

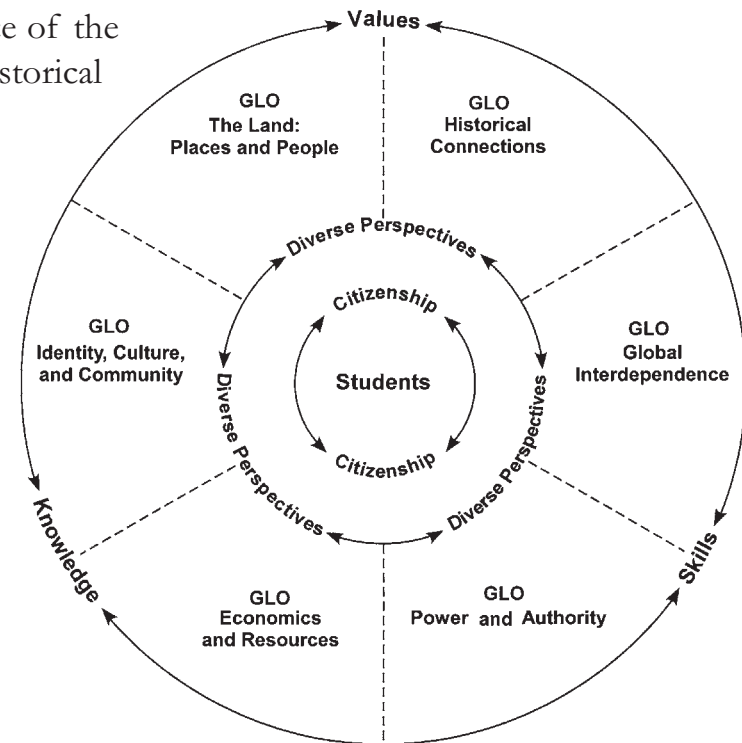
***WORLD HISTORY:  
SOCIETIES OF THE PAST***

**GRADE  
8**

## World History: Societies of the Past

### Grade Overview

**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.



## World History: Societies of the Past

### Cluster Overview

#### 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.

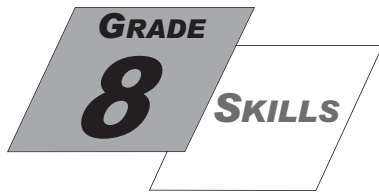
Students then explore individuals and events in selected places in the world during this time

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.



**Skills for 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.

**Skills for 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.

**Social Studies Skills**

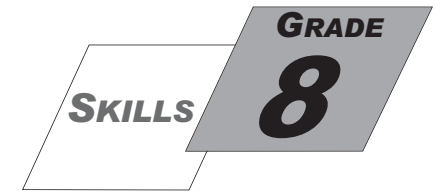
**Active Democratic Citizenship**

Students will...

<b>8-S-100</b>	Collaborate with others to establish and carry out group goals and responsibilities.	<b>8-S-104</b>	Negotiate constructively with others to build consensus and solve problems.
<b>8-S-101</b>	Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>	<b>8-S-105</b>	Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i>
<b>8-S-102</b>	Make decisions that reflect fairness and equality in their interactions with others.	<b>8-S-106</b>	Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i>
<b>8-S-103</b>	Make decisions that reflect principles of environmental stewardship and sustainability.		

**Managing Information and Ideas**

<b>8-S-200</b>	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>	<b>8-S-205</b>	Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.
<b>8-S-201</b>	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>	<b>8-S-206</b>	Select, use, and interpret various types of maps for specific purposes. <i>Examples: historical maps and atlases...</i>
<b>8-S-202</b>	Interpret primary and secondary information sources for research.	<b>8-S-207</b>	Use latitude and longitude to locate and describe places on maps and globes.
<b>8-S-203</b>	Select and use appropriate tools and technologies to accomplish tasks.	<b>8-S-207A</b>	Use traditional knowledge to read the land.
<b>8-S-204</b>	Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships, or chronological events.	<b>8-S-208</b>	Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.



## Social Studies Skills

### Critical and Creative Thinking

	Students will...		
<b>8-S-300</b>	Plan topics, goals, and methods for historical inquiry and research.	<b>8-S-307</b>	Compare differing accounts of historical events.
<b>8-S-301</b>	Consider the context of events, accounts, ideas, and interpretations.	<b>8-S-308</b>	Compare diverse perspectives in the media and other information sources.
<b>8-S-302</b>	Draw conclusions based on research and evidence.	<b>8-S-309</b>	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>
<b>8-S-303</b>	Evaluate personal assumptions based on new information and ideas.	<b>8-S-310</b>	Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.
<b>8-S-304</b>	Distinguish fact from opinion and interpretation.	<b>8-S-311</b>	Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.
<b>8-S-305</b>	Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>		
<b>8-S-306</b>	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>		

### Communication

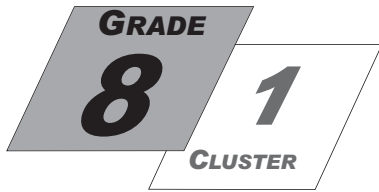
<b>8-S-400</b>	Listen to others to understand their perspectives.
<b>8-S-401</b>	Use language that is respectful of human diversity.
<b>8-S-402</b>	Persuasively express differing viewpoints regarding an issue.
<b>8-S-403</b>	Present information and ideas orally, visually, concretely, or electronically.
<b>8-S-404</b>	Elicit and clarify questions and ideas in discussions.
<b>8-S-405</b>	Articulate their beliefs and perspectives on issues.

### Critical and Creative Thinking Skills

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.

### Communication Skills

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.



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 1: Understanding Societies Past and Present

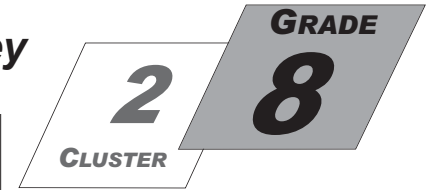
### Knowledge

Students will...	
<b>8-KI-005</b>	Explain the concept of world view.
<b>8-KI-006</b>	Describe influences that create differences in world views. <i>Examples: culture, time, place, cross-cultural interactions, media, governance...</i>
<b>8-KI-007</b>	Compare and contrast the concepts of society and civilization.
<b>8-KI-008</b>	Give reasons why societies may stay the same or change over time. <i>Examples: culture, education, trade, power, war...</i>
<b>8-KI-009</b>	Describe ways in which societies organize, maintain, and perpetuate themselves. <i>Examples: physical survival, education, culture...</i>
<b>8-KI-010</b>	Relate various stories and theories of the origin and development of human life.
<b>8-KI-011</b>	Identify the characteristics, advantages, and disadvantages of a hunter-gatherer way of life.
<b>8-KI-012</b>	Describe the development of agrarian societies and explain how they differed from hunter-gatherer societies. <i>Examples: food surplus, movement from nomadic to sedentary, division of labour, growth of villages and cities...</i>
<b>8-KL-022</b>	Give examples of the influence of the natural environment on the development of societies.
<b>8-KH-027</b>	Identify various sources of historical evidence and information and explain how each enhances understanding of the past. <i>Include: archeology, artifacts, literature, art, music, biographies, journals, photographs, oral histories.</i>
<b>8-KH-028</b>	Explain the importance of knowing the past and understanding history.

### Values

<b>8-VI-004</b>	Be willing to consider differing world views.
<b>8-VL-008</b>	Appreciate the importance of sustaining the natural environment for future societies.

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



### Knowledge

Students will...

- |   |   |
|---|---|
| <p><b>8-KI-013</b> Describe life for various groups in an early society of Mesopotamia, Egypt, or the Indus Valley.<br/><i>Examples: priests, scribes, traders, peasants, slaves...</i></p> | <p><b>8-KH-030</b> Describe the impact and significance of the development of writing in an early society of Mesopotamia, Egypt, or the Indus Valley.</p>   |
| <p><b>8-KI-014</b> Describe the art, architecture, and science of an early society of Mesopotamia, Egypt, or the Indus Valley.</p>  | <p><b>8-KG-038</b> Identify defining characteristics of societies in Mesopotamia, Egypt, the Indus Valley, and China from 3500 to 500 BCE.</p>  |
| <p><b>8-KL-023</b> Locate on a map the major landforms, bodies of water, and population clusters of a society of Mesopotamia, Egypt, or the Indus Valley.</p>                               | <p><b>8-KP-045</b> Describe governance in an early society of Mesopotamia, Egypt, or the Indus Valley.<br/><i>Examples: military organization, political structures...</i></p>  |
| <p><b>8-KL-024</b> Give examples of the influence of the natural environment on ways of life in an early society of Mesopotamia, Egypt, or the Indus Valley.</p>                            | <p><b>8-KE-054</b> Describe technologies and tools in an early society of Mesopotamia, Egypt, or the Indus Valley.<br/><i>Examples: animal and crop domestication, irrigation, construction, weapons, transportation...</i></p> |
| <p><b>8-KH-029</b> Identify people, events, and ideas in an early society of Mesopotamia, Egypt, or the Indus Valley.</p>   |   |

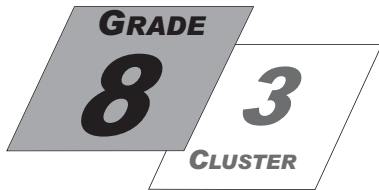
Cluster 2 begins with a brief world overview, focusing on Mesopotamia, Egypt, the Indus Valley, and China from about 3500 to 500 BCE.

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.

### Values

- 8-VH-009** Appreciate the historical significance of early societies.  
*Examples: adaptations for survival, enduring human aspirations, origins of social and political structures...*
- 8-VH-010** Value the study of early societies as a way of understanding contemporary life.
- 8-VE-017** Appreciate the technologies of early societies.





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 3: Ancient Societies of Greece and Rome

### Knowledge

Students will...

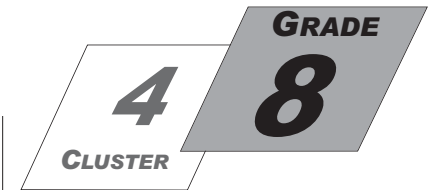
<p><b>8-KC-001</b> Describe the social organization of ancient Greece. <i>Examples: classes of citizens, slavery; role and status of children, women, and men...</i></p> <hr/> <p><b>8-KC-002</b> Describe the rise of democracy in ancient Greece.</p> <hr/> <p><b>8-KC-003</b> Compare criteria for citizenship and participation in government in ancient Greece and in contemporary Canada.</p> <hr/> <p><b>8-KI-015</b> Compare and contrast life in Sparta and Athens. <i>Examples: social roles, education, governance, beliefs...</i></p> <hr/> <p><b>8-KI-016</b> Describe the importance of Greek myths in ancient Greek culture.</p> <hr/> <p><b>8-KI-017</b> Identify defining characteristics of world religions that emerged in antiquity. <i>Include: Buddhism, Christianity, Confucianism, Hinduism, Judaism.</i></p> <hr/> <p><b>8-KL-025</b> Illustrate on a map the expansion of the Roman Empire.</p> <hr/> <p><b>8-KH-031</b> Identify people, events, and ideas in ancient Greece and Rome.</p> <hr/>	<p><b>8-KH-032</b> Identify ways in which today’s world has been influenced by the ideas of ancient Greece and Rome. <i>Examples: the arts, philosophy, science, mathematics...</i></p> <hr/> <p><b>8-KG-039</b> Identify defining characteristics of the ancient civilizations of China, Greece, Rome, Persia, and the Mayas from 500 BCE to 500 CE.</p> <hr/> <p><b>8-KP-046</b> Identify factors that influenced the rise and decline of ancient Greece and Rome.</p> <hr/> <p><b>8-KP-047</b> Describe structures of governance in ancient Rome.</p> <hr/> <p><b>8-KP-048</b> Describe the nature of war and territorial expansion in the Roman Empire.</p> <hr/> <p><b>8-KE-055</b> Describe the influence of trade on the exchange of ideas within the Roman Empire and between Rome and other places in the world.</p> <hr/> <p><b>8-KE-056</b> Describe technologies and achievements in ancient Greece and Rome. <i>Examples: architecture, transportation, weapons, aqueducts...</i></p> <hr/>
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### Values

<p><b>8-VC-001</b> Appreciate the contributions of ancient Greece to modern concepts of citizenship and democracy.</p> <hr/> <p><b>8-VI-005</b> Appreciate the enduring qualities of the arts, architecture, science, and ideas of ancient Greece and Rome.</p> <hr/>	<p><b>8-VI-006</b> Respect others’ ways of life and beliefs.</p> <hr/> <p><b>8-VH-011</b> Appreciate stories, legends, and myths of ancient societies as important ways to learn about the past.</p> <hr/> <p><b>8-VP-016</b> Appreciate the benefits of citizenship within a democracy.</p> <hr/>
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## Cluster 4: Transition to the Modern World (Circa 500 to 1400)



### Knowledge

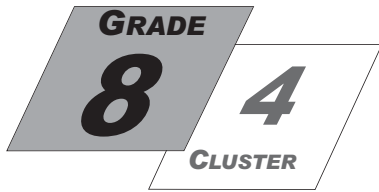
Students will...

<b>8-KI-018</b>	Identify Islamic achievements from the seventh to fifteenth centuries and describe how they influenced other societies. <i>Examples: artistic, literary, intellectual, scientific, religious...</i>	<b>8-KP-049</b>	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.
<b>8-KI-019</b>	Explain why China may be regarded as one of the most advanced civilizations of the fifth to fifteenth centuries. <i>Examples: science, technology, philosophy, art...</i>	<b>8-KP-050</b>	Locate on a map and describe the impact of the Viking invasions on Europe from the ninth to twelfth centuries.
<b>8-KH-033</b>	Identify the consequences of the fall of the Western Roman Empire. <i>Examples: the Dark Ages, expansion of Arab-Islamic culture...</i>	<b>8-KP-051</b>	Locate on a map and describe the expansion of the Mongol Empire into China, Europe, and the Middle East in the thirteenth century.
<b>8-KH-034</b>	Identify motivations for and consequences of the Crusades. <i>Examples: Peasants', Nobles', Kings', and Children's Crusades...</i>	<b>8-KP-052</b>	Describe the influence of the Catholic Church in medieval Europe. <i>Examples: education, art, political and social stability, suppression of ideas, attitudes to other faiths...</i>
<b>8-KH-035</b>	Describe characteristics of medieval Europe. <i>Examples: feudalism, social and political organization, plagues, medical practices...</i>	<b>8-KP-053</b>	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.
<b>8-KG-040</b>	Identify major events in Europe, the Middle East, Africa, Asia, and the Americas from the fifth to fifteenth centuries.	<b>8-KE-057</b>	Identify how work and education were organized in medieval Europe. <i>Examples: guilds and apprenticeships, universities, military training, religious training...</i>
<b>8-KG-041</b>	Describe the significance of the spread of ideas and technologies between societies from the fifth to fifteenth centuries.	<b>8-KE-058</b>	Describe the impact of technological developments from the fifth to fifteenth centuries. <i>Examples: wind power, gunpowder, stirrups, catapults, longbows, armour...</i>
<b>8-KG-042</b>	Give examples of achievements in art, architecture, literature, and science in diverse societies from the fifth to fifteenth centuries.		

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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.



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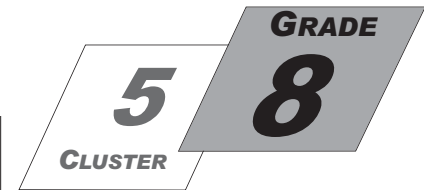
## **Cluster 4: Transition to the Modern World (Circa 500 to 1400) (continued)**

### **Values**

Students will...

- 8-VH-012** Appreciate the contributions of all societies to the development of the modern world.
- 8-VG-014** Appreciate the enduring qualities of art, architecture, literature, and science of the fifth to fifteenth centuries.
- 8-VG-015** Appreciate the importance of world history in understanding the contemporary world.

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



### Knowledge

Students will...

<p><b>8-KC-004</b> Identify the origins and significance of the rule of law. <i>Include: transition from absolute monarchy to representative government.</i></p>	<p><b>8-KH-037</b> Identify individuals and ideas of the Protestant Reformation during the sixteenth century and describe the historical significance of this movement. <i>Include: shift in power from church to state.</i></p>
<p><b>8-KI-020</b> Give examples of the expression of the Renaissance in its art, architecture, philosophy, literature, science, or technology from the fourteenth to sixteenth centuries.</p>	<p><b>8-KG-043</b> Identify major events in Europe, Africa, Asia, Australasia, and the Americas during the fifteenth to eighteenth centuries.</p>
<p><b>8-KI-021</b> 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. <i>Examples: slavery, diseases, missionaries, intermarriage, adoption of indigenous practices...</i></p>	<p><b>8-KG-044</b> Explain the motivations for and the impact of global exploration and territorial expansion from the fifteenth to eighteenth centuries.</p>
<p><b>8-KL-026</b> Illustrate on a world map the voyages of European explorers during the fifteenth to eighteenth centuries. <i>Examples: Christopher Columbus, Giovanni Caboto, Vasco da Gama, Ferdinand Magellan, James Cook...</i></p>	<p><b>8-KE-059</b> Describe the impact of advances in science and technology on societies from the fifteenth to nineteenth centuries. <i>Examples: printing press, compass, telescope, guns, steam engine...</i></p>
<p><b>8-KH-036</b> Identify individuals and ideas of the Renaissance and describe the historical significance of this period.</p>	<p><b>8-KE-060</b> Describe the impact of the Industrial Revolution on individuals and societies. <i>Examples: work and living conditions, urbanization, education...</i></p>
	<p><b>8-KE-061</b> Give examples of the continuing influence of ideas and technologies of past societies.</p>

### Values

<p><b>8-VC-002</b> Appreciate the enduring significance of the rule of law.</p>	<p><b>8-VH-013</b> Appreciate the contributions of past societies to the shaping of the modern world.</p>
<p><b>8-VC-003</b> Appreciate the struggles of past societies for their importance in shaping the modern world.</p>	<p><b>8-VE-018</b> Appreciate the benefits afforded to the modern world by ideas and technologies of past societies.</p>
<p><b>8-VI-007</b> Value the enduring qualities of art, architecture, ideas, literature, and science of the fifteenth to eighteenth centuries.</p>	

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.

Notes