

World History to the End of the Fifteenth Century, Grade 11

University/College Preparation

CHW3M

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Historical Inquiry and Skill Development
Overall Expectations
A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history to 1500
A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
B. Early Societies and Rising Civilizations		
B1. Early Societies: analyse the evolution of early societies in various parts of the world, including factors that were necessary for their development (FOCUS ON: <i>Cause and Consequence; Continuity and Change</i>)	Societies developed into civilizations in all parts of the world.	What do you think is the point at which a society can be classified as a civilization?
B2. Social, Economic, and Political Context: analyse key social, economic, and political structures and/or developments in three or more early societies and emerging cradles of civilization, each from a different region and a different period prior to 1500, and explain their impact on people’s lives (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	Not all early societies were the same.	What might account for some of the social and economic differences between early societies? In what way did the environment influence early societies and emerging civilizations?
B3. Cooperation, Conflict, and Rising Civilizations: analyse, with reference to specific early societies and emerging cradles of civilization, each from a different region and a different period prior to 1500, how interactions within and between societies contributed to the development of civilizations (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	Interactions between societies/civilizations led to growth for some societies and decline for others.	How did various societies/civilizations interact with each other?
C. Flourishing Societies and Civilizations		
C1. Social, Economic, and Political Context: analyse key social, economic, and political structures and developments in three or more flourishing societies/civilizations, each from a different region and a different period prior to 1500 (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	The structures within civilizations helped maintain social order and encourage growth.	What can we learn about the values and beliefs in early civilizations from their social and political structures? How did social, economic, and political structures contribute to the stability of a civilization? How did different people/groups challenge those structures?
C2. Stability and Expansion: analyse how various factors contributed to the stability, consolidation, and/or expansion of flourishing societies/civilizations from different regions and different periods prior to 1500 (FOCUS ON: <i>Cause and Consequence; Continuity and Change</i>)	Developments that led to the expansion of one civilization could lead to the decline of another.	How did expansion enable some civilizations to flourish? At whose expense did the expansion occur?
C3. Identity, Citizenship, and Culture: assess the contributions of various individuals and groups to the development of identity, citizenship, and culture in three or more flourishing societies/civilizations, each from a different region and a different period prior to 1500 (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	Early civilizations have contributed to our collective human identity and heritage.	

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
D. Civilizations in Decline		
D1. Social, Economic, and Political Context: explain the role of various social, economic, and political events and developments in the decline of three or more societies/civilizations, each from a different region and different period prior to 1500, and how these factors affected people living in these societies (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	Specific triggers worked together to lead a civilization into decline.	Is the decline of a society or civilization inevitable? At what point can the expansion of a civilization become a factor in its decline?
D2. Interrelationships: analyse how interrelationships with other societies and with the environment contributed to the decline of three or more societies/civilizations, each from a different region and different period prior to 1500 (FOCUS ON: <i>Cause and Consequence; Continuity and Change</i>)	Interactions within and between societies, and between societies and the environment, resulted in decline for many civilizations.	How did some societies succeed in maintaining aspects of their own identity in spite of being conquered by other civilizations?
D3. Cultural Characteristics and Identity: analyse aspects of culture and identity in three or more societies/civilizations in decline, each from a different region and different period prior to 1500 (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	The fragility of some civilizations was the result of a variety of factors coming into play around the same time.	Which factors were the most decisive with respect to the decline of societies/civilizations prior to 1500?
E. The Legacy of Civilizations		
E1. Social, Cultural, and Political Heritage: analyse the socio-economic, cultural, and political legacies of societies/civilizations from three or more regions and from different periods prior to 1500 (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	Ancient civilizations left important legacies for humanity.	How did societies/civilizations prior to 1500 build on the political and/or cultural legacy of earlier societies? Which legacies of early societies still influence humanity today?
E2. The Legacy of Interactions: analyse various types of interactions between societies prior to 1500 and how societies benefited from and were harmed by such interactions (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)	Interactions between societies allowed for the sharing of cultural, intellectual, and technological achievements.	How would you assess the artistic/architectural legacy of early societies/civilizations?
E3. The Fifteenth-Century World: demonstrate an understanding of the general social, economic, and political context in societies in two or more regions of the world in the fifteenth century (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	In the fifteenth century, major changes were developing that would have profound effects throughout the world.	What developments in the fifteenth century contributed to fundamental historical change?

A. HISTORICAL INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Historical Inquiry:** use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history to 1500;
- A2. Developing Transferable Skills:** apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful.

SPECIFIC EXPECTATIONS

A1. Historical Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into issues, events, and/or developments in world history to 1500 (e.g., factual questions: *What are the traditional cradles of civilization?*; comparative questions: *What similarities and differences were there between the lives of serfs and samurai in feudal Japan?*; causal questions: *What impact did the fall of the Roman Empire have on the Mediterranean world?*)
- A1.2** select and organize relevant evidence and information on aspects of world history to 1500 from a variety of primary and secondary sources (e.g., primary: *archaeological evidence; architecture, art works, or music from the period under study; artefacts; books from the time; letters; maps; oral traditions; photographs of ancient sites; treaties and other official documents*; secondary: *books and/or articles from the library, digital and built models, documentaries or other films, text-books, websites*), ensuring that their sources reflect a range of perspectives
Sample questions: “What are some sources you might use to study preliterate and non-literate societies?” “What can we learn about the Inca Empire from the ruins at Machu Picchu?” “How can you ensure that your sources reflect a variety of perspectives?”
- A1.3** assess the credibility of sources and information relevant to their investigations (e.g., by *considering the perspective, bias, accuracy, purpose, and context of the source and the values and expertise of its author*)
- Sample questions:* “What are some issues you should consider when using historical fiction or a film about a historical person or event as a source for your investigation? Why might such sources not accurately portray the person or event?” “Whose perspective is being represented in this source? Whose voices have been omitted or misrepresented? What are the implications of the omission of these voices?”
- A1.4** interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry (e.g., *use a Venn diagram to compare the Mayan calendar with the one we use today; develop criteria to rank the significance of the consequences of the Battle of Hastings; create an annotated timeline to help them understand the chronology of major events during the Warring States period in China; use a cause and effect organizer when investigating the Urban Revolution; distinguish between the short- and long-term consequences of the development of trade along the Silk Road*)
- A1.5** use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in world history to 1500 (e.g., *consider the concept of historical significance when investigating the impact of geography and the environment on early societies; use the concept of cause and consequence to help them analyse factors that contributed to the capture of Constantinople by the Ottomans and the impact*)

of this event on the region; take the concept of continuity and change into account when assessing the role of legal codes and/or the military in maintaining stability in a society; use the concept of historical perspective when analysing the role of human sacrifice in Mesoamerican societies to help you understand how it was viewed by members of those societies)

Sample questions: “Which concept or concepts of historical thinking might help you analyse and evaluate the role of slavery in various early societies? Why might this concept or concepts be particularly useful?”

- A1.6** evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

Sample questions: “What conclusions have you reached about the role of Ashikaga Takauji during the Kemmu Restoration and the decline in the role of the emperor in Japan? What evidence supports your conclusions?” “How did you assess the credibility of differing interpretations of archaeological evidence about this ancient society? What conclusions did you reach?”

- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., an essay on the role of monks and nuns in the preservation of knowledge in Europe during the early Middle Ages; a blog about the historical accuracy of a film or television show about the Vikings; a seminar on the role of the environment in the decline of the Indus Valley civilization; a debate on the importance of the Code of Hammurabi or Magna Carta; a “heritage minute” video on the historical and cultural significance of heritage sites in Africa; a presentation about daily life in an ancient city)

- A1.8** use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, reference lists, bibliographies, credits) to reference different types of sources (e.g., archival sources, articles, art works, blogs, books, films or videos, oral evidence, websites)

- A1.9** use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their inquiry topics; terminology related to history and to the concepts of historical thinking)

A2. Developing Transferable Skills

Throughout this course, students will:

- A2.1** describe several ways in which historical investigation can help them develop skills, including the essential skills in the Ontario Skills Passport (e.g., skills related to reading text, writing, document use, computer use, oral communication, numeracy), that can be transferred to postsecondary opportunities, the world of work, and everyday life

- A2.2** apply in everyday contexts skills and work habits developed through historical investigation (e.g., use skills to analyse statistics, to assess the credibility of sources in an article they are reading, to understand and appreciate multiple perspectives and engage in informed discussions, to determine the accuracy of the historical setting of a movie or video game; apply work habits such as initiative to identify strategies that will enable them to successfully complete a task, or organization to help them establish priorities and manage their time both in class and while doing work at home)

- A2.3** apply the knowledge and skills developed in the study of history when analysing current social, economic, and/or political issues, in order to enhance their understanding of these events and their role as informed citizens

Sample questions: “Why might learning about the early history of the relationship between China and Japan help you understand some of the political issues in Asia today?” “When you analyse this issue, do you see any parallels between it and a historical issue you have studied? What are the similarities? What are the differences? Why might understanding the causes and consequences of the historical issue deepen your understanding of the current one?”

- A2.4** identify various careers in which the skills learned in history might be useful (e.g., archaeologist, archivist, curator, educator, game designer, lawyer, policy analyst, political speech writer, researcher)

B. EARLY SOCIETIES AND RISING CIVILIZATIONS

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Early Societies:** analyse the evolution of early societies in various parts of the world, including factors that were necessary for their development (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)
- B2. Social, Economic, and Political Context:** analyse key social, economic, and political structures and/or developments in three or more early societies and emerging cradles of civilization, each from a different region and a different period prior to 1500, and explain their impact on people's lives (**FOCUS ON:** *Historical Significance; Historical Perspective*)
- B3. Cooperation, Conflict, and Rising Civilizations:** analyse, with reference to specific early societies and emerging cradles of civilization, each from a different region and a different period prior to 1500, how interactions within and between societies contributed to the development of civilizations (**FOCUS ON:** *Historical Significance; Continuity and Change*)

SPECIFIC EXPECTATIONS

B1. Early Societies

FOCUS ON: *Cause and Consequence; Continuity and Change*

By the end of this course, students will:

- B1.1** describe the evolution of some early societies from their beginnings as hunter-gatherer societies, and explain some of the developments that enabled them to change (*e.g., the domestication of fire, the Agricultural Revolution, technological developments, the Urban Revolution, division of labour, development of social hierarchies, trade with other societies*)

Sample questions: “What do cave paintings at Lascaux and Chauvet reveal about early societies in that region?” “What do we know about the division of labour between men and women in early societies? How did this and other divisions of labour contribute to the development of early societies?”

- B1.2** explain how various factors contributed to differences in the development of early societies (*e.g., climate, physical region, available space, fertility of land, scarcity or abundance of local resources, political structures and decisions, religion/*

spirituality, degree of isolation from or proximity to other societies, external influences, types of trade, level of urbanization)

Sample questions: “What are some geographic/environmental factors that affected the development of early societies? What are some ways in which geographic differences contributed to differences among societies?” “How did different local resources help shape the development of various First Nations in the precontact period?” “Why might an inward-looking or physically isolated society have developed differently than a society that had greater contact with the outside world?”

- B1.3** identify the cradles of civilization around the world, and analyse them to determine various elements that are critical to the rise of a civilization (*e.g., favourable geographic location, effective political and social structures, common religious/spiritual practices, abundant food and natural resources*)

Sample questions: “If you examine the regions conventionally regarded as having been the cradles of civilization, what common elements do you find? Which of these elements do you think were fundamental to the rise of these civilizations? Why? Which element do you think was the most important? Why?”

B1.4 assess the criteria by which societies are judged to be “civilizations” (e.g., *lasting cultural contribution, political influence, economic dominance, longevity, geographic/imperial expansion, developments in science/technology, written language, specialized roles/activities*)

Sample questions: “When you analyse societies that are traditionally considered to be civilizations, which of their characteristics are distinct from those of societies that are not considered civilizations?” “In the past, who has determined whether a society is a civilization? What do you see as the challenges and limitations of using conventional criteria to judge whether a society is a civilization? Do you think there have been any biases in these judgements and/or criteria? If so, how would you account for these biases? What issues have arisen because of them?”

B2. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of this course, students will:

B2.1 analyse social structures and modes of social organization in some early societies and emerging civilizations (e.g., *class or other social hierarchies; slavery; families and clans; gender roles; educational, administrative, and religious structures; ways of exerting social control; structures in early towns/cities*) and their impact on the lives of different people in these societies

Sample questions: “What role did religion play in these early societies? Did it contribute to social order? To social hierarchies? Did it hinder the mobility of certain groups in society? Did it have an impact on people’s day-to-day lives?” “Why might deities and rites in an agricultural society centred on a major river, such as the Nile or Indus, be different from those in a nomadic hunter-based society in an interior plain?” “What were the key social structures in the developing cities of Mesopotamia? What impact did these structures have on people’s lives?”

B2.2 analyse the roles of various people in some early societies and emerging civilizations (e.g., *hunters, gatherers, farmers, mothers, healers, midwives, warriors, teachers, artisans, merchants and traders, scribes, storytellers, slaves, political leaders, sorcerers, spiritual leaders, women and men in religious orders, artists*), and describe their ways of life and their impact on the lives of others

Sample questions: “What was the role of children in the early societies you are investigating? How did this role affect their daily lives?” “What role did mothers play in the rearing and education of their children in these societies? Was this role similar in all classes? Did it differ if the children were male or female?” “Who provided medical care in these societies? Who had access to medical care?” “Which positions/professions were highly valued in this society? Which were not? What does this hierarchy tell you about this society and the lives of people in it?”

B2.3 describe various types of innovation in early societies (e.g., *technological innovations: the wheel, the plough, irrigation techniques; innovations in communication: writing, alphabets, papyrus/paper; metallurgical innovations: metal tools, weapons, coins; mathematical/scientific innovations: calendars, geometry, astronomy; innovations in transportation: the canoe, the stirrup; navigational innovations: the astrolabe, the kamal, the compass*), and assess their importance to these societies and to the emergence of different civilizations

Sample questions: “What innovations marked the transition from the Bronze Age to the Iron Age? What was the significance of the development of iron tools and weapons? Which societies initially developed such tools/weapons? What advantage did this give them over other societies?” “How did innovations in transportation and metallurgy affect the development of trade and commerce within and between early societies? What impact did these economic developments have on some early societies? How were different groups in these societies affected by these innovations?” “How did the development of specialized tools enable the Thule to survive in a harsh environment?”

B2.4 explain how various factors contributed to the economic development of some early societies and emerging civilizations (e.g., *agricultural surplus, water for agriculture and transportation, irrigation systems, the exploitation of natural resources, the barter system and specialization in the production of goods and services, the Silk Road and other trade routes, the development of currency, slavery*), and analyse the impact of these developments on the lives of different people in these societies

Sample questions: “What types of natural resources were particularly important to early societies? Which societies were particularly rich in such resources? What impact did the availability of these resources have on the economic development of these societies?” “How did the geographic location of Persia or the

Kingdom of Kush contribute to its economic development?" "What role did tributes play in the development of the economy of the Aztec Empire? What impact did such practices have on the lives of tributary peoples?" "What were some early accounting practices? How was financial information collected and recorded?"

- B2.5** describe key political structures in some early societies and emerging civilizations (*e.g., with reference to tribes and clans, chiefdoms, monarchies, sultanates, caliphates, khanates, shogunates*), and analyse their impact on these societies

Sample questions: "What is the Narmer Palette? What does it tell us about ancient Egyptian political history? Do all historians agree on how the palette should be interpreted?" "How was religion used to legitimize political authority in some early societies?" "How did Emperor Ashoka use religion to help unify people under his rule? What impact did this have on Indian society?"

B3. Cooperation, Conflict, and Rising Civilizations

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

- B3.1** explain how various factors contributed to the ability of certain early societies to dominate others (*e.g., with reference to effective organizational/administrative structures, cultural or religious influence, superiority in agricultural or artisanal/manufacturing output, trade dominance, size of armies or skill of military commanders, superior transportation or military technology*)

Sample questions: "How important was military might to the expansion and dominance of early societies/civilizations?" "How did the administrative systems of the Umayyad caliphate help it expand and consolidate its empire?" "What role did canal building play in the dominance of the Chimú Empire?"

- B3.2** explain how various factors contributed to cooperation between early societies and to the development of civilizations (*e.g., with reference to language or cultural affinities, trade interests, similarity of belief systems, military alliances, migration*)

Sample questions: "How did trade and commerce along the Silk Road benefit societies bordering this route?" "What factors contributed to the cooperation between Turks and Mongol tribes that led to the birth of the Mongol Empire?"

- B3.3** analyse some ways in which early societies responded to external influences (*e.g., construction of defensive walls or fortified towns, opening of trade posts, adoption or adaptation of new ideas and technologies*) and how some of these responses contributed to the development of civilizations

Sample questions: "When you analyse emerging civilizations, did they tend to be insular or outward looking?" "What are some ways in which the early Roman Empire adopted elements of the cultures it conquered? How did this contribute to the success of and expansion of the empire?" "What impact did the creation of a class of Chinese-speaking mandarins have on ancient Vietnam?"

C. FLOURISHING SOCIETIES AND CIVILIZATIONS

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Social, Economic, and Political Context:** analyse key social, economic, and political structures and developments in three or more flourishing societies/civilizations, each from a different region and a different period prior to 1500 (**FOCUS ON:** *Historical Significance; Cause and Consequence*)
- C2. Stability and Expansion:** analyse how various factors contributed to the stability, consolidation, and/or expansion of flourishing societies/civilizations from different regions and different periods prior to 1500 (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)
- C3. Identity, Citizenship, and Culture:** assess the contributions of various individuals and groups to the development of identity, citizenship, and culture in three or more flourishing societies/civilizations, each from a different region and a different period prior to 1500 (**FOCUS ON:** *Historical Significance; Historical Perspective*)

SPECIFIC EXPECTATIONS

C1. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

- C1.1** compare social structures in various flourishing societies/civilizations (*e.g., class and caste systems; families and clans; social structures associated with feudal societies; hereditary privilege and meritocracy; educational and religious institutions; administrative structures; codes of chivalry*)

Sample questions: “What role did religion play in the social structures of the Inca and Mauryan Empires?” “Why did a meritocratic system of administration develop in China? What impact did it have? In what ways was this system different from that of many other societies?” “What was the relationship between serf, samurai, and shogun in feudal Japan? How was this relationship similar to and different from that between serf, lord, and monarch in feudal Europe? How did the feudal systems in these regions compare to the social structure in another society/civilization?” “How widespread were matriarchal clan structures among First Nations?”

- C1.2** analyse key aspects of the daily lives of people in some flourishing societies/civilizations (*e.g., with reference to the work of different people; how goods were produced and acquired; marriage practices; family life, including the size and composition of families and the roles of women, men, and children; education; religious observances; diseases and medical remedies; sanitation; differences between upper and lower classes/castes*)

Sample questions: “When you analyse various societies, what patterns do you see with respect to similarities and differences in the lives of youth?” “What was life like for women of different classes in ancient Egypt?” “What was the life expectancy for people in pre-modern times? What factors contributed to relatively short lifespans?” “What do Mayan codices tell us about everyday life in that civilization?”

- C1.3** describe key economic structures, developments, and practices in various flourishing societies/civilizations, and analyse their significance (*e.g., the replacement of barter systems with cash economies, developments in domestic and international trade, development of a merchant class and urban commerce, feudal economies, tributary economies, taxation and tithing, plunder*)

Sample questions: “What role did tribute play in the Mesopotamian economy?” “How did the

introduction of a common currency help Qin Shi Huangdi unite China?" "What was the importance of caravanserais to trade in Persia?" "Why would some form of taxation or tribute be necessary to support a civilization? What are some ways in which civilizations raised the funds needed to support their infrastructure?" "What rights of ownership, possession, and transferability of property did citizens have in some flourishing societies?"

C1.4 describe key political and legal structures as well as some significant political ideas in various flourishing societies/civilizations, and explain how they contributed to the success of these societies/civilizations (*e.g., with reference to the Mandate of Heaven and royal dynasties in China; limited democracy in ancient Athens; the emperor and senate in imperial Rome; translatio imperii and the Holy Roman Empire; the Code of Hammurabi; the Law of the Twelve Tables*)

Sample questions: "What systems of control did Samudragupta use to consolidate his empire?" "What system of government was founded by Minamoto no Yoritomo? What was its long-term significance for Japanese government and society?" "What were the consequences of Isabella I's support for Christopher Columbus?"

C2. Stability and Expansion

FOCUS ON: *Cause and Consequence; Continuity and Change*

By the end of this course, students will:

C2.1 explain how various factors contributed to the stability of societies (*e.g., an established religion, effective bureaucracy, family structures, education, interdependent classes or castes, effective approaches for settling disputes, military presence, natural or built defences, legal codes*), and assess the importance of stability to a flourishing civilization

Sample questions: "How important were the multiple walls surrounding Babylon to that city's success and stability?" "What role did legal codes and civil administrators play in ensuring stability during and after the Tang Dynasty? How important were they to the success of imperial China?" "What factors contributed to the Pax Romana? Why is this seen as a significant period in Roman history?"

C2.2 analyse the role of warfare, including specific battles, in the expansion and consolidation of empires and/or civilizations (*e.g., the Battle of Gaugamela and the expansion of the Macedonian*

Empire; the Battle of Zama and enhanced security for the Roman Empire; the end of the Warring States period in China with the establishment of the Qin Dynasty; Norse and Mongol conquests and the expansion of their territory)

Sample questions: "What are some battles that were key turning points in the consolidation of the power of a civilization? How did they contribute to change for the victor and the vanquished?" "How and why did warfare affect various groups in a given society in different ways?" "What was the significance of the Battle of Hastings for Norman expansion?"

C2.3 explain the role of military innovation in the expansion of various societies/civilizations (*e.g., technological innovations such as the Hittites' use of iron weapons or the development of gunpowder, military innovations of Macedonian troops under Alexander the Great, the development of the testudo formation by Roman legions, Spartan hoplites, Mongol military tactics under Genghis Khan, the role of the samurai under Shogun Yoritomo*)

Sample questions: "Why was Hannibal considered such a brilliant military tactician?" "How did the use of gunpowder revolutionize warfare?" "How did the Ottomans capture Constantinople, which had been considered impregnable?"

C2.4 describe educational practices in various flourishing societies/civilizations (*e.g., with reference to apprenticeships for artisans; training for healers, administrators, monarchs, soldiers; the roles of the home, schools, early universities; libraries and the production of books; the roles of nuns, monks, priests, imams, rabbis; the influence of philosophers*), and explain how they contributed to stability in these societies

Sample questions: "What educational practices were used in Sparta? How were these different from those in Athens?" "What was the significance of the library at Alexandria?" "What was the significance of Nalanda University? What role did monks play at Nalanda? What similarities and differences were there between the role of Buddhist monks at Nalanda and that of Christian monks and nuns in the education reforms enacted by Charlemagne?"

C2.5 analyse the influence of religion/spirituality in various flourishing societies/civilizations, and explain how it contributed to stability in these societies (*e.g., with reference to claims by rulers to divinity or divine authority; the role of religion in reinforcing or challenging political stability; the impact of sacred books such as the Vedas, the Bible, the Torah, or the Qu'ran on social*

and/or legal codes; the use of gods and myths to account for unexplained events/phenomena or to reinforce social norms/values; religious wars; the power of the papacy in medieval Europe; the influence of religion on art, literature, music, architecture)

Sample questions: “What was the role of religion in the lives of the Persians under Cyrus the Great?” “What was significant about the promotion of religious tolerance by the Malian king Mansa Musa?” “What impact did the conversion of Ashoka the Great to Buddhism have on people in the Mauryan Empire?” “What do the number of ancient temples and other religious sites around the world reveal about the importance of religion/spirituality to ancient societies?”

C3. Identity, Citizenship, and Culture

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of this course, students will:

C3.1 describe methods used to challenge or limit government power in various flourishing societies/civilizations, and assess the contributions of individuals and groups in challenging established authority (e.g., with reference to *Spartacus*, *Muhammad*, *Thomas Becket*; challenges from peasants, nobility, the military, religious/spiritual leaders)

Sample questions: “What conditions led to revolt against the Qin dynasty? Who was involved in the revolt? What were its consequences?” “What was the English Peasants’ Revolt? What methods did the rebels use? How successful were they?” “What are some ways in which popes acted to influence government policy in the Christian world?” “How did Christine de Pizan’s *Book of the City of Ladies* challenge dominant ideas about the role and status of women in fifteenth-century Europe?”

C3.2 assess the political, social, and/or philosophical contributions of various individuals to the society/civilization in which they lived (e.g., with reference to *Charlemagne*, *Cleisthenes*, *Cleopatra*, *Confucius*, *Cyrus the Great*, *Genghis Khan*, *Hatshepsut*, *Hildegard von Bingen*, *Jesus of Nazareth*, *Julius Caesar*, *Moctezuma I*, *Moses*, *Muhammad*, *Nebuchadnezzar II*, *Pericles*, *Plato*, *Qin Shi Huangdi*, *Ramses II*, *Siddhartha Gautama*, *Empress Suiko*)

Sample questions: “How would a Macedonian have perceived Alexander the Great? Would a Greek, Persian, or Egyptian have perceived him differently? Why or why not?” “What was the significance of Joan of Arc in the development of French politics and identity at the time?”

C3.3 assess the artistic and/or scientific contributions of various individuals to the identity and/or culture of the society/civilization in which they lived (e.g., *Al-Zahrawi*, *Archimedes*, *Avicenna [Ibn Sina]*, *Homer*, *Leonardo da Vinci*, *Phidias*, *Virgil*; temple, mosque, and cathedral builders; Greek, Roman, and/or Indian sculptors; Byzantine mosaicists; Chinese or Chimú ceramicists; Mayan or Incan goldsmiths; Phoenician or Viking shipbuilders)

Sample questions: “Why were the terracotta warriors created? What do they tell you about the society that created them?” “Who contributed to the Islamic Golden Age? What were their most notable contributions?” “What was the social and artistic importance of the great European cathedrals built before 1500?”

D. CIVILIZATIONS IN DECLINE

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Social, Economic, and Political Context:** explain the role of various social, economic, and political events and developments in the decline of three or more societies/civilizations, each from a different region and different period prior to 1500, and how these factors affected people living in these societies (**FOCUS ON:** *Historical Significance; Cause and Consequence*)
- D2. Interrelationships:** analyse how interrelationships with other societies and with the environment contributed to the decline of three or more societies/civilizations, each from a different region and different period prior to 1500 (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)
- D3. Cultural Characteristics and Identity:** analyse aspects of culture and identity in three or more societies/civilizations in decline, each from a different region and different period prior to 1500 (**FOCUS ON:** *Continuity and Change; Historical Perspective*)

SPECIFIC EXPECTATIONS

D1. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

- D1.1** explain the role of various social events and developments in the decline of some societies/civilizations and how these factors affected people living in these societies (*e.g., with reference to famine, epidemics, religious strife, conflict between social classes and/or ethnic groups, overpopulation, loss of culture and/or language*)

Sample questions: “Which civilizations were affected by the Black Death? What impact did it have on them? What was life like in societies where the plague was rampant?” “How did overpopulation contribute to the decline of the Khmer Empire?” “What role did religious conflict play in the decline of the Kingdom of Aksum? What happened to the people displaced from this society by the expansion of Islam?”

- D1.2** explain the role of various economic events and developments in the decline of some societies/civilizations and how these factors affected people living in these societies (*e.g., with reference to loss of trade routes, inability to*

respond to changing economic systems, decrease in agricultural yields, economic competition from other societies, exhaustion of natural resources)

Sample questions: “What role did farming practices play in the decline of the Mesopotamian Empire?” “What role did changing trade routes play in the decline of Petra?” “Why did the decline of Constantinople present economic challenges to Kievan Rus’? What impact did these challenges have on Slavic peoples in this region?”

- D1.3** explain the significance of various political events and developments in the decline of some societies/civilizations (*e.g., death of a leader, disputed succession, end of a dynasty, revolt or revolution in the heart of the civilization or one of its component societies, civil war, inability of an empire to protect its territory or control its tributary peoples, conquest by a stronger power*)

Sample questions: “How did the struggle for succession in the Songhai Empire contribute to its decline?” “What impact did the Abbasid Revolution have on the Umayyad Caliphate?”

D2. Interrelationships

FOCUS ON: *Cause and Consequence; Continuity and Change*

By the end of this course, students will:

D2.1 explain how war and foreign invasion contributed to the decline of some societies/civilizations (e.g., with reference to the Greco-Persian Wars, the Peloponnesian War, the sack of Carthage or Constantinople, civil war during the Kemmu Restoration, German invaders in the Roman Empire, the Crusades, the Norman invasion of England, Muslim conquests in India)

Sample questions: “How did various invasions (Greek, Macedonian, Roman) contribute to the decline of ancient Egypt?” “What impact did Viking or Mongol invasions have on various societies/civilizations?” “How did war contribute to the decline of the Islamic Empire in Central Asia?” “What impact did the Hundred Years’ War have on English interests in France?”

D2.2 analyse how factors associated with longevity and expansion contributed to the decline of some societies/civilizations (e.g., overexpansion and stretching military resources too thin, difficulty defending expanded borders, uncontrolled immigration leading to overpopulation in the centre of the empire, discontent among conquered peoples, failure to adapt to changing times and challenges, loss of markets to more innovative societies)

Sample questions: “In what ways might the identity of people living at the centre of a large empire have been different from those of conquered peoples living at the empire’s periphery? Why might people on the periphery have been more difficult to control? What impact might their resistance to authority have had on the empire’s resources?”

D2.3 explain how environmental factors (e.g., drought, floods, volcanic eruptions, deforestation or depletion of other natural resources, overhunting, changes in climate) contributed to the decline of some societies/civilizations

Sample questions: “What impact did the eruption of Thera have on Minoan civilization?” “What impact may changes in climate have had on the Indus Valley civilization and/or some Mesoamerican societies?” “In what ways might environmental factors such as resource depletion and climate change have contributed to the decline of Cahokia?”

D3. Cultural Characteristics and Identity

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of this course, students will:

D3.1 analyse various societies/civilizations in decline to determine common characteristics associated with social decline (e.g., unstable political system, lack of leadership, decline in religious observance, stagnant artistic expression, disintegration of laws and customs, obsolete technology)

Sample questions: “When analysing different societies in decline, what common elements do you find? Which element or elements do you think were most decisive with respect to their decline? Why?”

D3.2 analyse the role of religion/spirituality in the decline of some societies/civilizations (e.g., conflict among proponents of existing religions; new cults or religions challenging or supplanting the state religion; proselytism; the influence of the beliefs of conquered peoples; the use of religion as a basis for resisting tyranny)

Sample questions: “What was the significance of the persecution of Zoroastrians in Persia after Muslim invasions?” “What role did Catholicism play in the decline of Celtic society in England and Ireland?”

D3.3 analyse the interrelationship between identity/culture and the decline of some societies/civilizations (e.g., how conflict among peoples with different identities contributed to the decline of some civilizations; how the decline of empires enabled some conquered peoples to revive old identities/cultural practices; how societies in decline had their cultural practices/production challenged or destroyed by more dominant powers; the extent to which the laws, religion, architecture, language of the conquering civilization changed the culture/identity of its subjects, even after its decline)

Sample questions: “How did the distinct identities of peoples who were part of the Roman Empire at its peak contribute to its decline? Did the continuing decline of the empire affect these peoples’ identities or culture?”

E. THE LEGACY OF CIVILIZATIONS

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Social, Cultural, and Political Heritage:** analyse the socio-economic, cultural, and political legacies of societies/civilizations from three or more regions and from different periods prior to 1500 (**FOCUS ON:** *Historical Significance; Continuity and Change*)
- E2. The Legacy of Interactions:** analyse various types of interactions between societies prior to 1500 and how societies benefited from and were harmed by such interactions (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)
- E3. The Fifteenth-Century World:** demonstrate an understanding of the general social, economic, and political context in societies in two or more regions of the world in the fifteenth century (**FOCUS ON:** *Historical Significance; Historical Perspective*)

SPECIFIC EXPECTATIONS

E1. Social, Cultural, and Political Heritage

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

- E1.1** analyse the legacy of some socio-economic structures, practices, and traditions associated with various societies/civilizations (*e.g., traditions associated with nomadic and sedentary societies; social class/caste divisions; gender roles; division of labour and specialization of skills; slavery; feudal structures; agricultural practices; trade routes; markets and bazaars; guilds; rituals and practices around birth, marriage, death; gift-giving ceremonies to redistribute wealth; educational practices/structures; food and drink; sports and recreation*)

Sample questions: “Why was athletics so important in Greek society? What impact did Greek athletics have on later societies?” “What was the legacy of slavery for societies that existed prior to 1500?” “How might you assess the legacy of gender and/or other hierarchies in some pre-modern civilizations?”

- E1.2** analyse the legacy of art and literature from various societies/civilizations (*e.g., painting, sculpture, stained glass, mosaics; illuminated manuscripts; pottery and ceramics; clothing; hieroglyphics; calligraphy; epics, legends, and mythology; sacred texts; theatre; poetry; music*)

Sample questions: “Why is art an important source for studying early societies? What can

we learn about these societies from their artistic production?” “What is the message of the stories in *One Thousand and One Nights*? What is the cultural significance of this volume?” “What impact did Byzantine art have on art produced in medieval Europe?” “How did the artistic legacy of ancient Greece and Rome affect artists during the Italian Renaissance?”

- E1.3** analyse the architectural legacy of various societies/civilizations (*e.g., megaliths such as Stonehenge or those at Tiwanaku; moai on Rapa Nui [Easter Island]; Egyptian or Aztec pyramids; hypogea in Syria or Malta; Hindu temples at Angkor or Kanchipuram; mosques at Uqba or Timbuktu; Incan architecture at Machu Picchu; Shinto temples; Byzantine, Romanesque, or Gothic churches; rock-hewn architecture in Ethiopia or at Petra; the Great Wall of China or Hadrian’s Wall; Greek and Roman amphitheatres*)

Sample questions: “What are some buildings from the ancient world that have status as UNESCO World Heritage Sites? What is the significance of this designation?” “Why might the long-term legacy of a building differ from its initial purpose?” “Why was the arch an important development in the history of architecture?”

- E1.4** explain the significance of the contributions of some societies/civilizations to religion and philosophy (*e.g., with reference to animism, polytheism, and monotheism; Judaism, Buddhism, Christianity, Hinduism, Islam; the contribution*

of religious orders to art and knowledge; schisms; religious tolerance, persecution, and conflict; the influence of early schools of philosophy)

Sample questions: “How important were Greek philosophers to the development of Western philosophy?” “Where did Buddhism first develop? To what extent had it spread by 1500? What impact did it have on the societies in which it was adopted?” “What was the legacy for European countries prior to 1500 of the adoption of Christianity by the Roman Emperor Constantine the Great and his signing of the Edict of Milan?” “What role did monks and nuns play in the preservation of knowledge in Europe after the fall of the Roman Empire?”

- E1.5** assess the significance of scientific and/or technological contributions from various societies/civilizations (e.g., alphabets, astronomy, calendars, the compass, the crossbow, gun powder, irrigation systems and aqueducts, mathematics, chemistry, medicine, metallurgy, paper, the printing press, roads, war chariots, weaving)

Sample questions: “Where did the number zero originate? What is the significance of this development?” “What scientific/medical developments occurred during the Golden Age of Islam?”

- E1.6** assess the significance of political and legal contributions of some societies/civilizations (e.g., dynastic traditions, monarchy, Athenian or Haudenosaunee democracy, the Roman republic, bureaucracy; ideas about citizenship in different societies; the Code of Hammurabi, the Draconian constitution, the Code of Justinian, Magna Carta)

Sample questions: “What are the advantages of written legal codes? Where did this tradition begin? What are some key developments in this tradition?” “What was the significance of the integration of the principles of Confucianism into Chinese law?”

E2. The Legacy of Interactions

FOCUS ON: Cause and Consequence; Historical Perspective

By the end of this course, students will:

- E2.1** describe ways in which practices or innovations in one society/civilization were borrowed by other societies/civilizations (e.g., with reference to the wheel, agricultural practices and products, writing systems, mathematics, scientific knowledge, religion, weaponry), and analyse the significance of this influence

Sample questions: “What can you learn about intercultural influences from the study of ancient ruins?” “In what ways was Canaanite culture a product of fused elements of Egyptian and Mesopotamian cultures?” “What are some products/developments originating in China that were adopted/adapted by Western societies? How important were these products in the West?” “In what ways was the development of Bhakti doctrine an example of the assimilation of Muslim influence in Hindu society?”

- E2.2** assess the consequences for one society/civilization of coming under the control of another (e.g., with reference to assimilation and loss of culture, language; enslavement; loss of political autonomy; loss of control over resources; broadening of arts, knowledge; new markets and trade opportunities; access to new technologies)

Sample questions: “Do you think that the conquest of various societies by the Gupta or the Persian Empire was more beneficial or harmful for those societies? What was the most significant or influential change for these societies?”

- E2.3** compare approaches to foreign policy/international relations of different societies/civilizations (e.g., tolerance, openness, cooperation, the development of trade routes and alliances versus isolationism, aggression, invasion, war, militarism)

Sample questions: “What changes in approaches to foreign policy occurred under the reign of Ashoka the Great?” “In what ways did the approach of Hatshepsut to international relations differ from that of Pericles?”

E3. The Fifteenth-Century World

FOCUS ON: Historical Significance; Historical Perspective

By the end of this course, students will:

- E3.1** explain some key social trends and developments in societies in different parts of the world in the fifteenth century (e.g., continuing urban development in some societies; the beginning of the decline of feudalism in some societies; European voyages of exploration; the Renaissance; the Spanish Inquisition; witch hunts)

Sample questions: “Why were cities becoming increasingly important at this time?” “What factors contributed to the development of Renaissance humanism?” “What was the function of guilds? Why were they becoming increasingly important during this period?”

E3.2 describe economic structures and explain some key economic events and/or developments in societies in different parts of the world in the fifteenth century (*e.g., development of early capitalism in some societies; developments in agrarian economies; dominant trade routes; the first wave of European colonialism*)

Sample questions: “How was capitalism starting to transform the established economic order in some societies at this time?” “What was the economic impact of the voyages of Zheng He and the early years of the European Age of Exploration?”

E3.3 describe political structures and explain some key political events and/or developments in societies in different parts of the world in the fifteenth century (*e.g., strong dynasties and those in decline; rivalries and wars arising from disputed succession; the influence of religion on politics; political structures in the main centres of power and those in outlying regions; edicts expelling Jews from several European states; the expansion of the Aztec, Inca, Ottoman, and Songhai Empires*)

Sample questions: “What was the significance of the War of the Roses?” “What factors contributed to the establishment of the Iroquois Confederacy?” “How did Ottoman rulers treat their conquered lands and populations? How did this treatment help consolidate the Ottoman Empire?” “Why did the conquests of Timur (Tamerlane) contribute to one of the greatest periods of Islamic art?” “What was the Treaty of Tordesillas? What political events and values contributed to its development?”

E3.4 describe the roles and status of women, men, and children in some societies in different parts of the world in the fifteenth century (*e.g., the social, economic, political, religious, and familial roles of women and men; ideas about work, education, gender roles of children; differences among classes*)

Sample questions: “In what ways were the roles of children at this time different from those of today? How did a family’s social status affect the roles of its children?” “In what ways did the role/status of women differ in different societies at this time? Were there commonalities across societies?” “What sort of education did the majority of people receive at this time? What was the relationship between level of education and a person’s class or caste?”