

LINCOLN PUBLIC SCHOOLS
Social Studies Learning Expectations: Hanscom Grade 8

Strand

World History I:
The world from
the Fall of Rome
to 1500 A.D.

**Massachusetts
Standard:**

Students will
understand the
emergence and
expansion of
Islam to 1500.

Big Ideas

- ❑ A compelling leader and a strong following can create a religious movement.
- ❑ Conflicts within religious movements can lead to splits which can endure and influence history.
- ❑ Conquerors spread their language, ideas, and culture in a new land and may also adopt cultural features and ideas of the people they conquer.
- ❑ Trade route makes possible the exchange of good, ideas, and beliefs.

Key Outcomes

- ❑ Students will demonstrate an understanding of the **origins of Islam including the geography and climate of the Arabian Peninsula** by describing how the geography and the climate of this area influenced the development of religious ideas and explaining how this area became an important trade center.
- ❑ Students will demonstrate an understanding of how **trading and trade centers allow for the interchange of goods, ideas, and beliefs** by explaining how trade routes and centers in the Arabian peninsula introduced people to new ideas and beliefs.
- ❑ Students will demonstrate an understanding of the **similarities and differences between the religion of Islam and the religions of Judaism and Christianity** by analyzing and describing which ideas and beliefs are similar in these three religions and explaining the main differences that separate these religions.
- ❑ Students will demonstrate an understanding of **the split in Islam that created the Sunni and Shia branches of Islam** by describing the differences among the early Muslim leaders and explaining how these differences continue to this day.
- ❑ Students will demonstrate an understanding of how **Muslims spread to the East and to the West** by explaining the weaknesses of European leadership that allowed the invaders to take power and describing how Muslims added to the culture and kept alive the ideas of Greek and Romans.

Essential Knowledge and Skills

Students will be able to:

- On a map of the Middle East, Europe, Africa, and Asia, identify where Islam began and trace the course of its expansion to 1500 AD. (H).
- Describe significant aspects of Islamic belief. (H).
 - A. The life and teachings of Muhammad.
 - B. The significance of the Qur'an as the primary source of Islamic belief.
 - C. Islam's historical relationship to Judaism and Christianity.
 - D. The relationship between government and religion in Muslim societies.
- Analyze the causes, course, and effects of Islamic expansion through North Africa, the Iberian Peninsula, and Central Asia. (H, G).
 - A. The strength of the Islamic world's economy and culture.
 - B. The training of Muslim soldiers and the use of advanced military techniques.
 - C. The disorganization and internal divisions of Islam's enemies.
 - D. The resistance and/or assimilation of Christianized peoples in the Mediterranean.
- Describe the central political, economic, and religious developments in major periods of Islamic history. (H, E).
 - A. The sources of disagreement between Sunnis and Shi'ites
 - B. The importance of the trade routes connecting the Far East and Europe and the role of the Mongols in increasing trade along these routes, including the silk routes to China.
 - C. The relationship of trade to the growth of Central Asian and Middle Eastern cities
 - D. The sources and uses of slaves in Islamic societies as well as the extent of the Islamic slave trade across Africa from 700 AD on.
- Analyze the influence and achievements of Islamic civilization during its "Golden Age." (H).
 - A. The preservation and expansion of Greek thought
 - B. Islamic science, philosophy, and mathematics
 - C. Islamic architecture.

Massachusetts Department of Education Coding System

H-History
G-Geography
C-Civics and Government
E-Economics

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World History I:
The world from
the Fall of Rome
to 1500 A.D.

**Massachusetts
Standard:**

Students will
understand the
Medieval period
in Europe to
1500 A.D.

Big Ideas

- ❑ Christianity emerged during the Roman era and became one of the world's most influential religions.
- ❑ Internal and external forces caused the decline of the Roman Empire which led to the rise of the Byzantine Empire, also known as the Eastern Roman Empire.
- ❑ The old Roman Empire in the West split into many small kingdoms which developed an economic and social structure based on the relationship between lords, peasants and the Catholic Church.

Key Outcomes

- ❑ Students will demonstrate an understanding of the **decline of the Roman Empire and the rise of the Middle Ages** by writing and presenting explanations of the factors that led to the downfall of the Roman Empire and the beginning of feudal Europe.
- ❑ Students will demonstrate an understanding of the **Crusades and their effects on the people of Europe and the Middle East** by explaining how each of the Crusades was organized, who participated in them, and the results of each.
- ❑ Students will demonstrate an understanding of **feudalism, its relationship to the Catholic Church, and its role in the everyday life of both kings and commoners** by describing the common people in the middle ages and the control of the Church, lords, and kings over their daily lives.

Essential Knowledge and Skills

Students will be able to:

- ❑ Describe the rise and achievements of the Byzantine Empire. (H).
 - A. The influence of Constantine, including the establishment of Christianity as an officially sanctioned religion.
 - B. The importance of Justinian and the Code of Justinian.
 - C. The preservation of Greek and Roman traditions.
 - D. The construction of the Church of the Holy Wisdom (Hagia Sophia).

- Describe the major economic, social, and political developments that took place in medieval Europe. (H, E).
 - A. The growing influence of Christianity and the Catholic Church.
 - B. The differing orders of medieval society, the development of feudalism, and the development of private property as a distinguishing feature of western civilization.
 - C. The initial emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class.
 - D. The economic and social effects of the spread of the Black Death or Bubonic Plague.
 - E. The growth and development of the English and French nations.
- Describe developments in medieval English legal and constitutional history and their importance in the rise of modern democratic institutions and procedures, including the Magna Carta, parliament, and habeas corpus. (H, C).

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Standard:**

Students will
understand the
encounters
between
Christianity and
Islam to 1500

Big Ideas

- ❑ Power struggles between European kings and the Catholic Pope over political, social and economic control of the population influenced the development of medieval society.
- ❑ Religious and political motives led to conflicts between Muslims and Christians which led to a series of wars -- called the Crusades -- to conquer Palestine.

Key Outcomes

- ❑ Students will demonstrate an understanding of the **role of the Catholic Church in medieval European society** by describing how the church and the kings/lords divided the responsibilities of ruling their subjects.
- ❑ Students will demonstrate an understanding of the struggles of the **Byzantine Empire to repel incursions** by identifying the factors in the Turkish attacks on Byzantium and explaining the conflicts.
- ❑ Students will demonstrate an understanding of the **causes and the results of the Crusades** by comparing and contrasting at least five of the Crusades with reference to how these wars continue to influence the course of history.
- ❑ Students will demonstrate an understanding of the **role and the relationships between the Church and the monarchs in the middles ages** by explaining who the major leaders were and describing their policies.

Essential Knowledge and Skills

Students will be able to:

- ❑ Describe the religious and political origins of conflicts between Islam and Christianity, including the causes, course, and consequences of the European Crusades against Islam in the 11th, 12th, and 13th centuries. (H)
- ❑ Describe the rise of the Ottoman Empire in the 14th and 15th centuries, including the capture of Constantinople in 1453. (H)
- ❑ Describe the decline of Muslim rule in the Iberian Peninsula and the subsequent rise of Spanish and Portuguese kingdoms after the Reconquest in 1492. (H)

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**Massachusetts
Standard:**

Students will
understand
African History
to 1500.

Big Ideas

- ❑ Through individuals, groups, and nations African social and cultural traditions were founded and passed on from one generation to the next through the oral tradition.
- ❑ Many ancient African empires built great civilizations and became wealthy and powerful through trade.

Key Outcomes

- ❑ Students will demonstrate an understanding that the **Muslim influence through conquest and trade has had significant influence on African culture** by describing which Muslim groups influenced African culture, and detailing when, and how, this influence occurred.
- ❑ Students will demonstrate an understanding that the **pre-colonial civilizations of Mali, Ghana, Songhai, Great Zimbabwe and Mutapa are today a source of pride for nations and people in Africa today** by comparing and contrasting the achievements of the civilizations of Mali, Ghana, Songhai, Great Zimbabwe and Mutapa.
- ❑ Students will demonstrate an understanding that the **African/Muslim/European slave trade resulted in the enslavement of Africans around the world** by describing the people and nations who were involved in African cultures and how this involvement led to the African slave trade.

Essential Knowledge and Skills

Students will be able to:

- ❑ Describe the indigenous religious practices observed by early Africans before contact with Islam and Christianity. (H).
- ❑ Explain how extended family/kinship and tribal relationships have shaped indigenous African cultures, and their effects on the political and economic development of African countries. (H, E).
- ❑ Describe the different ways in which Islam and Christianity influenced indigenous African cultures. (H).
- ❑ Identify the locations and time periods of the empires of Ghana, Mali, and Songhay. (H, G).
- ❑ Describe important political and economic aspects of the African empires. (H, E).
 - A. The economies of these empires (gold, salt, and slaves as commodities for trade by African kings).
 - B. Leaders such as Sundiata and Mansa Musa.
 - C. Timbuktu as a center of trade and learning.
- ❑ Describe the development and effects of the trans-African slave trade to the Middle East from the 8th century on, and the trans-Atlantic slave trade to the Western Hemisphere from the 16th century on. (H, E, G).

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