



Department of  
**Education**

2015 Summer Training

# World History

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## Participant Packet #2

Tennessee Department of Education | 2015 Summer Training





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# Tennessee State Standards



## 6th Grade Standards

### World History and Geography: Early Civilizations through the Decline of the Roman Empire (5<sup>th</sup> century C.E.)

**Course Description:** *Sixth grade students will study the beginning of early civilizations through the fall of the Roman Empire. Students will study the geographical, social, economic, and political foundations for early civilizations progressing through the Roman Empire. They will analyze the shift from nomadic societies to agricultural societies. Students will study the development of civilizations, including the areas of Mesopotamia, Egypt, India, China, Ancient Israel, Greece, and Rome. The study of these civilizations will include the impact of geography, early history, cultural development, and economic change. The geographic focus will include the study of physical and political features, economic development and resources, and migration patterns. The sixth grade will conclude with the decline and fall of the Roman Empire. This course will be the first concentrated study of world history and geography and will utilize appropriate informational texts and primary sources.*

#### **Human Origins in Africa through the Neolithic Age:**

*Students analyze the geographic, political, economic, and social structures of early Africa through the Neolithic Age which led to the development of civilizations.*

- 6.1 Identify sites in Africa where archaeologists and historians have found evidence of the origins of modern human beings and describe what the archaeologists found. (G, H)
- 6.2 Provide textual evidence that characterizes the nomadic hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry). (C, H)
- 6.3 Explain the importance of the discovery of metallurgy and agriculture. (E, H)
- 6.4 Evaluate the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter. (C, G, H)
- 6.5 Summarize the impact of agriculture related to settlement, population growth, and the emergence of civilization. (C, G, H)
- 6.6 Identify and explain the importance of the characteristics of civilizations, including: (C, E, G, H, P)
- the presence of geographic boundaries and political institutions
  - an economy that produces food surpluses
  - a concentration of population in distinct areas or cities
  - the existence of social classes
  - developed systems of religion, learning, art, and architecture
  - a system of record keeping
  - technology
- 6.7 Recognize time designations and the abbreviations, including: (H)
- B.C.
  - B.C.E.
  - A.D.

- C.E.
- circa (c. or ca), decades, centuries, prehistoric, historic

**Primary Documents and Supporting Texts to Read:** Digital collections of early African art and tools, including cave paintings and spears

### **Mesopotamia: c. 3500-1200 BC/BCE**

*Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Mesopotamia.*

6.8 On a historical map, locate and describe the Tigris and Euphrates Rivers, Zagros and Caucasus Mountains, Persian Gulf, Caspian and Black Sea, Dead Sea and Sea of Galilee and explain why the region is referred to as the Fertile Crescent. (G)

6.9 Summarize Sumer, Babylon, and Assyria as successive civilizations and empires and explain the development of city-states, identify Kish, Akkad, Ur, and Nineveh, and the significance of Sargon and Hammurabi. (G, H)

6.10 Trace the development of agricultural techniques that permitted economic surplus and the emergence of cities as centers of culture and power. (C, E, H)

6.11 Explain the significance of polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations. (C, H)

6.12 Explain the effects of how irrigation, metal-smithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow on the growth of Mesopotamian civilizations. (C, E, H)

6.13 Analyze the important achievements of Mesopotamian civilization, including its system of writing (and its importance in record keeping and tax collection), literature (Epic of Gilgamesh), monumental architecture (the ziggurat), and art (large relief sculpture, mosaics, and cylinder seals). (C, E, G, H)

6.14 Write an informative piece explaining the significant contributions of Mesopotamian leaders, including Hammurabi and Sargon, and explain the basic principle of justice in Hammurabi's Code ("an eye for an eye"). (C, E, H, P)

**Primary Documents and Supporting Texts to Read:** excerpts from the *Epic of Gilgamesh*; digital collections of the ancient Mesopotamian plow, wheel, sailboat, cuneiform tablets, and the stylus

### **Ancient Egypt: c. 3000-1200 BC/BCE**

*Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Egypt.*

6.15 On a historical map locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and the Sudan. (G, H)

6.16 Investigate the kinds of evidence used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt. (C, E, G, H, P)

6.17 Develop a visual representation of the structure of Egyptian society including the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (C, E, H, P)

6.18 Site evidence from informational texts to explain the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities. (C, H)

6.19 Summarize important achievements of Egyptian civilization, including: (C, E, H)

- the agricultural and irrigation systems
- the invention of a calendar
- main features of the monumental architecture and art, such as the Pyramids and Sphinx at Giza
- evolution of writing- hieroglyphics
- the invention of papyrus

6.20 Identify the Old, Middle, and New Kingdom time periods and evaluate the significance of the following: (C, H, P)

- Menes
- Khufu
- Hyksos invasion
- Ahmose
- King Tut
- Queen Hatshepsut
- Ramses the Great

6.21 Identify the location of the Kush civilization and describe its political, commercial, and cultural relationship with Egypt. (C, E, G, H, P)

6.22 Compare and contrast the religious, social, and political structures in Mesopotamia and Egypt. (C, H, P)

**Primary Documents and Supporting Texts to Read:** Digital collections of Egyptian Pyramids, including the Pyramids and Sphinx at Giza; digital collections of the Pyramid Texts on the wall of the burial chamber of the Pyramid of Teti, Saqqara; digital collections of documents written on papyri

### **Ancient India:**

*Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient India.*

6.23 Locate and describe the Himalayas and the major river systems, including Indus and Ganges and evaluate the importance of each. (E, G, H)

6.24 Analyze the impact of the Aryan invasions. (C, H, P)

6.25 Explain how the major beliefs and practices of Brahmanism in India evolved into early Hinduism. (C, H)

6.26 Outline the social structure of the caste system and explain its effect on everyday life in Indian society. (C, E, H, P)

6.27 Write a narrative text describing how Siddhartha Gautama's (Buddha) life experiences influenced his moral teachings and how those teachings became a new religion that spread throughout India and Central Asia as a new religion. (C, H, G)

6.28 Describe the growth of the Maurya Empire and the political and moral achievements of the Emperor Asoka. (C, H, P)

6.29 Identify the important aesthetic and intellectual traditions, including:  
(C, E, H)

- Sanskrit literature, including the *Bhagavad-Gita*, *Ramayana*, and the *Mahabharata*
- medicine
- metallurgy
- mathematics, including Hindu-Arabic numerals and the zero

**Primary Documents and Supporting Texts to Read:** excerpts from the epic Hindu literature *Bhagavad Gita*; excerpts from *Ramayana*; excerpts from *Mahabharata*

**Primary Documents and Supporting Texts to Read:** excerpts from Hindu Search for Divine Reality: excerpts from *The Upanishads*; excerpts from the Buddha's *Two Lessons*

### **Ancient China:**

*Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient China.*

6.30 Identify and locate on a map the geographical features of China, including the Huang He (Yellow) River, Plateau of Tibet, and Gobi Desert. (G)

6.31 Locate and describe the origins of Chinese civilization in the Huang-He Valley during the era of the Shang Dynasty. (C, G, H)

6.32 Explain how the regions of China are isolated by geographic features, making governance and the spread of ideas and goods difficult, and served to isolate the country from the rest of the world. (G, H)

6.33 Analyze the structure of the Zhou Dynasty and the emergence of Taoism, Confucianism, and Legalism.. (C, H)

6.34 Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them. (C, H, P)

6.35 List the policies and achievements of the emperor Shi Huang and explain how these contributed to the unification of northern China under the Qin Dynasty and the construction of the Great Wall of China. (H, P)

6.36 Detail the political contributions of the Han Dynasty and determine how they contributed to the development of the imperial bureaucratic state and the expansion of the empire. (H, P)

6.37 Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations. (E, G, H)

6.38 Describe the diffusion of Buddhism northward to China during the Han Dynasty. (C, G, H)

**Primary Documents and Supporting Texts to Read:** excerpts from *The Mandate of Heaven: The Classic of History*; excerpts from Confucius' *The Analects*, excerpts from *The Lament of the Nomad Flute* by Lady Wenji

### **Ancient Israel, c. 2000 BC/BCE-70 AD/CE**

*Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Israel.*

6.39 On a historical map of the Mediterranean Sea, Jordon River, Sinai Peninsula, locate Asia Minor, the kingdoms of the Hittites and Phoenicians, ancient Israel, and Egypt. (G)

6.40 Examine the development of the ancient Israelites, tracing their migrations from Mesopotamia to Canaan, later called Israel, and explain the significant roles of Abraham and Moses in their history. (C, H, G)

6.41 Describe the monotheistic religion of the Israelites, including: (C, H)

- the belief in one God (monotheism)
- the Ten Commandments
- the emphasis on individual worth and personal responsibility
- the belief that all people must adhere to the same moral obligations, whether ruler or ruled
- the Torah and the Hebrew Bible as part of the history of early Israel

6.42 Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon. (G, H, P)

6.43 Summarize the four major events after the rule of King Solomon in the history of Israel, including the breakup of the Kingdom of Israel, destruction of the Northern Kingdom, Babylonian captivity under Nebuchadnezzar, and the return of the Jews to their homeland under the Persian Empire. (H)

6.44 Conduct a short research piece with supporting details of Second Babylonian, Persian, and Median Empires, including Nebuchadnezzar, the Hanging Gardens of Babylon, Cyrus the Great, Darius the Great, and Xerxes. (H)

6.45 Explain how Judaism survived the expulsion/dispersion of the Jews to other lands (the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans. (C, H)

**Primary Documents and Supporting Texts to Read:** excerpts from the *Tanach*, *Hebrew Bible*, *the Torah*, and the Dead Sea Scrolls

### **Ancient Greece, c. 800-300 BC/BCE**

*Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Greece.*

6.46 On a historical map of the ancient Mediterranean area, locate Greece and trace the boundaries of its influence to 300 BC/BCE. On a contemporary map trace the current

boundaries of Greece. Compare and contrast the sphere of influence of Greece in those two different eras. (G, H)

6.47 Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (C, E, G, H)

6.48 Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the development of the idea of citizenship. (C, H, P)

6.49 Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct Democracy and representative Democracy , including: (C, H, P)

- the “polis” or city-state
- civic participation and voting rights
- legislative bodies
- constitution writing
- rule of law

6.50 Compare and contrast life in Athens and Sparta. (C, H)

6.51 Compare and contrast the status of women and slaves between Athens and Sparta . (C, H)

6.52 Analyze the causes, course, and consequences of the Persian Wars. (C, H, G)

6.53 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. (H, P)

6.54 Explain the rise of Alexander the Great and the spread of Greek culture. (C, G, H, P)

6. 55 Analyze the causes and effects of the Hellenistic culture of Greece. (C, E, G, H, P)

6.56 Describe the myths and stories of classical Greece; give examples of Greek gods, goddesses, and heroes (Zeus, Hermes, Aphrodite, Athena, Poseidon, Artemis, Hades, Apollo), and events, and where and how we see their names used today. (C, H)

6.57 Compare and contrast the Titans with the Olympian gods and explain the surrounding Greek mythology. (C, H)

6.58 Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the sports they featured. (C, H)

6.59 Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. (C, H)

- Thales (science)
- Pythagoras and Euclid (mathematics)
- Hippocrates (medicine)
- Socrates, Plato, and Aristotle (philosophy)
- Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama)
- the Parthenon, the Acropolis, and the Temple of Apollo (architecture)
- the development of the first complete alphabet, with symbols representing both consonants and vowels

**Primary Documents and Supporting Texts to Read:** excerpts from Homer’s *Iliad and the Odyssey*; excerpts from Pericles’ *Funeral Oration*; excerpts from *Alexander* by Plutarch; excerpts from *Aesop’s Fables* (or the *Aesopica*); excerpts from Aristotle’s *The Athenian Constitution*; excerpts from *The Battle of Marathon*; excerpts from *Everyday Life in Ancient Greece* (4th Century BC)

### **Ancient Rome, c. 500 BC/BCE-500 AD/CE**

*Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Rome.*

6.60 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE. (G, H)

6.61 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (E, G, P)

6.62 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history, including Romulus and Remus, Hannibal and the Carthaginian Wars, Cicero, Julius Caesar, Augustus, Hadrian, Aeneas, and Cincinnatus. (C, G, H, P)

6.63 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including the rule of law (a written constitution), separation of powers, checks and balances, representative government, and civic duty. (C, H, P)

6.64 Describe the influence of Julius Caesar and Augustus in Rome’s transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire. (C, E, G, H, P)

- Military organization, tactics, and conquests and decentralized administration
- the purpose and functions of taxes
- the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes
- the benefits of a Pax Romana

6.65 Reflect on the impact of the lives of Cleopatra, Marc Anthony, Nero, Diocletian, and Constantine, city of Constantinople on the Roman Empire. (H, P)

6.66 Identify the location of, and the political and geographic reasons for, the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes. (C, E, G, H, P)

6.67 Describe the characteristics of slavery under the Romans and explain the slave revolt led by Spartacus. (C, E, H)

6.68 Describe the origins and central features of Christianity. (C, G, H, P)

- monotheism
- the belief in Jesus as the Messiah and God’s Son
- the concept of resurrection
- the concept of salvation
- belief in the Old and New Testaments
- the lives, teachings and contributions of Jesus and Paul
- the relationship of early Christians to officials of the Roman Empire

6.69 Analyze how internal and external forces caused the disintegration of the Roman Empire: including the rise of autonomous military powers, political corruption, economic and political instability, shrinking trade, invasions, and attacks by Germanic tribes. (E, G, H, P)

6.70 Describe the contribution of Roman civilization to law, literature, poetry, art, architecture, engineering, and technology. Include the significance of Coliseum, Circus Maximus, roads, bridges, arches, arenas, baths, aqueducts, central heating, plumbing, and sanitation. (C, H, P)

6.71 Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. (C, H, G)

6.72 Compare and contrast the Roman gods and goddesses to the Greek gods and goddesses, including Jupiter, Mercury, Venus, Mars, Neptune, Saturn, Pluto, and Hera and their inclusion in modern society.

**Primary Documents and Supporting Texts to Read:** excerpts from Roman Literature, including Ovid's *Metamorphoses*, excerpts from the Dead Sea Scrolls, excerpts from *The Essenes' Manual of Discipline*, excerpts from Plutarch's *The Assassination of Julius Caesar*, (44 BC), excerpts from Plutarch's writings on Spartacus and Seneca's descriptions of gladiators; excerpts from the *New Testament*; Items to view: art sculptures depicting Romulus and Remus, Ancient bust of Julius Caesar, discovered by French archaeologist divers scouring the bottom of the Rhône in the southern town of Arles, which Caesar founded in 46 B.C., digital collections of authentic ancient Roman Art and Architecture, including: the Colosseum, arches, arenas, aqueducts, baths, and bridges

## 7th Grade Standards

### World History and Geography: The Middle Ages to the Exploration of the Americas

**Course Description:** *Seventh grade students will explore the social, cultural, geographical, political and technological changes that occurred after the fall of the Roman Empire and in Medieval Europe. Students will also study the period from the fifteenth to the eighteenth century, including the Islamic world, Africa, China, and Japan, but with a heavier emphasis on western civilization in Europe during the Renaissance and Reformation. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout these continents during medieval times. They will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will learn about the resulting spread of Enlightenment philosophies and the examination of new concepts of reasoning toward religion, government, and science that continue to influence our world today. Students will analyze geography's influence on the development of these civilizations as they continue their study of world history and geography. Seventh grade students will end the year by examining the Meso-American and Andean civilizations, and the age of European explorations. Appropriate informational texts and primary sources will be used in order to deepen the understanding of how these civilizations influence the modern world.*

#### **The Fall of the Roman Empire**

*The legacy of the Roman Empire and the consequences of the fall of the Roman Empire.*

7.1 Analyze the legacy of the Roman Empire. (C, H)

7.2 Summarize the consequences of the fall of the Roman Empire including the continuation of the Eastern Roman Empire as the Byzantine Empire, Justinian and the significance of Constantinople. (C, E, G, H, P).

**Primary Documents and Supporting Texts to Read:** excerpts from Eusebius of Caesarea, "Ecclesiastical History," that describes Constantine

#### **Islamic World, 400 A.D/C.E. – 1500s**

*Students analyze the geographic, political, economic, social, and religious structures of the civilizations.*

7.3 Identify the physical location and features and the climate of the Arabian Peninsula, its relationship to surrounding bodies of land and water, including Northern Africa, Mediterranean Sea, Black Sea, Caspian Sea, Tigris and Euphrates Rivers, Nile River. (G)

7.4 Describe the expansion of Muslim rule through conquests and the spread of cultural diffusion of Islam and the Arabic language. (C, E, G, H)

7.5 Trace the origins of Islam and the life and teachings of Muhammad, including Islam's historical connections to Judaism and Christianity. (C, H)

7.6 Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law and their influence in Muslims' daily life. (C, H, P)

7.7 Analyze the origins and impact of different sects within Islam, Sunnis and Shi'ites. (C, H)

7.8 Examine and summarize the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature. (C, G, H)

7.9 Describe the establishment of trade routes among Asia, Africa, and Europe and the role of merchants in Arab society. (E, G, H)

7.10 Gather relevant information from multiple print and digital sources to examine the art and architecture, including the Taj Mahal during the Mughal period. (C, H)

7.11 Explain the importance of Mehmed II the Conqueror and Suleiman the Magnificent. (H, P)

7.12 Write an explanatory text to describe the Shah Abbas and how his policies of cultural blending led to the Golden Age and the rise of the Safavid Empire. (C, H, P)

**Primary Documents and Supporting Texts to Consider:** excerpts from *The Hadith*, Muhammad; excerpts from *The Book of Golden Meadows*, Masoudi

### **Africa, 400 A.D./C.E. – 1500s**

*Students analyze the geographic, political, economic, social, and religious structures of the civilizations.*

7.13 Analyze the growth of Ghana, Mali, and Songhai kingdoms including trading centers such as Timbuktu and Jenne, which would later develop into centers of culture and learning. (C, E, G, H, P).

7.14 Draw evidence from informational texts to describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law. (C, E, G, H, P)

7.15 Examine the importance of written and oral traditions in the transmission of African history and culture. (C, H)

7.16 Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa. (C, E, G, H, P)

7.17 Explain the importance of Mansa Musa and locate his pilgrimage to Mecca in 1324. (C, G, H, P)

7.18 Compare the indigenous religious practices observed by early Africans before and after contact with Islam and Christianity. (C, H)

**Primary Documents and Supporting Texts to Read:** excerpts from *Sundiata: An Epic of Old Mali*

### **China, 400 A.D./C.E. – 1500s**

*Students analyze the geographic, political, economic, social, and religious structures of the civilizations.*

7.19 Create a visual or multimedia display to identify the physical location and major geographical features of China including the Yangtze River, Yellow River, Himalayas, Plateau of Tibet, and the Gobi Desert. (G)

7.20 Describe the reunification of China under the Tang Dynasty and reasons for the cultural diffusion of Buddhism. (C, G, H, P)

7.21 Analyze the role of kinship and Confucianism in maintaining order and hierarchy. (C, H, P)

7.22 Summarize the significance of the rapid agricultural, commercial, and technological development during the Song Dynasties. (C, E, H)

7.23 Trace the spread of Chinese technology to other parts of Asia, the Islamic world, and Europe including papermaking, wood-block printing, the compass and gunpowder. (C, E, G, H)

7.24 Describe and locate the Mongol conquest of China including Genghis Khan, Kublai Khan. (G, H, P)

7.25 Engage effectively in a collaborative discussion describing the development of the imperial state and the scholar-official class (Neo-Confucianism). (C, H, P)

7.26 Draw evidence from informational texts to analyze the contributions made during the Ming Dynasty such as building projects, including the Forbidden City and the reconstruction of the Great Wall, isolationism, and sea voyages. (C, E, H, P)

**Primary Documents and Supporting Texts to Read:** excerpts from *The Analects*, Confucius

### **Japan, 400 A.D./C.E. – 1500s**

*Students analyze the geographic, political, economic, social, and religious structures of the civilizations.*

7.27 Compare the major features of Shinto, Japan's indigenous religion, and Japanese Buddhism. (C, H)

7.28 Explain the influence of China and the Korean peninsula upon Japan as Buddhism, Confucianism, and the Chinese writing system were adopted. (C, G, H)

7.29 Trace the emergence of the Japanese nation during the Nara, 710-794, and the Heian periods, 794-1180. (H, P)

7.30 Describe how the Heian (contemporary Kyoto) aristocracy created enduring Japanese cultural perspectives that are epitomized in works of prose such as *The Tale of Genji*, one of the world's first novels. (C, H)

7.31 Analyze the rise of a military society in the late twelfth century and the role of the shogun and samurai in that society. (C, H, P)

**Primary Documents and Supporting Texts to Read:** excerpts from *The Tale of Genji*

## **Middle Ages in Western Europe, 400 A.D./C.E. – 1500s**

*Students analyze the geographic, political, economic, social, and religious structures of the civilizations.*

- 7.32 Identify the physical location and features of Europe including the Alps, the Ural Mountains, the North European Plain, and the Mediterranean Sea and the influence of the North Atlantic Drift. (G)
- 7.33 Describe the development of feudalism and manorialism, its role in the medieval European economy, and the way in which it was influenced by physical geography (the role of the manor and the growth of towns). (C, E, G, H, P)
- 7.34 Demonstrate understanding of the conflict and cooperation between the Papacy and European monarchs, including Charlemagne, Gregory VII, and Emperor Henry IV. (H, P)
- 7.35 Examine the Norman Invasion, Battle of Hastings, and the impact of the reign of William the Conqueror on England and Northern France. (H, G, P)
- 7.36 Conduct a short research project explaining the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions including trial by jury, the common law, Magna Carta, parliament, habeas corpus, and an independent judiciary in England. (H, P)
- 7.37 Examine the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire. (C, G, H)
- 7.38 Analyze the causes, course, and consequences of the European Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world. (C, G, H)
- 7.39 Explain the importance of the Catholic church as a political, intellectual, and aesthetic institution, including founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, Thomas Aquinas's synthesis of classical philosophy with Christian theology and the concept of "natural law." (C, H, P)
- 7.40 Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population. (C, E, G, H)
- 7.41 Trace the emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class. (C, E, H)
- 7.42 Outline the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms. (C, G, H)

**Primary Documents and Supporting Texts to Read:** excerpts from *The Life of Charlemagne: The Emperor Himself*, Einhard; selected accounts of the Black Death; excerpts from *Summa Theologica*, Thomas Aquinas

**Primary Documents and Supporting Texts to Consider:** excerpts from "Frank-land": An Islamic View of the West, Al-Qazwini; excerpts from *Walter of Henley's Husbandry* (describes manor life)

## **The Renaissance and Reformation**

*Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance and the historical developments of the Reformation.*

7.43 Trace the emergence of the Renaissance, including influence from Moorish (or Muslim) scholars in Spain. (C, H)

7.44 Cite evidence in writing explaining the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance and the growth of independent trading cities, such as Venice, and their importance in the spread of Renaissance ideas. (C, E, G, H)

7.45 Summarize the effects and implications of the reopening of the ancient Silk Road between Europe and China, including Marco Polo's travels and the location of his routes. (C, E, G, H)

7.46 Describe how humanism led to a revival of classical learning and fostered a new interest in the arts including a balance between intellect and religious faith. (C, H)

7.47 Analyze the growth and effects of new ways of disseminating information, ability to manufacture paper, translation of the Bible into vernacular, and printing. (C, H)

7.48 Outline the advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy, including Leonardo da Vinci (Last Supper, Mona Lisa), Michelangelo (Sistine Chapel, The David), Johann Gutenberg, and William Shakespeare. (C, G, H)

7.49 Gather relevant information from multiple sources about Henry V, Hundred Years War, and Joan of Arc. (H, G, P)

7.50 Conduct a research project drawing on several resources to investigate the Tudor dynasties of Henry VIII, Mary I, and Elizabeth I, including their family heritage, line of succession, religious conflicts, Spanish Armada, and the rise of English power in Europe. (H, G, P)

7.51 Explain the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods. (C, G, H)

7.52 Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World. (C, G, H)

7.53 Explain the heightened influence of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church's reaction to these developments. (C, H, P)

7.54 List and explain the significance of the causes for the internal turmoil within and eventual weakening of the Catholic Church including tax policies, selling of indulgences, and England's break with the Catholic Church. (C, H, P)

7.55 Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith), John Calvin (predestination), Desiderius Erasmus (free will), and William Tyndale (translating the Bible into English), and their attempts to reconcile what they viewed as God’s word with Church action. (C, H, P)

7.56 Engage effectively in collaborative discussions explaining Protestants’ new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism. (C, H, P)

7.57 Analyze how the Catholic Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement, including St. Ignatius of Loyola and the Jesuits, and the Council of Trent. (C, H)

7.58 Identify the voyages of discovery, the locations of the routes (Da Gama, Dias, Magellan), and the influence of cartography in the development of a new worldview. (C, G, H)

**Primary Documents and Supporting Texts to Read:** excerpts from “Ninety-Five Theses”, Martin Luther; excerpts from *The Travels of Marco Polo*

**Primary Documents and Supporting Texts to Consider:** excerpts from *In Praise of Folly*, Erasmus; selected pieces from William Shakespeare; excerpts from *The Prince*, Machiavelli

## **The Enlightenment and Scientific Revolution**

*Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions. Students analyze political, social, and economic change as a result of the Age of Enlightenment in Europe.*

7.59 Describe the roots of the Scientific Revolution based upon Christian and Muslim influences. (C, H)

7.60 Gather relevant information from multiple print and digital sources explaining the significance of new scientific theories, the accomplishments of leading figures including Sir Frances Bacon, Nicolaus Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, and Sir Isaac Newton, and new inventions, including the telescope, microscope, thermometer, and barometer. (C, H)

7.61 Trace how the main ideas of the Enlightenment can be traced back to such movements and epochs as the Renaissance, the Reformation, the Scientific Revolution, the Greeks, the Romans, and Christianity. (C, H, P)

7.62 Describe the accomplishments of major Enlightenment thinkers, including Locke and Charles-Louis Montesquieu. (C, H)

7.63 Explain the origins of modern capitalism, the influence of mercantilism, and the cottage industry; the elements and importance of a market economy in 17<sup>th</sup> century Europe; the changing international trading and marketing patterns; including their locations on a world map; and the influence of explorers and mapmakers. (C, E, G, H, P)

**Primary Documents and Supporting Texts to Read:** excerpts from *Two Treatises of Government*, John Locke; excerpts from *The Spirit of Law*, Montesquieu

**Primary Documents and Supporting Texts to Consider:** excerpts from *Galileo Discovers the Moons of Jupiter*, Galileo Galilei; excerpts from *The Principia* and *The Correspondence of Isaac Newton*, Sir Isaac Newton

## **The Age of Exploration**

*Students compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations. Students analyze reasons for movement of people from Europe to the Americas, describing the impact of exploration by Europeans and American Indians.*

7.64 Identify the locations of the Olmecs, Mayans, Aztec, and Incas and explain the impact of the geographical features and climates of Mexico, Central America, and South America on their civilizations. (C, E, G, H, P)

7.65 Describe the highly structured social and political system of the Maya civilization, ruled by kings and consisting of agriculturally intensive centers around independent city-states. (C, H, P)

7.66 Create a graphic organizer or concept map explaining how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16<sup>th</sup> century). (C, G, H, P)

7.67 Explain the roles of peoples in the Aztec and Incan societies, including class structures, family life, warfare, religious beliefs and practices, and slavery. (C, H)

7.68 Use multimedia components and visual displays in presentations to describe the artistic and oral traditions and architecture in the four civilizations (Olmecs, Mayan, Aztec, and Incan civilizations). (C, H)

7.69 Cite several pieces of textual evidence to support the analysis of the impacts of the Mesoamerican developments in astronomy and mathematics, including the calendar, and the Mesoamerican knowledge of seasonal changes to the civilizations' agricultural systems. (C, H)

7.70 Compare the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions. (C, E, G, H, P)

7.71 Identify the European countries responsible for North American exploration and the modern day countries in which they settled, including France, Spain, England, Portugal, and the Dutch. Summarize the reasons for the success of these countries in colonization or North and South America. (E, G, H, P)

7.72 Analyze why European countries were motivated to explore including religion, political rivalry, and economic gain. (C, E, H, P)

7.73 Identify the voyages of discovery, the locations of the routes, and the influence of technology in the developments of a new European worldview including cartography, compass, caravel, astrolabe. (C, E, G, H, P)

7.74 Examine the impact of the exchanges of plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15<sup>th</sup> and 16<sup>th</sup> centuries and the major economic and social effects on each continent. (C, E, G, H)

7.75 Write an opinion piece with supporting details that describes the effects of exploration on the indigenous American cultures. (C, H)

**Primary Documents and Supporting Texts to Read:** excerpts from the journals of Christopher Columbus

**Primary Documents and Supporting Texts to Consider:** excerpts from *Indigenous Peoples of North America*, James D. Torr

## World History and Geography: The Industrial Revolution to the Contemporary World State Standards

**Course Description:** *Students will study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They will examine the origins and consequences of the Industrial Revolution, nineteenth century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, the Great Depression, the Cold War, and the Russian and Chinese Revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Relevant Tennessee connections will be part of the curriculum, as well as appropriate primary source documents. Students will explore geographic influences on history, with attention given to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Additionally, students will study aspects of technical geography such as GPS and GIS, and how these innovations continuously impact geopolitics in the contemporary world.*

### **Age of Revolution 1750-1850**

*Students compare and contrast the Glorious Revolution of England, the American Revolution, the Spanish American Wars of Independence, and the French Revolution, and their enduring effects on the political expectations for self-government and individual liberty.*

W.1 Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America including John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Toussaint L'Ouverture, and Thomas Jefferson. (C, H, P)

W.2 Analyze the principles of the *Magna Carta* (1215), the *English Bill of Rights* (1689), the *American Declaration of Independence* (1776), and the *French Declaration of the Rights of Man and the Citizen* (1789) citing textual evidence. (H, P)

W.3 Conduct a short research project summarizing the important causes and events of the French Revolution including Enlightenment political thought, comparison to the American Revolution, economic troubles, rising middle class, government corruption and incompetence, Estates General, storming of the Bastille, execution of Louis XVI, the Terror, and the rise and fall of Napoléon. (C, E, H, P)

W.4 Draw evidence from informational texts to explain how the ideology of the French Revolution led France to evolve from a constitutional monarchy to democratic despotism to the Napoleonic Empire. (C, H, P)

W.5 Describe how nationalism spread across Europe with Napoléon then repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848. (C, H, P)

**Primary Documents and Supporting Texts to Read:** excerpts from The Magna Carta (1215), excerpts from The English Bill of Rights (1689), The American Declaration of Independence (1776), excerpts from “The French Declaration of the Rights of Man and the Citizen” (1789)

**Primary Documents and Supporting Texts to Consider:** excerpts from Mary Wollstonecraft’s “Vindication of the Rights of Women”; excerpts from Montesquieu’s “Spirit of the Law;” excerpts from Immanuel Kant’s “Critique of Pure Reason;” excerpts from John Locke’s *Second Treatise of Government*; excerpts from Jean Jacques Rousseau’s “The Social Contract”

## **Industrial Revolution 1750-1914**

*Students analyze the emergence and effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.*

W.6 Describe the growth of population, rural to urban migration, and growth of cities. (C, E, G)

W.7 Explain the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy including the reasons why the Industrial Revolution began in England. (E, G, H)

W.8 Write an informative piece analyzing the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism and Communism, Adam Smith, Robert Owen, and Karl Marx. (C, E, H, P)

W.9 Evaluate multiple sources presented in diverse media or other formats describing the emergence of Romanticism in art and literature including the poetry of William Blake and William Wordsworth, social criticism including the novels of Charles Dickens, and the move away from Classicism in Europe. (C)

W.10 Explain how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural demographic changes including the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, and Thomas Edison. (C, E, G, H)

W.11 Analyze the evolution of work and labor including the work of William Wilberforce and the demise of the slave trade, problems caused by harsh working conditions, and the effect of immigration, mining and manufacturing, division of labor, the union movement, and the impact of social and political reform. (E, H, P)

W.12 Participate effectively in collaborative discussions explaining the vast increases in productivity and wealth, growth of a middle class, and general rise in the standard of living and life span. (C, E)

### ***Primary Documents and Supporting Texts to Consider:***

Excerpts from the abolitionist writings and speeches of William Wilberforce; excerpts from John Stuart Mill’s “On Liberty”; excerpts from Charles Darwin’s “Origin of Species”; excerpts from Louis Blanc’s “Organization of Work”; excerpts from Karl Marx’s and Frederick Engel’s, “Communist Manifesto”; excerpts from Adam Smith’s “Wealth of Nations”; excerpts from Thomas Malthus’ “Essays on Principle of Population”

## **Unification and Imperialism 1850-1914**

*Students analyze patterns of global change in the era of 19th-century European imperialism. Students describe the independence struggles of the colonized regions of the world redistribution of power, armed revolution, and cultural clashes.*

W.13 Summarize the causes, course, and consequences of unification in Italy and Germany including the role of Giuseppe Garibaldi and Otto von Bismarck. (G, H, P)

W.14 Cite strong and thorough textual evidence to support analysis of the causes of 19<sup>th</sup> century European imperialism, the role of Social Darwinism, the desire for increased political power, and the search for natural resources and new markets as prelude to the Berlin Conference. (C, E, G, H, P)

W.15 Describe the Berlin Conference and the rise of modern colonialism in the 19<sup>th</sup> century and describe the impact of colonization on indigenous populations by such nations as England, France, Germany, Italy, Spain, and the United States. (C, G, H, P)

W.16 Analyze the political, social, and industrial revolution in Japan (Meiji Restoration) and its growing role in international affairs. (C, E, H, P)

W.17 Compare the progression of imperialistic claims on the African continent using historical maps. (G, H, P)

W.18 Students describe the independence struggles of the colonized regions of the world including imperialism in Africa (Zulu Wars, Ashanti Wars, and Ethiopia's struggle to remain independent). (H, P)

W.19 Explain the growing influence of the West in China, the Boxer Rebellion, Sun Yat-sen, and the Xinhai Revolution. (G, H)

W.20 Explain the transfer in 1858 of government to Great Britain on the Indian Subcontinent following the Sepoy Rebellion. (G, H, P)

W.21 Describe American imperialism in the Philippines and the Philippine-American War led by Emilio Aguinaldo. (G, H, P)

W.22 Cite evidence from text to describe the movements led by Emiliano Zapata, Francisco Madero, Pancho Villa, and Venustiano Carranza in Mexico stemming from the desire for land reform and democratic participation. (G, H, P)

**Primary Documents and Supporting Texts to Consider:** excerpts from Rudyard Kipling's "White Man's Burden"; excerpts from Joseph Conrad's *Heart of Darkness*; excerpts from Otto von Bismarck's "Letter to Minister von Manteuffel"

## **World Wars 1914-1945**

*Students analyze the causes and course of the First World War, along with the long-term military, economic, and political effects. Students describe the various causes and consequences of the global depression of the 1930s, and analyze how governments responded to the Great Depression. Students analyze the rise of fascism and totalitarianism after World War I. Students analyze the causes and course of World War II, along with the long-term military, economic, and political effects of the World War II.*

W.23 Evaluate primary source documents while analyzing the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent, disorder, propaganda, and

nationalism in mobilizing the civilian population in leading to the outbreak of World War I. (C, E, P)

W.24 Trace the principal theaters of battle, major battles, and major turning points of World War I. (G, H, P)

W.25 Analyze the importance of geographic factors in military decisions and outcomes. (G)

W.26 Explain how the Russian Revolution and the entry of the United States into the conflict affected the course and outcome of the war. (H, P)

W.27 Argue human rights violations and genocide, including the Armenian genocide in Turkey, through collaborative discussions. (C, P)

W.28 Explain the nature of the war and its human costs (military and civilian) on all sides of the conflict, including unprecedented loss of life from prolonged trench warfare. (C, E, H, P)

W.29 Trace advances in weaponry, the belief that the “Great War” would end war, and disarmament movements. (H)

W.30 Describe the effects of the war and resulting peace treaties on population movement, environmental changes resulting from trench warfare, the international economy, and shifts in the geographic and political borders of Europe and the Middle East. (E, G, H, P)

W.31 Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States’ rejection of the League of Nations on world politics. (H, P)

W.32 Compare the conflicting aims and aspirations of the conferees at Versailles and the Treaty of Versailles’ economic and moral effects on Germany. (C, E, G, H, P)

W.33 Explain how the outcome of World War I contributed to nationalist movements in the Middle East, India, Africa, and Southeast Asia. (C, H, P)

W.34 Analyze various accounts of the impact of World War I on women and minorities. (C, H)

W.35 Integrate multiple sources of information presented in diverse media explaining the influence of World War I on literature, art, and intellectual life, including Pablo Picasso, the “Lost Generation,” and the rise of Jazz music. (C, H)

W.36 Compare the impact of restrictive monetary and trade policies. (E)

W.37 Describe the collapse of international economies in 1929 that led to the Great Depression, including the relationships that had been forged between the United States and European economies after World War I. (E, H)

W.38 Gather information from multiple sources describing issues of overproduction, unemployment, and inflation. (E, P)

W.39 Use technology to produce, publish, and update individual or shared writing projects describing how economic instability led to political instability in many parts of the world and

helped to give rise to dictatorial regimes such as Adolf Hitler's in Germany and the military's in Japan. (E, H, P)

W.40 Explain the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians. (C, H, P)

W.41 Draw evidence from literary or informational texts determining the causes and consequences of the Bolshevik Revolution and Civil War in Russia, including Lenin's use of totalitarian means to seize and maintain control including the Gulag. (H, P)

W.42 Compare the connection between economic and political policies, the absence of a free press, and systematic violations of human rights during Stalin's rise to power in the Soviet Union. (E, H, P)

W.43 Analyze the assumption of power by Adolf Hitler in Germany and the resulting acts of oppression and aggression of the Nazi regime. (C, H, P)

W.44 Trace Mussolini's rise to power in Italy and his creation of a fascist state through the use of state terror and propaganda. (H, P)

W.45 Compare the German, Italian, and Japanese drives to expand their empires in the 1930s, including atrocities in China, Italian invasion of Ethiopia, German militarism, and the Stalin-Hitler Pact of 1939. (C, G, H, P)

W.46 Explain the role of appeasement, isolationism, and the domestic distractions in Europe and the United States prior to the outbreak of World War II. (H, P)

W.47 Identify and locate the Allied and Axis powers and explain the major battles of the Pacific and European theaters of war including the blitzkrieg, Dunkirk, Battle of Britain, Stalingrad, Normandy, Midway, Battle of the Bulge, Iwo Jima, and island hopping. (G, H, P)

W.48 Analyze the major turning points of the war, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors. (G, H, P)

W.49 Utilize primary and secondary sources to describe the contributions and roles of leaders during the war, including Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Hideki Tōjō, Adolf Hitler, Benito Mussolini, Joseph Stalin, Harry Truman, Douglas MacArthur, and Dwight Eisenhower. (H, P)

W.50 Write an opinion piece on the impact of the Holocaust on the Jewish populations in Europe and Israel. (C, G, P)

W.51 Analyze the decision to use nuclear weapons to end World War II. (H, P)

W.52 Describe the casualties of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan. (C, H, P)

W.53 Evaluate the goals, leadership, and postwar plans of the principal allied leaders: the Atlantic Conference, Yalta, and the Potsdam Conference using text evidence. (H, P)

W.54 Summarize the reasons for the establishment of the United Nations and the main ideas of the Universal Declaration of Human Rights and their impact on the globalization of diplomacy and conflict and the balance of power. (C, H, P)

W.55 Describe the nature of reconstruction in Europe after 1945, including the purpose of the Marshall Plan, creation of NATO, and division of Germany. (E, G, H, P)

W.56 Explain the origins, significance, and effect of the establishment of the State of Israel. (G, H, P)

W.57 Summarize, using text evidence, the functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States. (H, P)

W.58 Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan. (E, G, H, P)

W.59 Analyze the Chinese Civil War, the rise of Mao Zedong, and the triumph of the Communist Revolution in China. (H, P)

***Primary Documents and Supporting Texts to Consider:*** excerpts from Wilfred Owen’s “Dulce et Decorum Est”; the “Zimmerman Telegram”; excerpts from Erich Maria Remarque’s *All Quiet on the Western Front*; excerpts from Ernest Hemingway’s *The Sun Also Rises*; excerpts from Adolph Hitler’s *Mein Kampf*; excerpts from “The Nuremberg Laws”; excerpts from Elie Wiesel’s *Night*; excerpts from Franklin D. Roosevelt’s “Arsenal of Democracy”; excerpts from Winston Churchill’s “Fight on the Beaches” speech; excerpts from John Hershey’s *Hiroshima*

## **Cold War 1945-1989**

*Students explain the causes, major events, and global consequences of the Cold War.*

*Students analyze major developments in Africa, Asia, Europe, and Latin America since World War II.*

W.60 Trace Soviet aggression in Eastern Europe, the 1956 uprising in Hungary, conflicts involving Berlin and the Berlin Wall, and the “Prague Spring.” (G, H, P)

W.61 Describe the Soviet-United States competition in the Middle East, Africa and Afghanistan. (G, H, P)

W.62 Describe the Soviet-United States competition in Asia with particular attention to the Korean War and Vietnam War and describe the environmental changes due to carpet bombing, Napalm, and Agent Orange. (G, H, P)

W.63 Explain the rise and consequences of the communist revolution in Cambodia led by Pol Pot and the Khmer Rouge, including the Cambodian Genocide and forced social engineering policies. (H, P)

W.64 Analyze multiple perspectives on the United States and Soviet conflicts involving Latin America, including the Cuban Missile Crisis. (G, H, P)

W.65 Explain the impact of the defense buildups and the impact of the arms control agreements, including the ABM and SALT treaties. (H, P)

W.66 Draw evidence from literary or informational texts to support analysis, reflection, and research describing how the work of scientists in the 20<sup>th</sup> century influenced historical events, changed the lives of the general populace, and led to further scientific research including Albert Einstein, Enrico Fermi, J. Robert Oppenheimer, Edward Teller, Wernher von Braun, Jonas Salk, James Watson, and Francis Crick. (C, P)

W.67 Identify Africa's climate, physical processes, geographical features, resources, human modifications, and population patterns and list the major natural resources and their relationship to the economy of the region. (E, G)

W.68 Describe the development and goals of nationalist movements in Africa, including the ideas and importance of nationalist leaders, including Jomo Kenyatta, Patrice Lumumba, and Gamal Abdel Nasser. (H, P)

W.69 Explain the fight against and dismantling of the apartheid system in South Africa, including the role of Nelson Mandela and the African National Congress in ending apartheid. (H, P)

W.70 Evaluate the challenges in Africa, including its geopolitical, cultural, military, and economic significance and the international relationships in which Africa is involved including the civil war in the Democratic Republic of Congo. (C, E, P)

W.71 Identify the climate, physical processes, geographical features, human modifications, and population patterns of Asia, and list the major natural resources and their relationship to the economy of the region. (E, G)

W.72 Conduct a short research project describing the consequences of the political and economic upheavals in China, including the Great Leap Forward, the Cultural Revolution, the Tiananmen Square uprising, and relations with Tibet and Taiwan. (C, E, H, P)

W.73 List the reasons for, and the effects of, the partition of the Indian subcontinent into India and Pakistan in 1947. (G, H, P)

W.74 Explain the historical factors that created a stable democratic government in India and the role of Mohandas Gandhi, Jawaharlal Nehru, and Indira Gandhi in its development. (C, H, P)

W.75 Explain why the Chinese and Indian governments have sought to control population growth and the methods they use. (C, G, P)

W.76 Analyze Asia's postwar economic rise, including Japan's adaptation of western technology and industrial growth, China's economic modernization under Dèng Xiaopíng, and India's economic growth through market-oriented reforms as well as the economic growth of Hong Kong, Republic of Korea, Singapore, and Taiwan. (C, H, E)

W.77 Delineate and evaluate the argument in a text describing the economic crises, soaring national debts, and the intervention of the International Monetary Fund (IMF) and the World Bank. (E, P)

W.78 Identify the climate, physical processes, the North Atlantic Current, geographical features, human modifications, and population patterns of Europe and list the major natural resources and their relationship to the economy of the region. (E, G)

W.79 Write an informational piece describing the weaknesses of the Soviet command economy, the burdens of Soviet military commitments, and its eventual collapse. (E, H, P)

W.80 Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in the former Soviet satellites sought freedom from Soviet control. (G, H, P)

W.81 Explore the role of various leaders who helped lead the collapse of communism and transformation of Eastern Europe including Ronald Reagan, Václav Havel, Margaret Thatcher, and Lech Walesa, using multimedia resources. (H, P)

W.82 Evaluate the consequences of the Soviet Union's breakup, including the development of market economies, political and social instability, ethnic struggles, oil and gas politics, and the dangers of the spread of weapons and technologies of mass destruction to rogue states and terrorist organizations. (C, E, G, P)

W.83 Write an opinion piece using valid reasoning and relevant and sufficient evidence on the creation of greater European economic and political unity, including The European Union and the Euro. (C, E, P)

W.84 Analyze the climate, physical processes, geographical features, human modifications, and population patterns of Central America, and list the major natural resources and their relationship to the economy of the region. (E, G)

W.85 Explain the struggle for economic autonomy, political sovereignty, and social justice that led to revolutions in Guatemala and Cuba, and armed insurgencies and civil war in many parts of Central America. (C, E, P)

W.86 Compare the rise of military dictatorships in Argentina, Brazil, and Guatemala and the shift to democracy. (H, P)

W.87 Evaluate the presence and influence of the United States in Latin America, including economic sanctions, military intervention in the War on Drugs, Organization of American States (OAS), and the Panama Canal. (E, H, P)

**Primary Documents and Supporting Texts to Read:** Winston Churchill's "Iron Curtain Speech"; Joseph Stalin's "Response to Churchill's Iron Curtain Speech"

**Primary Documents and Supporting Texts to Consider:** Harry S. Truman's "Truman Doctrine"; excerpts from Mohandas K. Gandhi's "Indian Home Rule"; excerpts from Václav Havel's "The Power of the Powerless"

## **Contemporary World Since 1989**

*Students analyze the major developments and globalization in the world since the end of the Cold War.*

- W.88 Explain the importance of trade and regional trade treaties, including NAFTA, MERCOSUR, CAFTA, and CARICOM. (E, G)
- W.89 Trace the impact of drug trafficking on and movements of people to the United States, their monetary and affective connections to their homelands, and return migration to Latin America. (C, G)
- W.90 Evaluate the geographic impact, such as the growing innovations of technical geographical tools including GPS and GIS, these resources are having on retail, transportation, communication, and tech industries. (C, E, G)
- W.91 Identify the weaknesses and strength of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others. (E, G, P)
- W.92 Analyze the use of geo-technology in the search for new sources of oil and the geographic causes and effects of transitioning to alternative energy sources. (E, G)
- W.93 Analyze reactions by surrounding Arab countries of the U.N. decision to establish Israel, the four Arab-Israeli Wars, and the rise of the Palestinian Liberation Organization. (G, H, P)
- W.94 Analyze the attempts to secure peace in the Middle East, including the Camp David Accords and the Oslo Accords. (H, P)
- W.95 Summarize the Iranian Revolution of 1978–1979 after Khomeini, the Iranian hostage crisis, and more recent nuclear issues. (H, P)
- W.96 Explain the defeat of the Soviet Union and the rise of the Mujahedin and the Taliban in Afghanistan. (G, H, P)
- W.97 Determine the central ideas of a text describing the origin and course of the Rwanda Genocide. (C, H, P)
- W.98 Describe the impact of the collapse of the Soviet Union on Eastern Bloc nations, including the Balkans. (G, H, P)
- W.99 Examine the effects of German reunification on both Western and Eastern Germany. (C, G, P)
- W.100 Using census data and population pyramids, identify and describe the demographic changes worldwide since 1980. (C, E, G, H, P)
- W.101 Initiate and participate in collaborative discussions explaining the origins of the Persian Gulf War and the postwar actions of Saddam Hussein. (E, H, P)
- W.102 Describe Islamic revivalism and radicalism, including Muslim communities in Europe. (C, P)
- W.103 Trace the increase in terrorist attacks against Israel, Europe, and the United States. (C, P)

W.104 Utilize primary and secondary sources describing America's response to, and the wider international consequences of, the September 11, 2001 terrorist attacks, including the United States invasion of Afghanistan and Iraq. (C, G, H, P)

***Primary Documents and Supporting Texts to Consider:*** excerpts from *The World is Flat*, Thomas Friedman

## United States History and Geography: Post-Reconstruction to the Present State Standards

**Course Description:** *Students will examine the causes and consequences of the Industrial Revolution and America's growing role in world diplomatic relations, including the Spanish-American War and World War I. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II, as well as its consequences for American life. Students will explore the causes and course of the Cold War. Students will study the important social, cultural, economic, and political changes resulting from the Civil Rights Movement, the Cold War, and recent events and trends that have shaped modern-day America. Additionally, students will learn the causes and consequences of contemporary issues impacting their world today. Students will continue to use skills for historical and geographical analysis as they examine American history since Reconstruction with special attention to Tennessee connections in history, geography, politics, and people. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. The reading of primary source documents is a key feature of United States history standards. Finally, students will focus on current human and physical geographic issues important in contemporary America and the global society.*

### **The Rise of Industrial America 1877-1914**

*Students analyze the various causes of the Industrial Revolution, the transformation of the American economy, and the changing social and political conditions in the United States in response to the Industrial Revolution. Students will also examine the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe and Asia.*

US.1 Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, the growth of major urban areas, and describe the geographic considerations that led to the location of specialized industries such as textiles, automobiles, and steel. (E, G)

US.2 Summarize the major developments in Tennessee during the Reconstruction era, including the Constitutional Convention of 1870, the yellow fever epidemic of 1878, and the election of African Americans to the General Assembly. (C, E, H, TN)

US.3 Explain the impact of the Hayes-Tilden Presidential election of 1876 and the end of Reconstruction on African Americans, including Jim Crow laws, lynching, disenfranchisement methods, efforts of Pap Singleton and the Exodusters. (C, H, P, TN)

US.4 Analyze the causes and consequences of Gilded Age politics and economics, including the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: (E, H, P)

- Boss Tweed
- Thomas Nast
- Credit Mobilier
- Whiskey Ring
- Garfield's assassination
- Pendleton Act

- Interstate Commerce Act

US.5 Analyze the controversy that arose over the currency system in the late 1800's, including the impact of gold and silver strikes in the West, the contrasting views of farmers and industrialists, the Sherman Silver Purchase Act of 1890, the Gold Crisis during the Cleveland administration, and an analysis of William Jennings Bryan's Cross of Gold speech. (E, H, P)

US.6 Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period: (C, E)

- Henry Bessemer
- George Pullman
- Alexander Graham Bell
- Andrew Carnegie
- Thomas Edison
- J.P. Morgan
- John D. Rockefeller
- Swift and Armour
- Cornelius Vanderbilt
- 

US.7 Analyze the movement of people from rural to urban areas as a result of industrialization. (E, G)

US.8 Evaluate multiple sources of information presented in diverse formats and media as in the political cartoons of Thomas Nast and others during the Gilded Age. (C, P)

US.9 Describe the difference between "old" and "new" immigrants and analyze the assimilation process and consequences for the "new" immigrants and their impact on American society, including ethnic clusters, competition for jobs, rise of nativism, the work of Jane Addams, the documentation of living conditions by Jacob Riis, Chinese Exclusion Acts, and the Gentlemen's Agreement. (C, E, G).

**Primary Documents and Supporting Texts to Read:** excerpts from the "Cross of Gold" speech, William Jennings Bryan; excerpts from *Twenty Years at Hull House*, Jane Addams; excerpts from *The Gospel of Wealth*, Andrew Carnegie

**Primary Documents and Supporting Texts to Consider:** excerpts from "The New Colossus," Emma Lazarus

## **The Progressive Era 1890-1920**

*Students analyze the changing landscape, including the growth of cities and the demand for political, economic, and social reforms. Students trace the rise of the United States to its role as a world power in the twentieth century.*

US.10 Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel. (C, E, P)

US.11 Using textual evidence, compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Dubois. (C, P)

US.12 Explain the characteristics and impact of the Granger Movement and Populism, including the problems between farmers and the railroads, the call for banking reform, support for a graduated income tax, and regulation of public utilities. (E, H, P)

US.13 Describe the rise of trusts and monopolies, their subsequent impact on consumers and workers, and the government's response, including the Sherman Anti-Trust Act of 1890. (E, P)

US.14 Describe working conditions in industries, including the use of labor by women and children. (C, E)

US.15 Analyze the rise of the labor movement, including its leaders, major tactics, and the response of management and the government: (C, E, H, P, TN)

- Samuel Gompers
- Eugene Debs
- Haymarket Affair
- Pullman Strike
- Coal Creek Labor Saga
- Collective bargaining
- Blacklisting
- Open vs. closed shops

US.16 Citing textual evidence as appropriate, explain the significant roles played by muckrakers and progressive idealists, including Robert La Follette, Theodore Roosevelt, Ida Tarbell, Lincoln Steffens, and Upton Sinclair. (C, E, P)

US.17 Analyze the goals and achievements of the Progressive movement, including the following: (C, E, H, P)

- Adoption of the initiative, referendum, and recall
- Adoption of the primary system
- 16<sup>th</sup> Amendment
- 17<sup>th</sup> Amendment
- impact on the relationship between the citizen and the government

US.18 Describe the movement to achieve suffrage for women, including its leaders, the activities of suffragettes, the passage of the 19<sup>th</sup> Amendment, and the role of Tennessee in the suffrage effort (Anne Dallas Dudley, Harry Burn, Josephine Pearson, "Perfect 36"). (C, H, P, TN)

US.19 Analyze the significant progressive achievements during the administration of Theodore Roosevelt including the Square Deal, "trust-busting," the passage of the Pure Food and Drug Act, the Meat Inspection Act, and support for conservation. (E, H, P)

US.20 Analyze the significant progressive achievements during the administration of Woodrow Wilson, including his New Freedom, the Underwood Tariff, the Federal Reserve Act, and the Clayton Anti-Trust Act. (E, H, P)

US.21 Analyze the impact of the Great Migration of African Americans that began in the early 1900s from the rural South to the industrial regions of the Northeast and Midwest. (C, E, G, H)

US.22 Assess the causes of American imperialism in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, including the desire for raw materials and new markets, yellow journalism, and the desire to spread American democratic and moral ideals. (E, G, P)

US.23 Evaluate the arguments of interventionists and non-interventionists of the period, including Alfred T. Mahan, Senator Albert Beveridge, Mark Twain, and Theodore Roosevelt. (C, E, P).

US.24 Describe the consequences of American imperialism of the period, including the following events: (E, G, H, P)

- annexation of Hawaii
- Spanish-American War (Teller, Platt, and Foraker Acts)
- Philippine Insurrection
- Roosevelt Corollary
- Panama Canal

US.25 Draw evidence from informational texts to compare and contrast Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy. (G, H, P)

US.26 Explain the causes of World War I in 1914 and the reasons for the initial declaration of United States' neutrality. (G, H, P)

US.27 Justify with supporting detail from text, the reasons for American entry into World War I, including the use of unrestricted submarine warfare by the Germans, the Zimmerman Note, the defense of democracy, and economic motivations. (E, H, P).

US.28 Identify and explain the impact of the following events and people during World War I: (G, H, P, TN)

- Major turning points
- Impact of trench warfare
- Use of new weapons and technologies
- Herbert Hoover
- John J. Pershing and the American Expeditionary Force
- Doughboys
- Alvin C. York

US.29 Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson's Fourteen Points, and the causes and effects of the United States' rejection of the League of Nations on world politics. (H, P)

US.30 Analyze the political, economic, and social ramifications of World War I on the home front, including the role played by women and minorities, voluntary rationing, the Creel Committee, opposition by conscientious objectors, and the case of Schenck v. United States. (C, E, H, P)

**Primary Documents and Supporting Texts to Read:** excerpts from "Atlanta Exposition" speech, Booker T. Washington; excerpts from *The Souls of Black Folks*, W.E.B. Dubois; "The New Nationalism" speech, Theodore Roosevelt; excerpts from *The Jungle*, Upton

Sinclair; excerpts from “The March of the Flag” speech, Albert Beveridge; excerpts from anti-imperialism speeches and writings, Mark Twain

**Primary Documents and Supporting Texts to Consider:** excerpts from *The History of Standard Oil*, Ida Tarbell; excerpts from *The Shame of the Cities*, Lincoln Steffens; “Peace Without Victory” speech, Woodrow Wilson; Fourteen Points, Woodrow Wilson

## **The 1920s**

*Describe how the battle between traditionalism and modernism manifested itself in the major historical trends and events after World War I and throughout the 1920s.*

US.31 Describe the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture. (C, G)

US.32 Describe the rise of mass production techniques and the impact of new technologies, including the advent of airplane travel, spread of electricity, popularity of labor saving appliances, and innovations in food processing and food purchasing (Clarence Saunders). (E, G, H, TN)

US.33 Using multiple sources and diverse formats, summarize the impact of the mass production and widespread availability of automobiles on the American economy and society. (C, E, H, G)

US.34 Analyze the changes in the economy and culture of the United States as a result of expansion of credit, consumerism, and financial speculation. (E, H, C)

US.35 Describe the significant ideas and events of the administrations of Warren Harding and Calvin Coolidge, including the “return to normalcy,” Teapot Dome, and laissez faire politics. (E, H, P)

US.36 Analyze the attacks on civil liberties and racial and ethnic tensions, including the Palmer Raids, the immigration quota acts of the 1920’s, the resurgence of the Ku Klux Klan, the efforts of Ida B. Wells and Randolph Miller, the trial of Sacco and Vanzetti, the emergence of Garveyism, and the rise of the NAACP. (C, H, P, TN)

US.37 Explain the background of the Temperance Movement, the passage of the 18th Amendment to the Constitution and the Volstead Act; the impact of Prohibition on American society and its successes and failures, including the rise of organized crime, bootlegging and speakeasies, and repeal by the 21<sup>st</sup> Amendment. (E, C, H, P)

US.38 Describe the Scopes Trial of 1925, including the major figures, the two sides of the controversy, its outcome, and its legacy. (C, P, H, TN)

US.39 Describe the changing conditions for American Indians during this period, including the extension of suffrage and the restoration of tribal identities and way of life. (C, G, P)

US.40 Describe the Harlem Renaissance, its impact, and its important figures, including an examination of literary and informational text of or about Langston Hughes, Zora Neale Hurston, James Weldon Johnson, Duke Ellington, and Louis Armstrong. (C)

US.41 Analyze the emergence of the “Lost Generation” in American literature, including the impact of Ernest Hemingway and F. Scott Fitzgerald. (C)

US.42 Describe changes in the social and economic status of women, including the work of Margaret Sanger, flappers, clerical and office jobs, and rise of women’s colleges. (C, E,P)

US.43 Analyze the rise of celebrities as icons of popular culture, including Babe Ruth, Lou Gehrig, Jack Dempsey, Red Grange, Bessie Smith, Billy Sunday, and Charles Lindbergh. (C)

US.44 Examine the growth and popularity of Blues Music in Memphis and the Grand Ole Opry in Nashville, including W.C. Handy, and WSM. (C, TN)

**Primary Documents and Supporting Texts to Read:** excerpts from *The Great Gatsby*, F. Scott Fitzgerald; selected poetry and essays of Langston Hughes; excerpts from *Crusade for Justice: The Autobiography of Ida B. Wells*, Ida B. Wells

## **The Great Depression**

*Students analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the federal government.*

US.45 Analyze the causes of the Great Depression, including the following: (E, H)

- the economic cycle driven by overextension of credit
- overproduction in agriculture and manufacturing
- laissez faire politics
- buying on margin
- excess consumerism
- rising unemployment
- the crash of the stock market
- high tariffs

US.46 Describe the steps taken by President Hoover to combat the economic depression, including his philosophy of “rugged individualism,” the Reconstruction Finance Corporation, and the response to the “Bonus Army.” (E, P)

US.47 Write a narrative piece that includes multiple media components to describe the toll of the Great Depression on the American people, including massive unemployment, migration, and Hoovervilles. (C, E, H, G)

US.48 Analyze the causes and consequences of the Dust Bowl of the 1930’s. (C, E, H, G)

US.49 Identify and explain the following New Deal programs and assess their past or present impact: (E, H, P, TN)

- Works Progress Administration
- Social Security
- Federal Deposit Insurance Corporation
- Securities and Exchange Commission
- Fair Labor Standards Act
- Agricultural Adjustment Acts
- Civilian Conservation Corps
- National Recovery Administration and NIRA

- Tennessee Valley Authority
- Cumberland Homesteads
- Great Smoky Mountains National Park

US.50 Analyze the effects of and the controversies arising from New Deal economic policies, including charges of socialism and FDR’s “court packing” attempt. (E, P)

US.51 Citing evidence from maps, photographs and primary source documents, analyze the development of TVA on Tennessee’s rural geography economy, and culture, and debate the issues of the Norris Dam and Dale Hollow Lake controversies. (C, E, G, P, TN)

US.52 Cite textual evidence, determine the central meaning, and evaluate different points of view by examining excerpts from the following texts: Herbert Hoover (“Rugged Individualism”), Franklin Roosevelt (“First Inaugural Address”), and John Steinbeck (*The Grapes of Wrath*). (C, P)

US.53 Evaluate multiple sources of information presented in diverse formats and media as in the political cartoons about the New Deal. (P)

**Primary Documents and Supporting Texts to Read:** excerpts from “Rugged Individualism” speech, Herbert Hoover; “First Inaugural Address” Franklin Roosevelt; excerpts from *The Grapes of Wrath*, John Steinbeck

## **Between the Wars and World War II (1921-1947)**

*Students analyze the inter-war years and America’s participation in World War II.*

US.54 Examine the impact of American actions in foreign policy in the 1920’s, including the refusal to join the League of Nations, the Washington Disarmament Conference, and the Kellogg-Briand Pact. (H, P)

US.55 Gather relevant information from multiple sources to explain the reasons for and consequences of American actions in foreign policy during the 1930’s, including the Hoover-Stimson Note, the Johnson Debt Default Act, and the Neutrality Acts of 1935, 1937, and 1939. (H, P)

US.56 Analyze the reasons for and consequences of the rise of fascism and totalitarianism in Europe during the 1930’s, including the actions of Hitler, Mussolini, and Stalin. (H, P)

US.57 Examine President Roosevelt’s response to the rise of totalitarianism, including the Quarantine Speech, the Four Freedoms Speech, the Atlantic Charter, and Lend-Lease. (E, P)

US.58 Explain the reasons for American entry into World War II, including the attack on Pearl Harbor. (H, P)

US.59 Identify and locate on a map the Allied and Axis countries and the major theatres of the war. (G)

US.60 Explain United States and Allied wartime strategy and major events of the war, including the Bataan Death March, Midway, “island hopping,” Iwo Jima, Okinawa, invasion of North Africa and Italy, D-Day, and the Battle of the Bulge. (C, G, H, P)

US.61 Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat team, the 101<sup>st</sup> Airborne, and the Navajo Code Talkers. (C, H)

US.62 Identify the roles played and significant actions of the following individuals in World War II: (H, P)

- Franklin Roosevelt
- Winston Churchill
- Joseph Stalin
- Harry Truman
- Adolph Hitler
- Benito Mussolini
- Hideki Tōjō
- Dwight Eisenhower
- George C. Marshall
- Douglas MacArthur

US.63 Describe the constitutional issues and impact of events on the United States home front, including the internment of Japanese Americans (Fred Korematsu v. United States of America). (C, P)

US.64 Examine and explain the entry of large numbers of women into the workforce during World War II and its subsequent impact on American society (such as at Avco in Tennessee), as well as the service of women in the armed forces, including Cornelia Fort. (C, E, P, TN)

US.65 Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee, the service of African Americans in the armed forces and the work force, and the eventual integration of the armed forces by President Truman. (C, E, H, P)

US.66 Describe the war's impact on the home front, including rationing, bond drives, movement to cities and industrial centers, and the Bracero program. (C, E, G, H)

US.67 Describe the major developments in aviation, weaponry, communication, and medicine (penicillin), and the war's impact on the location of American industry and use of resources. (E, G)

US.68 Explain the importance of the establishment and the impact of the Fort Campbell base, Oak Ridge nuclear facilities, TVA, Alcoa influences, and Camp Forrest as a POW center. (E, G, P, TN)

US.69 Write an opinion piece evaluating the Manhattan Project, including the rationale for using the atomic bomb to end the war. (H)

US.70 Examine the American reaction and response to the Holocaust. (C, H, P)

US.71 Explain major outcomes of the Yalta and Potsdam Conferences. (G, H, P)

US.72 Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull. (P, H, TN)

**Primary Documents and Supporting Texts to Read:** excerpts from the Announcement of Dropping the Atomic Bomb, Harry Truman; Letter to President Franklin Roosevelt, Albert Einstein

**Primary Documents and Supporting Texts to Consider:** excerpts from “Quarantine Speech,” Franklin Roosevelt; “Four Freedoms” speech, Franklin Roosevelt; Announcement of War with Japan, 1941, Franklin Roosevelt.

## **Cold War (1945-1975)**

*Students analyze the response of the United States to communism after World War II.*

US.73 Describe the competition between the two “superpowers” of the United States and the Soviet Union in the areas of arms development, economic dominance, and ideology, including the role and location of NATO, SEATO, and the Warsaw Pact. (C, E, H, P)

US.74 Explain examples of containment policies, including the Marshall Plan, the Berlin Airlift, and the Truman Doctrine. (E, G, H, P)

US.75 Draw evidence from informational text to analyze the progression of American foreign policy from containment to retaliation and brinkmanship to the domino theory to flexible response. (H, P)

US.76 Analyze the causes and effects of the Red Scare that followed World War II, including Americans’ attitude toward the rise of communism in China, McCarthyism, blacklisting, Alger Hiss, J. Edgar Hoover, Estes Kefauver, and the Rosenbergs. (C, P, H, TN)

US.77 Describe the causes, course, and consequences of the Korean War, including the 38<sup>th</sup> parallel, Inchon, the entry of the Communist Chinese, the power struggle between MacArthur and President Truman, and the final disposition of the Koreas. (G, H, P)

US.78 Integrate multiple sources of information presented in diverse formats of the fears of Americans about nuclear holocaust and debates over the stockpiling and use of nuclear weapons, including atomic testing, civil defense, bomb shelters, mutually assured destruction, impact of Sputnik, and President Eisenhower’s warning about the military-industrial complex. (C, H, P)

US.79 Describe the relationship between Cuba and the United States, including the Bay of Pigs Invasion and the Cuban Missile Crisis. (G, H, P)

US.80 Describe the causes, course, and consequences of the Vietnam War, including the following: (C, G, H, P)

- Geneva Accords
- Gulf of Tonkin Resolution
- Tet Offensive
- Roles played by Presidents Kennedy, Johnson, and Nixon
- Vietnamization
- Ho Chi Minh
- Bombing of Cambodia
- Henry Kissinger

- Napalm and Agent Orange

US. 81 Present information, findings, and supporting evidence evaluating the impact of the Vietnam War on the home front, including the Anti-War movement, draft by lottery, and the role of television and the media. (C, H, P)

**Primary Documents and Supporting Texts to Read:** excerpts from Farewell Address, Dwight Eisenhower; “Address at Rice University,” John Kennedy

**Primary Documents and Supporting Texts to Consider:** excerpts from *The Things They Carried*, Tim O’Brien; excerpts from “The Sources of Soviet Conduct,” George Kennan; Inaugural Address, 1961, John Kennedy

## **Modern United States 1945-1979**

*Students analyze the economic boom and social transformation of post–World War II America. Students examine the origins, goals, key events, and accomplishments of Civil Rights movement in the United States, and important events and trends in the 1960s and 1970s.*

US.82 Analyze the impact of prosperity and consumerism in the 1950s, including the growth of white-collar jobs, the suburban ideal, the impact of the G.I. Bill, and increased reliance on foreign oil. (C, E, G)

US.83 Examine multiple sources presented in different media and formats to explain the impact of the baby boom generation on the American economy and culture. (C, E, G, P)

US.84 Describe the effects of technological developments, including advances in medicine, improvements in agricultural technology such as pesticides and fertilizers, the environmental impact of these advances, and the development of the interstate highway system. (C, E, G)

US.85 Analyze the increasing impact of television and mass media on the American home, American politics, and the American economy. (C, E, P)

US.86 Describe the emergence of a youth culture, including beatniks and the progression of popular music from swing to rhythm and blues to rock ‘n roll and the significance of Tennessee, including Sun Studios, Stax Records, and Elvis Presley. (C, E, TN)

US.87 Explain the events related to labor unions, including the merger of the AFL-CIO, the Taft-Hartley Act, and the roles played by Estes Kefauver, Robert Kennedy, and Jimmy Hoffa. (E, H, P, TN)

US.88 Describe President Kennedy’s New Frontier programs to improve education, end racial discrimination, create the Peace Corps, and propel the United States to superiority in the Space Race. (C, E, H, P)

US.89 Examine court cases in the evolution of civil rights, including *Brown v. Board of Education* and *Regents of the University of California v. Bakke*. (C, H, P)

US.90 Examine the roles of civil rights advocates, including the following: (C, H, P, TN)

- Martin Luther King, Jr.
- Malcolm X

- Thurgood Marshall
- Rosa Parks
- Stokely Carmichael
- President John Kennedy
- Robert Kennedy
- President Lyndon Johnson
- James Meredith
- Jim Lawson

US.91 Examine the roles of civil rights opponents, including Strom Thurmond, George Wallace, Orval Faubus, Bull Connor, and the KKK. (C, H, P)

US.92 Describe significant events in the struggle to secure civil rights for African Americans, including the following: (C, H, P, TN)

- Columbia Race Riots
- Tent Cities of Haywood and Fayette Counties
- Influence of the Highlander Folk School and civil rights advocacy groups, including the SCLC, SNCC, and CORE
- Integration of Central High School in Little Rock and Clinton High School in Clinton, Tennessee
- Montgomery Bus Boycott
- Birmingham bombings 1963
- Freedom Rides, including the opposition of Bull Connor and George Wallace
- March on Washington
- Sit-ins, marches, demonstrations, boycotts, Nashville Sit-ins, Diane Nash
- Assassination of Martin Luther King, Jr.

US.93 Cite textual evidence, determine the central meaning, and evaluate the explanations offered for various events by examining excerpts from the following texts: Martin Luther King, Jr. (“Letter from a Birmingham Jail” and “I Have a Dream” speech) and Malcolm X (“The Ballot or the Bullet”). (C, P)

US.94 Analyze the civil rights and voting rights legislation, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968, and the 24<sup>th</sup> Amendment. (C, E, H, P)

US.95 Describe the Chicano Movement, the American Indian Movement, and Feminist Movement and their purposes and goals. (C, E, P)

US.96 Evaluate the impact of Johnson’s Great Society programs, including Medicare, urban renewal, and the War on Poverty. (C, P)

US.97 Interpret different points of view that reflect the rise of social activism and the counterculture, hippies, generation gap, and Woodstock. (C, P)

US.98 Identify and explain significant achievements of the Nixon administration, including his appeal to the “silent majority” and his successes in foreign affairs. (E, H, P)

US.99 Analyze the Watergate scandal, including the background of the break-in, the importance of the court case United States v. Nixon, the changing role of media and journalism, the

controversy surrounding Ford's pardon of Nixon, and the legacy of distrust left in its wake. (H, P)

US.100 Describe the causes and outcomes of the energy crisis of the 1970's. (E, P)

US.101 Investigate the life and works of Alex Haley and his influence on American Culture, including *The Autobiography of Malcolm X* and *Roots: The Saga of An American Family*. (C, TN)

US.102 Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency, Rachel Carson's *Silent Spring*, and disasters such as Love Canal, Three Mile Island, and the Exxon Valdez. (G, C, P)

US.103 Identify and explain significant events of the Carter administration, including the Camp David Accords, the Panama Canal Treaty, poor economy, SALT treaties, and the Iran Hostage Crisis. (G, H, P)

**Primary Documents and Supporting Texts to Read:** excerpts from "Letter from a Birmingham Jail," and the "I Have a Dream" speech, Martin Luther King, Jr.; excerpts from "The Ballot or the Bullet" speech, Malcolm X; excerpts from *Silent Spring*, Rachel Carson; excerpts from *Feminine Mystique*; excerpts from *The Autobiography of Malcolm X* and *Roots: The Saga of An American Family*, Alex Haley; speeches by Cesar Chavez

**Primary Documents and Supporting Texts to Consider:** Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968, and the 24<sup>th</sup> Amendment; excerpts from "The Great Silent Majority" speech, Richard Nixon

### **Contemporary United States 1980 – Today**

*Students describe important events and trends since 1980. Students analyze the important foreign policies of and events that took place during the administrations of Presidents Ronald Reagan, George H.W. Bush, Bill Clinton, and George W. Bush, and Barack Obama.*

US.104 Evaluate technological and scientific advances, including the work of significant innovators and entrepreneurs, in the fields of medicine, transportation, communication, food services, and geographic information systems. (C, E, G)

US.105 Analyze the significant events and achievements of the Reagan administration, including revitalization of national pride, Reaganomics, War on Drugs, response to the Challenger disaster, Strategic Defense Initiative, the fall of communism in the Soviet Union, the response to the Marine barracks bombing in Lebanon, and the invasion of Grenada. (C, E, H, P)

US.106 Describe the significant events in the foreign policy of the George H.W. Bush administration, including the invasion of Panama and the Gulf War. (G, H, P)

US.107 Using census data and population pyramids, identify and describe the demographic changes in the United States since 1980 and the increased movement of people from the Rust Belt to the Sun Belt. (C, E, G, H, P)

US.108 Summarize the significant events and achievements of the Clinton administration, including Welfare-to-Work, Brady Bill, reduction of the federal debt, NAFTA, and the scandals and subsequent impeachment proceedings. (C, E, H, P)

US.109 Analyze the late 20<sup>th</sup> century foreign policy of intervention by the United States in Somalia, Bosnia-Herzegovina, Kosovo and particular attempts to keep peace in the Middle East. (G, P)

US.110 Explain the reasons for and the outcome of the Supreme Court case Bush v. Gore. (H, P)

US.111 Describe the impact of the September 11, 2001 terrorist attack on the World Trade Center and Pentagon, including the response of President George W. Bush, the wars in Afghanistan and Iraq, and continuing efforts to combat terrorism globally. (E, G, H, P)

US.112 Describe the increasing role of women and minorities in American society, politics, and economy, including the achievements of Sandra Day O'Connor, Sally Ride, Geraldine Ferraro, Hillary Clinton, Condoleezza Rice, Nancy Pelosi, and the election of President Barack Obama. (C, H, P)

**Primary Documents and Supporting Texts to Read:** “Speech at Brandenburg Gate,” Ronald Reagan; “Address to the Nation, September 11, 2001, George W. Bush; excerpts from “Acceptance Speech at the 2008 Democratic Convention,” President Barack Obama

**Primary Documents and Supporting Texts to Consider:** excerpts from “First Inaugural Address,” Ronald Reagan; “First Inaugural Address,” Bill Clinton; excerpts from *The World is Flat*, Thomas Friedman



# **Module 1**

# **Examination of the Standards**



## Primary Sources

Grade	Text	Word Count	Lexile
6 <sup>th</sup>	Tanakh	534	1100
7 <sup>th</sup>	Locke - Two Treatises	525	1530
High School World	Churchill	929	1100

# Tanakh

## From Exodus

1 And Moses went up unto God, and the Lord called unto him out of the mountain, saying,  
2 Thus shalt thou say to the house of Jacob, and tell the children of Israel; Ye have seen what I did  
3 unto the Egyptians, and how I bare you on eagles' wings, and brought you unto myself.

4 Now therefore, if ye will obey my voice indeed, and keep my covenant, then ye shall be a  
5 peculiar treasure unto me above all people: for all the earth is mine: And ye shall be unto me a  
6 kingdom of priests, and an holy nation. These are the words which thou shalt speak unto the  
7 children of Israel.

8 And Moses came and called for the elders of the people, and laid before their faces all  
9 these words which the Lord commanded him. And all the people answered together, and said,  
10 All that the Lord hath spoken we will do. And Moses returned the words of the people unto the  
11 Lord.

## From Deuteronomy

12 Now these are the commandments, the statutes, and the judgments, which the Lord  
13 your God commanded to teach you, that ye might do them in the land whither ye go to possess  
14 it: That thou mightest fear the Lord thy God, to keep all his statutes and his commandments,  
15 which I command thee, thou, and thy son, and thy son's son, all the days of thy life; and that thy  
16 days may be prolonged.

17 Hear therefore, O Israel, and observe to do it; that it may be well with thee, and that ye  
18 may increase mightily, as the Lord God of thy fathers hath promised thee, in the land that  
19 floweth with milk and honey. Hear, O Israel: The Lord our God is one Lord: And thou shalt love  
20 the Lord thy God with all thine heart, and with all thy soul, and with all thy might.

21 And these words, which I command thee this day, shall be in thine heart: And thou shalt  
22 teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house,  
23 and when thou walkest by the way, and when thou liest down, and when thou risest up. And  
24 thou shalt bind them for a sign upon thine hand, and they shall be as frontlets between thine  
25 eyes. And thou shalt write them upon the posts of thy house, and on thy gates...

## From Psalm 1

26 Blessed is the man that walketh not in the counsel of the ungodly, nor standeth in the way of  
27 sinners, nor sitteth in the seat of the scornful. But his delight is in the law of the Lord; and in his  
28 law doth he meditate day and night. And he shall be like a tree planted by the rivers of water,  
29 that bringeth forth his fruit in his season; his leaf also shall not wither; and whatsoever he  
30 doeth shall prosper. The ungodly are not so: but are like the chaff which the wind driveth away.  
31 Therefore the ungodly shall not stand in the judgment, nor sinners in the congregation of the  
32 righteous. For the Lord knoweth the way of the righteous: but the way of the ungodly shall  
33 perish.  
34  
35

- Excerpts from The Tanakh Retrieved from Google Books  
(accessed on March 21, 2015)

# Two Treatises on Government by John Locke

## Chapter II Of The State Of Nature

1 Sect. 4. To understand political power right, and derive it from its original, we must consider,  
2 what state all men are naturally in, and that is, a state of perfect freedom to order their actions,  
3 and dispose of their possessions and persons, as they think fit, within the bounds of the law of  
4 nature, without asking leave, or depending upon the will of any other man.

5 Sect. 6. But though this be a state of liberty, yet it is not a state of licence...the state of nature  
6 has a law of nature to govern it, which obliges every one: and reason, which is that law, teaches  
7 all mankind...that being all equal and independent, no one ought to harm another in his life,  
8 health, liberty, or possessions: for men being all the workmanship of one omnipotent, and  
9 infinitely wise maker; all the servants of one sovereign master, sent into the world by his order,  
10 and about his business; they are his property, whose workmanship they are, made to last  
11 during his, not one another's pleasure: Every one... ought...to preserve the rest of mankind, and  
12 may not, unless it be to do justice on an offender, take away, or impair the life, or what tends to  
13 the preservation of the life, the liberty, health, limb, or goods of another.

14 Sect. 123 & 124. IF man in the state of nature be so free, as has been said; if he be absolutelord  
15 of his own person and possessions, equal to the greatest, and subject to no body, why will he  
16 part with his freedom?...To which it is obvious to answer, that though in the state of nature he  
17 hath such a right, yet the enjoyment of it is very uncertain, and constantly exposed to the  
18 invasion of others... the enjoyment of the property he has in this state is very unsafe, very  
19 unsecure. This makes him willing ...to join in society with others, who are already united, or  
20 have a mind to unite, for the mutual *preservation* of their lives, liberties and estates, which I call  
21 by the general name, *property*... The great and chief end, therefore, of men's uniting into  
22 commonwealths, and putting themselves under government, is the *preservation of their*  
23 *property*. To which in the state of nature there are many things wanting.

24 Sect. 127. Thus mankind, notwithstanding all the privileges of the state of nature... are quickly  
25 driven into society...The inconveniencies that they are therein exposed to, by the irregular and  
26 uncertain exercise of the power every man has of punishing the transgressions of others, make  
27 them take sanctuary under the established laws of government, and therein seek *the*  
28 *preservation of their property*. It is this makes them so willingly give up every one his single  
29 power of punishing, to be exercised by such alone, as shall be appointed to it amongst them;  
30 and by such rules as the community, or those authorized by them to that purpose, shall agree  
31 on. And in this we have the original *right and rise of both the legislative and executive power*, as  
32 well as of the governments and societies themselves.

## Iron Curtain Speech by Winston Churchill

1 Ladies and gentlemen, the United States stands at this time at the pinnacle of world power. It is  
2 a solemn moment for the American Democracy. For with primacy in power is also joined an awe  
3 inspiring accountability to the future. If you look around you, you must feel not only the sense  
4 of duty done but also you must feel anxiety lest you fall below the level of achievement...

5 Opportunity is here and now, clear and shining for both our countries. To reject it or ignore it or  
6 fritter it away will bring upon us all the long reproaches of the after-time. It is necessary that the  
7 constancy of mind, persistency of purpose, and the grand simplicity of decision shall rule and  
8 guide the conduct of the English-speaking peoples in peace as they did in war. We must, and I  
9 believe we shall, prove ourselves equal to this severe requirement...

10 When I stand here this quiet afternoon I shudder to visualize what is actually happening to  
11 millions now and what is going to happen in this period when famine stalks the earth. None can  
12 compute what has been called "the unestimated sum of human pain". Our supreme task and  
13 duty is to guard the homes of the common people from the horrors and miseries of another  
14 war. We are all agreed on that...

15 The safety of the world, ladies and gentlemen, requires a new unity in Europe, from which no  
16 nation should be permanently outcast. It is from the quarrels of the strong parent races in  
17 Europe that the world wars we have witnessed, or which occurred in former times, have  
18 sprung. Twice in our own lifetime we have seen the United States, against their wishes and  
19 their traditions, against arguments, the force of which it is impossible not to comprehend, twice  
20 we have seen them drawn by irresistible forces, into these wars in time to secure the victory of  
21 the good cause, but only after frightful slaughter and devastation have occurred. Twice the  
22 United States has had to send several millions of its young men across the Atlantic to find the  
23 war; but now war can find any nation, wherever it may dwell between dusk and dawn. Surely  
24 we should work with conscious purpose for a grand pacification of Europe, within the structure  
25 of the United Nations and in accordance with our Charter. That I feel opens a course of policy of  
26 very great importance...

27 From Stettin in the Baltic to Trieste in the Adriatic an *iron curtain* has descended across the  
28 Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern  
29 Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia, all these  
30 famous cities and the populations around them lie in what I must call the Soviet sphere, and all  
31 are subject in one form or another, not only to Soviet influence but to a very high and, in some  
32 cases, increasing measure of control from Moscow...

33 In front of the *iron curtain* which lies across Europe are other causes for anxiety...the future of  
34 Italy hangs in the balance. Again one cannot imagine a regenerated Europe without a strong  
35 France...in a great number of countries, far from the Russian frontiers and throughout the  
36 world, Communist fifth columns are established and work in complete unity and absolute  
37 obedience to the directions they receive from the Communist center. Except in the British  
38 Commonwealth and in the United States where Communism is in its infancy, the Communist  
39 parties or fifth columns constitute a growing challenge and peril to Christian civilization. These  
40 are somber facts for anyone to have recite on the morrow a victory gained by so much splendid

41 comradeship in arms and in the cause of freedom and democracy; but we should be most  
42 unwise not to face them squarely while time remains...

43 On the other hand, ladies and gentlemen, I repulse the idea that a new war is inevitable; still  
44 more that it is imminent. It is because I am sure that our fortunes are still in our own hands and  
45 that we hold the power to save the future, that I feel the duty to speak out now that I have the  
46 occasion and the opportunity to do so. I do not believe that Soviet Russia desires war. What  
47 they desire is the fruits of war and the indefinite expansion of their power and doctrines. But  
48 what we have to consider here today while time remains, is the permanent prevention of war  
49 and the establishment of conditions of freedom and democracy as rapidly as possible in all  
50 countries. Our difficulties and dangers will not be removed by closing our eyes to them. They  
51 will not be removed by mere waiting to see what happens; nor will they be removed by a policy  
52 of appeasement. What is needed is a settlement, and the longer this is delayed, the more  
53 difficult it will be and the greater our dangers will become...

54 From what I have seen of our Russian friends and Allies during the war, I am convinced that  
55 there is nothing for which they have less respect than for weakness, especially military  
56 weakness. For that reason the old doctrine of a balance of power is unsound. We cannot afford,  
57 if we can help it, to work on narrow margins, offering temptations to a trial of strength. If the  
58 Western Democracies stand together in strict adherence to the principles will be immense and  
59 no one is likely to molest them. If however they become divided or falter in their duty and if  
60 these all important years are allowed to slip away then indeed catastrophe may overwhelm us  
61 all...

62 Last time I saw it all coming and I cried aloud to my own fellow-countrymen and to the world,  
63 but no one paid any attention. Up till the year 1933 or even 1935, Germany might have been  
64 saved from the awful fate which has overtaken here and we might all have been spared the  
65 miseries Hitler let loose upon mankind. There never was a war in history easier to prevent by  
66 timely action than the one which has just desolated such great areas of the globe. It could have  
67 been prevented in my belief without the firing of a single shot, and Germany might be powerful,  
68 prosperous and honored today; but no one would listen and one by one we were all sucked into  
69 the awful whirlpool. We surely, ladies and gentlemen, I put it to you, surely, we must not let  
70 it happen again. This can only be achieved by reaching now, in 1946, by reaching a good  
71 understanding on all points with Russia under the general authority of the United Nations  
72 Organization and by the maintenance of that good understanding through many peaceful  
73 years, by the whole strength of the English-speaking world and all its connections. There is the  
74 solution which I respectfully offer to you in this Address to which I have given the title, "The  
75 Sinews of Peace".

- Excerpts from "Iron Curtain Speech" Retrieved from  
<http://archive.org/details/19460305WinstonChurchill>  
(Accessed on March 17, 2015)



# Module 2

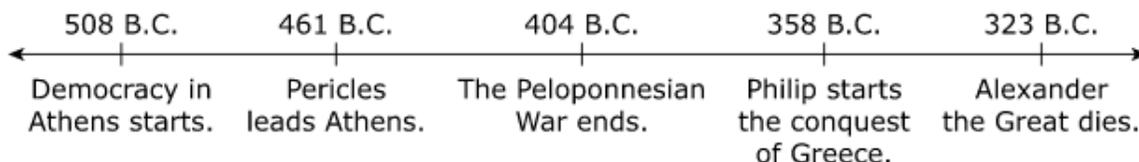
## Questioning Strategies



# Selected Items 6<sup>th</sup> Grade Practice Test

GRADE 6 SOCIAL STUDIES PRACTICE TEST / SECTION 1 / 1 OF 60

The timeline below includes important events in Greek history.



In which year did the Hellenistic Age begin?

- A. 508 B.C.
- B. 461 B.C.
- C. 358 B.C.
- D. 323 B.C.

GRADE 6 SOCIAL STUDIES PRACTICE TEST / SECTION 1 / 5 OF 60

The excerpt below is a translation from a book written sometime between 450 and 420 B.C.

Those of the Persians who have knowledge of history declare that the Phenicians first began the quarrel. These, they say, came from that which is called the Erythraian Sea to this of ours; and having settled in the land where they continue even now to dwell, set themselves forthwith to make long voyages by sea. And conveying merchandise of Egypt and of Assyria they arrived at other places and also at Argos; now Argos was at that time in all points the first of the States within that land which is now called Hellas;—the Phenicians arrived then at this land of Argos, and began to dispose of their ship's cargo: and on the fifth or sixth day after they had arrived, when their goods had been almost all sold, there came down to the sea a great company of women, and among them the daughter of the king; and her name, as the Hellenes also agree, was Io the daughter of Inachos. These standing near to the stern of the ship were buying of the wares such as pleased them most, when of a sudden the Phenicians, passing the word from one to another, made a rush upon them; and the greater part of the women escaped by flight, but Io and certain others were carried off. So they put them on board their ship, and forthwith departed, sailing away to Egypt.

—The History of Herodotus, 450s–420s B.C.

**Source: Public Domain**

Based on the excerpt and your knowledge of Greek history, which statement describes the impact of the work of Herodotus?

- A. described complicated scenes from the first dramas
- B. provided detailed descriptions from an early epic poetry
- C. provided expanded knowledge of the world for Greek scholars
- D. contained valued information about enemies for Greek generals

## GRADE 6 SOCIAL STUDIES PRACTICE TEST / SECTION 1 / 7 OF 80

The diagram below relates to the spread of Buddhism across Asia.



Which statement best completes the diagram?

- A. Religious missionaries convert China to Buddhism.
- B. Chinese soldiers bring Buddhism from India.
- C. Trade merchants carry Buddhism to China.
- D. Invaders from India conquer China.

## GRADE 6 SOCIAL STUDIES PRACTICE TEST / SECTION 1 / 9 OF 80

Which outcome was a benefit of the Pax Romana?

- A. The Roman Empire encouraged religious freedom.
- B. The citizens of Rome were encouraged to move up in class.
- C. The Roman Empire entered a period of economic prosperity.
- D. The citizens of Rome were allowed to participate in government.

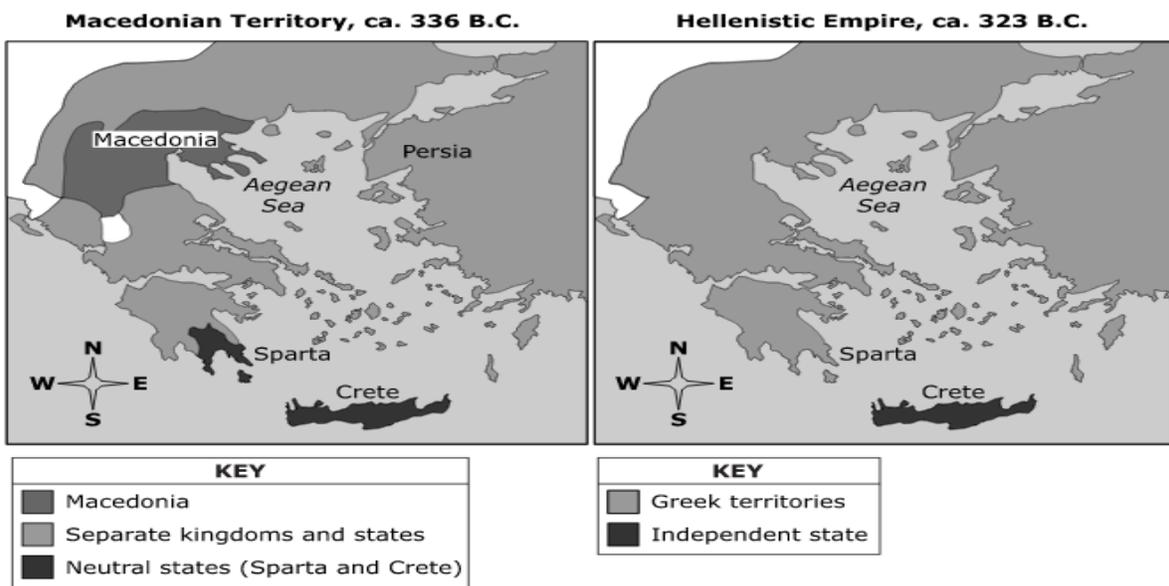
The list below contains factors that contributed to the economic growth of the Roman Empire.

- creation of a common currency
- construction of a network of roads
- establishment of long-distance trade routes

Which statement describes the impact of these factors on the people of Rome?

- A. They paid higher prices.
- B. They paid reduced taxes.
- C. They had smaller military forces.
- D. They had an increase in luxury goods.

The maps below contain information about Greece in the 300s B.C.



Based on the maps and your knowledge of Greek history, which impact resulted from the change shown by the maps?

- A. A major world religion was spread.
- B. A deadly plague was spread to the Persian Empire.
- C. Culturally and politically separate areas were unified.
- D. Caste systems from the Hindus were adopted by Greeks.

The list below identifies some elements of a civilization.

- a religious system
- a system of government
- a stable food supply with surplus for trade
- established geographic boundaries
- development of social classes
- development of art and literature
- growth of cities

Based on the list and your knowledge of the development of civilization, which element on the list would be present in the most advanced civilization?

- A. a religious system
- B. a stable food supply with surpluses for trade
- C. established geographic boundaries
- D. development of social classes

The excerpts below provide information about social structure in ancient China.

After the period of early traditional prosperity followed many ages of moral and religious declension [decline or falling off]. Literature increased, but the teaching of the sacred books was neglected. It was in the sixth century before Christ that Confucius, deeply affected by the ignorance and degeneracy [loss of character] rapidly overspreading the country, devoted himself to the work of reviving those books and of effecting moral reformation. It was an epoch in which several illustrious philosophers appeared, in whose hands the old hereditary faith and worship were treated with great speculative [intellectual] freedom.

—James Clement Moffat, *A Comparative History of Religions*, 1889

Confucius was born in 551 B.C., in the little state of Lu, within the bounds of the present province of Shan-tung. . . .

An incident of considerable importance in his life was a visit, in 517 B.C., to Loh-yang, the capital of the empire. . . . The following years were a period of great disorder in the state of Lu. At the beginning of it, in 517, Confucius followed his exiled sovereign [leader] to the neighboring state of Ts'i; but, finding the then ruling duke little disposed to profit by his counsels, soon returned to his native country. . . .

—George Foot Moore, *History of Religions*, 1922

Based on these excerpts and your knowledge of ancient Chinese history, which conclusion can be drawn about China at this time?

- A. Local leaders engaged in many conflicts.
- B. Traditional religions regained spiritual control.
- C. Dynastic rulers established peace throughout the country.
- D. Feudal lords displayed ethical behavior in political decisions.

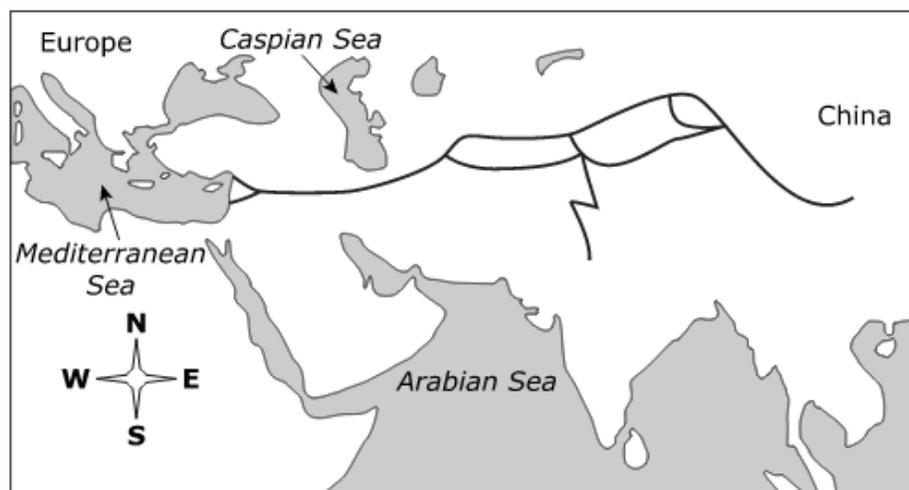
## GRADE 6 SOCIAL STUDIES PRACTICE TEST / SECTION 1 / 21 OF 60

How was the government of the ancient Roman Republic similar to the government of the United States?

- A. Both had a bill of rights.
- B. Both had a written constitution.
- C. Both had a leader that served for four years.
- D. Both had a direct democracy where citizens passed legislation.

## GRADE 6 SOCIAL STUDIES PRACTICE TEST / SECTION 1 / 28 OF 60

The map below illustrates the Silk Road during the Han Dynasty in China.

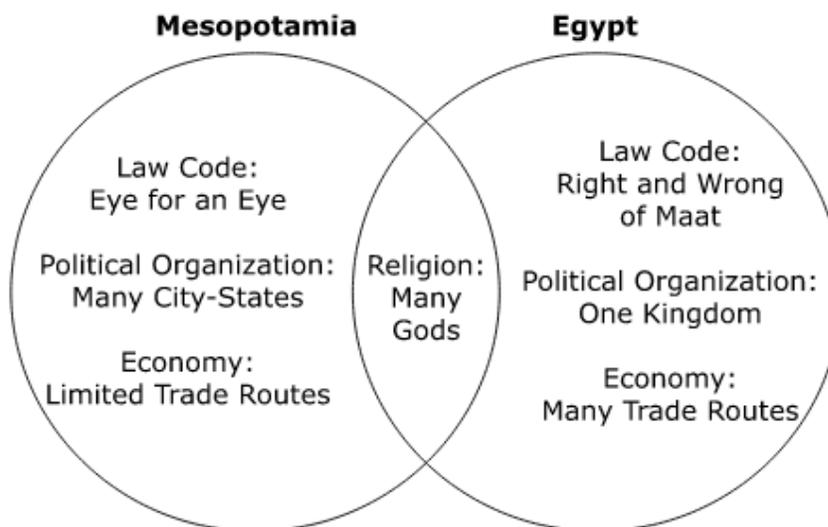


KEY	
<input type="checkbox"/>	Land
<input type="checkbox"/>	Water

Which advance was spread along the route shown on the map?

- A. writing systems
- B. technological innovations
- C. a more efficient way to organize labor
- D. more democratic systems of government

The Venn diagram below compares ancient Mesopotamia and ancient Egypt.



Based on the information and your knowledge of Egypt and Mesopotamia, which conclusion can be drawn?

- A. Only Egypt had powerful kings.
- B. Only Mesopotamia had a code of law.
- C. Merchants in both civilizations were the most honored group.
- D. People sought answers to natural events from polytheism.

The information below contains facts about Egyptian mummification.

Researchers who discovered the first mummies found an interesting fact. During the mummification process, all of the internal organs except the heart had been removed. The reason remained a mystery until experts translated information about the mummification process and the beliefs surrounding it from The Book of the Dead and other sources.

They discovered that Egyptians of ancient times believed that a person who died must face a final judgment after death. In the afterworld, the dead person's heart would be placed on a scale opposite a feather. The feather was a symbol of Ma'at, goddess of truth and goodness. If the heart weighed the same as the feather, it showed that the person had not committed evil acts during his or her life—the heart had not taken on the extra weight of evil actions. Thus, the person would be permitted to live again in the afterlife. However, if the heart was heavier than the feather, the person could never enter the peaceful realm of the afterlife.

Which conclusion is supported by this information?

- A. People would be judged for their behavior during their lives.
- B. People with large skulls were considered guilty of evil action.
- C. People who died had their internal organs removed to weigh less in death.
- D. People who committed bad acts could save themselves through gifts to the gods.

The excerpts below are rules from Hammurabi's Code.

196. If a man put out the eye of another man, his eye shall be put out. [An eye for an eye]

197. If he breaks another man's bone, his bone shall be broken.

198. If he puts out the eye of a freed man, or break the bone of a freed man, he shall pay one gold mina.

199. If he put out the eye of a man's slave, or break the bone of a man's slave, he shall pay half the value of the slave. . . .

202. If any one strike the body of a man higher in rank than he, he shall receive sixty blows with an ox-whip in public.

—The Code of Hammurabi, translated by L. W. King

**Source: Public Domain**

Based on this excerpt, which conclusion can be drawn about ancient Mesopotamia?

- A. People were all treated the same way by the legal system.
- B. The social class a person belonged to could not be changed.
- C. People were treated differently based on the social class to which they belonged.
- D. A person who was considered property could not be punished for committing a crime.

The excerpt below discusses an important feature of Roman civilization.

Good means of communication are indispensable. It was one of the first tasks of the Romans to establish such means. They were the great . . . road builders of antiquity. They began . . . before they had completed the conquest of Italy; and it was one of the devices which assured their supremacy throughout that peninsula. They followed it out in Gaul, Spain, Africa, Britain, and the East.

—James Bryce, *The Ancient Roman Empire and the British Empire in India*, 1914

**Source: Public Domain**

The excerpt below describes an action taken by Augustus when he became emperor.

Augustus . . . repaired the great . . . roads, which had been allowed to lapse into a bad condition. The public roads were among the most valuable, no less than the most durable, monuments of the power and greatness of the Roman nation.

—Israel Smith Clare, *Alexander's Empire and Roman Empire*, 1897

**Source: Public Domain**

Based on the excerpts and your knowledge of Roman history, which statement explains why Augustus took the action described in the second excerpt?

- A. to help him create a republic to protect the liberties and freedoms of citizens
- B. to help him stop the collapse of the empire by defeating barbarians
- C. to help him bring about peace and prosperity across the empire
- D. to help him spread a new religion to unify the republic

## GRADE 8 SOCIAL STUDIES PRACTICE TEST / SECTION 1 / 40 OF 80

The drawing below shows an example of an important economic tool of the Qin Dynasty.

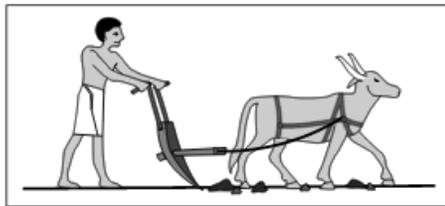


Based on your knowledge of ancient Chinese history, which statement explains how this tool helped Shi Huang become the first emperor of Chinese civilization?

- A. by allowing him to bribe warlords to avoid civil war
- B. by providing a common currency to encourage unity
- C. by allowing him to reward allies in other parts of Asia
- D. by providing a medium of exchange for trade with Europe

## GRADE 6 SOCIAL STUDIES PRACTICE TEST / SECTION 1 / 48 OF 60

The information below identifies a Mesopotamian technological advance.

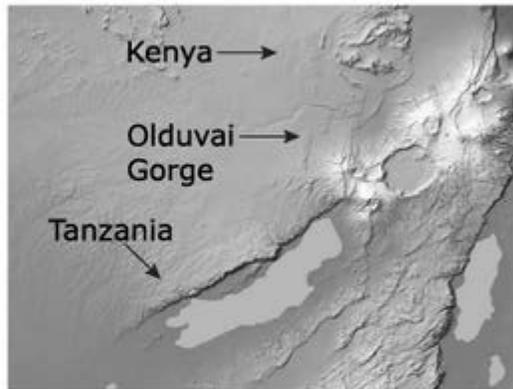


Which statement describes an effect of this advance?

- A. Religious beliefs increased the production of farmers.
- B. Greater food production allowed for the growth of cities.
- C. Agricultural inventors rose to the highest level of society.
- D. Astrological studies led to the creation of many inventions.

The picture below shows an important site in human history.

**A GEOGRAPHIC FEATURE  
IN EAST AFRICA**



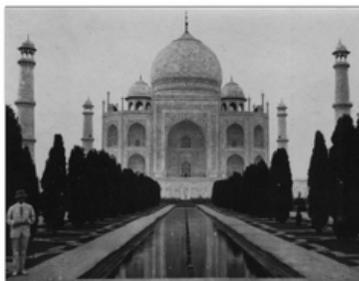
Which event happened at the place shown in the picture?

- A. Iron tools were invented by settlers.
- B. Farmers learned to control river floods.
- C. Scientists discovered early human remains.
- D. Civilizations were devastated by earthquakes.

# Selected Items 7<sup>th</sup> Grade Practice Test

GRADE 7 SOCIAL STUDIES PRACTICE TEST / SECTION 1 / 1 OF 59

The photograph below shows a building in India in the 17<sup>th</sup> century.



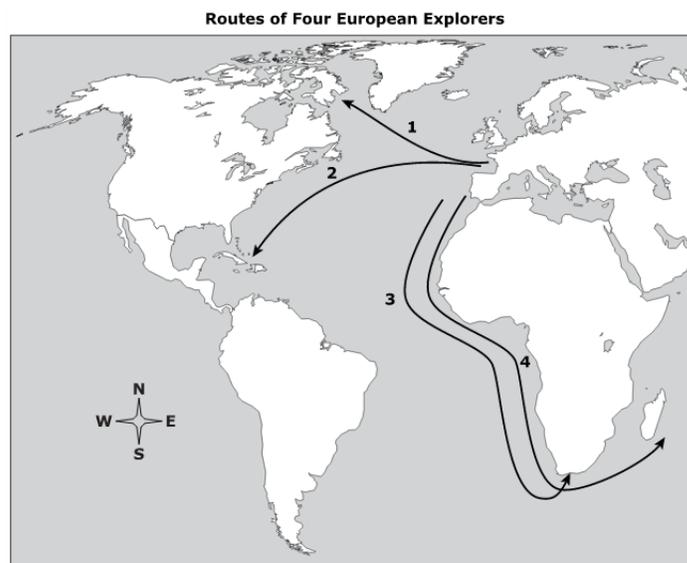
Source: Public Domain/U.S. National Library of Medicine

Which statement identifies an important feature of the building in the photograph?

- A. It was the tallest building in the world when completed.
- B. It contained style elements from several cultures.
- C. It was built with materials from all over the world.
- D. It was constructed in less than two years.

GRADE 7 SOCIAL STUDIES PRACTICE TEST / SECTION 1 / 2 OF 59

The map below shows four numbered routes of some European explorers.



Which route is closest to the voyage of exploration of Bartolomeu Dias?

- A. 1
- B. 2
- C. 3
- D. 4

Which effect did the bubonic plague have on European life during the Middle Ages?

- A. It caused a peasant labor shortage that disrupted feudal society.
- B. It encouraged many people to move to colonies across the oceans.
- C. It prompted the start of modern medical techniques that have cured diseases.
- D. It changed the structure of medieval society because it targeted the upper classes.

The excerpt below contains a statement from an important Enlightenment thinker.

The inconveniencies that they are therein exposed to by the irregular and uncertain exercise of the power every man has of punishing the transgressions of others, make them take sanctuary under the established laws of government, and therein *seek the preservation of their property*. It is this makes them so willingly give up every one his single power of punishing. . . . And in this we have the original *right and rise of both the legislative and executive power*, as well as of the governments and societies themselves.

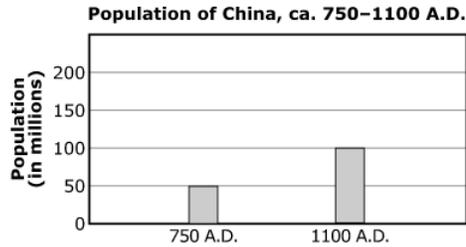
—John Locke, *Second Treatise of Government*, 1689

**Source: Public Domain**

Which sentence states the point of this excerpt?

- A. People punish others wrongly without laws.
- B. People organize governments to gain protection.
- C. Governments require legislative and executive power.
- D. Governments and societies exist for different reasons.

The graph below illustrates a demographic change in China during the period of the Song Dynasty.



Which statement offers an explanation for how the Song Dynasty contributed to the change shown on the graph?

- A. Expanding territorial control to the Korean Peninsula increased the population of China significantly.
- B. Improving agricultural techniques with irrigation and more productive strains of rice increased food supplies.
- C. Adopting government policies that led to respect for the family and ancestors resulted in increased birthrates.
- D. Adopting government policies that encouraged immigration from Central Asia caused people to move to China.

The photograph below shows a sculpture over the doors of the House of Representatives Chamber at the U.S. Capitol.



Source: Public Domain/Library of Congress

Based on the photograph and your knowledge of ancient Rome, which statement explains why this sculpture is included at the U.S. Capitol?

- A. It illustrates the role of the Byzantine Empire in preserving the principles of Roman law.
- B. It illustrates an impact of the Roman emperor Constantine's decision to convert to Christianity.
- C. It illustrates the Byzantine Empire's role in preserving the government of the Roman Republic.
- D. It illustrates the impact of Roman civilization on the architectural development of Western civilization.

The passage below gives information about the Protestant Reformation in the 16<sup>th</sup> century.

The Protestant Reformation split the Catholic Church, effectively bringing the Middle Ages to an end. Several charismatic men led the movement that brought sweeping changes to Europe and, eventually, the New World.

Martin Luther, a German monk, broke with the Church over the sale of indulgences and other issues. In 1517 he posted his 95 Theses on the church door at Wittenberg. The printing press enabled the theses to be distributed quickly, and in a German translation not in the traditional Latin. By 1521 the Pope had excommunicated Luther. Lutheranism promoted authority in the Bible, not in the Church and its leadership, but it became dependent upon the protection of German princes and cities. As early as 1518, Lutheranism had spread to Scandinavia, establishing a strong presence in Sweden, Norway, and Denmark.

John Calvin, a French religious reformer, developed his own version of Protestantism. After settling in Geneva, Switzerland, Calvin began teaching that the Bible was the highest authority and emphasized the absolute sovereignty of God. He also thought the Church should be independent and superior to the state. Calvin established a strict theocracy and his ideas soon became an international movement.

It resulted from several factors working together: charismatic leaders, the rise of humanism, the printed word, and economic conditions that favored change. As time went on, the movement gained momentum and could not be stopped.

Based on the passage and your knowledge of world history, which statement reflects an impact of the Reformation on European society?

- A. The Protestant Reformation represented the resistance to change by peasants in Northern Europe.
- B. The Protestant Reformation marked the end of advancement in European intellectual achievements.
- C. The Protestant Reformation resulted in the beginning of the Industrial Revolution in European cities.
- D. The Protestant Reformation shifted the economic power from the Mediterranean region to the nations in Northern Europe.

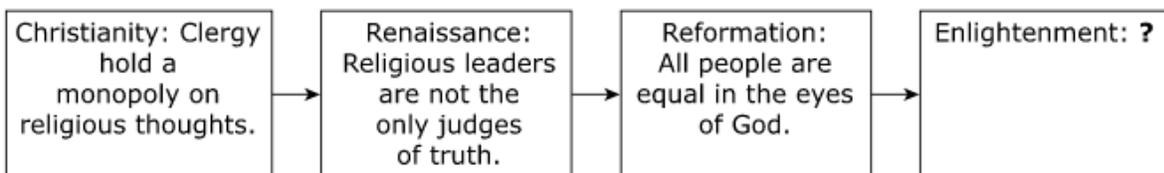
The list below identifies some of the complaints against the Catholic Church during the Renaissance.

- charges for church services such as baptism
- sales of indulgences to pardon sin
- accumulation of great wealth by church leaders
- ultimate authority of the church rather than the scriptures

Which solution did most people support to combat these abuses?

- A. to place Church leaders under arrest
- B. to break away from the Church's authority
- C. to replace Church leaders with civil officials
- D. to encourage the Church to change its policies

The flow chart below provides information about the development of ideas in different European historical ages.



Based on the chart and your knowledge of European history, which statement completes the flow chart?

- A. Individuals should be allowed to do as they see fit.
- B. Society should be ruled by the divine right of kings.
- C. People should have government based on the rule of law.
- D. Royalty should have authority over society.

The passage and image below illustrate important information about a historical African city.

Timbuktu is situated on the edge of the ever increasing Sahara Desert as well as on the Niger River, whose waters provide for the greenery that breaks up the uniform tan color of the buildings. The river and the earth supply the basic building material which is still often used—the mud brick, similar in nature to the adobe brick of the American Southwest. The nature of this building material restricts the height of the buildings, except in special cases. For example, the minarets of mosques have wooden beams with exposed ends that are used to reinforce the towers. These high walls are not load-bearing; their monumental nature is a clear indication of the wealth of Timbuktu during its heyday, as well as the size of its population at that time. The buildings are constructed in the classical style of West African Islamic architecture.

At the height of its glory beginning in the 14th century—until its decline in the 17th century—Timbuktu was a religious and trade center. Mosques, such as the famous Sankore Mosque, were more than structures where believers worshipped, they were also important centers of education and scholarship. . . . Because Timbuktu was a center for commerce, many warehouses were constructed to house merchandise in preparation for transport. Both warehouses and monumental buildings were built with mud brick.

**Source: Public Domain/Library of Congress**



**The Sankore Mosque**

**Source: Public Domain/Excerpt from the original publication from 1896, by Felix Dubois – Translated from French by Diana White. Book title: TIMBUCTOO, the mysterious**

Which event reflects the importance of the cultural characteristics described in the passage and shown on the picture?

- A. The extension of trade routes south of the Sahara.
- B. The Portuguese exploration of West Africa.
- C. Mansa Musa's pilgrimage to Mecca.
- D. Christianity's spread to West Africa.

The excerpt describes an aspect of Japanese culture that developed during the Middle Ages

Samurai grew to be the . . . ideal of the whole race. . . . "As among flowers the cherry is queen, so among men the samurai is Lord," so sang the populace. Debarred from commercial pursuits, the military class itself did not aid commerce; but there was no channel of human activity, no avenue of thought, which did not receive in some measure an impetus from Bushido. Intellectual and moral Japan was directly or indirectly the work of Knighthood.

—Inazō Nitobe, *Bushido: The Soul of Japan*, 1900

**Source: Public Domain**

Based on the excerpt and your knowledge of Japanese history, which statement describes one impact of the samurai way of life on Japanese society?

- A. Political power of local rulers diminished.
- B. Behavior in commercial transactions improved.
- C. Control by government bureaucracy increased.
- D. Religious membership in traditional faiths shrank.

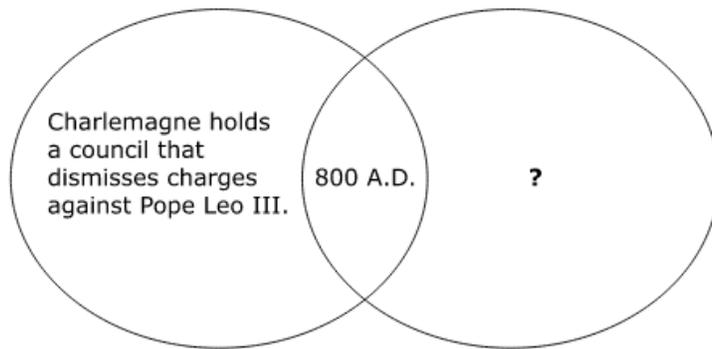
The list below describes some of the decisions made by the Council of Trent.

- reaffirmed important doctrines of Scripture
- reaffirmed the seven sacraments, including the Eucharist
- reaffirmed that the Church is the ultimate interpreter of Scripture
- reaffirmed that the Bible and the Church are equal authorities
- reaffirmed practices such as the veneration of saints and relics

Which title best fits this list?

- A. Catholic Church Rules Established by the Pope
- B. Attempts to Restore Faith in the Catholic Church
- C. Complaints against the Catholic Church by Reformers
- D. Demands of the Catholic Church Made to European Monarchs

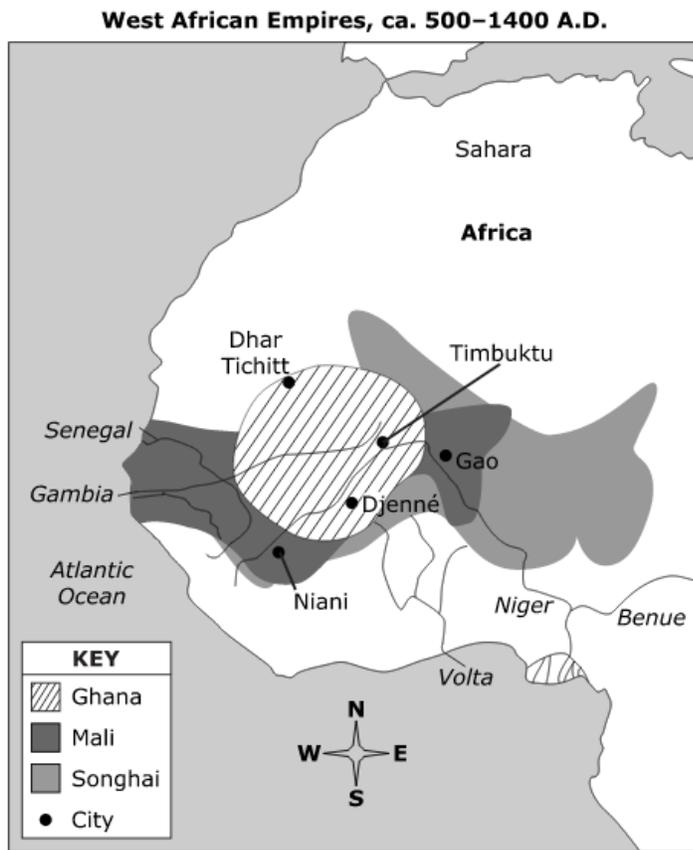
The diagram contains information about the Papacy and European rulers.



Which statement completes the diagram?

- A. Charlemagne unites the Roman Papacy with the Byzantine Empire.
- B. Charlemagne becomes protector of the Roman Pope.
- C. Pope Leo III makes Charlemagne a cardinal.
- D. Pope Leo III crowns Charlemagne emperor.

The map below identifies West African empires from around 500 to 1400 A.D.



Based on the map and your knowledge of West African history, which statement explains the reason cities developed in these empires?

- A. Cities' universities attracted students from many lands who moved to them to study.
- B. Cities had large agricultural markets and technologically advanced tools needed by farmers.
- C. Cities attracted missionaries who sought to spread religion further throughout West Africa.
- D. Cities' resources were in high demand and an overland trade route connected them to North Africa.

The excerpt below contains the writing of a leading thinker of the Middle Ages.

*Objection 1.* It seems that, besides philosophical science, we have no need of any further knowledge. For man should not seek to know what is above reason. . . . But whatever is not above reason is fully treated of in philosophical science. Therefore any other knowledge besides philosophical science is superfluous.

*Objection 2.* Further, knowledge can be concerned only with being, for nothing can be known, save what is true; and all that is, is true. But everything that is, is treated of in philosophical science—even God Himself; so that there is a part of philosophy called theology, or the divine science, as Aristotle has proved (*Metaph. vi*). Therefore, besides philosophical science, there is no need of any further knowledge.

*On the contrary,* It is written . . . *All Scripture, inspired of God, is profitable to teach . . . to instruct in justice.* Now Scripture, inspired of God, is no part of philosophical science, which has been built up by human reason. Therefore it is useful that besides philosophical science, there should be other knowledge, i.e., inspired of God.

*I answer that,* It was necessary for man's salvation that there should be a knowledge revealed by God besides philosophical science built up by human reason. . . . it was necessary . . . that certain truths which exceed human reason should be made known to him by divine revelation. Even as regards those truths about God which human reason could have discovered, it was necessary that man should be taught by a divine revelation; because the truth about God such as reason could discover, would only be known by a few. . . . Whereas man's whole salvation, which is in God, depends upon the knowledge of this truth. Therefore, in order that the salvation of men might be brought about more fitly and more surely, it was necessary that they should be taught divine truths by divine revelation. It was therefore necessary that, besides philosophical science built up by reason, there should be a sacred science learned through revelation.

—Thomas Aquinas; *Summa Theologica*

Based on the excerpt and your knowledge of Thomas Aquinas, which statement summarizes his belief stated in the excerpt?

- A. God is clearly understood through human reason.
- B. Philosophical science gives humans all understanding.
- C. There is knowledge beyond human reason revealed by God.
- D. Human intelligence can only know what is learned from the senses.

# U.S. History Practice Test Selected Items

GRADE 7 SOCIAL STUDIES PRACTICE TEST / SECTION 1 / 57 OF 59

Which effect did the printing press have on the Catholic Church?

- A. The printing press raised the cost for printing Church literature.
- B. The printing press slowed the progress of the Protestant Reformation.
- C. The printing press made it more difficult for the Protestant leaders to share ideas.
- D. The printing press made it more difficult for the Church to control religious ideas.

The illustration below is used by the Federal Deposit Insurance Corporation (FDIC).

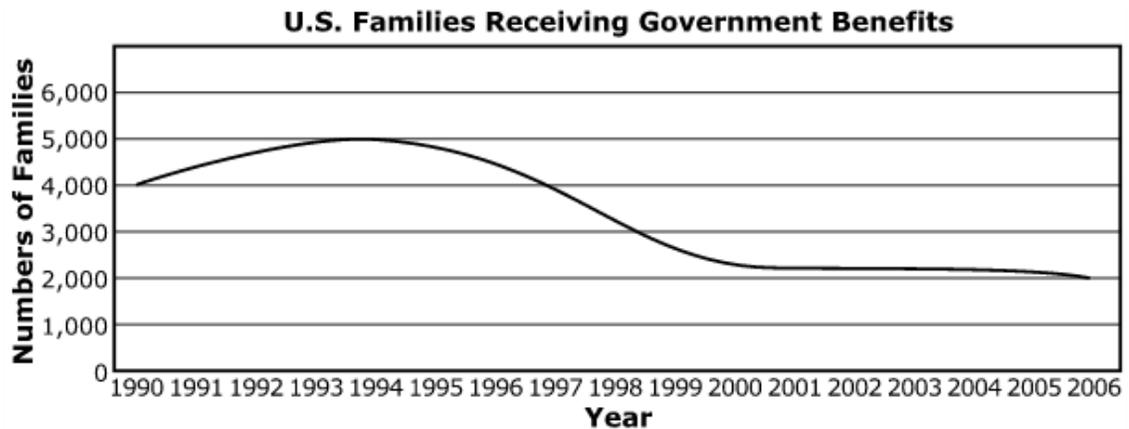


Source: Public Domain/Federal Deposit Insurance Corporation

Based on your content knowledge, which event is most directly related to the message in this illustration?

- A. the passage of the Civil Rights Act of 1964, because it banned discrimination applying to public accommodations
- B. the passage of the Civil Rights Act of 1968, because it outlawed efforts to maintain segregated neighborhoods
- C. the ratification of the 26<sup>th</sup> Amendment, because it expanded political participation to include more people
- D. the ratification of the 24<sup>th</sup> Amendment, because it removed an economic barrier to political participation

The graph shows information about a federal welfare program.



How did President Clinton contribute to the trend that began in 1995?

- A. by creating an agency to fund federal construction projects in economically depressed states
- B. by issuing an executive order to raise the minimum wage for the federal work force
- C. by appointing a committee to study ways to reduce the costs of welfare programs
- D. by signing a bill to help people on welfare return to the work force

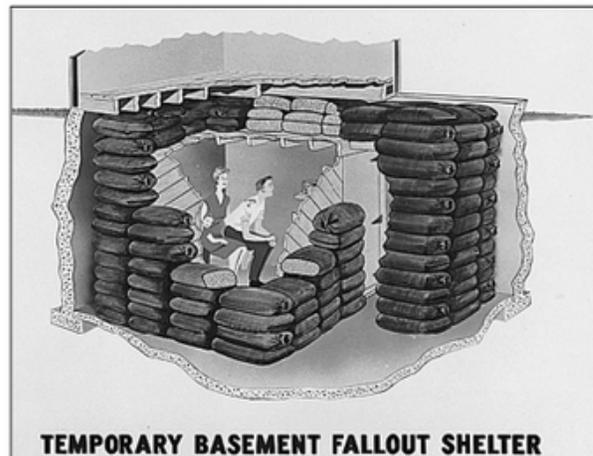
Based on your content knowledge, which statement is a likely reason President Woodrow Wilson created the Creel Committee during World War I?

- A. It would be difficult for the government to gain public support for foreign intervention after promoting the virtues of neutrality for years.
- B. It would be difficult for the government to gain public support for foreign isolationism after promoting the virtues of imperialism for years.
- C. It would be difficult for the government to gain public support for political censorship after promoting the virtues of personal liberty for years.
- D. It would be difficult for the government to gain public support for economic intervention after promoting the virtues of rugged individualism for years.

The excerpt below is about an event that took place in 1957. The illustration below is from the same year.

[Senate Majority Leader Lyndon B.] Johnson's mind kept returning to the heavens as he pondered the Soviet triumph. He recollected, "Now, somehow, in some new way, the sky seemed almost alien. I also remember the profound shock of realizing that it might be possible for another nation to achieve technological superiority over this great country of ours."

**Source: Public Domain/National Aeronautics and Space Administration**



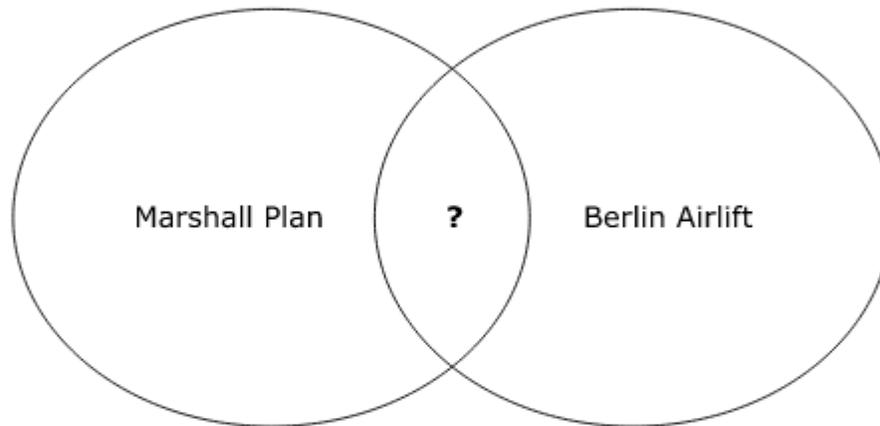
**Source: Public Domain/U.S. National Archives and Records Administration**

Based on the excerpt and the illustration, which conclusion can be made about U.S. citizens in the late 1950s?

- A. Technological innovations caused many to worry about personal privacy.
- B. Scientific discoveries caused many to consider new kinds of housing.
- C. International tensions caused many to worry about domestic security.
- D. Foreign ideologies caused many to consider new ways of living.

The Venn diagram shows two events related to the end of World War II.

**Events in Post-World War II Europe**



Which statement completes the diagram?

- A. a response to war-related crimes
- B. intended to pay for war-related damage
- C. a response to the Soviet Union's expansionist actions
- D. intended to revive West Germany's capitalist economy

The list below shows developments of the early 20<sup>th</sup> century.

- postwar instability
- rise of nationalism
- worldwide economic depression
- major advancements in telecommunications
- major advancements in weapons technology

During the 1920s and 1930s, which concern did the U.S. government have about these developments in Europe?

- A. that citizens would begin to overthrow democratic governments and initiate all forms of anarchy
- B. that people would begin to support authoritarian leaders who aimed to control all aspects of society
- C. that leaders would begin to adopt foreign policies designed to isolate their country from other countries.
- D. that countries would begin to adopt communist governments and isolate their citizens from modern ideas

The excerpt below is from the Democratic Party platform for the 1912 presidential election.

1. We denounce the profligate waste of the money wrung from the people by oppressive taxation through the lavish appropriations of recent Republican Congresses, which have kept taxes high and reduced the purchasing power of the people's toil. We demand a return to that simplicity and economy which befits a Democratic government and a reduction in the number of useless offices, the salaries of which drain the substance of the people.
2. We favor the efficient supervision and rate regulation of railroads, express companies, telegraph and telephone lines engaged in interstate commerce. To this end we recommend the valuation of railroads, express companies, telegraph and telephone lines by the Interstate Commerce Commission, such valuation to take into consideration the physical value of the property, the original cost, the cost of reproduction, and any element of value that will render the valuation fair and just.
3. We favor such legislation as will effectually prohibit the railroads, express, telegraph and telephone companies from engaging in business which brings them into competition with their shippers or patrons; also legislation preventing the overissue of stocks and bonds by interstate railroads, express companies, telegraph and telephone lines, and legislation which will assure such reduction in transportation rates as conditions will permit, care being taken to avoid reduction that would compel a reduction of wages, prevent adequate service, or do injustice to legitimate investments.
4. We oppose the so-called Aldrich bill or the establishment of a central bank; and we believe our country will be largely freed from panics and consequent unemployment and business depression by such a systematic revision of our banking laws as will render temporary relief in localities where such relief is needed, with protection from control of dominion by what is known as the money trust.
5. Banks exist for the accommodation of the public, and not for the control of business. All legislation on the subject of banking and currency should have for its purpose the securing of these accommodations on terms of absolute security to the public and of complete protection from the misuse of the power that wealth gives to those who possess it.
6. We condemn the present methods of depositing government funds in a few favored banks, largely situated in or controlled by Wall Street, in return for political favors, and we pledge our party to provide by law for their deposit by competitive bidding in the banking institutions of the country, national and State, without discrimination as to locality, upon approved securities and subject to call by the Government.
7. Of equal importance with the question of currency reform is the question of rural credits or agricultural finance. Therefore, we recommend that an investigation of agricultural credit societies in foreign countries be made, so that it may be ascertained whether a system of rural credits may be devised suitable to conditions in the United States; and we also favor legislation permitting national banks to loan a reasonable proportion of their funds on real estate security.
8. We recognize the value of vocational education, and urge Federal appropriations for such training and extension teaching in agriculture in co-operation with the several States.

**Source: Public Domain/The American Presidency Project**

Based on this excerpt, which section likely affected President Woodrow Wilson's approach to passing the Federal Reserve Act?

- A. paragraph 1
- B. paragraph 2
- C. paragraph 3
- D. paragraph 4

The excerpt is from a poem written in 1938.

From the east and west and north and south  
Like a swarm of bees we come;  
The migratory workers  
Are worse off than a bum.  
We go to Mr. Farmer  
And ask him what he'll pay;  
He says, "You gypsy workers  
Can live on a buck a day."

**Source: Public Domain/Library of Congress**

Based on the poem and your content knowledge, which statement explains why these workers were paid so little?

- A. There was a significant decrease in immigrant workers who competed for manufacturing jobs because of the global economic depression.
- B. There was a significant decrease in immigrant workers who competed for agricultural jobs because of the global economic depression.
- C. There was an abundance of U.S. workers who had to relocate and compete for manufacturing jobs because of the Dust Bowl.
- D. There was an abundance of U.S. workers who had to relocate and compete for agricultural jobs because of the Dust Bowl.

The Federal Arts Project poster below is from the 1930s and the excerpt is about changes in the 1930s.



Source: Public Domain/Library of Congress

On May 20, 1936, Congress passed the Rural Electrification Act which was one of the most important pieces of legislation passed as part of President Franklin D. Roosevelt's New Deal. This law allowed the federal government to make low-cost loans to farmers who had banded together to create non-profit cooperatives for the purpose of bringing electricity to rural America. . . .

In the 1930's U. S. Senator George Norris of Nebraska was concerned that the descendants of homesteaders and other people living in rural America were not getting a 'fair chance.' Norris lamented that in rural America the men and women were "growing old prematurely; dying before their time; conscious of the great gap between their lives and the lives of those whom the accident of birth or choice placed in towns and cities."

Norris and other senators and congressmen believed that access to electricity would revolutionize the rural way of life. Therefore, in 1936 Congress passed the Rural Electrification Act to give rural Americans a 'fair chance.'

Source: Public Domain/National Park Service

Based on the poster and the excerpt, which conclusion can be made about the New Deal?

- A. It addressed multiple sectors of the economy to aid in economic recovery.
- B. It addressed multiple problems in the financial industry to offer people more relief.
- C. It created multiple agencies in the federal government to determine national priorities.
- D. It created multiple opportunities for the unemployed to migrate to less-populated areas.

The advertisement below promotes literature from the 1920s.

***The Novelist of the Rising  
Generation***



**F. Scott Fitzgerald**  
Author of

**Flappers and  
Philosophers**

A Collection of Short Stories

which the *Chicago Post* said  
"Fulfills the promise of "This  
Side of Paradise."

**This Side of Paradise**

—a startling frankness of  
speech and ideas. The  
refreshing talk of real men  
—students at college—who  
think and act *naturally* and  
who talk as you talked.

Source: Public Domain / excerpt from the  
*Michigan Alumnus*, 1921

Based on this advertisement and your content knowledge, what can be inferred about the work of the Lost Generation?

- A. It explored modern themes and moral dilemmas.
- B. It featured scientific themes and futuristic worlds.
- C. It explored traditional themes and conservative beliefs.
- D. It featured romantic themes and idealistic perspectives.

The excerpts below are from newspaper articles printed in November 1919 and January 1920.

Fifty-two radicals arrested in raids here faced deportation proceedings today.

The raid, personally directed by Chief William J. Flynn, head of the bureau of investigation of the department, came as a surprise to the 200 or more persons assembled in the Russian people's house in the lower East Side. A class was listening to what the police termed a radical lecture but all the students hastened to inform the officers they were "learning English."

When the prisoners, with several women among them, had been heard today, it was found that many had received severe beatings.

**Source: Public Domain / The National Endowment for the Humanities and the Library of Congress**

But the next hour of the big raid was kept secret, and in most cases the anarchists were taken by surprise when Government agents crashed into their dens.

Federal detectives believe they have captured several of the men implicated in the May Day bomb plot of 1919, and also persons who were involved in a number of other red "offensives" against law and order.

The Government's "counter-offensive" of last night was launched just in time to prevent a fusion of several radical groups under one leadership, preparatory to the attempt at revolution, it was learned. The raids shattered the plan and threw the Bolsheviks into confusion, it is believed here. Palmer's men are making every effort to get the big leaders this time.

**Source: Public Domain / The National Endowment for the Humanities and the Library of Congress**

Based on the excerpts and your content knowledge, how did developments like these contribute to an ongoing ideological debate?

- A. by encouraging the public to question whether state resources should be used to enforce federal legislation
- B. by prompting the public to question whether federal policies should be enforced if doing so encourages criminal activity
- C. by encouraging the public to question whether popular demands for public safety should justify the use of military force
- D. by prompting the public to question whether popular fears regarding national security should justify the violation of individual rights

The excerpts below discuss two activists' points of view on a political issue of the 1970s.

Mr. ADERHOLT. Mr. Speaker, I rise today to honor the work of a great American, Phyllis Schlafly. Mrs. Schlafly was named one of the 100 most important women of the 20th century by the Ladies' Home Journal, and has been a national leader of the conservative movement since the publication of her bestselling 1964 book, *A Choice Not An Echo*.

Mrs. Schlafly has been a leader of the pro-family movement since 1972, when she started her national volunteer organization now called Eagle Forum. In a ten-year battle, she led the pro-family movement to victory over the principal legislative goal of the radical feminists, called the Equal Rights Amendment. An articulate and successful opponent of the radical feminist movement, she appears in debate on college campuses more frequently than any other conservative. . . .

The mother of six children and an Illinois Mother of the Year, Mrs. Schlafly is America's best-known advocate of the dignity and honor that we as a society owe to the role of fulltime homemaker.

Phyllis Schlafly was honored in 2002 by Focus on the Family as the Mother of the Pro-family Movement, and in 2003 she was the honoree at dinners hosted by the Council for National Policy and the Conservative Political Action Committee. She has since 1972 traveled at least annually to Alabama to debate and speak eloquently on issues that affect the family.

**Source: Public Domain/U.S. Government Printing Office**

Mr. FORD of Michigan. Mr. Speaker, I rise today to pay tribute to a person I greatly admire. During her 20 years in the House, Martha Griffiths dedicated her efforts to fighting for equality for women in all aspects of American life--most notably in the workplace. Martha was not one to compromise on issues of importance. Regarded as the mother of the Federal Equal Rights Amendment--Martha successfully guided this legislation through the House in the 91st Congress. Even though the battle for the Equal Rights Amendment did not end with its adoption, the fight had an empowering affect on many women's lives. ERA galvanized the women's movement--unifying women of diverse backgrounds based on the shared conviction that their rights should no longer be denied on the basis of their sex. Martha's strong leadership on ERA is remembered for its contribution to the movement as a whole as well as the key role she played in gaining its passage in Congress. I hope that young people who aspire to public office today will look to Martha Griffiths' career as a model for their lives. . . . Her recent induction into the National Women's Hall of Fame in Seneca Falls, NY, is a fitting tribute to her work. I am proud to know and to have worked with Martha. She has truly made her mark on the history of this Nation.

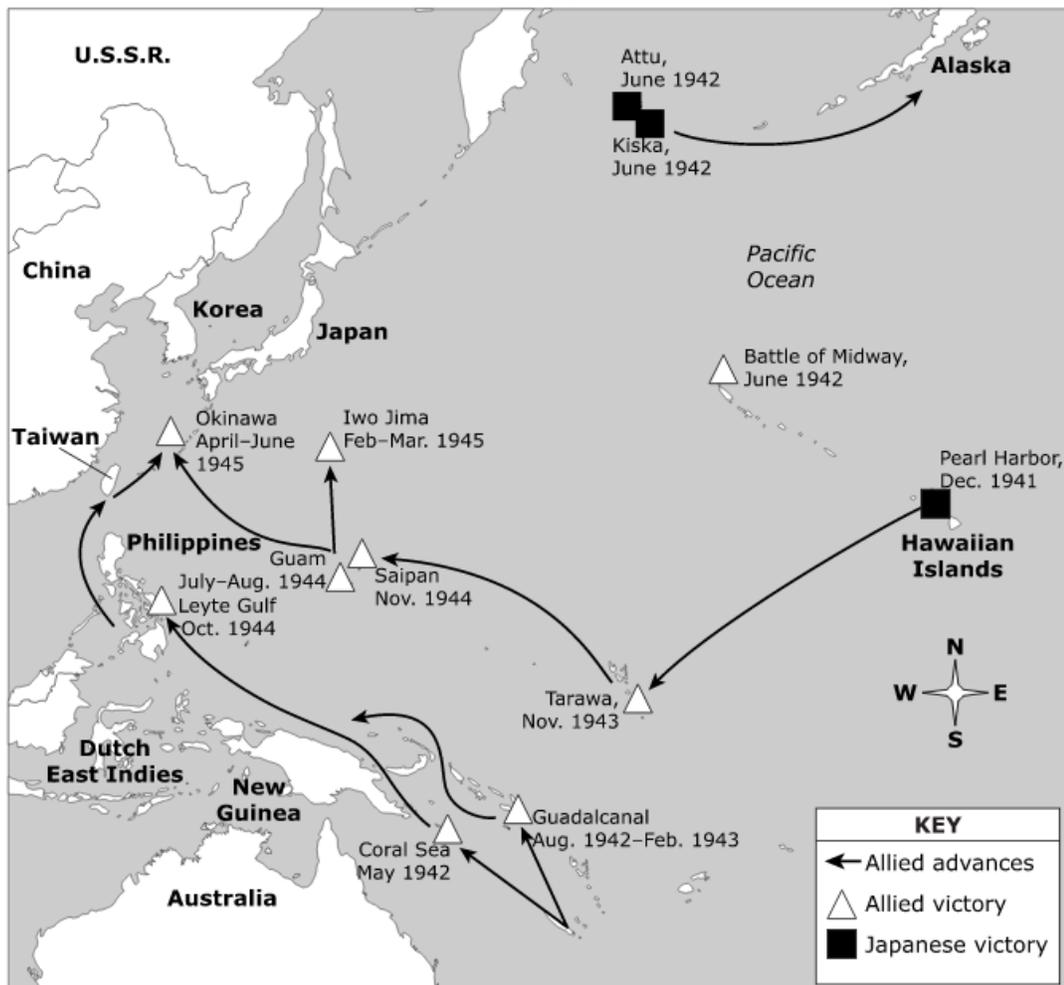
**Source: Public Domain/ Library of Congress**

Based on the excerpts and your content knowledge, which conclusion can be made about the movement to ratify the Equal Rights Amendment?

- A. It has been opposed by some women and the struggle has been long, controversial, and ongoing.
- B. It has been opposed by many Americans, but was ultimately successful and the effects are still felt today.
- C. It has been unpopular with most Americans in recent years because its goals are considered biased and it limits job opportunities.
- D. It has been unpopular with nearly all women in recent years because its goals are considered outdated, ineffective, and unnecessary today.

The map below shows a U.S. military strategy during World War II.

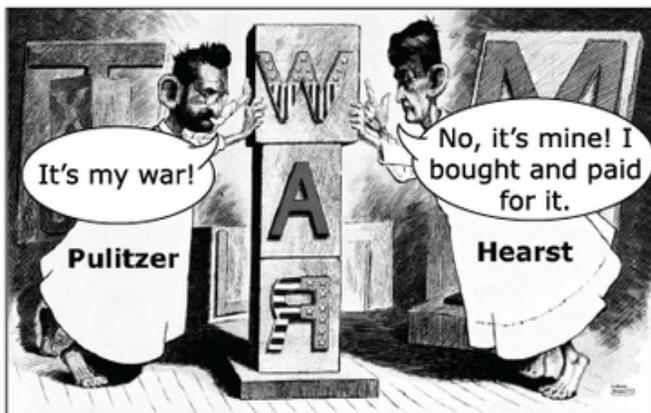
### The Pacific Theater, 1941–1945



Based on the map and your content knowledge, which statement explains the reason for the strategy?

- A. It allowed the United States to conserve resources by strategically capturing islands that were less protected and could support an attack of the Japanese mainland.
- B. It allowed the United States to limit losses prior to an invasion of Japan by strategically attacking islands that were heavily fortified and would distract their army.
- C. It allowed the United States to slowly weaken the Japanese by forcing their military to spread its resources over a wide area to protect territorial holdings.
- D. It allowed the United States to slowly advance upon Japan by diverting their military with numerous island attacks over a wide area.

The illustration below is based on a cartoon published in 1898.

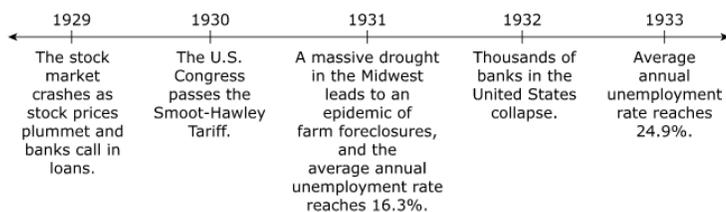


Source: Public Domain/Library of Congress

Based on the illustration and your content knowledge, which conclusion can be made about U.S. foreign policy in the late 19<sup>th</sup> century?

- A. Competition among media outlets helped promote imperialist ambitions.
- B. Published debates between politicians helped promote naval expansion.
- C. Competition among media outlets led to public support for business regulations.
- D. Published debates between politicians led to public support for military intervention.

The timeline below shows a sequence of events during the Great Depression.



Based on this timeline and your content knowledge, which conclusion can be made about the Great Depression?

- A. Most experts agree that poor business decisions were the central cause and would likely lead to future recessions.
- B. Most experts agree that poor government decisions were the central cause and would likely lead to future recessions.
- C. Most experts agree that an unfortunate combination of negative trends in the economy resulted in a downturn unlike any past recession.
- D. Most experts agree that an unfortunate amount of unquestioned confidence in the economy resulted in a downturn unlike any past recession.

The newspaper headlines below refer to a political issue from 1919.

***Senate's Prolonged Wrangle Over  
League Of Nations Has Weakened  
Europeans' Belief In Peace Pact***

**TREATY WITHOUT THE LEAGUE A  
SCRAP OF PAPER, SAYS WILSON**

Source: Public Domain/Library of Congress and The National  
Endowment for the Humanities

Which debate was central to this political issue?

- A. the power of the federal government versus the rights of states
- B. the need for free trade versus the protection of domestic markets
- C. the need for national security versus the protection of individual rights
- D. the need for international cooperation versus the risks of foreign entanglements

Which accomplishment did President John F. Kennedy's administration achieve in regard to education?

- A. the beginning of racial integration in public education
- B. the creation of federally funded early-childhood education programs
- C. an expansion of higher education programs through federal funding
- D. an expansion of access to educational opportunities through the use of racial quotas

The photograph below was taken in Great Britain in 1941.



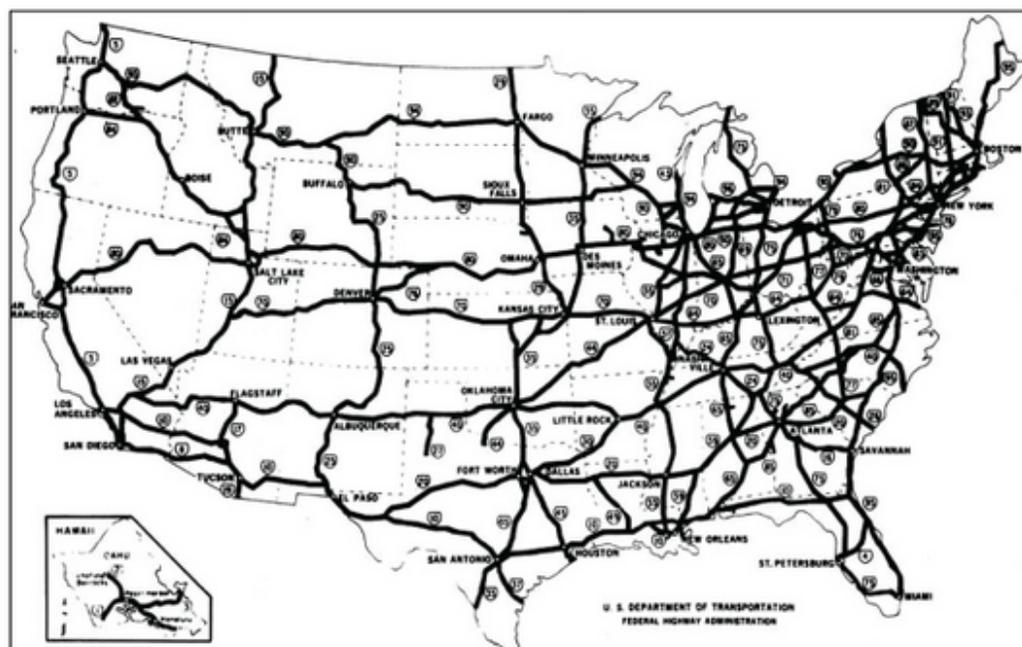
**Lord Woolton, Britain's Minister of Food, Robert H. Hinkley, U.S. Assistant Secretary of Commerce, and others greet a shipment from the United States.**

**Source: Public Domain/Library of Congress**

What was the primary objective of the U.S. government program illustrated in the photograph?

- A. to provide proof of U.S. neutrality to European nations
- B. to increase U.S. revenue by selling surplus goods to European nations
- C. to provide supplies to nations deemed vital to the defense of the United States
- D. to increase defense production deemed vital to the economy of the United States

The map below was issued by the U.S. Department of Transportation.



Source: Public Domain/Federal Highway Administration

During the 1950s, which was one of the main purposes for the development shown on the map?

- A. to attract international business
- B. to control foreign immigration
- C. to improve national security
- D. to expand public education

# 6<sup>th</sup> Grade Primary Source Samples

## Era 1: Human Origins in Africa through the Neolithic Age:

1.

Prior to the agricultural revolution, historians believe that humans moved around in small bands hunting and gathering food. Since writing had not yet been invented, historians cannot rely on written records to gain information about this period of time. Instead, historians work with archeologists to find and interpret artifacts from this era of history. Among the artifacts that have been discovered, cave paintings in North Africa have led historians to draw many conclusions about these early humans. Evidence from these paintings support the theory that early humans were migratory and hunted animals.

- Metallurgical methods develop
- Plant and animal domestication
- First civilizations emerge

## Era 2: Mesopotamia

1.

The passage below is an excerpt from ancient Mesopotamian literature:

At night when he came to the mountain passes Gilgamesh prayed: "In these mountain passes long ago I saw lions, I was afraid and I lifted my eyes to the moon; I prayed and my prayers went up to the gods, so now, O moon god Sin, protect me." When he had prayed he lay down to sleep, until he was woken from out of a dream. He saw the lions round him glorying in life; then he took his axe in his hand, he drew his sword from his belt, and he fell upon them like an arrow from the string, and struck and destroyed and scattered them.

- <http://www.quora.com/Can-you-find-a-metaphor-in-this-text>



2.

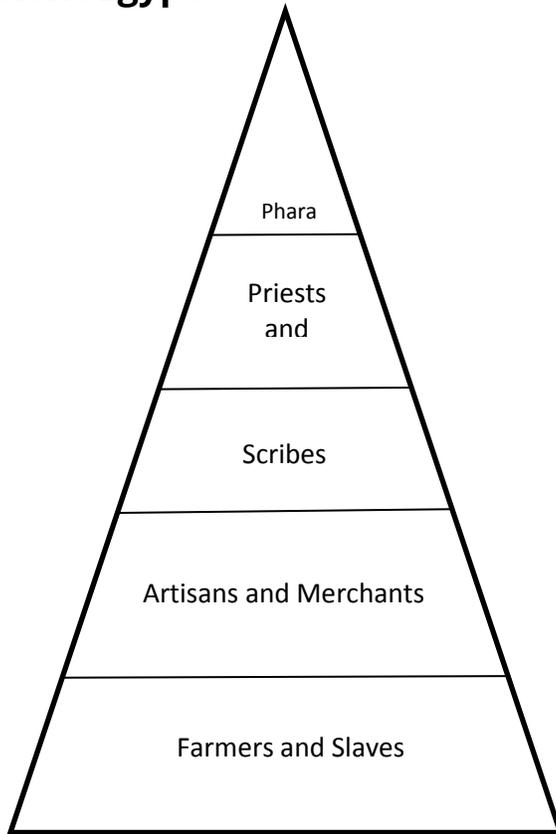
The images below depict an ancient wiring system:



- <http://www.metmuseum.org/collection/the-collection-online>

### Era 3: Ancient Egypt

1.



2.

The passage and the image below illustrate important information about a historical civilization:

The bond between the sun and the pharaoh is an idea almost as old as Egypt itself. The Great Pyramids of Giza, built some forty-five hundred years ago, are themselves symbols of the sun, representative not only of its rays as they hit the earth but also of a holy pyramidal stone in Re's temple in Heliopolis. By the time of the New Kingdom, pharaohs were no longer buried in huge and important pyramids, but rather in graves beneath a pyramidal-shaped mountain at a site in western Thebes. Known today as the Valley of the Kings, this desert valley on the west bank of the Nile was the royal burial ground for more than six hundred years, until the Twenty-first Dynasty (1069-945 BC), when the Tanis temple complex in the north of Egypt became the new site for royal graves.

- <https://www.nga.gov/exhibitions/2002/egypt/egypt-brochure.pdf> - [https://www.cia.gov/library/publications/the-world-factbook/photo\\_gallery/eg/photo\\_gallery\\_A1\\_eg\\_1.html](https://www.cia.gov/library/publications/the-world-factbook/photo_gallery/eg/photo_gallery_A1_eg_1.html)



## Era 4: Ancient India

1.

The following passage is an excerpt from a sacred text of India:

One is truly enlightened who:  
— Does all work as an offering to God,  
— Sees one and the same Spirit in all beings, looks at a learned person, an outcast, or an animal, with equal eye, and can feel the pain and pleasure of others as one's own  
— Neither rejoices on obtaining what is pleasant, nor grieves on obtaining the unpleasant, and is calm in pleasure and pain  
— Acts beyond personal selfish motives  
— Has neither attachment nor hatred for anything  
Such a person is not bound by Karma though engaged in work, maintains self-control whatever occurs, and attains eternal bliss.  
Therefore, let your mind be ever absorbed in Me...remain unattached to the outcome of your actions, and go forth to do your duty, knowing the Spirit is deathless and eternal.

--The Bhagavad Gita



## Era: Ancient China

1.

The Master said, "See what a man does. Spot his motives. Examine in what things he enjoys... How can a man hide his character?"

Tsze-kung asked what constituted the superior man. The Master said, "He acts before he speaks, and afterwards speaks according to his actions."

The Master said, "Learning without thought is work lost; thought without learning is dangerous."

The Master said..."shall I teach you what knowledge is? When you know a thing, to acknowledge that you know it; and when you do not know a thing, to admit that you do not know it;-this is knowledge."

The Duke...asked, "What should be done in order to secure the submission of the people?" Confucius replied, "Promote the honest one and leave behind the crooked one, then the people will submit. Promote the crooked one and leave behind the honest one, then the people will not submit."

--The Analects by Confucius



## Era: Israel

1.

The following passage is from an ancient near east holy book:

God spoke all these words, saying, "I am Yahweh your God, who brought you out of the land of Egypt, out of the house of bondage.

"You shall have no other gods before me.

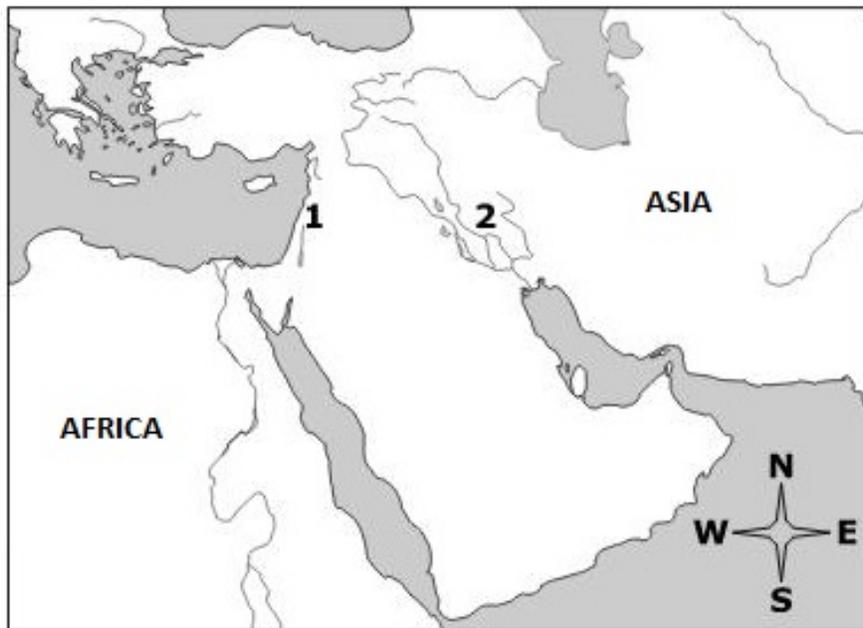
"You shall not make for yourselves an idol, nor any image of anything that is in the heavens above, or that is in the earth beneath, or that is in the water under the earth: you shall not bow yourself down to them, nor serve them, for I, Yahweh your God, am a jealous God,...

"Remember the Sabbath day, to keep it holy...

"Honor your father and your mother, that your days may be long in the land which Yahweh your God gives you... You shall not murder. You shall not steal."

--The Tanakh

- [https://www.cia.gov/library/publications/the-world-factbook/photo\\_gallery/ch/images/CH\\_006.jpg](https://www.cia.gov/library/publications/the-world-factbook/photo_gallery/ch/images/CH_006.jpg)



## Era: Ancient Greece

1.

The old man feared him and obeyed. Not a word he spoke, but went by the shore of the sounding sea and prayed alone to King Apollo... "Hear me," he cried, "O god of the silver bow...If I have ever decorated your temple with wreaths, or sacrificed bulls or goats, grant my prayer, and let your arrows punish these my tears upon my enemy the Achaeans."

Thus did he pray, and Apollo heard his prayer. He came down furious from the summits of Olympus, with his bow and his quiver upon his shoulder, and the arrows rattled on his back with the rage that trembled within him. He sat himself down away from the ships with a face as dark as night, and his silver bow rang death as he shot his arrow in the midst of them...

For nine whole days he shot his arrows among the people, but upon the tenth day Achilles called them in assembly...who saw the Achaeans in their annihilation and had compassion upon them.  
--The Iliad

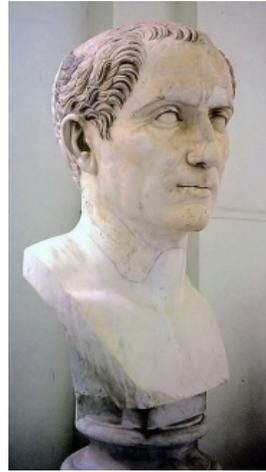
- Athens joins the Delian League
- Sparta joins the Peloponnesian League
- Athens institutes a trade embargo on Megara
- Macedonia grows in power to the north

## Era: Ancient Rome

1.

The following passage and image relate to Rome's transition from a Republic to an Empire: When Caesar entered, the senate stood up to show their respect to him...When he was sat down, he refused to comply with their requests, and upon their urging him further, began to reproach them individually for being irritating...Casca gave him the first cut, in the neck, which was not mortal nor dangerous...upon this first gash, those who were not privy to the design were astonished and showed horror and amazement ...but those who came prepared for the business enclosed him on every side,

[http://www.gutenberg.org/files/14140/14140-h/14140-h.htm#LIFE\\_OF\\_C\\_CAESAR](http://www.gutenberg.org/files/14140/14140-h/14140-h.htm#LIFE_OF_C_CAESAR)



2.

The image below shows an advance of an ancient civilization:



<http://www.pd4pic.com/images/pont-du-gard-romans-antique-archaeology-aqueduct-1.jpg>

# High School Primary Source Samples

## Age of Revolutions:

"I closed the gulf of anarchy and brought order out of chaos. I rewarded merit regardless of birth or wealth, wherever I found it. I abolished feudalism and restored equality to all regardless of religion and before the law. I fought the decrepit monarchies of the Old Regime because the alternative was the destruction of all this. I purified the Revolution."

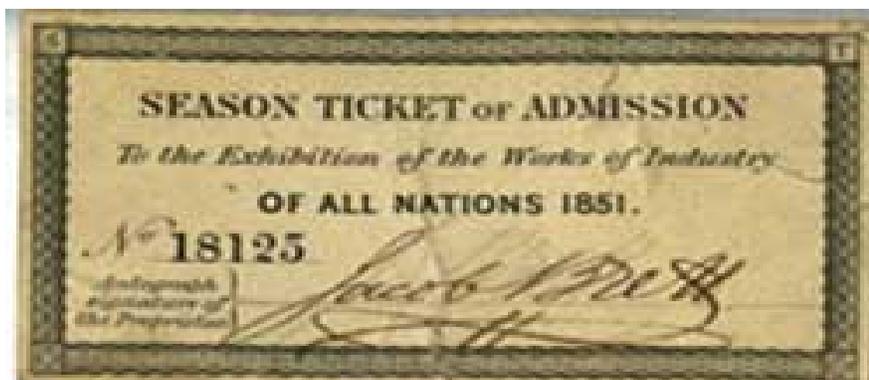
- Memoirs of Napoleon Bonaparte

## Industrial Revolution

Queen Victoria wrote in her journal about her feelings on the day she opened the Great Exhibition:

### 1 May 1851

'This day is one of the greatest and most glorious of our lives... It is a day which makes my heart swell with thankfulness... The Park presented a wonderful spectacle, crowds streaming through it, - carriages and troops passing... The Green Park and Hyde Park were one mass of densely crowded human beings, in the highest good humour... before we neared the Crystal Palace, the sun shone and gleamed upon the gigantic edifice, upon which the flags of every nation were flying... The sight as we came to the centre where the steps and chair (on which I did not sit) was placed, facing the beautiful crystal fountain was magic and impressive. The tremendous cheering, the joy expressed in every face, the vastness of the building, with all its decoration and exhibits, the sound of the organ... all this was indeed moving.'



## Unification and Imperialism

What we have to do tonight is to agree to the Vote for the purchase of these shares. I have never recommended, and I do not now recommend this purchase as a financial investment. If it gave us 10 per cent of interest and a security as good as the Consols I do not think an English Minister would be justified in making such an investment; still less if he is obliged to borrow the money for the occasion. I do not recommend it either as a commercial speculation although I believe that many of those who have looked upon it with little favour will probably be surprised with the pecuniary results of the purchase. I have always, and do now recommend it to the country as a political transaction, and one which I believe is calculated to strengthen the Empire. That is the spirit in which it has been accepted by the country, which understands it though the two right honourable critics may not. They want the Empire to be maintained, to be strengthened; they will not be alarmed even it be increased. Because they think we are obtaining a great hold and interest in this important portion of Africa — because they believe that it secures to us a highway to our Indian Empire and our other dependencies, the people of England have from the first recognized the propriety and the wisdom of the step which we shall sanction tonight.

Benjamin Disraeli, Speech to House of Commons: Suez Canal 1876



## **World Wars**

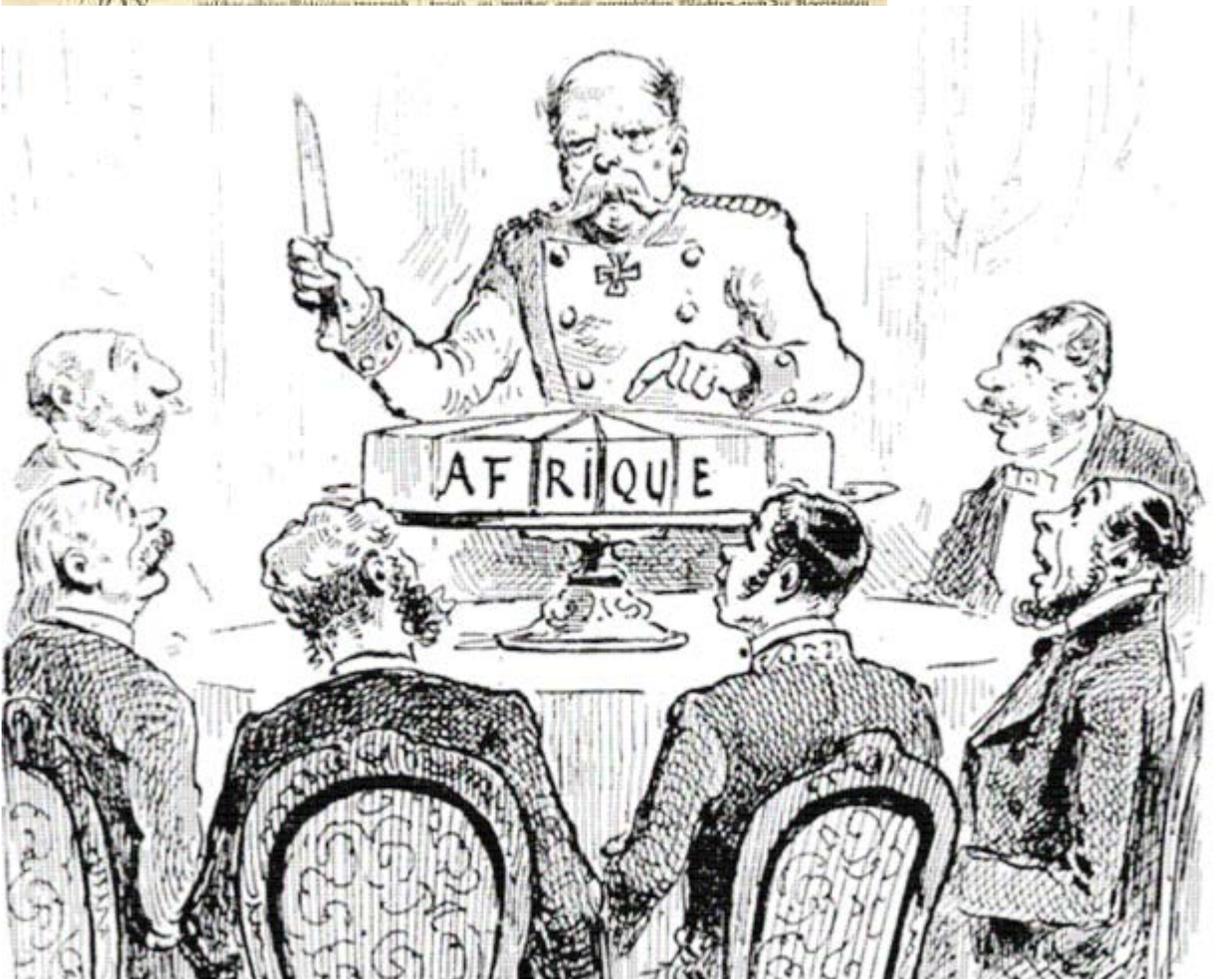
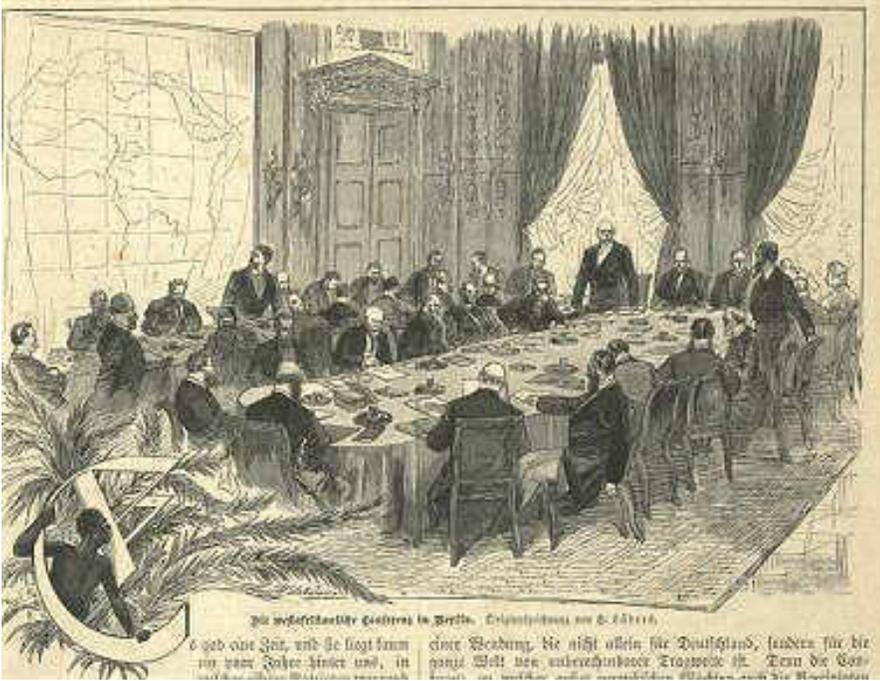
Winston Churchill: June 4, 1940 speech to the House of Commons

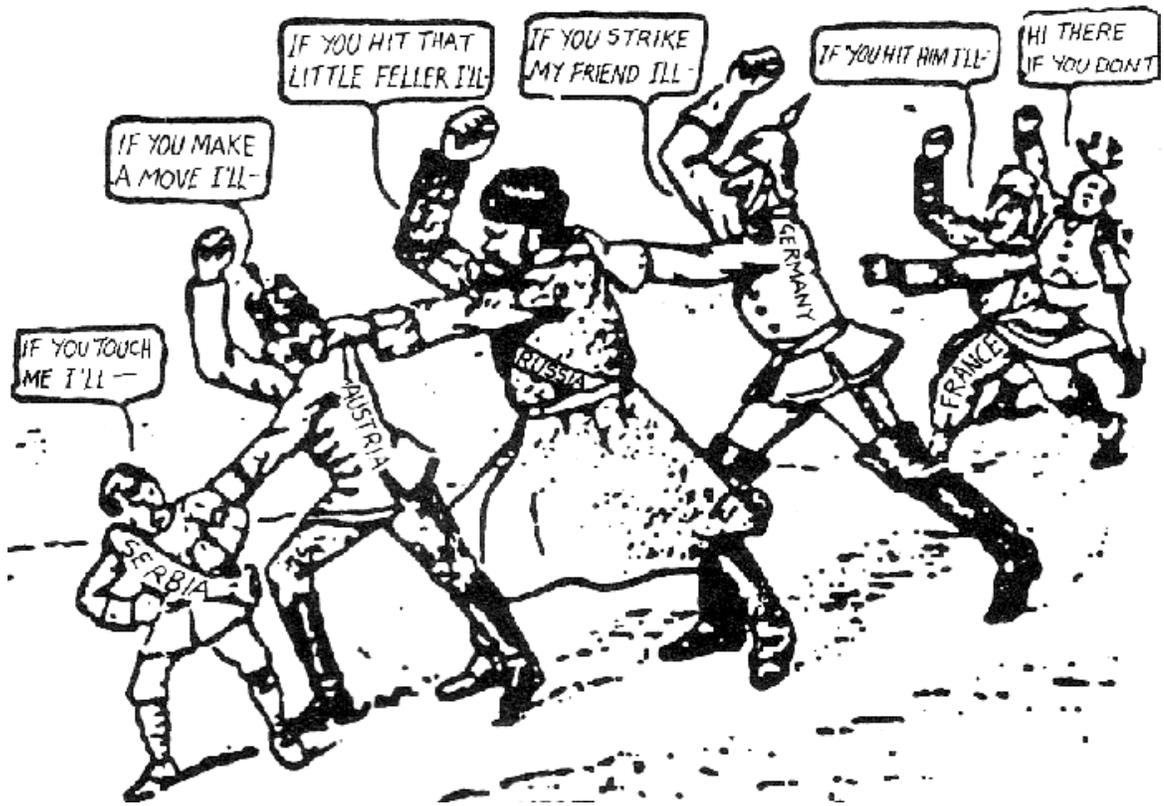
I have, myself, full confidence that if all do their duty, if nothing is neglected, and if the best arrangements are made, as they are being made, we shall prove ourselves once again able to defend our Island home, to ride out the storm of war, and to outlive the menace of tyranny, if necessary for years, if necessary alone.... Even though large tracts of Europe and many old and famous States have fallen or may fall into the grip of the Gestapo and all the odious apparatus of Nazi rule, we shall not flag or fail. We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender....

## **Cold War**

Winston Churchill: March 1946, Speech at Fulton, Missouri

From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia, all these famous cities and the populations around them lie in what I must call the Soviet sphere, and all are subject in one form or another, not only to Soviet influence but to a very high and, in many cases, increasing measure of control from Moscow. The Russian-dominated Polish Government has been encouraged to make enormous and wrongful inroads upon Germany, and mass expulsions of millions of Germans on a scale grievous and undreamed-of are now taking place. The Communist parties, which were very small in all these Eastern States of Europe, have been raised to pre-eminence and power far beyond their numbers and are seeking everywhere to obtain totalitarian control. Police governments are prevailing in nearly every case, and so far, there is no true democracy.

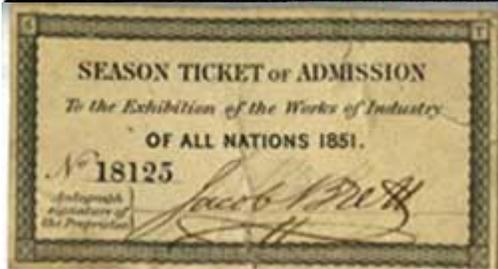












# 6th Grade Practice Test Guide

Grade Level	Item Number	Standard	Type of Question
6	1	6.53	Image-based (timeline), prior knowledge
6	2	6.59	Image-based (map), prior knowledge
6	3	6.20	Text-based
6	4	6.33	Stand-alone
6	5	6.58	Text-based
6	6	6.13	Text-based
6	7	6.38	Image-based (Graphic Organizer), prior knowledge
6	8	6.30	Image-based (map), prior knowledge
6	9	6.63	Stand-alone
6	10	6.40	Image-based (map), prior knowledge
6	11	6.20	Stand-alone
6	12	6.28	Stand-alone
6	13	6.68	Text-based, prior knowledge
6	14	6.50	Stand-alone
6	15	6.33	Text-based
6	16	6.25	Stand-alone
6	17	6.15	Image-based, prior knowledge
6	18	6.53	Image-based, prior knowledge
6	19	6.06	Text-based, prior knowledge
6	20	6.34	Text-based, prior knowledge
6	21	6.62	Stand-alone
6	22	6.41	Text-based, prior knowledge
6	23	6.06	Text-based, prior knowledge
6	24	6.13	Text-based, prior knowledge
6	25	6.64	Text-based, prior knowledge
6	26	6.37	Image-based (map), prior knowledge
6	27	6.05	Text-based, prior knowledge
6	28	6.61	Text-based, prior knowledge
6	29	6.58	Image-based, prior knowledge
6	30	6.11	Text-based, prior knowledge
6	31	6.23, 6.25	Image-based (map), prior knowledge
6	32	6.58	Text-based, inference
6	33	6.67	Image-based (map), prior knowledge
6	34	6.22	Graphic organizer (Venn diagram), prior knowledge
6	35	6.13	Image-based (map), prior knowledge
6	36	6.57	Image-based (Graphic Organizer), prior knowledge
6	37	6.18	Text-based
6	38	6.14	Text-based, drawing conclusions
6	39	6.64	Text-based, prior knowledge
6	40	6.35	Image-based, prior knowledge
6	41	6.01	Image-based, prior knowledge

6	42	6.42	Stand-alone
6	43	6.52	Image-based, prior knowledge
6	44	6.29	Text-based, prior knowledge
6	45	6.39	image-based
6	46	6.46	Image-based, prior knowledge
6	47	6.68	Text-based, prior knowledge
6	48	6.12	image-based
6	49	6.33	Stand-alone
6	50	6.16	Text-based, prior knowledge
6	51	6.47	Text-based, prior knowledge
6	52	6.63	Stand-alone
6	53	6.45	Stand-alone
6	54	6.22	Image-based, prior knowledge
6	55	6.04	Image-based, prior knowledge
6	56	6.47,6.54	Image-based, prior knowledge
6	57	6.61	Stand-alone
6	58	6.29	Stand-alone
6	59	6.13	Stand-alone
6	60	6.01	Image-based, prior knowledge

# 7th Grade Practice Test Guide

Grade Level	Item Number	Standard	Type of Question
7	1	7.10	Image-based, prior knowledge
7	2	7.58	Image-based (map), prior knowledge
7	3	7.13	Text-based, prior knowledge
7	4	7.40	Stand-alone
7	5	7.61, 7.62	Text-based, prior knowledge
7	6	7.22	Image-based (Graphic Organizer), prior knowledge
7	7	7.37	Image-based (timeline), prior knowledge
7	8	7.20	Stand-alone
7	9	7.74	Image-based (map), prior knowledge
7	10	7.55	Text-based, prior knowledge
7	11	7.71	Text-based, prior knowledge
7	12	7.62	Text-based
7	13	7.02	Image-based, prior knowledge
7	14	7.56	Text-based, prior knowledge
7	15	7.64	Stand-alone
7	16	7.16	Text-based
7	17	7.54	Text-based, prior knowledge
7	18	7.28	Stand-alone
7	19	7.72, 7.75	Image-based, prior knowledge
7	20	7.61	Image-based, prior knowledge
7	21	7.74, 7.75	Text-based
7	22	7.09	Stand-alone
7	23	7.38	Image-based (map), prior knowledge
7	24	7.63	Text-based
7	25	7.17	Text-based, image-based
7	26	7.28	Image-based (map), prior knowledge
7	27	7.73	Text-based
7	28	7.60	Text-based
7	29	7.56	Stand-alone
7	30	7.58	Text-based
7	31	7.38	Text-based, prior knowledge
7	32	7.24	Stand-alone
7	33	7.31	Text-based, prior knowledge
7	34	7.72, 7.74	Text-based, prior knowledge
7	35	7.63	Text-based, prior knowledge
7	36	7.57	Text-based, prior knowledge
7	37	7.69	Image-based, prior knowledge
7	38	7.34	Image-based (Graphic Organizer), prior knowledge
7	39	7.71	Text-based, prior knowledge
7	40	7.03	Image-based (map), prior knowledge
7	41	7.13	Image-based (map), prior knowledge

7	42	7.42	Image-based (Graphic Organizer), prior knowledge
7	43	7.55	Text-based, prior knowledge
7	44	7.39	Text-based, prior knowledge
7	45	7.43	Text-based, prior knowledge
7	46	7.53	Text-based, prior knowledge
7	47	7.51	Image-based (Graphic Organizer), prior knowledge
7	48	7.32	Image-based (map), prior knowledge
7	49	7.02	Image-based (map), prior knowledge
7	50	7.07	Image-based (map), prior knowledge
7	51	7.61	Text-based
7	52	7.57	Text-based
7	53	7.63	Image-based (map), prior knowledge
7	54	7.58	Image-based (map), prior knowledge
7	55	7.01	Text-based
7	56	7.74	Image-based (map), prior knowledge
7	57	7.54	Stand-alone
7	58	7.67	Image-based (Graphic Organizer), prior knowledge
7	59	7.71	Image-based (map), prior knowledge

# **Module 3**

## **Writing with a Rubric**



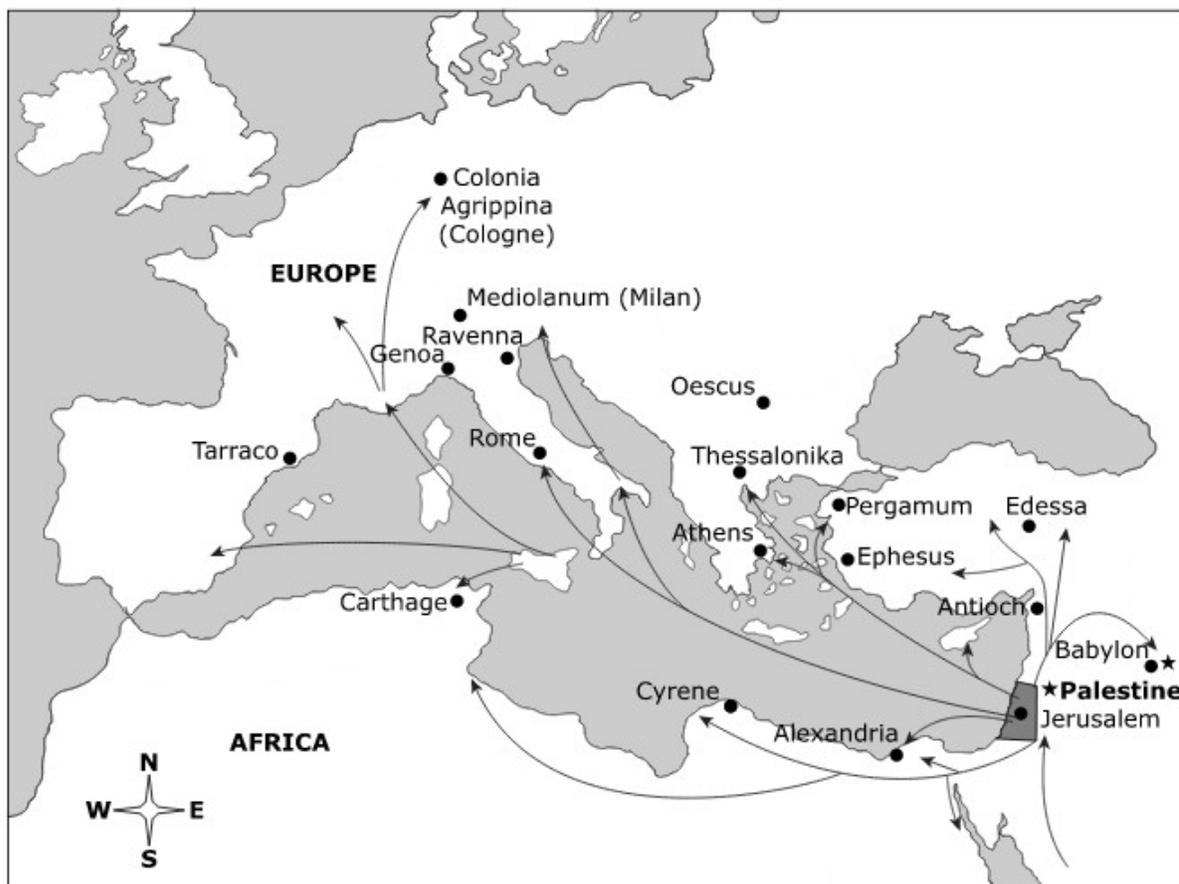
# 6<sup>th</sup> Grade Extended Response Practice Prompt

GRADE 6 SOCIAL STUDIES PRACTICE TEST / SECTION 2 / 1 OF 1

The map and the excerpt below relate to the Diaspora of the Jews after the destruction of the second temple in Jerusalem in 70 A.D.

Explain the effects of the Jewish Diaspora on Judaism and the Jews.

- What caused the Diaspora?
- What steps did Jewish leaders take to assure that Judaism survived the Diaspora?
- What were the results of those efforts?
- Use evidence from the information below and your knowledge of the history of the ancient Middle East to support your answer.



KEY	
←	Jewish routes
●	Major Jewish settlements, 500 A.D.
★	Sources of Jewish authority

The year 70 of the present era saw the capital city of Jerusalem a smoking ruin, the Temple a heap of ashes. Those Jews who had not laid down their lives for their country in the unequal struggle with the mighty armies of Rome, lived to be the victims of an unhappier fate. . . . The once beautiful country of Judea lay desolate, almost without inhabitants. Now the conquerors divided it into lots to be sold to the highest bidder or to be given as the spoil of war to the Roman soldiers.

Throughout the world the Jews were in despair. The great Jewish communities in Syria and Persia, in Egypt and in Babylon, the Jews in Rome and in Europe generally, who, until now, had turned reverently for instruction and guidance to Jerusalem, to the Temple, were overwhelmed with grief. . . . Nation [and] Temple . . . gone, what was to become of Jews and Judaism? . . .

. . . There were at this critical period men who had the foresight to see, above the raging storm that swept their time . . . who had the devoted courage to give their lives to the consecrated work of carrying on the Word of God to coming generations.

Foremost among these was Jochanan ben Zakkai. . . .

. . . He realized that Judaism was not bound up with the Temple, to perish with it. He taught the people that, although the service of sacrifice was at an end with the fall of the Temple, the service of love, the practice of deeds of loving-kindness, would take the place of the burnt-offerings. Was it not written, "Mercy I desire, not sacrifice?" The word of God they still had—they would always have. . . . Thus did Jochanan ben Zakkai share the vision of the prophets of a Judaism that should be a world-religion, not inseparably associated with any one place, however sacred, but spread freely over the whole earth. Comforted and inspired by him, the people faced the future more hopefully. The Temple gone, he showed them that the Law should take its place. . . .

. . . The fall of the Temple made inevitable many new adjustments, many modifications of old, time-honored laws. . . . In this way Jochanan and his associates . . . became the acknowledged spiritual leaders of the Jews throughout the world, who willingly followed their decisions. And in this way, scattered though they were, the Jews of the world were united in thought and feeling.

—Adele Bildersee, *Jewish Post-Biblical History Through Great Personalities*, 1918

**Source: Public Domain**

## 6<sup>th</sup> Grade Extended Response Exemplar

### Exemplar

The Jewish Diaspora had several causes. A civil war among Jewish groups and the destruction of Jerusalem and the Jewish Temple by the Romans started the migrations. Many Jews revolted against their harsh treatment by the Romans, but their revolt was unsuccessful, and the Jews that survived were sold into slavery and dispersed from Palestine and Jerusalem to countries in Africa and Europe. This had a tremendous impact upon the Jews. Jerusalem was the center of Judea, their home for over a millennium. The scattering of the Jews that resulted from the Diaspora forced the Jews to find a means by which to define themselves and their faith beyond the physical location of their historical origins.

Jewish leaders like Jochanan ben Zakkai realized that Judaism was not bound up with the Temple, “to perish with it.” They adapted their faith so it was no longer centered on the Temple and thus could be practiced anywhere. The Jews still had “the word of God.” So their leaders determined that since the Temple was gone, “the Law should take its place.” Judaism changed from a religion centered on sacrifice led by the priests of the Temple to one based on the study of the law, or Torah, under the guidance of scholars, known as rabbis.

Their leaders also realized that with the destruction of the Temple, new centers would need to be established. Babylon and Palestine became new centers of rabbinical authority. Teachers and schools emerged that became centers of knowledge. Men devoted their lives to the work of preserving the Jewish faith. The Torah and the study of the Jewish law assured the continuation of the Jews and Judaism for the “coming generations.” The result was a religion that had a worldwide impact.

# 7<sup>th</sup> Grade Extended Response Practice Prompt

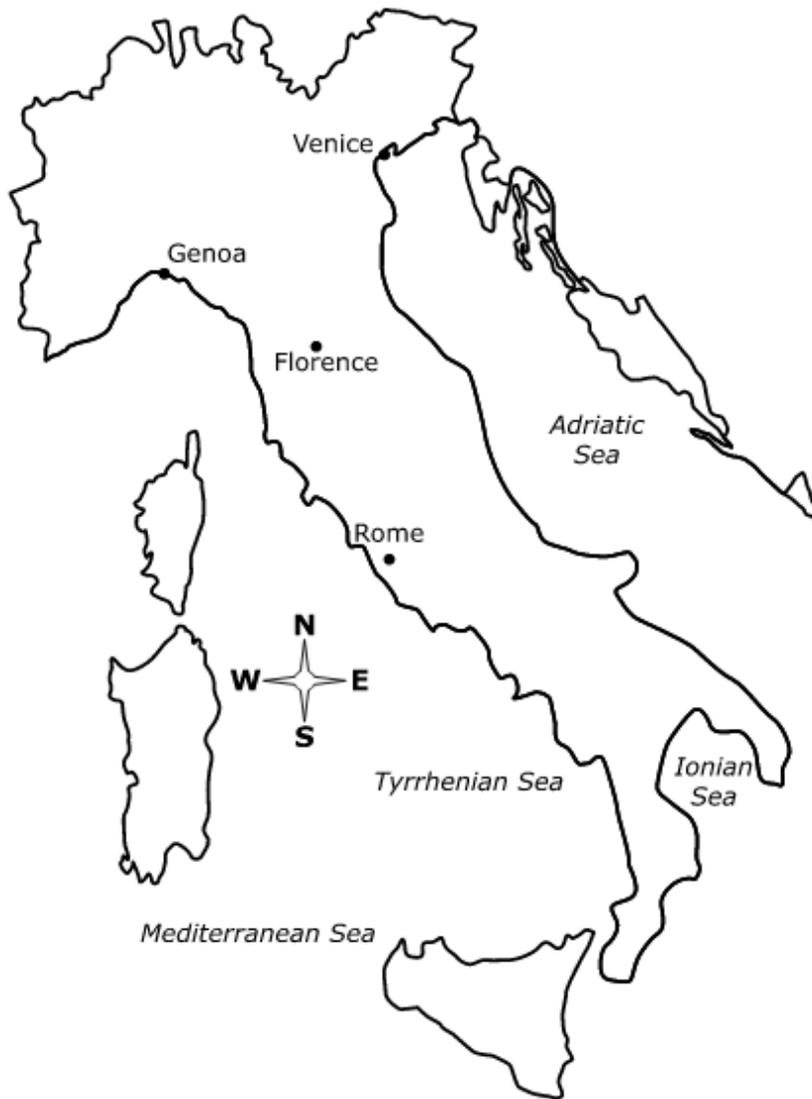
GRADE 7 SOCIAL STUDIES PRACTICE TEST / SECTION 2 / 1 OF 1

The map and the excerpt below are about the first head of the Medici family of the Italian city-state of Florence.

Explain how the location, political system, and economies of the Italian city-states were different from those towns and cities in other parts of Europe.

- How do those differences help explain why the Renaissance started in the Italian city-states instead of elsewhere in Europe?
- Use evidence from the information provided and your knowledge of world history to support your answer.

### Florence and the Other Italian City-States, ca. 1500



It is difficult to recognize Cosimo de' Medici as a statesman. . . . For it may seem to us no great achievement for a man to make himself master of a little city-state, with a few thousand inhabitants. . . .

. . . Florence was far more independent . . . than the medieval . . . towns. . . . And Florence was more than a state, she was even in miniature an empire, since she ruled over several subject towns. . . .

Florence, too, was a commercial state; the possession of land was . . . the least important part, of wealth. . . .

The political conditions in which Cosimo had to work were largely those of modern, not of medieval politics. . . . The position of the Pope was hardly distinguished from that of the head of a secular state; feudalism had ceased to be a force in politics.

—*Cosimo de' Medici*, Katherine Dorothea Ewart Vernon, 1899

**Source: Public Domain**

The passage below discusses information from a book by Niccolò Machiavelli on the history of Florence.

Lorenzo de' Medici deserves much of the credit for making Florence a leading city of the Italian peninsula. He devoted himself to the development of the city and of his own family. For the city, he used the abundant vacant land to lay out new streets and line them with houses. Under his direction, the city was enlarged and beautified. His concern for the recent wars in which Florence was involved led him to fortify the castle of Firenzuola. He undertook this effort to assure greater quiet and security. The improved fortress would be able to resist and combat its enemies at a greater distance from the city. He also began the restoration of the Poggio Imperiale in the mountains towards Bologna in the direction of Siena. It too was fortified in the latest designs of the time.

In peaceful times, de' Medici was a great patron of anyone that excelled in any art, as well as of scholars and of learning. He sponsored activities to entertain the citizenry and keep them united. Festivals that included jousts, archery, and feats of bravery from earlier times became popular among the people. He worked to maintain the growing economy of the city and to honor nobility and the wealthy. In short, he worked tirelessly to promote Florence and its citizens.

## 7<sup>th</sup> Grade Extended Response Exemplar

### Exemplar

The Italian city-states were ruled by wealthy merchant families like the Medici. Their source of political power was their immense wealth from banking and controlling long-distance trade. The location of the leading city-states on key water routes gave them access to important trade routes. This location gave them connections throughout Europe and beyond. The wealth from trade allowed them to hire standing armies to protect their territory. They also collected taxes, which helped them improve the city and pay for the army and the bureaucrats that ran the city.

This situation was different from the structure in the rest of Europe where feudalism was still in force. Under feudalism, warrior families ruled. Their political power was based on ownership of all the land and their military prowess. In the feudal political system, peasants owed allegiance to the nobles. They “paid” a portion of the crops they grew on the nobles’ land in exchange for military protection. The few towns that existed under the feudal system were much smaller and owed their existence to the nobles that ruled the countryside.

The economy in the Italian city-states was more prosperous than the economy under feudalism. It was an urban commercial economy based on long-distance trade, which was far more profitable than the small-scale peasant farming associated with the feudal system. Merchants sold goods imported throughout the continent. This process made the economy money-based rather than a bartering economy. Accumulating and using money made the influence of the Italian leaders far-reaching.

The Renaissance likely started in the Italian city-states because their political and economic systems were more efficient than those of the rest of Europe, which was still under feudalism. The resulting stability and wealth made them prosperous enough to provide patronage for the artists and thinkers that started the Renaissance. In many cases, they attracted artists and thinkers from Europe and beyond. Additionally, the worldly patrons encouraged a spirit of creation and discovery.

# U.S. History and Geography Extended Response Practice Prompt

2015 EOC US HISTORY PRACTICE TEST / SECTION 2 / 1 OF 1

The excerpts below address the presidential election of 2000, the 14<sup>th</sup> Amendment of the Constitution, and the Supreme Court decision in *Bush v. Gore*. The table below contains the 2000 presidential election results.

Explain the Supreme Court decision that decided the 2000 election.

- Why did the case revolve around voting rights and the Equal Protection clause?
- How did the decision impact future elections?
- Use evidence from these sources and your content knowledge to support your answer.

Florida also discounted 175,000 improperly cast ballots, which came disproportionately from African-American districts. Outdated equipment and poorly designed ballots were faulted. Some counties in Florida used new optical-scan machines, while others used decades-old punch cards, lever machines, and paper ballots. Confusing “butterfly” or “caterpillar” ballots—where names of candidates were listed on multiple pages—also made it hard for people to be sure they had voted for the candidate of their choice. Some ballots were disqualified for “overvotes,” selecting too many candidates, while others had incomplete punches such as dimples and “hanging chads.” The automatic recount did not re-evaluate the discounted ballots, and on November 26, the Florida Secretary of State certified that Bush had won the state by 537 votes. Bush accepted the results and appointed a transition team. Gore demanded a hand count. The election was not yet over.

Working on a laptop computer out of the Vice President’s mansion, Gore gathered the latest political reports and plotted his legal and political strategy. *Gore v. Harris* went to the Florida State Supreme Court, which ruled unanimously in Gore’s favor for a full statewide review of all the “undercounted” ballots. Bush’s attorneys appealed to the U.S. Supreme Court, which on December 12, ruled 5 to 4, in *Bush v. Gore*, that insufficient time remained to conduct a recount that would not violate the equal protection clause of the Constitution.

**Source: Public Domain/U.S. Senate**

14<sup>th</sup> Amendment  
Section 1

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States, and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

**Source: Public Domain/U.S. National Archives and Records Administration**

Having once granted the right to vote on equal terms, the state may not, by later arbitrary and disparate treatment, value one person's vote over another.

**Source: Public Domain/U.S. House of Representatives**

**2000 Electoral Votes**

	George W. Bush Republican	Al Gore Jr. Democrat
Popular vote	50,456,062	50,996,582
Electoral vote	271	266
Florida popular vote	2,912,790	2,912,253
Florida electoral votes	25	0

**Source: Public Domain/U.S. National Archives and Records Administration**



10000

## U.S. History Extended Response Exemplar

### Exemplar

The election of 2000 was historic in many ways. First of all, it was one of the few presidential elections in which the candidate that won the popular vote did not win the majority the electoral college votes. More importantly, it is the only presidential election where the Supreme Court directly affected the outcome. The main issue in the election was the counting of votes in Florida, where only 500 or so votes separated the candidates. However, there were irregularities in the voting due to different voting machines, and Al Gore wanted the votes recounted. Though the courts initially ruled in Gore’s favor to ensure that no voters were accidentally disenfranchised, the Supreme Court overturned the decision, ruling that the recount must stop.

The Supreme Court argued that although the Constitution requires that the right to vote be protected, voting rights do not end once the vote is cast. Since the state did not have a clear, statewide procedure for recounting the votes, the Court argued that the recounting process might disenfranchise voters in a random way by valuing “one person’s vote over that of another.” The decision explained that statewide consistency was necessary, both in voting and in the recounting process. Recounting the votes without consistent procedures would violate the equal protection clause of the Constitution. Therefore all of the votes must be recounted or none of them, and there was not time to recount them all.

As a result of the election and the Supreme Court decision, many states revisited their voting procedures. In doing so, many states adopted statewide procedures for voting. This eliminated the situation that had arisen in Florida in which different districts were using different methods or machines for voting. Many states also created standardized procedures for recounting votes in the case of disputed elections.

**TN SS Extended Response Rubric Grade 8-U.S. History**

<b>Score</b>	<b>Social Studies Content</b>	<b>Literacy in Social Studies</b>
<b>4</b>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, through clear, focused explanations and thoughtful analysis.</li> <li>• Demonstrates a comprehensive, focused understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question.</li> <li>• Addresses all aspects of the question.</li> <li>• Cites evidence from the stimulus (or stimuli) to support all facets of the response.</li> <li>• Consistently exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or conclusions.</li> <li>• May include minor content errors that do not reflect a misunderstanding of primary social studies concepts.</li> </ul>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Focuses on topics or makes claims directly related to the question.</li> <li>• Introduces the topic or claim with accuracy and clarity.</li> <li>• Provides an analysis of the topic or claim consistently using relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Creates cohesion and clarity of relationships among ideas and concepts.</li> <li>• Utilizes appropriate social studies terminology to inform about or explain the topic.</li> <li>• Establishes and maintains an objective tone.</li> <li>• Provides a conclusion that follows from and is supported by the information or explanation presented.</li> <li>• May contain minor errors in grammar and mechanics that do not detract from overall comprehensibility.</li> </ul>
<b>3</b>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, through adequate explanation and analysis.</li> <li>• Demonstrates a general understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection referenced in the question.</li> <li>• Addresses many aspects of the question.</li> <li>• Cites evidence from the stimulus (or stimuli) to support some facets of the response.</li> <li>• Frequently exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or predictions.</li> <li>• May include content errors that indicate a minor misunderstanding of primary social studies concepts.</li> </ul>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Focuses on topics or makes claims generally related to the question.</li> <li>• Introduces the topic or claim with adequate clarity.</li> <li>• Provides an analysis of the topic or claim frequently using relevant facts, definitions, details, or other information and examples.</li> <li>• Identifies relationships among ideas and concepts.</li> <li>• Misuses some social studies terminology, creating minor flaws in the information or explanation of the topic.</li> <li>• Establishes and maintains an objective tone.</li> <li>• Provides a conclusion that offers some support for the information or explanation presented.</li> <li>• Produces information generally appropriate for the task, purpose, and audience.</li> <li>• May contain a few errors in grammar and mechanics that detract little from overall comprehensibility.</li> </ul>

2	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates some historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, but explanations often lack depth and detail, and analysis lacks focus and clarity.</li> <li>• Demonstrates a partial understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question.</li> <li>• Addresses few aspects of the question.</li> <li>• Cites little evidence from the stimulus (or stimuli) to support the response.</li> <li>• Occasionally exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or conclusions.</li> <li>• May arrive at an acceptable conclusion, but the response might be incomplete, contain content errors, or misuse social studies terminology.</li> </ul>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Focuses on topics or makes claims partially related to the question.</li> <li>• Introduces the topic or claim, but with limited clarity.</li> <li>• Provides an analysis of the topic or claim occasionally using adequate support of facts, definitions, details, or other information and examples.</li> <li>• Describes some of the relationships among ideas and concepts.</li> <li>• Misuses social studies terminology.</li> <li>• Establishes an objective tone, but introduces some unsupported conjectures.</li> <li>• Provides a conclusion with little support for the information or explanation presented.</li> <li>• Produces some information inappropriate to the task, purpose, or audience.</li> <li>• May contain errors in grammar and mechanics that partially detract from overall comprehensibility.</li> </ul>
1	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates little to no historical awareness, such as an understanding of chronological placement, historical trends, and historical decision-making, with explanations that contain little depth and detail, and analysis that has little focus or clarity.</li> <li>• Demonstrates little to no understanding of the content strand(s)—geography, culture, economics, politics, history, and Tennessee connection—referenced in the question.</li> <li>• May address some of the elements of the question, but the conclusions are inadequate or inaccurate.</li> <li>• Rarely exhibits proper use of historical data related to the question, such as comparing and contrasting information, explaining cause-and-effect relationships, and supporting inferences or conclusions.</li> <li>• May contain many content errors, flaws in reasoning, or misuse of social studies terminology.</li> </ul>	<p><b>The student response:</b></p> <ul style="list-style-type: none"> <li>• Focuses on topics or makes claims unrelated to the question.</li> <li>• Fails to introduce the topic or claim or introduction lacks clarity.</li> <li>• Provides an analysis of the topic or claim using little or no support of facts, definitions, details, quotations, or other information and examples.</li> <li>• Fails to describe relationships among ideas and concepts.</li> <li>• Misuses social studies terminology.</li> <li>• Fails to establish and maintain an objective tone, introducing opinions and unsupported conjectures.</li> <li>• Fails to provide a conclusion that contains support for the information or explanation presented.</li> <li>• Produces information inappropriate to the task, purpose, or audience.</li> <li>• Contains errors in grammar and mechanics that detract from overall comprehensibility.</li> </ul>

# 6<sup>th</sup> Grade Writing Samples

## Sample A

There was a time period where the Jews were spread across Europe. This had happened because first the Jews were exiled from Jerusalem, their capital city, by the Babylonians. Then, after the exile was over, they tried to return back to their home city. They were conquered by the Romans and they tried to rebel but they were stopped. they got their second temple burnt down and spread across Europe. this event was called the Diaspora.

The Diaspora was an event where the Jews were scattered across Europe. Diaspora in Greek means scattered and the Jews scattered because the Romans had conquered them and burned their temple so the Jews tried to escape by scattering. The Jews scattered to Greece, Egypt, Rome, and Babylon and stayed there for a while. the Jews have tried to fight back, but the Romans were too strong for them. Also since there was no temple the Jews could worship at and started to worry leaders.

Leaders were worrying that many Jews would forget their religion so that had to act fast to save Judasim. They started by making synauges or meeting places. Here, Jews could pray for God and worship their religion. They also started spreading their religion so it could be passed on through generations and never be forgotten. These efforts also helped Jews gain their contry back.

These efforts had a great impact on the Jews. After a few decades they gain their country back. They also save Judasim from being forgodden forever. These effort also gave them some freedom, at least for a few decades. Even though they had their contry some were still scattered.

## Sample B

Around 70 A.D., the city of Jerusalem was destroyed and was divided up to be sold. This caused many Jews to leave and settle at many different places around the world. They mostly went to Europe, Africa, and Asia. This time period was known as the Diaspora, another word for scatter. Not only was the city destroyed, but the whole country of Judea. Everything that most of the Jews had ever known just lay there, in ruin.

Although they were angry, this inspired and motivated them to work hard to keep their religion. They believed that Judaism should be a world-religion. Jochanan ben Zakkai was one of the many people who kept the religion going.

Many Jews around the world would meet in synagogue to worship, pray, and discuss scriptures. Joachanan became known as one of the Jewish leaders. All the Jews followed his decisions. Their biggest goal was to spread the word of God to many different generations. Although the temple was gone, they still found a way to worship, even if they weren't all together. Judaism is still practiced today, and many Jews live in the United States and Israel.

## Sample C

War against Rome was how the diaspora caused because they were divided because the Roman army defeated the Jewish army and they were often sold or spread out far from their homeland.

The Jews were in great despair some of the Jewish communities were scattered around in Syria, Persia, Egypt also Babylon but the Jews in Rome and even in England had turned relevantly for instruction and guidance to Jerusalem. To the temple that over reared in grief but that temple was supposed to go to the Jews and Judaism.

They realized that was not bound up in the temple, but they wanted their temple to perish with them. But he taught the people that although the sacrifice was at an end with the fall of the temple with the service of love, the practice deeds of loving kindness, would take the place of the burnt offerings.

## Sample D

The Diaspora was caused by the rebellion of the Jews. They were forced to be slaves and live harsh conditions. So the Romans sent them off. They scattered everywhere. They did not stay together and it was hard to keep track of all of them. But they still kept their religion strong.

The Jewish leaders made sure of that. Even though they did not have their temple, most of them just had to practice where they were at. They kept it going strong wherever they were. They would pray to their God. Then they would have to make their sacrifice with animals.

Now their religion still remains strong. They still practice it and they are even still scattered. They live mainly in the US. And Israel but everywhere in the world there are more than likely Jews today. A good majority live in Europe. and just a few live in Africa. The source of authority was in Palestine and that's where a bunch had scattered from.

In conclusion, The Diaspora and the keeping of a religion were hard to maintain to the Jews. Even when they scattered they still kept their religion and kept it going strong.

## Sample E

The Jews had a rough time in 70 A.D. when the romes attacked their temple in Jerusalem. They Jews once lived throughout the Babylonian empire. Their communities outside the Land of Israel became to be known at the Diaspora. But many empires began to conquer Israel. After the Perian empire conquered Israel and many other regions, the Jews took their Judaism with them and settled in all of these regions.

Suddenly Roman soldiers burned the Jew's Temple in capital city of Jerusalem. The Jew's Temple was one of the most important thing in the world to them. Their religion of the Jews looked hopeless. Throughout the world the Jews were sad, weak, and hopeless.

But the Jewish leader Jochanan ben Zakkai realized that the religion of Judaism was not held together in the Temple to perish with it. He taught the Jews that even though the lost the Temple, does not mean that they grow hopelessly. He said the word of God they still had—and that they would always have with them, and not because the Temple burned down does not mean they forget about Judaism. The Jews took his advice and started over again.

Now Jews live everywhere in the world.

## Sample F

The year 70 of the present era saw the capitol city of Jerusalem a smoking ruin, the temple a heap of ashes. Those Jews that hadn't laid down their lives for their country in the unequal struggle with the strong, mighty armies of Rome, lived to be victims of an unhappy fate. The once beautiful city of Judea now lays in desolate, almost without inhabitants. After the city of Judea was gone Jews scattered to Europe and Asia mostly. That is called Diaspora. The major Jewish settlements, 500 A.D. were: Mediolanum, Tarraco, Genoa, Ravenna, Oescus, Thessalonika, Pergamum, Edessa, Ephesus, Antioch, Cyrene, Alexandria, Colonia, Agrippina, Carthage, Athens, and Rome. There was also sources of Jewish authority which are: Palestine and Babylon.

## Sample G

The Diaspora was caused by Rome. Israel had been conquered many times. One day however, the israelites were tired of being overthrown all the time. But, with Rome in the way, Israel didn't stand a chance and was quickly defeated, and its people scattered. Now Israelites were all in Northern Africa and Europe.

Jewish leaders tried their hardest to keep Judaism alive. They would explain how the temples weren't needed to keep the word of God alive. They would explain how their service of love couldn't end just because they were beaten by Rome. They would worship wherever they were, and whenever they could.

The efforts that Jewish leaders put into keeping Judaism Alive were successful. They worked hard to keep Judaism in good condition. These Jewish leaders are the reason that Judaism. They fought hard for their people, and that's what kept them strong!

With Israel fighting back Rome needed to show dominance and scattered the Israelites all over Europe and Northern Africa. This caused the Diaspora where Jews had to find alternatives to worship their God. They would go to smaller buildings and have a safe place to worship. The Romans may have killed the Jews spirits but they would never take away their faith!

## Sample H

The Diaspora was a period of time in which the Jewish religion was scattered all over the face of the earth. The Diaspora was started when the Romans demolished the city of Jerusalem. They exiled the Jews until little to no inhabitants were still in Jerusalem. Now, the Jewish people were scattered and they looked to their leaders for help.

At this critical time period the Jewish leaders simply taught the people the ways of Judaism. Through this method they spread the ways of Judaism to the world. Later in time a Jewish leader named Jochanan ben Zakkai told the people that they still had the word of God. In all, Jewish leaders were able to continue Judaism.

The effects of these efforts were seen quickly by the people and the Jewish leaders. With many new adjustments the Jews still kept to their religion and believed in God. Even when their ancient laws were destroyed they still made rightful decisions. All in all, the Jews kept strong in faith even though they were separated from each other.

The Jews had many obstacles yet through their raging storm they were united. The Jews continued to follow their leaders willingly. Even with the temple gone the Jewish people were connected by their very thoughts.

## Sample I

The causing of the Diaspora was when Jews got conquered by the Romans. Even though the Jews were spread out they found ways to learn about their religion. One of the Jewish scholar had asked if Rome would build a place where they can learn their religion. The two main sources of Jewish authority was in Babylon and Palestine. The results of the Diaspora is that the Jews did not give up on keeping their religion alive or the dream of going back to their homeland.

## Sample J

The Diaspora was a very important yet tragic event in history. There were many things that led up to the Diaspora. Also many events took place because of the Diaspora.

Many different events caused the Diaspora to take place. The biggest event was the Babylonia Exile. After the Babylonian Exile Jews were scattered everywhere. Then when the Greeks took over they were even more scattered. Finally Rome took over and made the Jews even more scattered. It is clear that many events led up to the Diaspora.

Even though Jews were separated Jewish leaders tried to help Jews survive the Diaspora. Religion was very important to the Jews but both their temples were destroyed. To fix the problem Jewish leaders made a building called a synagogue where they would meet up and pray. Because of this action Jews could keep religion and they could meet up and stay connected. Also Jews had to move around a lot to stay protected and safe. This resulted in them becoming even more separated. It is clear that Jewish leaders did many things that had positive and negative effects.

It is clear that the Diaspora was a tragic event that caused a lot to happen. Also many different events occurred that caused the Diaspora.

# 7<sup>th</sup> Grade Writing Samples

## Sample A

The Renaissance was established in Italian city-states. The location, political system, and economics were different from the towns and cities in other parts of Europe. The differences are some of the reasons the Renaissance started in the city-states, rather than elsewhere.

The location in the Italian city-states were on a peninsula. The peninsula was a perfect place to have trade docks and markets because it could easily import and export items. In Europe, unless you lived close to shore, you didn't have any oceans to sail. So the Europeans used trade routes to travel and trade.

The Renaissance political system and their economies were used differently from Europe's systems'. Renaissance systems changed and differed from Europe's feudalized, medieval practice. The Renaissance was a commercial state and modern. The pope did not have all control and feudalism ceased.

## Sample B

How do the differences help explain why the Renaissance started in the Italian city-states instead of elsewhere in Europe. Because Leonardo de Vinci went to Italy and spread what he knew not what he had learned from the teachers. They also traded art and things to each other. Which is also why the Renaissance started in Italy. Leonardo de Vinci had taught the people how to do what he knew. They traded art like paintings that was painted by famous people. They also traded some solutions, the ones people wanted to trade for. Many of the Medici family went back and forth and when they were over there they talked about there religion and about the culture. That is some differences help explain why the Renaissance started in the Italian city-states instead of else wher in Europe.

## Sample C

The location, political system, and economies of the Italian city-states were different from those towns and cities in other parts on Europe. Due to this, the Renaissance formed in these city-states. The Medici Family, also, played a major role. the location was very different then the other towns. Lorenzo de' Medici used the "abundant vacant land to lay out new streets and line them with houses." He enlarged and beautified Florence. This played a major role concerning why the Renaissance started in the city-states. Artists started to see new beautiful surroundings and started sculpting, painting, and building things that were just as beautiful. They became inspired.

"The political conditions in which Cosimo had to work were largely those on modern, not of Medieval politics" (Katherine Vernon). The pope was hardly different from that of the head of a secular state. Feudalism was no longer a force in Politics. These large changes led to the forming of the Renaissance. The artist city-states didn't have to paint, draw, or sculpt religious paintings. They could be self-expressive. Amazing artist painted beautiful paintings that were non-religious.

The economies of the Italian city-states was growing. Lorenzo de' Medici worked to maintain the growing economy of the states. The growing economy brought more wealth and more people to the states. The Renaissance formed due to this. With more people and more wealth it opened windows of opportunity.

## Sample D

Since, Italy had the rich education and trading from Mediaterian. They had the knowledge from early Rome. Florence had art and people loved seeing Art. Art had started in Florence and spread though out Italy to Europe. Trade was one thing that help spread the Renaissance to Europe.

Patoriting started in Florence and was getting popular. One family became the wealthiest families in Florence, The Medici. Medici's loved art and wanting it, they would pay artist like Michelangeo to make art. Michelangeo was their artist they would Patroitien to get art. Patroitien means you can get paid to make art and don't have to spend money.

People would pay for their materials For their art to be made. Medici's, became wealthy for patoriting artist and from banking. Florence was art city also banking became popular and spread through Europe.

One most famous artist in the Renaissance was Lenedaro Da Vinci, a Italian artist moved to Florence to start his art career. Da Vinci's most famous know painting was The Moano Lisa, he put realstic detail on her. Her eyes are looking at you from any direction. Another painting is The Last Supper, it took over 3 years to paint, Da Vinci used new paint overtime it started to chip. Da Vinci was an inventor, astormeist.

The Renaissance wasn't in Art aso, science, literature. Science wasn't the same as today people were discovering things we know. literature was growing in Florence and going to Europe. Writing books about humanism and the church. Also, three new philosophy were made humanism, spealism, realism. everyone was discovering new things for themselves. The Catholic Church was against humanism.

Renaissance, was the new start of things we know today and learn, discoveries. Art, literature, science all grew from the Renaissance. They grew from classic works from Greek and Roman work. Renaissance made history for today and philosophy. It was good there was some bumps through the way but, it made our history. From Florence to Europe through trade. Everything got a new start to making history.

## Sample E

Italian city-states had several unique aspects that made them very different from other European towns and cities. They had a location, political systems, and economies that shared little similarities with anything else. These differences helped enable the Renaissance, or revival of Greek and Roman learning.

Italian Geography was a key role in the establishment of the Renaissance. Italy is a large peninsula that stretches into the Mediterranean Sea. Because of its access to water, Italy was able to trade with other civilizations and gain knowledge from them. The fact that cultural diffusion—the spread of ideas—was caused by Italy’s geography shows that location helped bring about the Renaissance.

The political system of Italy was also a major force in the creation of the Renaissance. Unlike most European cities, which used the Feudal system, a political system which, in essence, made land the source of all money, Italy’s political system focused on the production and trading of goods, and “...the possession of land was...the least important part of wealth.” This helps show that the Renaissance originated in Italy because, as seen from my previous evidence, Italy had a more free-thinking society with trade, whereas other cities had peasants that were eternally “tied to the land.”

The last characteristic of Italian city-states that other cities did not have was its very successful economy. In contrast to the dull, povert, agrarian societies of Europe, city-states such as Venice had grown wealthy due to the trading and bank industries. Cities were beautiful, and people were educated. Now that money was no longer a major issue, topics that required higher-order thinking, such as art and philosophy, were delved into. This bloom of creative ideas’s origin in the bountiful economy of Italy helps the idea that Italy’s economy helped establish Renaissance beliefs.

Italian city-states were unique. In a land of ignorant cities, they stood out as centers of trade, culture, and learning. These characteristics made them the perfect breeding grounds for a revolution and rebirth of creativity—the Renaissance. Without its perfect line-up of events, Europe may have stayed in the dark forever.

## Sample F

Florence was very likeable because of good builders/designers such as Lorenzo de' Medici. As stated in the text "Lorenzo de' Medici deserves much of the credit for Florence a leading city of the Italian peninsula." Lorenzo devoted lots and lots of time and hard work to the development of, the city. as stated in the text, "Florence was far more independent than the medieval towns." One reason we know that is because of trade made it even better.

## Sample G

The location of the Italian city-states were different and better than Europe because they had great access to many surrounding seas. This was important because these bodies of water were very popular trade routes. Also, the Medici family started the idea of a patron. They would sponsor their favorite artist in exchange for some form of art. They also sponsored scholars and activities.

They helped explain it by showing how much more the Italian city-states had to offer. Such as the Medici family, many surrounding seas, and the idea of Patrons. The surrounding seas, as stated on the map, are the Adriatic Sea, the Tyrrhenian Sea, Ionian Sea, and the Mediterranean Sea.

## Sample H

The location, political system, and economies were three key reasons why Italian and Europe's towns/cities were different. In these reasons are why the Renaissance started in Italy.

The location of Italian states gave them an edge over medieval states. Italy is a peninsula that juts out in the Mediterranean sea. Because it is out in the sea, the Italian states were in the middle of a very important trade route.

Their political systems were different from each other in a big way, the papacy didn't rule Italy. As the passage says, "The position of the pope was distinguished from secular states, feudalism was not a force in politics." This means that the pope didn't control Italian states.

Finally, economies were a major difference in the states. In Italy major artists, such as Da Vinci, made Florence a rich and wonderful city. While in Europe many cities were ugly and made for defence.

In conclusion, the Renaissance started in Italy because of 3 main reasons, location, political system, and economies. In all of these ways Italy was better than Europe for the "rebirth" to begin.

## Sample I

The location, political system, and economies of the Italian city-states were different from those towns and cities in other parts of Europe. People could trade over the mediterranean sea. The Italian city states were more independent.

The location of the Italian city states were different than in any other parts of Europe because they were really close to the mediterainian sea. The city states could then trade with other parts of Europe and other countries. The Italian city states were close to the Adriatic, Tyrrnenian and Ionian Sea.

The political system of the Italian city states were different because they were modern. The position of the pope was hardly argued. Feudalism was a "force in politics," as stated in the text.

The Medici family was wealthy family and they could build churches and other buildings. The Italian city states were far more independent then in any other place in Europe. that is why the economy was different.

Those differences help explain why the Renaissance started in Italian city states instead of elsewhere in Europe. The Renaissance started in the Italian city states because they ad wealth, a good political system, and a great economy.

## Sample J

The Medici family ruled over Florence, Italy for a long time. Florence was only accessible by land but was close to the sea. Art was flourishing in Florence during the Renaissance. The government was no longer controlled by the Pope or a lord. Merchants set up all through the Mediterranean sea came to trade with merchants from Florence. Florence is completely surrounded by land. It also has independence from other city-states. It traded with other Italian city-states since it was practically between them all.

# World History Practice Test Coorelations

Grade Level	Item Number	Standard	Type of Question
6	1	6.53	Image-based (timeline), prior knowledge
6	2	6.59	Image-based (map), prior knowledge
6	3	6.20	Text-based
6	4	6.33	Stand-alone
6	5	6.58	Text-based
6	6	6.13	Text-based
6	7	6.38	Image-based (Graphic Organizer), prior knowledge
6	8	6.30	Image-based (map), prior knowledge
6	9	6.63	Stand-alone
6	10	6.40	Image-based (map), prior knowledge
6	11	6.20	Stand-alone
6	12	6.28	Stand-alone
6	13	6.68	Text-based, prior knowledge
6	14	6.50	Stand-alone
6	15	6.33	Text-based
6	16	6.25	Stand-alone
6	17	6.15	Image-based, prior knowledge
6	18	6.53	Image-based, prior knowledge
6	19	6.06	Text-based, prior knowledge
6	20	6.34	Text-based, prior knowledge
6	21	6.62	Stand-alone
6	22	6.41	Text-based, prior knowledge
6	23	6.06	Text-based, prior knowledge
6	24	6.13	Text-based, prior knowledge
6	25	6.64	Text-based, prior knowledge
6	26	6.37	Image-based (map), prior knowledge
6	27	6.05	Text-based, prior knowledge
6	28	6.61	Text-based, prior knowledge
6	29	6.58	Image-based, prior knowledge
6	30	6.11	Text-based, prior knowledge
6	31	6.23, 6.25	Image-based (map), prior knowledge
6	32	6.58	Text-based, inference
6	33	6.67	Image-based (map), prior knowledge
6	34	6.22	Graphic organizer (Venn diagram), prior knowledge
6	35	6.13	Image-based (map), prior knowledge
6	36	6.57	Image-based (Graphic Organizer), prior knowledge
6	37	6.18	Text-based
6	38	6.14	Text-based, drawing conclusions
6	39	6.64	Text-based, prior knowledge
6	40	6.35	Image-based, prior knowledge
6	41	6.01	Image-based, prior knowledge
6	42	6.42	Stand-alone

6	43	6.52	Image-based, prior knowledge
6	44	6.29	Text-based, prior knowledge
6	45	6.39	image-based
6	46	6.46	Image-based, prior knowledge
6	47	6.68	Text-based, prior knowledge
6	48	6.12	image-based
6	49	6.33	Stand-alone
6	50	6.16	Text-based, prior knowledge
6	51	6.47	Text-based, prior knowledge
6	52	6.63	Stand-alone
6	53	6.45	Stand-alone
6	54	6.22	Image-based, prior knowledge
6	55	6.04	Image-based, prior knowledge
6	56	6.47,6.54	Image-based, prior knowledge
6	57	6.61	Stand-alone
6	58	6.29	Stand-alone
6	59	6.13	Stand-alone
6	60	6.01	Image-based, prior knowledge
7	1	7.10	Image-based, prior knowledge
7	2	7.58	Image-based (map), prior knowledge
7	3	7.13	Text-based, prior knowledge
7	4	7.40	Stand-alone
7	5	7.61, 7.62	Text-based, prior knowledge
7	6	7.22	Image-based (Graphic Organizer), prior knowledge
7	7	7.37	Image-based (timeline), prior knowledge
7	8	7.20	Stand-alone
7	9	7.74	Image-based (map), prior knowledge
7	10	7.55	Text-based, prior knowledge
7	11	7.71	Text-based, prior knowledge
7	12	7.62	Text-based
7	13	7.02	Image-based, prior knowledge
7	14	7.56	Text-based, prior knowledge
7	15	7.64	Stand-alone
7	16	7.16	Text-based
7	17	7.54	Text-based, prior knowledge
7	18	7.28	Stand-alone
7	19	7.72, 7.75	Image-based, prior knowledge
7	20	7.61	Image-based, prior knowledge
7	21	7.74, 7.75	Text-based
7	22	7.09	Stand-alone
7	23	7.38	Image-based (map), prior knowledge
7	24	7.63	Text-based

7	25	7.17	Text-based, image-based
7	26	7.28	Image-based (map), prior knowledge
7	27	7.73	Text-based
7	28	7.60	Text-based
7	29	7.56	Stand-alone
7	30	7.58	Text-based
7	31	7.38	Text-based, prior knowledge
7	32	7.24	Stand-alone
7	33	7.31	Text-based, prior knowledge
7	34	7.72, 7.74	Text-based, prior knowledge
7	35	7.63	Text-based, prior knowledge
7	36	7.57	Text-based, prior knowledge
7	37	7.69	Image-based, prior knowledge
7	38	7.34	Image-based (Graphic Organizer), prior knowledge
7	39	7.71	Text-based, prior knowledge
7	40	7.03	Image-based (map), prior knowledge
7	41	7.13	Image-based (map), prior knowledge
7	42	7.42	Image-based (Graphic Organizer), prior knowledge
7	43	7.55	Text-based, prior knowledge
7	44	7.39	Text-based, prior knowledge
7	45	7.43	Text-based, prior knowledge
7	46	7.53	Text-based, prior knowledge
7	47	7.51	Image-based (Graphic Organizer), prior knowledge
7	48	7.32	Image-based (map), prior knowledge
7	49	7.02	Image-based (map), prior knowledge
7	50	7.07	Image-based (map), prior knowledge
7	51	7.61	Text-based
7	52	7.57	Text-based
7	53	7.63	Image-based (map), prior knowledge
7	54	7.58	Image-based (map), prior knowledge
7	55	7.01	Text-based
7	56	7.74	Image-based (map), prior knowledge
7	57	7.54	Stand-alone
7	58	7.67	Image-based (Graphic Organizer), prior knowledge
7	59	7.71	Image-based (map), prior knowledge



# **Module 4**

# **Planning for the New Rigor**



## TCAP-ACH Grade 6 World History and Geography: Early Civilizations through the Decline of the Roman Empire (5<sup>th</sup> century A.D./C.E.) Framework

\*The test will include multiple choice items and one constructed response item drawn from a standard in one of the four reporting categories\*

Reporting Category 1: Human Origins and the Emergence of Civilizations		%	# of Items
<b>Standard 1: Human Origins in Africa through the Neolithic Age</b> —Students analyze the geographic, political, economic, and social structures of early Africa through the Neolithic Age, which led to the development of civilizations.		10%	3-7
6.1	Identify sites in Africa where archaeologists and historians have found evidence of the origins of modern human beings and describe what the archaeologists found. (G, H)		
6.2	Provide textual evidence that characterizes the nomadic hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry). (C,H)		
6.3	Explain the importance of the discovery of metallurgy and agriculture. (E, H)		
6.4	Evaluate the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter. (C, G, H)		
6.5	Summarize the impact of agriculture related to settlement, population growth, and the emergence of civilization. (C, G, H)		
6.6	Identify and explain the importance of the characteristics of civilizations, including: the presence of geographic boundaries and political institutions; an economy that produces food surpluses; a concentration of population in distinct areas or cities the existence of social classes; developed systems of religion, learning, art, and architecture; a system of record keeping; and technology. (C, E, G, H, P)		
6.7	Recognize time designations and the abbreviations, including: B.C., B.C.E., A.D., C.E., circa (c. or ca), decades, centuries, prehistoric, and historic. (H)		

Reporting Category 2: Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel		%	# of Items
<b>Standard 2: Mesopotamia: c. 3500-1200 B.C./B.C.E.</b> —Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Mesopotamia.		53%	24-28
6.8	On a historical map, locate and describe the Tigris and Euphrates Rivers, Zagros and Caucuses Mountains, Persian Gulf, Caspian and Black Sea, Dead Sea and Sea of Galilee, and explain why the region is referred to as the Fertile Crescent. (G)		
6.9	Summarize Sumer, Babylon, and Assyria as successive civilizations and empires and explain the development of city-states, identify Kish, Akkad, Ur, and Nineveh, and the significance of Sargon and Hammurabi. (G, H)		

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6.10	Trace the development of agricultural techniques that permitted economic surplus and the emergence of cities as centers of culture and power. (C, E, H)	
6.11	Explain the significance of polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations. (C, H)	
6.12	Explain the effects of how irrigation, metal-smithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow on the growth of Mesopotamian civilizations. (C, E, H)	
6.13	Analyze the important achievements of Mesopotamian civilization, including its system of writing (and its importance in record keeping and tax collection), literature (Epic of Gilgamesh), monumental architecture (the ziggurat), and art (large relief sculpture, mosaics, and cylinder seals). (C, E, G, H)	
6.14	Write an informative piece explaining the significant contributions of Mesopotamian leaders, including Hammurabi and Sargon, and explain the basic principle of justice in Hammurabi's Code ("an eye for an eye"). (C, E, H, P)	
<b>Standard 3: Ancient Egypt: c. 3000–1200 B.C./B.C.E.</b> —Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Egypt.		
6.15	On a historical map, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and the Sudan. (G, H)	
6.16	Investigate the kinds of evidence used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt. (C, E, G, H, P)	
6.17	Develop a visual representation of the structure of Egyptian society including the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (C, E, H, P)	
6.18	Cite evidence from informational texts to explain the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities. (C, H)	
6.19	Summarize important achievements of Egyptian civilization, including: the agricultural and irrigation systems; the invention of a calendar; main features of the monumental architecture and art, such as the Pyramids and Sphinx at Giza; evolution of writing-hieroglyphics; and the invention of papyrus. (C, E, H)	
6.20	Identify the Old, Middle, and New Kingdom time periods and evaluate the significance of the following: Menes, Khufu, Hyksos invasion, Ahmose, King Tut, Queen Hatshepsut, Ramses the Great. (C, H, P)	
6.21	Identify the location of the Kush civilization and describe its political, commercial, and cultural relationship with Egypt. (C, E, G, H, P)	
6.22	Compare and contrast the religious, social, and political structures in Mesopotamia and Egypt. (C, H, P)	

## TCAP-ACH Grade 6 World History and Geography: Early Civilizations through the Decline of the Roman Empire (5<sup>th</sup> century A.D./C.E.) Framework

	<b>Standard 4: Ancient India</b> —Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient India.	
6.23	Locate and describe the Himalayas and the major river systems, including Indus and Ganges, and evaluate the importance of each. (E, G, H)	
6.24	Analyze the impact of the Aryan invasions. (C, H, P)	
6.25	Explain how the major beliefs and practices of Brahmanism in India evolved into early Hinduism. (C, H)	
6.26	Outline the social structure of the caste system and explain its effect on everyday life in Indian society. (C, E, H, P)	
6.27	Write a narrative text describing how Siddhartha Guatama’s (Buddha) life experiences influenced his moral teachings and how those teachings became a new religion that spread throughout India and Central Asia as a new religion. (C, H, G)	
6.28	Describe the growth of the Maurya Empire and the political and moral achievements of the Emperor Asoka. (C, H, P)	
6.29	Identify the important aesthetic and intellectual traditions, including: Sanskrit literature, including the <i>Bhagavad-Gita</i> , <i>Ramayana</i> , and the <i>Mahabharata</i> ; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero. (C, E, H)	
	<b>Standard 5: Ancient China</b> —Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient China.	
6.30	Identify and locate on a map the geographical features of China, including the Huang He (Yellow) River, Plateau of Tibet, and Gobi Desert. (G)	
6.31	Locate and describe the origins of Chinese civilization in the Huang-He Valley during the era of the Shang Dynasty. (C, G, H)	
6.32	Explain how the regions of China are isolated by geographic features, making governance and the spread of ideas and goods difficult, and served to isolate the country from the rest of the world. (G, H)	
6.33	Analyze the structure of the Zhou Dynasty and the emergence of Taoism, Confucianism, and Legalism. (C, H)	
6.34	Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them. (C, H, P)	
6.35	List the policies and achievements of the emperor Shi Huang and explain how these contributed to the unification of northern China under the Qin Dynasty and the construction of the Great Wall of China. (H, P)	
6.36	Detail the political contributions of the Han Dynasty and determine how they contributed to the development of the imperial bureaucratic state and the expansion of the empire. (H, P)	
6.37	Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations. (E, G, H)	
6.38	Describe the diffusion of Buddhism northward to China during the Han Dynasty. (C, G, H)	

## TCAP-ACH Grade 6 World History and Geography: Early Civilizations through the Decline of the Roman Empire (5<sup>th</sup> century A.D./C.E.) Framework

<b>Standard 5: Ancient Israel</b> —Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient China.			
6.39	On a historical map of the Mediterranean Sea, Jordan River, and Sinai Peninsula, locate Asia Minor, the kingdoms of the Hittites and Phoenicians, ancient Israel, and Egypt. (G)		
6.40	Examine the development of the ancient Israelites, tracing their migrations from Mesopotamia to Canaan, later called Israel, and explain the significant roles of Abraham and Moses in their history. (C, H, G)		
6.41	Describe the monotheistic religion of the Israelites, including: the belief in one God (monotheism), the Ten Commandments, the emphasis on individual worth and personal responsibility, the belief that all people must adhere to the same moral obligations, whether ruler or ruled, and the Torah and the Hebrew Bible as part of the history of early Israel. (C, H)		
6.42	Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 B.C./B.C.E. and the building of the first temple by Solomon. (G, H, P)		
6.43	Summarize the four major events after the rule of King Solomon in the history of Israel, including the breakup of the Kingdom of Israel, destruction of the Northern Kingdom, Babylonian captivity under Nebuchadnezzar, and the return of the Jews to their homeland under the Persian Empire. (H)		
6.44	Conduct a short research piece with supporting details of Second Babylonian, Persian, and Median Empires, including Nebuchadnezzar, the Hanging Gardens of Babylon, Cyrus the Great, Darius the Great, and Xerxes. (H)		
6.45	Explain how Judaism survived the expulsion/dispersion of the Jews to other lands (the Diaspora) after the destruction of the second temple in Jerusalem in 70 A.D./C.E., and the renaming of the country by the Romans. (C, H)		
<b>Reporting Category 3: Ancient Greece to 300 B.C.</b>		<b>%</b>	<b># of Items</b>
		19%	8-12
<b>Standard 7: Ancient Greece: c. 800–300 B.C./B.C.E.</b> - Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Greece.			
6.46	On a historical map of the ancient Mediterranean area, locate Greece and trace the boundaries of its influence to 300 B.C./B.C.E.. On a contemporary map, trace the current boundaries of Greece. Compare and contrast the sphere of influence of Greece in those two different eras. (G, H)		
6.47	Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (C, E, G, H)		
6.48	Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in		

## TCAP-ACH Grade 6 World History and Geography: Early Civilizations through the Decline of the Roman Empire (5<sup>th</sup> century A.D./C.E.) Framework

	ancient Greece, including the significance of the development of the idea of citizenship. (C, H, P)	
6.49	Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct democracy and representative democracy, including: the “polis” or city-state, civic participation and voting rights, legislative bodies constitution writing, and rule of law. (C, H, P)	
6.50	Compare and contrast life in Athens and Sparta. (C, H)	
6.51	Compare and contrast the status of women and slaves between Athens and Sparta. (C, H)	
6.52	Analyze the causes, course, and consequences of the Persian Wars. (C, H, G)	
6.53	Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. (H, P)	
6.54	Explain the rise of Alexander the Great and the spread of Greek culture. (C, G, H, P)	
6.55	Analyze the causes and effects of the Hellenistic culture of Greece. (C, E, G, H, P)	
6.56	Describe the myths and stories of classical Greece; give examples of Greek gods, goddesses, heroes (Zeus, Hermes, Aphrodite, Athena, Poseidon, Artemis, Hades, Athena), and events; and where and how we see their names used today. (C, H)	
6.57	Compare and contrast the Titans with the Olympian gods and explain the surrounding Greek mythology. (C, H)	
6.58	Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the sports they featured. (C, H)	
6.59	Describe the purposes and functions of the lyceum, the gymnasium, and the library of Alexandria, and identify the major accomplishments of the ancient Greeks: Thales (science); Pythagoras and Euclid (mathematics); Hippocrates (medicine); Socrates, Plato, and Aristotle (philosophy); Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama); the Parthenon, the Acropolis, and the Temple of Apollo (architecture); and the development of the first complete alphabet, with symbols representing; both consonants and vowels. (C, H)	

Reporting Category 4: Ancient Rome to C.E. 500		# of Items
		%
		18%
<b>Standard 8: Ancient Rome: c. 500 B.C./B.C.E.–500 A.D./C.E</b> —Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Rome.		
6.60	On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 A.D./C.E. (G, H)	
6.61	Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (E, G, P)	
6.62	Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history, including Romulus and Remus, Hannibal and the Carthaginian Wars, Cicero, Julius Caesar, Augustus, Hadrian, Aeneas, and Cincinnatus. (C, G,	

## TCAP-ACH Grade 6 World History and Geography: Early Civilizations through the Decline of the Roman Empire (5<sup>th</sup> century A.D./C.E.) Framework

	H, P)	
6.63	Describe the government of the Roman Republic and its contribution to the development of democratic principles, including the rule of law (a written constitution), separation of powers, checks and balances, representative government, and civic duty. (C, H, P)	
6.64	Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire: Military organization, tactics, and conquests and decentralized administration; the purpose and functions of taxes; the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes; and the benefits of a Pax Romana. (C, E, G, H, P)	
6.65	Reflect on the impact of the lives of Cleopatra, Marc Anthony, Nero, Diocletian, and Constantine, and on the city of Constantinople on the Roman Empire. (H, P)	
6.66	Identify the location of, and the political and geographic reasons for, the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes. (C, E, G, H, P)	
6.67	Describe the characteristics of slavery under the Romans and explain the slave revolt led by Spartacus. (C, E, H)	
6.68	Describe the origins and central features of Christianity: monotheism; the belief in Jesus as the Messiah and God's Son; the concept of resurrection; the concept of salvation; belief in the Old and New Testaments; the lives, teachings, and contributions of Jesus and Paul; and the relationship of early Christians to officials of the Roman Empire. (C, G, H, P)	
6.69	Analyze how internal and external forces caused the disintegration of the Roman Empire: including the rise of autonomous military powers, political corruption, economic and political instability, shrinking trade, invasions, and attacks by Germanic tribes. (E, G, H, P)	
6.70	Describe the contribution of Roman civilization to law, literature, poetry, art, architecture, engineering, and technology. Include the significance of the Colosseum, Circus Maximus, roads, bridges, arches, arenas, baths, aqueducts, central heating, plumbing, and sanitation. (C, H, P)	
6.71	Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. (C, H, G)	
6.72	Compare and contrast the Roman gods and goddesses to the Greek gods and goddesses, including Jupiter, Mercury, Venus, Mars, Neptune, Saturn, Pluto, and Her, a and their inclusion in modern society.	

## TCAP-ACH Grade 7 World History and Geography: The Middle Ages to the Exploration of the Americas Framework

\*The test will include multiple choice items and one constructed response item drawn from a standard in one of the four reporting categories\*

Reporting Category 1: Early Modern World Civilizations: Africa, China, Japan, and the Islamic World		%	# of Items
<b>Standard 2: Islamic World: 400 A.D./C.E.–1500s</b> —Students analyze the geographic, political, economic, social, and religious structures of the civilizations.		38%	17-21
7.3	Identify the physical location and features and the climate of the Arabian Peninsula, its relationship to surrounding bodies of land and water, including Northern Africa, the Mediterranean Sea, the Black Sea, the Caspian Sea, the Tigris and Euphrates Rivers, and the Nile River. (G)		
7.4	Describe the expansion of Muslim rule through conquests and the spread of cultural diffusion of Islam and the Arabic language. (C, E, G, H)		
7.5	Trace the origins of Islam and the life and teachings of Muhammad, including Islam’s historical connections to Judaism and Christianity. (C, H)		
7.6	Explain the significance of the Qur’an and the Sunnah as the primary sources of Islamic beliefs, practice, and law and their influence in Muslims’ daily lives. (C, H, P)		
7.7	Analyze the origins and impact of different sects within Islam, Sunnis and Shi’ites. (C, H)		
7.8	Examine and summarize the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature. (C, G, H)		
7.9	Describe the establishment of trade routes among Asia, Africa, and Europe and the role of merchants in Arab society. (E, G, H)		
7.10	Gather relevant information from multiple print and digital sources to examine the art and architecture, including the Taj Mahal during the Mughal period. (C, H)		
7.11	Explain the importance of Mehmed II the Conqueror and Suleiman the Magnificent. (H, P)		
7.12	Write an explanatory text to describe the Shah Abbas and how his policies of cultural blending led to the Golden Age and the rise of the Safavid Empire. (C, H, P)		
<b>Standard 3: Africa: 400 A.D./C.E. –1500s</b> —Students analyze the geographic, political, economic, social, and religious structures of the civilizations.			
7.13	Analyze the growth of the Ghana, Mali, and Songhai kingdoms, including trading centers such as Timbuktu and Jenne, which would later develop into centers of culture and learning. (C, E, G, H, P)		

## TCAP-ACH Grade 7 World History and Geography: The Middle Ages to the Exploration of the Americas Framework

7.14	Draw evidence from informational texts to describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law. (C, E, G, H, P)	
7.15	Examine the importance of written and oral traditions in the transmission of African history and culture. (C, H)	
7.16	Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa. (C, E, G, H, P)	
7.17	Explain the importance of Mansa Musa and locate his pilgrimage to Mecca in 1324. (C, G, H, P)	
7.18	Compare the indigenous religious practices observed by early Africans before and after contact with Islam and Christianity. (C, H)	
<b>Standard 4: China: 400 A.D./C.E. –1500s</b> —Students analyze the geographic, political, economic, social, and religious structures of the civilizations.		
7.19	Create a visual or multimedia display to identify the physical location and major geographical features of China, including the Yangtze River, the Yellow River, the Himalayas, the Plateau of Tibet, and the Gobi Desert. (G)	
7.20	Describe the reunification of China under the Tang Dynasty and reasons for the cultural diffusion of Buddhism. (C, G, H, P)	
7.21	Analyze the role of kinship and Confucianism in maintaining order and hierarchy. (C, H, P)	
7.22	Summarize the significance of the rapid agricultural, commercial, and technological development during the Song Dynasties. (C, E, H)	
7.23	Trace the spread of Chinese technology to other parts of Asia, the Islamic world, and Europe including papermaking, wood-block printing, the compass, and gunpowder. (C, E, G, H)	
7.24	Describe and locate the Mongol conquest of China including Genghis Khan and Kublai Khan. (G, H, P)	
7.25	Engage effectively in a collaborative discussion describing the development of the imperial state and the scholar-official class (Neo-Confucianism). (C, H, P)	
7.26	Draw evidence from informational texts to analyze the contributions made during the Ming Dynasty such as building projects, including the Forbidden City and the reconstruction of the Great Wall, isolationism, and sea voyages. (C, E, H, P)	
<b>Standard 5: Japan: 400 A.D./C.E. –1500s</b> —Students analyze the geographic, political, economic, social, and religious structures of the civilizations.		
7.27	Compare the major features of Shinto, Japan’s indigenous religion, and Japanese Buddhism. (C, H)	
7.28	Explain the influence of China and the Korean peninsula upon Japan as Buddhism, Confucianism, and the Chinese writing system were adopted. (C, G, H)	
7.29	Trace the emergence of the Japanese nation during the Nara period, 710–794, and the Heian period, 794–1180. (H, P)	

## TCAP-ACH Grade 7 World History and Geography: The Middle Ages to the Exploration of the Americas Framework

7.30	Describe how the Heian (contemporary Kyoto) aristocracy created enduring Japanese cultural perspectives that are epitomized in works of prose such as <i>The Tale of Genji</i> , one of the world's first novels. (C, H)	
7.31	Analyze the rise of a military society in the late twelfth century and the role of the shogun and samurai in that society. (C, H, P)	

<b>Reporting Category 2: The Legacy of the Roman Empire and the Middle Ages in Western Europe to the 1500s</b>		<b>%</b>	<b># of Items</b>
<b>Standard 1: The Fall of the Roman Empire</b> —The legacy of the Roman Empire and the consequences of the fall of the Roman Empire.		18%	7-11
7.1	Analyze the legacy of the Roman Empire. (C, H)		
7.2	Summarize the consequences of the fall of the Roman Empire, including the continuation of the Eastern Roman Empire as the Byzantine Empire and Justinian and the significance of Constantinople. (C, E, G, H, P)		
<b>Standard 6: Middle Ages in Western Europe: 400 A.D./C.E. –1500s</b> —Students analyze the geographic, political, economic, social, and religious structures of the civilizations.			
7.32	Identify the physical location and features of Europe, including the Alps, the Ural Mountains, the North European Plain, and the Mediterranean Sea, and the influence of the North Atlantic Drift. (G)		
7.33	Describe the development of feudalism and manorialism, its role in the medieval European economy, and the way in which it was influenced by physical geography (the role of the manor and the growth of towns). (C, E, G, H, P)		
7.34	Demonstrate understanding of the conflict and cooperation between the Papacy and European monarchs, including Charlemagne, Gregory VII, and Emperor Henry IV. (H, P)		
7.35	Examine the Norman Invasion, the Battle of Hastings, and the impact of the reign of William the Conqueror on England and Northern France. (H, G, P)		
7.36	Conduct a short research project explaining the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions, including trial by jury, the common law, the Magna Carta, parliament, habeas corpus, and an independent judiciary in England. (H, P)		
7.37	Examine the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire. (C, G, H)		
7.38	Analyze the causes, course, and consequences of the European Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world. (C, G, H)		

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7.39	Explain the importance of the Catholic church as a political, intellectual, and aesthetic institution, including founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law." (C, H, P)	
7.40	Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population. (C, E, G, H)	
7.41	Trace the emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class. (C, E, H)	
7.42	Outline the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista, the Inquisition, and the rise of Spanish and Portuguese kingdoms. (C, G, H)	

Reporting Category 3: Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration		# of Items
		%
<b>Standard 7: The Renaissance and Reformation</b> — Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance and the historical developments of the Reformation.		44%
7.43	Trace the emergence of the Renaissance, including influence from Moorish (or Muslim) scholars in Spain. (C, H)	
7.44	Cite evidence in writing explaining the importance of Florence, Italy, and the Medici Family in the early stages of the Renaissance and the growth of independent trading cities, such as Venice, and their importance in the spread of Renaissance ideas. (C, E, G, H)	
7.45	Summarize the effects and implications of the reopening of the ancient Silk Road between Europe and China, including Marco Polo's travels and the location of his routes. (C, E, G, H)	
7.46	Describe how humanism led to a revival of classical learning and fostered a new interest in the arts, including a balance between intellect and religious faith. (C, H)	
7.47	Analyze the growth and effects of new ways of disseminating information, ability to manufacture paper, translation of the Bible into the vernacular, and printing. (C, H)	
7.48	Outline the advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy, including Leonardo da Vinci (Last Supper, Mona Lisa), Michelangelo (the Sistine Chapel, the statue of David), Johann Gutenberg, and William Shakespeare. (C, G, H)	
7.49	Gather relevant information from multiple sources about Henry V, the Hundred Years War, and Joan of Arc. (H, G, P)	
7.50	Conduct a research project drawing on several resources to investigate the Tudor dynasties of Henry VIII, Mary I, and Elizabeth I, including their family heritage, line of succession, religious conflicts, the Spanish Armada, and the rise of English power in Europe. (H, G, P)	

## TCAP-ACH Grade 7 World History and Geography: The Middle Ages to the Exploration of the Americas Framework

7.51	Explain the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods. (C, G, H)
7.52	Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World. (C, G, H)
7.53	Explain the heightened influence of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church's reaction to these developments. (C, H, P)
7.54	List and explain the significance of the causes for the internal turmoil within and eventual weakening of the Catholic Church including tax policies, the selling of indulgences, and England's break with the Catholic Church. (C, H, P)
7.55	Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith), John Calvin (predestination), Desiderius Erasmus (free will), and William Tyndale (translating the Bible into English), and their attempts to reconcile what they viewed as God's word with Church action. (C, H, P)
7.56	Engage effectively in collaborative discussions explaining Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism. (C, H, P)
7.57	Analyze how the Catholic Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement, including St. Ignatius of Loyola and the Jesuits, and the Council of Trent. (C, H)
7.58	Identify the voyages of discovery, the locations of the routes (Da Gama, Dias, Magellan), and the influence of cartography in the development of a new worldview. (C, G, H)
<b>Standard 8: The Enlightenment and Scientific Revolution</b> —Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions. Students analyze political, social, and economic change as a result of the Age of Enlightenment in Europe.	
7.59	Describe the roots of the Scientific Revolution based upon Christian and Muslim influences. (C, H)
7.60	Gather relevant information from multiple print and digital sources explaining the significance of new scientific theories, the accomplishments of leading figures including Sir Francis Bacon, Nicolaus Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, and Sir Isaac Newton, and new inventions, including the telescope, the microscope, the thermometer, and the barometer. (C, H)
7.61	Trace how the main ideas of the Enlightenment can be traced back to such movements and epochs as the Renaissance, the Reformation, the Scientific Revolution, the Greeks, the Romans, and Christianity. (C, H, P)
7.62	Describe the accomplishments of major Enlightenment thinkers, including Locke and Charles-Louis Montesquieu. (C, H)
7.63	Explain the origins of modern capitalism, the influence of mercantilism, and the cottage industry; the elements and importance of a market economy in 17 <sup>th</sup> century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and mapmakers. (C, E, G, H, P)

## TCAP-ACH Grade 7 World History and Geography: The Middle Ages to the Exploration of the Americas Framework

	<p><b>Standard 9: The Age of Exploration</b>—Students compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations. Students analyze reasons for the movement of people from Europe to the Americas, describing the impact of exploration by Europeans and American Indians.</p>	
7.64	Identify the locations of the Olmecs, Mayans, Aztec, and Incas, and explain the impact of the geographical features and climates of Mexico, Central America, and South America on their civilizations. (C, E, G, H, P)	
7.65	Describe the highly structured social and political system of the Maya civilization, ruled by kings and consisting of agriculturally intensive centers around independent city-states. (C, H, P)	
7.66	Create a graphic organizer or concept map explaining how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16th century). (C, G, H, P)	
7.67	Explain the roles of peoples in the Aztec and Incan societies, including class structures, family life, warfare, religious beliefs and practices, and slavery. (C, H)	
7.68	Use multimedia components and visual displays in presentations to describe the artistic and oral traditions and architecture in the four civilizations (Olmecs, Mayan, Aztec, and Incan civilizations). (C, H)	
7.69	Cite several pieces of textual evidence to support the analysis of the impacts of the Mesoamerican developments in astronomy and mathematics, including the calendar, and the Mesoamerican knowledge of seasonal changes to the civilizations' agricultural systems. (C, H)	
7.70	Compare the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions. (C, E, G, H, P)	
7.71	Identify the European countries responsible for North American exploration and the modern-day countries in which they settled, including France, Spain, England, Portugal, and the Dutch. Summarize the reasons for the success of these countries in colonization or North and South America. (E, G, H, P)	
7.72	Analyze why European countries were motivated to explore, including reasons such as religion, political rivalry, and economic gain. (C, E, H, P)	
7.73	Identify the voyages of discovery, the locations of the routes, and the influence of technology in the developments of a new European worldview, including cartography, compass, caravel, and astrolabe. (C, E, G, H, P)	
7.74	Examine the impact of the exchanges of plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15 <sup>th</sup> and 16 <sup>th</sup> centuries and the major economic and social effects on each continent. (C, E, G, H)	
7.75	Write an opinion piece with supporting details that describes the effects of exploration on the indigenous American cultures. (C, H)	

## Social Studies Grade 6 Performance Level Descriptors (PLDs) World History and Geography: Early Civilizations through the Decline of the Roman Empire

<b>Reporting Category</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<p><b>Generic Descriptors</b></p>	<p>Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are not prepared for the next level of study.</p>	<p>Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are minimally prepared for the next level of study.</p>	<p>Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are significantly prepared for the next level of study.</p>	<p>Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are significantly prepared for the next level of study.</p>
<p><b>Human Origins and the Emergence of Civilizations</b></p>	<p>A student at this level demonstrates little to no mastery in identifying or describing historical events and ideas. The student does not show a basic understanding of the origins of humans and the emergence of civilizations, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards.</p>	<p>A student at this level demonstrates partial mastery by identifying and comprehending aspects of the origins of humans and the emergence of civilizations below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; explain relationships between people, places, and events; and refer to important information from</p>	<p>A student at this level demonstrates mastery by examining and understanding aspects of the origins of humans and the emergence of civilizations at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand cause-and-effect relationships</p>	<p>A student at this level demonstrates superior mastery by analyzing and applying information and drawing conclusions about the origins of humans and the emergence of civilizations beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise key historical understandings; draw complex conclusions</p>

<p>Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>between people, places, and events; draw conclusions based on social, economic, political, and cultural aspects from the time; and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content by employing a variety of strategies and resources to analyze the geographic, political, economic, and social structures of emerging civilizations. The student also demonstrates an ability to understand the importance of archaeological discoveries, and time designations and abbreviations for them. Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for the next level of study.</p>	<p>based on social, economic, political, and cultural information from the time; cite relevant evidence from sources to support conclusions; and apply historical knowledge to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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<p><b>Ancient Civilizations: Mesopotamia, Egypt, India, China, and Israel</b></p>	<p>A student at this level demonstrates little to no mastery in identifying or describing historical events and ideas. The student does not show a basic understanding of the ancient civilizations of Mesopotamia, Egypt, India, China, and Israel, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>A student at this level demonstrates partial mastery by identifying and comprehending aspects of the ancient civilizations of Mesopotamia, Egypt, India, China, and Israel below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; explain relationships between people, places, and events; and refer to important information from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>A student at this level demonstrates mastery by examining and understanding aspects of the ancient civilizations of Mesopotamia, Egypt, India, China, and Israel at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand cause-and-effect relationships between people, places, and events; draw conclusions based on social, economic, political, and cultural aspects from the time; and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content by employing a variety of strategies and resources to analyze the geographic and cultural structures of ancient Mesopotamia, Egypt, India, China, and</p>	<p>A student at this level demonstrates superior mastery by analyzing and applying information and drawing conclusions about the ancient civilizations of Mesopotamia, Egypt, India, China, and Israel beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise key historical understandings; draw complex conclusions based on social, economic, political, and cultural information from the time; cite relevant evidence from sources to support conclusions; and apply historical knowledge to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content</p>
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			<p>Israel. The student also demonstrates the ability to recognize the importance that religion, particularly polytheism and monotheism, trade relations, and political structures played in the advancement of these civilizations.</p> <p>Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for the next level of study.</p>	<p>standards are well prepared for the next level of study.</p>
<p><b>Ancient Greece to 300 B.C.</b></p>	<p>A student at this level demonstrates little to no mastery in identifying or describing historical events and ideas. The student does not show a basic understanding of Ancient Greece, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-</p>	<p>A student at this level demonstrates partial mastery by identifying and comprehending aspects of the Ancient Greece below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; explain relationships between people, places, and events; and refer to</p>	<p>A student at this level demonstrates mastery by examining and understanding aspects of Ancient Greece at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand cause-and-</p>	<p>A student at this level demonstrates superior mastery by analyzing and applying information and drawing conclusions about Ancient Greece beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise key historical understandings;</p>

	<p>level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>important information from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>effect relationships between people, places, and events; draw conclusions based on social, economic, political, and cultural aspects from the time; and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content by employing a variety of strategies and resources to analyze the geographic and social structures of Ancient Greece. The student also recognizes the importance of geographic location and the influence on the major cultural and political accomplishments of the ancient Greeks and their influence on modern civilization. Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content</p>	<p>draw complex conclusions based on social, economic, political, and cultural information from the time; cite relevant evidence from sources to support conclusions; and apply historical knowledge to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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<p><b>Ancient Rome to 500 A.D.</b></p>	<p>A student at this level demonstrates little to no mastery in identifying or describing historical events and ideas. The student does not show a basic understanding of Ancient Rome, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>A student at this level demonstrates partial mastery by identifying and comprehending aspects of Ancient Rome below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; explain relationships between people, places, and events; and refer to important information from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>standards are prepared for the next level of study. A student at this level demonstrates mastery by examining and understanding aspects of Ancient Rome at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand cause-and-effect relationships between people, places, and events; draw conclusions based on social, economic, political, and cultural aspects from the time; and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content by employing a variety of strategies and resources to analyze the geographic, social, and political structures of Ancient Rome. The student also</p>	<p>A student at this level demonstrates superior mastery by analyzing and applying information and drawing conclusions about Ancient Rome beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise key historical understandings; draw complex conclusions based on social, economic, political, and cultural information from the time; cite relevant evidence from sources to support conclusions; and apply historical knowledge to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared</p>
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			<p>explains how geographic location contributed to the major cultural and political accomplishments of the ancient Romans and their influence on modern culture.</p> <p>Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for the next level of study.</p>	<p>for the next level of study.</p>
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**Social Studies Grade 7 Performance Level Descriptors (PLDs)**  
**World History and Geography: The Middle Ages to the Exploration of the Americas**

<b>Reporting Category</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<p><b>Generic Descriptors</b></p>	<p>Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are not prepared for the next level of study.</p>	<p>Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are minimally prepared for the next level of study.</p>	<p>Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are prepared for the next level of study.</p>	<p>Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are significantly prepared for the next level of study.</p>
<p><b>Early Modern Civilizations: Africa, China, Japan, and Islamic World</b></p>	<p>A student at this level demonstrates little to no mastery in identifying or describing historical events and ideas. The student does not show a basic understanding of the Early Modern civilizations of the Islamic world, Africa, China, and Japan, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-</p>	<p>A student at this level demonstrates partial mastery by identifying and comprehending aspects of the Early Modern civilizations of the Islamic world, Africa, China, and Japan below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; explain relationships between people, places, and events;</p>	<p>A student at this level demonstrates mastery by examining and understanding aspects of the Early Modern civilizations of the Islamic world, Africa, China, and Japan at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand cause-and-effect relationships between</p>	<p>A student at this level demonstrates superior mastery by analyzing and applying information and drawing conclusions about the Early Modern civilizations of the Islamic world, Africa, China, and Japan beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise key historical understandings;</p>

	<p>level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>and refer to important information from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>people, places, and events; draw conclusions based on social, economic, political, and cultural aspects from the time; and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content by employing a variety of strategies and resources to analyze the geographic, economic, political, and cultural structures of the Islamic world, Africa, China, and Japan. The student also explains the importance of Muslim scholars, African trading centers, the contributions of Chinese dynasties, and the development of a Japanese militaristic society. Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content</p>	<p>draw complex conclusions based on social, economic, political, and cultural information from the time; cite relevant evidence from sources to support conclusions; and apply historical knowledge to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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<p><b>The Legacy of the Roman Empire and the Middle Ages in Western Europe to the 1500s</b></p>	<p>A student at this level demonstrates little to no mastery in identifying or describing historical events and ideas. The student does not show a basic understanding of the legacy of the Roman Empire and the Middle Ages in Western Europe, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>A student at this level demonstrates partial mastery by identifying and comprehending aspects of the legacy of the Roman Empire and the Middle Ages in Western Europe below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; explain relationships between people, places, and events; and refer to important information from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>standards are prepared for the next level of study.</p> <p>A student at this level demonstrates mastery by examining and understanding aspects of the legacy of the Roman Empire and the Middle Ages in Western Europe at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand cause-and-effect relationships between people, places, and events; draw conclusions based on social, economic, political, and cultural aspects from the time; and cite evidence from sources to support conclusions.</p> <p>The student displays a clear understanding of social studies content by employing a variety of strategies and resources to analyze the cultural and political legacy of Roman Empire and to evaluate the</p>	<p>A student at this level demonstrates superior mastery by analyzing and drawing conclusions about the legacy of the Roman Empire and the Middle Ages in Western Europe beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise key historical understandings; draw complex conclusions based on social, economic, political, and cultural information from the time; cite relevant evidence from sources to support conclusions; and apply historical knowledge to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills</p>
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<p><b>Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration</b></p>	<p>A student at this level demonstrates little to no mastery in identifying or describing historical events and ideas. The student does not show a basic understanding of Early Modern Europe from the Renaissance and Reformation to the Enlightenment, or of</p>	<p>A student at this level demonstrates partial mastery by identifying and comprehending aspects of Early Modern Europe from the Renaissance and Reformation to the Enlightenment, and of Scientific Revolution and the Age of Exploration, below the proficient level</p>	<p>geographic, economic, and cultural structures of Western Europe. The student also explains the development of the Byzantine Empire, the conflicts and cooperation of the Western Church and European monarchs and identifies the effects the Church and the Crusades had on the world. Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for the next level of study.</p>	<p>specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
	<p>A student at this level demonstrates mastery by analyzing and applying information and drawing conclusions about Early Modern Europe from the Renaissance and Reformation to the Enlightenment, and about Scientific Revolution and the Age of Exploration,</p>	<p>A student at this level demonstrates mastery by examining and understanding aspects of Early Modern Europe from the Renaissance and Reformation to the Enlightenment, and of Scientific Revolution and the Age of Exploration, at the proficient level and at a</p>	<p>A student at this level demonstrates superior mastery by analyzing and applying information and drawing conclusions about Early Modern Europe from the Renaissance and Reformation to the Enlightenment, and about Scientific Revolution and the Age of Exploration,</p>	

	<p>Scientific Revolution and the Age of Exploration, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; explain relationships between people, places, and events; and refer to important information from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand cause-and-effect relationships between people, places, and events; draw conclusions based on social, economic, political, and cultural aspects from the time; and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content by employing a variety of strategies and resources to analyze the geographic, political, economic, and cultural structures of Western Europe during the Early Modern period. Students also explains the conflicts and cooperation between the Church and European scholars, the revival of classical learning, the significance of new scientific theories, the origins of modern economic</p>	<p>beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise key historical understandings; draw complex conclusions based on social, economic, political, and cultural information from the time; cite relevant evidence from sources to support conclusions; and apply historical knowledge to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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**Draft U.S. History EOC Performance Level Descriptors (PLDs)  
U.S. History and Geography: Post-Reconstruction to the Present**

<b>Reporting Category</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Generic Descriptors</b>	Students who perform at this level have not demonstrated mastery in academic performance, and thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are prepared for the next level of study.	Students who perform at this level demonstrate superior mastery in academic performance, and thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are significantly prepared for the next level of study.
<b>The Rise of Industrial America and The Progressive Era (1877-1920)</b>	A student at this level demonstrates little to no mastery in identifying or comprehending historical events and concepts. The student does not show a basic understanding of the Industrial Revolution and the Progressive Era, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below	A student at this level demonstrates partial mastery by identifying and comprehending aspects of the Second Industrial Revolution and the Progressive Era below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; understand basic cause-and-effect relationships between people, places, and events; and identify	A student at this level demonstrates mastery by analyzing and drawing conclusions about the Second Industrial Revolution and the Progressive Era at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand complex cause-and-effect relationships	A student at this level demonstrates superior mastery by evaluating and applying information and drawing conclusions about the Second Industrial Revolution and the Progressive Era beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise an historical, argument, make inferences based on

	<p>Basic level of performance are not prepared for the next level of study.</p>	<p>social, economic, political, and cultural patterns from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>between people, places, and events; draw complex conclusions about social, economic, political, and cultural patterns from the time and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content such as agrarian-to-urban shift, immigration patterns, the rise of political machines, the impact of the growth of cities, and social reforms in regard to labor, immigration, and the women's suffrage movement; the motivations influencing American Imperialism; and the U.S. involvement in World War I.</p> <p>I. Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for</p>	<p>researched information, and apply knowledge of social, economic, political, and cultural patterns from the time to connect them to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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<p><b>The 1920s and The Great Depression (1920-1940)</b></p>	<p>A student at this level demonstrates little to no mastery in identifying or comprehending historical events and concepts. The student does not show a basic understanding of the 1920s and the Great Depression, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>A student at this level demonstrates partial mastery by identifying and comprehending aspects of the 1920s and the Great Depression below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; understand basic cause-and-effect relationships between people, places, and events; and identify social, economic, political, and cultural patterns from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>the next level of study. A student at this level demonstrates mastery by analyzing and drawing conclusions about the 1920s and the Great Depression at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand complex cause-and-effect relationships between people, places, and events; draw complex conclusions about social, economic, political, and cultural patterns from the time and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content, such as how the struggle between traditionalism and modernism manifested itself after World War I. Particular focus is on major political scandals and their impact, Prohibition, the</p>	<p>A student at this level demonstrates superior mastery by evaluating and applying information and drawing conclusions about the 1920s and the Great Depression beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise an historical, argument, make inferences based on researched information, and apply knowledge of social, economic, political, and cultural patterns from the time to connect them to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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<p><b>U.S. Foreign and Domestic Policy Between the Wars, World War II,</b></p>	<p>A student at this level demonstrates little to no mastery in identifying or</p>	<p>A student at this level demonstrates partial mastery by identifying and</p>	<p>A student at this level demonstrates mastery by analyzing and drawing</p>	<p>A student at this level demonstrates superior</p>
			<p>Harlem Renaissance, and other aspects of 1920s popular culture. In addition, the student demonstrates an understanding of how the Great Depression and the New Deal fundamentally changed the role of the federal government, including President Hoover’s philosophy on economic recovery versus President Roosevelt’s; the causes, effect, and consequences of the Dust Bowl; and President Franklin Roosevelt’s critics and supporters. Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for the next level of study.</p>	

<p><b>and The Cold War (1921-1975)</b></p>	<p>comprehending historical events and concepts. The student does not show a basic understanding of U.S. foreign and domestic policy between the World Wars and during World War II and the Cold War, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>comprehending aspects of U.S. foreign and domestic policy between the World Wars and during World War II and the Cold War below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; understand basic cause-and-effect relationships between people, places, and events; and identify social, economic, political, and cultural patterns from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>conclusions about U.S. foreign and domestic policy between the World Wars and during World War II and the Cold War at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand complex cause-and-effect relationships between people, places, and events; draw complex conclusions about social, economic, political, and cultural patterns from the time and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content such as the United States' response to World War II, with particular focus on attempts to maintain international peace, the rise of dictators, attempts at intervention, the declaration of war, and its</p>	<p>mastery by evaluating and applying information and drawing conclusions about the U.S. foreign and domestic policy between the World Wars and during World War II and the Cold War beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise an historical, argument, make inferences based on researched information, and apply knowledge of social, economic, political, and cultural patterns from the time to connect them to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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<p><b>The Post-War Years to Contemporary United States (1945-the Present)</b></p>	<p>A student at this level demonstrates little to no mastery in identifying or comprehending historical events and concepts. The student does not show a basic understanding of the United States from the post-war years to the contemporary period, and his or her academic</p>	<p>A student at this level demonstrates partial mastery by identifying and comprehending aspects of the United States from the post-war years to the contemporary period below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and</p>	<p>A student at this level demonstrates mastery by analyzing and drawing conclusions about the United States from the post-war years to the contemporary period at a proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The</p>	<p>A student at this level demonstrates superior mastery by evaluating and applying information and drawing conclusions about the United States from the post-war years to the contemporary period beyond the proficient level and at a consistently higher depth of knowledge</p>
			<p>impact on the home front. In addition, the student demonstrates knowledge of the response of the United States to communism after World War II, including the roots of the Cold War; the reaction to communism in foreign and domestic policy; and the conflicts that arose over the conflicting ideologies. Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for the next level of study.</p>	

	<p>performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>recall historical details; understand basic cause-and-effect relationships between people, places, and events; and identify social, economic, political, and cultural patterns from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>student can organize and compare and contrast historical information; understand complex cause-and-effect relationships between people, places, and events; draw complex conclusions about social, economic, political, and cultural patterns from the time and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content such as the causes, effects, and consequences of the economic boom and social transformation of post-World War United States. Particular focus is on the Civil Rights movement, the Great Society, Watergate, the energy crisis, environmentalism, and the Carter Administration. In addition, the student demonstrates knowledge of important events and trends from the 1980s to today, including high-tech advances, the fall of the</p>	<p>(DOK). The student demonstrates the additional skills necessary to appraise an historical, argument, make inferences based on researched information, and apply knowledge of social, economic, political, and cultural patterns from the time to connect them to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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**Extended Response Information**  
**TCAP Grade 6 ACH Blueprint**  
**Standards Assessed on Part I**  
**(Essay section)**

**Overview of Extended Response Items**

Extended response items for Grade 6 consist of 1-3 stimuli to inform the student’s response. Items with less stimuli tend to demand more content knowledge to answer the question. The student’s response is directed by 1-3 prompts with 0-4 guiding questions.

Potential Stimuli found in extended response items:

- 1 informational text
- 1 primary source document
- 1 informational text and 1 map
- 2 maps and 1 informational text
- 1 informational text and 1 primary source document

**Standards that Extended Response items may be written to:**

6.2	Provide textual evidence that characterizes the nomadic hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry).
6.3	Explain the importance of the discovery of metallurgy and agriculture.
6.14	Write an informative piece explaining the significant contributions of Mesopotamian leaders, including Hammurabi and Sargon, and explain the basic principle of justice in Hammurabi's Code ("an eye for an eye").
6.16	Investigate the kinds of evidence used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt.
6.18	Cite evidence from informational texts to explain the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities.
6.27	Write a narrative text describing how Siddhartha Gautama’s (Buddha) life experiences influenced his moral teachings and how those teachings became a new religion that spread throughout India and Central Asia as a new religion.
6.32	Explain how the regions of China are isolated by geographic features, making governance and the spread of ideas and goods difficult, and served to isolate the country from the rest of the world.
6.36	Detail the political contributions of the Han Dynasty and determine how they contributed to the development of the imperial bureaucratic state and the expansion of the empire.

6.35	List the policies and achievements of the emperor Shi Huang and explain how these contributed to the unification of northern China under the Qin Dynasty and the construction of the Great Wall of China.
6.37	Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.
6.45	Explain how Judaism survived the expulsion/dispersion of the Jews to other lands (the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans.
6.49	Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct Democracy and representative Democracy, including: the "polis" or city-state, civic participation and voting rights, legislative bodies constitution writing rule of law.
6.54	Explain the rise of Alexander the Great and the spread of Greek culture.

**Extended Response Information**  
**TCAP Grade 7 ACH Blueprint**  
**Standards Assessed on Part I**  
**(Essay section)**

**Overview of Extended Response Items**

Extended response items for Grade 7 consist of 1-4 stimuli to inform the student's response. Items with less stimuli tend to demand more content knowledge to answer the question. The student's response is directed by 3 prompts with 1-3 guiding questions.

Potential Stimuli found in extended response items:

- 1 informational text
- 2 informational texts
- 1 timeline and 1 map
- 1 informational text and 1 map

**Standards that Extended Response items may be written to:**

7.1	Analyze the legacy of the Roman Empire.
7.2	Summarize the consequences of the fall of the Roman Empire including the continuation of the Eastern Roman Empire as the Byzantine Empire, Justinian and the significance of Constantinople.
7.12	Write an explanatory text to describe the Shah Abbas and how his policies of cultural blending led to the Golden Age and the rise of the Safavid Empire.
7.16	Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.
7.26	Draw evidence from informational texts to analyze the contributions made during the Ming Dynasty such as building projects, including the Forbidden City and the reconstruction of the Great Wall, isolationism, and sea voyages.
7.35	Examine the Norman Invasion, Battle of Hastings, and the impact of the reign of William the Conqueror on England and Northern France.
7.37	Examine the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.
7.39	Explain the importance of the Catholic church as a political, intellectual, and aesthetic institution, including founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, Thomas Aquinas's synthesis of classical philosophy with Christian theology and the concept of "natural law."
7.44	Cite evidence in writing explaining the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance and the growth of independent trading cities, such as Venice, and their importance in the spread of Renaissance ideas.

7.46	Describe how humanism led to a revival of classical learning and fostered a new interest in the arts including a balance between intellect and religious faith.
7.49	Gather relevant information from multiple sources about Henry V, Hundred Years War, and Joan of Arc.
7.53	Explain the heightened influence of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church's reaction to these developments.
7.57	Analyze how the Catholic Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement, including St. Ignatius of Loyola and the Jesuits, and the Council of Trent.

# Process Guide

## The NEW TCAP Social Studies & US History Test: A Process Guide for Instructional Planning

This document is designed to assist your teacher team with preparing for the upcoming TCAP social studies/US History field test and beyond. It includes the following components:

1. Summary of the design of the field test
2. Process guide to facilitate discussion amongst teacher teams about the new assessment. Includes tips for breaking down and interpreting the new standards, assessment frameworks, Performance Level Descriptors (PLDs), and the extended response scoring rubric

### Summary of the design of the field test:

More information about design, administration dates, and supporting resources for the field test can be found at [http://www.tennessee.gov/education/assessment/doc/2015\\_tcap\\_social\\_studies\\_design.pdf](http://www.tennessee.gov/education/assessment/doc/2015_tcap_social_studies_design.pdf)

- The new assessments consists of **two** parts:
  1. Multiple choice questions at various levels of difficulty
    - Many of these items have one or more stimuli such as a map, political cartoon, reading excerpt, etc. that should be used in addition to prior knowledge to help the student successfully answer the question.
    - The higher level questions require students to make a deeper analysis of the content.
    - There is a shift away from questions that only ask students to recall information.
  2. One extended response question
    - This question provides several stimuli and also expects prior content knowledge to be referenced.
    - The response will be typed online in the TestNav8 platform and should thoroughly address the question/questions asked by the prompt.
    - The extended response question will be evaluated with a rubric.

## Process Guide

The following is a sample protocol that teacher teams might use to help plan next instructional steps for the school year.

<p><b>Step 1:</b></p>	<p>Review the current standards individually as a learner. Discuss with team members the similarities and differences in skills and content knowledge necessary between the old and current standards. Focus on understanding the instructional shifts necessary for student success.</p> <ul style="list-style-type: none"> <li>• Current standards: <a href="http://tn.gov/education/standards/social_studies.shtml">http://tn.gov/education/standards/social_studies.shtml</a></li> <li>• “Old” standards: <a href="http://tn.gov/education/standards/archives.shtml">http://tn.gov/education/standards/archives.shtml</a></li> <li>• Process standards and content coding should also be discussed</li> </ul> <p>The new standards have a much greater focus on Tennessee’s contribution to history. Look through the standards and collaboratively build and expand your content knowledge of any names, locations and events that teachers are not familiar with.</p>
<p><b>Step 2:</b></p>	<p>Explore the assessment frameworks – under Design section <a href="http://www.tennessee.gov/education/assessment/social_studies.shtml">http://www.tennessee.gov/education/assessment/social_studies.shtml</a>– for relevant grade levels and identify what percentage of questions will come from each area of the standards.</p> <p>Discuss options for how to approach instructional planning over the school year. If your district has created a pacing guide, be sure to reference it as a resource. Areas for discussion might be:</p> <ul style="list-style-type: none"> <li>• Where are the main areas of focus?</li> <li>• How can this provide helpful guidelines for planning?</li> <li>• How will this impact instruction?</li> </ul>
<p><b>Step 3:</b></p>	<p>Have team members individually explore the Performance Level Descriptors (PLDs) – under Scoring section <a href="http://www.tennessee.gov/education/assessment/social_studies.shtml">http://www.tennessee.gov/education/assessment/social_studies.shtml</a>– for relevant grade levels and identify what skills and capacities are necessary to successfully demonstrate mastery. Pinpoint the skills that students will need to be proficient or advanced and note differences between the two levels.</p> <p>Based on the details, as a team, add to the list generated in Step 1 with any further points of emphasis for your students: what will they need to do to succeed on the Spring 2015 field test? Consider using this information to create essential questions or “I can” statements for students.</p>
<p><b>Step 4:</b></p>	<p>Print the “2015 TCAP Social Studies/U.S. History: Design and Administration Information” at <a href="http://www.tennessee.gov/education/assessment/doc/2015_tcap_social_studies_design.pdf">http://www.tennessee.gov/education/assessment/doc/2015_tcap_social_studies_design.pdf</a> and share with teacher team members to review together. Based on the details, add to the list generated in steps 1 and 4 with any further points of emphasis for your students.</p>

<b>Step 5:</b>	<p>Work with team members to plan a common writing activity with students to build student success on extended response item types. As a grade level, choose a primary source listed in social studies standards (Note: 3<sup>rd</sup> grade will need to choose a text, as there are no primary sources listed).</p> <p>Consider using the released sample practice items for Grade 3, Grade 7, and US History as a model. These practice items are available in ePATs for online practice and can be accessed on the assessment page.</p> <p>Create a writing stimulus/prompt to accompany the chosen primary text listed in the standards. Sample literacy units and instructional resources can be found on the TNCore website at <a href="http://www.tncore.org/literacy_in_social_studies.aspx">http://www.tncore.org/literacy_in_social_studies.aspx</a></p>
<b>Step 6:</b>	<p>Review the social studies extended response rubrics – under Scoring section from <a href="http://www.tennessee.gov/education/assessment/social_studies.shtml">http://www.tennessee.gov/education/assessment/social_studies.shtml</a> focusing on both the content and the literacy components. Identify skills on the rubric that you can use to help move a student towards a higher score point (e.g. from a 2 to a 3).</p> <p>Review the appropriate grade-level <a href="#">rubrics</a>. Compare the TCAP Writing rubric with the social studies rubric and discuss how this will affect instruction and collaborative planning with ELA teachers.</p>
<b>Step 7:</b>	<p>Rewrite social studies extended response rubric in student friendly language and share with students. Model social studies literacy tasks for students. Have students use text in a picture, analyze map, and/or passage by using prior knowledge to come to a conclusion and answer as many parts of the question as they can. Practice using blank paper for pre- writing skills and organization/outline of thoughts when answering a prompt.</p>
<b>Step 8:</b>	<p>Have students complete the common writing activity (see Step 6). Collect student work samples and bring to discuss with team. Score the student work using the released extended response rubrics – under Scoring section <a href="#">here</a>. Share results and observations with colleagues. Create strengths/needs chart to frame further instruction. You might want to consider the following questions:</p> <ul style="list-style-type: none"> <li>• What evidence can you draw from these student samples about your students’ capabilities?</li> <li>• Where do students still need to grow more?</li> <li>• What are strategies you can use to help bridge those deficits and improve student writing?</li> </ul>
<b>Step 9:</b>	<p>Assign the full practice test (ePATs) or relevant sections as a pre-assessment. If possible, have students complete the practice test on TestNav8 to practice in an online testing format.</p> <p>Score the practice tests and share results and observations with colleagues. Discuss how the data/findings from the February practice tests can help drive instruction throughout February and March?</p>

**Step 10:**

As a teacher team, work together to create additional sample questions. Use appropriate grade-level vocabulary and focus on writing higher-order questions. Revisit PLDs to ensure questions measure full range of ability.

Consider using the released sample practice items for Grade 3, Grade 7, and US History as a model. These practice items are available in ePATs for online practice and can be accessed [here](#).

# Civics Resources

The Tennessee Center for Civic Learning and Engagement (TCCLC) has available resources needed to meet the requirements of the new legislation.

- <http://www.tcclc.org/index.html>

Some suggestions include:

- Project Citizen
- We the People



## Tennessee Center for Civic Learning and Engagement

203 Rocky Road  
Dunlap, Tennessee 37327  
423-593-1444

The belief and mission of TCCLE is to: a) establish and promote competent and responsible participation in local and state government by students and teachers b) provide programs designed to develop the knowledge, skills and understanding of pupils regarding matters of public policy c) while engaging them in interactive, stimulating, wide ranging and interconnected topics so that d) teachers and students are empowered to create change in the communities e) with the knowledge and experience and the acquisition of the leadership skills they need to make a positive impact on society.

### Project Citizen



Project Citizen is a project-based civic education program for grades 4-12 that involves students in understanding public policy and emphasizes responsible participation in local and state government. Students learn how to interact with government agencies to effect change.

Project Citizen:

- Is interdisciplinary
- Is based on cooperative learning
- Is an excellent model for performance assessment
- Is an excellent method for implementing project based learning
- Focuses on state and local government
- Applies student learning to real public policy issues that concern them
- Develops participatory skills

Project Citizen is an interdisciplinary curriculum for upper elementary, middle and high school students designed to teach responsible participation in local and state government. Students work cooperatively to identify a public policy problem in their community, evaluate possible solutions, and develop an action plan for local government leaders to use in addressing the problem. The work culminates with a class portfolio and mock public hearing that can be part of the Tennessee Project Citizen Showcase.

- [www.tccle.org](http://www.tccle.org)

Examples from Project Citizen digital portfolios from students across the United States: <https://sites.google.com/a/students.hpschools.net/hydraulic-fracturing/home>  
Fracking: Stop the Leaks  
<http://www.civiced.org/digitalPortfolio> digital portfolio with sections as "hotspots"

## iCivics

iCivics is a non-profit organization dedicated to reinvigorating civic learning through interactive and engaging learning resources. The educational resources empower teachers and prepare the next generation of students to become knowledgeable and engaged citizens. TCCLE provides training for iCivics in Tennessee.

Founded and led by Justice Sandra Day O'Connor, iCivics provides students with the tools they need for active participation and democratic action, and teachers with the materials and support to achieve this. Our free resources include print-and-go lesson plans, award-winning games, and digital interactives.

The iCivics games place students in different civic roles and give them agency to address real-world problems and issues. They are rooted in clear learning objectives and integrated with lesson plans and support materials.

iCivics supports individual, small group, and whole-class learning across a variety of settings. With a mix of readings, activities, discussions and games, our resources introduce and explain complex concepts. Drafting Board offers students the opportunity to learn and develop argumentative writing skills in a scaffolded digital environment.

- <https://www.icivics.org>

**Civic Action Project, CAP**, sponsored by the Constitutional Rights Foundation, directed and trained in Tennessee by TCCLE, is project-based learning for civics and government. CAP serves as a culmination of students' social studies education, a chance for them to apply what they have learned to the real world and impact an issue that matters to them. CAP lessons provide key government content that students need to be able to make connections between public issues/problems, public policy, government, and the role that citizens play.

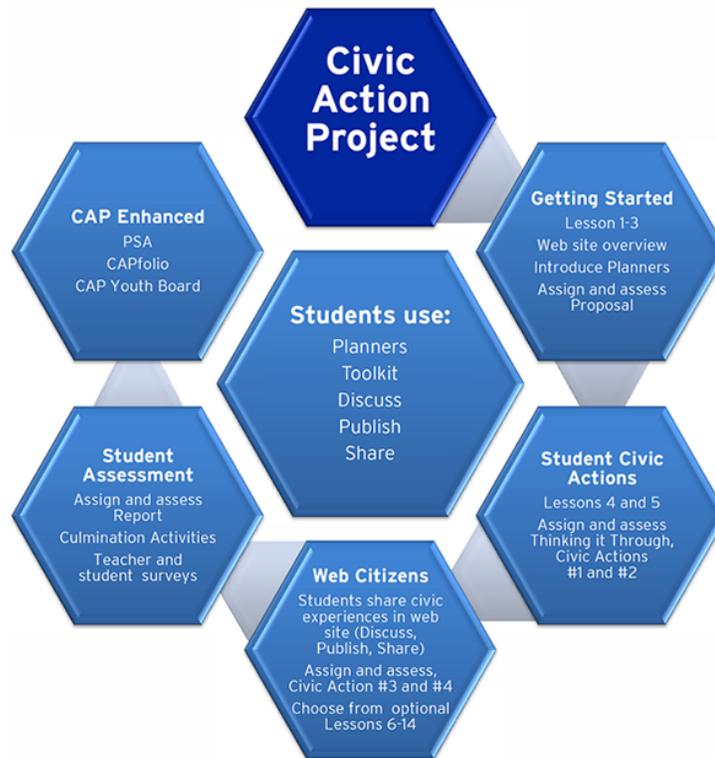
CAP requires students to engage in a long-term project that is guided by the inquiry "How can I impact *(CAP issue/problem/policy)*." As students dive more deeply into their inquiries, new questions will emerge requiring them to:

- Analyze root causes and effects of problems.
- Conduct cost-benefit analyses.
- Research a variety of sources and identify bias in the sources.
- Communicate with policymakers and community members.

The CAP website, designed to engage students in public conversations about their issues and civic actions, provides hundreds of resources to help students with the CAP process and is available 24/7. Rather than a "lecture" approach, CAP provides documents, videos, and student-created resources specific to the tasks at hand.

<http://www.crfcap.org>

<http://www.crfcap.org/mod/page/view.php?id=81> (short video)



## Peaceable Schools Tennessee

*Peaceable Schools*, an evidenced based widely used conflict resolution program designed for use with upper elementary and middle school students, is intended to reduce violence by providing children and adults with the skills, information, and practice needed to appropriately resolve conflicts. Some of the skills taught in *Peaceable Schools* include empathy development, impulse control, and problem solving, cooperation and anger management. Students and adults learn to define conflict and determine where conflict originates. While initially created to reduce incidents of aggressive and impulsive behaviors, *Peaceable Schools* is also effective in decreasing disruptive behaviors and improving the social and emotional climate of the school. Peaceable Schools will offer on a priority basis basic conflict resolution, classroom management, peer mediation and social emotional training

Through the *Peaceable Schools* Program, students learn to resolve normal conflicts by using intervention skills such as, **compromise, negotiation, peer mediation, active listening, and group problem-solving strategies**. Conflict is a natural, vital part of life. When conflict is understood, it can become an opportunity to learn and create. The challenge for people in conflict is to apply the principles of creative cooperation in their human relationships.

Tennessee Peaceable Schools has been identified as a model for statewide implementation by the U.S. Department of Justice and the National Center for Conflict Resolution Education. Three day professional development opportunities are available.

- [www.tccle.org](http://www.tccle.org)

For training and prices contact Janis Kyser by email at [tccle111@gmail.com](mailto:tccle111@gmail.com) or call 423-593-1444.

# Annotated Bibliography

**Gavin, Michael Thomas. *A History of the 13<sup>th</sup> Infantry Regiment USCT. Tennessee Civil War National Heritage Area. May 2007.***

Gavin's article goes over the origins of the 13<sup>th</sup> Infantry Regiment which was an African-American Unit founded in Murfreesboro in 1863 and its participation in helping to complete the Nashville & Northwestern Railroad and its role in the Battle of Nashville in December 1864.

Gavin's article could be incorporated 8<sup>th</sup> into grade Social Studies as it addresses Standard 8.78 and the article is four pages long which would allow students in middle school the ability to use this source within a daily lesson. Gavin has also written about the 17<sup>th</sup> the Infantry which was also organized in Tennessee and was comprised of African- American soldiers and could serve as a companion piece to the study of this standard.

**Hamlet, Janice D. *Word! The African American Oral Tradition and its Rhetorical Impact on American Popular Culture. Black History Bulletin Vol 74 No 1 Spring 2011***

Hamlet's article goes over the aspects that African and African-American Oral Traditions have had on culture. Hamlet explains the origins of African culture and oral traditions to its use by slaves in the Americas which served for both expression and survival.

Hamlet's article includes a lesson plan that incorporates many goals and objectives and uses National Council for the Social Studies Standards. This article allows for a global perspective in World History standard 7.15 involving written and oral traditions in the transmission of African History and Culture while also using US History standard 8.71.

***"Quilting." The Greenwood Encyclopedia of African American Folklore : Volume III. Westport, CT: Greenwood Publishing Group, 2006. The African American Experience. Greenwood Publishing Group. 15 December 2014.***

This entry summarizes the tradition African-Americans have played in the making of quilts. It highlights how quilting was very similar to writing and its use by the Underground Railroad and its incorporation of West African symbols.

A number of books and articles are used throughout this entry that highlight the significance that quilting played in the folk art of African-American Tradition. Aspects and examples listed in this entry could be used for standards 8.66 and 8.71 while also incorporating broad aspects of art and literature.

***Teaching with Primary Sources MTSU. Civil War Resources. Middle Tennessee State University.***<http://library.mtsu.edu/tps/civilwar.php> November 2014

A detailed website compiled by Middle Tennessee State University in association with The Library of Congress. This website has a number of excellent links and lesson plans that would be a very valuable tool for any Social Studies Tennessee educator.

The use of primary sources, literacy standards, and Tennessee Social Studies curriculum within the lessons compiled by MTSU is very impressive. For example, Freedmen's Bureau 5.20 and 8.85 effectively covers two different grade levels and there are Primary Source sets covering the Underground Railroad and Emancipation Proclamation.

***"This Honorable Body" African-American Legislators in 19<sup>th</sup> Century Tennessee. Tennessee State Library and Archives.***<http://www.tennessee.gov/tsla/exhibits/blackhistory/index.htm> 2013

This website is a comprehensive collection by the Tennessee State Library and Archives detailing the fourteen African-American Legislators who were elected to the Tennessee Legislature in 19th the century.

The strengths of this website include extensive and detailed biographies on each African-American Legislator using a number of primary sources and photographs as well as a section for educators that has a powerpoint and sets of quizzes identifying the legislators from this website. This site can be used to teach Reconstruction with a focus on 8.82 and 8.90 in 8th grade, or 5.20 and 5.26 in 5th grade with a particular focus on Tennessee History at both grade levels.

# African American Resources (U.S. History) High School

## Benjamin "Pap" Singleton

The Kansas Historical Society offers an overview of Pap Singleton. The article explains about his life before and after the Civil War, including his escape from slavery. It also illustrates how why he chose to lead people to Kansas, and what he did such as establishing settlements, when he got there. Pap Singleton's nickname, "Father of the Negro Exodus" is firmly established with this article.

This article put forth by the Kansas Historical Society give a concise and easily accessible history of Benjamin "Pap" Singleton. It is easy for the reader to follow and offers many details into his life. The reader is also able to easily garner why Singleton is a significant figure in history given his accomplishments from operating an underground boarding house for escaped slaves in Detroit to leading newly freed men and women to Kansas to help people not succumb to sharecropping out of necessity.

This article could be used as an informational text piece when covering standard US 3 at the high school level. The Lexile measure of 990L means that it is accessible for students in middle and high school. An article such as this leads to discussion about the era, what the implications were for the newly freed slaves in America without much front loading of information. There are many ways to use this article to engage students.

- Benjamin "Pap" Singleton." *Kansas Historical Society*. 1 Jan. 2013. Web. 26 Nov. 2014. htMi

## Harlem Renaissance

The reference article "Harlem Renaissance" gives an overview of the what the Harlem Renaissance was, why it happened, and the accomplishments of some of the most well know contributors of the era. This article offers a time line of sorts to the evolution of the Harlem Renaissance.

This reference article offers the reader insights into what the Harlem Renaissance was without being too difficult for the reader. It is easy to follow and gives the main details without overloading the reader trivial details, It clearly evokes to the reader why this era was a turning point in culture for the African American community and the many accomplishments as well.

Although the article has a quantitative Lexile score of 1450, qualitatively it is not as difficult as the Lexile score suggests. This article serves as a good way to introduce the standard, US 40, to students without the teacher frontloading the content. It also introduces students to prominent figures of the Harlem Renaissance giving the teacher a natural segue to reading some of their works and listening to their music.

- Harlem Renaissance." *American History*. ABC-CLIO, 2014. Web. 15 Dec. 2014.

# Middle School

## African Americans in the Union Army

"African Americans in the Union Army" is a reference article from ABC-CLIO that offers the reader a concise history of the accomplishments of African Americans during the Civil war. One section of the entry details the Massachusetts 54<sup>th</sup> Regiment which demonstrated to the people in Washington that the African Americans were indeed ready, willing, and able to fight. This willingness to fight had previously been questioned by commanders, as stated in the entry.

This reference article on ABC-CLIO gives the reader a very clear history and accomplishments of African Americans in that served in the Union Army during the Civil War. It is detailed without being overwhelming to the reader.

The reference article "African Americans in the Union Army" can be used as an information text while teaching standard 8.78. It does have a Lexlie level of 1150L which many make it harder for some struggling 8<sup>th</sup> grade students. If that is the case, there is the option to listen to the entry. This engages the students in the written word while also paying attention to the fluency of someone reading it. The educator could use the entire article or just the paragraph about the Massachusetts 54<sup>th</sup> Regiment and/or the third to the last paragraph that outlines the accomplishments of African Americans during the Civil War.

- Avila, Rolando. "African Americans in the Union Army." *American History*. ABC-CLIO, 2014. Web. 1 Dec. 2014.

## Benjamin “Pap” Singleton

The Kansas Historical Society offers an overview of Pap Singleton. The article explains about his life before and after the Civil War, including his escape from slavery. It also illustrates how why he chose to lead people to Kansas, and what he did such as establishing settlements, when he got there. Pap Singleton’s nickname, “Father of the Negro Exodus” is firmly established with this article.

This article put forth by the Kansas Historical Society give a concise and easily accessible history of Benjamin “Pap” Singleton. It is easy for the reader to follow and offers many details into his life. The reader is also able to easily garner why Singleton is a significant figure in history given his accomplishments from operating an underground boarding house for escaped slaves in Detroit to leading newly freed men and women to Kansas to help people not succumb to share-cropping out of necessity.

This article could be used as an informational text piece when covering standard US 8.89 at the 8th grade level. The Lexile measure of 990L which means that it is accessible for students in middle and high school. An article such as this leads to discussion about the era, what the implications were for the newly freed slaves in America without much front loading of information. There are many ways to use this article to engage students.

- Benjamin "Pap" Singleton." *Kansas Historical Society*. 1 Jan. 2013. Web. 26 Nov. 2014 <http://www.kshs.org/kansapedia/benjamin-pap-singleton/12205>>.

# Elementary School

## The Harlem Renaissance

"Harlem Renaissance" gives a succinct history of the Harlem Renaissance identifying some of its key players. It starts out as a flashback from Langston Hughes, which grabs the reader by getting a first hand account of the era. From there the article goes on to describe what Harlem was like during this era, evoking a sense of being there for the reader. The article also brings in the Jazz Age with the music developed during this time, and the musicians that made this era possible such as Duke Ellington and Louis Armstrong. Accomplishments from African Americans are abundant in this article.

The Scholastic News article from February 14, 2014, is a great overview of the Harlem Renaissance for younger students. It brings the Harlem Renaissance to life with a quote from Langston Hughes. This hooks the reader into the article by giving a first person perspective. The writer of the article brings Harlem in the 1920s to life with his word usage. He really engages the reader in the achievements of the African American community of the time period such as the music, poetry, novels, and essays.

This article is a good way to engage younger students in the achievements of African Americans during the Harlem Renaissance. It could be used to start a lesson to give students a glimpse at what Harlem was like from the voice of Langston Hughes, who is quoted several times in the article. The teacher would then have an opening to talk about other influential African Americans during the movement due to the mention of their works in the article.

- Brown, Bryan. "The Harlem Renaissance." *News for Your Classroom*. Scholastic, 14 Feb. 2014. Web. 22 Nov. 2014. <<http://magazines.scholastic.com/news/2014/02/The-Harlem-Renaissance>>.

## Heroes of the Civil Rights

David Adler's book *Heroes of the Civil Rights* is a book that offers younger students short one page biographies about some of the major figures of the Civil Rights era in the United States. This book highlights the accomplishments of individuals such as Martin Luther King, Jr., Fannie Lou Hamer, Medgar Evers, James Meredith, Thurgood Marshall, and Rosa Parks. However, it also includes the actions of different groups: The Little Rock Nine and the Greensboro Four.

*Heroes of the Civil Rights* is a well written book about that highlights some of the important people during the Civil Rights era. The illustrations also help to capture the reader's attention. The book is not imposing to a younger student as it only has 32 pages. The Lexlie measure is 970L, but qualitatively that is high. Younger students will be able to read and comprehend, maybe needing some adult assistance, the meaning in the book.

This book can be used over a period of days with students as a teacher read aloud. Then students can engage in follow up tasks about the figures and their achievements to the Civil Rights era. Student can also read this book on their own as a way to research different figures and identify what he or she contributed to the advancement of Civil Rights in the United States.

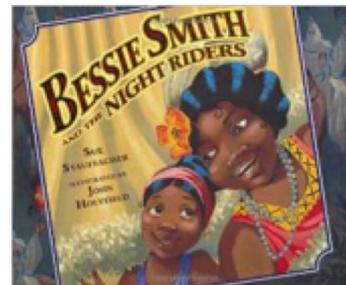
- Adler, David. *Heroes of the Civil Rights*. Holiday House, 2007. Print.

# Elementary: African American History Resources

## Tennessee

### Bessie Smith (standard 5.47)

Stauffacher, Sue. *Bessie Smith and the Night Riders*. New York: Penguin Young Readers Group, 2006. Print.



Bessie Smith was born in Chattanooga, Tennessee on April 15, 1894. She began to sing at a young age and in 1923 signed a contract with Columbia Records. Soon she was among the highest-paid black performers of her time. Smith was nicknamed "The Empress of the Blues."

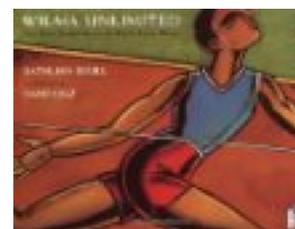
Based on a true incident, *Bessie Smith and the Night Riders* is a powerful story. Author Sue Stauffacher changes one significant detail in the true story of the encounter between "Empress of the Blues" Bessie Smith and the Ku Klux Klan-- adding a child, Emmarene Johnson, who witnesses, takes part in, and tells the story.

Lexile 960

ISBN-13: 9780399242373

### Wilma Rudolph (standard K.30, 2.32)

Krull, Kathleen. *Wilma Unlimited*. New York: Voyager Books, 1996. Print.



Wilma Rudolph was born in 1940 in Clarksville, Tennessee. Throughout her childhood she fought disease and sickness. In 1945 she was diagnosed with polio and told she would never walk again. Through determination and hard work, Wilma overcame the odds. At the age of twenty, she became the first American woman to wind three gold medals at a single Olympic games.

This book tells the dramatic and inspiring true story of runner Wilma Rudolph, who overcame incredible odds to become one of the world's finest athletes.

Lexile 730

ISBN 0-15-202098-5

## United States

### Rosa Parks (standard 2.32, 3.16, 5.65)

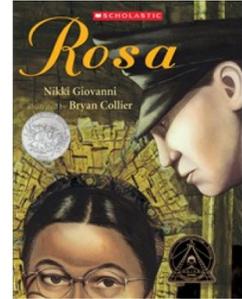
Giovanni, Nikki. *Rosa*. New York: Henry Holt and Company, 2005. Print.

Rosa Parks is one of the most famous figures in American history. On December 1, 1955, she got on a Montgomery, Alabama, city bus after work and refused to give up her seat to a white man, an act that sparked a revolution.

Written by Nikki Giovanni an award winning poet, writer and activist, and illustrated by Bryan Collier, *Rosa* was a 2006 Caldecott Honor Book and a 2006 King Illustrator Award Winner.

Lexile 900

ISBN 978-0-8050-7106-7



## World History

### George Washington Carver (standard 3.16, 5.37)

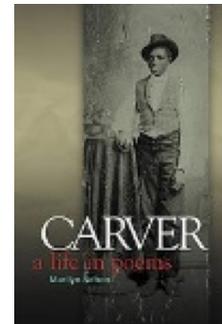
Nelson, Marilyn. *Carver a Life in Poems*. Ashville, North Carolina: Front Street, 2001. Print.

George Washington Carver was born a slave in Missouri around 1864. He eventually earned a master's degree and, in 1896, began the agricultural department at Tuskegee Institute. Carver is best known for his work as a botanist and an inventor, but he was also a talented painter, musician and teacher.

This collection of poems follows the life and accomplishments of Carver. Poems include selections such as "Drifter," "Four a.m. in the Woods," and "Green-Thumb Boy."

Lexile 890

ISBN13: 9781886910539



## Benjamin Banneker (standard 2.32)

Pinkney, Andrea Davis. *Dear Benjamin Banneker*. Chicago: Harcourt, 1994. Print.

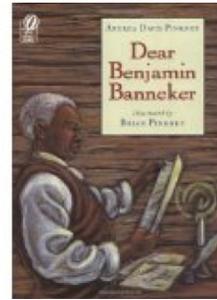
Throughout his life Banneker was troubled that all black people were not free. And so, in 1791, he wrote to Secretary of State Thomas Jefferson, who had signed the Declaration of Independence.

Banneker attacked the institution of slavery and dared to call Jefferson a hypocrite for owning slaves. Jefferson responded. This is the story of Benjamin Banneker--his science, his politics, his morals, and his extraordinary correspondence with Thomas Jefferson.

Illustrated in full-page scratchboard and oil paintings by Caldecott Honor artist Brian Pinkney.

Lexile 1100

ISBN 0-15-3143967



# Important African-American Contributions to Tennessee History

**Lathon, Lester C. *Blacks In Tennessee 1791-1970*. Knoxville: University of Tennessee Presses, 1981. Print.**

Lester's book takes an in-depth look at the contributions of African-Americans specifically to Tennessee from 1791 to 1970. This work is particularly useful for the many quotations and primary sources citations, which can easily be used in a classroom setting for primary source close reads. The work is divided into four eras. Slavery from 1790 to 1860 is the first era. The second era covers the 1860s to the 1880s, and focuses on the unfulfilled promises of Reconstruction. The third era is the 1880s to the 1920s and focuses on what Lathon refers to as a new caste system. The final era covered is the 1920s to the 1970s, and talks about change and progress. This work can be integrated in the 8<sup>th</sup> grade curriculum and the High School U.S. History curriculum, due to the time periods used, and the nature of the curriculums. The first two eras are better for 8<sup>th</sup> grade, while the final two work better with High School. See also **Black Tennesseans, 1900-1930** by the same author in 1976.

**Reed, Wornie. *Blacks in Tennessee: Past and Present*. Dubuque, Iowa: Kendall Hunt Publishing Company, 2008. Print.**

Reed offers both a look at some historical contributions of African-Americans to Tennessee history, and she also provides a look at more modern contributions as well. This work is divided by careers. For instance, African-Americans' contributions to education in Tennessee are covered, as are contributions to health care, banking and economics, criminal justice, etc. This work is more suited to the high school curriculum since there is a concentration on more modern themes. Chapter 4 in particular also serves as a resource for contributions from Reconstruction to the present day.

**Van West, Carroll. *Trial and Triumph: Essays in Tennessee's African American History*. Knoxville: University of Tennessee Presses, 2002. Print.**

This work is an anthology of articles from *Tennessee Historical Quarterly*. It contains articles from the state's founding to the state bicentennial in 1996. It was collected in 2002, and includes various primary sources and essays, many of which are relevant and helpful both in the 8<sup>th</sup> grade and the High School U.S. History curriculums. These readings paint a picture of African-American History and a rich history of contributions to the development of Tennessee.

# 6th Grade Public Domain Resources

Document	Public Domain Source
	<b>Human Origins in Africa through the Neolithic Age</b>
<b>No texts mentioned for this standard</b>	No texts mentioned for this standard
	<b>Mesopotamia:c. 3500-1200 BC/BCE</b>
<b>Epic of Gilgamesh</b>	<a href="https://www.gutenberg.org/files/11000/11000-h/11000-h.htm">https://www.gutenberg.org/files/11000/11000-h/11000-h.htm</a>
	<a href="https://www.google.com/search?q=ancient+mesopotamian+artifacts+site:gov&amp;biw=1366&amp;bih=624&amp;source=lnms&amp;tbm=isch&amp;sa=X&amp;ei=btLTVOFPKfDfsATg4oLQBg&amp;ved=0CAYQ_AUoAQ&amp;dpr=1#imgdii=_&amp;imgsrc=c1SibVj7NYu9SM%253A%3B-jOtu_mYJbiKqM%3Bhttp%253A%252F%252Fwww.metmuseum.org%252Ftoah%252Fimages%252Fh2%252Fh2_1988.433.1.jpg%3Bhttp%253A%252F%252Fedsitement.neh.gov%252Flesson-plan%252Fcuneiform-writing-system-ancient-mesopotamia-emergence-and-evolution%3B500%3B451">https://www.google.com/search?q=ancient+mesopotamian+artifacts+site:gov&amp;biw=1366&amp;bih=624&amp;source=lnms&amp;tbm=isch&amp;sa=X&amp;ei=btLTVOFPKfDfsATg4oLQBg&amp;ved=0CAYQ_AUoAQ&amp;dpr=1#imgdii=_&amp;imgsrc=c1SibVj7NYu9SM%253A%3B-jOtu_mYJbiKqM%3Bhttp%253A%252F%252Fwww.metmuseum.org%252Ftoah%252Fimages%252Fh2%252Fh2_1988.433.1.jpg%3Bhttp%253A%252F%252Fedsitement.neh.gov%252Flesson-plan%252Fcuneiform-writing-system-ancient-mesopotamia-emergence-and-evolution%3B500%3B451</a>
	<b>Ancient Egypt</b>
<b>Ancient Egypt Info</b>	<a href="https://www.cia.gov/library/publications/the-world-factbook/photo_gallery/eg/photo_gallery_A1_eg_1.html">https://www.cia.gov/library/publications/the-world-factbook/photo_gallery/eg/photo_gallery_A1_eg_1.html</a>
<b>Information on Ancient Egypt</b>	<a href="https://www.nga.gov/exhibitions/2002/egypt/egypt-brochure.pdf">https://www.nga.gov/exhibitions/2002/egypt/egypt-brochure.pdf</a>
	<b>Ancient India</b>
<b>Excerpts from Hindu Search for Divine Reality: The Upanishads</b>	<a href="https://www.gutenberg.org/cache/epub/3283/pg3283.html">https://www.gutenberg.org/cache/epub/3283/pg3283.html</a>
	<b>Ancient China</b>
<b>Confucius's Analects</b>	<a href="https://www.gutenberg.org/cache/epub/3330/pg3330.html">https://www.gutenberg.org/cache/epub/3330/pg3330.html</a>
	<b>Ancient Israel</b>
<b>Hebrew Bible Scrolls</b>	<a href="http://books.google.com/books?id=zRBMAAAAYAAJ&amp;dq=Now%20therefore%2C%20if%20ye%20will%20obey%20my%20voice%20indeed%2C%20and%20keep%20my%20covenant&amp;pg=PA166#v=onepage&amp;q=Now%20therefore,%20if%20ye%20will%20obey%20my%20voice%20indeed,%20and%20keep%20my%20covenant&amp;f=false">http://books.google.com/books?id=zRBMAAAAYAAJ&amp;dq=Now%20therefore%2C%20if%20ye%20will%20obey%20my%20voice%20indeed%2C%20and%20keep%20my%20covenant&amp;pg=PA166#v=onepage&amp;q=Now%20therefore,%20if%20ye%20will%20obey%20my%20voice%20indeed,%20and%20keep%20my%20covenant&amp;f=false</a>
	<a href="http://www.loc.gov/exhibits/scrolls/late.html">http://www.loc.gov/exhibits/scrolls/late.html</a>
	<b>Ancient Greece</b>
<b>Homer's Illiad and the Odyssey;</b>	<a href="https://www.gutenberg.org/files/16452/16452-h/16452-h.htm">https://www.gutenberg.org/files/16452/16452-h/16452-h.htm</a>

	<a href="https://www.gutenberg.org/files/1727/1727-h/1727-h.htm">https://www.gutenberg.org/files/1727/1727-h/1727-h.htm</a>
<b>Excerpts from Pericles' <i>Funeral Oration</i></b>	<a href="https://www.gutenberg.org/files/7142/7142-h/7142-h.htm">https://www.gutenberg.org/files/7142/7142-h/7142-h.htm</a>
<b>Excerpts from <i>Alexander</i> by Plutarch</b>	<a href="https://www.gutenberg.org/files/14140/14140-h/14140-h.htm">https://www.gutenberg.org/files/14140/14140-h/14140-h.htm</a>
<b>Excerpts from <i>Aesop's Fables</i></b>	<a href="https://www.gutenberg.org/files/19994/19994-h/19994-h.htm">https://www.gutenberg.org/files/19994/19994-h/19994-h.htm</a>
<b>Excerpts from Aristotle's <i>The Athenian Constitution</i></b>	<a href="https://www.gutenberg.org/files/39963/39963-h/39963-h.htm">https://www.gutenberg.org/files/39963/39963-h/39963-h.htm</a>
	<b>Ancient Rome</b>
<b>Ovid's <i>Metamorphoses</i></b>	<a href="https://www.gutenberg.org/ebooks/21765">https://www.gutenberg.org/ebooks/21765</a>
	<a href="https://www.gutenberg.org/ebooks/26073">https://www.gutenberg.org/ebooks/26073</a>
<b>Excerpts from the Dead Sea Scrolls, <i>The Essenes' Manual of Discipline</i>. (Also known as the <i>Community Rule</i>)</b>	<a href="http://www.loc.gov/exhibits/scrolls/trans3.html">http://www.loc.gov/exhibits/scrolls/trans3.html</a>
<b>Excerpts from Plutarch's <i>The Assassination of Julius Caesar</i></b>	<a href="http://www.gutenberg.org/files/14140/14140-h/14140-h.htm#LIFE_OF_C_CAESAR">http://www.gutenberg.org/files/14140/14140-h/14140-h.htm#LIFE_OF_C_CAESAR</a>
<b>Excerpts from Plutarch's writings on <i>Spartacus</i></b>	<a href="http://www.gutenberg.org/files/14140/14140-h/14140-h.htm">http://www.gutenberg.org/files/14140/14140-h/14140-h.htm</a>
<b>Seneca's <i>Descriptions of Gladiators</i></b>	<a href="https://books.google.com/books?id=JTUOAAAAYAAJ&amp;printsec=frontcover&amp;dq=readings+in+ancient+history&amp;hl=en&amp;sa=X&amp;ei=0SjUVOy5FJO3yAT6x4LgCw&amp;ved=0CCMQ6AEwAQ#v=onepage&amp;q=readings%20in%20ancient%20history&amp;f=false">https://books.google.com/books?id=JTUOAAAAYAAJ&amp;printsec=frontcover&amp;dq=readings+in+ancient+history&amp;hl=en&amp;sa=X&amp;ei=0SjUVOy5FJO3yAT6x4LgCw&amp;ved=0CCMQ6AEwAQ#v=onepage&amp;q=readings%20in%20ancient%20history&amp;f=false</a>

# 7th Grade Public Domain Resources

Document	Public Domain Source
	<b>The Fall of the Roman Empire</b>
Excerpts from Eusebius of Caesarea	<a href="https://books.google.com/books?id=mlB6DLyNOL0C&amp;printsec=frontcover&amp;dq=Eusebius+of+Caesarea&amp;hl=en&amp;sa=X&amp;ei=OzDUPy4E4iVyASrj4GoDA&amp;ved=0CCUQ6AEwAQ#v=onepage&amp;q=Eusebius%20of%20Caesarea&amp;f=false">https://books.google.com/books?id=mlB6DLyNOL0C&amp;printsec=frontcover&amp;dq=Eusebius+of+Caesarea&amp;hl=en&amp;sa=X&amp;ei=OzDUPy4E4iVyASrj4GoDA&amp;ved=0CCUQ6AEwAQ#v=onepage&amp;q=Eusebius%20of%20Caesarea&amp;f=false</a>
"Ecclesiastical History," that describes Constantine	<a href="https://www.gutenberg.org/files/38326/38326-h/38326-h.html#toc33">https://www.gutenberg.org/files/38326/38326-h/38326-h.html#toc33</a>
	<b>Islamic World, 400 A.D./C.E. - 1500s</b>
Meadows of Gold and Mines of Gems, El-Mas'ud	<a href="http://archive.org/stream/historicalencycl00masrich/historicalencycl00masrich_djvu.txt">http://archive.org/stream/historicalencycl00masrich/historicalencycl00masrich_djvu.txt</a>
Excerpts from The Hadith	<a href="https://archive.org/stream/SahihBuhariHadithsInEnglish-complete/SahihBukhari-hadiths#page/n13/mode/2up">https://archive.org/stream/SahihBuhariHadithsInEnglish-complete/SahihBukhari-hadiths#page/n13/mode/2up</a>
	<b>Africa. 400 A.D./C.E. - 1500s</b>
<i>Sundiata: An Epic of Old Mali</i>	<a href="http://www.neh.gov/humanities/1998/julyaugust/feature/m_alis-boy-king">http://www.neh.gov/humanities/1998/julyaugust/feature/m_alis-boy-king</a>
	<b>China. 400 A.D./C.E. - 1500s</b>
Excerpts from <i>The Analects</i> , Confucius	<a href="https://www.gutenberg.org/cache/epub/3330/pg3330.html">https://www.gutenberg.org/cache/epub/3330/pg3330.html</a>
	<b>Japan. 400 A.D./C.E. - 1500s</b>
Excerpts from <i>The Tale of Genji</i>	<a href="https://archive.org/details/genji_monogatori_1305_librivox">https://archive.org/details/genji_monogatori_1305_librivox</a>
	<b>Middle Ages in Western Europe. 400 A.D./C.E. - 1500s</b>
Excerpts from <i>The Life of Charlemagne: The Emperor Himself</i> , Einhard	<a href="https://books.google.com/books?id=2mMNAQAIAAJ&amp;printsec=frontcover&amp;dq=Einhard&amp;hl=en&amp;sa=X&amp;ei=TOTUUVLmPD46KyASK6YCIBg&amp;ved=0CCsQ6AEwAg#v=onepage&amp;q=Einhard&amp;f=false">https://books.google.com/books?id=2mMNAQAIAAJ&amp;printsec=frontcover&amp;dq=Einhard&amp;hl=en&amp;sa=X&amp;ei=TOTUUVLmPD46KyASK6YCIBg&amp;ved=0CCsQ6AEwAg#v=onepage&amp;q=Einhard&amp;f=false</a>
Selected accounts of the Black Death	<a href="https://books.google.com/books?id=TeYyAQAAIAAJ&amp;printsec=frontcover&amp;dq=accounts+of+the+black+death&amp;hl=en&amp;sa=X&amp;ei=xepUVMDDDB4OgyATBmIKIAw&amp;ved=0CCsQ6AEwAg#v=onepage&amp;q=accounts%20of%20the%20black%20death&amp;f=false">https://books.google.com/books?id=TeYyAQAAIAAJ&amp;printsec=frontcover&amp;dq=accounts+of+the+black+death&amp;hl=en&amp;sa=X&amp;ei=xepUVMDDDB4OgyATBmIKIAw&amp;ved=0CCsQ6AEwAg#v=onepage&amp;q=accounts%20of%20the%20black%20death&amp;f=false</a>
Excerpts from <i>Summa Theologica</i> , Thomas Aquinas	<a href="https://www.gutenberg.org/cache/epub/17897/pg17897.html">https://www.gutenberg.org/cache/epub/17897/pg17897.html</a>
	<b>The Renaissance and Reformation</b>
Excerpts from "Ninety-Five Theses"	<a href="https://www.gutenberg.org/cache/epub/274/pg274.html">https://www.gutenberg.org/cache/epub/274/pg274.html</a>
Excerpts from <i>The Travels of Marco Polo</i>	<a href="https://www.gutenberg.org/cache/epub/10636/pg10636.html">https://www.gutenberg.org/cache/epub/10636/pg10636.html</a>  <a href="https://www.gutenberg.org/cache/epub/12410/pg12410.html">https://www.gutenberg.org/cache/epub/12410/pg12410.html</a>

Excerpts from <i>In Praise of Folly</i> , Erasmus;	<a href="https://www.gutenberg.org/files/30201/30201-h/30201-h.htm">https://www.gutenberg.org/files/30201/30201-h/30201-h.htm</a>
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<b>The Enlightenment and Scientific Revolution</b>	
Excerpts from <i>Two Treatises of Government</i> , John Locke;	<a href="https://books.google.com/books?id=K5UIAAAAQAAJ&amp;printsec=frontcover&amp;dq=Two+Treatises+on+Government&amp;hl=en">https://books.google.com/books?id=K5UIAAAAQAAJ&amp;printsec=frontcover&amp;dq=Two+Treatises+on+Government&amp;hl=en</a>
Excerpts from <i>The Spirit of Law</i> , Montesquieu	<a href="https://books.google.com/books?id=_uotAAAAIAAJ&amp;printsec=frontcover&amp;dq=The+Spirit+of+Law&amp;hl=en&amp;sa=X&amp;ei=fjrUVI ubA8-cygTEkIG4Cg&amp;ved=0CB8Q6AEwAA#v=onepage&amp;q=The%20Spirit%20of%20Law&amp;f=false">https://books.google.com/books?id=_uotAAAAIAAJ&amp;printsec=frontcover&amp;dq=The+Spirit+of+Law&amp;hl=en&amp;sa=X&amp;ei=fjrUVI ubA8-cygTEkIG4Cg&amp;ved=0CB8Q6AEwAA#v=onepage&amp;q=The%20Spirit%20of%20Law&amp;f=false</a>

# Social Studies Assessment Video

Hello. My name is Sonya Hudgens Cox, and I have taught in Rutherford County for the past 18 years at both the elementary and middle school level. I currently serve as a Response to Intervention and Instruction Coach in Rutherford County.

I will be your guide to Tennessee's new assessments in social studies and U.S. History. These new assessments will begin in the 2015-16 school year and are aligned to the new standards.

We want to share this information in order to be transparent about the direction of the assessment and provide information that can support your planning for the coming year.

As an introduction to the new assessments in social studies and U.S. History, this video will share:

- Basic information about the new standards and assessment,

- What resources have been released, and

- Additional information about the multiple choice and extended response portions of the test

## **Let's start with the basics about the new social studies standards and assessments...**

New social studies standards went into effect during the 2014-15 school year. The revised standards are more rigorous. They also include more primary documents, opportunities for higher cognitive demand, and additional focus on Tennessee History and Civics.

The state's new social studies TCAP Achievement and End of Course tests are aligned to the new standards, not the old standards. The first operational assessment will be given during the 2015-16 school year. This spring, students across the state took a field test. Like most field tests, the goal is to ensure that potential questions are fully vetted. The field test is what helps ensure that the operational test uses appropriate questions to assess students learning. After the field test results are analyzed, educators groups will select final questions.

**There are a number of different documents about the new assessments. I will walk through each in a moment. You can find all released information on the department's assessment webpage.**

For each grade level, you can find Performance Level Descriptors, Assessment Frameworks, and online practice items.

First, performance level descriptors, or PLDs. PLDs outline the specific skills/content students will need to demonstrate at each proficiency level. The PLDs for each grade level were created by TN educators.

Let's take a look at a sample PLD together.

This is Grade 6 but the structure of each grade level looks similar. Across the top row, you will see a total of four proficiency levels: Below Basic, Basic, Proficient, and Advanced. All assessments now have four proficiency levels. In the first column of every grade level, the Generic Descriptors are listed - these are the same across all grades. On the remaining rows, the reporting categories are listed. The snapshot on this slide shows the General Descriptors and the first reporting category in Grade 6. You can see that working from left to right, the PLD describes the specific skills/content students will need to demonstrate at each proficiency level.

You can find the full Grade 6 PLD and all grades on the Social Studies/U.S. History assessment page under the Scoring section.

Second, frameworks. Frameworks that list the number of items assessed in each reporting category are also available. For each grade, the frameworks organize the standards into reporting categories and outline the total percentage of the test that will assess each reporting category. You can view the preliminary frameworks now. This summer, educators and measurement experts will come together to review the results of the field test and finalize the design of the operational test. You can find these documents on the Social Studies/U.S. History assessment page under the Test Design section.

Online practice items at each grade level are also available to support planning and instruction. In preparation for the field test, practice items were released to ensure teachers had an idea of the types of questions that would be on the field test. The practice items range in rigor. The items are designed for students and teachers to get practice with the content and format of the new assessment. Before the start of the new school year, the department will provide final practice tests to allow teachers, parents, and students a look into the operational test design. You can find these resources on the Social Studies/U.S. History assessment page under the Practice Resources section.

The department is committed to providing districts with transparent and detailed information regarding the test design of the new assessments in social studies and U.S. History.

Now that we have covered what information is available about the new standards and assessments, let's discuss the overall test design.

### **Let's start with how and when the new tests will be administered.**

The new tests will be given primarily online. A paper-pencil option will also be available for students when required by an IEP.

The operational test will be administered at two separate times during the school year. Part I will be administered in February/March 2016 and require students to write one essay. Part II will only include multiple-choice questions and will be administered in April/May 2016. There will be a fall and a spring block schedule administration option for U.S. History.

**We will now talk specifically about what Part I and Part II will assess. First, we'll discuss Part I.**

The new Social Studies assessments will include extended response questions on Part I. This is the biggest change in the test design. Part I is the extended response portion of the test. There will be no multiple choice questions on Part I. The extended response prompt will ask students to analyze passages, timelines, maps, and/or graphics and write an essay. Texts will be chosen based on a variety of factors, including quality, style, and subject matter. All texts will be reviewed by teachers for content and sensitivity.

Not all standards will be assessed on Part I. The department webpage includes more information to help guide planning. For each grade, you can find specific information about the design of the extended response questions including the standards assessed on Part I. The final rubrics that will be used to assess the written responses are also available. You can find grade-level information about extended response standards on the Social Studies/U.S. History assessment page under the Test Design section.

Students' essays will be scored for content and for literacy. This is designed to reflect the emphasis of the standards. The rubrics are built directly from the language of the new content and literacy standards. For grades without social studies literacy standards, the rubrics incorporate the Writing Strand from the Tennessee standards for English language arts.

You can find the scoring rubrics for extended response in social studies on the Social Studies/U.S. History assessment page under the Scoring section.

This summer, teachers will come together through a process called range finding to score student work against the rubric. This is the group that will establish guidelines for each score point. Their decisions will directly inform how the testing vendor trains their scorers for the operational test.

Scorers for the operational test will be monitored to ensure accuracy and consistency. All scorers receive extensive training, and must successfully score several practice sets before being permitted to score live student responses. All essays will be double scored.

**Now that we have discussed Part I, let's move on to Part II.**

**Part II will not include any essays, only multiple choice questions.** However, students will still have to analyze text excerpts, timelines, maps, and/or graphics to provide a multiple choice response. Any standards not listed as extended response could be assessed on Part II.

This summer, after the field test results are analyzed and range finding, we will share final information about how Part I and Part II will be scored and reported.

Remember the new social studies standards aim to integrate historical knowledge and literacy. The new test is designed to reflect this.

While transitioning to more rigorous assessments is hard work for both our students and us, as educators, with the new assessment comes new opportunity.

Social studies is an important subject that is fundamental to an informed citizenry.

The new assessment represents a step forward. It is designed to measure the skills student need to be successful beyond graduation from high school.

And finally, the new assessment will fully assess the new standards and give students and teachers actionable information.

We have seen, with multiple examples, that student performance does rise over time to meet our high expectations. We hope this training provides helpful information and resources to support instruction that sets students up for success.

Thank you. Please send any questions about this information or other instructional topics to [TNCore.Questions@tn.gov](mailto:TNCore.Questions@tn.gov).





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