

## Brunswick High School Social Studies

### World History I - Grade 9

#### UNIT 4: Early Empires

<b>Essential Understandings</b>	Empires rise and how are they maintained through a series of specific conditions.
<b>Essential Questions</b>	<p>To what extent was the Assyrian Empire created through military power?</p> <p>To what extent was the rise of Persia a result of Cyrus' dynamic leadership?</p> <p>What Chinese technological and political innovations led to the creation of the early Chinese empires?</p> <p>In what ways did religion in India contribute to the formation of Indian empires?</p>
<b>Essential Knowledge</b>	<p>Each regional empire roughly conforms to the Conrad Demarest model of empires, in which the following necessary preconditions must exist:</p> <ol style="list-style-type: none"><li>State-level government:</li><li>High agricultural potential in the area:</li><li>An environmental mosaic</li><li>Several small states with no clearly dominant state</li><li>Mutual antagonisms among those states:</li><li>Adequate military resources:</li><li>An ideology supporting personal identification with the state, empire, conquest and militarism</li></ol>
<b>Vocabulary</b>	<p>iron Nineveh monarchy vassal states deportation Cyrus the Great Darius I Satrapy, satrap Zoroastrianism Royal Road Persepolis Shang dynasty Zhou dynasty Wu Mandate of Heaven crossbow</p>

	Confucius Aryans rajahs Sanskrit epics Vedas caste system Hinduism reincarnation Siddhartha Gautama Buddhism Mauryan Empire Asoka Rock Edicts Qin dynasty Yangshao culture Longshan culture Yu Xia Shang dynasty vassal retainers extended families nuclear households oracles ideographic writing Zhou feudalism Mandate of Heaven shi Shi Huangdi Confucius Laozi Daoism Legalists Great Wall Sunzi Han forbidden city Mauryan Empire Buddhism Aryans Vedas India daises caste system varnas polygamy polyandry patrilineal
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<p><b>Essential Skills</b></p>	<p>Students will be able to understand how empires grow and are maintained as a result of dynamic leadership, powerful armies, comprehensive legal codes, and vibrant economies.</p> <p>Students will identify specific political, physical, and cultural locations on a given map.</p> <p>Students will utilize primary and secondary sources.</p> <p>Students will articulate cause and effect by applying the Conrad Demarest model of empires.</p> <p>Students will develop the skills necessary to compare and contrast different empires.</p> <p>Students will write routinely for a range of tasks.</p> <p>Students will make use of map elements to read, interpret, and make conclusions.</p> <p>Students will describe the cultural characteristics of the different early empires.</p> <p>Students will make connections between the geographic settings of the different early empires and the development of the cultures of those empires.</p>
<p><b>Priority Standards and Performance Indicators</b></p>	<p><b>PS SS1</b>  <b>Students will conduct and present original research that utilizes primary and secondary sources in order to analyze, interpret and explain historical (and/or) contemporary social studies topics.</b></p> <p>Students will make judgments about conflicting findings (statements, testimonies) from different sources; incorporating those from sources that are valid and refuting others.</p> <p>Students will develop a clear and well-supported position (thesis) regarding the topic.</p> <p>Students will synthesize information from varied sources (primary and secondary), fieldwork, experiments, and/or interviews that reflect multiple perspectives.</p> <p>Students will select and use appropriate research methods, tools, and sources from government, history, economics, geography and/or related fields.</p>

Students will create a coherent set of findings that integrate paraphrasing, quotations, and citations that present information based on this research.

**PS SS2**

**Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens.**

Students will compare the American government and political system with other governments and political systems.

Students will compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.

Students will evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.

Students will analyze the political structures, power, and perspectives of diverse cultures within the United States and the world.

**PS SS3**

**Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.**

Students will understand that the study of economics includes the theory of supply and demand and the production, distribution, and consumption of goods and services.

Students will analyze the roles of specialization, economic interdependence, wealth, poverty, resource distribution, and other economic factors on the economies of the United States and the world.

Students will analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability.

Students will analyze the role of regional, international, and global organizations that are engaged in economic development.

**PS SS4**

**Students utilize concepts and processes from geography to understand issues involving people, places, and environments in the United States and the world.**

Students will identify and describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.

Students will explain that the study of physical, environmental, and cultural geographic features help people to better predict and evaluate consequences of geographic influences.

Students will analyze geographic data on physical, environmental, and cultural processes to determine how these processes shape and change places and regions.

Students will analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.

**PS SS5**

**Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.**

Students will understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.

Students will explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.

Students will trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources.

	<p>Students will analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.</p>
<p><b>Related Maine Learning Results</b></p>	<p>A2 Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <p>B1 Knowledge, Concepts, Themes, and Patterns of Civics/Government</p> <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <p>C1 Economic Knowledge, Concepts, Themes, and Patterns</p> <p>Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <p>D1 Geographic Knowledge, Concepts, Themes, and Patterns</p> <p>Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <p>D2 Individual, Cultural, International, and Global Connections in Geography</p> <p>Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <p>E1 Historical Knowledge, Concepts, Themes, and Patterns</p> <p>Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p>

	<p>E2 Individual, Cultural, International, and Global Connections in History</p> <p>Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p>
<b>Embedded Common Core Standards</b>	<p>Key Ideas and Details:</p> <p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>Craft and Structure:</p> <p>CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>Integration of Knowledge and Ideas:</p> <p>CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>

	<p>CCSS.ELA-LITERACY.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>CCSS.ELA-LITERACY.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>
<b>Related Social Studies Practices</b>	<p>Chronological reasoning and causation. Comparison and contextualization. Geographic reasoning. Gathering, using and interpreting evidence. Role of the individual in social and political participation.</p>
<b>Sample Lesson and Activities</b>	<p>PRIMARY SOURCES Investigation</p> <p>Kurash (Cyrus) the Great: The Decree of Return for the Jews (539 B.C.E.)</p>
<b>Sample Classroom Assessment Methods</b>	<p>Conrad Demarest Model of Empire - compare and contrast Sargon to Cyrus</p>
<b>Assessment Evidence</b>	<p>Pending Proficiency Decisions by District and Site Practices Committee at the Secondary Level</p>
<b>Sample Resources</b>	<p>Herodotus accounts: The Histories PowerPoint slideshow featuring Persian Empire Old Testament/Hebrew Bible</p>