



ETC Press This correlation list shows how *Timeline of Art* is aligned to the Social Studies Standards.

World History and Geography: Ancient Civilizations

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

Describe the hunter-gatherer societies, including the development of tools and the use of fire.

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

Discuss the main features of Egyptian art and architecture.

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.

Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

World History and Geography: Medieval and Early Modern Times

7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).

Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.

7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's *Tale of Genji*.

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

Describe the artistic and oral traditions and architecture in the three civilizations.

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).
Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).
United States History and Geography: Growth and Conflict
8.4 Students analyze the aspirations and ideals of the people of the new nation.
Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).
8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.
Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).
Historical and Social Sciences Analysis Skills
1 Chronological and Spatial Thinking
2 Research, Evidence, and Point of View
3 Historical Interpretation
World History, Culture, and Geography: The Modern World
10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.
Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.
10.4 Students analyze the effects of the First World War.
Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the “lost generation” of Gertrude Stein, Ernest Hemingway).
United States History and Geography: Continuity and Change in the Twentieth Century
11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).