compare and contrast life in Athens to Sparta, with emphasis on the daily life of women and children, the games and sports of the Olympiad, the education of youths, the trial of Socrates, and their roles in the Persian and Peloponnesian wars. (S, M)
 9. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt. (P, S)
 10. Identify key Greek figures in the arts and sciences (e.g., Hypatia, Hippocrates, Homer, Socrates, Sophocles, Plato, Pythagoras, Aristotle, Euclid, Euripedes, and Thucydides). (I)
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ERA III: ANCIENT AND CLASSICAL CIVILIZATIONS TO 700 C.E. *(continued)*

- 7.9.** Students analyze the geographic, political, religious, social, and economic structures during the development of Rome.
1. Locate and describe the major river system and the physical setting that supported the rise of this civilization and the expansion of its political power in the Mediterranean region and beyond through the use of currency and trade routes. (G, E)
 2. Describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero. (P)
 3. Explain the government of the Roman Republic and its significance (e.g., written constitution, separation of powers, rule of law, representative government, the notion of civic duty, and checks and balances) and why it was inadequate to administer Roman affairs by the end of the second century B.C. (B.C.E.). (P)
 4. Describe the influence of Julius Caesar and Augustus in Rome's transition from republic to empire. (P)
 5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem. (G, P)
 6. Explain the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, Resurrection, and Salvation). (R)
 7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories. (G, R)
 8. Describe the legacies of Roman art and architecture, technology and science (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation), literature and poetry, language, and law. (I)
 9. Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. (I)
 10. Describe how inner forces (including the rise of autonomous military powers, political corruption, unemployment, and economic and political instability) and external forces (shrinking trade, external attacks, and barbarian invasions) led to the disintegration of the Roman Empire. (P, E)

(continued)

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ERA III: ANCIENT AND CLASSICAL CIVILIZATIONS TO 700 C.E. *(continued)*

7.10. Explain the religious and cultural developments on the Indian Subcontinent during the Gangetic states and the Mauryan Dynasty.

1. Identify the major beliefs and practices of Brahmanism and how they evolved into early Hinduism. (G)
2. Explain the growth of the Mauryan Empire in the context of rivalries among Indian states. (G, P)
3. Describe the story and teachings of the Buddha.
4. Describe the achievements of the emperor Ashoka and his contribution to the expansion of Buddhism in the Indian subcontinent. (G, P, R)
5. Describe the growth of trade and commerce in the ancient civilization. (G, E)

7.11. Summarize the development of Chinese cultural, economic, political, and social institutions and China's influence on other developing civilizations.

1. Explain China's reunification under the Qin Dynasty after the disunification of the warring states period. (P, M)
 2. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state, internal political stability, and its influence outside of China. (P)
 3. Understand the life of Confucius; the fundamental teachings of Confucianism, Daoism, and Legalism; and how Confucius sought to solve the political and cultural problems prevalent in the time. (R, S, I)
 4. Explain the adoption of Buddhism and its diffusion northward to China during the Han Dynasty. (G, R)
 5. Describe the foreign trade through the Silk Roads and the sea. (G, E)
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Grades 6 through 8**Historical and Social Sciences Analysis Skills**

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades 6 through 8. They are to be assessed *only in conjunction with* the content standards in grades 6 through 8. *In addition to the standards for grades 6 through 8, students demonstrate the following intellectual reasoning, reflection, and research skills:*

CHRONOLOGY AND HISTORICAL INTERPRETATION

1. Students explain how major events are related to one another in time.
 2. Students construct various time lines of key events, people, and periods of the historical era they are studying.
 3. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
 4. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the short-term causes or sparks from long-term causes.
 5. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
 6. Students recognize the role of chance, oversight, and error in history.
 7. Students recognize that interpretations of history are subject to change as new information is uncovered.
 8. Students interpret basic indicators of economic performance, and they conduct cost-benefit analyses of economic and political issues.
 9. Students frame questions that can be answered by historical study and research.
 10. Students distinguish fact from opinion in historical narratives and stories. They know facts are true statements because they are supported by reliable evidence and can cease to be facts if new evidence renders previous evidence wrong or unreliable.
 11. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
 12. Students assess the credibility of primary and secondary sources, draw sound conclusions from them, and cite sources appropriately.
 13. Students assess the credibility and reliability of Internet sources.
 14. 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, and author's perspectives).
 15. Students know the distinction between sound generalizations and misleading oversimplifications and stereotypes, such as the attribution of individual perspectives on historical events to entire demographic groups.
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Grades 6 through 8

GEOGRAPHIC SKILLS

1. Students explain Earth's grid system and are able to locate places using degrees of latitude and longitude.
 2. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries. Students interpret historical maps and charts.
 3. Students create maps that show the growth and decline of empires.
 4. Students categorize characteristics of places in terms of whether they are physical (natural) or cultural (human). Know and apply the sub-categories of physical and cultural characteristics when describing any given place.
 5. Students explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems. Identify spatial patterns in the movement of people, goods, and ideas throughout history.
 6. Students study current events to identify the characteristics, distribution, and complexity of earth's cultural mosaics.
 7. Students assess how people's changing perceptions of geographic features have led to changes in human societies. They study current events to describe how people's experiences of diverse cultures and places influences their perceptions and viewpoints.
 8. Students identify and explain the process of conflict and cooperation (political, economic, religious, etc.) among people in the contemporary world at local, national, regional, and international scales.
 9. Students explain the effects of interactions between humans and natural systems, including how humans depend on natural resources and adapt to and affect the natural environment.
 10. Students apply the concept of region and their patterns of change to the study of the natural and human characteristics of places.
 11. Students use geographic knowledge and skills to analyze historical and contemporary issues.
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