

**CURRICULUM**

**GUIDE**

World History  
Grade 9

Providence  
Schools

## QUARTER I

### Content students have to learn

### Processes students will learn and use

#### Unit 1.1 - Major Ideas and Lasting Effects of Ancient Civilizations (12 days)

- Analyze the characteristics of complex societies, or “civilizations,” in world history.
  - Identify the major early river valley civilizations.
  - Define the character of the “state” as a form of human social organization and explain the characteristics of “empire” as a particular type of state.
  - Recognize the major technological, scientific, and cultural contributions of early river valley civilization to humankind.
- » Compare and contrast differing sets of ideas to explain differences between civilizations and other forms of social organization, notably hunter-gatherer societies and pastoral nomadic societies.
  - » Recount reasons that early civilizations formed in the regions they did, including their religious, technological, and scientific advances.
  - » Observe origins, forms, and purposes of government by comparing and contrasting characteristics of different types of early states, including empires, monarchies, city-states, and republics.
  - » Draw upon visual and literary sources to describe major products, ideas, or technologies that developed in early civilizations.

#### Purpose

This unit prepares students to address two of the civilizations that originated in Afroeurasia between about 3,500 and 500 BCE, and that contributed to some of the enduring ideas seen in civilizations afterward. This unit focuses on the earliest civilizations that arose in the valleys of the Tigris-Euphrates River (Mesopotamia, today Iraq) and the Nile River (Egypt). This unit highlights characteristics these societies had in common, developments that were different, and ideas that connected to subsequent civilizations.

#### Essential questions students should be able to answer by end of unit

- What were the enduring characteristics of the world’s first civilizations?
- How were strong rulers able to unite the river valley civilizations into well-organized states?
- How did the Nile River make possible the rise of civilization in Egypt?
- How did religion and learning play important roles in ancient river valley civilizations?

## QUARTER I

### Content students have to learn

### Processes students will learn and use

#### Unit 1.2 - Major Ideas and Lasting Effects of Ancient Greece, Rome, and Han China (12 days)

- Analyze the influence of the past by identifying similarities and differences between political thought and institutions in ancient Greece and the United States today.
  - Identify characteristics of empire.
  - Assess ways in which imperial rule over a vast area transformed Roman society and economy.
  - Analyze how Roman unity contributed to the growth of wider world trade within and beyond the Mediterranean Sea.
  - Analyze how the rise of the Han dynasty accelerated the growth of population, cities, trade, and government in China.
- » Investigate relationships between Greek ideas about democracy and citizenship and the development of Western political thought and institutions.
  - » Reconstruct patterns of historical succession and duration by tracing the major phases in the expansion of the Roman Empire through the 1st century CE.
  - » Obtain historical data from a variety of sources to analyze the Roman imperial ruling system from the 2nd through 5th centuries CE.
  - » Describe how people are politically, economically, and environmentally interconnected through trading patterns among the peoples of the Mediterranean basin as well as through Roman commercial connections by land or sea with Sub-Saharan Africa, India, and East Asia.
  - » Draw upon visual and literary sources to describe the political and cultural achievements of the Han Empire.

#### Purpose

This unit reviews major developments in world history in late ancient times and prepares students for study of the human past from 800 BCE to 300 CE. The unit focuses on Greek, Roman, and Han Chinese ideas of law, democracy, republic, and empire. The unit alerts students to key historical concepts as they begin their investigation of the centuries after 300 CE. These concepts are the definition and characteristics of states, particularly empires; the motives, means, and significance of long-distance exchange between societies; and the characteristics of the Greek and Roman governmental traditions as they influenced other parts of the world in later centuries.

#### Essential questions students should be able to answer by end of unit

- How did Greek thinking about republican and democratic government influence Western thinking in the modern age?
- How did Rome become transformed from a republic to a giant empire?
- In what ways might trade between societies benefit those societies?
- How did long-distance trade affect the Roman Empire?
- What connections might there be between trade and the spread of ideas and technologies?

## QUARTER I

### Content students have to learn

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#### Unit 1.3 - Imperial Crisis, 300–700 CE

(14 days)

- Investigate how Christianity spread quickly in the Roman Empire.
  - Explain the causes that historians have proposed to account for the decline of the Han and Roman empires.
  - Identify the causes for the division of the Roman empire and subsequent collapse of the western part of the classical Roman empire and the survival of the eastern empire.
- » Analyze conditions in the Roman empire that made the teachings of Christianity attractive.
  - » Evaluate debates among historians concerning alternative interpretations of the past in explaining the disintegration of the Western Roman and Han empires.
  - » Draw comparisons across eras and regions to describe the economic, military, and political events leading to the collapse of the western Roman empire but the continuance of the eastern empire.

#### Purpose

In this era, the configuration of empires and kingdoms in the world changed dramatically. Many of the major long-lived empires suffered collapse between 300 and 700 CE. The reasons for this disintegration were highly complex and often interrelated. The students will learn about the demise of the Western Roman and Han empires; discover interrelated factors that contributed to the downfall of both empires; and demonstrate an understanding of the origins of Christianity and why giant empires fell.

#### Essential questions students should be able to answer by end of unit

- What were the causes of the fall of the Han empire?
- How did Christianity emerge and spread to become the official religion of the Roman empire?
- How did military, political, social, and economic factors contribute to the fall of the western Roman empire?

## QUARTER 2

### Content students have to learn

### Processes students will learn and use

#### Unit 2.1 - Major World Religions and Philosophies (15 days)

- Understand factors leading to the appearance of Islam as a new monotheistic religion and the rise of the Arab-led empires of the 7th through 10th centuries.
  - Understand the basic teachings of Islam in comparative perspective with Christianity and Judaism.
  - Explain the importance of the Muslim Abbasid empire as a center of intellectual and cultural innovation and a hub of long-distance interchange.
  - Understand the relationship between Chinese political unification under the Sui and Tang dynasties and China's growing economic prosperity and cultural creativity.
  - Explain how Europeans reestablished political and social order after 500 CE on the foundations of the Christian church, feudalism, and new agricultural technology.
  - Describe patterns of trade by land and sea that drew peoples of Afroeurasia into closer contact and interaction.
- » Analyze cause–effect relationships, including the importance of the individual and the influence of ideas, to hypothesize how and why Islam emerged as a religious and political force in the period from 600 to 1000 CE.
  - » Consider multiple perspectives of peoples in the past to compare the basic beliefs and practices of Islam, Christianity, and Judaism.
  - » Obtain historical data from records of historic sites, museums, and primary source texts to elucidate cultural innovations and advances in the Abbasid empire between the 8th and 10th centuries.
  - » Formulate historical questions related to the emergence of China as an economic powerhouse beginning in the 7th century.
  - » Identify and explain the origins and basic functions of the Christian church and feudalism in Europe from the 6th century.
  - » Identify, describe, and explain how peoples of Afroeurasia became economically connected through long-distance trade.

#### Purpose

This unit asks students to investigate a set of large-scale developments that took place in Afroeurasia in the period from approximately 600 to 1000 CE. In these 400 years, societies experienced a period of increasingly complex commercial and cultural interchange after three centuries of upheaval and breakdown. The first part of the unit introduces students to the rise of Islam, the youngest of the major world religions to appear on the world stage, and to the forging of an empire led by Arabic-speaking peoples that for a time spanned the entire region from Spain to northwest India. Students then look east to China, which in the sixth century became politically reunified after several centuries of fragmentation. Finally, the unit looks briefly at the patterns of trade that linked peoples of Afroeurasia more tightly together in these centuries. Students will explore the land routes of the silk roads and Sahara and the maritime trade that kept the Indian Ocean humming with traffic.

#### Essential questions students should be able to answer by end of unit

- How did Islam become established as an important new religion beginning in the 7th century CE?
- What evidence do we have of a widespread economic and political recovery across much of Afroeurasia in the centuries after 500 CE?
- What evidence do we have that commercial exchange across Afroeurasia significantly grew from about 600 CE, contributing to more complex interrelations among peoples distant from one another?

## QUARTER 2

### Content students have to learn

### Processes students will learn and use

#### Unit 2.2 - Europe from 700 CE to 1300 CE (15 days)

- Understand China's technological advancement, commercialization, and urbanization, 1000–1300 CE.
- Describe the distinctive characteristics of Japanese civilization and Japan's continuing relations with China.
- Understand how and why economic production, population, towns, and trade grew so much in Western and Central Europe.
- Explain how centralized monarchies and city-states gained in power over feudal lords and the Christian Church.
- Understand the role of Turkic migrants and conquerors in the central lands of Islam.
- Understand patterns of European military expansion and the encounters between European Crusaders and Muslim societies in the Middle East.
- Understand reasons for the continuing expansion of Islam in Afroeurasia.
- Explain the rise of new Muslim states in West and East Africa.

- » Analyze multiple cause-and-effect relationships to explain China's explosive population and economic growth during the Sung dynasties.
- » Identify key events in the emergence of a distinctive and prosperous civilization in Japan from about 1000 CE.
- » Compare and contrast factors leading to economic and population growth in Europe and China in the 1000–1300 CE period.
- » Explain how geography and economics influenced the changing forms of government in Europe in the 1000–1300 CE period.
- » Reconstruct patterns of historical succession and duration to explain the rise of Turkic-speaking peoples to power from Egypt to India.
- » Explain how people became militarily, politically, and culturally connected as a result of the European Crusades in the Eastern Mediterranean region in the 12th & 13th centuries.
- » Draw comparisons across regions to define large-scale and long-term developments in relation to the continuing expansion of Islam and Muslim-ruled societies in the 1000–1300 CE period.
- » Use a variety of tools to ask and answer historical questions regarding the rise of new Muslim states in West and East Africa from about 1000 CE.

#### Purpose

This unit encompasses major developments in Afroeurasia from about 1000 to 1300 CE. In these centuries, peoples of Eurasia and Africa became more firmly interconnected than at any earlier time in history. As trade and travel intensified, so did cultural exchanges and encounters, presenting local societies with new opportunities and dangers. In the first part of the unit, students will follow threads from the preceding unit to compare developments in East Asia and Europe, two regions that witnessed remarkable growth. At the opposite end of the hemisphere, Europeans built a new center of Christian civilization. In the second part of the unit, students explore the continuing spread of Islam and Muslim power across the broad central zone of Afroeurasia. Muslims speaking Turkic languages took power from Egypt to India, and Muslim merchants operated across most of the hemisphere. New Muslim states and towns appeared in West and East Africa and in Southeast Asia. Muslims became the principal mediators in the interregional exchange of goods and ideas.

#### Essential questions students should be able to answer by end of unit

- How did China achieve such remarkable economic and population growth in the period of the Sung dynasties?
- What were the causal relationships among agriculture, trade, population growth, and the proliferation of towns in Europe after about 1000 CE?
- Why did Islam continue to expand widely in Afroeurasia in the 1000–1300 CE period?
- How did the Crusades change life in Europe and the Mediterranean region?

## QUARTER 2

### Content students have to learn

### Processes students will learn and use

#### Unit 2.3 - Mesoamerican Civilizations

(8 days)

- Understand the main characteristics of Maya civilization in Mesoamerica.
  - Understand the main characteristics of Moche civilization in Andean South America.
  - Understand in comparative perspective the rise of the Aztec and Inca empires.
  - Explain how goods and ideas spread widely within Mesoamerica and along the Andean mountain spine of South America between 200 and 1500 CE.
- » Analyze cause-and-effect relationships between the environment of southern Mesomerica and the distinct characteristics of Maya government, religion, and culture.
  - » Reconstruct patterns of historical succession and duration to link the rise of Moche civilization in South America to the development of agrarian societies in Andean South America.
  - » Explain how geography and economy influenced the rise of the Aztec and Inca empires.
  - » Evaluate historical data for evidence of longdistance trade and cultural exchange in both Mesoamerica and Andean South America.

#### Purpose

In this unit, students cross the oceans to the Americas to investigate the development of complex agrarian societies in Mesoamerica (Middle America) and South America. Students will consider connections between the rise of large-scale urbanized societies, specifically the Maya, Moche, Aztec, and Inca, and the physical and natural environment. They will explore how goods and ideas spread across large areas, particularly in Mesoamerica and the Andean mountain spine of South America. Students will discuss how these societies organized city-states and empires and built on a monumental scale despite the absence of iron technology, wheeled transport, or more than a few large domesticated animals.

#### Essential questions students should be able to answer by end of unit

- What factors encouraged the rise of large civilizations in Mesoamerica and South America?
- How were complex urban societies in the Americas similar to or different from civilizations in Afroeurasia, such as the Roman empire?
- How did peoples of the Americas build large empires and cities without the benefit of basic tools available to peoples of Afroeurasia, particularly iron, the wheel, and a choice of large domesticated animals?

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