



Core Knowledge® HISTORY AND GEOGRAPHY

Athenian Democracy



Civics and Economics in World History

Teacher Guide

Martin Luther



The Pnyx



Inca Terraces



Skilled workers



Civics and Economics in World History

Teacher Guide



Core Knowledge®

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Introduction

ABOUT THIS PROGRAM

The Big Idea

Decisions about civics and economics help give societies their identities.

From the earliest human societies, principles of civics and economics have influenced the way people live together and interact. Decisions about distribution of power, usage of power, and civic participation helped shape the governments of historical and contemporary societies. Similarly, decisions about the production of goods and services, money, and trade helped shape the economies of those societies.

In these volumes, students will read about core ideas of civics and economics and examples of how those ideas played out around the world in different historical eras.

What Students Should Already Know

Students in Core Knowledge Schools should already be familiar with the Core Knowledge K–6 History and Geography content. However, this Middle School program contains a review of the following topics covered in those grades:

- Mesopotamia
- Ancient Egypt
- Dynasties of China
- Ancient Greece and Rome
- Medieval Europe
- Early and Medieval African Kingdoms
- Feudal Japan
- Maya, Aztec, and Inca Civilizations
- Renaissance and Reformation
- The American Revolution
- The French Revolution
- Independence of Latin America

What Students Need to Learn

Civics in World History

- different forms of government, including democracy, monarchy, oligarchy, and theocracy
- the purposes of government
- how different early civilizations fulfilled the purposes of government
- characteristics of democracy in ancient Athens and ancient Rome
- how European governments changed from the Middle Ages to the Reformation
- fundamental political ideas of the Enlightenment, such as natural rights, the social contract, and popular sovereignty
- how the political ideas of the Enlightenment influenced revolutions in the Americas and France, as well as movements for self-determination in the 1900s
- how the political ideas of the Enlightenment continue to influence societies today

Economics in World History

- the difference between needs and wants
- what an economy is
- how natural resources, human resources, and capital resources are used to produce goods and services
- the difference between goods and services
- the roles of consumers and producers in an economy
- the idea that every choice has an opportunity cost
- the role of supply and demand in an economy
- different mediums of exchange, including barter, money, and credit
- factors that influence the value or cost of a good or service
- the features of a marketplace
- factors that influence standard of living
- examples of economic principles in world history
- characteristics of globalization

A SPECIAL NOTE TO TEACHERS—TALKING ABOUT SLAVERY

Discussing slavery with younger students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property to be bought and sold and are often treated with brutality and violence. Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In CKHG materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to slaves but instead to enslaved persons or enslaved workers. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else's property.

In CKHG, we acknowledge the logic of both perspectives, and we sometimes refer to slaves while at other times referring to enslaved persons or enslaved workers.

AT A GLANCE

The most important ideas in *Civics in World History* are:

- Governments come in many different forms, but they always serve the same purposes.
- Ancient societies fulfilled the purposes of government in different ways.
- The roots of modern democracy can be traced to the direct democracy of ancient Athens and the republic, or representative democracy, of ancient Rome.
- Medieval European monarchs ruled with absolute authority until the Magna Carta placed the first limits on royal power in England.
- The Enlightenment marked a change in how people thought about government.
- Enlightenment ideas such as natural rights, the social contract, and popular sovereignty influenced events in the centuries that followed and continue to influence events today.

The most important ideas in *Economics in World History* are:

- Everyone has needs and wants.
- People use natural resources, human resources, and capital resources to produce goods and services.

- Economies are shaped by interactions between consumers and producers.
- Scarcity and opportunity cost influence economic decision-making.
- Prices are largely influenced by the principles of supply and demand.
- Goods and services can be exchanged by barter, money, or credit.
- Anywhere—real or virtual—where people buy, sell, or trade goods and services is a marketplace.
- A society’s standard of living is influenced by factors such as availability of resources, availability of goods and services, and education.
- Examples of these economic principles can be found throughout world history.
- Today, world economies are shaped by globalization.

WHAT TEACHERS NEED TO KNOW

The What Teachers Need to Know document provides background information related to the unit content. The background information summarizes unit content and provides some additional details or explanation. This document is not meant to be a complete explanation but rather a memory refresher to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To access the What Teachers Need to Know for these units, download the CKHG Online Resources “About Civics in World History” and “About Economics in World History”:

www.coreknowledge.org/ckhg-online-resources

UNIT RESOURCES

Student Component

Civics and Economics in World History Student Volume—seven chapters (five in *Civics in World History*, two in *Economics in World History*). The Student Volume provides traditional narrative text and high-quality images that recount important concepts in civics and economics and related events in world history. Interspersed with the text and images are three types of activity boxes. **Think Twice** boxes pose questions for students to answer, either in writing or in oral discussion. These questions prompt a deeper analysis of the text. **Find Out the Facts** boxes prompt students to conduct research on a specified topic. **Writers’ Corner** boxes present students with an extended writing task, such as an essay, a report, or a piece of creative writing. Students can be asked to complete any or all of these activities, either during the reading of each chapter

or in the Learning Lab time at each chapter’s conclusion. Possible responses to the Think Twice questions are provided in the Answer Key in each Teacher Resources section of this Teacher Guide.

Teacher Components

Civics and Economics in World History Teacher Guide—seven chapters (five in *Civics in World History*, two in *Economics in World History*). The guide includes lessons aligned to each chapter of the *Civics and Economics in World History* Student Volume, with a daily Check for Understanding and Additional Activities, such as vocabulary practice and class discussions, designed to reinforce the chapter content. A Unit Assessment, a Performance Task Assessment, and Activity Pages are included in the Teacher Resources section for each unit.

- The Unit Assessment tests knowledge of the entire unit using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation. In these units, the presentations are written.
- The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

USING THE TEACHER GUIDE

Pacing Guide

The *Civics and Economics in World History* units are an optional addition to the two-volume Middle School World History program. A total of fifteen days has been allocated to the *Civics and Economics in World History* units. You may choose to implement these units in a fifteen-day block or spread the content throughout the year, as time allows. However, we recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all of the World History curriculum.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in these units during the allotted time. However, there are many options and ways that you may choose to individualize these units for your students based on their interests and needs, so we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview these units in their entirety and create your pacing guide before teaching the first chapter. You may wish to reduce the number of Learning Lab days in the core curriculum to accommodate these units.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the *Core Knowledge Curriculum Series*[™], reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or a student volunteer. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to engage more fully with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.



Learning Lab

Each chapter of the Student Volume includes thought-provoking questions, suggested research activities, and writing prompts. The Learning Lab is time allocated for students to complete these tasks before the chapter is wrapped up. A note at the end of each chapter's Guided Reading Supports prompts the teacher to set aside time for students to finish their assignments. You will also need to set aside time to assess any of the work completed by students in response to the Student Volume prompts.




Talk It Over

Some chapters include an opportunity for discussion or debate, either in the Guided Reading Support or in the Additional Activities. These opportunities will be marked with the debate icon shown above. Before implementing any of these discussions or debates, you may wish to review with students the rules for respectful conversation.

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to read longer passages entirely on their own.

One or more lessons in each CKHG volume will be designated as an Independent Reading Lesson, in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students will be asked to complete some type of note-taking activity as they read independently to focus attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson's Check for Understanding.

It will be especially important for the teacher to review all students' written responses to any Independent Reading Lesson prior to the next day's lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Volume chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Questions
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Civics in World History	
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1	How do different forms of government function?
2	How has government changed throughout history?
3	How did early democracies influence later governments?
4	How did events of the Middle Ages usher in Enlightenment ideas?
5	How did the ideas of the Enlightenment impact democratic governments?

Economics in World History

- | | |
|---|---|
| 1 | How do people in modern societies decide what to produce, who to produce it for, and how to produce it? |
| 2 | How have economies around the world changed throughout history? |
-

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Volume are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Volume. Student Volume page numbers are also provided. The vocabulary terms, by chapter, are:

Chapter	Core Vocabulary
---------	-----------------

Civics in World History

- | | |
|---|--|
| 1 | authoritarian, heredity, tyranny, capitalism, communism, nationalism, confederation, theocracy |
| 2 | bureaucrat, feudal, imperialism, vassal, samurai, codify |
| 3 | (There is no Core Vocabulary in this chapter.) |
| 4 | fief, purgatory, thesis |
| 5 | natural law, social contract, self-determination |
-

Economics in World History

- | | |
|---|---|
| 1 | economy, money, factors of production, scarcity, trade-off, opportunity cost, supply, demand, exchange, barter, medium of exchange, standard of value, store of value, credit, standard of living |
| 2 | Silk Road, feudal, monopoly, Mesoamerica, microclimate, mercantilism, cottage industry, Scientific Revolution, triangular trade, globalization, multinational corporation, offshoring, economic imperialism |
-

Activity Pages

The following activity pages can be found in the Teacher Resources for each unit. They are to be used with the chapter specified either for additional classwork or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

Civics in World History

- Chapter 5—Domain Vocabulary: Chapters 1–5 (AP 5.1)

Economics in World History

- Chapter 1—Domain Vocabulary: Chapter 1 (AP 1.1)
- Chapter 2—Domain Vocabulary: Chapter 2 (AP 2.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for these units, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.



A SPECIAL NOTE ABOUT EDUCATING FOR AMERICAN DEMOCRACY

As you may recall, a critical goal of the *Core Knowledge Curriculum Series™*, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

In 2021, the Educating for American Democracy (EAD) consortium released a Roadmap for American Democracy. The Roadmap is an effort to encourage and bolster history and civics instruction in K–12 education. It is organized around seven themes that were developed by a team of educators, historians, and civics professionals. Each theme contains a series of history and civics driving questions meant to spark deeper examination of social studies topics.

We have therefore included in these Civics and Economics units content related to EAD's Roadmap for American Democracy and the Roadmap's driving questions for this grade. This content is readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of American government and society.

A link to the Roadmap can be found in the CKHG Online Resources for these units:

www.coreknowledge.org/ckhg-online-resources

BOOKS

Chatzky, Jean, and Kathryn Tuggle. *How to Money: Your Ultimate Visual Guide to the Basics of Finance*. Illustrated by Nina Cosford. New York: Roaring Brook Press, 2022.

Cline, Eric H., and Jill Rubalcaba. *The Ancient Egyptian World*. Oxford, U.K.: Oxford University Press, 2005.

Cunningham, Mark E., and Lawrence J. Zwier. *The End of the Shoguns and the Birth of Modern Japan*. Pivotal Moments in History. Minneapolis: Twenty-First Century Books, 2009.

Davis, Kenneth C. *Strongman: The Rise of Five Dictators and the Fall of Democracy*. New York: Henry Holt and Co., 2020.

The Economics Book: Big Ideas Simply Explained. London, U.K.: DK, 2018.

Fash, William, and Mary E. Lyons. *The Ancient American World*. Oxford, U.K.: Oxford University Press, 2005.

Hasak-Lowy, Todd. *We Are Power: How Nonviolent Activism Changes the World*. New York: Abrams Books for Young Readers, 2020.

How to Be a Global Citizen. London, U.K.: DK, 2021.

Lewis, Aura, and Evan Sargent. *We the People: The United States Constitution Explored and Explained*. Illustrated by Aura Lewis. London, U.K.: Wide Eyed Editions, 2020.

Lloyd, Christopher, and Patrick Skipworth. *The Magna Carta Chronicle*. Illustrated by Andy Forshaw. Kent, U.K.: What on Earth Books, 2015.

MacLeod, Elizabeth, and Frieda Wishinsky. *How to Become an Accidental Activist*. Illustrated by Jenn Playford. Victoria, BC: Orca Book Publishers, 2021.

McKissack, Patricia, and Frederick McKissack. *The Royal Kingdoms of Ghana, Mali, and Songhay: Life in Medieval Africa*. New York: Square Fish, 1995.

Paul, Caroline. *You Are Mighty: A Guide to Changing the World*. Illustrated by Lauren Tamaki. New York: Bloomsbury Children's Books, 2018.

Podany, Amanda H., and Marni McGee. *The Ancient Near Eastern World*. Oxford, U.K.: Oxford University Press, 2005.

Rippon, Jo. *Rise Up! The Art of Protest*. Watertown, MA: Charlesbridge, 2019.

Robb, Lucinda, and Rebecca Boggs Roberts. *The Suffragist Playbook: Your Guide to Changing the World*. Somerville, MA: Candlewick Press, 2020.

CIVICS AND ECONOMICS IN WORLD HISTORY SAMPLE PACING GUIDE

For schools using the Core Knowledge Sequence

TG—Teacher Guide; SV—Student Volume; AP—Activity Page

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Civics in World History

<p>“What Is Government?” Core Lesson (TG & SV, Chapter 1)</p>	<p>“Early Governments” Core Lesson (TG & SV, Chapter 2)</p>	<p>“Hammurabi’s Code” (TG, Chapter 2 Additional Activities)</p>	<p>“The Birth of Democracy” Core Lesson (TG & SV, Chapter 3)</p> <p>Chapters 1–3 Learning Lab</p>	<p>“Governments in the Middle Ages” Core Lesson (TG & SV, Chapter 4)</p> <p>“The Influence of the Magna Carta” (TG, Chapter 4 Additional Activities)</p>
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Civics in World History

Economics in World History

<p>“The Enlightenment’s Impact on Government” Core Lesson (TG & SV, Chapter 5)</p>	<p>“The Enlightenment’s Impact on Government” Core Lesson (TG & SV, Chapter 5)</p> <p>Domain Vocabulary: Chapters 1–5 (TG, Chapter 5 Additional Activities, AP 5.1)</p>	<p>Chapters 4–5 Learning Lab</p>	<p><i>Civics in World History</i> Unit Assessment</p>	<p>“What Is an Economy?” Core Lesson (TG & SV, Chapter 1)</p>
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Economics in World History

<p>“What Is an Economy?” Core Lesson (TG & SV, Chapter 1)</p> <p>Domain Vocabulary: Chapter 1 (TG, Chapter 1 Additional Activities, AP 1.1)</p>	<p>“Economics Throughout World History” Core Lesson (TG & SV, Chapter 2)</p>	<p>“Economics Throughout World History” Core Lesson (TG & SV, Chapter 2)</p> <p>Domain Vocabulary: Chapter 2 (TG, Chapter 2 Additional Activities, AP 2.1)</p>	<p>Chapters 1–2 Learning Lab</p>	<p><i>Economics in World History</i> Unit Assessment</p>
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CIVICS AND ECONOMICS IN WORLD HISTORY PACING GUIDE

_____’s Class

(A total of fifteen days has been allocated to the *Civics and Economics in World History* units in order to complete all of the Middle School World History curriculum. You may wish to complete these units in a fifteen-day block, as shown, or spread the content throughout the year, as time allows. You may want to reduce the number of Learning Lab days in the core World History program in order to fit these units into your schedule.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Civics and Economics in World History

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Civics and Economics in World History

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Civics and Economics in World History

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Civics in World History

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What Is Government?

The Big Question: How do different forms of government function?

Primary Focus Objectives

- ✓ Explain the purposes of government. (RI.7.2, RH.6-8.2)
- ✓ Identify different types of historical and contemporary governments. (RI.7.4, RH.6-8.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *authoritarian, heredity, tyranny, capitalism, communism, nationalism, confederation, and theocracy*. (RI.7.4, L.7.4, RH.6-8.4)

Core Vocabulary (Student Volume page numbers listed below)

authoritarian, adj. relating to a political system in which the state has complete control over the lives of individuals (4)

Example: Citizens felt powerless against the harsh policies of the authoritarian regime.

Variations: authoritarianism (n.), authoritarian (n.)

heredity, n. the passing of traits or position from parent to child (5)

Example: When the king dies, the king's eldest child becomes monarch by heredity.

Variations: hereditary (adj.)

tyranny, n. cruel or unfair use of power (7)

Example: The American colonists accused the British king and Parliament of tyranny.

Variations: tyrannies, tyrannical (adj.), tyrant (n.)

capitalism, n. an economic system in which resources and businesses are privately owned and prices are not controlled by the government (8)

Example: Capitalism allows individuals to make choices about how and what to produce.

Variations: capitalist (adj.), capitalist (n.)

communism, n. a political and economic ideology that advocates for public ownership and communal control (8)

Example: When the government led by Lenin introduced communism to Russia, it seized control of major industries.

Variations: communist (adj.), communist (adj.), communist (n.)

nationalism, n. belief in the superiority of one's nation (9)

Example: German dictator Adolf Hitler used nationalism to gain support and expand his power.

Variations: nationalist (adj.), nationalist (n.), nationalistic (adj.)

confederation, n. a group of independent kingdoms or states that work together (9)

Example: Before Italy became a united country, Italian city-states and kingdoms joined together to form a confederation.

Variations: confederations, confederacy (n.), confederate (adj.), confederate (v.)

theocracy, n. a government ruled by religious leaders (9)

Example: In a theocracy, government officials and religious leaders are one and the same.

Variations: theocratic (adj.), theocrat (n.)

THE CORE LESSON 35 MIN

Introduce *Civics and Economics in World History Student Volume* 5 MIN

Distribute copies of the *Civics and Economics in World History Student Volume*. Explain that civics is the study of government, and economics is the study of buying, selling, and production. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention the purpose and different types of governments, the origins of democracy, the impact of the Enlightenment, and the role of economics in world history.

Introduce “What Is Government?” 5 MIN

Read the chapter title aloud, and invite students to define the word *government* (*any system in which a person or group of people exercises authority over others*). Invite students to share the different types of governments they remember from their history and geography studies. Explain that in this chapter, students will learn about different types of government through history and around the world.

Call students' attention to the Big Question. Tell students to look for details about how different forms of government function as they read the text.

Guided Reading Supports for “What Is Government?” 25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Purposes of Government,” pages 2–4

Scaffold understanding as follows:

Have students read the section on pages 2–4 with a partner.

CORE VOCABULARY—Point out the vocabulary term *authoritarian*, and explain its meaning.

SUPPORT—Remind students that in the United States, the right of citizens to protest is protected by the First Amendment in the Bill of Rights. This differs from countries with authoritarian governments, which often suppress the individual rights of citizens.

After students read the text, ask the following questions:

LITERAL—What are some purposes of modern governments?

- » Some purposes of modern governments include overseeing defense and safety, establishing rules, providing services, and managing taxes.

EVALUATIVE—How do authoritarian governments differ from the U.S. government?

- » Authoritarian governments are ruled by a single person called a dictator, who can declare what is or isn't a law. This differs from the United States government, whose leaders are elected by citizens and must obey the laws.

“Monarchy,” pages 5–7

Scaffold understanding as follows:

Have students read the section on pages 5–7 independently.

CORE VOCABULARY—Point out the vocabulary term *heredity*, and explain its meaning.

SUPPORT—Call attention to the word *kaiser* in the last paragraph of the section. Explain that this was the title used by German kings. The word originates from the Latin word *caesar*, a title used by Roman emperors.

After students read the text, ask the following questions:

LITERAL—What is divine right?

- » Divine right is the idea that the power of a monarch comes directly from a god or gods.

EVALUATIVE—How do constitutional monarchs differ from absolute monarchs?

- » Absolute monarchs rule with total authority and cannot be challenged by anyone. In contrast, constitutional monarchs are symbolic heads of state, and real government power rests with the executive, legislative, and judicial branches of government.

EVALUATIVE—Why was the Glorious Revolution significant?

- » The Glorious Revolution was significant because it established England as a constitutional monarchy.

INFERENTIAL—Why do you think constitutional monarchies became more common over time?

- » Student answers will vary, but students may suggest that constitutional monarchies became more common because citizens and subjects wanted to limit the power of absolute rulers in order to ensure that the people had a say in government or to protect the rights of the people.

“Democracy,” page 7

Scaffold understanding as follows:

Have students read the section on page 7 independently.

CORE VOCABULARY—Point out the vocabulary term *tyranny*, and explain its meaning.

SUPPORT—Explain to students that citizenship and suffrage (the right to vote) in the United States became more inclusive over time. The Fifteenth Amendment gave formerly enslaved Black men the right to vote after the U.S. Civil War, but this right of citizens was not fully realized until the civil rights movement of the mid-1900s. The Nineteenth Amendment, passed in 1920, gave women the right to vote, but other laws prevented Black women, Asian American women, and Native American women from exercising that right. Native Americans gained citizenship in 1924 and were permitted to vote in elections that year.

After students read the text, ask the following questions:

LITERAL—When and where did the first democracy develop?

- » The first democracy developed in the ancient Greek city-state of Athens around the 400s BCE.

EVALUATIVE—How does the U.S. government differ from Athenian democracy?

- » Athens had a direct democracy, which meant that citizens directly ran the government. In contrast, the U.S. government is a republic, or representative democracy, in which citizens choose leaders to represent them.

Scaffold understanding as follows:

Read the section on pages 7–9 aloud.

CORE VOCABULARY—Point out the vocabulary terms *capitalism* and *communism*, and explain their meanings.

SUPPORT—Point out the word *exploited* in the second paragraph of the section. Explain that to exploit someone or something is to take advantage of them or to use that person or thing in a mean or unfair way.

SUPPORT—Call attention to the word *shackles* in the second paragraph. Explain that the literal meaning of *shackle* is a device used to restrain a person’s hands or legs, similar to handcuffs. In the text, *shackles* is used as a metaphor. Karl Marx believed that capitalism restricted and limited people.

SUPPORT—Explain that while capitalism is an economic system that can be tied to a variety of political systems, communism tends to be both an economic and a political system combined because in practice, the government is responsible for almost all economic decisions. In a communist system, citizens often have very little economic, political, or social freedom.

SUPPORT—Explain that the version of communism described in the final paragraph of the section is called totalitarianism. Note that the root of *totalitarianism* is *total*, or all. A totalitarian government is one that exercises complete control over its people.

After you read the text, ask the following questions:

LITERAL—Why did Karl Marx oppose capitalism?

- » Karl Marx opposed capitalism because he believed that it exploited, or took advantage of, workers.

LITERAL—According to Karl Marx, how would communism create a more equitable society?

- » According to Karl Marx, communism would create a more equitable society by eliminating private property and economic and social divisions.

EVALUATIVE—How does communism differ from capitalism?

- » In a capitalist system, resources and businesses are privately owned. In contrast, in a communist system, resources and the means of production are owned collectively, at least in theory.

“Fascism,” page 9

Scaffold understanding as follows:

Invite a volunteer to read the section on page 9 aloud.

CORE VOCABULARY—Point out the vocabulary term *nationalism*, and explain its meaning.

SUPPORT—Call attention to the word *dictators*. Remind students that authoritarian countries are ruled by dictators, making fascism a form of authoritarianism.

After the volunteer reads the text, ask the following questions:

LITERAL—In what countries did fascism develop?

- » Fascism developed in Italy, Germany, and Spain.

LITERAL—How do fascist leaders expand their power?

- » Fascist leaders expand their power by limiting individual rights, using force and nationalism, encouraging hatred against minority groups, spreading disinformation, and pitting groups against each other.

“Other Forms of Government,” page 9

Scaffold understanding as follows:

Invite a volunteer to read the section on page 9 aloud.

CORE VOCABULARY—Point out the vocabulary terms *confederation* and *theocracy*, and explain their meanings.

SUPPORT—Explain to students that the oligarchy in Russia emerged after its communist government collapsed in 1991. Wealthy Russians seized control of formerly state-owned industries to grow their power and wealth.


After the volunteer reads the text, ask the following questions:

LITERAL—What is a theocracy?

- » A theocracy is a government ruled by religious leaders.

INFERENTIAL—Why do you think states in Europe formed confederations during the 1800s?

- » States in Europe may have formed confederations during the 1800s to protect themselves from military attack or to compete politically and economically with other nations.

-  **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How do different forms of government function?”
 - » Key points students should cite include: governments exist for many purposes, including to promote the people’s welfare, provide for defense, establish rules, and provide services; authoritarian governments limit the rights of their people and are ruled by dictators; monarchies are based on heredity; constitutional monarchies are more common than and very unlike absolute monarchies because the monarch holds a ceremonial position without much or any ruling power; democracy, which is rule by the people, first developed in Athens around the 400s BCE and influenced the U.S. government; communism is a political and economic system that rejects capitalism and seeks to create a classless society; in practice, communist governments control nearly all aspects of citizens’ lives while enriching the leaders; fascism emerged during the 1920s and 1930s, and its leaders rely on nationalism to gain dictatorial power; in an oligarchy, a small group of wealthy people control the government; in a theocracy, religious leaders hold government power.
- Choose one of the Core Vocabulary terms (*authoritarian, heredity, tyranny, capitalism, communism, nationalism, confederation, or theocracy*), and write a sentence using the term.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

Early Governments

The Big Question: How has government changed throughout history?

Primary Focus Objectives

- ✓ Describe how governments evolved in early human societies. **(RI.7.2, RH.6-8.2)**
- ✓ Give examples of how governments of ancient societies fulfilled the purposes of government. **(RI.7.2, RH.6-8.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *bureaucrat*, *feudal*, *imperialism*, *vassal*, *samurai*, and *codify*. **(RI.7.4, L.7.4, RH.6-8.4)**

Core Vocabulary (Student Volume page numbers listed below)

bureaucrat, n. a worker who helps run the daily activities of government **(12)**

Example: People complained that the government was controlled by a bureaucrat in the capital who knew little of local affairs.

Variations: bureaucrats, bureaucratic (adj.), bureaucracy (n.)

feudal, adj. describing a system in which nobility gives land to vassals in exchange for military service **(13)**

Example: The feudal system made vassals dependent on their lords for land and authority.

Variations: feudalism (n.)

imperialism, n. the practice of gaining power as a country by taking over areas of the world **(14)**

Example: The ruler's devotion to imperialism kept the army busy attempting to conquer more lands.

Variations: imperialist (adj.), imperial (adj.), imperialist (n.)

vassal, n. a person given land and protection by a lord in return for loyalty and military service **(14)**

Example: The vassal pledged his loyalty to the shogun in exchange for land and protection.

Variations: vassals

samurai, n. Japanese warriors pledged in military service to a noble **(14)**

Example: The samurai were skilled warriors, hunters, and fishers and were exceedingly loyal to their lords.

codify, v. to write down in a systematic way (16)

Example: Hammurabi’s decision to codify the laws of his kingdom enabled him to hold both subjects and leaders accountable.

Variations: codifies, codifying, codified, codification (n.)

THE CORE LESSON 35 MIN

Introduce “Early Governments”

5 MIN

Briefly review what students learned in the previous chapter (the purpose of government, including overseeing defense and safety, making laws, and providing services; different forms of government around the world, including tyranny, democracy, monarchy, theocracy, fascism, communism, and confederation). Explain to students that civilization and government go hand in hand. As civilizations became more complex, the need for government grew, and the roles of government evolved.

Call students’ attention to the Big Question. Tell students to look for details about how government has changed throughout history as they read the text.

Guided Reading Supports for “Early Governments”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The First Governments,” pages 10–12

Scaffold understanding as follows:

Have students read the section on pages 10–12 independently.

NOTE: Call attention to the discussion of surplus in the third paragraph of the section. Let students know they will read more about this idea in the *Economics in World History* unit.

SUPPORT—Explain to students that the agricultural revolution, also called the Neolithic Revolution, occurred about twelve thousand years ago and marks the change from the Paleolithic, or Old Stone Age, to the Neolithic, or New Stone Age. In contrast to Paleolithic hunter-gatherer societies, Neolithic societies were often settled and relied on domesticated crops and livestock.

After students read the text, ask the following questions:

LITERAL—How did prehistoric people survive?

- » Prehistoric people survived by hunting animals and gathering plants.

INFERENTIAL—How do you think the first governments evolved?

- » *Possible answer:* Societies were informally organized before formal government existed. People in nomadic hunter-gatherer groups needed to organize to divide labor and protect their interests. As settlements grew larger, decision-making became more formalized.

EVALUATIVE—Why did the need for more government organization grow over time?

- » As the needs of societies changed and increased, so too did the need for more government organization. Rulers appointed officials to perform roles like collecting taxes, enforcing the law, and defending against invaders.

“Organizing Society,” pages 12–15

Scaffold understanding as follows:

Have students read the first five paragraphs of the section on pages 12–14 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *bureaucrat*, *feudal*, and *imperialism*, and explain their meanings.

SUPPORT—Explain that much of what we know about Sargon the Great of Akkad and the Sumerians comes from cuneiform recorded on clay tablets. Cuneiform was one of the first written languages in human history. The clay tablets, unlike paper, withstood the test of time, and they include details about financial transactions, historical events, and laws.

SUPPORT—Explain that the use of objective civil service exams meant that anyone, regardless of their social class, could apply for and serve in the government. This expanded opportunities for those who did not come from wealthy and powerful families. Because people could only pass the test and win a government position if they had relevant skills and knowledge, the use of exams also made the government more efficient.

Have students read the last two paragraphs of the section on pages 14–15 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *vassal* and *samurai*, and explain their meanings.

NOTE: *Daimyo* is pronounced (/dime*yoh/).

SUPPORT—Call attention to the “Chinese vs. Japanese Feudalism” chart on page 15. Challenge students to identify similarities and differences between feudalism in the two countries. Invite them to make inferences about how the differences affected daily life in the two countries. Note that the Chinese emperor was far more powerful than the Japanese emperor.

After students read the text, ask the following questions:

LITERAL—What type of government developed in ancient Egypt?

- » A complex theocracy run by a pharaoh developed in Egypt.

EVALUATIVE—What is a similarity among early civilizations in Mesopotamia, Egypt, China, and Japan?

- » They developed highly organized governments.

EVALUATIVE—How were governments in China and Japan similar and different?

- » Governments in China and Japan were similar in that the emperors in both places were heads of state who ruled by divine mandate. Both countries also developed a feudal system. Governments in China and Japan differed in that the Japanese emperor was less powerful and had little control over the land.

“Making Laws,” pages 15–16

Scaffold understanding as follows:

Read the section on pages 15–16 aloud.

CORE VOCABULARY—Point out the vocabulary term *codify*, and explain its meaning.

SUPPORT—Call attention to the picture of the stele of Hammurabi’s Code on page 16. Point out the image of Hammurabi at the top of the stele—the figure with his hand over his mouth. The engraving shows Hammurabi receiving the “right to rule” from one of the Babylonian gods.

After you read the text, ask the following questions:

LITERAL—How did Hammurabi unite his vast empire made up of diverse groups?

- » Hammurabi established and made known a common set of laws to unite his vast empire.

EVALUATIVE—What effect did the Code of Hammurabi have on Babylon?

- » The Code of Hammurabi reduced chaos and provided stability. It made sure that subjects and leaders were all accountable to the law.

“Providing Services,” pages 16–18

Scaffold understanding as follows:

Invite volunteers to read the section on pages 16–18 aloud.

SUPPORT—Explain to students that an aqueduct is a channel that carries fresh water. The ancient Romans built aqueducts to bring water to densely populated areas for drinking, cooking, bathing, and irrigation. While other civilizations also built aqueducts, the Roman system was highly complex and extended over a very large area. It was constructed over a period of a little more than five hundred years (312 BCE to 226 CE).

After the volunteers read the text, ask the following questions:

LITERAL—What types of services did early governments provide?

- » Early governments created public works projects such as roads and rest houses, canals and irrigation systems to support agriculture and transportation, and hospitals.

LITERAL—Why did many ancient civilizations build canals?

- » Canals were used for agriculture and transportation.

EVALUATIVE—What were the effects of Chandragupta Maurya’s accomplishments?

- » Chandragupta Maurya created India’s first empire and divided it into provinces for efficient administration, built roads and operated trade routes to encourage trade, and built public works projects to help farmers and travelers.

“Protection,” pages 18–19

Scaffold understanding as follows:

Have students read the section on pages 18–19 independently.


SUPPORT—Students might be puzzled by the idea stated in the text that a nation would conduct a military attack as a way of protecting its own people. Explain that in the example given in the text, Kush might have attacked Egypt if Egypt were interfering with Kushite merchants or shippers, such as by raiding their ships traveling on the river. Invite students to suggest other examples.

SUPPORT—Tell students that the oldest known peace treaty was discovered in 1906 in Anatolia, Turkey. The original clay tablet can be seen today at the Archaeological Museum in Istanbul. Signed in 1269 BCE, the treaty reflects many ideas supported by the United Nations today, including the desire for peace, the importance of mutual help, and the need to respect territorial boundaries.

After students read the text, ask the following questions:

LITERAL—Why were Egypt and the kingdom of Kush in conflict?


- » Both civilizations wanted to control the Nile River and trade along it.

 **EVALUATIVE**—What have treaties and other international agreements done across history in addition to settling conflicts?

- » In addition to settling conflicts, treaties and other international agreements have decided borders, reallocated territory, placed limits on development, and created organizations for international cooperation.

LITERAL—What is the purpose of organizations like the League of Nations and the United Nations?

- » Organizations like the League of Nations and the United Nations aim to prevent war and help stop countries from coming into conflict.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How has government changed throughout history?”
 - » Key points students should cite include: early nomadic groups lacked formal governments and relied on cooperation for survival; the first governments developed with the first civilizations; over time, ancient civilizations developed highly organized and complex governments to organize their people; China and Japan developed different forms of feudalism; early governments made laws for their citizens; the Code of Hammurabi was the first codified set of laws; early governments provided services to citizens through public works projects; early governments provided protection through military conflict and treaties.
- Choose one of the Core Vocabulary terms (*bureaucrat, feudal, imperialism, vassal, samurai, or codify*), and write a sentence using the term.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

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The Birth of Democracy

The Big Question: How did early democracies influence later governments?

Primary Focus Objectives

- ✓ Describe Athenian democracy. (RI.7.2, RH.6-8.2)
- ✓ Describe democracy in ancient Rome (RI.7.2, RH.6-8.2)

THE CORE LESSON 35 MIN

Introduce “The Birth of Democracy”

5 MIN

Briefly review what students learned in the previous chapter (the connection between early civilizations and early governments; the role of early governments in organizing society, establishing laws, providing services, and providing protection). Remind students that monarchy, rule by a hereditary leader, was one of the earliest forms of government. Complaints and concerns about monarchical rule, however, would give rise to democracy, a form of government popular around the world today.

Call students’ attention to the Big Question. Tell students to look for how early democracies influenced later governments as they read the text.

Guided Reading Supports for “The Birth of Democracy”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Where It Began” and “Athens,” pages 20–22

Scaffold understanding as follows:

Have students read the sections on pages 20–22 with a partner.

SUPPORT—Explain to students that the geography of Greece had a big impact on how civilization formed there. Mainland Greece is mountainous and is surrounded by many islands. This allowed city-states to develop in relative isolation from each other.

NOTE: Call attention to the word *Pnyx* in the image caption on page 22. Explain that this word is pronounced (/puh*nooks/) in ancient Greek. Encourage students to pronounce the word and to identify something today that serves a similar function to the Pnyx. (Possible answers: national and state capitol buildings, city and town halls)

After the students read the text, ask the following questions:

LITERAL—What type of government developed in Athens?

- » A direct democracy developed in Athens.

LITERAL—What role did citizens serve in the government of Athens?

- » Citizens were required to participate in the Assembly and vote on important issues.

EVALUATIVE—What were the limits of Athenian democracy?

- » In Athens, enslaved people and women were not considered citizens and had virtually no rights. As a result, Athenian democracy was limited to free adult men who were born to Athenian parents.

“Rome,” pages 22–23

Scaffold understanding as follows:

Have students read the section on pages 22–23 with a partner.

SUPPORT—Explain to students that Lucius (full name Lucius Tarquinius Superbus) is considered the last king of Rome and ruled from 534 to 509 BCE. Lucius ruled harshly as an absolute dictator, earning him the name Superbus, or the Proud. Explain to students that his rule could be considered authoritarian.

SUPPORT—Explain to students that Roman democracy ended when the Senate elevated Augustus Caesar to emperor in 27 BCE. Roman emperors ruled as absolute monarchs. The Roman Empire endured until the 400s CE.


After students read the text, ask the following questions:

EVALUATIVE—How did democracy in Rome differ from democracy in Athens?

- » Unlike Athens’s direct democracy, Rome developed a republic, or a representative democracy.

EVALUATIVE—Why were the plebeians and patricians at odds during the early years of the Roman Republic?

- » The plebeians and patricians were at odds because the plebeians, or commoners, wanted more rights. The patricians, a group of wealthy landowners, opposed this because they wanted to maintain their power.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How did early democracies influence later governments?”
 - » Key points students should cite include: ancient Athens was the birthplace of democracy, and its political system continues to influence people today; Athens developed a direct democracy that required citizens to vote on important issues; Athenian democracy was limited to free adult men born to Athenian parents; Rome became a republic after the harsh rule of Lucius; Rome developed a representative democracy headed by two consuls chosen by the Senate; plebeians were eventually permitted to serve in the Senate and the Assembly of Citizens.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

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Governments in the Middle Ages

The Big Question: How did events of the Middle Ages usher in Enlightenment ideas?

Primary Focus Objectives

- ✓ Describe the political organization of feudal Europe. (RI.7.2, RH.6-8.2)
- ✓ Explain the importance of the Magna Carta. (RI.7.2, RH.6-8.2)
- ✓ Explain how the Reformation inspired political change. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *fief*, *purgatory*, and *thesis*. (RI.7.4, L.7.4, RH.6-8.4)

Core Vocabulary (Student Volume page numbers listed below)

fief, n. an estate in medieval Europe granted by a lord to a vassal (26)

Example: The knight's fief was worked by dozens of peasants.

Variations: fiefs

purgatory, n. in the teachings of the Roman Catholic Church, a place of suffering inhabited by the souls of sinners who have to serve a penance before being allowed into heaven (27)

Example: The Church taught that purgatory was an intermediate state between death and heaven.

thesis, n. an argument to be debated (27)

Example: The student's thesis alleged that civics and economics are being neglected in U.S. K–12 schools.

Variations: theses

Introduce “Governments in the Middle Ages”

5 MIN

Briefly review what students learned in the previous chapter (the development of democracy in Athens and Rome; the influence of early democracy on governments today). Explain to students that after the Roman Republic fell, democracy and centralized government declined in the areas once controlled by Rome. This led to new types of power structures in Europe.

Call students’ attention to the Big Question. Tell students to look for how events of the Middle Ages ushered in Enlightenment ideas as they read the text.

Guided Reading Supports for “Governments in the Middle Ages” 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Rome’s Legacy,” page 24

Scaffold understanding as follows:

Invite a volunteer to read the section on page 24 aloud.

SUPPORT—Explain to students that the collapse of the Roman Empire was years in the making. Weak leadership, infighting, overextension, and invasions were some of the main factors that led to its downfall. Before the empire collapsed, it split into two, and the eastern part survived as the Byzantine Empire. Let students know that they will learn more about the actions of Justinian, a ruler of the Byzantine Empire, in the *Economics in World History* unit.

SUPPORT—Explain to students that the Middle Ages are also referred to as the medieval period.

After the volunteer reads the text, ask the following questions:

LITERAL—How long did the Middle Ages last?

- » The Middle Ages began around 500 CE and lasted almost one thousand years.

EVALUATIVE—How did the collapse of the Roman Empire affect Europe?

- » The collapse of the Roman Empire caused Europe to decline politically, socially, and economically. A system called feudalism developed and shaped Europe for most of the Middle Ages.

“Feudalism,” page 26

Scaffold understanding as follows:

Have students read the section on page 26 with a partner.

SUPPORT—Review with students the meaning of the word *feudal* (a system in which nobility gives land to vassals in exchange for military service). Remind students that similar systems of vassalage developed in China and Japan.

CORE VOCABULARY—Point out the vocabulary term *fief*, and explain its meaning.

After students read the text, ask the following questions:

LITERAL—Who sat at the top of the feudal hierarchy in Europe?

- » Monarchs such as kings, queens, and czars sat at the top of the feudal hierarchy in Europe.

LITERAL—What gave Europe’s monarchs absolute power?

- » Europe’s monarchs got their absolute power from the feudal system and divine right.

“The Reformation,” pages 26–27

Scaffold understanding as follows:

Have students read the section on pages 26–27 independently.

CORE VOCABULARY—Point out the vocabulary terms *purgatory* and *thesis*, and explain their meanings.

SUPPORT—Explain that Martin Luther’s protest changed not only Europe’s religious landscape but its political landscape as well. Europe’s princes took sides in the conflict and used it as a means to extend their own political power. The result was a series of religious wars and political conflicts that reshaped the continent’s balance of power.


After students read the text, ask the following questions:

LITERAL—Why did people buy indulgences?

- » People bought indulgences to reduce the time their soul would spend in purgatory after they died.

EVALUATIVE—How did the Reformation lay the groundwork for the Enlightenment?

- » The Reformation laid the groundwork for the Enlightenment by encouraging people to challenge the authority of the Catholic Church.

-  **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How did events of the Middle Ages usher in Enlightenment ideas?”
 - » Key points students should cite include: the collapse of the Roman Empire caused political, social, and economic decline in Europe; feudalism developed in Europe during the Middle Ages; kings, queens, and czars were at the top of the feudal hierarchy, followed by powerful lords, knights, and peasants; nobles gave fiefs to vassals in exchange for military support; during the Reformation, people like Martin Luther challenged corrupt practices of the Catholic Church, leading to a division in the Christian faith; the Reformation introduced new ideas that made the Enlightenment possible.
- Choose one of the Core Vocabulary terms (*fief*, *purgatory*, or *thesis*), and write a sentence using the term.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

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The Enlightenment's Impact on Government

The Big Question: How did the ideas of the Enlightenment impact democratic governments?

Primary Focus Objectives

- ✓ Describe the political ideas associated with the Enlightenment. **(RI.7.2, RH.6-8.2)**
- ✓ Give examples of how Enlightenment ideas have influenced historical events. **(RI.7.2, RH.6-8.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *natural law*, *social contract*, and *self-determination*. **(RI.7.4, L.7.4, RH.6-8.4)**

Core Vocabulary (Student Volume page numbers listed below)

natural law, n. a body of law that can be established through observation and human reason **(28)**

Example: Scientist Isaac Newton used observation and reason to understand the natural law we call gravity.

Variations: natural laws

social contract, n. an agreement between individuals in a society and a ruler or government that the individuals give up some of their freedoms in exchange for protection by the ruler or government **(30)**

Example: For the social contract to work, rulers must be accountable to the people they govern.

self-determination, n. the ability of the people in a country to decide their own government **(37)**

Example: After World War II, many countries in Africa and Asia demanded the right of self-determination and independence from European control.

Introduce “The Enlightenment’s Impact on Government”

5 MIN

Briefly review what students learned in the previous chapter (the impact of the collapse of the Roman Empire on Europe; the development of feudalism in Europe; the causes and effects of the Reformation). Explain to students that the Reformation ushered in a period of questioning and learning in Europe. The ideas developed during this time continue to have an impact today.

Call students’ attention to the Big Question. Tell students to look for examples of how the Enlightenment affected democratic governments as they read the text.

Guided Reading Supports for “The Enlightenment’s Impact on Government”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Age of Reason,” pages 28–31

Scaffold understanding as follows:

Have students read the section on pages 28–31 independently.

CORE VOCABULARY—Point out the vocabulary terms *natural law* and *social contract*, and explain their meanings.

SUPPORT—Call attention to the image of Gutenberg’s printing press on pages 28–29. Explain that prior to the printing press, books were copied by hand, making them both expensive and rare. Mass production with the printing press made books more accessible to the masses and greatly contributed to the growth of literacy.

After students read the text, ask the following questions:

LITERAL—How did Enlightenment philosophers challenge traditional ideas about government?

- » Enlightenment philosophers challenged traditional ideas about government by focusing on people as citizens instead of subjects.

LITERAL—Which earlier government inspired Thomas Hobbes’s and John Locke’s ideas about the social contract?

- » The idea of the social contract came from studying Athenian democracy.

LITERAL—What ideas did Voltaire and Montesquieu support?

- » Voltaire supported free speech and religious tolerance. Montesquieu believed governments should be separated into different branches to limit their power.

“The American Revolution,” pages 31–32

Scaffold understanding as follows:

Invite volunteers to read the section on pages 31–32 aloud.

SUPPORT—Explain that the Declaration of Independence included a section that listed the colonists’ grievances against King George III and Parliament. These grievances supported the argument that the British monarch and government had violated their social contract with the people of the American colonies.

After the volunteers read the text, ask the following questions:

LITERAL—Who was the principal author of the Declaration of Independence?

- » Thomas Jefferson was the principal author of the Declaration of Independence.

EVALUATIVE—Why was the Declaration of Independence a significant development in the Enlightenment?

- » The Declaration of Independence was a significant development because it put the ideas of the Enlightenment into action.

“The U.S. Constitution,” pages 32–33

Scaffold understanding as follows:

Have students read the section on pages 32–33 independently.

SUPPORT—Explain to students that the first government of the United States was the Confederation Congress, created by the Articles of Confederation. The Founders intentionally made the Congress weak. After years of tyranny under King George III, American leaders were concerned about giving too much power to the national government.

After students read the text, ask the following questions:

LITERAL—What is popular sovereignty?

- » Popular sovereignty is the right of the governed to rule themselves.

INFERENTIAL—Why do you think the inclusion of popular sovereignty was important to the Framers of the Constitution?

- » Answers will vary, but students should note that the Framers were concerned about tyranny. Through popular sovereignty, they could prevent this by holding the government directly accountable to citizens.

LITERAL—How does federalism limit the power of the central government?

- » Federalism limits the power of the federal government by creating a power-sharing system with the states.

“France Changes Its Government,” pages 33–35

Scaffold understanding as follows:

Invite volunteers to read the first four paragraphs of the section on pages 33–34 aloud.

SUPPORT—Explain to students that for working-class people in France, bread made up a large and essential part of their diet. Before 1788, working-class French people spent as much as half of their daily wages on bread. Between 1788 and 1789, bread prices rose dramatically, costing as much as 88 percent of a person’s wages.

Have students read the remaining three paragraphs of the section on pages 34–35 with a partner.

SUPPORT—Explain to students that after the third estate formed the National Assembly, they were locked out of the room in the palace where the first estate, the second estate, and the king were meeting. The representatives of the third estate met in an indoor tennis court and swore an oath to write a constitution for France. This event came to be known as the Tennis Court Oath.

After students read the text, ask the following questions:

LITERAL—Who made up each of the three estates in France?

- » The first estate was made up of the clergy. The second estate was made up of nobles. The third estate was made up of commoners.

LITERAL—Why did members of the third estate resent the other two estates?

- » The third estate resented the other two estates for two key reasons. First, they resented the privileges of the clergy and nobility. Second, they paid the bulk of France’s taxes despite earning the lowest wages.

EVALUATIVE—How was the French Revolution similar to and different from the American Revolution?

- » Like the American Revolution, the French Revolution resulted in the adoption of a constitution and the creation of a democratic legislature. Unlike the American Revolution, the French Revolution became radical and bloody. The government it created was unstable.

“Haiti Revolts,” pages 35–36

Scaffold understanding as follows:

Have students read the section on pages 35–36 independently.

SUPPORT—Explain that Haiti is located on the western side of Hispaniola, an island that Christopher Columbus landed on in 1492 CE. On the eastern side of the island is the present-day Dominican Republic, formerly the Spanish colony of Santo Domingo.

After students read the text, ask the following questions:

LITERAL—Who was Toussaint Louverture?

- » Toussaint Louverture was a formerly enslaved man who led the Haitian Revolution.

LITERAL—Why did free Black people join the revolution in Haiti?

- » Free Black people joined the revolution in Haiti because they were treated as second-class citizens and faced discrimination and marginalization.

EVALUATIVE—Which actions suggest the French government’s decision to abolish slavery was an attempt to stop the rebellion?

- » After the rebellion ended, the French government later repealed abolition and reestablished slavery and other oppressive policies.

EVALUATIVE—Why was the Haitian Revolution significant?

- » The Haitian Revolution was significant because it was the first successful slave rebellion in the Western Hemisphere and because it led to the establishment of the first independent Black republic in the world.

“Latin American Independence,” pages 36–37

Scaffold understanding as follows:

Invite volunteers to read the section on pages 36–37 aloud.

SUPPORT—Explain that Simón Bolívar was an important revolutionary leader in Latin America and was known as “the Liberator.” Influenced by Enlightenment ideas and the American and French Revolutions, Bolívar led troops against the Spanish, who still held much of Latin America as colonies. Bolívar succeeded in liberating three territories between 1819 and 1822. The present-day countries of Bolivia and the Bolivarian Republic of Venezuela are named for him.

After the volunteers read the text, ask the following questions:

LITERAL—Which countries won their independence in Latin America between 1825 and 1830?

- » Bolivia, Uruguay, and Venezuela won their independence in 1825, 1828, and 1830, respectively.

EVALUATIVE—Why was the American Revolution especially influential to Latin American leaders?

- » The American Revolution proved it was possible for colonies to break free from European rule and establish independent nations.

“Independence in the Aftermath of Wars,” pages 37–38

Scaffold understanding as follows:

Have students read the section on pages 37–38 independently.

CORE VOCABULARY—Point out the vocabulary term *self-determination*, and explain its meaning.

SUPPORT—Call attention to the phrase “power vacuum” in the first paragraph. Explain that a power vacuum occurs when a leader or government loses power and there is no one or nothing to replace it.

SUPPORT—Remind students that the Ottoman Empire was the empire controlled by what is now Turkey. The Ottoman Empire was on the losing side in World War I and was dissolved. Much of the territory it controlled was taken by Britain and France.

SUPPORT—Explain that many of the eastern European states that acquired independence with the end of the Russian Empire, such as the Baltic states of Estonia, Latvia, and Lithuania, were reacquired or reconquered by Russia in the creation of the Soviet Union.

After students read the text, ask the following questions:

EVALUATIVE—How did World War I contribute to independence movements in Europe?

- » World War I created a power vacuum that ethnic and national groups sought to fill by asserting their right to self-determination.

LITERAL—Which countries were created as a result of the collapse of the Austro-Hungarian Empire?

- » Czechoslovakia, Yugoslavia, and Austria were created as a result of the collapse of the Austro-Hungarian Empire.

EVALUATIVE—Which ideas contributed to independence movements in Vietnam and other places in Asia and Africa after World War II?

- » Ideas of anti-colonialism and self-rule contributed to independence movements after World War II.

“Shaping the Modern World,” pages 38–39

Scaffold understanding as follows:

Have students read the section on pages 38–39 independently.

SUPPORT— Explain that in many places, the democratic gains of the Arab Spring did not last. Egypt, for example, is now a military dictatorship.

After students read the text, ask the following questions:

LITERAL—Which factors contributed to the Arab Spring?


- » Factors that contributed to the Arab Spring were growing frustration over high unemployment, economic inequality, and lack of political representation.

EVALUATIVE—How were the events of the Arab Spring different from earlier rebellions and uprisings?

- » The events of the Arab Spring were different from other rebellions and uprisings in that they were coordinated through social media.

EVALUATIVE—How have views of individual rights changed over time?

- » Today, individual rights are widely accepted as fundamental human rights, meaning they should be protected and guaranteed for all people, not just people in a democratic society.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How did the ideas of the Enlightenment impact democratic governments?”
 - » Key points students should cite include: during the Enlightenment, philosophers proposed new ideas about the relationship between the government and the governed, including the social contract and natural law; the American Revolution and the U.S. Constitution were inspired by Enlightenment ideas; the French Revolution was influenced by the Enlightenment and the American Revolution; the French Revolution took power from the upper classes and Catholic Church and put it in the hands of common people; the Haitian Revolution created the first independent Black republic in the world; Latin American independence movements were influenced by Enlightenment ideas and the success of the American Revolution; the world was created new opportunities for countries to overthrow colonialism and become self-determining; Enlightenment ideas continue to influence people today, as demonstrated by the Arab Spring and the Green Movement.
- Choose one of the Core Vocabulary terms (*natural law, social contract, or self-determination*), and write a sentence using the term.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

Teacher Resources

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Unit Assessment: Civics in World History

Write your answers on your own paper.

A. Write the letter that provides the best answer.

1. What is one way governments establish order?
 - a) by declaring war
 - b) by building roads
 - c) by having justice systems
 - d) by providing free education

2. How are leaders in a monarchy determined?
 - a) by heredity
 - b) by elections
 - c) by intimidation
 - d) by appointment

3. Where do democratic governments get their power?
 - a) from elected officials
 - b) from the police force
 - c) from citizens
 - d) from a god

4. How does communism differ from capitalism?
 - a) Unlike capitalism, communism is strictly an economic system.
 - b) Unlike capitalism, communism eliminates private property.
 - c) Unlike capitalism, communism prevents totalitarianism.
 - d) Unlike capitalism, communism creates class divisions.

5. What is one reason the first governments formed?
 - a) to organize labor
 - b) to honor the gods
 - c) to provide services
 - d) to establish settlements

6. Which is a similarity between the governments of early China and Japan?
 - a) Both led to imperialism.
 - b) Both relied on feudalism.
 - c) Both developed into theocracies.
 - d) Both centered on the emperor.

- 7.** Why was the Code of Hammurabi significant?
 - a)** It ensured bureaucrats were chosen based on their ability.
 - b)** It provided stability across a large, diverse empire.
 - c)** It served as a blueprint for other civilizations.
 - d)** It promoted agriculture through public works.

- 8.** Why was military conflict between the earliest civilizations common?
 - a)** Governments wanted to extend their economic and political control.
 - b)** Governments wanted to find ways to improve their agricultural output.
 - c)** Governments were opposed to signing peace treaties.
 - d)** Governments wanted to develop civic infrastructure.

- 9.** Which location is considered the birthplace of democracy?
 - a)** Athens
 - b)** Rome
 - c)** China
 - d)** Egypt

- 10.** Which feature of Roman government influenced the Framers of the U.S. Constitution?
 - a)** the election of two consuls
 - b)** representative democracy
 - c)** the role of patricians
 - d)** separation of powers

- 11.** What was feudalism based on?
 - a)** religious beliefs
 - b)** armed combat
 - c)** natural law
 - d)** hierarchy

- 12.** How did the Reformation set the stage for the Enlightenment?
 - a)** by shaping the idea of federalism
 - b)** by limiting the power of absolute monarchs
 - c)** by ending the practice of selling indulgences
 - d)** by challenging the power of religious authorities

- 13.** Which idea of John Locke and Thomas Hobbes rejected the concept of divine rule?
 - a)** natural law
 - b)** social contract
 - c)** separation of powers
 - d)** popular sovereignty

- 14.** Which feature of the U.S. Constitution reflects the ideas of Montesquieu?
- a) federalism
 - b) a bill of rights
 - c) popular sovereignty
 - d) checks and balances
- 15.** How did the power vacuum that followed World War I affect ethnic and national groups?
- a) It empowered them to dissolve empires.
 - b) It inspired them to form an international peacekeeping group.
 - c) It brought them into conflict with rival groups.
 - d) It encouraged them to assert their right to self-determination.

B. Write the letter that provides the definition for each vocabulary word.

- | | |
|-------------------------------|---|
| 16. authoritarian | a) a group of independent kingdoms or states that work together |
| 17. communism | b) a person given land and protection by a lord in return for loyalty and military service |
| 18. nationalism | c) relating to a political system in which the state has complete control over the lives of individuals |
| 19. confederation | d) describing a system in which nobility gives land to vassals in exchange for military service |
| 20. bureaucrat | e) belief in the superiority of one's nation |
| 21. feudal | f) the ability of the people in a country to decide their own government |
| 22. vassal | g) an agreement between individuals in a society and a ruler or government that the individuals give up some of their freedoms in exchange for protection by the ruler or government |
| 23. codify | h) a political and economic ideology that advocates for public ownership and communal control |
| 24. social contract | i) to write down in a systematic way |
| 25. self-determination | j) a worker who helps run the daily activities of government |

Performance Task: Civics in World History

Teacher Directions: Governments have played a key role in world history and have developed and evolved over time, often to meet the needs of the people they serve.

Ask students to create a graphic organizer that compares the governments of two countries other than the United States on two different continents. Encourage students to use ideas in their Student Volume to help them identify features of governments they might compare. Their goal is to provide five to seven similarities and differences between their chosen countries.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Point of Comparison	Country 1: Mexico	Country 2: Iran
Type of government	Federal republic, representative democracy	Theocracy
Structure	Executive branch led by a president, bicameral legislature, judicial branch	Executive branch led by chief of state (in office since 1989) and elected head of government, unicameral legislature, judicial branch, religious legal system
How leaders are chosen	National elections held every three years	Supreme leader is appointed for life; president is directly elected by citizens; candidates for the legislature must be approved by a special council partially appointed by the supreme leader.
Enlightenment influences	Popular sovereignty, written constitution, separation of powers, country established after anti-colonial independence movement	Separation of powers; however, the government restricts the power of citizens through authoritarian means.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of the information in their graphic organizers using the rubric.

Above Average	Graphic organizer is accurate and detailed. The information clearly shows significant similarities and differences between the governments of two countries on separate continents (excluding the United States). The writing is clearly articulated and focused and demonstrates strong understanding of the subjects discussed; a few minor errors may be present.
Average	Response is mostly accurate and somewhat detailed. The information shows similarities and differences between the governments of the two countries chosen. The writing is focused and demonstrates control of conventions; some minor errors may be present.
Adequate	Response is mostly accurate but lacks detail. The graphic organizer helps show some similarities and differences between the governments of two countries. The writing may exhibit issues with organization, focus, and/or control of standard English grammar.
Inadequate	Response is incomplete and demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of the purpose and structures of governments. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Name _____

Date _____

Performance Task Activity: *Civics in World History*

Research the governments of two countries on two different continents. Then create a graphic organizer that compares the two governments, which you will share with the class. Be sure to select countries other than the United States.

Use the table below to organize your information. You may refer to the chapters in *Civics in World History* for ideas about the features of governments you might compare.

Point of Comparison	Country 1:	Country 2:
Type of government		
Structure of government		
How leaders are chosen		
Enlightenment influences		

Activity Page 5.1**Use with Chapter 5****Domain Vocabulary: Chapters 1–5**

Use the words in the word bank to complete the crossword puzzle. Omit any spaces between words in two-word vocabulary terms.

authoritarian	heredity	tyranny	capitalism	communism	nationalism
confederation	theocracy	bureaucrat	feudal	imperialism	vassal samurai
codify	fief	purgatory	thesis	natural law	social contract
self-determination					

Across:

3. a government ruled by religious leaders
5. a worker who helps run the daily activities of government
8. describing a system in which nobility gives land to vassals in exchange for military service
10. the ability of the people in a country to decide their own government
11. to write down in a systematic way
12. an estate in medieval Europe granted by a lord to a vassal
14. Japanese warriors pledged in military service to a noble
16. the passing of traits or position from parent to child
17. belief in the superiority of one's nation
18. a political and economic ideology that advocates for public ownership and communal control
19. a person given land and protection by a lord in return for loyalty and military service
20. relating to a political system in which the state has complete control over the lives of individuals

Down:

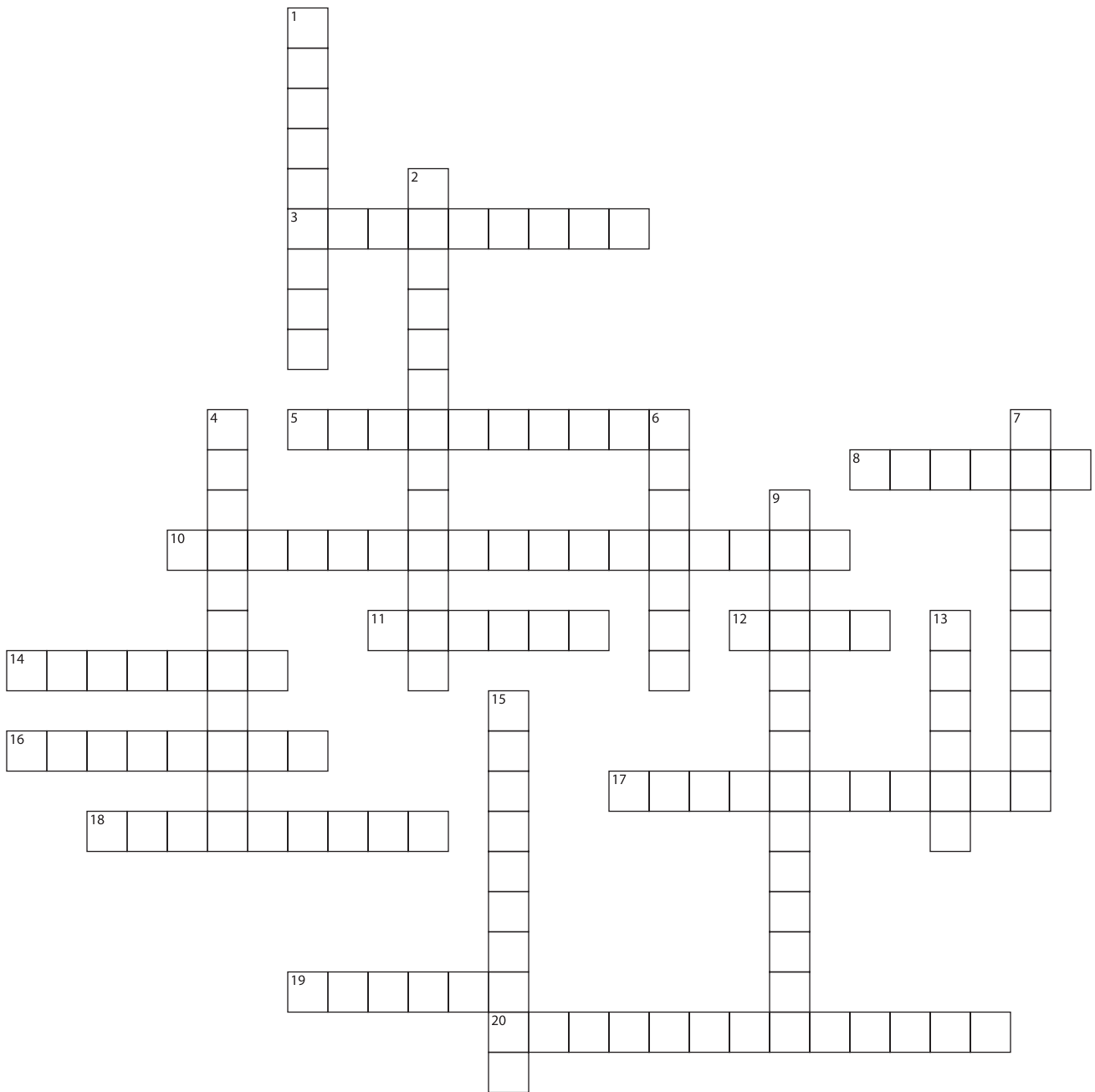
1. in the teachings of the Roman Catholic Church, a place of suffering inhabited by the souls of sinners who have to serve a pen
2. a group of independent kingdoms or states that work together
4. the practice of gaining power as a country by taking over areas of the world
6. cruel or unfair use of power
7. an economic system in which resources and businesses are privately owned and prices are not controlled by the government
9. an agreement between individuals in a society and a ruler or government that the individuals give up some of their freedoms i
13. an argument to be debated
15. a body of law that can be established through observation and human reason

Name _____

Date _____

Activity Page 5.1 (continued)

Use with Chapter 5



Answer Key: Civics in World History

Student Volume Questions

Chapter 1

p. 6 Think Twice Louis XIV meant that he ruled France with absolute authority and that his word was law.

p. 9 Think Twice Political, economic, and civil rights are closely related to each other because they are interconnected elements of how a society is governed. These three elements affect each other in various ways. For example, political rights can affect economic rights, as the policies and actions of a government can greatly influence the economy. Similarly, economic rights can affect civil rights, as economic inequality can lead to discrimination and social injustice. Civil rights can also affect economic and political rights, for example, when discrimination prevents individuals from participating fully in the economy or in political processes.

Chapter 2

p. 19 Think Twice Egypt and Kush were often in conflict as they competed for control over key trade routes, nearby territories, and the Nile River region, which was an important economic resource.

Chapter 4

p. 27 Think Twice Many people felt the selling of indulgences was wrong because it seemed as if the Church was allowing people to buy their way into heaven.

Chapter 5

p. 31 Think Twice The kings and queens of Europe would probably not have supported a social contract because the idea was a threat to their power.

Unit Assessment

A. 1. c 2. a 3. c 4. b 5. a 6. b 7. b 8. a 9. a 10. b 11. d 12. d 13. b 14. d 15. d

B. 16. c 17. h 18. e 19. a 20. j 21. d 22. b 23. i 24. g 25. f

Activity Pages

Domain Vocabulary: Chapters 1–5 (AP 5.1)

Across

- 3. theocracy
- 5. bureaucrat
- 8. feudal
- 10. self-determination
- 11. codify
- 12. fief
- 14. samurai
- 16. heredity
- 17. nationalism
- 18. communism
- 19. vassal
- 20. authoritarian

Down

- 1. purgatory
- 2. confederation
- 4. imperialism
- 6. tyranny
- 7. capitalism
- 9. social contract
- 13. thesis
- 15. natural law



Economics in World History

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Economics in World History
Teacher Guide

Core Knowledge History and Geography™ 8

What Is an Economy?

The Big Question: How do people in modern societies decide what to produce, who to produce it for, and how to produce it?

Primary Focus Objectives

- ✓ Differentiate between needs and wants, goods and services, and consumers and producers. (RI.7.4, L.7.4, RH.6-8.4)
- ✓ Differentiate between natural, human, and capital resources. (RI.7.4, L.7.4, RH.6-8.4)
- ✓ Explain the different methods of exchange: barter, money, and credit. (RI.7.4, L.7.4, RH.6-8.4)
- ✓ Explain the roles of supply and demand. (RI.7.2, RH.6-8.2)
- ✓ Identify factors that influence standard of living. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *economy, money, factors of production, scarcity, trade-off, opportunity cost, supply, demand, exchange, barter, medium of exchange, standard of value, store of value, credit, and standard of living.* (RI.7.4, L.7.4, RH.6-8.4)

Materials Needed

- a pencil

Core Vocabulary (Student Volume page numbers listed below)

economy, n. the way a country manages its money and resources to produce, buy, and sell goods and services (46)

Example: Some governments play an active role in their country's economy by supporting businesses and workers.

Variations: economies, economic (adj.), economics (n.)

money, n. a medium of exchange used in financial transactions (46)

Example: Money is widely accepted as payment in stores across the country.

Variations: moneys/monies, monetary (adj.)

factors of production, n. resources required to produce a good or service (47)

Example: The manufacturer began to acquire all the factors of production needed to make their product.

Variations: factor of production

scarcity, n. a limitation to the supply of a resource, good, or service (47)

Example: The rapid spread of disease among chickens led to a scarcity of eggs.

Variations: scarcities, scarce (adj.)

trade-off, n. the result of a decision in which something is gained and something else is lost (47)

Example: One trade-off of staying home to study was missing out on a visit with friends.

Variations: trade-offs

opportunity cost, n. the value of the option that was not chosen whenever a choice is made (48)

Example: The sports fan's opportunity cost of buying a ticket for the game was the replica jersey that he could no longer afford.

Variations: opportunity costs

supply, n. the amount of a resource, good, or service that is available (48)

Example: The supply of locally produced fresh fruit increases each spring and summer.

Variations: supply (v.)

demand, n. the amount of a resource, good, or service that is wanted (48)

Example: The demand for airline seats increases around holidays, when people want to travel to be with family.

Variations: demand (v.)

exchange, n. a trade of one thing for another (49)

Example: The children assigned different values to the trading cards during their exchange.

Variations: exchanges, exchange (v.)

barter, n. the act or practice of trading one good or service for another (49)

Example: Mary engaged in barter by providing pizza in exchange for her friends helping her move.

Variations: barters, barter (v.)

medium of exchange, n. a material that can be used as payment (49)

Example: Is money still a more common medium of exchange than credit?

Variations: mediums of exchange

standard of value, n. a unit that can be used to communicate how much something is worth (49)

Example: In most countries, money is used to set a standard of value for goods and services.

Variations: standards of value

store of value, n. something that can be saved up and used at a later date (50)

Example: Some people do not trust money as a store of value; instead of opening a savings account, they buy precious metals.

Variations: stores of value

credit, n. a promise to pay in the future for goods or services obtained in the present (50)

Example: The man used credit to pay for car repairs because he did not have cash available.

standard of living, n. the wealth, goods, and services available to the people in a certain place (52)

Example: The standard of living in Canada is high compared to developing countries.

Variations: standards of living

THE CORE LESSON 35 MIN

Note: If students have not completed the *Civics in World History* unit, take time to introduce the Student Volume to students as described in Chapter 1 of the *Civics* half of this Teacher Guide.

Introduce “What Is an Economy?”

5 MIN

Show a pencil to the class. Ask students what they think the pencil is made of, how it was made, how much it cost to make, and how much it cost to buy. Explain that the answers to these questions are related to economics: the use of resources to make and sell goods and services. In this chapter, students will learn about some of the fundamental concepts that help us understand how an economy works.

Call students’ attention to the Big Question. Tell students to look for how people in modern societies decide what to produce, who to produce it for, and how to produce it as they read the text.

Guided Reading Supports for “What Is an Economy?”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Economies,” pages 44–47

Scaffold understanding as follows:

Invite volunteers to read the section on pages 44–47 aloud.

CORE VOCABULARY—Point out the vocabulary terms *economy*, *money*, and *factors of production*, and explain their meanings.

SUPPORT—Remind students that communism is a form of command economy. Communist governments own the means of production and determine what should be made and how.

After the volunteers read the text, ask the following questions:

EVALUATIVE—How do traditional economies compare to market economies?

- » In a market economy, buyers and sellers make economic choices. This differs from a traditional economy that relies on customs, traditions, and beliefs to make economic choices.

LITERAL—What is the purpose of an economy?

- » The purpose of an economy is to help deliver to people their wants and needs.

LITERAL—What are the factors of production?

- » The factors of production are labor, natural resources, and capital.

“Economic Choices,” pages 47–49

Scaffold understanding as follows:

Read the first three paragraphs of the section on pages 47–48 aloud.

CORE VOCABULARY—Point out the vocabulary terms *scarcity*, *trade-off*, and *opportunity cost*, and explain their meanings.

SUPPORT—Explain that governments, even in countries with a market economy like the United States, may choose to intervene in the economy to address issues of scarcity. They may do this by importing goods or resources from another country to increase the supply. Rationing is another way of intervening in the economy to address scarcity.

Have students read the remaining paragraphs of the section on pages 48–49 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *supply* and *demand*, and explain their meanings.

SUPPORT—Call attention to the “Supply and Demand” graph on page 48. Explain that the price of some hypothetical good is measured on the y-axis and the quantity of the good is measured on the x-axis. Have students locate the demand curve (*D*), shown as an orange line on the graph. Demonstrate that as the price of a good increases, consumers will buy less of it—the quantity demanded decreases. Have students locate the supply curve (*S*), shown as a blue line on the graph. Explain that as the price of a good increases, producers want to sell more of it—the quantity supplied increases. Call attention to the point (*q*, *p*) where the demand curve and the supply curve intersect. This is the equilibrium price, or the price at which the quantity supplied and the quantity demanded are the same.

After students read the text, ask the following questions:

EVALUATIVE—A student decides to stay home and study for a test instead of going to the movies with friends. What is the opportunity cost of her decision?

- » The opportunity cost of her decision is time spent with friends.

EVALUATIVE—How does an increase in price above the equilibrium price affect supply and demand? What will result?

- » When price increases above the equilibrium price, the quantity supplied will be greater than the quantity demanded. The result will be that sellers are left with a surplus they cannot sell. They will have to reduce the price.

LITERAL—Aside from price, what other factors influence how people make decisions about what to buy or sell?

- » Decisions about what to buy and sell are influenced by personal fulfillment, values, and future planning.

“Exchange,” pages 49–51

Scaffold understanding as follows:

Have students read the section on pages 49–51 independently.

CORE VOCABULARY—Point out the vocabulary terms *exchange*, *barter*, *medium of exchange*, *standard of value*, *store of value*, and *credit*, and explain their meanings.

SUPPORT—Explain that large purchases such as homes and cars are also made with credit. A buyer makes a down payment and takes out a loan for the balance. They pay back the loan month by month with interest.

SUPPORT—Call attention to the terms *mineral fuels* and *textiles* in the last paragraph of the section. Explain that mineral fuels are fossil fuels and include substances like coal, petroleum, and natural gas that are used to power cars, factories, and homes. Textiles are fabrics, often made from woven cloth.

SUPPORT—Explain that in addition to scarcity, countries trade with each other because of specialization and comparative advantage. Comparative advantage is the efficiency of an individual, a business, or, as in this case, a country in performing a specific economic activity relative to other activities. For example, countries close to the equator have a comparative advantage when it comes to growing and producing chocolate and coffee products. As a result, they're likely to focus their energies on, or specialize in, this economic activity rather than another.

After students read the text, ask the following questions:

LITERAL—What is the oldest form of economic exchange?

- » The oldest form of economic exchange is barter.

LITERAL—What functions does money serve in an economy?

- » Money serves as a medium of exchange, a standard of value, and a store of value.

EVALUATIVE—Why is credit helpful to consumers?

- » Credit is convenient and allows consumers to buy a good or service that they do not have money for at the time instead of doing without it until they have saved enough to buy it outright.

EVALUATIVE—Why do countries trade with each other?

- » Countries trade with each other because each country has resources that others lack or have little of and because countries specialize in producing certain goods and services, so they need to trade for others.

“The Marketplace,” pages 51–53

Scaffold understanding as follows:

Have students read the section on pages 51–53 independently.

CORE VOCABULARY—Point out the vocabulary term *standard of living*, and explain its meaning.

SUPPORT—Explain that not only does standard of living vary between countries, it also varies within a country. For example, an area of a country with more job opportunities and more services will have a higher standard of living than an area with limited access to high-paying jobs and few services.


After students read the text, ask the following questions:

LITERAL—What is a marketplace?

- » A marketplace is a physical or virtual place where people come together to buy, sell, and trade goods and services.

EVALUATIVE—Why is education mandatory in many countries?

- » Education is mandatory in many countries to maintain a strong economy and high standard of living.

-  **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How do people in modern societies decide what to produce, who to produce it for, and how to produce it?”
 - » Key points students should cite include: economies organize how a country manages its money and resources to produce, buy, and sell goods and services; economies deliver needs and wants to consumers; factors of production are natural resources, labor, and capital; economic choices are influenced by supply, demand, trade-offs, opportunity costs, price, and personal values; the earliest means of exchange was barter; money serves as a medium of exchange, a standard of value, and a store of value; people use credit to make purchases now and pay for them at a later date; countries trade with each other for resources they lack or have little of; the marketplace brings together people looking to buy and sell goods and services; standard of living is influenced by wealth and the availability of goods and services.
- Choose two of the Core Vocabulary terms (*economy, money, factors of production, scarcity, trade-off, opportunity cost, supply, demand, exchange, barter, medium of exchange, standard of value, store of value, credit, or standard of living*), and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

Economics Throughout World History

The Big Question: How have economies around the world changed throughout history?

Primary Focus Objectives

- ✓ Describe the role of trade in early civilizations. (RI.7.2, RH.6-8.2)
- ✓ Explain how agriculture helped societies meet their needs. (RI.7.2, RH.6-8.2)
- ✓ Explain how European colonization reshaped world economies. (RI.7.2, RH.6-8.2)
- ✓ Identify characteristics of globalization. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *Silk Road, feudal, monopoly, Mesoamerica, microclimate, mercantilism, cottage industry, Scientific Revolution, triangular trade, globalization, multinational corporation, offshoring, and economic imperialism.* (RI.7.4, L.7.4, RH.6-8.4)

Core Vocabulary (Student Volume page numbers listed below)

Silk Road, n. a series of trade routes connecting Europe and Asia (60)

Example: Traders carried both precious goods and new ideas on the Silk Road between China and Southwest Asia.

Variations: Silk Roads

feudal, adj. describing a system in which nobility gives land to vassals in exchange for military service (63)

Example: Japan developed a feudal society that placed powerful lords at the top of the social order.

Variations: feudalism (n.)

monopoly, n. the complete ownership or control of a resource or industry (64)

Example: As the store was the only one in the neighborhood, it had a monopoly on selling groceries to local residents.

Variations: monopolies, monopolist (n.), monopolize (v.)

Mesoamerica, n. a region stretching from present-day central Mexico to northern Costa Rica (64)

Example: Mesoamerica was home to impressive civilizations, such as the Maya and the Aztec.

Variations: Mesoamerican (adj.)

microclimate, n. a small area with unique climate because of its geography (66)

Example: The microclimate of the valley was warmer than the surrounding mountains.

Variations: microclimates

mercantilism, n. an economic policy intended to reduce a kingdom's need for imports by using colonies as a source of raw materials (67)

Example: European powers used mercantilism to build their economic and political influence.

Variations: mercantilist (adj.)

cottage industry, n. manufacturing carried out in the home (67)

Example: The cottage industry of weaving cloth slowly disappeared as textile production moved to factories.

Variations: cottage industries

Scientific Revolution, n. a significant change in scientific thought that occurred in the sixteenth and seventeenth centuries (67)

Example: During the Scientific Revolution, individuals such as Sir Isaac Newton proposed new theories about natural phenomena such as gravity.

triangular trade, n. a system of trade routes that sent captured enslaved Africans to the Americas, raw materials to Europe, and finished goods back to the Americas (68)

Example: The triangular trade devastated the population of West Africa while bringing wealth to plantation owners and slave traders.

globalization, n. the state of a worldwide economy that includes free trade and inexpensive labor markets in other countries (70)

Example: Globalization is made easier by new technologies and rapid forms of communication.

Variations: globalize (v.)

multinational corporation, n. a company that has some portion of its business in two or more different nations (70)

Example: The multinational corporation opened offices in Europe and Australia and factories in Indonesia and South America.

Variations: multinational corporations

offshoring, n. the policy of moving some jobs or functions of a company overseas to places where labor is less expensive (71)

Example: Offshoring enabled the company to lower production costs, but it caused many workers to lose their jobs.

Variations: offshore (v.), offshore (adj.), offshore (adv.)

economic imperialism, n. a situation in which developing nations are economically dependent on developed ones and thus must bend to their will in order to function (71)

Example: Economic imperialism continues to hurt the economies of developing nations while multinational corporations gain wealth.

THE CORE LESSON 35 MIN

Introduce “Economics Throughout World History”

5 MIN

Briefly review what students learned in the previous chapter (the function of economies; factors of production; factors that influence economic choices; the role of barter, money, and credit; marketplaces; standard of living). Remind students that in the *Civics in World History* unit, they learned how governments have changed over time to reflect the needs of the people they serve. Economies, like governments, have also adapted and evolved.

Call students’ attention to the Big Question. Tell students to look for how economies around the world have changed throughout history as they read the text.

Guided Reading Supports for “Economics Throughout World History”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Trade, Power, and Conquest” and “Early Civilizations,” pages 54–57

Scaffold understanding as follows:

Invite volunteers to read the sections on pages 54–57 aloud.

SUPPORT—Explain to students that Mesopotamia is considered a “cradle of civilization.” It is one of a few regions on Earth where people independently invented agriculture and developed an advanced culture. The climate and geography of the area gave rise to kingdoms such as Sumer and Babylon.

SUPPORT—Call attention to the image of the Nile River delta on page 57. Explain to students that the delta is the fan-shaped area where the river meets the Mediterranean Sea. The delta is largely made up of silt, a type of sediment that enriches the soil and makes it good for growing crops.

After the volunteers read the text, ask the following questions:

LITERAL—What was the Royal Road?

- » The Royal Road was a network of trade routes that stretched from the Mediterranean Sea to West Asia.

EVALUATIVE—What features contributed to the economic success of Mesopotamia?

- » The river valley of the Tigris and Euphrates Rivers provided for people in the region. The area was rich in fertile soil and other natural resources.

EVALUATIVE—What is a similarity between the economies of Mesopotamia and Egypt?

- » The economies of Mesopotamia and Egypt both relied on major rivers for agriculture and trade.

“West Africa,” pages 57–59

Scaffold understanding as follows:

Have students read the section on pages 57–59 independently.



SUPPORT—Call attention to the map of Africa on page 58. Have students locate the kingdoms of Ghana and Mali. Note that Mali was much larger than its predecessor, Ghana. Have students use the map scale to estimate the distance that caravans from Cairo traveled to reach the kingdoms in West Africa.

SUPPORT—Explain that Mansa Musa is considered one of the wealthiest men in the history of the world. As a devout Muslim, he made hajj, or pilgrimage to Mecca. During his journey, Mansa Musa spent and gifted so much gold that the value of gold in Egypt was lowered for more than a decade.

After students read the text, ask the following questions:

LITERAL—What resource helped both Ghana and Mali become wealthy?

- » Both kingdoms were rich in gold, which helped them grow wealthy.

EVALUATIVE—How did the trans-Saharan trade influence the kingdoms of West Africa?

- » The trans-Saharan trade affected the kingdoms of West Africa by bringing precious goods like salt to the region. Muslim traders also brought Islam to the region. Over time, Mali became a center of Islamic learning through the efforts of Mansa Musa and later rulers.

“Ancient Greece and the Mediterranean,” pages 59–60

Scaffold understanding as follows:

Have students read the section on pages 59–60 with a partner.

SUPPORT—Remind students that in the *Civics in World History* unit, they learned that the city-state of Athens was the birthplace of democracy. Reiterate that one of the shortcomings of Athens’s democracy was that it did not extend the rights of citizenship to enslaved people, who played a key role in the city-state’s economy even after Solon’s reforms.

After students read the text, ask the following questions:

EVALUATIVE—How did the location of Greece affect the development of its economy?

- » Greece developed along coasts and on islands. This encouraged the ancient Greeks to turn to the sea for food and for trade.


EVALUATIVE—How were the economies of Athens and Sparta similar and different?


- » The economies of Athens and Sparta were similar in that both relied on forced labor. Unlike Athens, Sparta’s economy was based on its military. The Spartans conquered neighboring civilizations and forced their workers to produce the goods they needed.

“The Silk Road,” pages 60–61

Scaffold understanding as follows:

Invite volunteers to read the section on pages 60–61 aloud.

 **CORE VOCABULARY**—Point out the vocabulary term *Silk Road*, and explain its meaning. Direct students to the map of the Silk Road on page 61, and emphasize that there was no single Silk Road but an extensive network of roads connecting many intermediate trading posts.

 **SUPPORT**—Explain to students that the Parthian Empire existed in the area that was called Persia and is now present-day Iran.

After the volunteers read the text, ask the following questions:

LITERAL—Who was Emperor Wu?

- » Emperor Wu was a ruler of China who expanded trade routes beyond the borders of the Chinese empire.

EVALUATIVE—Why did the Han carefully guard the process of making silk?

- » The Han carefully guarded the process of making silk because doing so allowed them to control its supply and its price.

EVALUATIVE—How did the Silk Road contribute to the spread of ideas and religions?

- » Traders along the Silk Road carried with them their ideas and their beliefs. Contact between traders from different civilizations allowed these ideas to spread.

“Changes to the Silk Road,” pages 61–63

Scaffold understanding as follows:

Have students read the section on pages 61–63 with a partner.

SUPPORT—Remind students that the Roman Empire collapsed in 476 CE. The collapse had many consequences, not just for Europe but for Africa and Asia as well. The Byzantine Empire emerged in the eastern part of the former Roman Empire.

After students read the text, ask the following questions:

EVALUATIVE—How did Justinian’s actions affect the price of silk?

- » Justinian sent spies disguised as monks to learn how to make silk in China. They stole these secrets and began making silk in the Byzantine Empire. This caused the price of silk to drop as the supply increased.

LITERAL—What was the Pax Mongolica?

- » The Pax Mongolica was a time of relative peace and prosperity in the Mongol Empire thanks to the policies of Genghis Khan.

EVALUATIVE—Why did trade on the Silk Road end?

- » In the 1400s CE, the Ottoman Empire boycotted trade with Europe and closed the land routes that passed through its empire.

“Japanese Feudalism,” pages 63–64

Scaffold understanding as follows:

Have students read the section on pages 63–64 independently.

CORE VOCABULARY—Point out the vocabulary terms *feudal* and *monopoly*, and explain their meanings.

SUPPORT—Remind students that in the *Civics in World History* unit, they learned about the development of feudalism not just in Japan but also in China and Europe. This system remained in place in each region for centuries. Remind students that Japan’s feudal system made shoguns, daimyo (/dime*yoh/), and samurai more powerful than the emperor.

After students read the text, ask the following questions:

LITERAL—What was Japan’s feudal economy based on?

» Japan’s feudal economy was based on agriculture.

EVALUATIVE—What effect did growing wealth inequality have on feudal Japan?

» While some Japanese landowners prospered, others borrowed money they could not repay and lost their lands. The resulting wealth gap led to the concentration of money and power in the hands of a few powerful families, who engaged each other in ongoing wars.

“Pre-Columbian American Economies,” pages 64–67

Scaffold understanding as follows:

Have students read the section on pages 64–67 independently.

CORE VOCABULARY—Point out the vocabulary terms *Mesoamerica* and *microclimate*, and explain their meanings.

SUPPORT—Explain that *Pre-Columbian* refers to the period in the Americas prior to the arrival of Columbus in 1492 CE.

NOTE: Students who completed Middle School World History Volume 1 may recall that the name Aztec is not what the people of this culture called or call themselves. *Aztec* is a name invented in the 1800s by a German scholar. Some historians use the name *Mexica* instead, but the Aztec were made up of more people than just the Mexica. Today, many descendants of the so-called Aztec prefer to be called Nahuatl (/na*hwah/), a name that is inclusive of all Nahuatl-speaking peoples.

SUPPORT—Inform students that the heart of Mexico City, the present-day capital of Mexico, is situated on the site of Tenochtitlán, in the dry lake bed of the former Lake Texcoco.

SUPPORT—Explain that one way the Aztec produced crop surpluses was by planting in human-made floating gardens called *chinampas*. These islands were anywhere from 20 to 35 feet wide and up to 650 feet long. Mexico still uses chinampas today.

After students read the text, ask the following questions:

LITERAL—What was the basis of the economies of the Maya and the Aztec?

- » The economies of both the Maya and the Aztec were primarily agricultural.

EVALUATIVE—How did the Inca economy differ from the economies in Mesoamerica?

- » *Possible answer:* Unlike the economies of Mesoamerica, the Inca economy was highly centralized.

EVALUATIVE—How did the Inca use microclimates to their advantage?

- » The Inca used microclimates to their advantage by building terrace farms at different elevations, each one having a different temperature and amount of sunlight per day. This enabled them to grow a diverse range and an abundance of crops.

“European Change,” pages 67–69

Scaffold understanding as follows:

Have students read the section on pages 67–69 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *mercantilism*, *cottage industry*, *Scientific Revolution*, and *triangular trade*, and explain their meanings.

SUPPORT—Explain to students that the steam digester was invented by French physicist Denis Papin. The digester was like a pressure cooker that trapped steam, which led him to suggest the first cylinder and piston steam engine. Johannes Gutenberg invented the first printing press in Europe, which allowed for the expanded production of books. It should be noted that the Chinese used woodblock printing as early as the ninth century CE; however, this differed from Gutenberg’s movable type.

After students read the text, ask the following questions:

LITERAL—What was the main reason European countries set up colonies in the Americas?

- » European countries set up colonies in the Americas for financial gain.

LITERAL—How did the colonies contribute to mercantilism?

- » Colonies contributed to mercantilism by providing natural resources to the home country, which reduced its reliance on imported goods.

INFERENTIAL—What developments do you think led to the decline of cottage industries?

- » Answers may vary, but students should recognize that industrialization was an important factor leading to the decline of cottage industries.

“Effects of European Colonization,” pages 69–70

Scaffold understanding as follows:

Have students read the section on pages 69–70 independently.

SUPPORT—Explain to students that European colonization also had significant impacts on Indigenous populations. Colonization and settlement devastated Indigenous populations: people were deliberately killed by weapons, accidentally killed by imported diseases, and displaced from their lands and their ways of life. Colonization also disrupted and destroyed traditional economies that had existed in the Americas long before the arrival of Europeans.

SUPPORT—Call attention to the world map on page 69, and read the caption aloud. Note that the Global North consists of the areas highlighted in green. This includes Australia and New Zealand. While these areas are not technically in the Northern Hemisphere, they do share cultural and economic ties with Great Britain, a historically influential actor in the global economy. Countries highlighted in yellow are considered the Global South.

After students read the text, ask the following questions:

LITERAL—How did European mercantilism deprive Africa and Latin America of wealth?

- » The practice of European mercantilism meant that valuable raw materials were taken from Africa and the Americas and shipped to Europe.

EVALUATIVE—How did European colonization affect African populations?

- » Colonization robbed West Africa of population and workforce and left West African kingdoms vulnerable to attacks and conquest.

EVALUATIVE—How did industrialization increase wealth disparity?

- » Industrialization made cheap, factory-made products widely available. Revenue from those products flowed to Europe and the United States instead of to the people and the regions that produced them.

“Globalization Today,” pages 70–72

Scaffold understanding as follows:

Invite volunteers to read the section on pages 70–72 aloud.

CORE VOCABULARY—Point out the vocabulary terms *globalization*, *multinational corporation*, *offshoring*, and *economic imperialism*, and explain their meanings.

SUPPORT—Explain to students that globalization is not a new phenomenon, but it has changed since the days of colonization. Modern globalization involves far more than exporting and importing resources from colonies and trading partners. Today’s communications and transportation technologies, as well as international markets, international banking, international organizations such as the WTO, and multinational corporations, are making the world into a single economy.


After the volunteers read the text, ask the following questions:

LITERAL—Why is Coca-Cola considered a multinational corporation?

- » Coca-Cola is considered a multinational corporation because it manufactures, distributes, and advertises in many different countries around the world.

EVALUATIVE—Why is the practice of offshoring both positive and negative?

- » Offshoring is positive because it can lower costs for businesses and consumers and make businesses more competitive. Offshoring is negative because it keeps wages low in developing countries and contributes to economic imperialism.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How have economies around the world changed throughout history?”
 - » Key points students should cite include: major rivers contributed to the economic development and success of early civilizations like Mesopotamia and Egypt; the West African kingdoms of Mali and Ghana grew wealthy from gold and the trans-Saharan trade; trade

contributes to the spread of new ideas and religions; ancient Greek economies relied on sea trade, colonization, enslaved labor, and conquest; the Silk Road connected Europe and Asia; the policies of Genghis Khan and the writings of Marco Polo increased trade on the Silk Road; Japanese feudalism created a powerful warrior class and contributed to wealth disparity; the Maya relied on agriculture to grow their vast empire, while the Aztec built an extensive trade network; the Inca thrived thanks to terraced farming, microclimates, and a command economy; European colonization was driven by mercantilism; the legacy of European colonization and the triangular trade includes the creation of the Global North and the Global South; globalization connects marketplaces around the world today and is aided by rapid communication; globalization contributes to economic imperialism.

- Choose two of the Core Vocabulary terms (*Silk Road, feudal, monopoly, Mesoamerica, microclimate, mercantilism, cottage industry, Scientific Revolution, triangular trade, globalization, multinational corporation, offshoring, or economic imperialism*), and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

Teacher Resources

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Unit Assessment: *Economics in World History*

Write your answers on your own paper.

A. Write the letter that provides the best answer.

1. How were the Royal Road and the Silk Road similar?
 - a) They connected the Mediterranean and Asia through trade.
 - b) They contributed to the spread of Buddhism and Islam.
 - c) They were formed by military conquest.
 - d) They developed in major river valleys.

2. Which is a similarity among the ancient civilizations of Mesopotamia, Egypt, and Kush?
 - a) They dominated trade in the Fertile Crescent.
 - b) They learned how to make paper from papyrus.
 - c) They relied on annual flooding of the Nile River.
 - d) They used barter as their main form of exchange.

3. What impact did the trans-Saharan trade have on Mali?
 - a) It led to an invasion by Ghana.
 - b) It introduced the religion of Islam.
 - c) It led to the discovery of gold mines.
 - d) It introduced salt as a medium of exchange.

4. In a command economy, who makes all of the economic choices?
 - a) traditional leaders
 - b) the government
 - c) buyers
 - d) sellers

5. What is a primary purpose of an economy?
 - a) to encourage cooperation between buyers
 - b) to supply needs and wants to consumers
 - c) to decrease reliance on foreign imports
 - d) to limit the use of natural resources

6. Land, labor, and capital are all ____.
 - a) trade-offs
 - b) standards of value
 - c) natural resources
 - d) factors of production

7. What happens when there is a scarcity of a good?
 - a) The value goes up.
 - b) The supply goes up.
 - c) The demand goes down.
 - d) The opportunity cost goes down.
8. What is the oldest form of exchange?
 - a) barter
 - b) credit
 - c) money
 - d) trade-off
9. What is one benefit of money?
 - a) It is a store of value.
 - b) It sets the equilibrium price.
 - c) It is the same in every country.
 - d) It lets people pay for purchases in the future.
10. Why do some countries invest heavily in their school systems?
 - a) to eliminate the need for credit
 - b) to help buyers make choices
 - c) to create a standard of value
 - d) to raise the standard of living
11. How did Solon impact the economy of ancient Athens?
 - a) by ending the practice of slavery
 - b) by conquering people in nearby regions
 - c) by requiring all men to serve in the military
 - d) by creating a system of taxes based on wealth
12. How were the economies of the Maya, Aztec, and Inca similar?
 - a) They grew wealthy from trade.
 - b) They had clear divisions of labor.
 - c) They relied on the production of crops.
 - d) They were controlled by a supreme leader.
13. What was the main role of colonies under mercantilism?
 - a) to supply enslaved labor
 - b) to provide raw materials
 - c) to create finished goods
 - d) to develop cottage industries

- 14.** What was one effect of the triangular trade?
- a) It made the Americas vulnerable to conquest.
 - b) It concentrated wealth in the Global South.
 - c) It undermined the Industrial Revolution.
 - d) It robbed Africa of its population.
- 15.** How does globalization contribute to economic imperialism?
- a) by producing inexpensive manufactured goods
 - b) by placing limits on multinational corporations
 - c) by encouraging the practice of offshoring
 - d) by increasing reliance on technology

B. Write the letter that provides the definition for each vocabulary word.

- | | |
|----------------------------------|--|
| 16. factors of production | a) the amount of a resource, good, or service that is available |
| 17. trade-off | b) a network of trade routes that sent captured enslaved Africans to the Americas, raw materials to Europe, and finished goods back to the Americas |
| 18. supply | c) a medium of exchange used in financial transactions |
| 19. money | d) resources required to produce a good or service |
| 20. standard of living | e) economic policy intended to reduce a kingdom's need for imports by using colonies as a source of raw materials |
| 21. Silk Road | f) a series of trade routes connecting Europe and Asia |
| 22. mercantilism | g) a situation in which developing nations are economically dependent on developed ones and thus must bend to their will in order to function |
| 23. triangular trade | h) the state of a worldwide economy that includes free trade and inexpensive labor markets in other countries |
| 24. globalization | i) the wealth, goods, and services available to the people in a certain place |
| 25. economic imperialism | j) the result of a decision in which something is gained and something else is lost |

Performance Task: *Economics in World History*

Teacher Directions: Throughout world history, trade has played a key role in shaping civilizations, economies, and interactions between peoples and places.

Ask students to write an essay explaining the importance of trade in world history. Encourage students to use their Student Volume to take notes and organize their thoughts in the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide and explain the importance of three or four specific examples of trade in world history.

Examples of Trade	Importance to World History
Trade routes	Royal Road: connected civilizations from the Mediterranean to West Asia Silk Road: connected civilizations from Europe to China; facilitated the spread of new technologies and ideas that led to the European Renaissance
Ancient Greece	Made the ancient Greeks an influential power through colonization and conquest
Feudal Japan	Created wealth disparity and the consolidation of power by a few wealthy families
Pre-Columbian exchange	Allowed the Aztec and the Inca to expand their empires and exert regional influence
European colonization	Encouraged mercantilism, which affected trade between European countries and increased contact between Europe, the Americas, and Africa; resulted in the slave trade, which devastated African populations; perpetuated a legacy of wealth disparity between the Global North and the Global South
Modern free trade	Facilitated by globalization; beneficial for businesses but creates economic imperialism

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their completed essays using the rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their responses.

Above Average	Response is accurate, detailed, and persuasive. The three or four examples cited clearly show why trade is important to world history. The writing is clearly articulated and focused and demonstrates strong understanding of the subjects discussed; a few minor errors may be present.
Average	Response is mostly accurate and somewhat detailed. The three or four examples cited show why trade is important to world history, but some additional explanation would be helpful. The writing is focused and demonstrates control of conventions; some minor errors may be present.
Adequate	Response is mostly accurate but lacks detail and may only include two examples. The essay helps show that trade is important to world history but references few details from the text and may not explain the examples clearly and convincingly. The writing may exhibit issues with organization, focus, and/or control of standard English grammar.
Inadequate	Response is incomplete and demonstrates little understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of the role of trade in world history. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Name _____

Date _____

Economics in World History Performance Task Notes Table

Use the table below to help you organize your thoughts as you refer to *Economics in World History*. You do not need to complete the entire table to write your essay, but you should try to have three or four specific examples of the importance of trade in world history.

Examples of Trade	Importance to World History
Trade routes	
	Created wealth disparity and the consolidation of power by a few wealthy families
Modern free trade	

Name _____

Date _____

Activity Page 1.1

Use with Chapter 1

Domain Vocabulary: Chapter 1

Use the words in the word bank to complete the crossword puzzle. Omit spaces between terms that have two or more words.

economy factors of production scarcity trade-off opportunity cost
supply demand exchange barter money medium of exchange
standard of value store of value credit standard of living

Across:

- 3. the result of a decision in which something is gained and something else is lost
- 5. a material that can be used as payment
- 7. the value of the option that was not chosen whenever a choice is made
- 12. a unit that can be used to communicate how much something is worth
- 14. the wealth, goods, and services available to the people in a certain place
- 15. a promise to pay in the future for goods or services obtained in the present

Down:

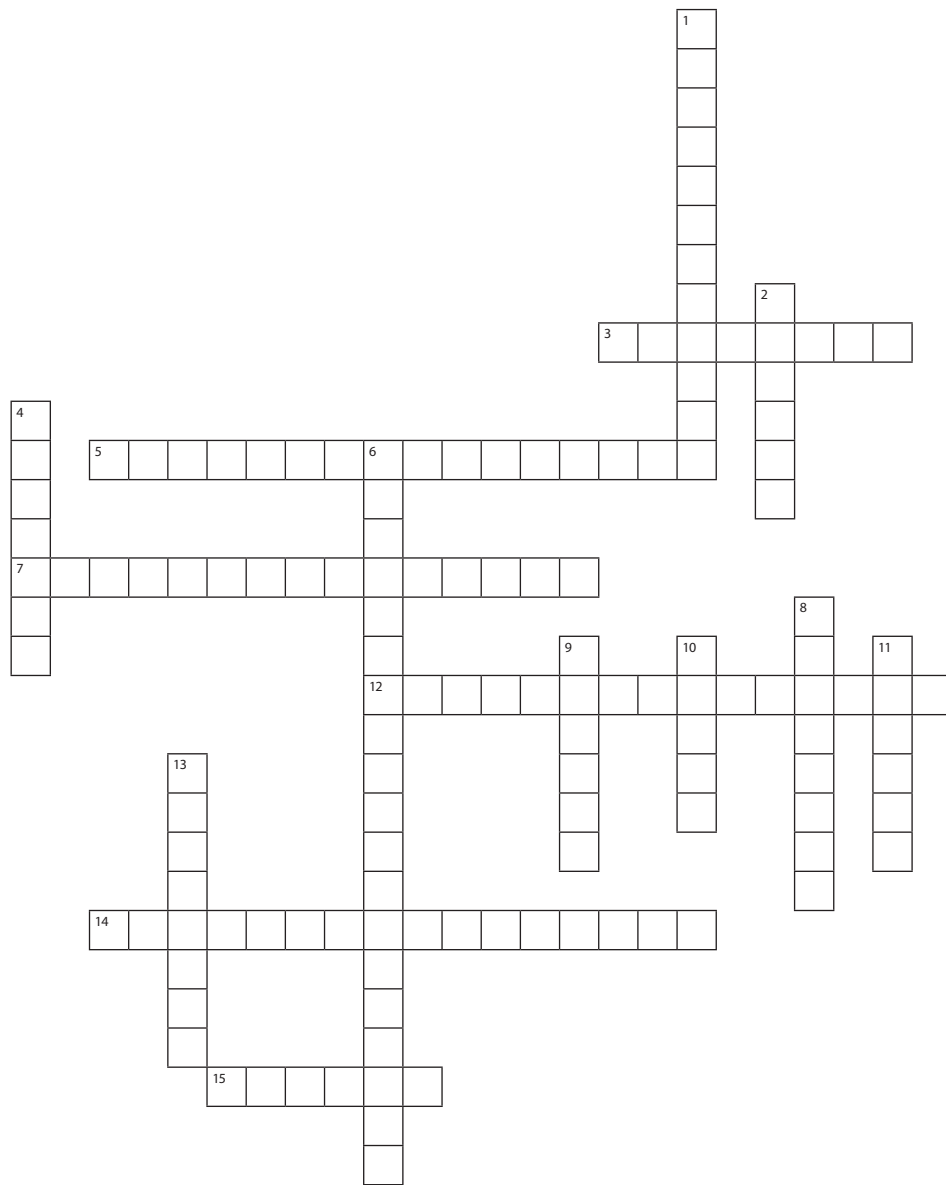
- 1. something that can be saved up and used at a later date
- 2. the amount of a resource, good, or service that is wanted
- 4. the way a country manages its money and resources to produce, buy, and sell goods and services
- 6. resources required to produce a good or service
- 8. a limitation to the amount of a resource, good, or service
- 9. the act or practice of trading one good or service for another
- 10. a medium of exchange used in financial transactions
- 11. the amount of a resource, good, or service that is available
- 13. a trade of one thing for another

Name _____

Date _____

Activity Page 1.1 (continued)

Use with Chapter 1



Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapter 2

Use the words in the word bank to fill in the blanks.

Silk Road	feudal	monopoly	Mesoamerica	microclimates
mercantilism	cottage industries	Scientific Revolution	triangular trade	
globalization	offshoring	multinational corporation	economic imperialism	

1. The growth of factories led to the decline of _____.
2. The _____ system in Japan created a strict social and economic hierarchy with wealthy families at the top and peasants at the bottom.
3. The Maya and Aztec civilizations developed in an area known as _____.
4. One way companies cut costs is by _____ production to other countries.
5. Modern forms of communication have increased _____ by making it possible for people around the world to share information quickly.
6. A(n) _____ is one that conducts business in multiple countries.
7. Trade on the _____ contributed to the spread of Buddhism and Islam.
8. Inventions of the _____ helped make workers more productive.
9. The _____ of the 1500s to 1800s devastated populations in Africa.
10. Following the ideas of _____, European nations used the raw materials of their colonies to reduce their dependency on foreign imports.
11. Trade guilds allowed certain producers to create a(n) _____ on trade in Japan.
12. The Inca used terracing to create _____ that made it possible to grow potatoes high in the Andes.
13. Through _____, developing countries are often forced to bend to the will of developed countries.

Answer Key: Economics in World History

Student Volume Questions

Chapter 1

p. 46 Think Twice It is a cost because the person loses out on something else they could otherwise have.

p. 46 Think Twice The producer will not be able to sell all of their goods.

Chapter 2

p. 57 Think Twice People could obtain one good based on the promise of delivering a different good at a later date.

p. 59 Think Twice Greek trade routes were traveled by ship through the sea rather than over land.

Unit Assessment

A. 1. a 2. d 3. b 4. b 5. b 6. d 7. a 8. a 9. a
10. d 11. d 12. c 13. b 14. d 15. c

B. 16. d 17. j 18. a 19. c 20. i 21. f 22. e 23. b
24. h 25. g

Activity Pages

Domain Vocabulary: Chapter 1 (AP 1.1)

Across

- 3. trade-off
- 5. medium of exchange
- 7. opportunity cost
- 12. standard of value
- 14. standard of living
- 15. credit

Down

- 1. store of value
- 2. demand
- 4. economy
- 6. factors of production
- 8. scarcity
- 9. barter
- 10. money
- 11. supply
- 13. exchange

Domain Vocabulary: Chapter 2 (AP 2.1)

- 1. cottage industries
- 2. feudal
- 3. Mesoamerica
- 4. offshoring
- 5. globalization
- 6. multinational corporation
- 7. Silk Road
- 8. Scientific Revolution
- 9. triangular trade
- 10. mercantilism
- 11. monopoly
- 12. microclimates
- 13. economic imperialism



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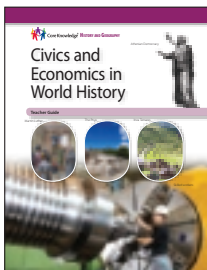
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