WORLD HISTORY: SOCIETIES OF THE PAST

GRADE 8

Grade 8 students explore societies of the past and make connections between the past and present. They examine the origins of human societies from early hunter-gatherer ways of life to societies of the nineteenth century. They study significant people, ideas, and events of historical periods that have shaped the modern world and consider the implications of contact between diverse societies. As they explore selected past societies, students become aware of differing world views and the factors that influence change in societies. They assess the influence of the past on the present and develop an appreciation for the historical significance of past societies and civilizations.
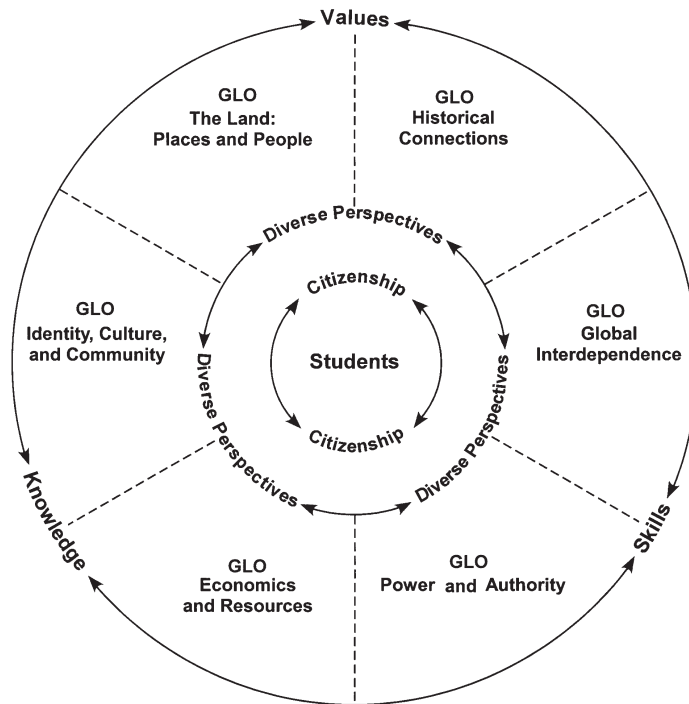
Cluster 1: Understanding Societies Past and Present

In Cluster 1, students explore concepts related to society, civilization, and world view. This study includes a focus on stories and theories of the origin and development of human life and the transition from hunter-gatherer to agrarian ways of life. In addition, students examine ways in which societies change or remain the same, how they organize and perpetuate themselves, and how the natural environment influences their development. Students also study various sources of historical knowledge and consider the importance of knowing and understanding the past.

Cluster 2: Early Societies of Mesopotamia, Egypt, or the Indus Valley

Cluster 2 begins with a brief world overview, focusing on Mesopotamia, Egypt, the Indus Valley, and China from about 3500 to 500 BCE.

Students then explore life in *one early society, selected from a choice of Mesopotamia, Egypt, or the Indus Valley.* This comprehensive study includes a focus on the physical environment and the social, political, technological, and cultural aspects of the selected society.

Cluster 3: Ancient Societies of Greece and Rome

Cluster 3 begins with a brief world overview, focusing on China, Greece, Rome, Persia, and the Mayas from about 500 BCE to 500 CE. This overview includes a consideration of world religions that emerged during this time period.

Students then explore life in ancient societies of *both Greece and Rome*. This comprehensive study focuses on the physical environment and the social, cultural, political, economic, and technological issues of these societies. Students consider the enduring qualities of the art, architecture, science, and ideas of ancient Greece and Rome, and explore their influence on the contemporary world.

Key Concepts

- *Greece:* rise and decline, social organization, citizenship and democracy, life in Sparta and Athens, Greek myths, technology, and achievements.

- *Rome:* rise and decline, governance, trade, empire building, war and territorial expansion, technology, and achievements.

Cluster 4: Transition to the Modern World (Circa 500 to 1400)

Cluster 4 has a global perspective. It begins with a brief world overview, focusing on China, Europe, the Middle East, Africa, Asia, and the Americas from about 500 to 1400.

Students then explore individuals and events in selected places in the world during this time period. This study includes a focus on the impact of the fall of Rome, the rise of Islam, Arab conquests and Viking invasions, life in medieval Europe, and the expansion of the Mongol and Ottoman Empires. Students examine the significance and impact of technological development and the spread of ideas during this period. Through an exploration of art, architecture, literature, and science, students consider achievements and contributions of diverse cultures during this period of transition to the modern world.

Cluster 5: Shaping the Modern World (Circa 1400 to 1850)

Cluster 5 begins with a brief world overview, focusing on Europe, Africa, Asia, Australasia, and the Americas from about 1400 to 1850.

Students then explore individuals, ideas, and events related to the Renaissance, the Protestant Reformation, global exploration, and the Industrial Revolution. Students also focus on the impact of changing social and political ideas and advances in science and technology. They examine the motivations for global exploration and territorial expansion and their impact on diverse groups, including indigenous peoples. Through an exploration of art, architecture, ideas, literature, science, and technology, students consider achievements and contributions of diverse cultures of the past and how they continue to influence and shape the modern world.

Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

Students will...

S-100   Collaborate with others to establish and carry out group goals and responsibilities.

S-101   Use a variety of strategies to resolve conflicts peacefully and fairly.
Examples: clarification, negotiation, compromise...

S-102   Make decisions that reflect fairness and equality in their interactions with others.

S-103   Make decisions that reflect the principles of sustainable development.

S-104   Negotiate constructively with others to build consensus and solve problems.

S-105   Recognize bias and discrimination and propose solutions.
Examples: racism, ageism, heterosexism...

S-106   Treat places and objects of historical significance with respect.
Examples: burial grounds, memorials, artifacts...
Comments: Some sacred places may not be known publicly as sacred places.

Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

Students will...

S-200 Select information from a variety of oral, visual, material, print, or electronic sources.
Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...

S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...

S-202 Interpret primary and secondary information sources for research.

S-203 Select and use appropriate tools and technologies to accomplish tasks.

S-204 Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships, or chronological events.

S-205 Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.

S-206 Select, use, and interpret various types of maps for specific purposes.
Examples: historical maps and atlases...

S-207 Use latitude and longitude to locate and describe places on maps and globes.

S-207 Use traditional knowledge to read the land.

S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.

Critical and Creative Thinking

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

Students will...

S-300   Plan topics, goals, and methods for historical inquiry and research.

S-301   Consider the context of events, accounts, ideas, and interpretations.

S-302   Draw conclusions based on research and evidence.

S-303   Evaluate personal assumptions based on new information and ideas.

S-304   Distinguish fact from opinion and interpretation.

S-305   Observe and analyze material and visual evidence for research.
Examples: artifacts, photographs, works of art...

S-306   Assess the validity of information sources.
Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...

S-307   Compare differing accounts of historical events.

S-308   Compare diverse perspectives in the media and other information sources.

S-309   Interpret information and ideas in a variety of media.
Examples: art, music, historical fiction, drama, primary sources...

S-310   Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.

S-311   Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.

Communication

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

Students will...

S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-404	Elicit and clarify questions and ideas in discussions.
S-405	Articulate their beliefs and perspectives on issues.

Core Concept: Citizenship

Students will develop the knowledge, skills, and values necessary to become responsible democratic citizens who are actively engaged in their local, national, and global communities.

Citizenship education is fundamental to living in a democratic society. A critical consideration of citizenship provides students with opportunities to explore democratic values, and to determine their responsibilities and rights as participants in civil society. Students explore the complexities of citizenship in Canada and in the global context, as well as environmental citizenship, and citizenship for the future.

This exploration of citizenship helps students develop the knowledge and skills they need to live with others, to understand social change, and to support and promote social well-being. As they engage in public dialogue and debate, students enhance their understanding of citizenship, and are empowered to be active democratic citizens who contribute to the local, national, and global communities to which they belong.

Students will...

KC-001	Describe the social organization of ancient Greece. *Examples: classes of citizens, slavery; role and status of children, women, and men...*
KC-002	Describe the rise of democracy in ancient Greece.
KC-003	Compare criteria for citizenship and participation in government in ancient Greece and in contemporary Canada.
KC-004	Identify the origins and significance of the rule of law. *Include: transition from absolute monarchy to representative government.*

VC-001	Appreciate the contributions of ancient Greece to modern concepts of citizenship and democracy.
VC-002	Appreciate the enduring significance of the rule of law.
VC-003	Appreciate the struggles of past societies for their importance in shaping the modern world.

Identity, Culture, and Community

Students will explore the influence of culture and community on individuals and societies.

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.

Students will...

KI-005	Explain the concept of world view.	KI-016	Describe the importance of myths in ancient Greek culture.
KI-006	Describe influences that create differences in world views. *Examples: culture, time, place, cross-cultural interactions, media, governance...*	KI-017	Identify defining characteristics of world religions that emerged in antiquity. *Include: Buddhism, Christianity, Confucianism, Hinduism, Judaism.*
KI-007	Compare and contrast the concepts of society and civilization.	KI-018	Identify Islamic achievements from the seventh to fifteenth centuries and describe how they influenced other societies. *Examples: artistic, literary, intellectual, scientific, religious...*
KI-008	Give reasons why societies may stay the same or change over time. *Examples: culture, education, trade, power, war...*	KI-019	Explain why China may be regarded as one of the most advanced civilizations of the fifth to fifteenth centuries. *Examples: science, technology, philosophy, art...*
KI-009	Describe ways in which societies organize, maintain, and perpetuate themselves. *Examples: physical survival, education, culture...*	KI-020	Give examples of the expression of the Renaissance in its art, architecture, philosophy, literature, science, or technology from the fourteenth to sixteenth centuries.
KI-010	Relate various stories and theories of the origin and development of human life.	KI-021	Give examples of the impact of interactions between Europeans and indigenous peoples of Africa, Asia, Australasia, and the Americas from the fifteenth to nineteenth centuries. *Examples: slavery, diseases, missionaries, intermarriage, adoption of indigenous practices...*
KI-011	Identify the characteristics, advantages, and disadvantages of a hunter-gatherer way of life.		
KI-012	Describe the development of agrarian societies and explain how they differed from hunter-gatherer societies. *Examples: food surplus, movement from nomadic to sedentary, division of labour, growth of villages and cities...*		
KI-013	Describe life for various groups in an early society of Mesopotamia, Egypt, or the Indus Valley. *Examples: priests, scribes, traders, peasants, slaves...*	VI-004	Be willing to consider differing world views.
		VI-005	Appreciate the enduring qualities of the arts, architecture, science, and ideas of ancient Greece and Rome.
KI-014	Describe the art, architecture, and science of an early society of Mesopotamia, Egypt, or the Indus Valley.	VI-006	Respect others' ways of life and beliefs.
KI-015	Compare and contrast life in Sparta and Athens. *Examples: social roles, education, governance, beliefs...*	VI-007	Value the enduring qualities of art, architecture, ideas, literature, and science of the fifteenth to eighteenth centuries.

The Land: Places and People

Students will explore the dynamic relationships of people with the land, places, and environments.

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

Students will...

KL-022   Give examples of the influence of the natural environment on the development of societies.

KL-023   Locate on a map the major landforms, bodies of water, and population clusters of a society of Mesopotamia, Egypt, or the Indus Valley.

KL-024   Give examples of the influence of the natural environment on ways of life in an early society of Mesopotamia, Egypt, or the Indus Valley.

KL-025   Illustrate on a map the expansion of the Roman Empire.

KL-026   Illustrate on a world map the voyages of European explorers during the fifteenth to eighteenth centuries.
Examples: Christopher Columbus, Giovanni Caboto, Vasco da Gama, Ferdinand Magellan, James Cook...

VL-008   Appreciate the importance of sustaining the natural environment for future societies.

Historical Connections

Students will explore how people, relationships, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and to focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

Students will...

KH-027	Identify various sources of historical evidence and information and explain how each enhances understanding of the past. *Include: archeology, artifacts, literature, art, music, biographies, journals, photographs, oral histories.*
KH-028	Explain the importance of knowing the past and understanding history.
KH-029	Identify people, events, and ideas in an early society of Mesopotamia, Egypt, or the Indus Valley.
KH-030	Describe the impact and significance of the development of writing in an early society of Mesopotamia, Egypt, or the Indus Valley.
KH-031	Identify significant people, events, and ideas in ancient Greece and Rome.
KH-032	Identify ways in which today's world has been influenced by the ideas of ancient Greece and Rome. *Examples: the arts, philosophy, science, mathematics...*
KH-033	Identify the consequences of the fall of the Western Roman Empire. *Examples: the Dark Ages, expansion of Arab-Islamic culture...*
KH-034	Identify motivations for and consequences of the Crusades. *Examples: Peasants', Nobles', Kings', and Children's Crusades...*

KH-035	Describe characteristics of medieval Europe. *Examples: feudalism, social and political organization, plagues, medical practices...*
KH-036	Identify individuals and ideas of the Renaissance and describe the historical significance of this period.
KH-037	Identify individuals and ideas of the Protestant Reformation during the sixteenth century and describe the historical significance of this movement. *Include: shift in power from church to state.*
VH-009	Appreciate the historical significance of early societies. *Examples: adaptations for survival, enduring human aspirations, origins of social and political structures...*
VH-010	Value the study of early societies as a way of understanding contemporary life.
VH-011	Appreciate stories, legends, and myths of ancient societies as important ways to learn about the past.
VH-012	Appreciate the contributions of all societies to the development of the modern world.
VH-013	Appreciate the contributions of past societies to the shaping of the modern world.

Global Interdependence

Students will explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Students will...

KG-038   Identify defining characteristics of societies in Mesopotamia, Egypt, the Indus Valley, and China, from 3500 to 500 BCE.
Examples: location, contributions, beliefs...

KG-039   Identify defining characteristics of the ancient civilizations of China, Greece, Rome, Persia, and the Mayans from 500 BCE to 500 CE.

KG-040   Identify major events in Europe, the Middle East, Africa, Asia, and the Americas from the fifth to fifteenth centuries.

KG-041   Describe the significance of the spread of ideas and technologies between societies from the fifth to fifteenth centuries.

KG-042   Give examples of achievements in art, architecture, literature, and science in diverse societies from the fifth to fifteenth centuries.

KG-043   Identify major events in Europe, Africa, Asia, Australasia, and the Americas during the fifteenth to eighteenth centuries.

KG-044   Explain the motivations for and the impact of global exploration and territorial expansion from the fifteenth to eighteenth centuries.

VG-014   Appreciate the enduring qualities of art, architecture, literature, and science of the fifth to fifteenth centuries.

VG-015   Appreciate the importance of world history in understanding the contemporary world.

Power and Authority

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

Students will...

KP-045   Describe governance in an early society of Mesopotamia, Egypt, or the Indus Valley.
Examples: military organization, political structures...

KP-046   Identify factors that influenced the rise and decline of ancient Greece and Rome.

KP-047   Describe structures of governance in ancient Rome.

KP-048   Describe the nature of war and territorial expansion in the Roman Empire.

KP-049   Locate on a map and describe the Arab conquests in the Middle East, North Africa, India, and southern Europe in the seventh and eighth centuries.

KP-050   Locate on a map and describe the impact of the Viking invasions on Europe from the ninth to twelfth centuries.

KP-051   Locate on a map and describe the expansion of the Mongol Empire into China, Europe, and the Middle East in the thirteenth century.

KP-052   Describe the influence of the Catholic Church in medieval Europe.
Examples: education, art, political and social stability, suppression of ideas, attitudes to other faiths...

KP-053   Locate on a map and describe the nature of the Ottoman Empire and its expansion into the Middle East, North Africa, India, and Europe from the fourteenth to sixteenth centuries.

VP-016   Appreciate the benefits of citizenship within a democracy.

Economic and Resources

Students will explore the distribution of resources and wealth in relation to individuals, communities, nations, and the natural environment.

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

Students will...

KE-054	Describe technologies and tools in an early society of Mesopotamia, Egypt, or the Indus Valley. *Examples: animal and crop domestication, irrigation, construction, weapons, transportation...*
KE-055	Describe the influence of trade on the exchange of ideas within the Roman Empire and between Rome and other places in the world.
KE-056	Describe technologies and achievements in ancient Greece and Rome. *Examples: architecture, transportation, weapons, aqueducts...*
KE-057	Identify how work and education were organized in medieval Europe. *Examples: guilds and apprenticeships, universities, military training, religious training...*
KE-058	Describe the impact of technological developments from the fifth to fifteenth centuries. *Examples: wind power, gunpowder, stirrups, catapults, longbows, armour...*

KE-059	Describe the impact of advances in science and technology on societies from the fifteenth to nineteenth centuries. *Examples: printing press, compass, telescope, guns, steam engine...*
KE-060	Describe the impact of the Industrial Revolution on individuals and societies. *Examples: work and living conditions, urbanization, education...*
KE-061	Give examples of the continuing influence of ideas and technologies of past societies.
VE-017	Appreciate the ideas and technologies of early societies.
VE-018	Appreciate the benefits afforded to the modern world by ideas and technologies of past societies.

The French anthropologist Claude Lévi-Strauss stated that a truly total history of the world would be impossible; it would contain so much information that it would confront us with chaos. This, he says, makes it necessary for historians to "choose, sever and carve up ... the past." However, if students are to develop historical consciousness, they cannot be restricted to the study of disconnected events and topics. Their study needs to be given a coherent structure, so they may develop a sense of the totality. A chronological frame of reference provides students with an underlying structure and a set of fixed markers that give shape to the broad sweep of history. (See Teacher Note 1 for a more detailed discussion of historical consciousness.)

The Grade 8 social studies curriculum encompasses an extensive span of human history. This is intended to help students acquire a broad overview of historical eras and civilizations, with more in-depth consideration of selected historical topics.

It is important to approach the content of this course **not as a series of dates, events, and facts to be memorized, but as the collective story of human experience over time.**

...the collective story of human experience over time.

Students learn to think historically as they conduct research and reflect on some of the essential and enduring questions faced by all civilizations. Chronological guideposts at the beginning of every cluster provide the underlying structure to their study, helping students to distinguish major historical eras and to sequence the unfolding and influence of people, events, and ideas over time.

Wall-Sized Class Timeline

One of the more effective ways of helping students develop an historical consciousness is through the creation and interpretation of timelines. Strategies are included throughout this document to help students engage in the collective construction of a wall-sized class timeline that represents the full scope of each historical era they explore.

This timeline, portraying significant dates, events, people, and ideas, should be carefully planned and executed so as to provide a continuous visual reference for students. It should use images, symbols, and key words to help students envision the distinguishing elements of historical periods. Note that there are various ways of viewing historical periods or eras, but that this course is divided into the time periods that are most frequently used in history texts in Western European societies. This will help students become familiar with key terms of reference (e.g., prehistory, antiquity, medieval period or Middle Ages, Renaissance, et cetera) as they conduct research.

Suggested Procedure for Beginning the Class Timeline

– Use the length of a full wall or a minimum of 10 metres of wall space. (You may choose to continue the timeline around two walls of the room.) Affix a wide band of paper to the wall, using a roll or separate sheets of 11-x-17 paper laid edge to edge.

– Determine a general scale for the timeline, depending on the available space: this may range from 1 metre = 500 years to 1 metre = 1500 years. Draw a straight line through the middle of the paper to represent the "line of time."

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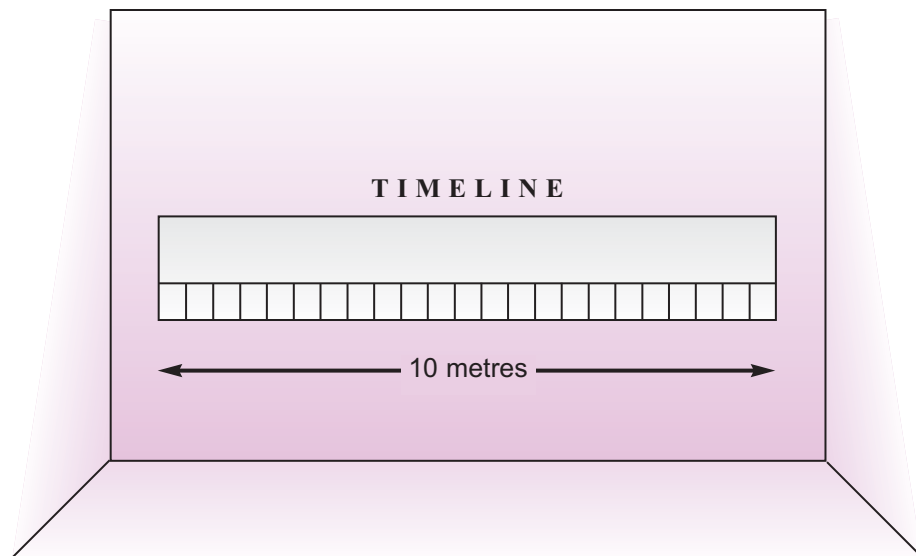
◄——— 10 metres ———►

– Mark off separate sections corresponding to each of the historical eras to be studied as follows:

• Origins of Human Societies: 2 million BCE to 3500 BCE (prehistory)

• Earliest Civilizations: 3500 BCE to 500 BCE

• Ancient Civilizations: 500 BCE to 500 CE

• Transition to the Modern World: 500 to 1500 (Medieval period)

• Beginnings of the Modern Era: 1400 to 1850 (Renaissance to Industrial period)

– Label significant years or periods of years on the timeline.

– Since the duration of each period is unequal, you will need to represent long periods of time by breaks in the timeline or by inserting appropriate symbols to mark the passage of time. (This is particularly true of the prehistory period, where the duration is extremely lengthy but there is less historical detail and less in-depth study required by the learning outcomes.) It would be historically and mathematically useful to discuss with students (or have them calculate) how much wall space would actually be required to fill in the breaks in the timeline, so they have a better understanding of the durations represented by the breaks.

– Be sure to allow enough space for adding details and additional time markers in each historical time period. Build the timeline progressively with each new period studied. Suggested markers or guideposts are provided in this document at the beginning of each cluster.

– As you study each historical period, indicate significant historical markers on the timeline, and ask students to create annotated illustrations as well as titles for historical periods. You may wish to create a template for students to use as they create their drawings for the timeline over the course of the year (e.g., the template could include space for an annotation, an illustration, a title, and a date or time span). You may also wish to include commercially produced images of people, places, or art along the timeline as you advance (e.g., a picture of Charles Darwin to be placed on the timeline in the period of the Enlightenment).

– Ensure that students recognize that all the dates in the earliest historical periods are very approximate and, in many cases, entirely theoretical.

Individual Timelines

As the class timeline undergoes construction through the year, it is also very useful for students to create and maintain their own individual timelines. They may include additional information gathered from more detailed research on selected societies or civilizations. Individual timelines should include the principal chronological markers of the wall timeline, but they should also include events and elements selected by the students themselves in the course of their study.

History Journals
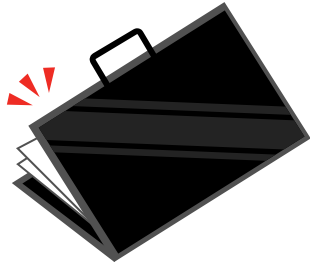
It would be useful for students to create and develop a History Journal or Portfolio, which they will also build on over the course of the year. The History Journal may be divided into five sections to correspond to the historical eras studied. Students may include research work, assessment pieces, projects, historical narratives, reflections on historical questions, and explorations of links between past and present.

Interdisciplinary Connections with Language Arts

An introduction to the literature of times past (e.g., legends and myths, letters and biographies, quotations and proverbs, poetry and prose), as well as to historical fiction and film, is an important part of understanding cultures of the past and their enduring influences. Literature and film may be included as components of interdisciplinary projects with English language arts.

Throughout the year, suggested teaching strategies also include the integration of narrative elements to help students see the "story" in the "history." This involves activities such as using historical evidence to construct narratives of the past, relating or dramatizing stories of events, or participating in Readers' Theatres, choral readings, or role-plays. In each cluster, it is recommended that students engage in the creation of a "story" of a time period, integrating what they know about narrative elements (i.e., setting, character, plot, theme, and style) and using historical evidence.

Integration of the Arts

Another means of helping students develop a sense of the distinguishing characteristics of past societies is by introducing them to the visual arts, architecture, music, dance, and other elements of material culture in various times and places. A collection of images and recordings depicting artistic expression in historical societies would be useful to bring alive societies of the past.

Students may contribute to this collection during the course of their research (e.g., prints from old calendars, art history books, digital images available online from museums and art galleries around the world). The periodic viewing of historical films or videos, both documentary and fictional, also helps students visualize the past. Listening to recordings of diverse historical musical genres, often reproduced in modern settings, can help set the stage for the exploration of the artistic expression of societies of the past.

Other Useful Materials and Strategies

– A wall map of the continents may be reproduced in large scale using an overhead projector. This map could be used as the basic outline for developing a historical map of the world, to which students add details throughout the year.

– Provide a set of historical atlases for students to use throughout the year.

– A section of the class may be set up as a museum or gallery, with shelf space and wall space devoted to periodic expositions or displays of research and student-created artifacts or other projects. Teachers may choose to guide students in the transformation of their classroom into a historical museum over the course of the year.

– Consider planning a Historical Festival as a culminating activity at the end of Clusters 2, 3, 4, or 5. Choose a theme at the beginning of a cluster (e.g., medieval feast, Roman banquet, Egyptian art fair...) and have students create and develop plans for the event. A festival offers an opportunity for students to

share their learning with a larger audience (e.g., peers, other grades, parents, seniors and other community members...) and to recreate the ambience and character of a selected historical era or society.