
Social Studies: Grade 9

World History: Civilizations

The students will examine the social, cultural and technological changes that occurred in Europe, Africa, Asia and the Americas in the beginnings of human society through 1500 C.E. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the political, economic, social, and cultural development of Europe which influenced the rise of Western Civilization 500 to 1500 and the origins and accomplishments of the Renaissance period.

Social Studies Content Standards (SS):

Statements of what students should know and be able to do in a specific social studies grade level course. The standards provide a clear outline of content so that teachers can develop and align curriculum, instruction, and assessment. Components under each standard describe knowledge or skills and serve as progress indicators for gauging student's achievement of each standard.

Standard: 9SS1: Students examine the lives of the hunting and gathering people of the ancient world during the beginnings of human society.

- Components: 9SS1.a:** Trace the approximate chronology and territorial range of early communities, and analyze the processes that led to their development.
- 9SS1.b:** Analyze and compare how peoples of West Africa, Europe, Southeast Asia, East Asia, and the Americas domesticated food plants and developed agricultural communities in response to local needs and conditions.
- 9SS1.c:** Evaluate the types of evidence and methods of investigation by which scholars have reconstructed the early history of domestication, agricultural settlement, and cultural development.
- 9SS1.d:** Describe social, cultural, and economic characteristics of large agricultural settlements on the basis of evidence gathered by archaeologists.
Examples: Catal Hayuk and Jericho

Standard: 9SS2: Students examine the characteristics of early civilizations including those of Egypt, Mesopotamia, the Indus River Valley, and China, from 4000 to 500 B.C.E.

- Components: 9SS2.a:** Explain the criteria that have been used to define the idea of civilization and compare the key differences between civilizations and other forms of social organization.
- 9SS2.b:** Compare causes and conditions by which civilizations developed in Egypt, Southwest Asia and the Eastern Mediterranean region, India, and China, and explain why the emergence of these civilizations was a decisive transformation in human history.

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- 9SS2.c:** Differentiate hierarchies in the social structures of early civilized peoples and explain the influence of religious belief systems upon ancient governmental systems, including analysis of the importance of Judaism.
- 9SS2.d:** Examine and compare the main tenets of Hinduism and Buddhism using primary and secondary resources.
- 9SS2.e:** Describe the life of Confucius; compare the fundamental teachings of Confucianism and Taoism; and explain the influence of these ideas on Chinese civilization.
- 9SS2.f:** Construct a timeline of main events on the origin and early development of civilizations in Mesopotamia, Egypt, the Indus River Valley, and China.
- 9SS2.g:** Explain relationships in early civilizations, including those in Egypt or China, between the development of state authority and the growth of aristocratic power, taxation systems, and institutions of coerced labor including slavery

Standard: **9SS3: Students examine the antecedents, origins, development, and achievements of the classical civilizations of Greece and Rome from 2000 B.C.E. to 500 C.E.**

Components: **9SS3.a: Greek Civilization**

- 9SS3.a:** Trace the origins of Cretan civilization and its impact on later civilizations on the Greek mainland.
- 9SS3.b:** Describe the institutions and traditions of the Greek city-based republics, their influence on the lives of citizens and other residents, and their impact on the development of democratic and republican forms of government.
- 9SS3.c:** Identify and explain the significance of achievements of Greeks in mathematics, science, philosophy, architecture, and the arts and their impact on various peoples and places in subsequent periods of world history.
- 9SS3.d:** Analyze the major events of the wars between the Persians and the Greeks, reasons why the Persians failed to conquer the Greeks, and the consequences of the wars for Greek civilization.
- 9SS3.e:** Compare and contrast the daily life, social hierarchy, culture, and institutions of Athens and Sparta; describe the rivalry between Athens and Sparta; and explain the causes and consequences of the Peloponnesian War.
- 9SS3.f:** Describe the rise of Alexander the Great to power, the development and demise of his empire, and his legacy.

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- 9SS3.g:** Trace the origins of the Etruscan civilization and its impact upon Roman civilization, as well as the influence of the Greeks upon the Romans.
- 9SS3.h:** Describe Roman Republican government and society, and trace the changes that culminated in the end of the Republic and the beginning of the Roman Empire.
- 9SS3.i:** Describe Roman cultural achievements including law, technology, language and literature and explain their impact on various peoples and places in subsequent periods of world history.
- 9SS3.j:** Explain the origins of Christianity, the lives and teachings of Jesus and Paul and the relationships of early Christians with officials of the Roman Empire.
- 9SS3.k:** Analyze the causes, conditions, and consequences of the spread of Christianity throughout the Roman Empire, and the policies of Emperor Constantine the Great.
- 9SS3.l:** Explain the causes, conditions, and consequences of the decline and fall of the western part of the Roman Empire.

Standard: **9SS4: Students will trace the development and impact of major civilizations, states, and empires in different regions of Asia from 1000 B.C.E. to 1500 C.E.**

- Components:** **9SS4.a:** Trace the development and major achievements of civilization in India with particular emphasis on the rise and fall of the Maurya Empire, the “golden period” of the Gupta Empire, and the reign of Emperor Ashoka.
- 9SS4.b:** Explain how Hinduism and Buddhism have influenced civilization in India.
- 9SS4.c:** Explain how Buddhism spread and influenced peoples and their cultures in Ceylon, Central Asia, and East Asia.
- 9SS4.d:** Trace the development and major achievements of Chinese civilization during various key dynasties, such as the Qin, Han, Tang, and Song.
- 9SS4.e:** Trace the origins and development of Japanese society and Korean societies, the imperial state in Japan, and the Koryo Dynasty in Korea.
- 9SS4.f:** Describe the life of Muhammad, fundamental teachings of Islam, and the connections of Islam to Judaism and Christianity.
- 9SS4.g:** Trace the extent and consequences of Islam’s spread in Asia and the Mediterranean region, including North Africa and Europe’s Iberian Peninsula.

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- 9SS4.h:** Explain how the community of Muslims (believers in Islam) became divided into Sunnis and Shi'ites and the long-term consequences of that division.
- 9SS4.i:** Evaluate the rise and expansion of the Mongol empire and its consequences for Eurasian peoples, including the achievements of Genghis Khan in the context of Mongol society and his impact on Eurasian history.

Standard: **9SS5: Students will trace the development and impact of major civilizations, states, and empires in different regions of Africa from 1000 B.C.E. to 1500 C.E.**

- Components:** **9SS5.a:** Trace the rise and fall of the ancient east African kingdoms of Kush, Axum, and the development of Ethiopia and Great Zimbabwe.
- 9SS5.b:** Trace the rise and fall of the ancient kingdom of Ghana and how it became Africa's first large empire.
- 9SS5.c:** Trace the rise, development, and decline of Mali and Songhai.
- 9SS5.d:** Explain the origins and development of the slave trade in Africa, and its connections to Arabic peoples of North Africa, Southwest Asia, and Western Europe.

Standard: **9SS6: Students will trace the development and impact of major civilizations, states, and empires in different regions of the Americas from 1000 B.C.E. to 1500 C.E.**

- Components:** **9SS6.a:** Describe the origins and importance of farming in the development of pre-Columbian societies and civilizations in various regions of the Americas.
Examples: Hohokam, Anasazi, Hopewell, Mississippian, Iroquois, Olmec, Maya, Aztec, Chavin, and Inca.
- 9SS6.b:** Compare and contrast the Maya, Aztec, and Inca civilizations in terms of their arts, religion, sciences, economy, social hierarchy, government, armed forces, and expansion.

Standard: **9SS7: Students will examine the political, economic, social, and cultural development of Central and Eastern Europe, Asia Minor, and Russia from 500 to 1500.**

- Components:** **9SS7.a:** Analyze the impact of the collapse of the Roman Empire on Central and Eastern Europe.
- 9SS7.b:** Trace the rise and achievements of the Byzantine Empire and explain the relationships between Byzantine and Western Civilizations.
- 9SS7.c:** Explain the Great Schism of 1054 and the development of Eastern and Western branches of Christianity.

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9SS7.d: Trace the decline and demise of the Byzantine Empire and the conquest of Constantinople by the Turks in 1453.

9SS7.e: Describe the legacy of the Byzantine Empire and its influence on other areas of Europe and Asia including Russia.

9SS7.f: Analyze the impact on European peoples of the Turkish (Ottoman) Empire.

Standard: **9SS8: Students will examine the political, economic, social, religious, and cultural development of Europe, which influenced the rise of Western Civilization from 500 to 1500.**

Components: **9SS8.a:** Evaluate the success of the Latin and Greek churches in spreading the Christian religion and civilization to peoples of Northern and Eastern Europe.

9SS8.b: Evaluate the importance of Christian monasteries and convents as centers of education, political power, economic productivity and commercial life, and describe their roles in spreading the Christian religion and civilization throughout Western and Central Europe.

9SS8.c: Explain the rise and achievements of Charlemagne and the Empire of the Franks and explain how the ideal of Christendom influenced the development of cultural unity in Europe.

9SS8.d: Describe feudalism and the manorial system, and explain their impact upon European civilization.

9SS8.e: Describe the development of a strong centralized monarchy and the evolution of legal and constitutional practices in England, the achievement of monarchs in France, the Holy Roman Empire, and the Iberian Peninsula, and analyze the importance of these developments for Western Civilization.

9SS8.f: Explain the causes of the Crusades and their consequences for Europe and Southwest Asia, including the growth in power of the monarchies in Europe.

9SS8.g: Evaluate the impact of developments in agriculture and the growth of towns, guilds, and banking during the Middle Ages.

9SS8.h: Describe how Western civilization arose from a synthesis of Christianity and classical Greco-Roman civilization with the cultures of northern European peoples, and analyze how this synthesis is reflected in the cultural achievements of the High Middle Ages.

Standard: **9SS9: Students will analyze the origins, accomplishments, and**

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geographic diffusion of the Renaissance.

- Components:**
- 9SS9.a:** Analyze how the growth of wealthy trading cities and new ways of thinking helped lead to a rebirth of the arts and learning.
 - 9SS9.b:** Examine the rise of humanism, new ways of disseminating information, advances in the arts, science, mathematics, cartography, engineering, and the understanding of anatomy and astronomy.
 - 9SS9.c:** Examine the spread of the Renaissance from Italy to northern Europe and compare the differences between the two areas.

Social Studies Skills (SSK):

The intellectual skills noted below are to be learned through, and applied to, the content standards for grade nine. They are to be assessed *only in conjunction with* these content standards. Students demonstrate the following intellectual, reasoning, reflection, and research skills.

Chronological and Spatial Thinking

- Skills:**
- 9SSK1:** Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
 - 9SSK2:** Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and government but also values and beliefs.
 - 9SSK3:** Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
 - 9SSK4:** Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

- 9SSK5:** Students distinguish valid arguments from fallacious arguments in historical interpretations.
- 9SSK6:** Students identify bias and prejudice in historical interpretations.
- 9SSK7:** Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
- 9SSK8:** Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

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Historical Interpretation

- 9SSK9:** Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- 9SSK10:** Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
- 9SSK11:** Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
- 9SSK12:** Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
- 9SSK13:** Students analyze human modifications of landscapes.
- 9SSK14:** Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the world economy.

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