



World History Curriculum Bundle #3

Title	 	Suggested Dates
Classical India and China/ Islamic Civilizations		Oct. 4 – Oct. 22 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> Ancient civilizations around the world were very complex socially, economically, and politically and, in many ways, continue to define and influence our lives today. 	<ul style="list-style-type: none"> What was similar and different about civilizations around the world? What ideas and developments from these civilizations are still used today, including math, architecture, philosophy, drama, sports, and politics? How did the civilization and its religion and philosophies influence each other?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>WH.1A identify the major eras in world history and describe their defining characteristics;</p>	<ul style="list-style-type: none"> Development of Philosophies and Religions (Hinduism, Buddhism, Islam) 	
<p>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>WH.1C apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods;</p>	<ul style="list-style-type: none"> 1500 B.C.E- 700 C.E.- Development of Philosophies and Religions (Hinduism, Buddhism, Confucianism) Siddhartha Gautama Spread of Buddhism from India to China Confucius 	<p>http://www.mapsofwar.com/ind/history-of-religion.html this is an excellent video of the spread of religions</p> <p>http://webspaceship.edu/cgboer/siddhartha.html biography of Siddhartha Gautama</p> <p>http://www.friesian.com/confuci.htm biography of Confucius</p>

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<p>WH.11 Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:</p> <p>WH.11A create thematic maps, graphs, charts, models, and databases representing various aspects of world history</p>	<ul style="list-style-type: none"> • Such as • Spread of Islam 													
<p>WH.19 Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:</p> <p>WH.19A compare the historical origins, central ideas, and the spread of major religious and philosophical traditions including Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism;</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center; padding: 5px;">Religion</th> </tr> <tr> <th style="width: 15%;"></th> <th style="width: 35%; text-align: center; padding: 5px;">Historical Origin</th> <th style="width: 50%; text-align: center; padding: 5px;">Central Ideas</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: middle; padding: 5px;">Hinduism</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Developed in India but no founder • Older religion </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Reincarnation • Achievement of happiness and enlightenment comes when one frees themselves from their earthly desires • Freedom from earthly desires comes from a lifetime of worship, knowledge, and virtuous acts • Polytheistic </td> </tr> <tr> <td style="text-align: center; vertical-align: middle; padding: 5px;">Buddhism</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Founder Siddhartha Gautama became known as Buddha or the enlightened one. he was Hindu and then developed Buddhism • Originated in India </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Dharma- united in their belief of the Buddha’s teaching • Nirvana- eliminating their attachment to worldly things • Four Noble Truths • Eightfold Path • Reincarnation • Sacred writing- <i>Perfections of Wisdom Sutra</i> • Polytheistic </td> </tr> </tbody> </table>		Religion				Historical Origin	Central Ideas	Hinduism	<ul style="list-style-type: none"> • Developed in India but no founder • Older religion 	<ul style="list-style-type: none"> • Reincarnation • Achievement of happiness and enlightenment comes when one frees themselves from their earthly desires • Freedom from earthly desires comes from a lifetime of worship, knowledge, and virtuous acts • Polytheistic 	Buddhism	<ul style="list-style-type: none"> • Founder Siddhartha Gautama became known as Buddha or the enlightened one. he was Hindu and then developed Buddhism • Originated in India 	<ul style="list-style-type: none"> • Dharma- united in their belief of the Buddha’s teaching • Nirvana- eliminating their attachment to worldly things • Four Noble Truths • Eightfold Path • Reincarnation • Sacred writing- <i>Perfections of Wisdom Sutra</i> • Polytheistic
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	Confucianism	<ul style="list-style-type: none"> • Founder- Confucius 	<ul style="list-style-type: none"> • Social order, harmony, and good government should be based on strong family relationship • Respect family and elders • Education is important to the welfare of the individual and society • Polytheistic 							
	Islam	<ul style="list-style-type: none"> • Founder Muhammad • Originated in Mecca • Muslims 	<ul style="list-style-type: none"> • Sacred writing- Qur'an • Monotheistic • Persons achieve salvation by following the Five Pillars of Islam and living a just life 							
<p>WH.21 Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:</p> <p>WH.21A analyze the specific roles of women, children, and families in different historical cultures; and</p>	<p>China – Confucianism creates a reliance upon the designated roles according to the 5 relationships</p>									
<p>WH.22 Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:</p> <p>WH.22A summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Eastern Civilizations</th> <th style="text-align: left; padding: 5px;">Fundamental Ideas and Institutions</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">China</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Buddhism • Confucianism </td> </tr> <tr> <td style="padding: 5px;">India</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Hinduism • Caste System </td> </tr> </tbody> </table>			Eastern Civilizations	Fundamental Ideas and Institutions	China	<ul style="list-style-type: none"> • Buddhism • Confucianism 	India	<ul style="list-style-type: none"> • Hinduism • Caste System 	
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<p>WH.23 Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to:</p> <p>WH.23B identify new ideas in mathematics, science, and technology that occurred during the Greco-Roman, Indian, Islamic, and Chinese civilizations and trace the spread of these ideas to other civilizations;</p>	Civilizations				
		Mathe- matics	Science	Technology	Spread of these Ideas
	Indian	<ul style="list-style-type: none"> • Concept of zero • Numerical system • Expand Pi to four decimal places 	Earth is round by observing lunar eclipses	<ul style="list-style-type: none"> • Sewage and Plumbing System • Cities built on a grid system 	Invasions and the Silk Road allowed for their products and ideas to spread to other parts of Asia
	Chinese	<ul style="list-style-type: none"> • Developed Algebra • Used the zero 	Magnetic compass	<ul style="list-style-type: none"> • Papermaking • Porcelain • Block Printing • Silk making • Gunpowder 	Beginning of the Silk Road that took products, ideas and diseases throughout central Asia and the Middle East
Islamic	Algebra	<ul style="list-style-type: none"> • Conducted Experiments in laboratories • Charted the stars and planets 	Astrolabe	End of Silk Road and the Crusades opened new trade routes to Europe	
<p>WH.19 Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:</p> <p>WH.19B identify examples of religious influence in historic and contemporary world events.</p>	<ul style="list-style-type: none"> • Division in Islam- Shia-Sunni split in 680 				

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<p>WH.6 History. The student understands the major developments of civilizations of sub-Saharan Africa, Mesoamerica, Andean South America, and Asia. The student is expected to:</p> <p>WH.6C summarize the major political, economic, and cultural developments of civilizations in China, India, and Japan.</p>	<ul style="list-style-type: none"> • Examine the Zhou, Qin and Han Dynasties in regards to political, economic and cultural developments such as Grand Canal, imperial examinations, alliance with Silla of Korea, and the Silk Road • Arab merchants and their connections to India and China • Examine the Mauryan and Gupta empires 	
<p>WH.20 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>WH.20A identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;</p>	<ul style="list-style-type: none"> • Islam- arched and high-ceiling mosques with minarets, use of calligraphy and art forms 	
<p>WH.21 Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:</p> <p>WH.21B describe the political, economic, and cultural influence of women in different historical cultures</p>	<ul style="list-style-type: none"> • Khadijah – Muhammad’s 1st wife and the reason that he taught men to respect and value women 	
<p>WH.23 Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to:</p> <p>WH.23A give examples of major mathematical and scientific discoveries and technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations;</p>	<ul style="list-style-type: none"> • Muslim contributions in algebra, sailing, astrolabe 	

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<p>Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using all of the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
<p>WH.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>WH.25D explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context.</p>	<ul style="list-style-type: none"> • Compare and Contrast writings from Lao Tzu, Confucius, and Siddhartha Guatama 	
<p>WH.26 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>WH.26D transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate.</p>	<ul style="list-style-type: none"> • Use Venn diagram to compare and contrast Buddhism and Hinduism 	