

GRADE 7
WORLD HISTORY AND GEOGRAPHY:
MEDIEVAL AND EARLY MODERN TIMES

The study of world history and geography continues this year with an examination of social, cultural, and technological change during the period A.D. 500–1789. The sequence of these units is both *historic*, advancing across the years A.D. 500–1789, and *geographic*, advancing across the major continents of the earth. The units are focused on the great civilizations that were developing concurrently over these years. By working with world maps and time lines, students can locate and recognize these cultures in time and place, compare events that were developing concurrently in the world, and observe the transmission of ideas, beliefs, scientific developments, and economic trade throughout this important period of history. To carry this learning into modern times, students will consider the ways in which these ideas continue to influence our nation and the world today.

Throughout the entire year of study, students will recognize the unique and similar political, economic, geographic and social (P.E.G.S.) structures of these world civilizations. PEGS is a lens through which students can recognize, apply and synthesize new learning around these four primary areas of historical study. When studying history in this way, student learning will be deepened, enriched, and more connected.

CONNECTING WITH PAST LEARNING: THE FALL OF ROME

This unit builds on the sixth-grade study of Roman civilization. Students consider the internal and external reasons for Rome’s fall to invading Germanic tribes, including political, economic, geographic and social problems. To help students relate this remote historical period to the present, teachers should emphasize the lasting contributions of Roman civilization, especially in the areas of law, justice, and citizenship. By learning that the law codes of most Latin countries are still based on Roman law, students will appreciate the continuing importance of Roman law and justice. Critical thinking skills can be developed by students as they compare citizens’ civic duties as taught by Roman Stoic philosophers with citizens’ civic rights and responsibilities in America today. Such skills can be developed also by comparing modern-day art, architecture, engineering, and even the language and writing with those of the Roman Empire.

MEDIEVAL EUROPE

In this unit students will encounter Europe during the Middle Ages, as feudalism develops, reaches its peak and finally declines. This study will focus on the economic and political structure of feudal society, the daily life and responsibilities of everyone, and the growth of towns, trade, and technology.

Special attention should be paid to Christianity and its development in the Middle Ages because the Church, more powerful than any feudal state, influenced every aspect of medieval life in Europe. The story of St. Francis of Assisi should be told, both for his embodiment of the Christian ideal and for the accessibility to students of his gentle beliefs. Attention also should be given to the Crusades, viewed from both the Christian and Muslim perspectives. Another aspect of medieval societies that students should understand is the continuing persecution of the Jewish and other minorities especially during the Crusades and the Black Death. Students should learn of the conflicts between Christians and Muslims in Spain and the plight of the Jews caught between the warring faiths. Examination of the Spanish inquisition, during which people were tortured and burned at the stake, should demonstrate the lengths to which religious authorities went to force conversions and to destroy as heretics and their beliefs.

Feudalism’s decline in Europe should be closely examined. Advances in military technology and death on a large scale due to the bubonic plague brought about significant changes severely weakening the manorial system. Political changes, such as King Henry II’s legal reforms, the Magna Carta and King Edward III’s model

parliament, are critical because they not only damaged feudalism, they paved the way for modern democratic ideals and led to the Renaissance and subsequent dynamic changes.

GROWTH OF ISLAM

In this unit students examine the rise of Islam as a religion and as a civilization. Students should analyze the geographic and economic significance of the trade routes between Asia and Europe that were used by Arab merchants. They should consider the importance of a common literary language (Arabic) and religion (Islam) in unifying the many ethnic groups of this region. The religious ideas of Muhammad, the founder of Islam, should be discussed both for their ethical teachings and as a way of life. Muhammad should be seen as a major historical figure who helped establish the Islamic way of life, its code of ethics and justice, and its rule of law.

Students should examine the position of Christians and Jews in the Islamic world who, as “People of the Book,” were allowed to practice their religious beliefs. Contributions of Islamic scholars, including mathematicians, scientists, geographers, astronomers, and physicians from many ethnic groups, should be emphasized. Scholars at Baghdad and Córdoba, the two great centers of Muslim learning, helped to preserve much of the learning of the ancient world and, by the end of the ninth century, they added important new discoveries of their own in mathematics, medicine, geography, history, and science. In this intellectual climate, poetry and literature flourished. Students can be introduced to these achievements through selections from *The Thousand and One Nights* (Arabic) and the poetry of Omar Khayyam, a Sufi mystic (Persian).

Islam spread to the area known today as Turkey, where, in the fourteenth century, the Ottoman Turks began gradually to absorb other Turkish tribes and to establish control over most of Asia Minor. In 1453 they captured Constantinople, the seat of the Byzantine Empire, and expanded into Christian Europe until nearly 1700. In studying the social structure of the Ottoman Empire, students should give attention to the role of women; the privileges of its conquered peoples; slavery; the political system; and the legal code. Analysis should be made of the geographic conditions that facilitated the expansion of Islam through the Middle East, through North and sub-Saharan Africa, to Spain, and east through Persia to India and Indonesia, with influences that persist in these regions to the present day.

AFRICAN STATES IN MEDIEVAL TIMES

This unit begins with a geographic survey of sub-Saharan Africa and the landforms, climate, vegetation, rivers, and resources associated with its major geographic regions. Students should analyze the importance of an iron technology and of geographic location and trade in the development of the sub-Saharan empires of Ghana and Mali. Both became states of great wealth--Ghana, by controlling the trade in gold from the south; and Mali, by controlling both the southern trade in gold and the northern trade in salt. Students should also understand that slavery existed in these kingdoms and was part of the western African economy at the time. Both kingdoms exercised commercial, cultural, and political power over a large part of Africa.

The Muslim conquest of Ghana ended in destruction of the kingdom. Mali's rulers, on the other hand, converted to Islam. Under Islamic rule, the nation achieved recognition as a major power. Its leading city, Timbuktu, with its university became known throughout the Muslim world as a center of learning, a tradition that lasted through Mali's conquest by Songhai in the fourteenth century and Songhai's fall two centuries later to Moroccan invaders.

MEDIEVAL CHINA

In this unit students examine Chinese culture and society during the Middle Ages, a period that saw the remarkable development in China of great cities; construction of large seagoing vessels; and great technological progress, including the invention of the compass, gunpowder, and printing. Important economic changes during the Tang

Dynasty and Song Dynasty established a “modern” form of Chinese society that lasted well into the twentieth century. Students should analyze the agricultural shifts that led to a money economy, a wealthy merchant class of traders, and growth of China’s provincial cities.

During the Mongol Ascendancy, a flourishing sea trade developed between China, India, and the coast of Southeast Asia. Foreign merchants such as Marco Polo were given special privileges and high office. In the 15th century, the Ming Dynasty undertook great maritime expeditions that eclipsed in scale the European exploits of a century later. Abruptly, in 1433, the Emperor suspended these enterprises, however, and forbade even the construction of seagoing vessels. Students should examine how the Chinese ideal of a unified state under one leader, with a strong bureaucracy, restrained progress. Unable to control the growth of its maritime commerce, the bureaucracy chose instead to withdraw from it.

Students should analyze how Confucian thought supported these actions and returned China to its traditional values. The merchant class was subordinated as a necessary evil of society, and little priority was placed on Chinese trade and manufacturing, which, in A.D. 1000, had been the most advanced in the world. The Chinese invention of printing fostered scholarly study and spread traditional ideas more widely throughout society. The outlook of the Chinese scholarly class came to dominate Chinese thought and government well into the twentieth century. Students should critically analyze the different ways in which Chinese inventions--gunpowder, the compass, and printing--affected China and the West.

MEDIEVAL JAPAN

Students will focus next on Japan during the time of Prince Shotoku’s regency. Students should observe Japan’s close geographic proximity to the more ancient civilization of China and analyze how that led to the borrowing of ideas, institutions, and technology. At the same time, they should consider how its insular location facilitated Japan’s political independence, allowing it to borrow selectively and to fashion a culture uniquely its own.

With the establishment of direct relations between the Chinese and Japanese courts in A.D. 607, Japanese artists, crafts persons, scribes, interpreters, and diplomatic dignitaries made frequent visits to China. Members of Japan’s upper classes studied Chinese language, literature, philosophy, art, science, and government. Buddhism was introduced and blended with Japan’s traditional Shinto religion.

Students might compare Chinese poetry and painting appreciated in Japanese imperial courts with the distinctive Japanese style of painting that developed in the ninth century and with Noh drama, a unique Japanese art form. Between the ninth and eleventh centuries, Japanese literature entered a golden age and included the works of several gifted women authors, among them Murasaki Shikibu, whose *Tale of Genji* ranks among the classics of world literature.

Students should compare Western Europe with Japan during the High Middle Ages. They will see that the two cultures had aspects in common: a feudal, lord-vassal system, with military leaders (shogun), great lords (daimyo), and knights (samurai). Both feudal societies emphasized personal loyalty to the lord, military skills, a strict code of honor, self-discipline, and fearlessness in battle. Students will also see striking differences in cultural values, religious beliefs, and social customs, including differences in women’s roles. Japanese Haiku poetry and European epic poetry, such as *Beowulf*, provide an interesting contrast. By seeing that some cultural traditions have survived since the Middle Ages, including the importance that Japanese place on family loyalty and ceremonial rituals, students should better understand the meaning of historical continuity. They also should appreciate the significance of change by seeing how much both cultures have been transformed by forces of modernization while retaining aspects of their cultural heritage.

EUROPE DURING EARLY MODERN TIMES

This unit focuses on an unusually rich and important period whose effects continue to influence politics, religion, culture, and the arts of the present day. A remarkable burst of creativity that began in the fourteenth century in northern Italy and spread through Europe produced the artistic and literary advances of the Renaissance. Classical literature was rediscovered, and humanistic studies flourished. Particular attention should be paid to Florence, Italy, as a major center of commerce, creativity, and artistic genius. Students should be introduced to the writings of Shakespeare, Cervantes, and Machiavelli and to the art of Michelangelo, da Vinci, Botticelli, Raphael, Titian, Van Eyck, and Dürer. Examination of masterpieces such as Michelangelo's *Moses* and Dürer's *The Four Horsemen of the Apocalypse* will demonstrate the powerful vision of these artists as well as the power of art to communicate ideas. Students should analyze how Renaissance painting differed from that of the Middle Ages, even though both reflected many of the same religious themes and symbolisms. They should observe how Renaissance art reflected the advances of that age in science, mathematics, engineering techniques, and understanding of human anatomy.

Students should closely examine the Protestant Reformation and become familiar with the religious beliefs of Martin Luther and John Calvin as well as the history of the English Bible. To understand why Luther's 95 theses, nailed to the Wittenberg church door, had such historic results, students should consider the growing religious, political, and economic resistance to the supremacy of the Renaissance popes. Through vivid narrative, attention should be given to the dramatic series of events leading to Luther's excommunication, the peasants' revolt, the spread of the Reformation throughout northern Europe and England, the Catholic response in the Counter-Reformation, the revival of the Inquisition, and the bloody religious conflicts that followed. Most of Germanic Europe became Protestant, while most of Latin Europe remained loyal to Rome. Throughout Europe, the secular power of kings and local rulers grew at the expense of church authority and led to the age of kings. Students should learn the meaning of the, "divine right of kings," particularly in relation to the French monarchy.

The beginnings of modern science can be found in these same tumultuous years of the sixteenth and early seventeenth centuries. Students should draw on their science courses to examine the significance of the methods of scientific observation, mathematical proof, and experimental science developed by such giants of this age as Galileo, Johannes Kepler, Francis Bacon, and Sir Isaac Newton. Students should consider the significance of the inventions of this age--the telescope, microscope, thermometer, barometer, and printing press--and observe how all these developments spurred European leadership in commerce and helped to usher in the age of exploration and the Enlightenment.

CIVILIZATIONS OF THE AMERICAS

In this unit students are introduced to great civilizations of Central, South, and North America: including the Mayans, Aztecs, and Incas. By generating maps and time lines, students should be able to place these cultures in geographic and historical perspectives. With the development of maize agriculture around 2000 B.C., foundations were laid for cultural advances in these regions. Mayan civilization achieved its Classic Age about the time the Greco-Roman civilization collapsed. The great cultural advance that began in Peru around 1000 B.C. culminated in the Imperial Incan civilization of the fourteenth century A.D. The Aztec civilization, which incorporated the achievements of its conquered neighbors, reached its height by the sixteenth century A.D. The accomplishments of these civilizations should be explored: the Mayans for their noble architecture, calendar, pictographic writing, and astronomy; the Incas for their excellence in engineering and administration; and the Aztecs for their massive temple architecture and Aztec calendar. Historical and archaeological records should help students understand the daily lives and beliefs of these people.

GRADE COURSE: GRADE 7

NCSS THEMES

- Culture
- Time, Continuity, and Change
- People, Places and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, Society
- Global Connections
- Civic Ideals and Practices

OPI MONTANA STANDARDS

1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.
3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).
4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.
5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.
6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES

READING (Informational)

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, casually).

WRITING

WHST.6-8.1 Write arguments focused on discipline-specific content.

WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1d Establish and maintain a formal style.

WHST.6-8.1e Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

RH.6-8.6 Identify aspects of a text, including those by and about American Indians, that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text including texts by and about American Indians.

RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic, including sources by and about American Indians.

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

WHST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2e Establish and maintain a formal style and objective tone.

WHST.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.3 (See note; not applicable as a separate requirement)

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

	<p>WHST.6-8.8 Gather relevant information from multiple oral, print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about American Indians.</p> <p>Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>
<p>IEFA: ESSENTIAL UNDERSTANDINGS</p>	<p>GRADES 6-8: FOCUS AREAS (NATIONAL)</p>
<p>ESSENTIAL UNDERSTANDING 1: There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> • How the histories and forms of governments of Montana tribes are different from one another • How each tribal nation’s unique cultural heritage contributes to modern Montana • How tribal <u>nations</u> connect to the world’s civilizations
<p>ESSENTIAL UNDERSTANDING 2: There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<ul style="list-style-type: none"> • Identity of American Indians <ul style="list-style-type: none"> ○ As defined by oneself ○ As defined by individual tribes ○ As defined by governments • Various degrees of assimilation <ul style="list-style-type: none"> ○ Forced assimilation (boarding school) ○ Personal choice ○ Economic factors ○ Cultural maintenance (immersion school)
<p>ESSENTIAL UNDERSTANDING 3: The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	<ul style="list-style-type: none"> • Different forms of tribal governments as shaped by cultures • Ideologies of Native traditional beliefs and spirituality persist into modern day life in how tribes govern and manage their affairs. • Perspectives presented in oral histories in contrast to written histories.

<p>ESSENTIAL UNDERSTANDING 4: Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ul style="list-style-type: none"> I. Both parties to treaties were sovereign powers. II. Indian tribes had some form of transferable title to the land. III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists. 	<ul style="list-style-type: none"> • Legal and political implications of “reservations” <ul style="list-style-type: none"> ○ The concept of “treaty” ○ Treaties between U.S. government and Montana tribal governments • Socio-cultural impacts of the establishment of reservations on <ul style="list-style-type: none"> ○ Montana tribes ○ American tribes
<p>ESSENTIAL UNDERSTANDING 5: There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> Colonization/Colonial Period 1492 – 1800s Treaty Period 1789 - 1871 Assimilation Period - Allotment and Boarding School 1879 - 1934 Tribal Reorganization Period 1934 - 1958 Termination and Relocation Period 1953 - 1971 Self-determination Period 1968 – Present 	<ul style="list-style-type: none"> • Critical analysis of primary documents about the following federal policy periods: <ul style="list-style-type: none"> ○ Colonization/Colonial Period ○ Treaty Period ○ Assimilation Period / Allotment and Boarding School ○ Termination and Relocation Period ○ Tribal Reorganization Period ○ Self-determination Period
<p>ESSENTIAL UNDERSTANDING 6: History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> • History told from tribal perspectives in contrast to history told by mainstream historians <ul style="list-style-type: none"> ○ Montana tribal history ○ Other American tribal histories
<p>ESSENTIAL UNDERSTANDING 7: Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.</p>	<ul style="list-style-type: none"> • Sovereignty <ul style="list-style-type: none"> ○ As defined by each Montana tribe ○ As defined by the U.S. government

ESSENTIAL QUESTIONS - GRADE 7

- How does geography influence the way people live?
- How do political, economic, and social systems influence each other?
- How do political, economic, and social systems develop, flourish, and decline?
- How does the development of civilizations contribute to advancements and accomplishments?
- How do people demonstrate roles and responsibilities of effective citizenship within a civilization?
- How does the past influence and connect to today?

TOPICS AND KEY CONCEPTS – GRADE 7

TOPIC	KEY CONCEPTS
<ul style="list-style-type: none"> • The Fall of Rome (Review) 	<ul style="list-style-type: none"> • The Roman empire’s strengths and weaknesses • Lasting contributions of Rome • The Byzantine Empire and the split in the Christian church
<ul style="list-style-type: none"> • Medieval Europe 	<ul style="list-style-type: none"> • Analyze political, economic, geographic, social (PEGS) structures of medieval Europe • Feudalism’s development, the feudal way of life, and the decline of feudalism • The Role of the Church in medieval European life • Conflict and cooperation between the pope and European rulers • Christian crusades and their effects • Reconquista and Inquisition in medieval Spain • Causes, spread and impact of the bubonic plague • Developments in and effects of English legal system and government
<ul style="list-style-type: none"> • Growth of Islam 	<ul style="list-style-type: none"> • Analyze political, economic, geographic, social (PEGS) structures of the Islamic empire • Geography of the Arabian Peninsula and its influence on Arabic life • Life and teachings of Muhammad and the beginnings of Islam • Compare and contrast Judaism, Christianity and Islam • Importance of the <u>Qur’an</u> and <u>Sunnah</u> as key books of Islam • Expansion of Muslim rule and the spread of Islam • Lasting influence of Muslim contributions in arts & sciences
<ul style="list-style-type: none"> • African Kingdoms 	<ul style="list-style-type: none"> • Analyze political, economic, geographic, social (PEGS) structures of the medieval West African kingdoms • Connections between land, trade, and the rise of Ghana and Mali • Trans-Saharan trade and its role in the spread of Islam • Impact of Islamic beliefs, ethics and law • African legacies in written & oral traditions as well as art, music, dance

<ul style="list-style-type: none"> • Medieval China 	<ul style="list-style-type: none"> • Analyze political, economic, geographic, social (PEGS) structures of medieval China • Reunification by Tang rulers • Buddhism's spread to China, Korea and Japan • Changes in Confucianism and its influence • Technology and trade during Tang, Song, Mongol and Ming rulers • Influence of Chinese discoveries and inventions
<ul style="list-style-type: none"> • Medieval Japan 	<ul style="list-style-type: none"> • Analyze political, economic, geographic, social (PEGS) structures of medieval Japan • Influence of neighboring China and Korea • Distinctive Japanese forms of Buddhism • Early Japanese culture and its lasting influence • Reign of Prince Shotoku • Rise of a feudal military society and its warrior code
<ul style="list-style-type: none"> • The Renaissance 	<ul style="list-style-type: none"> • Revival of classical learning and the beginnings and meaning of humanism • Italian trading cities and the spread of Renaissance ideas • Importance of reopening the Silk Road as well as new ways to spread information • Accomplishments of Renaissance learning in the arts and sciences
<ul style="list-style-type: none"> • The Reformation 	<ul style="list-style-type: none"> • Turmoil in the Catholic Church • Ideas of Reformation leaders such as Martin Luther • Protestant church practices and their influence on ideas about government • Europe's division into Catholic and Protestant areas • Causes and effects of the Counter-Reformation
<ul style="list-style-type: none"> • The Scientific Revolution 	<ul style="list-style-type: none"> • Roots of the Scientific Revolution • New scientific theories and inventions • Ideas of Bacon and Descartes, their influence on the growth of democracy, and how they allowed science and religion to coexist
<ul style="list-style-type: none"> • The Age of Exploration 	<ul style="list-style-type: none"> • Explorers, their routes, and influence of maps on new world view • Trade in plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas

TOPIC	KEY CONCEPTS
<ul style="list-style-type: none"> • Civilizations of Americas 	<ul style="list-style-type: none"> • Geography of Central and South America and its effect on the growth of Mayan, Aztec, and Inca societies • Roles people played in Mayan, Aztec, and Inca societies • Aztec and Inca Empires and their conquest by Spain • Art, architecture, and oral traditions • Mesoamerican achievements in astronomy and mathematics
<ul style="list-style-type: none"> • Connections & Perspective (throughout all topics of study) 	<ul style="list-style-type: none"> • Connections to current events and the modern world • The value of different points of view