

HIGH SCHOOL – WORLD HISTORY I: ANCIENT TO MEDIEVAL

This is a survey course of the history of the world from the rise of civilization to the Middle Ages. Students will build upon what they learned in middle school to better understand the complexities and diversity of early civilizations, their interactions, and the bases for modern cultures and governments.

Topics of Inquiry, Compelling Questions, and Standards

Inquiry Topic 1: The Rise of Civilization

Compelling Question: What makes a civilization successful?

SSHS.WHI.1.1: Characteristics of a civilization

SSHS.WHI.1.2: Early river valley civilizations

SSHS.WHI.1.3: Social and political structures of ancient Mesopotamian civilizations

SSHS.WHI.1.4: Social and political structures of ancient Egypt

Inquiry Topic 2: Ancient India and China

Compelling Question: To what extent do early advancements and technology impact the modern world?

SSHS.WHI.2.1: Geography of ancient India

SSHS.WHI.2.2: Social and political structures of ancient India

SSHS.WHI.2.3: Major empires and achievements of ancient India

SSHS.WHI.2.4: Geography of ancient China

SSHS.WHI.2.5: Social and political structures of ancient China

SSHS.WHI.2.6: Role and influence of religion and philosophy in ancient China

SSHS.WHI.2.7: Major dynasties and their achievements in ancient China

Inquiry Topic 3: Ancient Greece and Rome

Compelling Question: What leads to the rise and downfall of civilizations?

SSHS.WHI.3.1: Geography and its role in Greek civilization

SSHS.WHI.3.2: Social and political structures of Greek city-states

SSHS.WHI.3.3: Developments and expansion of ancient Greece

SSHS.WHI.3.4: Geography of ancient Rome

SSHS.WHI.3.5: Social and political structures of ancient Rome and Roman expansion

SSHS.WHI.3.6: Spread of Judaism and emergence of Christianity

SSHS.WHI.3.7: Causes of the Roman Empire's decline

Inquiry Topic 4: The Emergence of the Islamic Empire

Compelling Question: How do civilizations gain, maintain, and lose power?

SSHS.WHI.4.1: Development of Islam and the role of Muhammad

SSHS.WHI.4.2: Expansion of the Islamic Empire

SSHS.WHI.4.3: Structure of Islamic government and society

SSHS.WHI.4.4: The Shia and Sunni split and its political consequences

SSHS.WHI.4.5: Achievements of the Islamic Golden Age

Inquiry Topic 5: Ancient Sub-Saharan African Kingdoms

Compelling Question: To what extent does trade impact civilizations?

SSHS.WHI.5.1: Climates and environments of sub-Saharan Africa

SSHS.WHI.5.2: The development and structure of African kingdoms

SSHS.WHI.5.3: Achievements of Mansa Musa and the Kingdom of Mali

SSHS.WHI.5.4: The spread of Islam into Africa

Inquiry Topic 6: The Early Americas

Compelling Question: What contributes to the development of culturally diverse civilizations?

SSHS.WHI.6.1: Peoples of North America

SSHS.WHI.6.2: The development of Mesoamerican civilizations

SSHS.WHI.6.3: Characteristics of the Caral-Supe civilization

SSHS.WHI.6.4: Empires of ancient Mesoamerica and their achievements

Inquiry Topic 7: Medieval Central and Western Asia

Compelling Question: To what extent can the interconnectedness of civilizations impact a society?

SSHS.WHI.7.1: Geography of Central and Western Asia

SSHS.WHI.7.2: Central and Western Asian Empires

SSHS.WHI.7.3: The influence of cultural diffusion on the Tang Dynasty

SSHS.WHI.7.4: Developments and effects of the Silk Road

Inquiry Topic 8: Medieval Western Europe

Compelling Question: How do different economic, social, and political structures impact relationships between civilizations?

SSHS.WHI.8.1: Continual expansion of Christianity after the fall of Rome

SSHS.WHI.8.2: European Middle Ages to the Renaissance

Standards Tables

Inquiry Topic 1: The Rise of Civilization

Compelling Question: What makes a civilization successful?

SSHS.WHI.1.1 Characteristics of a civilization Analyze the development and characteristics of early civilizations	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
					X	X						X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are the characteristics of a civilization? • What makes a civilization “advanced?” • What are the earliest examples of civilizations? • How do we know about the past? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain developments in life and culture. (e.g., Hunter-Gatherer, Nomadic, permanent civilization) Analyze the cultural characteristics of civilization (e.g., government, language, religion, art, architecture, social structure, job specialization, major cities) Analyze the different ways we know about the past (e.g., archaeology, written and historical records, oral traditions, cultural mythologies, documentation by explorers and travelers, ethnologies), and argue the importance of understanding associated biases 											

SSHS.WHI.1.2 Early river valley civilizations Argue the influences geography and changes in life and culture had on the development and advancement of early river valley civilizations	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X		X		X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> • Where did the first complex civilizations develop? • How and why did geographic characteristics contribute to the development of early river valley civilizations? • What were the characteristics of the Neolithic Revolution 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the location of early civilizations along river valleys (e.g., Mesopotamia, Old Kingdom Egypt, Indus Valley, Yellow and Yangtze River basin), and analyze the relationships of and interactions between civilizations and their environment to meet their needs Explain the use of advanced farming techniques (e.g., irrigation, the domestication of animals) Analyze characteristics of the Neolithic Revolution (e.g., food surplus, specialized jobs, systems of government, religion, art, technology), and argue how these advances impacted the further development of river valley civilizations 											

<p>SSHS.WHI.1.3 Social and political structures of ancient Mesopotamian civilizations</p> <p>Argue the impacts of the social, political, and economic characteristics that developed in civilizations in early Mesopotamia and the achievements that came from those developments</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X	X	X		X		X	X
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> ● What social and political characteristics made ancient Mesopotamia civilizations advanced? ● What contributed to the success of the Mesopotamian empire? ● What achievements emerged in the Mesopotamian region during this era? ● How and why did religion develop in Mesopotamian societies? ● How did other nearby societies contribute to the advancement of civilizations? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> a. Identify the location of Mesopotamian civilizations (e.g., Sumerian, Akkadian, Babylonian, Hittite, Assyrian, Chaldean), and argue the impact geography and environment had on those societies b. Analyze the distinction between social classes within Mesopotamian and Babylonian societies, and argue how different groups of people were impacted by the social classes c. Analyze the creation of governments and laws (e.g., Code of Hammurabi, Code of Ur-Nammu), and argue their influences socially, economically, and politically d. Explain the development of advanced art and inventions (e.g., metalworking, architecture, the wheel, Babylonian mathematics) e. Explain the development and role of religion within Mesopotamian societies f. Identify the locations, and explain the chronological timeline of the creation and spread of Judaism, including the role of the Hebrews g. Identify the location of nearby ancient civilizations of the Fertile Crescent, and explain their contributions to the development of civilization and the ways they interacted with each other (e.g., Phoenician alphabet) 											

SSHS.WHI.1.4 Social and political structures of ancient Egypt Argue the impacts of the social, political, and economic characteristics that developed in the Egyptian civilization and the achievements that came from those developments	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X	X	X		X		X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What social and political characteristics made ancient Egypt an advanced civilization? ● How did ancient Egypt's class system impact the social and political developments of society? ● What contributed to the success of the Egyptian empire? ● What achievements emerged from the Egyptian empire? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the location of Egyptian civilizations, and argue the impact of the geography on that society b. Analyze the distinctions between social classes within Egyptian society, and argue who benefited from those distinctions c. Analyze the Egyptian government by divine kingship, and argue the social, political, and economic influences on society d. Explain the development and role of religion within Egyptian society e. Analyze the impact of language development through hieroglyphics f. Explain the development of advanced art and trade routes (e.g., the Egyptian Pyramids, trade throughout the Fertile Crescent) 											

Inquiry Topic 2: Ancient India and China

Compelling Question: To what extent do early advancements and technology impact the modern world?

SSHS.WHI.2.1 Geography of ancient India Argue the influences geography and resources had on the development and advancements in early Indian civilizations	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X	X	X	X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What geographic regions did classical Indian civilizations develop in and why? • How did geography influence the development of Indian civilizations? • How does settlement in river valleys influence the development of advanced technology and ideas? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the location and geographic features of India Argue the impact of geographic features on the development of culture and economy, including the early river valley civilizations in the Indus Valley Analyze the impact of geographic features on the expansion and limitations of Indian civilizations Analyze the relationships between the needs of a society and the availability of resources, and argue the influence on the development of new technology (e.g., complex irrigation systems, tracking and utilization of natural weather occurrences like flooding) Explain the development of job specialization and trading 											

SSHS.WHI.2.2 Social and political structures of ancient India Argue the role religion had on cultural and political developments in ancient India	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X		X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> How did ancient India’s caste system impact the social and political developments of society? What are the major beliefs and values of Hinduism? How did Hinduism impact social values in the Indus Valley civilizations? What led to the development of Buddhism? What are the similarities and differences of Hinduism and Buddhism? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the relationships between caste groups (e.g., Brahmin, Kshatriyas, Vaishyas, Sudras), and argue the impact on society and who benefited Analyze the individual jobs, wealth, and access to resources based on caste distinction Analyze the development of social standards through Hindu beliefs (e.g., Samsara, Karma, Dharma) Argue the impact Hinduism had on the maintenance of the rigidity of the caste system Argue the impact Hinduism had on the development of city-states and empires Analyze the development of Buddhism and the Eightfold path Analyze the similarities and differences between the practices and ideas of Hinduism and Buddhism (e.g., perspectives on god, morality, human nature) 											

SSHS.WHI.2.3 Major empires and achievements of ancient India Argue the impact of technological achievements during the Gupta Golden Age on political, social, and economic developments in ancient India and on modern history	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X		X		X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What were the historical circumstances of the Gupta Golden Age? • To what extent do technological advancements from the Gupta Golden age impact modern history? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze military, social, and economic developments during the Gupta Golden Age Analyze the development of advanced technology (e.g., sewer and drainage systems, wind catchers, roadways, infrastructure), and argue how they impacted the way civilizations survived and expanded and the importance of this technology on modern life Explain ways that the availability of resources encouraged trade and cultural diffusion Explain the ways innovations such as currency and taxes led to a more stable economic structure 											

SSHS.WHI.2.4 Geography of ancient China Argue the influences geography and resources had on the development and advancements of early civilizations in China	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X	X	X	X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What geographic regions did classical Chinese civilizations develop in and why? • How did geography influence the development of Chinese civilizations? • How did settlement in river valleys influence the development of advanced technology and ideas? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the location and geographic features of China Argue the impact of geographic features on the development of culture and economy, including the early river valley civilizations Analyze the impact of geographic features on the expansion and limitations of Chinese civilizations Analyze the impact of the relationships between the needs of a society and the availability of resources, and argue the influence on the development of new technology (e.g., complex irrigation systems like the dragon backbone pump) Explain the development of job specialization and trading 											

SSHS.WHI.2.5 Social and political structures of ancient China Argue the impact that Confucianism had on the development and structure of Chinese government	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X			X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • How was ancient Chinese government structured? • How did the structure of ancient Chinese government impact the people it ruled? • How did ancient China’s class system impact the social and political developments of society? • How did Confucianism affect the structure of government in Ancient China? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the impact the concept of dynasties and the Mandate of Heaven had on the structure of government Analyze the development of civil service programs and how it allowed for a variety of individuals to hold office in government, and argue who benefited Explain the political focus on the military during the dynasties, and argue its influence on the development of warfare defense tactics and technology Analyze the influence of Confucianism on understanding the government's role in society, and argue who benefited Analyze the impact of the relationships between social classes, and argue who benefited 											

<p>SSHS.WHI.2.6 Role and influence of religion and philosophy in ancient China</p> <p>Argue how the shift of religious and philosophical beliefs and practices in ancient China influenced its social and political structure</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X		X	X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> ● What are the major beliefs and practices of Taoism (Daoism)? ● How did Taoism influence ancient Chinese culture? ● How and why did Buddhism take shape in China? ● What are the major beliefs and values of Confucianism? ● How did Confucianism influence ancient Chinese socially and politically? ● How did Legalism impact other beliefs and philosophies? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> a. Analyze the beliefs and practices associated Taoism, Confucianism, and the ways Buddhism in China differed from original Buddhist teachings b. Analyze the shift in cultural beliefs, and argue how that encouraged social unity c. Argue influences of religious and philosophical beliefs on government structure and practices d. Explain the intersectional relationships between religious, philosophical, and social values developed through Confucianism and Taoism e. Analyze legalism, and argue its impact on other philosophies such as Confucianism and Chinese society as a whole 											

<p>SSHS.WHI.2.7 Major dynasties and their achievements in ancient China</p> <p>Argue the social, political, and economic influences that the ancient Chinese dynasties had on the achievements and advancements of modern history</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X				X	X	X
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> ● To what extent could the Han Dynasty be considered a Golden Age? ● How have the achievements of the Han dynasty influenced history? ● Who benefited from the advancements made from the Golden Ages? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Explain the characteristics of a Golden Age (e.g., innovations in art, science, technology, a time of prosperity and achievements) Explain the inventions from the Han Dynasty (e.g., medicine, paper, compass), and argue their influence on the development of Chinese culture and their lasting impacts throughout history Argue the impact of trade on the expansion of empires, and development of a stable economy (e.g., Silk Road, Tea Horse Road) Identify the other dynasties (e.g., Qin, Jin, Sui, Tang) that contributed to the advancements and developments of civilization, and argue the impacts of those contributions 											

Inquiry Topic 3: Ancient Greece and Rome

Compelling Question: What leads to the rise and downfall of civilizations?

<p>SSHS.WHI.3.1 Geography and its role in Greek civilization Argue the influences geography and resources had on the development and advancements of early Greek civilizations</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X	X	X	X	X	
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What geographic characteristics contributed to the development of ancient Greek civilizations? • How did geographic features help and hinder the development of Greek city-states? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify the locations of the Greek civilizations and geographic features Argue the impact of geographic features on the economic and political development of Greek civilizations Explain the relationship between geographic location near major water sources and trade and expansion Argue the impact that geographic features (e.g., rocky soil, mountains, islands) had on agriculture and the development of a trade economy and isolated city-states 											

SSHSWHI.3.2 Social and political structures of Greek city-states Argue the impacts the development of different social and political structures among Greek city states had on societies	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X							
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What political differences are seen between major Greek city-states? • What social differences are seen between major Greek city-states? • How did class systems within Greece’s city-states impact the social and political developments of society? • How can cultural and political differences lead to conflict? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the differences between the political structure of Athens and Sparta Analyze the social differences among Greek city-states, and argue who benefited Analyze the similarities and differences between the role and involvement of women in Greek city-states Analyze the relationship between leadership and cultural structures and well-functioning and advanced societies Analyze the relationships between social classes and the differences among city-states (e.g., male citizens, laborers, women, children, enslaved), and argue who benefited Argue the impact of expanding empires and differing social and political ideas on conflict and shifting power (e.g., Trojan War, Persian War, Peloponnesian War) 											

SSHS.WHI.3.3 Developments and expansion of ancient Greece Argue the impacts major social and technological innovations of ancient Greece had throughout history	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● To what extent can Greek developments be considered a Golden Age? ● What lasting impacts did the Greek developments have throughout history? ● Who was Alexander the Great and how did he influence civilizations politically, economically, and socially? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze major developments in art, literature, and philosophy, and argue their lasting impacts throughout history b. Analyze major developments in mathematics, medicine, and architecture, and argue their lasting impacts c. Identify the location, and explain the characteristics of the Persian Empire d. Argue the impact Alexander the Great had on political, economic, and social elements of Macedonia and surrounding areas 											

SSHS.WHI.3.4 Geography of ancient Rome Argue the influences geography and resources had on the social, political, and economic developments of ancient Roman civilizations	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X	X	X		
Guiding Questions for Instruction: <ul style="list-style-type: none"> • How and why did Rome develop and expand in specific geographic regions? • What were the geographic characteristics of the early Roman Republic and the Roman Empire? • How did geography encourage unity within the Roman Empire? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the locations of the Roman Empire and its geological features Analyze the implications of Rome’s development along coastlines and flat, accessible land Identify the geographic differences between Rome and Greece Argue the influences of geographic characteristics on political, social, and economic developments of ancient Rome, and analyze the relationships between those developments 											

SSHS.WHI.3.5 Social and political structures of ancient Rome and Roman expansion Argue the impacts the social and political characteristics of the Roman Empire had on groups and individuals	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X			X		X				
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What contributed to the rise of the Roman Empire? ● What was the social structure of Roman empires, and who benefited from these structures? ● What role did government fulfill in the rise of the Roman Empire, and who could participate? ● How is early Roman government considered a democratic republic? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Argue the influence trade had on cultural diffusion and the development of Roman culture b. Analyze the relationships between social classes, and argue the impact on society and who benefited c. Argue the impact of democratic government and rule of law on the structure of political power d. Argue the impact of citizen participation in a representative government e. Analyze the relationship between expanded power and the development of belief systems and systems of law and government, and argue who benefited from that relationship f. Argue the impact a strong military had on the expansion of empires (e.g., Punic wars) and who benefited 											

SSHS.WHI.3.6 Spread of Judaism and emergence of Christianity Argue the Roman Empire’s influence on the spread of Judaism and the development of the Christian religion	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X		X	X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● How and why did the Roman Empire influence the spread of Judaism? ● What is the geographic and historical context of the development of Christianity? ● What are the major beliefs and practices of Christianity? ● How did Christian ideas spread? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze how the Roman Empire influenced the spread of Judaism b. Analyze the influence of a historical figure on the development of a belief system within Roman territory c. Argue the impact of sacred texts on the establishment and continuation of beliefs and practices d. Analyze the relationship between Christian ideas and rules and social expectations within civilizations e. Analyze the nature, and argue the impact of cultural diffusion of religious practices 											

SSHS.WHI.3.7 Causes of the Roman Empire’s decline Argue the influence expansion had on the social, political, and economic stability of the Roman Empire, leading to its decline	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X		X						X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What contributed to the fall of the Roman Empire? ● What were the benefits and the costs of expansion and innovation? ● How did the Roman Empire continue after the Fall of Rome? ● Who was Constantine, and how did he impact the Roman Empire? ● How did the Eastern Roman Empire benefit from the achievements of the Western Roman Empire? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze economic disparities, and argue how it impacted trade and economic activity and who benefited b. Analyze the challenges of overexpansion and of governing a large empire and the influence of new religious ideas on old political and social power, and argue who benefited c. Argue the impact of expansion of an empire on cultural diffusion and economic success and its effects on political and social instability d. Identify the location, and explain the continuation of the Eastern Roman Empire (Byzantine Empire) after the fall of the Western Roman Empire e. Argue the impact of Constantine and Justinian’s rule on the Eastern Roman Empire f. Explain Eastern Roman use of Western Roman intellectual and technological achievements 											

Inquiry Topic 4: The Emergence of the Islamic Empire

Compelling Question: How do civilizations gain, maintain, and lose power?

<p>SSHS.WHI.4.1 Development of Islam and the role of Muhammad Argue the impact of the prophet Muhammed on the development and expansion of the religion of Islam and its practices</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X		X	X						
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What historical circumstances led to the development of Islam? • How did Islam establish beliefs, practices, and social order? • What were the important leaders and influences of Islam? • How did Muhammad influence the Islamic Empire? • What similarities and differences do Judaism, Islam, and Christianity have? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Analyze the expansion of Arab civilizations and the expansion of Islamic ideas Analyze the social responsibilities and expectations of Muslims established by the Five Pillars Analyze social and personal values and beliefs established by the holy books the Qur’an and Hadith Argue the impact the prophet Muhammad had on the development of Islamic beliefs and political structure Explain similarities and differences in the beliefs and practices of Judaism, Christianity, and Islam 											

SSHS.WHI.4.2 Expansion of the Islamic Empire Argue how geographic and political influences led the Islamic Empire to gain and maintain power	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X		X		X				
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● How did geography impact the development of the Islamic Empire? ● How did Arab military conquests impact the spread of Islam? ● How were Islamic empires able to gain power? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze the relationship between geographic features and the expansion of trade networks, and argue its influence on political power b. Analyze the relationship between religion and expansionist efforts c. Analyze the relationship between military campaigns, political and social changes, and the expansion of Islamic ideas, and argue who benefited d. Analyze the relationship between political and military leadership and law and order throughout the empires, and argue who benefited from that relationship 											

<p>SSHS.WHI.4.3 Structure of Islamic government and society</p> <p>Argue how the sources of power and structure within Islamic government impacted the Arab territories in Western Asia (Middle East), the Mediterranean, and northern Africa socially, economically, and politically</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X			X		X				X
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What are the characteristics of a caliphate government? • How did the Caliphate impact social and political structure within Arab territories, and who benefited? • How was the Islamic Empire able to consolidate and maintain power throughout its conquests? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify the characteristics of Caliphs (e.g., pious, courageous, knowledgeable, male), and explain their role in government Explain the relationship between standardized political practices (e.g., taxes, language, government structure) and centralized government Argue the impact the Islamic government had on conquered territories Analyze the social, political, and economic differences between Muslim and non-Muslim individuals' experiences 											

SSHS.WHI.4.4 The Shia and Sunni split and its political consequences Argue how the differences in perspectives that led to the Sunni/Shia split impacted the Islamic faith	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What circumstances led to the Sunni and Shia split? ● What were the immediate and lasting impacts of the Sunni and Shia split? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze the differences in perspectives on who was the successor to the prophet Muhammad (e.g., Shia, Sunni), and argue the impacts of those perspectives b. Identify conflicts and struggles for power caused by the Sunni/Shia divide c. Argue the impacts the differences of ideas had and continues to have on long-standing conflicts and divides in Western Asia (Middle East) 											

<p>SSHS.WHI.4.5 Achievements of the Islamic Golden Age Argue immediate and lasting cultural, intellectual, scientific, and technological impacts left by the Islamic Golden Age and what led to its eventual loss of power</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X	X		X			
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What technological advancements developed during different Caliphates of the Islamic Empire? • What is the historical context behind the Abbasid Caliphate? • Why is the Abbasid Caliphate considered an Islamic Golden Age? • How does the Islamic Golden Age compare to other Golden Ages? • What led to the downfall of the Islamic Empire? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Explain the relationship between architecture and Islamic rule Analyze the conditions of the Abbasid Caliphate and the Islamic Golden Age, and argue how that led to stability, prosperity, and innovations Explain the role the geographic position of the Abbasid Caliphate had in cultural diffusion and wealth Analyze the developments in science, education, innovations, and ideas, and argue who benefited from those developments Analyze the similarities and differences between the Islamic Golden Age and other Golden Ages (e.g., Tang, Song, Mongol) Analyze overexpansion and military defeats, and argue how they led to the loss of power within the Islamic Empire 											

Inquiry Topic 5: Ancient Sub-Saharan African Kingdoms

Compelling Question: To what extent does trade impact civilizations?

SSHS.WHI.5.1 Climates and environments of sub-Saharan Africa Argue how the geography of Sub-Saharan Africa impacted settlement, trade, and the diffusion of ideas and resources	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X	X	X	X		X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are the geographic features of sub-Saharan Africa, and what is their impact? ● How did geography impact the development of trade networks in sub-Saharan Africa? ● How did expansion of trade impact access to natural resources throughout Africa, Asia, and Europe? ● How did the Trans-Saharan trade routes connect civilizations? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the location and explain the geography of early African civilizations in the sub-Saharan region b. Analyze the movement of early African civilizations, and argue the how lack of resources and conflict led to migration and the subsequent diversity of settlement patterns and communities throughout Africa c. Argue the influences geography also had on migration d. Analyze the relationship between the need for resources and the development of expansive trade networks e. Argue how extensive trade networks led to the diffusion of ideas 											

SSHS.WHI.5.2 The development and structures of African kingdoms Argue how social, political, cultural, and economic developments of African kingdoms led to their prosperity and economic wealth	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
					X	X		X	X		X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What social structures and beliefs developed throughout West African kingdoms? • What ideas and achievements emerged throughout West African kingdoms? • What role did the Kingdom of Great Zimbabwe play in complex trade networks? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the relationships between transregional trade routes and the development of political states Identify the locations of African kingdoms, and explain their social and cultural characteristics and political structures Argue the influences complex language (e.g., Bantu languages), cultural diffusion, innovation, and resources had on the prosperity and wealth of Africa Analyze the spread of beliefs and religion throughout Africa, Asia, and Europe Analyze complex trade for resources (e.g., cattle, gold, copper) and technology throughout African kingdoms, and argue the impact of that trade on the economic success of Great Zimbabwe Analyze the development of architecture, art, and luxury items, and argue how their development was influenced by economic success 											

SSHS.WHI.5.3 Achievements of Mansa Musa and the Kingdom of Mali Argue the impact Mansa Musa and the Kingdom of Mali had on cultural, technological, and economic developments throughout Africa	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
					X	X	X		X	X		X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What historical circumstances led to the rise of the Kingdom of Mali? • What impact did Mansa Musa have on African kingdoms? • What is the significance of the economic prosperity under the rule of Mansa Musa? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the location of influential trading sites (e.g., Ghana, Timbuktu, Mali), and explain how those locations led to the development of economics and power Analyze the leadership of Mansa Musa, and argue what impacts his rulership had on African kingdoms Analyze the abundance of natural resources (e.g., salt, gold) in the area, and argue the impact they had on the spread of wealth and who benefited from that wealth Analyze the development of urban areas, infrastructure, and educational establishments, and argue who benefited from those developments 											

SSHS.WHI.5.4 The spread of Islam into Africa Argue the social and political effects the spread of Islam had on African kingdoms	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X		X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What circumstances led to the expansion of Islam into African kingdoms? • How did Islam impact African kingdoms? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Argue the influence cultural diffusion and trade had on the development of religious practices and beliefs Argue the influences Islam had on social and political life within African kingdoms Explain Traveler Ibn Battuta’s perspectives and insight into the development of trade and cultural diffusion 											

Inquiry Topic 6: The Early Americas

Compelling Question: What contributes to the development of culturally diverse civilizations?

<p>SSHS.WHI.6.1 Peoples of North America Argue how geography influenced the development of cultural diversity among early Indigenous groups throughout North America</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
					X	X	X	X	X	X		
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What historical and geographic circumstances led to the expansion of people into the Americas? • How did early peoples migrate to the Americas? • Where did civilizations develop in North America? • How did geography impact the development of culture in North American civilizations? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Identify early migration patterns into and throughout the Americas, and analyze the relationship between those migrations and global climate changes Explain ways people took advantage of geographic changes to migrate to the Americas Analyze the social, economic, and political structure of Indigenous civilizations, and argue how geography and resources influenced where people settled Analyze the cultural characteristics and differences of various groups located in different geographic regions of North America (e.g., Inuit, Haudenosaunee, Cherokee, Navajo, Nez Pierce, Sioux), and argue how their geographic location contributed to their cultural development and lifeways 											

SSHS.WHI.6.2 The development of Mesoamerican civilizations Argue how geography and resources influenced the development and rise of civilizations in Mesoamerica	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X		X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> Where did civilizations develop in early Mesoamerica? What geographic influences led to permanent settlements? What social, political, and economic characteristics distinguish the different time periods of Mesoamerican civilizations? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the locations of early Mesoamerican civilizations (e.g., Olmecs, Zapotecs, Toltecs), and argue the influences geography had on their development Analyze the relationships between resources, environment, and development of trade networks and permanent settlements Analyze the similarities and differences between the Preclassical (Formative), Classical, and Postclassical civilizations throughout Mesoamerica 											

<p>SSHS.WHI.6.3 Characteristics of the Caral-Supe civilization</p> <p>Argue how the social, political, and economic advancements of the Caral-Supe (Norte Chico) civilization influenced its development and those of later Mesoamerican civilizations</p>	Connections to the Rhode Island Anchor Standards										
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC
			X	X		X		X	X	X	
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> ● Where was the Caral-Supe civilization developed? ● What technological ideas and advancements emerged in Caral-Supe? ● How is the Caral-Supe civilization important to the understanding of Mesoamerican developments? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> a. Identify the location of Caral-Supe and its coastal and inland civilizations, and argue how geographic location lead to the development of this region b. Argue how the domestication of cotton impacted economic development c. Argue how the development of technology (e.g., irrigation, textiles) influenced economic growth d. Explain how the development of culture, social and political structure, and architecture in this region influenced later civilizations in Mesoamerica 										

SSHS.WHI.6.4 Empires of ancient Mesoamerica and their achievements Argue the impacts of the social, economic, and political developments of three Mesoamerican empires	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X	X	X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● Where did major civilizations in Mesoamerica emerge? ● What circumstances led to the development of Mesoamerican empires? ● How were the Mayan, Incan, and Aztec empires structured politically, socially, and economically? ● What technology and advancements emerged from these empires? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the location of Mayan, Incan, and Aztec empires, and explain the geographic features of those locations b. Analyze the similarities and differences in the social, political, and cultural characteristics of the Maya, Inca, and Aztec empires c. Identify the features of large cities and regions related to Mesoamerican empires d. Analyze the influence of advancements in agriculture, architecture, mathematics, language, time, and science on the development of complex and diverse civilizations, and argue who benefited from those advancements 											

Inquiry Topic 7: Medieval Central and Western Asia

Compelling Question: To what extent can the interconnectedness of civilizations impact a society?

SSHS.WHI.7.1 Geography of Central and Western Asia Argue the impacts of early Steppe empires on the civilizations within Central and Western Asia (Middle East)	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
									X	X		
Guiding Questions for Instruction: <ul style="list-style-type: none"> • Where did Central and Western Asian civilizations develop? • How did geography influence the culture and development of Central and Western Asian civilizations? • What is a steppe civilization, and how did it impact those living in the region? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the locations of Central and Western Asian (Middle Eastern) civilizations from the 16th-19th centuries Argue the influences geographic features had on the development of major Central and Western Asian (Middle Eastern) civilizations in terms of culture, economy, and political power Analyze the expansion of early Steppe empires in relation to chronological time and location, and argue how the expansion impacted the peoples already living in the region 											

SSHS.WHI.7.2 Central and Western Asian Empires Argue the impacts of the social, political, and economic and achievements of the two major empires of Asia, the Mongol and Ottoman empires	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X				X	X			X		X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● Where were Central and Western Asian (Middle Eastern) empires located? ● What geographic and historical circumstances influenced the development of major Asian empires? ● What social, political, and economic developments emerged in Asia? ● What were the cultural characteristics of Central and Western Asian empires? ● How did religion influence the development of culture in Asian empires? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the locations of the Mongol and Ottoman empires, and argue the influence geographic features had on production of goods and trade b. Analyze political, social, and economic developments of Asia, and argue who benefited from those developments c. Analyze the similarities and differences in social, political, and economic values across different Central and Western Asian (Middle Eastern) empires d. Analyze the differences in Asian civilizations due to their religious and philosophical developments and influences (e.g., Judaism, Christianity, Islam, Buddhism, and Confucianism) e. Analyze the role of the Ottoman Empire as a haven for the practice of Judaism 											

<p>SSHS.WHI.7.3 The influence of cultural diffusion on the Tang Dynasty</p> <p>Argue how cultural diffusion led to the advancements and lasting impacts of the Tang dynasty</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X							
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> ● What were the historical circumstances of the Tang dynasty? ● What cultural influences impacted the emergence of the Tang Dynasty? ● What achievements emerged from the Tang dynasty? 	<p>Learning Assessment Objectives:</p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> a. Explain the circumstances of the succession of the Sui Dynasty to the Tang Dynasty b. Analyze the cultural influences (domestic and foreign) on the social, religious, and political aspects of the Tang Dynasty, and argue how those influences impacted its development c. Analyze the innovations and technology of the Tang dynasty (e.g., paper money, gunpowder, porcelain), and argue the lasting impacts 											

SSHS.WHI.7.4 Developments and effects of the Silk Road Argue the impact and influence of the Silk Road on civilizations and their cultural, economic, and political developments	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X		X	X	X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What was the Silk Road and where are trade routes related to the Silk Road located? • What goods and resources were traded along the Silk Road? • How did the Silk Road influence social classes? • How did the Silk Road influence cultural diffusion? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Analyze the interconnectedness of civilizations and geographic regions through vast trade networks known as the Silk Road Identify natural resources, (e.g., gold, copper, silver, iron, salt) and produced goods, and explain how they were bought, sold, and traded throughout the Silk Road Argue the influences trade and widespread commerce had on the social and economic standings of individuals and groups Argue the influences of the Silk Road on social, political, and religious ideas and who benefited from those influences 											

Inquiry Topic 8: Medieval Western Europe

Compelling Question: How do different economic, social, and political structures impact relationships between civilizations?

<p>SSHS.WHI.8.1 Continual expansion of Christianity after the fall of Rome Argue the impacts the spread of Christianity after the fall of Rome and through the Crusades had on regions and civilizations</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X			X	X		X				
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> • What was the historical context to the spread of Christianity following the fall of Rome? • What was the Great Schism, and how did it impact the Christian religion? • What was the basis for and the outcomes of the Crusades? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ol style="list-style-type: none"> Explain how Christianity spread throughout the Eastern Roman Empire and Western Europe Analyze the range different religious beliefs and argue how they lead to the Great Schism Analyze the different political structures developed under the Roman Catholic Church and Eastern Orthodox Church, and argue their impacts Explain the objectives, analyze the events, and argue the impacts of the Crusades 											

SSHS.WHI.8.2 European Middle Ages to the Renaissance Analyze the evolution of the political, social, and economic structures of Medieval Europe and the transition into the Renaissance	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X				X				X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are the Middle Ages, and what were the political, social, and economical changes of the era? • What is the Renaissance and how did the ideas of the Renaissance develop European states politically, socially, and economically after the Middle Ages? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain the political, economic, and social characteristics of the European Middle Ages (e.g., feudalism, war, agriculture, technological advances) Explain the causes of disease (e.g., Bubonic Plague, dysentery, influenza), and analyze the effects it had on European populations Explain the characteristics of the Renaissance (e.g., creativity, humanism, innovation), and analyze the effects of social and economic prosperity in Europe after the Middle Ages 											