

Spring 2010



**History and Social Science
Curriculum Guide**

World History and Geography to 1500 A.D. (C.E.)

Spring 2010

Amherst County Public Schools History and Social Science Curriculum Guide

Introduction

The history and social science curriculum in Amherst County Public Schools consists of 13 courses that span Kindergarten through Grade 12. Each course curricula is based on the Virginia Standards of Learning (SOL).

2010 curriculum and pacing guides address the 2008 revisions to the History and Social Science SOL. Each grade level curriculum guide contains objectives, suggested teaching activities, resources, related SOL, and assessment methods. Grade level teachers were asked to review the existing curriculum and pacing guides and provide editorial changes for content that was retained in the 2008 SOL and to provide instructional suggestions for the 2008 SOL revisions. Curriculum and pacing guide edits were made by the division SOL Resource Specialist for Social Studies. Draft document changes were distributed to teachers for review and input. Grade level meetings were scheduled for additional review and input before finalizing the document.

Objectives:

The objectives are based on the SOL and the Curriculum Framework content. Every effort must be made to ensure student mastery of the objectives.

Suggested Activities:

These activities are suggested, not required. Teachers may choose from these activity ideas or utilize other activities that are a strong instructional match for the learning styles of their students.

Resources:

Resources may be located within the individual school building, be available through the Amherst County Public Schools Media Center, be available through the Internet, or be resources used by teachers and known to be appropriate for the content being instructed. The resources listed are suggestions. Teachers may use additional resources provided those resources comply with Amherst County Public School guidelines.

Related SOL:

These are listed to assist teachers with drawing on the students' prior knowledge, developing integrated lessons, linking content to reinforce student understanding, and reviewing content.

Spring 2010

Assessment:

These are suggestions. Teachers should develop and utilize assessment means that provide valid and reliable feedback on the students' level of mastery.

Teachers are expected to instruct to the objectives of the curriculum guide for their grade level/subject area and utilize strategies, activities, and resources that promote mastery of the SOL.

Pacing guides must be followed to ensure alignment with nine-week benchmark assessments.

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.2a

The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by

a) explaining the impact of geographic environment on hunter-gatherer societies.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Homo sapiens Migration Society Hunter-gatherer</p> <p>2) Identify the area from which homo sapiens emerged.</p> <p>3) Explain how geographic features influenced migration.</p> <p>4) Discuss the link between environment and adaptive skills for survival.</p> <p>5) Use a map to trace the migration of homo sapiens</p>	<p>1) Teacher-led discussion of the vocabulary terms. Students add terms to notebooks.</p> <p>2) Teacher uses a map or globe to discuss the emergence and migration of homo sapiens.</p> <p>3) Students develop and display a classroom timeline that will be on-going throughout the school year.</p> <p>4) Students use a puzzle map to illustrate the migration patterns of animals and people.</p>	<p>Maps and globes</p> <p>Puzzle map</p> <p>Materials for classroom timeline</p> <p>Internet resources</p> <p>United Streaming</p>	<p>WHI.1b,c,e,f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.2b

The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by

b) listing characteristics of hunter-gatherer societies, including their use of tools and fire.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Nomadic Tools Paleolithic Artifacts Clan</p> <p>2) Describe the characteristics of hunter-gatherer societies in respect to the development of tools, fire, weapons, organized society, oral language, and recorded history</p>	<p>1) Students develop their own “cave art.”</p> <p>2) Students add terms to their notebooks.</p> <p>3) Students role play the division of labor in society.</p> <p>4) Students working in groups solve an assigned problem of the time period.</p> <p>5) Given scenarios, students hypothesize future possible developments.</p> <p>6) Given a scenario, the students map a path of migration and predict future migration patterns.</p> <p>7) Students update the classroom timeline.</p>	<p>Reproducible maps of known migration patterns</p> <p>Scenarios</p> <p>Materials for cave art drawings</p> <p>Classroom timeline</p> <p>Internet resources</p> <p>United Streaming</p>	<p>WHI.1b,f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.2c

The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by

c) describing technological and social advancements that give rise to stable communities.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Neolithic Domesticated</p> <p>2) Describe the components comprising a settled community</p> <p>3) Explain the role of agriculture in the development of settled communities</p> <p>4) Determine what advances the Neolithic Era made in settled communities</p> <p>5) Compare the Paleolithic and Neolithic Eras</p>	<p>1) Students add terms to their notebooks.</p> <p>2) Students reconcile their predictions from WHI.2b with actual migration patterns.</p> <p>3) Students use a pyramid graphic organizer to compare the Paleolithic and Neolithic Eras.</p> <p>4) Students update the classroom timeline.</p> <p>5) Students complete a card sort for the Neolithic and Paleolithic Eras.</p> <p>6) Students create illustrations or role play life during the Neolithic and Paleolithic Eras</p>	<p>Graphic Organizer</p> <p>Card sort</p> <p>Maps and globe</p> <p>Classroom timeline</p> <p>Internet resources</p> <p>United Streaming</p>	<p>WHI.1b,e,f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.2d

The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by

d) explaining how archaeological discoveries are changing present-day knowledge of early peoples.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Archaeologist Anthropologist Agricultural Revolution Bronze Age Fossil Stonehenge Site Carbon dating Excavation</p> <p>2) Describe the role archaeologists play in the location, identification, and interpretation of artifacts, human remains, and fossils to help explain what is known about early societies.</p> <p>3) Identify and locate Stonehenge, Aleppo, Jericho, and Catalhöyük.</p>	<p>1) Students add terms to their notebooks.</p> <p>2) Guest speaker – archaeologist.</p> <p>3) Group activity using National Geographic articles to analyze pictorial data for the Neolithic Era. Students conduct online research to verify their analyses.</p> <p>4) Students update the classroom timeline.</p> <p>5) Students working in small groups create archaeological sites for other groups to dig and analyze.</p> <p>6) Interactive notebook activities</p> <p>7) Students complete a unit organizer for unit content.</p>	<p>National Geographic Magazine</p> <p>Online web sites</p> <p>Photographs</p> <p>Maps and globe</p> <p>Classroom timeline</p> <p>United Streaming</p> <p>Interactive notebooks</p> <p>Google Earth</p> <p>Unit Organizers</p> <p>Internet resources</p>	<p>WHI. 1a,b,e,f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.3a

The student will demonstrate knowledge of ancient river valley civilizations, including Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians by
a) locating these civilizations in time and place.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: New Stone Age Fertile Crescent Delta Civilization Irrigation</p> <p>2) Locate the various civilizations as listed in the Curriculum Framework and determine the common feature for location.</p> <p>3) Explain why early civilizations located near rivers</p>	<p>1) Students add terms to notebooks and update the classroom timeline.</p> <p>2) Use an audio visual to introduce the civilizations.</p> <p>3) Using a world map and area maps, teacher-led discussion of the locations of the civilization. Students conclude the common feature of the civilizations.</p> <p>4) Students make predictions about the future interactions of the various civilizations.</p> <p>5) Given outline maps, students label the various civilizations.</p> <p>6) Card sort of civilizations and locations</p>	<p>Maps and globes</p> <p>Audio-visuais on the civilizations</p> <p>Classroom timeline</p> <p>Card sort</p> <p>Internet resources</p> <p>United Streaming</p>	<p>WHI.1b,c</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI. 3b

**The student will demonstrate knowledge of ancient river valley civilizations, including Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians by
b) describing the development of social, political, and economic patterns, including slavery.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: “Cradles of Civilization” Economic progress Hereditary Dynasty Pharaoh Class system Slavery City-State Empire Kingdom Centralized government Codes Surplus</p> <p>2) Identify the Ten Commandments and Code of Hammurabi</p> <p>3) Describe the social, political, and economic patterns that developed in early civilizations</p>	<p>1) Students add terms to their notebooks.</p> <p>2) Class brainstorming session about the components of a developing city.</p> <p>3) Students complete a grid relating the social, political, and economic patterns with the civilizations from WHI.3a.</p> <p>4) Students match scenarios containing characteristics of select cities with the characteristics of civilizations previously studied.</p> <p>5) Students role play the social, political, and economic patterns.</p>	<p>Materials for mobiles or flow chart</p> <p>Grid</p> <p>Written scenarios</p> <p>Poster board</p> <p>Maps and globes</p> <p>Classroom timeline</p> <p>Internet resources</p> <p>United Streaming</p>	<p>WHI.1a,b,e,f</p> <p>WHI.4b</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities</p>

<p>4) Explore the relationship between the social, political, and economic patterns and their interactions in early civilizations</p> <p>5) Explain the progression from small, early settlements to larger and more diversified civilizations</p>	<p>6) Students working in pairs or small groups develop a flow chart or a three-level mobile depicting the effects improved tools had on agriculture, production, and trade.</p> <p>7) Students develop a poster demonstrating the multiple contributions of rivers to the social, political, and economic patterns of civilizations.</p> <p>8) Students update the classroom timeline.</p>		
--	---	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.3c

**The student will demonstrate knowledge of ancient river valley civilizations, including Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians by
c) explaining the development of religious traditions.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Polytheism Monotheism</p> <p>2) Discuss the role of religion in early civilization</p> <p>3) Compare and contrast monotheism and polytheism</p>	<p>1) Students add terms to their notebooks.</p> <p>2) Students classify previously discussed civilizations with religious beliefs.</p> <p>3) Students make inferences about the locations of monotheism and polytheism from the completed classifications.</p>	<p>Maps and globes</p> <p>Internet resources</p>	<p>WHI.1a,b,e</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.3d

**The student will demonstrate knowledge of ancient river valley civilizations, including Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians by
d) describing the origins, beliefs, traditions, customs, and spread of Judaism.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Judaism Christianity Islam Torah Exile Diaspora Ten Commandments</p> <p>2) Explain the roles of Abraham, Moses, and Jerusalem in the origin of Judaism</p> <p>3) Identify the common foundation of Judaism, Christianity, and Islam</p> <p>4) Identify the role of the Torah and the Ten Commandments in Judaism</p> <p>5) Compare and contrast the three different religions</p>	<p>1) Students add terms to their notebooks.</p> <p>2) Teacher-led discussion, using handouts about similarities and differences, of the three religions. The teacher uses a content list of Ten Commandments with the discussion.</p> <p>3) Students participate in a “Who Am I” activity matching beliefs with religions.</p> <p>4) Students working in groups brainstorm the similarities and differences of the three religions and develop a classroom chart demonstrating the findings.</p> <p>5) Students update the classroom timeline.</p>	<p>Teacher developed handouts</p> <p>Maps and globes</p> <p>“Who Am I” activity</p> <p>On line resources</p> <p>Classroom timeline</p> <p>Charts</p> <p>Internet resources</p> <p>United Streaming</p>	<p>WHI.1a,b,e</p> <p>WHI.6h</p> <p>WHI.7c,d,e</p> <p>WHI.8a,b,c</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.3e

**The student will demonstrate knowledge of ancient river valley civilizations, including Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians by
e) explaining the development of language and writing.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Pictograms Hieroglyphics Cuneiform Alphabet</p> <p>2) Identify samples of the various forms of writing</p>	<p>1) Students add terms to their notebooks.</p> <p>2) Students write messages in one of the writing forms, other than the alphabet, and exchange and translate the developed messages.</p> <p>3) Students label their desks and other classroom articles with an alternate writing form.</p> <p>4) Students develop their own writing form.</p> <p>5) Students update the classroom timeline.</p>	<p>Examples of the various writing forms</p> <p>Classroom timeline</p> <p>Internet resources</p> <p>United Streaming</p>	<p>WHI.1a,b</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.4a

The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology geography, social structures, government, economy, religion, and contributions to later civilizations by
a) describing Persia, including Zoroastrianism and the development of an imperial bureaucracy

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Imperial Tolerance Zoroastrianism Bureaucracy Imperial bureaucracy</p> <p>2) Describe the key characteristics of the Persian civilization</p> <p>3) Compare Zoroastrianism to Judaism, Christianity, and Islam (WHI.3d)</p>	<p>1) Students add terms to their notebooks.</p> <p>2) Review WHI.3d</p> <p>3) Using maps, teacher-led discussion of assimilation of conquered peoples into the Persian civilization and the rise of road systems.</p> <p>4) Students complete maps of Persian road systems.</p> <p>5) Assign students the characteristics of different conquered peoples and have students assimilate the various peoples into one culture.</p> <p>6) Students update the classroom timeline.</p>	<p>Maps and globes</p> <p>Zoroastrian documents</p> <p>Classroom timeline</p> <p>Internet research</p> <p>Characteristics of conquered peoples</p> <p>United Streaming</p>	<p>WHI.1b,c,d,e</p> <p>WHI.3d</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.4b

**The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology geography, social structures, government, economy, religion, and contributions to later civilizations by
b) describing India, with emphasis on the Aryan migrations and the caste system**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Subcontinent Indigenous Caste system Textile Unification Physical barrier Aryan Golden Age Asoka</p> <p>2) Locate on a world map: Indian subcontinent Himalayas Hindu Kush Indian Ocean Indus River Valley Ganges River Valley Khyber Pass</p> <p>3) Describe how physical features affected the development of the Indian civilization</p>	<p>1) Students add terms to their notebooks.</p> <p>2) Students locate India on a world map. They label the Indian subcontinent and its physical features on appropriate maps.</p> <p>3) Using artifacts and pictures, teacher led discussion of the Indian culture of the time period.</p> <p>4) Using maps, teacher led discussion of the Aryan migration into India. Students review maps from WHI.2a to compare the Aryan migration with earlier migrations.</p> <p>5) Interactive notebook activities</p>	<p>Maps</p> <p>Literature excerpt</p> <p>Pictures and photographs</p> <p>Artifacts</p> <p>Graphic organizer</p> <p>United Streaming</p> <p>Internet resources</p>	<p>WHI.1b,c,e</p> <p>WHI.2a</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>4) Explain how the caste system separated Indian society</p> <p>5) Describe the impact the Aryans had on India</p> <p>6) Compare the accomplishments of the Mauryan and Gupta empires</p> <p>7) Identify Harappa and Mohenjo-Daro</p>	<p>6) Review colonial New England social structure (religious leaders, property owners, shopkeepers, laymen, unskilled, etc.) to introduce the Indian caste system. Teacher led discussion of the caste system.</p> <p>7) Students complete a graphic organizer to show a caste system.</p> <p>8) Use local historically established families or sport teams to introduce the concept of dynasty.</p> <p>9) Card sort for the accomplishments of different civilizations studied thus far.</p> <p>10) Teacher reads an excerpt from Indian literature of the time period.</p> <p>11) Students complete a unit organizer.</p>		
--	--	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.4c

**The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology geography, social structures, government, economy, religion, and contributions to later civilizations by
c) describing the origins, beliefs, traditions, customs, and spread of Hinduism.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Hinduism Reincarnation Karma Consequences <i>Vedas</i> <i>Upanishads</i> Cultural interaction</p> <p>2) Describe the characteristics of Hinduism</p> <p>3) Explain the role of Hinduism in the Indian culture in the past and present</p> <p>4) Recognize that Hinduism spread beyond Indian</p>	<p>1) Students add terms to notebooks.</p> <p>2) Review the caste system and student maps from WHI.4b</p> <p>3) Using a map of the Indian subcontinent, teacher discusses how Hinduism evolved in India and how it spread to other areas.</p> <p>4) Guest speaker, practicing Hindu. Consult local colleges for a referral.</p> <p>5) Review monotheism and polytheism from WHI.3c and Compare with Hinduism. Discuss the major characteristics of Hinduism: Many forms of one deity Reincarnation Karma Respect for all living things</p>	<p>Class work from WHI.3c and WHI.4b</p> <p>Maps</p> <p>Guest speaker</p> <p>Color wheel or prism</p> <p>Classroom timeline</p> <p>Internet resources</p> <p>United Streaming</p>	<p>WHI.1b,c,e</p> <p>WHI.3c</p> <p>WHI.4b</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Assuming they are Hindu, students write a paper explaining their reincarnation including why they think they will return in that form.</p> <p>7) Use a color wheel or a prism to illustrate how many things go together to form one, thus the concept of many forms of one major deity</p> <p>8) Students update the classroom timeline.</p> <p>9) Read quotes from the <i>Vedas</i> and <i>Upanishads</i></p>		
--	--	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.4d

**The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology geography, social structures, government, economy, religion, and contributions to later civilizations by
d) describing the origins, beliefs, traditions, customs, and spread of Hinduism.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Buddhism Missionary Enlightenment</p> <p>2) Identify the founder of Buddhism</p> <p>3) Explain the characteristics of Buddhism: Four Noble Truths Eightfold Path to Enlightenment</p> <p>4) Describe the spread of Buddhism from India</p> <p>5) Identify the contributions of Asoka to Buddhism</p>	<p>1) Students add terms to notebooks</p> <p>2) Using visuals, teacher introduces Siddhartha Gautama (Buddha) and discusses the Four Noble Truths referencing the Six Pillars of Character.</p> <p>3) Think, Pair, Share - students determine the commonalities between the Six Pillars and the Four Noble Truths.</p> <p>4) Using the handout from WHI.3d, review the Ten Commandments; discuss the Eightfold Path to Enlightenment. Given a Venn diagram, students compare the Eightfold Path to Enlightenment with the Ten Commandments.</p>	<p>Ten Commandments Handout</p> <p>Venn diagram</p> <p>Maps</p> <p>Internet resources</p> <p>United Streaming</p> <p>List of the Four Noble Truths</p> <p>List of the Eightfold Path to Enlightenment.</p> <p>Classroom timeline</p>	<p>WHI.1a,b,c,e</p> <p>WHI.3d</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Teacher led discussion of Asoka and his contributions to Buddhism.</p> <p>6) Students label a map to illustrate the spread of Buddhism by Asoka's missionaries.</p> <p>7) Students update classroom timeline.</p> <p>8) Students complete a table comparing Judaism, Hinduism, and Buddhism.</p>		
--	--	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.4e, f

The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology geography, social structures, government, economy, religion, and contributions to later civilizations by
 e) describing China, with emphasis on the development of an empire and the construction of the Great Wall;
 f) describing the impact of Confucianism, Taoism, and Buddhism.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Classical Isolated Invader Dynasty Devine Succession Mandate Porcelain Civil service Ancestor Humility Harmony Confucianism Taoism Yin/Yang Silk Road</p> <p>2) Recognize the roles of the Huang He and the Great Wall to the isolationism of Classical China</p>	<p>1) Locate China on a world map. Provide a scenario that an enemy is looking to invade China. Using a relief map, students plan an invasion route. As a class determine the best invasion route and China’s defense. Using pictures, discuss the building of the Great Wall of China. Locate the Huang He. Discuss the isolationism of China.</p> <p>2) Pose the scenario that friendly contact wants to be made for trade. What can China trade and what would China want from such contact? How will the friendly contact and trade be made? Discuss and map the Silk Roads.</p>	<p>Relief Maps</p> <p>World Map</p> <p>Photographs of Great Wall</p> <p>Venn Diagram from WHI.4d</p> <p>Yin/Yang symbol</p> <p>Chinese fortune cookies or cookie ingredients.</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1b,c,e</p> <p>WHI.4d</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>3) Discuss the role of Confucianism and Taoism in the development of Chinese culture</p> <p>4) Identify Qin Shi Huangdi and explain why the Great Wall of China was built</p> <p>5) Explain how Chinese ruling families governed and served through dynasties under a Mandate of Heaven</p> <p>6) Explain the importance of the Silk Roads to Chinese trade and cultural exchange</p> <p>7) Identify the contributions of Classical China</p>	<p>3) Class reviews the rulers of England (Tutor Family) to introduce the concept of dynasties in China. Discuss how dynasties ruled, including the creation of the civil service system.</p> <p>4) Class reviews the Venn diagram on Buddhism and the Ten Commandments from WHI.4d. Compare the contributions of Confucianism to the Venn diagram, highlighting the similarities. Compare the contributions of Taoism to the Venn diagram and circle the similarities. Develop a chart showing the unique aspects of each religion.</p> <p>5) Students draw and label the Yin/Yang symbol.</p> <p>6) Guest speaker on Chinese history.</p> <p>7) Students make fortune cookies or buy and serve fortune cookies to students.</p> <p>8) Students update the timeline as needed.</p>		
--	---	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.5a

**The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
a) assessing the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Aegean Basin Peninsula Strait Hellenic Culture Asia Minor Arable Barter City-states Arable land</p> <p>2) Locate on a map the mountains, seas, islands, harbors, peninsulas, and straits of the Aegean Basin</p> <p>3) Describe how the physical features of the Aegean Basin influenced the political, social, and economic development of the area</p>	<p>1) Students add terms to notebooks.</p> <p>2) Using maps of the Aegean Basin, students locate the Aegean Sea, Black Sea, Dardanelles, Greek peninsula (Europe, Asia Minor), Balkan and Peloponnesus peninsulas, Mediterranean Sea, Athens, Sparta, Troy, Macedonia.</p> <p>3) Using a relief map of the Aegean Basin, students brainstorm the political, social, and economic problems terrain would impose on the area (arable land, trade, colonization, city-states). Students record the correct ideas on a strip of paper. Once completed, they weave the strips into a rectangular display.</p>	<p>Relief maps</p> <p>Maps of Aegean Basin</p> <p>Photos</p> <p>Sentence strips</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI. 1b,c,d,e,f</p> <p>WHI.3b</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>4) Describe the economic, social, and political development of the Greek civilization</p> <p>5) Compare the political boundaries of the Indian civilizations to the Aegean Basin</p>	<p>4) Show pictures of Greek money. Review barter from grades 2-5. Review why barter changed to money economies. Also review WHI.3b.</p> <p>5) Students update classroom timeline.</p>		
---	--	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.5b

**The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
b) describing Greek mythology and religion**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Mythology Polytheism Contemporary World Metaphor Natural phenomena</p> <p>2) Explain the basis for Greek mythology</p> <p>3) Recognize examples of Greek influence in modern day architecture and art.</p> <p>4) Identify Zeus, Hera, Apollo, Artemis, Athena, and, Aphrodite</p> <p>5) Restate examples of Greek mythology in contemporary literature.</p>	<p>1) Students add terms to notebooks.</p> <p>2) Review WHI.3c, polytheism. Discuss the basis of mythology.</p> <p>3) Display pictures of the six Greek gods/goddesses. Students in pairs or small groups research and create posters illustrating the six gods/goddesses, examples of Greek influence on architecture, use of Greek mythology in present day advertising.</p> <p>4) Teacher provides literature and students read small excerpts illustrating the Greek influence. Teacher shows examples of Greek art.</p> <p>5) Students update the classroom timeline.</p>	<p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p> <p>Photos</p> <p>Literature excerpts</p> <p>Art examples</p> <p>Magazines</p>	<p>WHI.1a</p> <p>WHI.3c</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.5c

**The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
c) identifying the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Democratic government Direct democracy Philosophies Oligarchy Monarchy Aristocracy Tyranny Tyrant Militaristic Aggressive society Greek polis</p> <p>2) Recognize that Classical Athens was the foundation of modern democracies</p> <p>3) Discuss the social structure and citizenship in the Greek polis</p> <p>4) Compare the city-states of Athens and Sparta</p>	<p>1) Students add terms to notebooks.</p> <p>2) Review the caste system from WHI.4b. Students complete a T chart comparing the caste system and the Greek polis.</p> <p>3) Use a relief map to illustrate the rise of city states. Teacher-led discussion of the Athens city-state, including evolution of government, tyrants, and origin of democracy and the rise of Sparta as a more militaristic city-state.</p> <p>4) Given pictures of a Chinese, Indian, and Greek soldier, students working in pairs compare the equipment and determine why the differences existed.</p>	<p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p> <p>Photos</p> <p>Relief map</p> <p>T Chart</p> <p>Venn diagram</p>	<p>WHI.1b,c,d</p> <p>WHI.4b,c</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>5) Distinguish between democracy and oligarchy</p> <p>6) Identify Draco and Solon</p>	<p>5) Students update the classroom timeline.</p> <p>6) Students create a flow chart of the evolution of Athenian democracy</p> <p>7) Students complete a Venn diagram comparing Athens and Sparta</p>		
--	--	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.5d

**The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
d) evaluating the significance of the Persian and Peloponnesian Wars**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Identify the terms: Persian Empire League Delian League Peloponnesian League</p> <p>2) Identify the importance of the Persian Wars to the Greek culture</p> <p>3) Identify Marathon and Salamis</p> <p>4) Explain the cause and importance of the Peloponnesian War</p>	<p>1) Students add terms to notebooks.</p> <p>2) Review the comparisons of Athens and Sparta from WHI.5c</p> <p>3) Students label maps for the Persian Wars and Peloponnesian War. Class discusses the importance of the Aegean Sea to Greece.</p> <p>4) Using a T-chart, students compare the Greek and Persian navies. They choose one navy and create a model.</p> <p>5) Half of the students write a paragraph comparing the Greek and Egyptian navies. The remaining students look ahead to compare the Greek to the Roman navy.</p>	<p>Maps</p> <p>T-Chart</p> <p>Materials for models</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1b,d,e</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Teacher-led discussion of the causes, outcomes, and importance of the Persian Wars and the Peloponnesian War.</p> <p>7) Students update the classroom timeline.</p>		
--	---	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.5e, f

The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by

e) characterizing life in Athens during the Golden Age of Pericles

f) citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Architecture Philosophy Sculpture Drama Column</p> <p>2) Identify the contributions of the Golden Age of Pericles to Greek culture</p>	<p>1) Students add terms to notebooks.</p> <p>2) Slide presentation showing the Parthenon and use of Greek architecture in Virginia, as well as Greek sculpture. (Consult with art teacher, librarian, a local architect, and Public Broadcasting Station).</p>	<p>Slides</p> <p>Magazines</p> <p>Sweet Briar College Drama Department</p> <p>Public Broadcasting Station Greece a Moment of Excellence #T58808 and #T58075</p>	<p>WHI.1a,b,d,e</p>
<p>3) Recognize the Parthenon</p> <p>4) Recognize examples of the Doric, Ionian, and Corinthian columns</p> <p>5) Identify contributions of Greek culture in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy</p>	<p>3) Students research the contributions of the Greek culture as listed in the Curriculum Framework (differentiation of assignments and activities recommended).</p> <p>4) Read a poem or portion of a Greek drama to students.</p> <p>5) Students construct or illustrate Greek columns.</p>	<p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p> <p>Greek poetry and drama</p> <p>Card sort</p>	<p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Students compare Pericles to Draco and Solon</p> <p>7) Use flash cards, bingo, jeopardy or other review activities for the Greek contributions to Western civilization.</p> <p>8) Students update the classroom timeline.</p> <p>9) Card sort of Greek contributions (individuals and area of contribution)</p>		
--	---	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.5g

**The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
g) explaining the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by
Alexander the Great**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Macedonia Hellenistic Oriental</p> <p>2) Identify Phillip II and Alexander the Great</p> <p>3) Distinguish between the Hellenic and the Hellenistic periods</p> <p>4) Explain the spread of the Hellenistic culture</p>	<p>1) Students add terms to notebooks.</p> <p>2) Use transparency maps to compare the Macedonian geographic area then and now.</p> <p>3) Students label maps to depict the extent of the Greek Empire. Develop a map legend to show trade.</p> <p>4) Students label maps for Philip II and Alexander the Great conquests.</p> <p>5) Teacher-led review of WHI.4b, c and discussion of the influence of the Orient on Alexander the Great.</p> <p>6) Students update the classroom timeline.</p>	<p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p> <p>Maps</p> <p>Transparencies</p> <p><i>Turning Points in World History #T58836</i></p>	<p>WHI.1b,d,e</p> <p>WHI.4b,c</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.6a

The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by

a) assessing the influence of geography on Roman economic, social, and political development.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Peninsula Italian Peninsula Mediterranean Basin Arc of mountains Strait of Messina Sea-borne commerce</p> <p>2) Summarize the influence geography had on the development of the Roman Empire</p> <p>3) Locate the Italian Peninsula, Mediterranean Basin and Alps Mountains.</p>	<p>1) Students add terms to notebooks.</p> <p>2) Students label a map with key geography locations of the Roman Empire, including the road system.</p> <p>3) Class discussion of the influence of the geographic locations on the development of the empire.</p> <p>4) Students write a paragraph explaining the importance of geographic location to both Greece and Rome.</p> <p>5) Students update the classroom timeline.</p>	<p>Video: <i>Rome the Ultimate Empire</i> #T58071</p> <p>Maps</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1b,d,e</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.6b

**The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
b) describing Roman mythology and religion.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Mythology Polytheism Metaphor Natural phenomena</p> <p>2) Identify the source of Roman mythology.</p> <p>3) Identify Jupiter, Juno, Apollo, Diana, Minerva, Venus and their domain</p> <p>4) Recognize the impact of Roman gods and goddesses on later civilizations</p> <p>5) Compare the Roman gods and goddesses with their counterparts in Greek mythology</p>	<p>1) Students add terms to notebooks.</p> <p>2) Students develop a graphic organizer comparing Greek and Roman deities review WHI.5b).</p> <p>3) Students create a collage showing the influence of Roman mythology today.</p> <p>4) Teacher displays pictures, slides, or shows video clips of the Roman gods and goddesses.</p> <p>5) Teacher reads excerpts to illustrate the influence of Roman mythology in literature.</p> <p>6) Card sort of Greek and Roman deities.</p> <p>7) Students update the classroom timeline.</p>	<p>Graphic organizer</p> <p>Pictures</p> <p>Video clip/slides</p> <p>Card sort</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1a</p> <p>WHI.3c</p> <p>WHI.5b</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.6c

The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by

- c) explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Aliens Excluded Representative Democracy Patricians Plebeians Nobility Assemblies Senate Consuls Tribune Twelve Tables</p> <p>2) Identify and sequence the social structure in the Roman Republic</p> <p>3) Identify who held Roman citizenship and its significance in everyday life</p>	<p>1) Students add terms to notebooks.</p> <p>2) Students create a pyramid chart to depict the Roman social structure.</p> <p>3) Students create a chart comparing and contrasting Roman social structure and citizenship with that of Greece, and colonial America. (Review WHI.5c)</p> <p>4) Teacher-led discussion of the structure of the Roman government. Students create a chart comparing and contrasting the government of the Roman Republic to Greece and to that established in America.</p> <p>5) Students update the classroom timeline.</p>	<p>Pyramid chart</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p> <p>Comparison charts/tables</p>	<p>WHI.1b,d</p> <p>WHI.5c</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>4) Differentiate the levels and leadership of Roman democracy</p> <p>5) Compare Roman and Greek democracy</p> <p>6) Compare the Roman features of democracy to present day United States democracy</p>	<p>6) Students write a paragraph comparing citizenship in the Roman Republic to citizenship in the United States.</p> <p>7) Students complete interactive notebook activities</p>		
---	---	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.6d

The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by

d) sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Diffusion Punic Wars Italian Peninsula Gaul British Isles Mediterranean basin</p> <p>2) Explain how Rome’s conquest of Carthage extended its influence across the Mediterranean basin and Western Europe</p>	<p>1) Students add terms to notebooks.</p> <p>2) Students label maps: Carthage British Isles Gaul Rome Italian peninsula Mediterranean basin Roman empire</p> <p>3) Students review their notes on the Peloponnesian Wars (WHI.5d) and research the Punic Wars, then compare and contrast the wars, including strategies, technology, and weapons. (Differentiated activities recommended)</p> <p>4) Review the Hellenistic world (WHI.5g).</p>	<p>Maps</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1b,d,e</p> <p>WHI.5d</p> <p>WHI.5g</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Students review the navies of Greece and Egypt (WHI.5d) and compare those to the Roman navy.</p> <p>6) Class discussion of the influence Roman culture would have on Western Europe.</p> <p>7) Students update the classroom timeline.</p>		
--	--	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.6e, f

The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by

e) assessing the impact of military conquests on the army, economy, and social structure of Rome;

f) assessing the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Imperial regime Devaluation Inflation Currency Triumvirate Assassination Succession Monarchy Emperor</p> <p>2) List the causes of the decline of the Roman Republic</p> <p>3) Distinguish between the Roman Republic and the Roman Empire</p> <p>4) Identify Julius Caesar, Augustus Caesar, and Mark Anthony</p>	<p>1) Students add terms to notebooks.</p> <p>2) Teacher-led discussion of the decline of the Roman Republic. (Students' prior knowledge of American Civil War and the fight for Texas Independence could be an introduction)</p> <p>3) Teacher displays pictures of Roman currency, statues of Julius Caesar, Augustus Caesar, and Mark Anthony, and a map of the empire. Students read from cue cards explaining the evolution of Imperial Rome.</p> <p>4) Students update the classroom timeline.</p>	<p>Pictures</p> <p>Maps</p> <p>Flow Chart</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1b,d,e,f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>5) Explain the fall of Julius Caesar and the evolution of Imperial Rome</p>	<p>5) Students develop a flow chart to depict the decline of the Roman Republic and the evolution of Imperial Rome.</p> <p>6) Students brainstorm what they remember about the causes and outcomes of the American Civil War. Working in pairs they write a comparison of that information to the decline of the Roman Republic.</p>		
--	--	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.6g

The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
g) explaining the economic, social, and political impact of the Pax Romana.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Pax Romana Civil Service Coinage Prosperity Imperial rule Near East Stability Rule by law</p> <p>2) Describe the expansion of the Roman Empire during the Pax Romana</p> <p>3) Describe the economic, social, and political impact of the Pax Romana</p>	<p>1) Students add terms to notebooks.</p> <p>2) Student map work of the extent of the Roman Empire and the trade routes.</p> <p>3) Students brainstorm and develop a web of what a country needs in order to expand. Teacher relates the list to the Pax Romana. Students brainstorm comparisons to the post World War II Era of the United States (interstate highway system, prosperity, emphasis on family, etc).</p> <p>4) Students write a paragraph contrasting the expansion of the Roman Empire to Macedonia.</p> <p>5) Students update the classroom timeline.</p>	<p>Maps</p> <p>Pictures</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1b,d,f</p> <p>WHI.5g</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.6h

The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
h) describing the origin, beliefs, traditions, customs, and spread of Christianity.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Polytheism Monotheism Messiah Origins Incarnation Doctrine Martyrs Apostles (Paul) Persecution Judaism Jesus of Nazareth Christianity Emperor Constantine</p> <p>2) Explain the origins of Christianity</p> <p>3) State the beliefs, traditions, and customs of Christianity as listed in the Curriculum Framework</p>	<p>1) Students add terms to notebooks.</p> <p>2) Class reviews the difference between polytheism and monotheism.</p> <p>3) Teacher-led discussion of the origins of Christianity, including its conflict with the beliefs of the Roman Empire; the beliefs, traditions, and customs of Christianity; and the spread of it throughout the Roman Empire.</p> <p>4) Students review their notes of other religions (WHI.3d, 4a, 4c, 4d, 5f) and create a comparison chart.</p> <p>5) Students complete interactive notebook activities.</p>	<p>Video: <i>World Religions 600 B.C. - 500 A.D.</i> #T58563</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1b,e</p> <p>WHI.3c,d</p> <p>WHI.4a,c,d</p> <p>WHI. 5f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>4) Discuss the spread of Christianity within the Roman Empire including the role of the Apostles</p> <p>5) Compare Christianity to previously studied religions (WHI.3d, 4a, 4c, 4d, 5f)</p>	<p>6) Students review maps of the Roman Empire to trace the spread of Christianity throughout the empire.</p> <p>7) Students update the classroom timeline.</p>		
---	---	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.6i

The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by explaining the development and significance of the church in the late Roman Empire.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Decline Moral authority Unifying force</p> <p>2) Identify the influence of Emperor Constantine on Christianity</p> <p>3) Recognize the importance of the Church of Rome in the late Roman Empire</p> <p>4) Identify the impact of the Church on Western Europe</p>	<p>1) Students add terms to notebooks.</p> <p>2) Students brainstorm the role of the church in a community. Relate this to the role of the Church in the Roman Empire. Contrast the role of the church in Rome to the role of the church in the New England colonies of America.</p> <p>3) Teacher-led discussion of the role of Emperor Constantine in the advancement of Christianity.</p> <p>4) Students update the classroom timeline.</p>	<p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p> <p>Maps</p>	<p>WHI.1b,e</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.6j

The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by

- j) listing contributions in art and architecture, technology and science, literature and history, language, religious institutions, and law.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Technology Forum Aqueducts Innocent until proven guilty Public health</p> <p>2) Identify by specific examples, the contributions of ancient Rome as listed in the Curriculum Framework.</p> <p>3) Recognize the Pantheon, Colosseum, and Forum</p>	<p>1) Students add terms to notebooks.</p> <p>2) Students create a chart comparing the principles of the Twelve Tables with the Code of Hammurabi and the Ten Commandments. (Review WHI.3b).</p> <p>3) Teacher reads an excerpt from Virgil's <i>Aeneid</i>.</p> <p>4) Teacher shows a travel video or uses pictures/slides to illustrate the art and architecture of Rome. Students compare the art, architecture, and other contributions of Rome to present day (Colosseum to sports arenas).</p>	<p><i>Aeneid</i></p> <p>Ten Commandments</p> <p>Code of Hammurabi</p> <p>Twelve Tables</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1a,b,e</p> <p>WHI.3b</p> <p>WHI.4b,e</p> <p>WHI.5f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Students research and report on assigned contributions of ancient Rome.</p> <p>6) Through drawings or charts, students compare and contrast the contributions of Rome to the contributions of Greece, Classical India, and Classical China.</p> <p>7) Students update the classroom timeline.</p>		
--	---	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.6k

The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
k) citing the reasons for the decline and fall of the Western Roman Empire.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Devaluation Moral decay Weak administration Byzantine Empire</p> <p>2) Explain six causes for the decline of the Western Roman Empire</p> <p>3) Name the new capital of the Roman Empire</p> <p>4) Describe the emergence of the Eastern Roman Empire (Byzantine Empire)</p>	<p>1) Students add terms to notebooks.</p> <p>2) Students map the geographic changes in the Roman Empire, especially size and location of capital.</p> <p>3) Students infer or predict the cultural changes that occur based on geographic changes.</p> <p>4) Teacher-led discussion of the decline of the Western Roman Empire. Students contrast the causes to the decade of the 1960s in America. They analyze why America did not decline and Western Roman Empire did.</p> <p>5) Students update the classroom timeline.</p>	<p>Maps</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1b,c,e</p> <p>WHI.6i</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.7a

The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.) by

a) explaining the establishment of Constantinople as the capital of the Eastern Roman Empire.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Germanic Crossroads Ottoman Greco-Roman</p> <p>2) Explain why Constantinople was chosen as the new capital of the Eastern Roman Empire</p> <p>3) Explain the importance of Constantinople as the capital of the Eastern Roman Empire</p>	<p>1) Students add terms to notebooks.</p> <p>2) Using a map, teacher-led discussion of significance of Constantinople's location. Students label Constantinople on a map.</p> <p>3) Given a list of trade items and a blank map, students draw and label trade routes and the items traded.</p> <p>4) Class views pictures of the fortifications and the Greco-Roman culture that was preserved.</p> <p>5) Student bonus points for research about Constantine.</p> <p>6) Students update the classroom timeline.</p>	<p>Pictures</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p> <p>Maps</p> <p>List of trade items</p>	<p>WHI.1a,b.c.d.e.f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.7b

The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.) by

- b) identifying Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Codify Justinian Prosperity</p> <p>2) Explain Justinian’s influence on the expansion of the Byzantine Empire</p>	<p>1) Students add terms to notebooks.</p> <p>2) Using excerpts from Roman laws, teacher-led discussion of those that continue to influence society.</p> <p>3) Using a graphic organizer students compare Justinian’s Code to the Code of Hammurabi, the Twelve Tables, and the Ten Commandments. (WHI.6j)</p> <p>4) Students develop a comparative map showing the Roman Empire and the Byzantine Empire, and label the conquests needed for the reclaiming of territory.</p>	<p>Graphic Organizer</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p> <p>Maps</p> <p>Code of Hammurabi</p> <p>Twelve Tables</p> <p>Ten Commandments</p>	<p>WHI.1.a,b,c,d,e</p> <p>WHI.6d,j</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Students brainstorm predictions about what an Emperor could do to encourage trade. Research to validate predictions.</p> <p>6) Class reviews WHI.6d and compares the technology, weaponry, and navy of the Byzantine and Roman Empires.</p> <p>7) Award bonus points for student research about Justinian.</p> <p>8) Students update the classroom timeline.</p>		
--	--	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.7c

**The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.) by
c) characterizing Byzantine art and architecture, and the preservation of Greek and Roman traditions.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Patronage Icons Mosaics Inspiration Greco-Roman Greek Orthodox Christianity</p> <p>2) Describe the Byzantine culture, including the achievements in art and architecture</p> <p>3) Recognize the Hagia Sophia</p> <p>4) Recognize mosaic art forms</p>	<p>1) Students add terms to notebooks.</p> <p>2) Class views and discusses pictures of Byzantine art and architecture. Students create a chart comparing Byzantine, Greek and Roman art and architecture.</p> <p>3) Class discussion on imperial patronage; the influence of the emperor on the arts and architecture.</p> <p>4) Class examines the Greek alphabet. Award bonus points for student research of the American alphabet to determine which letters were derived from the Greek and which from the Roman.</p>	<p>Pictures</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1a,b</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Students research examples of Byzantine influence on American art and architecture.</p> <p>6) Students create (using squares of colored paper) or illustrate a mosaic.</p> <p>7) Students update the classroom timeline.</p> <p>8) Students research Greek Orthodox Christianity.</p>		
--	---	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.7d

The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.) by
d) explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Liturgy Celibacy Patriarch</p> <p>2) Explain the differences between the Roman Catholic Church and the Greek Orthodox Church</p>	<p>1) Students add terms to notebooks.</p> <p>2) Students research the duties and influence of various early Popes for a class discussion and comparison with the Pope today. They present their findings to the class.</p> <p>3) Using a T chart students compare the differences between the Roman Catholic Church and the Greek Orthodox Church.</p> <p>4) Teacher-led discussion of the differences in the Christian denominations' religious practices. Use this discussion to examine the difference practices of the Roman Catholic and Greek Orthodox churches.</p>	<p>T Chart</p> <p>Pictures</p> <p>Newspaper articles</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1b,d</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Class discusses any current/recent articles about the Pope.</p> <p>6) Using maps, students review the location of Rome and Constantinople.</p> <p>7) Students update the classroom timeline.</p> <p>8) Students complete a unit organizer.</p>		
--	--	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.7e

The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.) by
e) assessing the impact of Byzantine influence and trade on Russia and Eastern Europe.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Slavic Cyrillic alphabet</p> <p>2) Discuss the influence of Byzantine religion, culture, and trade on Russia and Eastern Europe</p>	<p>1) Students add terms to notebooks.</p> <p>2) Class reviews map work from WHI.7a-b emphasizing the routes between Black and Baltic Seas.</p> <p>3) Using pictures, teacher-led discussion about the Byzantine influence on Russian and Eastern European culture.</p> <p>4) Class reviews the Greek alphabet (WHI.7c) and compares it to the Cyrillic alphabet.</p> <p>5) Class views the video, <i>Constantinople City in the Middle Ages</i>, to review the unit.</p> <p>6) Students update the classroom timeline.</p>	<p>Maps</p> <p>Video: <i>Constantinople City in the Middle Ages</i> (T59069)</p> <p>Pictures</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1a,b,d,e,f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.8a

**The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. (C.E.) by
a) describing the origin, beliefs, traditions, customs, and spread of Islam.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Revelations Prophet Monotheistic Muslim Allah Qur'an (Koran) Five Pillars of Islam Judeo-Christian Muhammad Arabian Peninsula Mecca Medina</p> <p>2) Identify the origin and spread of the Islamic religion</p> <p>3) Describe the beliefs, traditions and customs of Islam</p> <p>4) Identify Muhammad</p> <p>5) Discuss the Five Pillars of Islam</p>	<p>1) Students add terms to notebooks.</p> <p>2) Students label a map with Mecca, Medina, Arabian Peninsula and the spread of Islam. Compare the spread of Islam with the earlier trade route (WHI.7a,b).</p> <p>3) Class discussion of the Five Pillars of Islam. Using a Venn diagram students compare the Five Pillars to the Ten Commandments, and the Eightfold Path to Enlightenment (WHI.4d).</p> <p>4) Class reads and discusses excerpts from the Qur'an (Koran).</p> <p>5) Students research Muhammad and the roles of Moses and Jesus in the Islamic faith.</p>	<p>Video: <i>Islam 600-1200 A.D.</i> (T58073)</p> <p>Maps</p> <p>Venn diagram</p> <p>Excerpts from the Quran (Koran)</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1a,b,c,e</p> <p>WHI.4d</p> <p>WHI.7a,b</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>6) Compare Islam to other religions studied</p> <p>7) Locate Mecca and Medina</p>	<p>6) Students view the video <i>Islam 600-1200 A.D.</i> (T58073)</p> <p>7) Students create a comparison table of Judaism, Hinduism, Buddhism, and Islam.</p> <p>8) Given characteristics/beliefs of various religions, students sort them by religion.</p> <p>9) Students update the classroom timeline.</p>		
--	---	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.8b

The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. (C.E.) by
b) assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Geographic barrier Political unity Fertile Crescent</p> <p>2) Explain how geography influenced the spread of Islam</p> <p>3) Discuss how geography influenced economic, social and political development in the Islamic lands</p>	<p>1) Students add terms to notebooks.</p> <p>2) While discussing the spread of Islam, students label a map to show the geographic barriers and the spread of Islam.</p> <p>3) Students create a chart comparing the Muslim empire to the Byzantine and Persian empires (WHI.4b and WHI.7a).</p> <p>4) Following a class discussion, students write a multi-paragraph paper about the influences of geography on the economic, social, and political development of Islamic lands.</p> <p>5) Students update the classroom timeline.</p>	<p>Maps</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1b,d,e,f</p> <p>WHI.4b</p> <p>WHI.7a</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.8c

The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. (C.E.) by
c) identifying historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division, and the Battle of Tours.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Ali Sunni-Shi'a Jerusalem Damascus Baghdad Battle of Tours Mongols</p> <p>2) Discuss the historical turning points in the spread and influence of Islam</p> <p>3) Identify Ali and explain the Sunni-Shi'a division</p> <p>4) Locate Jerusalem, Damascus, and Baghdad</p> <p>5) Identify the importance of the Battle of Tours</p>	<p>1) Students add terms to notebooks.</p> <p>2) Students label maps with Jerusalem, Damascus and the Battle of Tours.</p> <p>3) Using a T chart students research and compare the Sunni and the Shi'a.</p> <p>4) Teacher presentation with a flow chart showing how the turning points influenced Islam.</p> <p>5) Students compare the Sunni-Shi'a division to the division of the Christian Church (Eastern and Western – WHI.7d)</p> <p>6) Students update the classroom timeline.</p>	<p>Maps</p> <p>T Chart</p> <p>Flow Chart</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1b,e</p> <p>WHI.7d</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.8d

**The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. (C.E.) by
d) citing cultural and scientific contributions and achievements of Islamic civilization.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Dome of the Rock Arabic alphabet Arabic numerals University</p> <p>2) Discuss the cultural and scientific contributions of the Islamic civilization</p> <p>3) Recognize the Dome of the Rock</p>	<p>1) Students add terms to notebooks.</p> <p>2) Students view the video, <i>Islam People Culture Conflict</i>, and follow up with additional pictures to review the cultural contributions.</p> <p>3) Students research the scientific contributions of the Islamic civilization (medicine, mathematics, geography) and present their findings to the class.</p> <p>4) Students complete a table comparing the contributions of the Greek, Roman, Indian, Chinese, and Islamic civilizations.</p> <p>5) Students update the classroom timeline.</p>	<p>Video: <i>Islam People Culture Conflict</i> (T58031)</p> <p>Pictures</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p> <p>Comparison table</p>	<p>WHI.1a,b</p> <p>WHI.4b,e</p> <p>WHI.5c,f</p> <p>WHI.6j</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.9a

The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by

- a) sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Middle Ages Missionaries Anointed Secular Monastery Monk Germanic Parish Priest Pope Heritage</p> <p>2) Describe the spread and influence of Christianity and the Catholic Church to Western Europe during the Middle Ages</p> <p>3) Identify Charlemagne</p>	<p>1) Students add terms to notebooks.</p> <p>2) Class map work on the spread of Christianity in Western Europe, location of monasteries and cathedrals, and location of Germanic and other tribes.</p> <p>3) Students develop a pyramid diagram of the hierarchy of the Catholic church.</p> <p>4) Teacher uses pictures to portray the sparse lifestyle of monks.</p> <p>5) Teacher shows examples of materials copied by the monks and discusses the time, difficulty, and monotony of the tasks.</p>	<p>Maps</p> <p>Pyramid diagram</p> <p>Pictures</p> <p>Materials copied by monks</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1c,e</p> <p>WHI.6h</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Students brainstorm or think/pair/share what people do or turn to in a crisis situation (such as 911). Discuss how the church was where people turned as Rome declined.</p> <p>7) Students research Charlemagne.</p> <p>8) Students compare the roles of the missionaries to the Apostles (WHI.6h).</p> <p>9) Students update the classroom timeline.</p>		
--	---	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.9b

The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by
b) explaining the structure of feudal society and its economic, social, and political effects.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Feudal Manor Lords Fief Vassals Serfs Medieval Obligation</p> <p>2) Identify the class structure within the feudal society</p> <p>3) Describe how the medieval manor functioned as a social and economic system</p>	<p>1) Students add terms to notebooks.</p> <p>2) Differentiated activities: Diagram of class structure Create a tapestry Map the Crusades Create a model of a Knight's armor Paper model of a cathedral Individual research</p> <p>3) Students research the responsibilities and rights of fiefs, vassals, serfs, lords, and knights and complete a comparison table.</p> <p>4) Teacher shows a diagram of Monticello plantation. Students construct a manorial system, three dimensional or flat-paper. Class compares the manorial system to the plantation.</p>	<p>Materials for differentiated activities</p> <p>Internet resources</p> <p>Diagrams of Monticello plantation</p> <p>United Streaming</p> <p>Classroom timeline</p> <p>Social pyramid</p> <p>Comparison table</p>	<p>WHI.1b,d,f</p> <p>WHI.5c</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Students label a social structure pyramid for the Middle Ages.</p> <p>6) Students review WHI.5c and write a short paper comparing the social structure in Greece to that of the Middle Ages in Western Europe.</p> <p>7) Students update the classroom timeline.</p>		
--	--	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.9c

The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by

c) explaining the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Frankish Alliance Reinterpret</p> <p>2) Explain the rise of Frankish kings and the revival of Roman culture in Western Europe</p> <p>3) Describe the Age of Charlemagne</p>	<p>1) Students add terms to notebooks.</p> <p>2) Students research the Frankish people, Charlemagne, Pope Leo III, and powers of the church. They provide a class presentation on their findings.</p> <p>3) Students complete a Venn diagram comparing Charlemagne to Constantine, Pericles, or Alexander the Great.</p> <p>4) Students update the classroom timeline.</p>	<p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1b,d</p> <p>WHI.5e,f</p> <p>WHI.5g</p> <p>WHI.6i</p>
			<p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.9d

The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by

d) sequencing events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Vikings.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Angles Saxons Magyars Vikings Scandinavia</p> <p>2) Identify the location of the Angles, Saxons, Magyars, and Vikings</p> <p>3) Describe the influencing and settling of migratory groups in Western Europe during the Middle Ages, including the Angles, Saxons, Magyars, and Vikings.</p>	<p>1) Students add terms to notebooks.</p> <p>2) Students label maps showing the location of the Angles, Saxons, Magyars, and Vikings.</p> <p>3) Review student models of manorial system (WHI.9b) and demonstrate the protection they offered.</p> <p>4) Teacher-led discussion of how invasion attempts would strengthen the feudal system.</p> <p>5) Students brainstorm the weaknesses of the manorial system and predict the problems to be encountered. Students then research to validate predictions.</p>	<p>Video: <i>Great Castles of Europe</i> (T59136)</p> <p>Maps</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p> <p>Comparison table</p>	<p>WHI.1b,c,d,e,f</p> <p>WHI.9a,b,c</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Give students several groups of four events each. Use events from WHI.9a-d or earlier standards. Students chronologically sequence each set of four events. They get into small groups or Think/Pair/Share to compare answers. Whole class reviews correct answers.</p> <p>7) Students participate in “Who Am I” activity to review personalities in WHI.9a-d and previous standards.</p> <p>8) Students view video, <i>Great Castles of Europe</i>.</p> <p>9) Students review the manorial system (WHI.9b) and discuss the protection they provided from invaders.</p> <p>10) Students update the classroom timeline.</p>		
--	--	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.10a

The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by
a) locating major trade routes.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Hemisphere Eastern Hemisphere Maritime Trans-Saharan South China Sea Southeast Asia</p> <p>2) Locate the major trade routes of the Eastern Hemisphere from 1000 to 1500 A.D. (C.E.)</p>	<p>1) Students add terms to notebooks.</p> <p>2) Class reviews trade route maps previously completed (WHI.4b, e, f; WHI.7a, e; WHI.8b). Discuss the difficulties of moving from location to location for trade, given the cultural and geographic differences. Predict what will happen as a result of these difficulties.</p> <p>3) Students label a map with the major trade routes of the Eastern Hemisphere from 1000 A.D. - 1500 A.D. (C.E.)</p> <p>4) Students view video: <i>Marco Polo Journey to the East</i>.</p> <p>5) Students update the classroom timeline.</p>	<p>Maps</p> <p>Video: <i>Marco Polo Journey to the East</i> (T58040)</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1b,c,f</p> <p>WHI.4b,e,f</p> <p>WHI.7a,e</p> <p>WHI.8b</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.10b

The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by

b) identifying technological advances and transfers, networks of economic interdependence, and cultural interactions.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Amber Baltic Waterwheels Windmills Lateen sail</p> <p>2) Summarize the exchange of goods, technology, and ideas in the Eastern Hemisphere</p>	<p>1) Students add terms to notebooks.</p> <p>2) Teacher reviews the Columbian Exchange from United States History to introduce the concept of trade spreading goods, ideas and technology.</p> <p>3) Students label a map showing exports (goods and ideas) from the various areas.</p> <p>4) Given a T chart containing a list of new technologies on one side, students complete the other side of the chart with the effects the technologies had on every day life.</p>	<p>Maps</p> <p>T chart</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1a,e,f</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Students label a map showing the spread of Buddhism, Hinduism, and Islam.</p> <p>6) Students write a short paper on the effects trade routes had on the cultural development within the Eastern Hemisphere.</p> <p>7) Students update the classroom timeline.</p>		
--	---	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.10c

The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by

c) describing Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Archipelago Proximity Ethnic Coexistence Shinto</p> <p>2) Describe how geography influenced the development of Japan</p> <p>3) Explain how Chinese culture influenced Japan</p> <p>4) Recognize the importance of Shinto and Buddhism on the development of Japanese culture</p> <p>5) Identify key characteristics of Shinto</p>	<p>1) Students add terms to notebooks.</p> <p>2) Class reviews WHI.4d and completes a T chart comparing Shinto and Buddhism.</p> <p>3) Students label a map of Japan (islands, mountains and waterways); measure distances between Japan and China and Korea.</p> <p>4) Class discussion of how rulers/emperors were portrayed as gods in the different cultures.</p> <p>5) Teacher-led discussion of Chinese influences in Japan.</p> <p>6) Students update the classroom timeline.</p>	<p>T chart</p> <p>Maps</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1b,e</p> <p>WHI.4d</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.10d

The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by

d) describing east African kingdoms of Axum and Zimbabwe and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Sub-Saharan Animism</p> <p>2) Describe the characteristics of civilizations in sub-Saharan Africa in the medieval period</p> <p>3) Locate Axum, Zimbabwe, Ghana, Mali, Songhai, Nile River, Limpopo River, Niger River, and Sahara Desert on a map of Africa</p>	<p>1) Students add terms to notebooks.</p> <p>2) Students complete map work locating Ghana, Mali, Axum, Ethiopia, Songhai, Zimbabwe, Nile River, Zambezi River, Niger River, Timbuktu, Limpopo River.</p> <p>3) Students add Africa's gold and salt to the trade maps from WHI.10b.</p> <p>4) Students view video, <i>Africa Before Europeans</i>.</p> <p>5) Teacher-led discussion reviewing the role of rivers in the development of civilizations. (WHI.3a)</p> <p>6) Students update the classroom timeline.</p>	<p>Video: <i>Africa Before Europeans</i> (T58694)</p> <p>Maps</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1b,c,d,e,f</p> <p>WHI.3a</p> <p>WHI.10a,b</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>7) Teacher-led discussion of animism and how it compares to various religions.</p> <p>8) Students review prior knowledge of Athens and Rome. They compare Athens and Rome to Timbuktu.</p>		
--	---	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.11a, b

The student will demonstrate knowledge of major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan by

a) describing geographic relationship, with emphasis on patterns of development in terms of climate and physical features.

b) describing cultural patterns and political and economic structures.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Rain forest City-state Polytheistic Pyramid Arid Tribute Ritual High-altitude agriculture</p>	<p>1) Students add terms to notebooks.</p> <p>2) Students label a map with each of the civilizations.</p> <p>3) Students draw comparative pictures of the Egyptian, Mesopotamian, and Mayan pyramids.</p>	<p>Video: <i>Aztec Empire</i> T59008</p> <p>Video: <i>Maya the Blood of Kings</i> T58079</p> <p>Video: <i>Maya, Temples, Tombs, and Time</i> T59108</p> <p>Pictures</p> <p>Graphic organizer</p>	<p>WHI.1b,c,d,e</p>
<p>2) Compare the characteristics of the Mayan, Aztec, and Incan civilizations</p> <p>3) List the achievements of the Mayan, Aztec, and Incan civilizations</p> <p>4) Locate the Mayan, Incan, and Aztec civilizations on a world map</p>	<p>4) Students create a graphic organizer of the characteristics of the three civilizations.</p> <p>5) As a class develop a chart comparing the religious practices of the three civilizations. Discuss the role of religion in the Spanish conquest of the Aztecs.</p>	<p>Maps</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>5) Identify Tenochtitlan, Machu Picchu, and Chichén Itzá</p>	<p>6) Class discussion of the Mayan, Aztec, and Incan cultural characteristics that have influenced the American culture (sports, calendar, et cetera).</p> <p>7) Students view the videos or excerpts from videos.</p> <p>8) Students update the classroom timeline.</p> <p>9) Students research and compare Tenochtitlan, Machu Picchu, and Chichén Itzá.</p>		
---	---	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.12a

The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by

- a) describing the emergence of nation-states (England, France, Spain, and Russia) and distinctive political developments in each.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Consolidation Nation-state Medieval Common law Reign Magna Carta Unifying factor Tsar Unification Jews Moors Mongols</p> <p>2) Identify these leaders: William the Conqueror Henry II King John Hugh Capet Joan of Arc Ferdinand and Isabella Charles V Ivan the Great</p>	<p>1) Students add terms to notebooks.</p> <p>2) Students label a map with the location of the nation states, major settlements, and inhabitants.</p> <p>3) Divide class into four groups. Assign each group a separate nation-state. Each group develops a poster chart containing pertinent information about the group's nation state. The groups then complete a worksheet using the information from other groups' posters.</p> <p>4) Teacher-led discussion of the role of religion and war in the expansion of the nation-states.</p>	<p>Maps</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p> <p>Biographies</p>	<p>WHI.1a,b,d</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>3) Explain how England, France, Spain, and Russia expanded their territories and consolidated their power</p> <p>4) Locate England, France, Spain, and Russia on a world map</p> <p>5) Identify the impact of the Hundred Years' War on England and France</p>	<p>5) Students create a mini timeline for the nation-states expansion.</p> <p>6) Assign students individual research topics for the content. Students orally report their findings to the class. Teacher ensures that all content from the Curriculum Framework is included and discussed. Award extra credit to students for dressing the character/event or developing something to illustrate the topic.</p> <p>7) Interactive notebook activities</p> <p>8) Students update the classroom timeline.</p>		
---	---	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.12b

The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by

b) explaining conflicts among Eurasian powers, including the Crusades, the Mongol conquests, and the fall of Constantinople.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Crusades Holy Land Muslims Mongols Ottoman Turks Byzantine Empire Pope Urban Saladin Sack Nobles Monarchs Legacy Eurasian</p> <p>2) Discuss the key events and effects of the Crusades on the Eurasian powers</p> <p>3) Identify the effects of the Mongol and Ottoman invasions on the Eurasian powers</p>	<p>1) Students add terms to notebooks.</p> <p>2) Students label separate maps of the Crusades, Mongol invasions, and Ottoman invasions.</p> <p>3) Students create a T-Chart showing items traded and received.</p> <p>4) Teacher-led discussion that compares the leaders of the Mongol and Ottoman invasions.</p> <p>5) Students create a chart that compares the military tactics and technology of the Crusaders, Mongols, and Ottoman Turks, highlighting the commonalities.</p>	<p>Video: <i>Richard the Lionhearted</i> T59125</p> <p>Maps</p> <p>T Chart</p> <p>Comparative charts</p> <p>Flow Chart</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1b,d,e</p> <p>WHI.6k</p> <p>WHI.7a,b,c,d,e</p> <p>WHI.9d</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Students view video, <i>Richard the Lionhearted</i>.</p> <p>7) Students review the rise of the Byzantine Empire (WHI.6k, WHI.7a-e) and create a flow chart of the rise and fall of the Byzantine Empire.</p> <p>8) Students compare the invasions of the Angles, Saxons, Magyars, and Vikings (WHI.9d) with the invasions of the Mongols and Ottomans.</p> <p>9) Students update the classroom timeline.</p>		
--	--	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.12c

The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by

c) identifying patterns of crisis and recovery related to the Black Death (Bubonic plague).

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Black Death Bubonic plague Decimated Scarcity Feudal obligations Disruption</p> <p>2) Describe the impact of the Black Death (Bubonic plague) on Asia and Europe</p>	<p>1) Students add terms to notebooks.</p> <p>2) Teacher develops a current day scenario about the spreading of a disease. Students brainstorm how society would deal with the situation. Relate this to the Black Death (Bubonic plague).</p> <p>3) Teacher reads excerpts about the Black Death (Bubonic plague). Compare the Black Death with the diseases Europeans brought to American Indians.</p> <p>4) Students research the extent of the Black Death (Bubonic plague) and label maps to demonstrate the extent.</p>	<p>Scenarios</p> <p>Excerpts</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1b,e,f</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Teacher compares the Black Death (Bubonic plague) with malaria during the Panama Canal construction.</p> <p>6) Teacher develops several scenarios dealing with current interruptions in travel, trash collection, communications, et cetera due to strikes, illnesses, et cetera. Randomly given a scenario, students discuss what the effects of the disruption would be. Relate current disruption to what happened during the Black Death (Bubonic plague).</p> <p>7) Students update the classroom timeline.</p>		
--	--	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.12d

The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by

- d) explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Clergy Nobility Middle Ages Monasteries Scholars Philosophy</p> <p>2) Identify the contributions of church scholars as a channel of knowledge to Western Europe</p>	<p>1) Students add terms to notebooks.</p> <p>2) Class reviews WHI.5e, f; 6j; and 8d to discuss the Greek, Roman, and Arabic knowledge that would be transferred to Western Europe.</p> <p>3) Class discussion about the use of symbols to identify shops, et cetera because people could not read. Compare this past practice with the use of symbol signs today (highway signs, et cetera).</p> <p>4) Class discussion of the role of church scholars in the transfer of knowledge to Western European populations.</p>	<p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p> <p>Examples of translations</p>	<p>WHI.1a,b,e</p> <p>WHI.5e,f</p> <p>WHI.6j</p> <p>WHI.8d</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Teacher shows examples of some of the translations made by the church scholars.</p> <p>6) Students update the classroom timeline.</p>		
--	---	--	--

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.13a

The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by

a) identifying the economic foundations of the Italian Renaissance.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Renaissance Demand Production Credit Banking Usury Interest Letter of credit Accounting Bookkeeping</p> <p>2) Explain the economic effects of the Crusades</p> <p>3) Identify the economic foundations of the Italian Renaissance</p>	<p>1) Students add terms to notebooks.</p> <p>2) Students create a T chart showing the goods that flowed between Europe and the Middle East.</p> <p>3) Class discussion of the economic changes that laid a foundation for the Renaissance.</p> <p>4) Class reviews the Twelve Tables (WHI.6c) and connects the content with the church rules against usury.</p> <p>5) Teacher demonstrates to the class the convenience of using Arabic numerals.</p> <p>6) Students update the classroom timeline.</p>	<p>T Chart Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1d,e,f</p> <p>WHI.6c</p> <p>WHI.12b</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.13b

The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by

b) sequencing events related to the rise of Italian city-states and their political development, including Machiavelli’s theory of governing as described in *The Prince*.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Wealth Middle East City-state Civic leader Republics Treatise Absolute power <i>The Prince</i></p>	<p>1) Students add terms to notebooks.</p> <p>2) Students label maps with the major Italian city-states. Teacher-led discussion examining the effect of geography on the development of city-states.</p> <p>3) Teacher reads excerpts from <i>The Prince</i>.</p>	<p>Maps</p> <p><i>The Prince</i></p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1a,b,d,e,f</p> <p>WHI.10a</p>
<p>2) Describe the role of geography in the rise of the Italian city-states</p> <p>3) Explain the political development of the Italian city-states</p> <p>4) Explain Machiavelli’s theories of power and governing</p>	<p>4) Students research Machiavelli and create a poster illustrating one of his governmental theories.</p> <p>5) Review major trade routes (WHI.10a) and discuss the impact of trade on the Renaissance.</p> <p>6) Students update the classroom timeline.</p>		<p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.13c

The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by

- c) citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Renaissance Philosophy Patrons Secular Humanism Medieval Salvation Sonnet</p> <p>2) Compare the foci of Medieval and Renaissance arts and literature</p> <p>3) Name and identify Renaissance artists/writers</p> <p>4) Describe the influence of humanism on Renaissance art and literature</p> <p>5) Recognize the <i>Mona Lisa</i>, <i>Last Supper</i> and <i>David</i></p>	<p>1) Students add terms to notebooks.</p> <p>2) Teacher-led discussion of Leonardo da Vinci, Michelangelo, and Petrarch. Show pictures of the <i>Mona Lisa</i>, <i>David</i>, and <i>Last Supper</i>.</p> <p>3) Students create a graphic organizer comparing the creativity and contributions of the artists in #2.</p> <p>4) Given pictures of Medieval and Renaissance art, students write a comparison paragraph.</p> <p>5) Students update the classroom timeline.</p>	<p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1a,e</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
World History and Geography to 1500 A.D. (C.E.) Curriculum**

SOL: WHI.13d

The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by

d) comparing the Italian and the Northern Renaissance, and citing the contributions of writers.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the terms: Renaissance Movable type Secular Gutenberg Bible Disseminate</p> <p>2) Compare the Italian and Northern Renaissance</p> <p>3) Identify Erasmus and Sir Thomas More</p> <p>4) Explain how Italian and Northern Renaissance artists differed</p> <p>5) Identify <i>Utopia</i> and <i>The Praise of Folly</i></p>	<p>1) Students add terms to notebooks.</p> <p>2) Teacher-led discussion of the spread of the Italian Renaissance into northern Europe.</p> <p>3) Students complete a T chart comparing the Italian and Northern Renaissance.</p> <p>4) Students examine and compare pictures of Italian and Northern Renaissance art.</p> <p>5) Teacher reads excerpts of Renaissance literature.</p> <p>6) Students label a map showing the spread of the Renaissance into northern Europe.</p> <p>7) Students update the classroom timeline.</p>	<p>Maps</p> <p>T Chart</p> <p>Pictures</p> <p>Renaissance literature</p> <p>Internet resources</p> <p>United Streaming</p> <p>Classroom timeline</p>	<p>WHI.1a,b</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>