

Correlation

**CALIFORNIA FRAMEWORKS AND STANDARDS FOR GRADE SEVEN –
WORLD HISTORY AND GEOGRAPHY: MEDIEVAL AND EARLY TIMES**

AND

EXPLORE WORLD HISTORY



Explore World History is a comprehensive social studies program that follows the story of world history from the fall of Rome to the French Revolution.



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Correlation between the California Frameworks and Standards for Grade Seven—World History and Geography: Medieval and Early Modern Times & *Explore World History*¹

Frameworks and Standards	Explore World History
<p><i>The study of world history and geography continues this year with an examination of social, cultural, and technological change during the period A.D. 500–1789. A review unit on the ancient world begins with a study of the ways archaeologists and historians uncover the past. Then, with the fall of Rome, this study moves to Islam, a rising force in the medieval world; follows the spread of Islam through Africa; crosses the Atlantic to observe the rise of the Mayan, Incan, and Aztec civilizations; moves westward to compare the civilizations of China and Japan during the Middle Ages; returns to a comparative study of Europe during the High Middle Ages; and concludes with the turbulent age of the Renaissance, Reformation, and Scientific Revolution that ushered in the Enlightenment and the modern world. The sequence of these units is both historical, advancing across the years A.D. 500–1789, and geographic, advancing across the major continents of the earth. The units are focused on the great civilizations that were developing concurrently over these years. By developing world maps and time lines, students can locate these cultures in time and in place, compare events that were developing concurrently in the world, and observe the transmission of ideas, beliefs, scientific developments, and economic trade throughout this important period of history.</i></p> <p>Connecting with Past Learnings: Uncovering the Remote Past</p> <p>In the first review unit of this course, the students address this question: How do we know about the past? They will see that archaeologists develop their theories by looking for clues in the legends, artifacts, and fossils left behind by ancient peoples. For more recent periods, historians use written records as well as material culture to find out what happened in the past.</p> <p>Through examples, students will observe that historians and archaeologists work as detectives by formulating appropriate questions and drawing conclusions from available evidence to try to reconstruct past societies and cultures; their social structure and family life; their political and economic systems; and their language, art, architecture, beliefs, and values. Students will also learn that new discoveries by archaeologists and historians change our view of the past. The process of reconstructing the past requires knowledge, an open mind, and critical thinking.</p>	<p>Introduction: Connecting with Past Learning Student Textbook – Chapter 1 Teacher’s Edition – pp. 12-21 Resource Masters – 1-8</p>

¹ The *Explore World History* social studies program is closely aligned to the California Frameworks and Standards for Seventh Grade. For more information about the *Explore World History* program, contact Ballard & Tighe, Publishers, 480 Atlas Street, Brea, CA 92821, (800) 321-4332, or www.ballard-tighe.com

Connecting with Past Learnings: The Fall of Rome

This second unit builds on the sixth-grade study of Roman civilization. Students should develop a map of the Roman Empire at its height, review briefly the reign of Augustus, and consider the reasons for Rome's fall to invading Germanic tribes with attention to the role of Clovis, a Christian Frank. To help students relate this remote historical period to the present, teachers should emphasize the lasting contributions of Roman civilization, especially in the areas of law, language, technology, and the transmission of the Christian religion to the West. By learning that the law codes of most Latin countries are still based on Roman law, students will appreciate the continuing importance of Roman law and justice. Critical thinking skills can be developed by students as they compare citizens' civic duties as taught by Roman Stoic philosophers with citizens' civic responsibilities in America today. Such skills also can be developed by comparing modern-day public works, architecture, and technology with those of the Roman Empire.

7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, under-mining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).
2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.
3. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

Growth of Islam

In this unit students examine the rise of Islam as a religion and as a civilization. Attention should be given to the historic events of A.D. 636–651 when Arab armies reunited the ancient Middle East. Students should analyze the geographic and economic significance of the trade routes between Asia and Europe that were used by Arab merchants. They should consider the importance of a common literary language (Arabic) and religion (Islamic) in unifying the many ethnic groups of this region. The religious ideas of Mohammed, the founder of Islam, should be discussed both for their ethical teachings and as a way of life. Mohammed should be seen as a major historical figure who helped establish the Islamic way of life, its code of ethics and justice, and its rule of law. Students should examine the position of Christians and Jews in the Islamic world who, as “People of the Book,” were allowed to practice their religious beliefs. Contributions of Islamic scholars, including mathematicians, scientists, geographers, astronomers, and physicians from many ethnic groups, should be emphasized and their relationship to Greek thought acknowledged. Scholars at Baghdad and Córdoba, the two great centers of Muslim learning, helped to preserve much of the learning of the ancient world; and, by the end of the ninth century, they added important new discoveries of their own in mathematics, medicine, geography, history, and science. Attention should be paid to the flowering of Jewish civilization in Córdoba, where poets, philosophers, and scholars established a vibrant culture. In time the influence of Greek rationalism waned, and religious mysticism came to dominate orthodox Islamic thought. In this intellectual climate, poetry and literature flourished. Students can be introduced to these achievements through selections from *The Thousand and One Nights* (Arabic) and the poetry of Omar Khayyam, a Sufi mystic (Persian). Islam spread to the area known today as Turkey, where, in the fourteenth century, the Ottoman Turks began gradually to absorb other Turkish tribes and to establish control over most of Asia Minor. In 1453 they captured Constantinople, the seat of the Byzantine Empire, and expanded into Christian Europe until nearly 1700. In studying the social structure of the Ottoman Empire, students should give attention to the role of women; the privileges of its conquered peoples; slavery; the political system; and the legal code. Analysis should be made of the geographic conditions that facilitated the expansion of Islam through the Middle East, through North and sub-Saharan Africa, to Spain, and east

Introduction: Connecting with Past Learning

Student Textbook – Chapter 2

Teacher's Edition – pp. 22-31

Resource Masters – 9-12F

Unit 1: The Growth of Islam (600-1600)

Student Textbook – Chapters 3-4

Teacher's Edition – pp. 32-51

Resource Masters – 13-24

through Persia to India and Indonesia, with influences that persist in these regions to the present day.

7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

1. Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.
2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.
3. 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.
4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.
5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.
6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

African States in the Middle Ages and Early Modern Times

This unit begins with a geographic survey of sub-Saharan Africa and the landforms, climate, vegetation, rivers, and resources associated with its major geographic regions. Students should analyze the importance of an iron technology and of geographic location and trade in the development of the sub-Saharan empires of Ghana and Mali. Both became states of great wealth—Ghana, by controlling the trade in gold from the south; and Mali, by controlling both the southern trade in gold and the northern trade in salt. Students should also understand that slavery existed in these kingdoms and was part of the western African economy at the time. Both kingdoms exercised commercial, cultural, and political power over a large part of Africa. The Muslim conquest of Ghana ended in destruction of the kingdom (1076). Mali's rulers, on the other hand, converted to Islam. Under Islamic rule, the nation achieved recognition as a major power. Its leading city, Timbuktu, with its university became known throughout the Muslim world as a center of learning, a tradition that lasted through Mali's conquest by Songhay in the fourteenth century and Songhay's fall two centuries later to Moroccan invaders.

7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.
2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.
3. 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.
4. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.
5. Describe the importance of written and oral traditions in the transmission of African history and culture.

Civilizations of the Americas

In this unit students are introduced to three great civilizations of Middle and South America: the Mayans, Aztecs, and Incas. By developing maps and time lines, students should be able to place these cultures in geographic and historical perspectives. With the development of maize agriculture around 2000 B.C., foundations were laid for cultural advances in these regions. Mayan civilization achieved its Classic Age about the time the Greco-Roman civilization collapsed. The great cultural advance that began in Peru around 1000 B.C. culminated in the Imperial Incan civilization of the fourteenth century A.D. The Aztec civilization, which incorporated the achievements of its conquered neighbors, reached its height by the sixteenth century A.D. The accomplishments of these civilizations should be explored: the Mayans for their noble architecture, calendar, pictographic writing, and astronomy; the Incas for their excellence in engineering and administration; and the Aztecs for their massive temple architecture and Aztec calendar. Historical and archaeological records should help students understand the daily lives and beliefs of these people.

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.
2. Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.
3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.

Units 2: Kingdoms of Africa (500-1600)

Student Textbook –
Chapters 5-6

Teacher's Edition – pp.
52-71

Resource Masters –
25-35

Units 3: Civilizations of America (500-1600)

Student Textbook –
Chapters 7-9

Teacher's Edition – pp.
72-101

Resource Masters –
36-50

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| <p>4. Describe the artistic and oral traditions and architecture in the three civilizations.</p> <p>5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.</p> | |
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<p>China</p> <p>In this unit students examine Chinese culture and society during the Middle Ages, a period that saw the remarkable development in China of great cities; construction of large seagoing vessels; and great technological progress, including the invention of the compass, gunpowder, and printing. Important economic changes during the T'ang Dynasty (A.D. 618–906) and Song Dynasty (A.D. 960–1279) established a “modern” form of Chinese society that lasted well into the twentieth century. Students should analyze the economic foundations of this society in the conversion of the jungle regions of the Yangtze Valley into productive rice paddies. Elaborate irrigation systems and canals supported the production and distribution of vast quantities of rice to the imperial centers of the north. The wealth that resulted supported, in turn, a money economy, a merchant class engaged in extensive private trading, and the growth of China’s provincial cities. During the Mongol Ascendancy (1264–1368), a flourishing sea trade developed between China, India, and the coast of Southeast Asia. Foreign merchants such as Marco Polo were given special privileges and high office. The Ming Dynasty undertook between 1405 and 1423 a series of great maritime expeditions that eclipsed in scale the European exploits of a century later. Abruptly, in 1433, the Emperor suspended these enterprises, however, and forbade even the construction of seagoing vessels. Students should examine how the Chinese ideal of a unified state under one leader, with a strong bureaucracy controlling the machinery of government, restrained progress. Unable to control the growth of its maritime commerce, the bureaucracy chose instead to withdraw from it. Students should analyze how Confucian thought supported these actions and returned China to its traditional values. The merchant class was subordinated as a necessary evil of society, and little priority was placed on Chinese trade and manufacturing, which, in A.D. 1000, had been the most advanced in the world. The Chinese invention of printing fostered scholarly study and spread traditional ideas more widely throughout society. The outlook of the Chinese scholarly class came to dominate Chinese thought and government well into the twentieth century. Students should critically analyze the different ways in which Chinese inventions—gunpowder, the compass, and printing—affected China and the West.</p> <p>7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <ol style="list-style-type: none"> 1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan. 2. Describe agricultural, technological, and commercial developments during the Tang and Song periods. 3. Analyze the influences of Confucianism and changes in Confucian thought during the Song and Mongol periods. 4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty. 5. Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder. 6. Describe the development of the imperial state and the scholar-official class. 	<p>Unit 4: Asian Civilizations (600-1500)</p> <p>Student Textbook – Chapters 10-11</p> <p>Teacher’s Edition – pp. 102-121</p> <p>Resource Masters – 51-60</p>
<p>Japan</p> <p>Students will focus next on Japan during the time of Prince Shotoku’s regency (A.D. 592–632). Students should observe Japan’s close geographic proximity to the more ancient civilization of China and analyze how that led to the borrowing of ideas, institutions, and technology. At the same time they should consider how its insular location facilitated Japan’s political independence, allowing it to borrow selectively and to fashion a culture uniquely its own. With the establishment of direct relations between the Chinese and Japanese courts in A.D. 607, Japanese artists, craftspersons, scribes, interpreters, and diplomatic dignitaries made frequent visits to China. Members of Japan’s upper classes studied Chinese language, literature, philosophy, art, science, and government. Buddhism was introduced and blended with Japan’s traditional Shinto religion, “the way of the gods.” Students might compare Chinese poetry and painting appreciated in Japanese imperial courts with the distinctive Japanese style of painting that developed in the ninth century</p>	<p>Unit 4: Asian Civilizations (600-1500)</p> <p>Student Textbook – Chapter 12</p> <p>Teacher’s Edition – pp. 122-131</p> <p>Resource Masters – 61-63</p>

and with Noh drama, a unique Japanese art form. Between the ninth and eleventh centuries, Japanese literature entered a golden age and included the works of several gifted women authors, among them Murasaki Shikibu, whose *Tale of Genji* ranks among the classics of world literature.

7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.
2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.
3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of *shogun*, *daimyo*, and *samurai* and the lasting influence of the warrior code throughout the twentieth century.
4. Trace the development of distinctive forms of Japanese Buddhism.
5. Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's *Tale of Genji*.
6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

Medieval Societies: Europe and Japan

In this unit students will encounter Europe during the High Middle Ages. This study will focus on the economic and political structure of feudal society; daily life and the role of women in medieval times; the growth of towns, trade, and technology; and the development of universities. Special attention should be paid to Christianity in the Middle Ages because the Church, more powerful than any feudal state, influenced every aspect of medieval life in Europe. The story of St. Francis of Assisi should be told, both for his embodiment of the Christian ideal and for the accessibility to students of his gentle beliefs. Attention also should be given to the Crusades, with these European undertakings viewed from both the Christian and Muslim vantage points. What were the Crusades? Why did they begin? What were their results? To understand what was distinctive about European culture during this period, students should compare Western Europe with Japan during the High Middle Ages. They will see that the two cultures had aspects in common: a feudal, lord-vassal system, with military leaders (shogun), great lords (daimyo), and knights (samurai). Both feudal societies emphasized personal loyalty to the lord, military skills, a strict code of honor, self-discipline, and fearlessness in battle. Students will also see striking differences in cultural values, religious beliefs, and social customs, including differences in women's roles. Japanese Haiku poetry and European epic poetry, such as *Beowulf*, provide an interesting contrast. By seeing that some cultural traditions have survived since the Middle Ages, including the importance that Japanese place on family loyalty and ceremonial rituals, students should better understand the meaning of historical continuity. They also should appreciate the significance of change by seeing how much both cultures have been transformed by forces of modernization while retaining aspects of their cultural heritage. Another aspect of medieval societies that students should understand was the continuing persecution of the Jewish minority; the massacre of Jews by the Crusaders; and the expulsion of Jews from England in 1290, from France in 1306 and 1394, and from many German cities during the time of the Black Death. Students should learn of the conflicts between Christians and Muslims in Spain, beginning in 1085, and the plight of the Jews caught between the warring faiths. Examination of the Spanish and Portuguese inquisitions, during which people were tortured and burned at the stake, should demonstrate the lengths to which religious authorities went to force conversions and to destroy as heretics those who continued in their Judaic faith. The expulsion of the Jews and Muslims from Spain in 1492 should be noted.

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

1. Study the geography of Europe and the Eurasian landmass, including their location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.
2. Describe 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.
3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.
4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).
5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).
6. Discuss the causes and course of the religious 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.
7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global

Unit 5: Medieval Europe (500-1300)

Student Textbook –
Chapters 13-14

Teacher's Edition – pp.
132-151

Resource Masters –
64-69

population.

8. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., 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, St. Thomas Aquinas’s synthesis of classical philosophy with Christian theology, and the concept of “natural law”).
9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

Europe During the Renaissance, the Reformation, and the Scientific Revolution

This unit focuses on an unusually rich and important period whose effects continue to influence politics, religion, culture, and the arts of the present day. A remarkable burst of creativity that began in the fourteenth century in northern Italy and spread through Europe produced the artistic and literary advances of the Renaissance. Classical literature was rediscovered, and humanistic studies flourished. Particular attention should be paid to Florence, Italy, as a major center of commerce, creativity, and artistic genius. Students should be introduced to the writings of Shakespeare, Cervantes, and Machiavelli and to the art of Michelangelo, da Vinci, Botticelli, Raphael, Titian, Van Eyck, and Dürer. Examination of masterpieces such as Michelangelo's *Moses* and Dürer's *The Four Horsemen of the Apocalypse* will demonstrate the powerful vision of these artists as well as the power of art to communicate ideas. Students should analyze how Renaissance painting differed from that of the Middle Ages, even though both reflected many of the same religious themes and symbolisms. They should observe how Renaissance art reflected the advances of that age in science, mathematics, engineering techniques, and understanding of human anatomy. Students should closely examine the Protestant Reformation and become familiar with the religious beliefs of Martin Luther and John Calvin as well as the history of the English Bible. To understand why Luther's 95 theses, nailed to the Wittenberg church door, had such historic results, students should consider the growing religious, political, and economic resistance to the supremacy of the Renaissance popes. Through vivid narrative, attention should be given to the dramatic series of events leading to Luther's excommunication, the peasants' revolt, the spread of the Reformation throughout northern Europe and England, the Catholic response in the Counter-Reformation, the revival of the Inquisition, and the bloody religious conflicts that followed. Most of Germanic Europe became Protestant, while most of Latin Europe remained loyal to Rome. Throughout Europe, the secular power of kings and local rulers grew at the expense of church authority and led to the age of kings. Students should learn the meaning of the divine right of kings, particularly in relation to the French monarchy. The beginnings of modern science can be found in these same tumultuous years of the sixteenth and early seventeenth centuries. Students should draw on their science courses to examine the significance of the methods of scientific observation, mathematical proof, and experimental science developed by such giants of this age as Galileo, Johannes Kepler, Francis Bacon, and Sir Isaac Newton. Students should consider the significance of the inventions of this age—the telescope, microscope, thermometer, barometer, and printing press—and observe how all these developments spurred European leadership in commerce and helped to usher in the age of exploration and the Enlightenment.

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).
2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.
3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.
4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).
5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

7.9 Students analyze the historical developments of the Reformation.

1. List the causes for the internal turmoil in and weakening of the Catholic Church (e.g., tax policies, selling of indulgences).
2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).

Unit 6: Europe— Changing World Views (1350-1600)

Student Textbook –
Chapters 15-16

Teacher's Edition – pp.
152-171

Resource Masters –
70-80

3. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.
4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.
5. Analyze how the Counter Reformation revitalized the Catholic Church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).
6. Understand 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; locate missions on a world map.
7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).
2. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).
3. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.

Early Modern Europe: The Age of Exploration to the Enlightenment

This unit begins with the age of exploration, with special attention given to Spanish and Portuguese explorations in the New World. Mapping activities will clarify the routes and empires established in these voyages of exploration and conquest. A brief review of the great heights attained by the Aztec and Incan civilizations should help students place in perspective the plunder and destruction of native cultures that followed the Spanish conquest of these lands. The role of disease in aiding the Spanish conquest and the long-term effects on native populations should also be examined. The drama of the Spanish galleons and maritime rivalries between Spain and England culminated in the English defeat of the Spanish Armada in 1588; the consequences of that event should be analyzed. Northern European seaports thrived as enterprising merchants expanded international commerce. In the 1600s Holland and England welcomed the return of the Jews, who brought their highly developed culture and commercial experience. By focusing on the origins of modern capitalism and the development of a market economy in seventeenth-century Europe, students should deepen their understanding of economics, recognizing the components of a market system and developing an understanding of the forces of supply and demand. This unit concludes with a study of the Enlightenment and its impact on the future of Western political thought, including the political ideas and institutions of the United States. The Enlightenment provoked a clash of ideas between reason and authority, between the natural rights of human beings and the divine right of kings, and between experimentalism in science and dogmatic belief. Students will learn about the major figures of the Enlightenment and their influence on the ways Europeans viewed government and society. They also will see how the principles implicit in the Magna Carta were embodied in the English Bill of Rights, the French Declaration of the Rights of Man and of the Citizen, and the American Declaration of Independence.

7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.
2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.
3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.
4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.
5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).
6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.

Linking Past to Present

This study will conclude with an examination of the political and economic forces let loose in the Western world by the rise of capitalism and the Enlightenment and the impact of the ideas of this period on Western society in the future, especially on the young American republic that the students will be studying in grade eight. To carry this theme into modern times, students will consider the ways in which these ideas continue to influence our nation and the world today; for example, the importance of rationalism in science

Unit 7: Early Modern Europe (1450-1789)
Student Textbook –
Chapters 17-19
Teacher’s Edition – pp.
172-201
Resource Masters –
581-93

Unit 7: Early Modern Europe (1450-1789)
Student Textbook –
Chapter 19
Teacher’s Edition – pp.

and technology; the effort to solve problems rationally in local, state, national, and international arenas; and the ideal of human rights, a vital issue today throughout the world.

192-201

Resource Masters –
91-93

Source: History–Social Science Framework for California Public Schools Kindergarten Through Grade Twelve 2001 Updated Edition with Content Standards; Developed by the History–Social Science Curriculum Framework and Criteria Committee; Adopted by the California State Board of Education, October 11, 2000; Published by the California Department of Education.