

**OFFICE OF INSTRUCTIONAL ENHANCEMENT AND INTERNAL OPERATIONS**  
**Summary of State Board of Education Agenda Items**  
**June 16-17, 2011**

**OFFICE OF CURRICULUM AND INSTRUCTION**

09. Approval to include the History of the Ancient Middle East, 2000 B.C. to 100 A.D. course in the 2011 Mississippi Social Studies Framework

**EXECUTIVE SUMMARY**

Several districts have requested permission to continue use of the History of the Ancient Middle East, 2000 B.C. to 100 A.D. course, which is currently listed in the *2004 Mississippi Social Studies Framework*. The Mississippi Department of Education, through the Office of Curriculum and Instruction, requests approval to include the course in the *2011 Mississippi Social Studies Framework*.

Recommendation: Approval

Back-up material attached

## **HISTORY OF THE ANCIENT MIDDLE EAST**

**2000 B.C.-100 A.D.**

-one year-

### **CONTENT STRANDS:**

**Domestic Affairs**

**Global Affairs**

**Civil Rights/Human Rights**

**Economics**

**Culture**

### **COMPETENCIES AND OBJECTIVES**

- 1. Explain how geography, economics, and politics have influenced the development of the ancient Middle East.**
  - a. Examine the advantages of living in a river valley or coastal region as compared to inland areas of the Middle East.
  - b. Describe major events in the development and decline of regional empires (e.g., Egyptian, Assyrian, Babylonian, Medo-Persian, Greek, and Roman).
  - c. Examine the development of Israel as a civilization.
  
- 2. Describe the relationship of people, places, and environments through time.**
  - a. Analyze the accomplishments and failures of key people of the Middle East from 2000 B.C. to 100 A.D.
  - b. Critique the conflicts over the land of Palestine from 2000 B.C. to 100 A.D.
  - c. Analyze the movements and interactions of various groups of people in the ancient Middle East.
  - d. Analyze the impact of the Middle East as a crossroad for trade between Europe and Asia.
  - e. Discuss the impact of war and conflict on different groups from 2000 B.C. to 100 A.D.
  
- 3. Examine the contributions made by archaeological work in the Middle East.**
  - a. Define the science of archaeology.
  - b. Review archaeological finds in the Middle East.
  - c. Critique the impact of archaeology related to various documents (e.g., Hammerabi's Code, the Bible, Dead Sea scrolls, etc.).
  
- 4. Describe the impact of science and technology on the historical development of the Middle East.**
  - a. Explain how technological development transformed agriculture and customs of the

ancient Middle East.

- b. Describe the transition from the barter system to monetary system (e.g., coinage, etc.).

**5. Demonstrate the ability to apply and interpret social studies tools** (e.g., timelines, maps, globes, graphs, a compass, technology, political cartoons, primary and secondary documents, charts, etc.).

- a. Locate and label selected physical features of the Middle East.
- b. Compare and contrast ancient political boundaries with those of modern independent nations.

**6. Discuss the similarities and differences of ancient Middle Eastern cultures.**

- a. Compare and contrast the religious practices, rituals, and traditions of ancient Middle Eastern cultures.
- b. Analyze examples of cultural contributions made by various ancient civilizations of the Middle East.
- c. Examine the roles, status, and interaction of diverse groups of people (e.g., parents, children, men, women, slaves, etc.) within various ancient Middle Eastern societies.
- d. Analyze selected examples of ancient Middle Eastern literature (e.g., legends, poetry, prophecy, and wisdom literature, etc.).

**7. Analyze the development of social and political systems in the ancient Middle East.**

- a. Compare/contrast political systems of the ancient Middle East.
- b. Discuss major political movements from 2000 B.C. to 100 A.D.
- c. Describe the warfare, weaponry, and resolution of conflicts in the ancient Middle East.
- d. Analyze the development and expansion of various legal systems (e.g., Hebrew, Roman, Sumerian, Egyptian, etc.).
- e. Show the impact of various empires on developing social structures of the ancient Middle East.
- f. Summarize the effects of early religious teachings on ancient and modern social structures (e.g., Hebrew, Christian, Roman, Persian, Egyptian).

## **STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6–12**

(From *Common Core State Standards for English/Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*)

### **Reading Literacy Standards**

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction.

#### **Grades 6-8 students:**

##### **Key Ideas and Details**

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

##### **Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

##### **Integration of Knowledge and Ideas**

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.

9. Analyze the relationship between a primary and secondary source on the same topic.

### **Range of Reading and Level of Text Complexity**

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### **Grades 9-10 students:**

#### **Key Ideas and Details**

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

#### **Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

#### **Integration of Knowledge and Ideas**

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

### **Range of Reading and Level of Text Complexity**

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

## **Grades 11-12 students:**

### **Key Ideas and Details**

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

### **Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### **Range of Reading and Level of Text Complexity**

10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–College and Career Readiness (CCR) text complexity band independently and proficiently.

## Writing Literacy Standards

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner.

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

### Grades 6-8 Students:

#### Text Types and Purposes

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
  - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style and objective tone.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

### **Production and Distribution of Writing**

3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
5. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

### **Research to Build and Present Knowledge**

6. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
7. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
8. Draw evidence from informational texts to support analysis reflection, and research.

### **Range of Writing**

9. Write routinely over extended time frames (time or reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Grades 9-10 Students:**

#### **Text Types and Purposes**

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between

- reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
  - e. Establish and maintain a formal style and objective tone while attending to the norm and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

### **Production and Distribution of Writing**

3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
5. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### **Research to Build and Present Knowledge**

6. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
7. Gather relevant information from multiple authoritative print and digital sources, using

advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

8. Draw evidence from informational texts to support analysis, reflection, and research.

### Range of Writing

9. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Grades 11-12 students:

#### Text Types and Purposes

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the

expertise of likely readers.

- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

### **Production and Distribution of Writing**

3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
5. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### **Research to Build and Present Knowledge**

6. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
7. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
8. Draw evidence from informational texts to support analysis, reflection, and research.

### **Range of Writing**

9. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.