

## Brunswick High School Social Studies

### World History I - Grade 9

#### UNIT 6: The Golden Age of Empires

<b>Essential Understandings</b>	A systematic understanding of the life cycle of an empire can be obtained through examination of the Conrad Demarest model of empires.
<b>Essential Questions</b>	<p>To what extent was the Pax Romana a result of the Augustan settlement?</p> <p>What factors led to the decline of Rome?</p> <p>What is the legacy of Roman civilization?</p> <p>How did the Han dynasty shape China?</p> <p>What made the Maya one of the most sophisticated civilizations of the early Americas?</p> <p>What enduring qualities did the Byzantine Empire possess that allowed them to outlast the Western Roman Empire?</p> <p>What contributions did the Byzantine Empire make to western civilization?</p> <p>Why are the contributions of the Carolingian particularly noteworthy in the early Medieval period?</p>
<b>Essential Knowledge</b>	<p>Each regional empire roughly conforms to the Conrad Demarest model of empires.</p> <p>The Augustan settlement ended political strife of the late republican period and ushered in Rome's Golden Age.</p> <p>Rome declined due to a variety of issues, including poor leadership, economic stagnation, and barbarian invasions.</p> <p>Roman developments led to many important contributions in the areas of law, architecture, urban planning, language, and literature.</p> <p>The Han dynasty created a successful bureaucratic infrastructure based on civil service exams.</p> <p>The Maya built splendid temples and pyramids and developed a complex calendar and writing system.</p>

	<p>The vast Mayan trade network was the key to their success.</p> <p>The geographical location of the Byzantine Empire contributed to its long-term health by providing defense and economic advantages.</p> <p>Byzantine contributions include Justinian's Code, preservation of ancient manuscripts, architecture, art, and Eastern Orthodox Christianity.</p> <p>The Carolingian Empire created an extensive domain run by an efficient bureaucracy under the leadership of Charlemagne who further revived education.</p>
<b>Vocabulary</b>	<p>feudalism</p> <p>manorialism</p> <p>latifundia</p>
<b>Essential Skills</b>	<p>Students will be able to identify the elements necessary for an empire to thrive and that when those conditions are not met the empire will decline.</p>
<b>Priority Standards and Performance Indicators</b>	<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> <p>Students will create a coherent set of findings that integrate paraphrasing, quotations, and citations that present information based on this research.</p>

**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 how people influence government through such activities as voting, writing to legislators, performing community service, and engaging in civil disobedience.

Students will evaluate current issues using constitutional principles of government in the United States, including those put forth in the founding documents.

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.

	<p>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> <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>Students will identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.</p>
<p><b>Related Maine Learning Results</b></p>	<p>A. Applications of Social Studies Processes, Knowledge, and Skills Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.</p> <p>A1 Researching and Developing Positions on Current Social Studies Issues Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <p>A2 Making Decisions Using Social Studies Knowledge and Skills Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <p>B. Civics and Government Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.</p> <p>B1 Knowledge, Concepts, Themes, and Patterns of Civics/Government 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>B2 Rights, Duties, Responsibilities, and Citizen Participation in Government</p>

	<p>Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <p>B3 Individual, Cultural, International, and Global Connections in Civics and Government Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <p>C. Economics 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.</p> <p>C1 Economic Knowledge, Concepts, Themes, and Patterns 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>C2 Individual, Cultural, International, and Global Connections in Economics Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <p>D. Geography Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.</p> <p>D1 Geographic Knowledge, Concepts, Themes, and Patterns 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 Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <p>E. History</p>
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	<p>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.</p> <p>E1 Historical Knowledge, Concepts, Themes, and Patterns 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 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>	Conrad Demarest Model: Han and Rome
<b>Sample Classroom Assessment Methods</b>	<p>Written student explanatory analysis. Completion of comparison chart.</p>
<b>Assessment Evidence</b>	Pending Proficiency Decisions by District and Site Practices Committee at the Secondary Level
<b>Sample Resources</b>	Conrad Demarest Model of Empires/Chart