



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for the Mississippi College- and Career-Readiness Standards

Social Studies

**Early World History – World
History from Pre-Historic Era
to the Age of Enlightenment**



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MISSISSIPPI
DEPARTMENT OF
EDUCATION





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INTRODUCTION

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement in social studies, equipping citizens to solve complex problems, and establishing fluent communication skills while preparing students for college, career, and civic life. Instructional Planning Guides for the Mississippi College and Career Readiness Standards for Social Studies serve as a roadmap for teachers to plan and implement effective instruction that aligns with academic standards in the social studies content area. These guides provide a framework for teachers to develop learning objectives, select appropriate instructional strategies, and design assessments that measure student understanding and mastery of social studies concepts and skills. The Instructional Planning Guides are designed to be robust and relevant to the real world, reflecting the knowledge and skills students need to succeed in college and careers and allowing students to compete in the global economy.

PURPOSE

This document is designed to provide districts, instructional coaches, and K-12 social studies teachers with a basis for curriculum development. The purpose of Instructional Planning Guides for the Mississippi College and Career Readiness Standards for Social Studies is to ensure that teachers have access to high-quality resources and support to create engaging and relevant social studies learning experiences that prepare students to be informed and active citizens. These guides can also help teachers differentiate instruction to meet the needs of diverse learners, promote cultural understanding and appreciation, and integrate technology and other resources to enhance student learning.

DEVELOPMENT

Through the adoption of the 2022 Mississippi College and Career Readiness Standards for Social Studies, a committee consisting of 62 members from every congressional district recognized the need to provide educators with a comprehensive resource to develop their curriculum. The resulting Instructional Planning Guides were developed to suggest learning activities and real-world connections that are accessible and equitable for all educators in the state of Mississippi. These guides are intended to serve as a valuable tool to support educators in designing effective instruction that aligns with the standards, fosters student engagement, and prepares them for success beyond the classroom.



DISCLAIMER

The purpose of the Social Studies Instructional Planning Guides (IPGs) provided herein, which are developed by the Mississippi Department of Education, is to offer instructional support to educators. The IPGs are not intended to serve as a comprehensive curriculum for the classroom.

All learning activities, suggested skills, real-world connections, differentiation techniques, and instructional strategies outlined in the IPGs are offered as optional resources. They are designed to serve as a guide to assist in the development and enhancement of your own curriculum.

While the Social Studies IPGs aim to provide valuable insights and recommendations, it is important for educators to exercise their professional judgment and expertise when utilizing the provided materials. It is not mandatory to strictly adhere to the suggestions outlined in the IPGs, as individual teaching styles, classroom dynamics, and student characteristics may necessitate adaptations and modifications.



RESOURCES

Grade 7

Early World History – World History from the Pre-Historic Era to the Age of Enlightenment

Websites:

- Khan Academy - World History: <https://www.khanacademy.org/humanities/world-history>
- History for Kids: <https://www.historyforkids.net/>
- National Geographic Kids: <https://kids.nationalgeographic.com/>

Educational Videos:

- "The Story of Us" - <https://www.nationalgeographic.com/tv/shows/the-story-of-us-with-morgan-freeman>
- "Horrible Histories" - <https://www.bbc.co.uk/iplayer/episodes/b00sp018/horrible-histories>
- "Civilization" - <https://www.pbs.org/show/civilizations>
- "Empires: The Medici: Godfathers of the Renaissance" – <https://www.pbs.org/empires/medici/>

Museums and Virtual Tours:

- The British Museum: <https://www.britishmuseum.org/collection/galleries#virtual-galleries>
- Louvre Museum: <https://www.louvre.fr/en/online-tours>
- Smithsonian National Museum of Natural History: <https://naturalhistory.si.edu/visit/virtual-tour>



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SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

Early World History – World History from Pre-Historic Era to the Age of Enlightenment

Standard 7.1: Investigate the development of civilization in the Nile River.

Objectives	Vocabulary
<ol style="list-style-type: none">1. Evaluate how the physical features of Egypt influenced the development of civilization.2. Analyze how religion affected the lives of the ancient Egyptians (e.g., architecture, the afterlife, mummification, etc.).3. Describe the unique features of ancient Egyptian culture and social class structure.4. Explain the power structure of the ancient Egyptian government.5. Evaluate the significance of the discovery of the Rosetta Stone.6. Trace the influence of trade on the development of Egypt.	<ul style="list-style-type: none">• Mummification• Cradle of Civilization• Afterlife• Rosetta Stone• Nile River• Hieroglyphics• Divine Kingship• Polytheistic• Hierarchy• Pharaoh• King Tut



Learning Activities (Early World History – World History from Pre-Historic Era to the Age of Enlightenment - Standard 7.1)

Classroom Discussion/Maps:

Geographic Features Analysis:

- Provide students with maps of ancient Egypt highlighting key physical features.
- In small groups, ask students to discuss and evaluate how these features influenced agriculture, settlement patterns, and trade.
- Each group can present their findings to the class, emphasizing the connection between geography and the development of civilization.

Rosetta Stone Debate:

- Divide the class into two groups, one arguing for the significance of the Rosetta Stone and the other against it.
- Conduct a structured debate, allowing students to present arguments and counterarguments.
- Conclude with a class discussion on the role of the Rosetta Stone in deciphering hieroglyphs and understanding ancient Egyptian history.

Classroom Discussion/Centers:

Cultural and Social Class Collage:

- Have students create collages representing different aspects of ancient Egyptian culture and social class structures.
- In a gallery walk, students can present their collages to the class and discuss the unique features they chose.
- Facilitate a class discussion on the interconnectedness of culture and social hierarchy in ancient Egypt.

Visual Aids/Direct Instruction:

Egyptian Religious Artifacts Exhibition:



- Organize an exhibition featuring replicas or images of Egyptian religious artifacts.
- Assign students to explore the exhibition, take notes, and analyze how these artifacts reflect the religious beliefs and practices of the ancient Egyptians.
- Conclude with a class discussion on the role of religion in various aspects of Egyptian life.

Student Collaboration/Role-Playing Activity:

Government Role-Play:

- Assign students roles within the ancient Egyptian government.
- Conduct a role-play scenario where students act out the decision-making process and interactions within the government.
- After the role-play, facilitate a class discussion on the power dynamics and structures within the ancient Egyptian government.



Real World Connections (Early World History – World History from Pre-Historic Era to the Age of Enlightenment – Standard 7.1)

Physical Features and Civilization Development:

- Draw a parallel to modern times, and discuss how the availability of water resources and fertile land continues to play a significant role in the development of civilizations. For example, the Nile River's annual flooding in ancient Egypt allowed for productive agriculture and settlement along its banks, similar to how the Mississippi River has historically influenced settlement patterns in the United States.

Religion's Impact on Ancient Egyptians:

- Compare the role of religion in ancient Egypt to how religion influences aspects of contemporary society. For instance, explore how religious beliefs impact art, architecture, and rituals in modern cultures, like how churches, temples, and mosques are built to accommodate religious practices.

Ancient Egyptian Culture and Social Structure:

- Discuss modern societies' social classes that can provide a connection. Explore how the division of classes and professions in ancient Egypt is mirrored in today's job sectors and income disparities. For example, comparing the roles of pharaohs and priests to political leaders and religious figures today.

Ancient Egyptian Government Structure:

- Draw a connection between the ancient Egyptian bureaucracy and modern government systems. Exploring how hierarchies of power exist in present-day governments, with leaders, administrators, and local officials having various levels of authority and responsibility.

Significance of the Rosetta Stone:

- Highlight the importance of deciphering languages and the impact of such discoveries on understanding history. For instance, draw parallels to how the decoding of ancient scripts aids in interpreting historical documents, much like how the decryption of coded messages is crucial in modern espionage and communication.

Influence of Trade on Egypt's Development:



- Discuss the global supply chain and its impact on economies today. Explore how trade relationships shape the development of countries' infrastructures, cultures, and societies. Consider how ancient Egypt's role as a trading hub along the Silk Road is analogous to modern trade routes and economic corridors.



Differentiation (Early World History – World History from Pre-Historic Era to the Age of Enlightenment – Standard 7.1)

Visual Learners:

- **Map Discussion:** Provide a detailed map of the Egyptian Civilization near the Nile River. Use the map to visually highlight the geographic features of the Nile River and its contributions to the growth of Egyptian civilization.
- **Visual Aids Activity:** For the social and class structure-activity, provide color-coded visual aids to represent different social classes in ancient Egypt, allowing visual learners to grasp the hierarchy effectively.

Auditory Learners:

- **Classroom Discussion:** Engage in in-depth discussions about the geographic characteristics of the Nile River and its role in Egyptian civilization's development. Encourage auditory learners to actively participate and listen to different perspectives.
- **Class Discussion, Inquiry:** During the discussion on the significance of the Nile River for trading, encourage auditory learners to ask questions and engage in dialogue to understand the importance of the discussed factors for trade.

Kinesthetic/Tactile Learners:

- **Student Collaboration, Role-Playing Activity:** For the symbol creation activity, have kinesthetic learners physically shape the symbols using materials like clay or craft supplies, providing a tactile experience alongside the cognitive aspect.
- **Classroom Discussion, Centers/Partners, Research:** Allow kinesthetic learners to move between centers or partners, physically engaging with different topics and resources related to ancient Egyptian religion.

Logical/Mathematical Learners:

- **Class Discussion, Inquiry:** During the trade discussion, present logical/mathematical learners with a list of trade-related factors like access, water, territory, alliances, military, etc. Challenge them to analyze and rank these factors based on their importance for trade.

Verbal/Linguistic Learners:



- **Classroom Discussion, Centers/Partners, Research:** Verbal learners can actively participate in discussions about religion and its different aspects. Allow them to share their findings, articulate their thoughts, and explain their understanding of ancient Egyptian religious practices and their impact.

Interpersonal Learners:

- **Classroom Discussion, Centers/Partners, Research:** Group interpersonal learners in pairs or centers to research various aspects of ancient Egyptian religion and collaborate on understanding and presenting their findings to the class.

Intrapersonal Learners:

- **Visual Aids Activity:** Provide individual intrapersonal learners with their own blank pyramid and encourage them to label and analyze the social and class structure on their own before discussing it as a group.



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Early World History – World History from Pre-Historic Era to the Age of Enlightenment

Standard 7.2: Examine the development of civilization in the river valleys of China.

Objectives	Vocabulary
<ol style="list-style-type: none">1. Summarize the influence of geographical features on the development of ancient China.2. Compare and contrast the origins, foundational beliefs and spread of Confucianism and Taoism.3. Describe various aspects of Chinese culture, including language, art, architecture, and social class.4. Explain the evolution of the imperial government of China.5. Discuss the creation of the Great Wall.6. Trace the influence of trade on the development of China.	<ul style="list-style-type: none">• Huang He Valley• Yangzi River• Confucius• Confucianism• Lao Tzu• Yin and Yang• Taoism/Daoism• Xia Dynasty• Shang Dynasty• Zhou Dynasty• Qin Dynasty• Han Dynasty• Imperial• Silk Road



Learning Activities (Early World History – World History from Pre-Historic Era to the Age of Enlightenment - Standard 7.2)

Visual Aids, Maps

- Provide a map of China and have students label the Huang He Valley and the Yangzi River.
- Explain the significance of flooding and how tribal leaders responded to the floods.

Direct Instruction, Maps, Visual Aids, Inquiry

- Discuss how certain geographical features isolated China from contact with others.
- Have students to color code or create a color key for each geographical feature.
- Ask students what happened in the culture if China had limited contact with others.

Direct Instruction, Centers/Partners

- Research the philosopher Confucius.
- Have centers or partners to research some of the tenets of Confucianism.
- Allow students to rephrase some of the tenets in their own words and share with the class if they agree or disagree with Confucius' philosophy.

Direct Instruction, Centers/Partners/Visual Aids

- Have students research the philosopher, Lao Tzu.
- Refer to the Yin and Yang symbol and ask students to hypothesize the meaning of the symbol.



- Allow students to share their hypotheses with the class.
- Have students in centers or partners research the tenets of Taoism (Daoism).
- Students should compare the Confucianism and Taoism/Daoism.

Crafting an Argument

- Have students write a thesis statement about which philosophy has the best guiding principles for societies in China.
- Use evidence from Confucianism and Taoism/Daoism to support their argument.

Direct Instruction, Timeline

- Discuss some of the rise and falls of dynasties and their cultural and political contributions to Ancient China:
 - a. Xia Dynasty
 - b. Shang Dynasty
 - c. Zhou Dynasty
 - d. Qin
 - e. Han Dynasty
 - f. Etc.
- Provide blank timelines for students to label dynasties to trace the evolution of the imperial Government in China.

Inquiry, Direct Instruction, Visual Aids, Timeline

- Display a picture of the Great Wall.
- Ask students to list the possible reasons why The Great Wall was constructed.
- Explain the significance of the Great Wall for Ancient China

Visual Strategies/Maps, Direct Instruction, Research

- Provide students with a blank map of China.
- Students should draw the trade route known as The Silk Road on the map.



- Students should research the relationship between Silk and Ancient China.
- Students should identify the imports and exports on the Silk Road.

Interactive Map: [Silkroad Interactive Map](#)



Real World Connections (Early World History – World History from Pre-Historic Era to the Age of Enlightenment – Standard 7.2)

Geographical Features and Development of China:

- Compare the influence of the Yellow River (Huang He) on the development of ancient Chinese civilization to the Nile River's role in ancient Egypt. Just as the Nile supported agriculture and settlement, the Yellow River's fertile plains allowed for farming and early civilization in China.

Comparison of Confucianism and Taoism:

- Draw parallels between the spread of Confucianism and Taoism and the global spread of major religions today. For instance, compare the way Buddhism spread from India to various parts of Asia with the spread of Confucianism and Taoism within China.

Various Aspects of Chinese Culture:

- Compare Chinese calligraphy to other forms of art and writing from different cultures. Discuss how calligraphy's aesthetic and cultural significance are similar or different to, for example, Arabic calligraphy or medieval European illuminated manuscripts.

Evolution of Imperial Government in China:

- Compare the evolution of China's imperial government to the development of other historical empires, such as the Roman Empire or the Byzantine Empire. Discuss how centralized power, bureaucracy, and succession strategies were similar or different.

Creation of the Great Wall:

- Explore the concept of defensive fortifications in other cultures and periods. Discuss how Hadrian's Wall in ancient Roman Britain or the construction of castles in medieval Europe share similarities with the Great Wall of China in terms of protection and control of territory.

Influence of Trade on China's Development:



- Compare the Silk Road trade routes that connected China with the West to modern international trade networks. Highlight the importance of global trade for economies, and discuss how China's historical trade routes laid the groundwork for modern trade relationships.



Differentiation (Early World History – World History from Pre-Historic Era to the Age of Enlightenment – Standard 7.2)

Visual Learners:

- **Visual Aids, Maps:** Provide a detailed map of China, focusing on the Huang He Valley and Yangzi River. Include visuals like color coding to represent geographical features. For flooding, show images or diagrams illustrating how tribal leaders responded to floods in the past.
- **Visual Strategies/Maps, Direct Instruction, Research:** Utilize interactive online maps to visually demonstrate the Silk Road and its trade routes. Provide visual aids that depict silk production and trade in ancient China.

Auditory Learners:

- **Direct Instruction, Inquiry:** Discuss how geographical features isolated China and the effects on culture. Encourage auditory learners to ask questions and engage in discussions about the impact of limited contact with others on China's culture.
- **Inquiry, Direct Instruction, Visual Aids, Timeline:** When discussing the Great Wall, ask students to brainstorm possible reasons for its construction. Encourage auditory learners to participate in group discussions.

Kinesthetic/Tactile Learners:

- **Direct Instruction, Centers/Partners:** Allow kinesthetic learners to engage in hands-on research about Confucianism and Taoism. Provide tactile materials related to these philosophies, such as scrolls or artifacts, to enhance their understanding.
- **Direct Instruction, Centers/Partners/Visual Aids:** Incorporate tactile elements by having students physically draw the Yin and Yang symbol while hypothesizing its meaning.

Logical/Mathematical Learners:

- **Direct Instruction, Timeline:** When discussing the rise and fall of dynasties, encourage logical learners to analyze patterns and identify cause-and-effect relationships that led to the changes in power.
- **Crafting an Argument:** Logical learners can excel in crafting well-structured arguments by evaluating evidence from Confucianism and Taoism to support their thesis statements.

Verbal/Linguistic Learners:

- **Direct Instruction, Centers/Partners:** Verbal learners can actively engage in discussions about Confucianism and Taoism, expressing their understanding of tenets in their own words and debating their merits.



- **Direct Instruction, Timeline:** Encourage verbal learners to explain the cultural and political contributions of different dynasties during class discussions.

Interpersonal Learners:

- **Direct Instruction, Centers/Partners:** Partner or group activities allow interpersonal learners to engage in discussions, debates, and collaborative research, enabling them to share and exchange ideas.

Intrapersonal Learners:

- **Crafting an Argument:** Provide opportunities for intrapersonal learners to reflect on and develop their own opinions about which philosophy has the best guiding principles for societies in China.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

Early World History – Pre-Historic Era to the Age of Enlightenment

Standard 7.3: *Analyze the development of civilization in the Indus Valley.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Explain the influence of geographical features on the development of ancient Indus River Valley.2. Analyze the influence of Hinduism on Indian culture and social practices.3. Describe various aspects of Indian culture, including language, art, and architecture.4. Analyze the power held by each class of the Indian caste system.5. Trace the influence of trade on the development of the Indus River Valley.	<ul style="list-style-type: none">• Monsoons• Caste System• Hinduism• Indus River Valley• Maurya• Gupta• Early Harappan Phase• Mature Harappan Phase• Late Harappan Phase• Himalayas• Hindu Kush• Ganges River• Maurya• Gupta• Brahmin• Kshatriya• Vaisya• Shudra• Bronze Age



Learning Activities (Early World History – Pre-Historic Era to the Age of Enlightenment - Standard 7.3)

Visual Strategy/Maps, Research, Direct Instruction

- Students should label the Indus River Valley on a map.
- Explain to the class that the Indus River Valley Civilization is separated into three phases:
 - a. Early Harappan Phase
 - b. Mature Harappan Phase
 - c. Late Harappan Phase
- Students should label the mountain ranges including the Hindu Kush and the Himalayas
- Students should label the Ganges River and Indus River
- Discuss with the class the causes and effects of monsoons.

Direct Instruction, Maps

- Provide another blank map of the Indus River Valley civilization.
- Students should locate and label the Maurya and Gupta empires on the map.
- Explain the tenets of Hinduism and its relationship to the caste system including the god, Purusha.
- Review the varna ranks of
 - a. Brahmin
 - b. Kshatriya
 - c. Vaisya
 - d. Shudra.

Maps/Visual Aids, Activating Prior Knowledge



- Reference the Indus River Valley Civilization Map.
- Explain to students that the Harappans had maritime trade from Central Asia to the Middle East.
- Have students research the Bronze Age and the materials associated with the Indus River Valley Civilization.
- Reference the maps and inform students to look at the river routes.
- Ask students to research the goods the Indus River Valley Civilization traded with other civilizations.

Resource: *Shipping and Maritime Trade of the Indus People*



Real World Connections (Early World History – World History from Pre-Historic Era to the Age of Enlightenment – Standard 7.3)

Geographical Features and Development of Indus River Valley:

- Compare the Indus River's role in the development of the Indus Valley Civilization to the significance of the Tigris and Euphrates rivers in Mesopotamia. Discuss how both river valleys provided fertile soil for agriculture and facilitated early civilizations.

Influence of Hinduism on Indian Culture and Social Practices:

- Analyze the impact of Hinduism on modern Indian society by comparing it to the influence of other major religions on cultures. For instance, compare how Christianity shaped Western cultures or how Islam influenced the Middle East.

Various Aspects of Indian Culture:

- Compare Indian art and architecture to other cultures' artistic styles and structures, like the intricate carvings of Indian temples and how they contrast with the aesthetics of European cathedrals.

Analysis of the Indian Caste System:

- Compare the Indian caste system's social hierarchy to systems of social classes in other historical societies. Contrast the Indian caste system with feudal systems in medieval Europe, discussing power dynamics and societal roles.

Influence of Trade on the Development of the Indus River Valley:

- Compare trade routes of the ancient Indus Valley Civilization with other trade networks, such as the Silk Road or the Mediterranean trade routes. Explore how trade facilitated cultural exchange, technological diffusion, and economic growth.



Differentiation (Early World History – World History from Pre-Historic Era to the Age of Enlightenment – Standard 7.3)

Visual Learners:

- **Visual Strategy/Maps:** Provide maps for students to label the Indus River Valley, mountain ranges, and rivers. Visual learners can engage with geographical information through direct visual interaction.
- **Maps/Visual Aids, Activating Prior Knowledge:** Use visual aids such as maps to demonstrate trade routes and refer to them while discussing maritime trade in the ancient Indus River Valley.

Auditory Learners:

- **Direct Instruction:** Explain the different phases of the Indus River Valley Civilization, as well as the causes and effects of monsoons. Encourage auditory learners to listen actively and ask questions for clarification.
- **Direct Instruction, Maps:** Auditory learners can benefit from listening to explanations of Hinduism's tenets, caste system, and the varna ranks while focusing on the map for context.

Kinesthetic/Tactile Learners:

- **Direct Instruction, Maps:** Provide blank maps for students to label the Maurya and Gupta empires, and allow them to physically engage with the activity by placing labels on the map.
- **Maps/Visual Aids, Activating Prior Knowledge:** Engage kinesthetic learners by having them physically trace the river routes on the maps, reinforcing their understanding of trade connections.

Logical/Mathematical Learners:

- **Direct Instruction:** Engage logical learners by explaining the chronological phases of the Indus River Valley Civilization, relating them to historical progression.
- **Maps/Visual Aids, Activating Prior Knowledge:** Encourage logical learners to analyze the trade routes and hypothesize the potential goods traded, based on their knowledge of the Bronze Age and materials.

Verbal/Linguistic Learners:



- **Direct Instruction, Maps:** Utilize verbal explanations to describe Hinduism's tenets, caste system, and varna ranks while referencing the map for context.
- **Direct Instruction, Maps:** Engage verbal learners by having them articulate the phases of the Indus River Valley Civilization and the significance of the identified geographical features.

Interpersonal Learners:

- **Maps/Visual Aids, Activating Prior Knowledge:** Allow interpersonal learners to collaborate and discuss potential trade goods with their peers, exchanging ideas and insights about the ancient trade routes.

Intrapersonal Learners:

- **Research, Direct Instruction:** Provide intrapersonal learners with research tasks to delve into the Bronze Age and materials associated with the Indus River Valley Civilization, allowing them to independently explore the topic.



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Early World History – World History from Pre-Historic Era to the Age of Enlightenment

Standard 7.4: Analyze the development of civilizations in ancient Greece.

Objectives	Vocabulary	
<ol style="list-style-type: none"> 1. Assess the influence of geographical features on the development of ancient Greece. 2. Explain how the polytheistic belief system of the ancient Greeks influenced their daily lives. 3. Describe various aspects of Greek culture including the development of language, art, architecture, social class, and philosophy. 4. Compare and contrast the monarchy, oligarchy, and democracy of ancient Greece. 5. Compare and contrast Athens and Sparta. 6. Trace the influence of trade on the development of Greece. 	<ul style="list-style-type: none"> • Alexander the Great • Socrates • Plato • Aristotle • Nike • Apollo • Athena • Olympics • Zeus • Hermes 	<ul style="list-style-type: none"> • Athena • Ares • Aphrodite • Poseidon • Hades • Athens • Sparta • Direct Democracy • Oligarchy • Monarchy



Learning Activities (Early World History – World History from Pre-Historic Era to the Age of Enlightenment- Standard 7.4)

Timeline, Visual Aids, Maps

- Provide students with a blank map that shows the general area of Ancient Greece.
- Have students shade the exact area of Ancient Greece.
- Have students locate and label the Pindus Mountains, Mount Olympus, the Ionian Sea, the Mediterranean Sea, and the Aegean Sea.

Direct Instruction, Inquiry, Visual Maps

- Refer to the map of Ancient Greece and ask students to form a hypothesis about Ancient Greece opportunities to trade.
- Have students research the trade routes and trade materials.

Direct Instruction, Research, Class Project, Visual Aid

- Discuss Ancient Greek art by time period:
 - a. Archaic Period
 - b. Classical Period
 - c. Hellenistic Period
- Place students in centers or partners and allow them to choose their favorite time period and let them recreate famous sculptures with Play-Doh.
- Discuss Greek Architecture
 - a. Corinthian Column
 - b. Doric Column
 - c. Ionic Column
- Have students to identify places where they may have seen these columns.

Greek Culture Gallery Walk



- Create a gallery walk with displays showcasing various aspects of Greek culture (language, art, architecture, social class, philosophy).
- In small groups, students rotate through the gallery, analyzing and discussing each aspect.
- Conclude with a class discussion on the interconnectedness and contributions of these cultural elements.

Class Discussion, Writing Prompt

- Ask the class to respond to a writing prompt such as:

“Is it important to listen to your head or your heart?”

Ask students to use evidence that will support their answers.

- Explain to the class the Ancient Greeks believed in logic and wanted to make sense of the world through concrete evidence such as history, mathematics, and science.
- Discuss the some of the following philosophers:
 - a. Aristotle
 - b. Plato
 - c. Socrates
 - d. Epicurus
 - e. Pythagoras
 - f. Etc.
- Use philosophers as an entry point into the discussion of social classes.

Visual Strategy, Maps, Venn Diagrams,

- Students should locate and label the city-states Athens and Sparta.
- Compare Sparta and Athens through the following topics:
 - a. Government
 - b. Women
 - c. Education
 - d. Military



- e. Trade
- f. Culture
- g. Etc.



Real World Connections (Early World History – World History from Pre-Historic Era to the Age of Enlightenment – Standard 7.4)

Geographical Features and Development of Ancient Greece:

- Compare the impact of geographical features on the development of ancient Greece to the influence of geography on other civilizations, like the Nile River for Egypt or the Yellow River for China. Discuss how access to water, natural resources, and trade routes shaped Greek history.

Polytheism's Influence on Greek Daily Lives:

- Compare the role of polytheistic belief systems in ancient Greece to contemporary cultures that practice various religions. Discuss how rituals, festivals, and beliefs influenced daily life in both ancient and modern societies.

Various Aspects of Greek Culture:

- Compare the development of Greek language, art, and architecture to the cultural developments of other civilizations. Explore how the Greek language's influence can be seen in the evolution of languages, and how Greek architecture and art still inspire modern aesthetics.

Comparison of Government Systems in Ancient Greece:

- Compare the government structures of ancient Greece (monarchy, oligarchy, democracy) to modern governments in terms of representation, citizen participation, and power distribution. Discuss how these concepts influence the design of modern political systems.

Comparison of Athens and Sparta:

- Draw parallels between the differences and similarities of Athens and Sparta to modern cities or states. Discuss how their respective values, strengths, and weaknesses can be compared to qualities in different cities or regions today.

Influence of Trade on the Development of Greece:



- Compare the impact of trade on the development of ancient Greece to the significance of trade in modern global economies. Discuss how trade routes and cultural exchange contributed to the growth and development of both ancient and modern societies.



Differentiation (Early World History – World History from Pre-Historic Era to the Age of Enlightenment – Standard 7.4)

Visual Learners:

- **Timeline, Visual Aids, Maps:** Use visual timelines to illustrate the progression of Ancient Greek art through different periods. Provide visual aids such as images of Corinthian, Doric, and Ionic columns to help visual learners recognize and remember these architectural features.

Auditory Learners:

- **Direct Instruction, Class Discussion, Writing Prompt:** Engage auditory learners through class discussions about philosophers like Aristotle, Plato, and Socrates, focusing on their ideas and their impact on social classes. The writing prompt can encourage them to think and discuss their opinions.

Kinesthetic/Tactile Learners:

- **Direct Instruction, Research, Class Project, Visual Aid:** Tactile learners can engage by physically recreating sculptures using Play-Doh, helping them connect with the art and architecture of different time periods.

Logical/Mathematical Learners:

- **Direct Instruction, Inquiry, Visual Maps:** Logical learners can analyze trade routes and materials from Ancient Greece, understanding the economic aspects through research and mapping.

Verbal/Linguistic Learners:

- **Direct Instruction, Inquiry, Class Discussion:** Engage verbal learners through discussions about Ancient Greek philosophy, prompting them to share their thoughts on the philosophical concepts and their connections to social classes.

Interpersonal Learners:

- **Direct Instruction, Research, Class Project:** Encourage interpersonal learners to work in centers or partners to collaboratively recreate sculptures using Play-Doh and discuss the significance of different time periods in art.

Intrapersonal Learners:



- **Class Discussion, Writing Prompt:** Allow intrapersonal learners to contemplate and express their thoughts individually through writing about the prompt and the influence of Ancient Greek philosophers on social classes.

Naturalistic Learners:

- **Direct Instruction, Inquiry, Visual Maps:** Naturalistic learners can connect with trade routes by understanding how geography influenced trade opportunities, considering factors like the location of seas and mountains.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

Early World History – Pre-Historic Era to the Age of Enlightenment

Standard 7.5: Examine the history of ancient Rome.

Objectives	Vocabulary
<ol style="list-style-type: none">1. Explain how the geographical features of the Italian Peninsula influenced the development of ancient Rome.2. Analyze how religion impacted the daily lives of the Romans.3. Describe Roman culture, including art, language, social class, and recreation.4. Contrast the monarchy, republic, and empire of Rome.5. Trace the influence of trade on the development of Rome.	<ul style="list-style-type: none">• Peninsula• Romulus and Remus• Gladiator• Colosseum• Infrastructure• Council• Plebian• Monarch• Republic• The Alps Mountains• The Tiber River• Mediterranean Sea• Minerva• Juno• Jupiter• Mars• Aqueducts



Learning Activities (Early World History – Pre-Historic Era to the Age of Enlightenment - Standard 7.5)

Visual Strategies:

Geographic Inquiry:

- Provide students with maps of the Italian Peninsula. In small groups, have them identify and analyze the geographical features and discuss how these influenced the development of ancient Rome.

Roman Culture Exhibition:

- Divide the class into small groups, each focusing on one aspect of Roman culture. Have each group create an exhibition booth displaying key aspects, using visual aids, artifacts, and presentations.

Direct Instruction:

Diary:

- Assign each student a role as a fictional Roman citizen. Ask them to keep a "diary" for a week, noting daily rituals, festivals attended, etc. In a class discussion, students can share their experiences and discuss commonalities and differences.

Timeline and Role-Play:

- Create a timeline that illustrates the key events in the transition from monarchy to republic to empire. Organize a role-play activity where students act out significant events or characters from each period. After the role-play, facilitate a class discussion on the advantages and disadvantages of each form of government.

Venn Diagram/Research/Direct Instruction:

Contrast the Monarchy, Republic, and Empire of Rome:



- Create a timeline that illustrates the key events in the transition from monarchy to republic to empire. Organize a role-play activity where students act out significant events or characters from each period. After the role-play, facilitate a class discussion on the advantages and disadvantages of each form of government.

Research/Visual Aids/Direct Instruction:**Geographic Inquiry:**

- : Provide students with maps of the Italian Peninsula. In small groups, have them identify and analyze the geographical features and discuss how these influenced the development of ancient Rome.

Trade Simulation:

- Divide the class into different regions representing trade partners of ancient Rome. Assign each group a role and have them simulate trade negotiations and exchanges. Discuss the outcomes and lead a reflection on how trade influenced the economic and cultural development of Rome.

Timelines/T-Charts:**Timeline and Role-Play:**

- Create a timeline that illustrates the key events in the transition from monarchy to republic to empire. Organize a role-play activity where students act out significant events or characters from each period. After the role-play, facilitate a class discussion on the advantages and disadvantages of each form of government.



Real World Connections (Early World History – World History from Pre-Historic Era to the Age of Enlightenment – Standard 7.5)

Geographical Features and Development of Ancient Rome:

- Compare the role of geographical features in the development of ancient Rome with other regions, such as Greece or Egypt. Discuss how access to waterways and fertile land influenced the growth of civilizations.

Religion's Impact on Roman Daily Lives:

- Draw parallels between how religion impacted Roman daily lives and how religious practices influence modern societies. Explore how modern holidays, rituals, and customs are influenced by religious beliefs.

Roman Culture: Art, Language, Social Class, Recreation:

- Compare Roman art and architecture to other cultures' artistic styles and structures. Discuss how Latin, the language of ancient Rome, has influenced modern languages like Spanish, French, and English.

Comparison of Roman Government Systems:

- Compare the transition from monarchy to republic to empire in Rome with the evolution of governments in other civilizations. Discuss how the idea of checks and balances in Roman governance relates to modern political structures.

Influence of Trade on Rome's Development:

- Explore the concept of trade routes in other historical contexts, such as the Silk Road or transatlantic trade routes. Discuss how trade influenced cultural exchange, economic growth, and technological diffusion in both ancient and modern times.



Differentiation (Early World History – World History from Pre-Historic Era to the Age of Enlightenment – Standard 7.5)

Visual Learners:

- **Visual Strategy, Maps:** Provide a detailed map of the Italian Peninsula for students to locate and label the geographic features. Emphasize the importance of the Alps Mountains, Apennine Mountains, and various seas in protecting and facilitating trade for Ancient Rome.

Auditory Learners:

- **Direct Instruction:** Engage auditory learners through explanations of Roman mythology and the gods and goddesses. Encourage them to ask questions and participate in discussions about the cultural influences on Ancient Rome.

Kinesthetic/Tactile Learners:

- **Maps, Venn Diagram, Research, Direct Instruction:** Allow kinesthetic learners to engage by physically drawing Venn diagrams to compare Roman and Greek sculptures. Provide them with hands-on materials to simulate the construction of Roman infrastructure like roads and aqueducts.

Logical/Mathematical Learners:

- **Direct Instruction, Venn Diagram, Research:** Logical learners can analyze the parallels between modern football stadiums and the Colosseum, focusing on the shared role of entertainment. Encourage them to draw comparisons based on historical and cultural contexts.

Verbal/Linguistic Learners:

- **Direct Instruction, Research:** Engage verbal learners through discussions about the mythology, gods, and goddesses of Ancient Rome. Encourage them to share their research on gods, goddesses, and festivals.

Interpersonal Learners:



- **Research, Direct Instruction:** Allow interpersonal learners to collaborate in researching gods, goddesses, and Ancient Roman festivals. Facilitate group discussions where they can share their findings and insights.

Intrapersonal Learners:

- **Direct Instruction, Visual Aids, and Timelines:** Provide intrapersonal learners with a timeline activity to trace the evolution of Roman governance. Allow them to individually analyze the differences between the monarch, republic, and empire in their own time.

Naturalistic Learners:

- **Maps, Direct Instruction:** Naturalistic learners can engage with the geographical features of the Italian Peninsula by connecting them to how the landscape influenced Rome's defense and trade.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

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Early World History – World History from the Pre-Historic Era to the Age of Enlightenment

Standard 7.6: Evaluate the development of sub-Saharan civilizations in East, South, and West Africa.

Objectives	Vocabulary
<ol style="list-style-type: none">1. Explain how the geographical features of sub-Saharan Africa influenced the development of civilization.2. Analyze the origins and foundational beliefs of traditional African religions3. Analyze the influence of Islam on the civilizations of sub-Saharan Africa.4. Describe various aspects of culture, including art, architecture, and class structure in sub-Saharan Africa.5. Explain how the civilizations of sub-Saharan Africa were governed.6. Trace the influence of trade on the development of sub-Saharan Africa.	<ul style="list-style-type: none">• Sahel• Mali Empire• Songhai Empire• Kingdom of Benin• Ancestral Worship• Animism• Islam• Trans-Saharan trade



Learning Activities (Early World History – World History from Pre-Historic to the Age of Enlightenment- Standard 7.6)

Visual Aid, Maps

- Provide students with a blank map of the continent of Africa to locate and label the following empires:
 - a. Mali Empire
 - b. Songhai Empire
 - c. Kingdom of Benin
 - d. Kingdom of Axum
 - e. Bornu Empire
 - f. Kingdom of Kanem
 - g. Kingdom of Ife
 - h. Abyssinia/Ethiopian Empire
 - i. Kingdom of Kongo
 - j. Swahili Coast
 - k. Great Zimbabwe
 - l. Mutapa
 - m. Etc.

Resource: [*Ancient and Medieval Sub-Saharan African Kingdoms/Empires*](#)

Direct Instruction

- Discuss the following beliefs:



- a. Supreme God
- b. Ancestral Worship
- c. Animism

is the basis of various African religions.

Islam in Africa Timeline

- Have students create a timeline illustrating the spread of Islam in sub-Saharan Africa.
- Include key events, leaders, and the impact of Islam on local cultures.
- Discuss the timeline as a class, emphasizing the multifaceted influence of Islam on the region.

Cultural Exchange Gallery Walk

- Create a gallery walk with information and visuals showcasing the influence of Islam on sub-Saharan African civilizations.
- Have students walk through the gallery, take notes, and discuss the impact of Islamic trade, education, and architecture on the region.
- Conclude with a class discussion on the lasting effects of Islamic influence.

Visual Strategies, Map Routes, Inquiry

- Locate and identify the Soninke empire of Ghana on a map.
- Ask students to research the need and purpose of salt. Ask students what increased or decreased the value of salt during a trade.
- Have students to trace the Trans-Saharan Gold Trade on the map.



- Ask students to find the relationship between the trading of gold and the increase of population within the Tran-Saharan region.



Real World Connections (Early World History – World History from Pre-Historic Era to the Age of Enlightenment – Standard 7.6)

Geographical Features and Development of Civilization in Sub-Saharan Africa:

- Compare the impact of geographical features on the development of civilizations in sub-Saharan Africa to other regions, like Mesopotamia or the Indus Valley. Discuss how access to resources, water, and climate influenced the growth of societies.

Origins and Foundational Beliefs of Traditional African Religions:

- Compare the foundational beliefs of traditional African religions to the core tenets of other world religions, such as Hinduism or Buddhism. Discuss how belief systems influence cultural practices and values.

Influence of Islam on Sub-Saharan African Civilizations:

- Compare the spread and impact of Islam in sub-Saharan Africa to its influence on other regions, like South Asia or the Middle East. Discuss how the adoption of Islam affected social structures, trade, and culture.

Various Aspects of Culture in Sub-Saharan Africa:

- Compare the art, architecture, and class structure in sub-Saharan Africa to cultural elements in other parts of the world, such as the Maya civilization or ancient Egypt. Discuss how cultural expressions reflect societal values.

Governance of Civilizations in Sub-Saharan Africa:

- Compare the governance systems in sub-Saharan African civilizations with those of other historical societies, like the Roman Republic or ancient China. Discuss different approaches to leadership, law, and administration.

Influence of Trade on the Development of Sub-Saharan Africa:

- Explore the role of trade in the development of sub-Saharan Africa in comparison to other trade networks, such as the Silk Road or the Mediterranean trade routes. Discuss how trade facilitated cultural exchange and economic growth.



Differentiation (Early World History – World History from Pre-Historic Era to the Age of Enlightenment – Standard 7.6)

Visual Learners:

- **Visual Aid, Maps:** Provide visual learners with a blank map of Africa to label various empires and kingdoms. Consider using different colors or symbols for each to aid memory and recognition.

Auditory Learners:

- **Direct Instruction:** Engage auditory learners by explaining the different beliefs that served as the basis of various African religions. Describe how converting to Islam acted as a form of protection against slavery and discuss the unique blend of Islam with original practices.

Kinesthetic/Tactile Learners:

- **Visual Strategies, Map Routes, Inquiry:** Allow kinesthetic learners to physically trace the Trans-Saharan Gold Trade routes on a map. Provide tactile materials related to salt, encouraging them to explore the need and purpose of this resource in trade.

Logical/Mathematical Learners:

- **Visual Strategies, Map Routes, Inquiry:** Logical learners can analyze the cause-and-effect relationship between the value of salt in trade and its impact on population growth in the Trans-Saharan region.

Verbal/Linguistic Learners:

- **Direct Instruction:** Engage verbal learners by discussing the beliefs that formed the basis of African religions. Encourage them to ask questions and engage in discussions about the historical context of converting to Islam and its implications.

Interpersonal Learners:

- **Visual Strategies, Map Routes, Inquiry:** Allow interpersonal learners to collaborate in researching the importance of salt and its relationship to trade. Encourage group discussions about the impact of trade routes on population growth.

Intrapersonal Learners:



- **Direct Instruction:** Allow intrapersonal learners to reflect individually on the significance of African religions and the reasons behind converting to Islam. Provide opportunities for them to delve into historical context.

Naturalistic Learners:

- **Visual Strategies, Maps, Inquiry:** Naturalistic learners can engage with the trade routes by understanding how the distribution of resources like salt and gold influenced population growth and the region's economy.



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Early World History – World History from Pre-Historic to the Age of Enlightenment

Standard 7.7: Examine the developments of early world religions and philosophies.

Objectives	Vocabulary
<ol style="list-style-type: none">1. Compare and contrast animism, monotheism, and polytheism.2. Explain the origins and foundational beliefs of Hinduism, Judaism, Buddhism, Christianity, and Islam.3. Trace the spread of Hinduism, Judaism, Buddhism, Christianity, and Islam across the globe.	<ul style="list-style-type: none">• Hinduism• Buddhism• Christianity• Islam• Monotheism• Polytheism• Animism



Learning Activities (Early World History – World History from Pre-Historic Era to the Age of Enlightenment – Standard 7.7)

Student Collaboration, Direct Instruction, Visual Aids, Venn Diagrams

- Assigned students with partners. Have students to research animism, monotheism, and polytheism. Ask students to find the differences and similarities between these religious beliefs.
- Students should find two to three cultural or historical examples of each religious belief.

Student Collaboration, Project-Based Learning

- Place students into groups and assigned the group with a world religion.
- Have students research the following questions/topics:
 - a. The origin of the belief
 - b. The geographical origin of the belief
 - c. The cultural and political background of the belief.
 - d. The trade routes associated with the belief.
 - e. Religion as a weapon to enslave and military conquest.
 - f. The spread of the belief.



Real World Connections (Early World History – World History from Pre-Historic Era to the Age of Enlightenment – Standard 7.7)

Comparison of Belief Systems:

- Compare and contrast animism, monotheism, and polytheism with modern belief systems like atheism, agnosticism, and secular humanism. Discuss how different belief systems shape cultures and individuals' perspectives.

Origins and Foundational Beliefs of Major Religions:

- Compare the origins and foundational beliefs of Hinduism, Judaism, Buddhism, Christianity, and Islam to contemporary belief systems. Discuss how these religions have influenced cultural practices and values worldwide.

Spread of World Religions:

- Compare the spread of Hinduism, Judaism, Buddhism, Christianity, and Islam to the global dissemination of modern ideologies or technological advancements. Explore how factors like trade, migration, conquest, and missionary efforts contributed to their dissemination.

Artistic and Architectural Influences of Religions:

- Compare the artistic and architectural styles influenced by Hinduism, Judaism, Buddhism, Christianity, and Islam to how contemporary religious art and architecture reflect cultural values and religious devotion.

Modern Global Issues and Religious Perspectives:

- Explore how contemporary world issues like environmental sustainability, human rights, and social justice are viewed and addressed by different religious traditions. Discuss how religious teachings can influence global responses to these challenges.



Differentiation (Early World History – World History from Pre-Historic Era to the Age of Enlightenment – Standard 7.7)

Visual Learners:

Student Collaboration, Direct Instruction, Visual Aids, Venn Diagrams:

- Provide visual aids such as images, maps, and diagrams to accompany the research on animism, monotheism, and polytheism. Encourage students to use these visuals in their presentations to enhance understanding.

Student Collaboration, Project-Based Learning:

- Incorporate visual elements in the presentations for each world religion, such as maps showing the geographical origin, cultural symbols, and relevant images to represent trade routes and cultural practices.

Auditory Learners:

Student Collaboration, Direct Instruction, Visual Aids, Venn Diagrams:

- Engage in class discussions where students can verbally share their research findings on the differences and similarities between religious beliefs. Use auditory aids like recorded interviews, podcasts, or audio clips to supplement the information.

Student Collaboration, Project-Based Learning:

- Encourage group presentations with oral explanations of the origin, cultural background, and other aspects of each religion. Allow for interactive questioning and discussion among the students during the presentations.

Kinesthetic/Tactile Learners:

Student Collaboration, Direct Instruction, Visual Aids, Venn Diagrams:

- Provide hands-on materials related to cultural examples of each religious belief. Allow students to physically engage with objects or artifacts that represent these beliefs to enhance their understanding.

Student Collaboration, Project-Based Learning:

- Incorporate tactile elements in the presentations, such as physical models, artifacts, or symbolic objects related to each world religion. Encourage hands-on activities that represent aspects of the belief system.

**Logical/Mathematical Learners:**

Student Collaboration, Direct Instruction, Visual Aids, Venn Diagrams:

- Guide students to organize their research findings using logical structures such as Venn diagrams, flowcharts, or matrices. Emphasize the categorization of differences and similarities.

Student Collaboration, Project-Based Learning:

- Encourage students to create organized presentations using logical frameworks that categorize information about the origin, cultural background, trade routes, and other aspects of each world religion.

Verbal/Linguistic Learners:

Student Collaboration, Direct Instruction, Visual Aids, Venn Diagrams:

- Encourage students to engage in group discussions where they can explain their research findings verbally. Provide opportunities for them to use language to articulate the differences and similarities.

Student Collaboration, Project-Based Learning:

- Emphasize the use of clear and articulate verbal explanations in group presentations. Encourage students to express themselves eloquently and effectively.

Interpersonal Learners:

Student Collaboration, Direct Instruction, Visual Aids, Venn Diagrams:

- Foster group discussions where students can collaboratively analyze the differences and similarities between religious beliefs. Allow them to share insights and perspectives within the group.

Student Collaboration, Project-Based Learning:

- Encourage active group discussions and interactions during the research phase, allowing interpersonal learners to exchange ideas and insights within their group.

Intrapersonal Learners:

Student Collaboration, Direct Instruction, Visual Aids, Venn Diagrams:



- Provide individual reflection time for intrapersonal learners to process the differences and similarities they discover. Encourage them to independently review their partners' findings.

Student Collaboration, Project-Based Learning:

- Allow intrapersonal learners time for independent research and reflection before participating in group discussions. Provide opportunities for them to express their individual insights during presentations.

Naturalistic Learners:

Student Collaboration, Direct Instruction, Visual Aids, Venn Diagrams:

- Incorporate visual aids that showcase natural environments or landscapes associated with the cultural and historical examples of each religious belief.

Student Collaboration, Project-Based Learning:

- Encourage exploration of how natural environments influenced the cultural practices and spread of each belief system. Allow students to discuss how geographical factors shaped the development of religions.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

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Early World History – World History from the Pre-Historic Era to the Age of Enlightenment

Standard 7.8: Assess the Middle Ages and the emergence of nation-states in Europe.

Objectives	Vocabulary
<ol style="list-style-type: none">1. Explain the system of feudalism and its relationship to the development of European monarchies and nation-states.2. Analyze the effects of the Magna Carta on the feudal system.3. Describe how the Magna Carta led to the development of a representative government in England.4. Describe the events of the Crusades5. Evaluate the Crusades' lasting effects on Europe.6. Examine the role and influence of the Roman Catholic Church in medieval Europe7. Analyze the economic, political, and social effects of the plague on Europe.	<ul style="list-style-type: none">• Feudal System• Manorialism• Nobles• Knights/Vassals• Serfs• King John of England• Magna Carta• King Henry III• Parliament• Plague/The Black Death• Barons• Medieval• The Roman Catholic Church• The Crusades



Learning Activities (Early World History – World History from the Pre-Historic Era to the Age of Enlightenment - Standard 7.8)

Direct Instruction

- Define the Feudal System as a class.
- Discuss the political, social, and economic characteristics of feudalism.
- Discuss the Germanic invasions of the Roman Empire and the development of feudalism.
- Define Manorialism and show its relationship with Feudalism.
- Review the term monarch with the class.

Visual Strategy

- Have students define Feudalism in their own words.
- Provide students with a blank pyramid, and have students label the pyramid with the following:
 - a. Monarch
 - b. Nobles
 - c. Knights and Vassals
 - d. Merchants, Farmers, and Craftsmen
 - e. Peasants and Serfs
- Ask students to research the responsibilities of each group starting with the King to the peasants.

Direct Instruction, Inquiry

- Identify King John of England and his abuse of power towards the barons.



- Explain the purpose of the Magna Carta and its limitations of the King’s power and the slight increase of power of the nobles.
- Have students discuss the political, social, and economic implications of the Magna Carta.

Direct Instruction

- Explain to the class how Magna Carter laid the foundation of laws. It established a form of a contract that the government (monarch) and the governed (the nobles).
- Identify King Henry III and the creation of the Parliament.

Direct Instruction, Inquiry

- Discuss the negative and positive effects of The Crusades on Europe.
- Explain to the class how religion was part of a military conquest from the Muslims and Christians.
- Explain how the Crusades brought a period of civilization in Europe.
- Ask students to hypothesize about how a time of war can bring stabilization to a country.
- Allow students to share their hypotheses with the class.
- Discuss with the class the increased trade and economy in Europe and the decline of Feudalism because of The Crusades.

Inquiry, Direct Instruction

- Ask students to hypothesize which structure of society received the most attention during The Crusades:
 - a. Economy
 - b. The Government
 - c. Religion
 - d. Culture

Ask students to justify their answers with evidence.



- Explain to the class that the Monarch system began to crumble during the Middle Ages and The Roman Catholic Church filled the void of the government.
- Discuss with the class how The Roman Catholic Church served the religious and social needs of the people.

Research, Direct Instruction, Student Collaboration

- Have students research The Black Death.
- Students should identify the following:
 - a. The years the Black Death happened.
 - b. Medical Advancements (or lack thereof) during The Black Death.
 - c. Religious Authority
 - d. Art
 - e. The Status of Women
 - f. A topic of their choice
- Ask students to discover what happened to prices during a time of a plague and how did it affect the following areas:
 - a. The Roman Catholic Church
 - b. Peasants
 - c. Wages
 - d. Lords (Property owners)
 - e. Culture

Plague Consequences Simulation



- Assign students roles representing different societal sectors (e.g., nobility, clergy, peasants) during a simulated plague outbreak.
- Have them make decisions and assess the consequences on their respective sectors.
- Conclude with a class discussion on the multifaceted effects of the plague on economic, political, and social structures in Europe.



Real World Connections (Early World History – World History from Pre-Historic Era to the Age of Enlightenment – Standard 7.8)

Feudalism and Nation-States:

- Compare the development of feudal systems in Europe to other regions with similar systems, such as Japan. Discuss how feudalism impacted the structure of monarchies and the eventual emergence of nation-states.

Effects of the Magna Carta on Feudalism:

- Compare the principles of the Magna Carta to modern documents like constitutions or bills of rights. Explore how the Magna Carta challenged the traditional power dynamics of the feudal system.

Magna Carta and Representative Government:

- Compare the principles of representative government established by the Magna Carta to modern democratic systems. Discuss how these early concepts influenced the development of modern parliamentary systems.

Crusades and Interactions with Other Cultures:

- Compare the motives and consequences of the Crusades to contemporary conflicts or interventions in other parts of the world. Discuss how cultural interactions and exchanges during the Crusades contributed to global interconnectedness.

Lasting Effects of the Crusades:

- Compare the long-term effects of the Crusades on European society to the impact of globalization or cultural exchange in the modern era. Discuss how the Crusades influenced trade, technology, and cultural diffusion.

Role of the Roman Catholic Church:

- Compare the influence of the Roman Catholic Church in medieval Europe to the roles of other religious institutions in different historical contexts. Discuss the similarities and differences in religious authority and social impact.

Plague's Effects on Europe and Modern Analogies:



- Compare the socio-economic impact of the plague on medieval Europe to the consequences of modern global health crises, such as pandemics. Discuss the ways societies respond to such challenges and recover from them.

Historical Precedents for Societal Changes:

- Explore how the shifts caused by the events mentioned in the objectives can offer insights into societal changes happening in contemporary times, such as shifts in governance, social systems, and interactions between cultures.



Differentiation (Early World History – World History from Pre-Historic Era to the Age of Enlightenment – Standard 7.8)

Visual Learners:

Visual Strategy:

- Provide visual aids such as diagrams or illustrations depicting the feudal pyramid structure, highlighting the different levels of society.
- Incorporate images or charts that visually represent the political, social, and economic characteristics of feudalism for better comprehension.

Direct Instruction, Inquiry:

- Use visual aids like maps and timelines to show the spread of The Crusades, the regions involved, and the key events.
- Display visuals that depict the changes in trade routes and the economic impact of The Crusades on Europe.

Auditory Learners:

Direct Instruction:

- Engage in class discussions where you explain the concepts of feudalism, the Magna Carta, and the role of The Roman Catholic Church. Use clear and concise explanations to cater to auditory learners.
- Share anecdotes or stories related to the events to captivate auditory learners' attention and enhance their understanding.

Inquiry, Direct Instruction:

- Facilitate class discussions where students share their hypotheses about the effects of war on stability, followed by a discussion on the actual outcomes during The Crusades.
- Encourage verbal reasoning as students justify their answers about which societal structure received the most attention during The Crusades.

Kinesthetic/Tactile Learners:

**Visual Strategy:**

- Provide physical manipulatives like small figurines or symbols representing different societal groups for students to place on the pyramid diagram during the lesson on feudalism.
- Utilize tactile materials like textured maps to show the routes and regions involved in The Crusades.

Research, Direct Instruction, and Student Collaboration:

- Allow students to physically manipulate materials for their Black Death research project. Provide index cards or tactile materials for them to organize their findings for different aspects of The Black Death's impact.

Logical/Mathematical Learners:**Visual Strategy:**

- Present data in the form of charts, graphs, and tables that depict statistical information about the economic and social effects of The Black Death, appealing to logical thinkers.

Direct Instruction, Inquiry:

- Present cause-and-effect relationships logically when discussing how the Magna Carta limited the King's power and led to the establishment of a representative government.
- Encourage students to analyze data and trends while discussing the changes in trade routes and economic impact during and after The Crusades.

Verbal/Linguistic Learners:**Direct Instruction:**

- Engage in comprehensive explanations and discussions of feudalism, the Magna Carta, and the role of The Roman Catholic Church, using clear and precise language to cater to linguistic learners.

Research, Direct Instruction, and Student Collaboration:

- Encourage students to verbally present their research findings on different aspects of The Black Death. Allow them to discuss their hypotheses and arguments in detail, enhancing their verbal skills.

**Interpersonal Learners:**

Student Collaboration, Project-Based Learning:

- Foster group discussions during the research phase of The Black Death project, allowing students to share findings, exchange ideas, and collaborate on constructing compelling arguments.

Intrapersonal Learners:

Student Collaboration, Project-Based Learning:

- Allow intrapersonal learners independent research time for The Black Death project. Provide opportunities for them to reflect on their findings and construct well-justified arguments in solitude.

Naturalistic Learners:

Visual Strategy:

- Use images of landscapes, regions, and trade routes to visually connect the historical events of The Crusades with the geographical context, catering to naturalistic learners' connection to the environment.

Research, Direct Instruction, and Student Collaboration:

- Encourage research into the natural factors that may have contributed to The Black Death's spread and impact. Discuss how environmental factors influenced societal responses and outcomes.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

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Early World History – World History from the Pre-Historic Era to the Age of Enlightenment

Standard 7.9: Investigate the impact of the Renaissance and the Reformation on Europe.

Objectives	Vocabulary
<ol style="list-style-type: none">1. Explain the influence of humanism on the development of the Renaissance.2. Identify key figures of the Renaissance including their accomplishments in the arts, music, literature, and architecture.3. Explain the causes, events, and points of contention of both the Reformation and the Counter-Reformation.4. Evaluate how the Renaissance influenced the development of trade.	<ul style="list-style-type: none">• Nicolaus Copernicus• William Shakespeare• Christopher Columbus• Ferdinand Magellan• Galileo• Leonardo de Vinci• Michelangelo• Raphael• Renaissance• Francis Bacon• Martin Luther• Printing Press• Reformation• Counter-Reformation• Council of Trent



Learning Activities (Early World History – World History from Pre-Historic Era to the Age of Enlightenment- Standard 7.9)

Direct Instruction, Hypothesis

- Ask students to define Renaissance and to write an additional definition in their own words.
- Ask students to find the definition of culture and counterculture.
- Students should identify the “Culture” of the Middle Ages/Medieval Europe.
- Inform students that there was a movement against Medieval Europe’s culture. Ask students to hypothesize what was the counterculture to Medieval Europe.
- Define humanism as a class.

Direct Instruction, Research

- Explain to the class that the Renaissance was the rebirth of man through science, literature, art, philosophy, architecture, etc.
- Place students with partners to research two of the key figures from the Renaissance. The research should include some of the following:
 - a. Their contributions to the Renaissance
 - b. How did their contributions counter the ideas of the Middle Ages?
 - c. Are their contributions present today?
 - d. Do we need another Renaissance movement? Or is there a present movement that resembles the Renaissance?



- Allow students to share their findings with the class.

Direct Instruction, Inquiry, Current Events

- Have students identify the different types of information available on social media.
- Have students compare a newspaper to social media.
- Explain to students that ideas are shared in their media and sometimes ideas can spark a dramatic change in society.
- Define the word reform as a class.
- Define the Reformation Movement in class.
- Discuss the importance of the printing press with the class.

Activating Prior Knowledge, Inquiry, Writing Prompt

- Students should explain how the Roman Catholic Church came into power.
- Inform students that in the United States, there is a law about the separation of “church and state.” Ask students do they agree or disagree with this law and use evidence to support their stance.
- Discuss Martin Luther and the 95 Theses with the class.

Class Discussion, Inquiry, Research

- Define the Counter-Reformation as a class.
- Explain the purpose of the Council of Trent.
- Ask students to identify the various ways the Roman Catholic Church attempted to stop the spread of Protestantism.
- Students should also identify how the Roman Catholic Church changed during the Reformation period.



- Ask students to write a hypothesis if the changes were successful and were the changes enough to convert others to Catholicism.

Research, Activating Prior Knowledge

- Students should research the economic system during the Middle Ages (Traditional, Mixed, Command, or Market).
- Students should research the economic system during the Renaissance (Traditional, Mixed, Command, or Market).

Direct Instruction, Research

- Introduce how the Renaissance was also a change in the economy.
- Explain to students the use of coinage during the Renaissance Era
- Have students list the cause and effects of the money market during the Renaissance Era. Include the following:
 - a. Education
 - b. Cities
 - c. Banking



Real World Connections (Early World History – World History from Pre-Historic Era to the Age of Enlightenment – Standard 7.9)

Influence of Humanism on Modern Thought:

- Explore how the principles of humanism, such as valuing human potential and critical thinking, have influenced modern educational systems, workplace culture, and societal values.

Key Figures of the Renaissance and Their Impact:

- Compare the accomplishments of Renaissance figures like Leonardo da Vinci, Michelangelo, and Shakespeare to contemporary artists, writers, and musicians. Discuss how their work continues to inspire and shape creative endeavors.

Reformation and Counter-Reformation in Modern Context:

- Examine parallels between religious reforms in history and modern movements seeking change within religious institutions. Discuss how societal dynamics and points of contention have evolved.

Renaissance Ideals in Contemporary Trade:

- Analyze how the Renaissance emphasis on innovation and exploration parallels with modern business practices, technological advancements, and globalization. Explore how the quest for knowledge and expansion drives today's trade and economic development.

Impact of Renaissance Art and Architecture:

- Compare Renaissance architectural principles, such as symmetry and perspective, to modern architectural trends. Explore how art and design from the Renaissance continue to influence urban planning and aesthetics.

Cultural Revivals in Modern Contexts:

- Discuss modern instances of cultural revival and revitalization that mirror the Renaissance's revival of classical learning and artistic traditions. Consider how societies reinvent and celebrate their heritage.

Social and Political Movements as Catalysts for Change:



- Compare the Reformation and Counter-Reformation to modern social and political movements that challenge established norms and institutions. Discuss the role of dissent and change in shaping societies.

Humanism and Education Today:

- Explore how the humanist principles of critical thinking, liberal arts education, and holistic personal development have influenced modern educational philosophies and approaches.

Global Exchange and Renaissance Trade Routes:

- Investigate how the Renaissance emphasis on exploration, navigation, and trade has evolved into modern global trade networks, international economic agreements, and cultural exchanges.

Scientific Revolution and Modern Scientific Advances:

- Draw parallels between the scientific advancements of the Renaissance and modern scientific breakthroughs. Discuss how the Renaissance's emphasis on observation and experimentation laid the foundation for contemporary scientific inquiry.



Differentiation (Early World History – World History from Pre-Historic Era to the Age of Enlightenment – Standard 7.9)

Visual Learners:

Direct Instruction:

- Use visual aids like charts or diagrams to illustrate the key differences between the culture of Medieval Europe and the Renaissance.
- Display images of prominent Renaissance figures and their contributions while explaining their significance.

Direct Instruction, Research:

- Utilize visuals to show the impact of the printing press in spreading Renaissance ideas and information.
- Share images of relevant artworks, buildings, or scientific discoveries from the Renaissance to engage visual learners in the topic.

Auditory Learners:

Direct Instruction:

- Engage in detailed explanations of the definitions of Renaissance, culture, counterculture, and humanism to cater to auditory learners.
- Narrate the historical context of the Reformation, Counter-Reformation, and the significance of the printing press.

Activating Prior Knowledge, Inquiry, Writing Prompt:

- Facilitate group discussions where students can orally express their opinions on the separation of church and state, drawing from their own experiences and understanding.

Kinesthetic/Tactile Learners:

Direct Instruction, Hypothesis:



- Allow students to physically write down their definitions of Renaissance and culture.
- Engage students in a tactile activity where they sort and categorize information about Medieval Europe's culture and Renaissance ideals.

Research, Activating Prior Knowledge:

- Encourage students to physically engage with research materials, taking notes and highlighting key points about economic systems during the Middle Ages and the Renaissance.

Logical/Mathematical Learners:

Hypothesis:

- Challenge logical thinkers to formulate hypotheses about the counterculture to Medieval Europe based on historical context, using analytical reasoning.

Research, Inquiry, Writing Prompt:

- Prompt logical learners to research and analyze the cause-and-effect relationships of the money market during the Renaissance era, examining how education, urbanization, and banking contributed to the economic changes.

Verbal/Linguistic Learners:

Direct Instruction:

- Engage in detailed discussions and explanations of concepts, providing clear definitions and historical context for terms like humanism, Reformation, Counter-Reformation, and more.

Direct Instruction, Research:

- Encourage students to verbally share their research findings about key Renaissance figures, emphasizing their contributions and how they challenged medieval ideas.

Intrapersonal Learners:

Direct Instruction, Research:



- Provide independent research opportunities for intrapersonal learners to delve deep into the contributions and impact of key Renaissance figures, allowing them to internalize information.

Activating Prior Knowledge, Inquiry, Writing Prompt:

- Facilitate individual reflection and expression of opinions on topics like church-state separation and the effects of the Reformation, allowing intrapersonal learners to connect personally to the content.

Interpersonal Learners:

Student Collaboration, Direct Instruction, Research:

- Promote group discussions about the economic systems during the Middle Ages and the Renaissance, fostering interpersonal learning through shared research and perspectives.

Naturalistic Learners:

Direct Instruction:

- Incorporate discussions about how the Renaissance impacted the environment and urbanization, connecting the historical context to naturalistic learners' affinity for ecological factors.