## World History
### Unit Curriculum Document

<table>
<thead>
<tr>
<th>Unit Number and Title:</th>
<th>Time Frame:</th>
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<tbody>
<tr>
<td>Unit 2: Classical Era (500 BC – 600 AD)</td>
<td>4 Weeks</td>
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</tbody>
</table>

### Curriculum

#### Concepts:
- Political Systems
- Diffusion
- Rule of Law
- Belief Systems

#### Enduring Understandings (Big Ideas):
- Institutions of the past continue to impact our world.
- One gains insight into the sacrifices made for freedom and the values of these United States of America by studying the founding documents of government. (Celebrate Freedom Week)

#### Essential Questions:
- How do people and ideas affect history?
- What if the belief “all men are created equal” did not exist?

#### The student will know:
- Traditional historical points of reference from 500 BC to AD 600
- The contributions and influence of classical civilizations on subsequent civilizations

#### The student will be able to:
- Identify major causes and describe the major effects of the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han)
- Identify major causes and describe major effects of the development of monotheism, Judaism, and Christianity
- Describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity
- Explain the impact of the fall of Rome on Western Europe
- Compare the factors that led to the collapse of Rome and Han
### World History
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<th>Unit 2: Classical Era 2014-15</th>
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- How to use geographic skills and tools to collect, analyze, and interpret data

- The impact of geographic factors on major historic processes (i.e., spread of religion, democracy, philosophy)

- The characteristics of democracy, republic, and oligarchy

- How contemporary political systems have developed from earlier systems of government

- The significance of political choices and decisions made by individuals, groups, and nations (i.e., plebeians and the Twelve Tables)

- The historical development of significant legal and political concepts related to the rights and responsibilities of citizenship

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- Create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation (i.e., Greece)

- Analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models (i.e., classical civilizations)

- Locate places and regions of historical significance directly related to major eras and turning points in world history

- Interpret maps, charts, and graphs to explain how geography has influenced people and events in the past

- Identify the characteristics of democracy, republic, and oligarchy

- Explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome

- Identify the impact of political and legal ideas contained in the Jewish Ten Commandments and Justinian's Code of Laws

- Describe how people have participated in supporting or changing their governments

- Describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history

- Identify the influence of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" that originated from the Judeo-Christian legal tradition and in Greece and
| World History  
| Unit Curriculum Document |
|---|---|
| **• The history and relevance of Buddhism, Christianity, Confucianism, Hinduism, Judaism, and the development of monotheism** | **Rome**
|  | • Describe the historical origins, central ideas, and spread of Buddhism, Christianity, Confucianism, Hinduism, Judaism, and the development of monotheism
|  | • Identify examples of religious influence on the Jewish Diaspora and the spread of Christianity
| **• The roles of women, children, and families in classical civilizations (i.e., Sparta, Athens, Rome)** |  
|  | • Describe the changing roles of women, children, and families in classical civilizations
| **• How the development of ideas has influenced institutions and societies** |  
|  | • Summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome
| **• The relationship between the arts and the times during which they were created** |  
|  | • Identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from Hellenistic and Greco-Roman societies
| **• How major scientific and mathematical discoveries and technological innovations affected classical societies** |  
|  | • Identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in classical Greece and Rome, classical India
| **• How to apply critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology** |  
|  | • Identify the contributions of significant scientists such as Archimedes, Eratosthenes, Pythagoras
|  | • Explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events (i.e., Greek Persian Wars, building of the Great Wall of China)
|  | • Explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view
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### World History

**Unit Curriculum Document**

- How to communicate in written, oral, and visual forms
- Interpret and create written, oral, and visual presentations of social studies information

#### Student Understanding (student friendly TEKS)

- **1B** – I can identify causes and describe effects of the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions.
- **3A** – I can describe the major political, religions/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome.
- **3B** – I can explain the impact of the fall of Rome on Western Europe.
- **3C** – I can compare the factors that led to the collapse of Rome and Han China.
- **15A, 16C** – I can create and interpret maps, graphs, and charts to explain how geography has influenced history.
- **15B** – I can analyze and compare geographic distributions and patterns shown on maps, graphs, charts, and models.
- **16A** – I can locate places and regions related to major events and turning points in world history.
- **19B** – I can identify the characteristics of a democracy, a republic, and an oligarchy.
- **20A** – I can explain the development of democratic-republican government from its beginnings in classical Greece and Rome.
- **20B** – I can identify the impact of political and legal ideas in the Jewish Ten Commandments and Justinian's Code of Laws.
- **21A** – I can describe how people have participated in supporting or changing their governments.
- **21B** – I can describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history.
- **22B** – I can identify the influence of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law".
- **23A** – I can describe Buddhism, Christianity, Confucianism, Hinduism, Judaism, and the development of monotheism.
- **23B** – I can identify examples of religious influence on the Jewish Diaspora and the spread of Christianity.
- **24A** – I can describe the changing roles of women, children, and families in classical civilizations.
- **25B** – I can summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome.
- **26A** – I can identify significant examples of art and architecture from classical civilizations that demonstrate order, balance, and proportion.
- **27A** – I can identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in classical Greece, Rome, and India.
- **27E** – I can identify the contributions of Archimedes, Eratosthenes, Pythagoras.
- **29B** – I can explain how historians interpret historical events.
29C – I can explain the differences and analyze primary and secondary sources.
30C – I can interpret and create written, oral, and visual presentations of social studies information.

**TEKS**

**Student Expectations and Knowledge and Skills Statement**

1. History. The student understands traditional historical points of reference in world history. The student is expected to:
   - identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions.

3. History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:
   - describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity.
   - explain the impact of the fall of Rome on Western Europe.
   - compare the factors that led to the collapse of Rome and Han China.

15. Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:
   - create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation.
   - analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.

16. Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:
   - locate places and regions of historical significance directly related to major eras and turning points in world history.
   - interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.

19. Government. The student understands the characteristics of major political systems throughout history. The student is expected to:
   - identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.

20. Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:
   - explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment.
   - identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen.

21. Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history.
(A) describe how people have participated in supporting or changing their governments

(B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history

(22) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:

(B) identify the influence of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" that originated from the Judeo-Christian legal tradition and in Greece and Rome

(23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:

(A) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and the development of monotheism

(B) identify examples of religious influence on various events referenced in the major eras of world history

(24) Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:

(A) describe the changing roles of women, children, and families during major eras of world history

(25) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:

(B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome

(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

(A) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures

(27) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:

(A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, and the Islamic caliphates between 700 and 1200 and in China from the Tang to Ming dynasties

(E) identify the contributions of significant scientists such as Archimedes, Eratosthenes, Pythagoras

(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(B) explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events

(C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view

(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(C) interpret and create written, oral, and visual presentations of social studies information
### Targeted College Readiness Standards:
- I.C.1
- II.B.2
- III.B.1
- IV.A.4
- V.A.2

### Targeted ELPs:
- 1E
- 2G
- 3G
- 4J
- 5F

### Academic Vocabulary:
- Rule of Law
- Monotheism
- Dynasty

### Language of Instruction:
- Democracy
- Oligarchy
- Republic
- City-state
- Justinian’s Code of Laws
- Jewish Ten Commandments
- Buddhism
- Christianity
- Confucianism
- Hinduism
- Judaism
- Polytheism
- Caste System

### Instructional Resources:
- History Alive! World Connections
- Mastering the TEKS In World History, Jarrett, Zimmer, Killoran
## Technology:
- Suggested ways to incorporate technology and/or websites into the unit

## Career Connections/Real Life Application:
- To what extent are ideas from ancient Greece and Rome important in today’s world?

## Exemplar Lessons:
- 

## Research Based Instructional Strategies:
- 

## Assessment

### Student self-assessment & reflection:
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### Acceptable evidence or artifacts:
- Performance Task Unit 2