

Name _____ Date _____

7.33

Extended Reading: Magna Carta and Its Enduring Impact

The Magna Carta, often referred to as the Great Charter, holds a pivotal place in the development of constitutional law and the principles that underpin modern legal systems. Signed by King John of England in 1215, the Magna Carta was a response to grievances raised by barons who sought to curb the arbitrary power of the monarch. Its significance lies in its foundational role in shaping key principles such as limiting the power of the monarch, establishing the rule of law, and guaranteeing the right to trial by jury.

Limiting the Power of the Monarch:

One of the revolutionary aspects of the Magna Carta was its explicit acknowledgment that even the king was subject to the law. The document laid down principles that restricted the monarch's ability to rule arbitrarily and without accountability. This marked a shift from the absolute power traditionally associated with monarchs, setting the stage for the development of constitutional constraints on authority.

Establishing the Rule of Law:

The Magna Carta played a crucial role in promoting the concept of the rule of law. By asserting that everyone, including the king, was bound by the law, the Magna Carta emphasized the importance of fairness and equality in the legal system. This principle became foundational in shaping legal systems that prioritize justice and ensure that no one is above the law.

Ensuring the Right to Trial by Jury:

A significant innovation introduced by the Magna Carta was the recognition of the right to trial by jury. This provision ensured that individuals accused of a crime had the opportunity to be judged by a panel of their peers. The inclusion of this right safeguarded against arbitrary and biased legal proceedings, contributing to the establishment of a more just and equitable judicial system.

Legacy and Global Influence:

The principles embedded in the Magna Carta have had a lasting impact not only on English law but also on legal systems worldwide. Many countries and constitutions draw inspiration from the Magna Carta's emphasis on limiting power, upholding the rule of law, and guaranteeing individual rights. The document's legacy endures as a symbol of the struggle for justice and the protection of individual liberties.

Multiple Choice Questions:

1. Why was the Magna Carta considered a significant document in the history of constitutional law?

- A. It granted unlimited power to the monarch.
- B. It limited the power of the monarch and introduced key legal principles.
- C. It was a declaration of absolute monarchy.
- D. It abolished the rule of law.

2. What was one key provision of the Magna Carta related to limiting the power of the monarch?

- A. Granting unlimited power to the king.
- B. Acknowledging the king's absolute authority.
- C. Restricting the monarch's ability to rule arbitrarily.
- D. Ignoring the concept of the rule of law.

3. What role did the Magna Carta play in establishing the rule of law?

- A. It undermined the importance of the rule of law.
- B. It emphasized that everyone, including the king, was subject to the law.
- C. It abolished the idea of legal equality.
- D. It reinforced arbitrary rule by the monarch.

4. What concept introduced by the Magna Carta ensured individuals accused of a crime had the right to be judged by their peers?

- A. The right to a biased trial.
- B. The right to a trial by a single judge.
- C. The right to trial by jury.
- D. The right to trial without evidence.

7.34

Reading Passage: Pope Urban II and Richard I

In the annals of medieval history, two figures stand out for their roles in shaping the course of European politics and religion: Pope Urban II and Richard I, also known as Richard the Lionheart. Both men wielded significant influence during the Crusades, a series of religious wars fought between Christians and Muslims for control of the Holy Land.

Pope Urban II, born Odo of Châtillon, ascended to the papacy in 1088. He is perhaps best known for his pivotal role in initiating the First Crusade. In 1095, responding to pleas from Byzantine Emperor Alexios I Komnenos for aid against the Seljuk Turks, Urban II delivered a rousing speech at the Council of Clermont, calling for a holy war to reclaim Jerusalem from Muslim control. This speech ignited fervor among Christians across Europe, leading to the formation of armed expeditions known as Crusader armies.

Richard I, King of England from 1189 to 1199, became a central figure in the Third Crusade. Known for his military prowess and chivalrous demeanor, Richard was a key participant in the reconquest of Jerusalem following its capture by Saladin in 1187. Despite his successes on the battlefield, Richard's reign was marked by conflict and political intrigue, including clashes with his rivals in Europe and struggles to maintain control over his vast empire.

Throughout the Crusades, both Pope Urban II and Richard I played instrumental roles in rallying support for the Christian cause and promoting the ideals of chivalry and religious piety. Their legacies endure as symbols of the complex intersection between faith, politics, and warfare in the medieval era.

Multiple-Choice Questions:

5. What was Pope Urban II's real name?
 - A) Odo of Châtillon
 - B) Alexios I Komnenos
 - C) Richard I
 - D) Saladin

6. What event led to Pope Urban II calling for the First Crusade?
 - A) The capture of Jerusalem by the Crusaders
 - B) The Battle of Hattin
 - C) The pleas for aid from Byzantine Emperor Alexios I Komnenos against the Seljuk Turks
 - D) The signing of the Treaty of Ramla

7. What was Richard I's epithet or nickname?

- A) The Lionheart
- B) The Great
- C) The Conqueror
- D) The Crusader

8. When did Richard I reign as King of England?

- A) 1066 to 1087
- B) 1154 to 1189
- C) 1189 to 1199
- D) 1215 to 1272

9. What was Richard I's role in the Third Crusade?

- A) He led the reconquest of Jerusalem.
- B) He served as a diplomat negotiating peace with Saladin.
- C) He stayed in England and did not participate in the Crusade.
- D) He fought against the Crusaders.

10. What term describes the armed expeditions initiated by Pope Urban II to reclaim Jerusalem?

- A) Jihad
- B) Reconquista
- C) Crusades
- D) Inquisition

11. Who was Richard I's rival in Europe?

- A) Saladin
- B) Alexios I Komnenos
- C) King Philip II of France
- D) Frederick Barbarossa

12. What legacy did Pope Urban II and Richard I share?

- A) They both served as Byzantine Emperors.
- B) They both fought against the Crusaders.
- C) They both promoted the ideals of chivalry and religious piety.
- D) They both led the Seljuk Turks.

13. Which Crusade did Pope Urban II initiate?

- A) First Crusade
- B) Second Crusade
- C) Third Crusade
- D) Fourth Crusade

14. Who was the leader of the Muslims during the Third Crusade?

- A) Saladin
- B) Richard I
- C) Pope Urban II
- D) Frederick Barbarossa

7.41 - The Importance of Florence, Italy, and the Medici Family in the Early Renaissance

During the 14th to 17th centuries, Europe experienced a period of cultural rebirth known as the Renaissance. This era saw significant advancements in art, literature, science, and philosophy. One of the epicenters of the Renaissance was the city of Florence, located in present-day Italy.

Florence, nestled in the heart of Tuscany, was a thriving hub of commerce and trade during the Renaissance. Its strategic location along major trade routes contributed to its prosperity, fostering an environment conducive to intellectual and artistic innovation. The city became a melting pot of ideas, attracting scholars, artists, and thinkers from across Europe.

One of the most influential families in Florence during this period was the Medici family. The Medici were wealthy merchants and bankers who rose to prominence in the 15th century, wielding considerable political power and influence. Their patronage of the arts played a pivotal role in shaping the cultural landscape of Renaissance Florence.

Under the patronage of the Medici, Florence witnessed a flourishing of artistic creativity. Renowned artists such as Leonardo da Vinci, Michelangelo, and Sandro Botticelli found support and patronage from the Medici family, allowing them to create some of their most iconic works.

Furthermore, the Medici played a crucial role in the development of humanism, a philosophical and intellectual movement that emphasized the importance of human potential and achievement. They supported the establishment of academies and libraries, where scholars could study classical texts and engage in intellectual discourse.

Overall, Florence and the Medici family were instrumental in the early stages of the Renaissance, providing the resources, patronage, and intellectual environment that fostered unprecedented cultural and artistic achievements.

Multiple Choice Questions:

15. What was the Renaissance?

- A) A period of political upheaval
- B) A time of cultural rebirth
- C) An era of religious repression
- D) A period of economic decline

16. Why was Florence considered an important city during the Renaissance?

- A) Due to its military power
- B) Because of its agricultural dominance
- C) Because of its strategic location and thriving economy
- D) Because of its isolation from other cities

17. Who were the Medici family and what role did they play in Renaissance Florence?

- A) Artists who painted famous Renaissance works
- B) Politicians who ruled Florence
- C) Wealthy merchants and bankers who were patrons of the arts
- D) Religious leaders who founded monasteries

18. Which artists found support from the Medici family?

- A) Raphael and Donatello
- B) Leonardo da Vinci and Michelangelo
- C) Van Gogh and Monet
- D) Picasso and Dali

19. What is humanism, and how did the Medici contribute to its development?

- A) A movement emphasizing the importance of human potential and achievement; the Medici supported the establishment of academies and libraries
- B) A religious belief system; the Medici funded the construction of churches
- C) A political ideology; the Medici supported the establishment of a republic in Florence
- D) An economic theory; the Medici advocated for free trade policies

7.58 Extended Reading Passage: European Exploration Motivations

During the Age of Exploration, spanning roughly from the 15th to the 17th centuries, European countries embarked on ambitious voyages that reshaped the world's geography, politics, and economy. This era of exploration was characterized by a fervent desire to discover new lands, establish trade routes, and expand imperial influence. The motivations driving European exploration were diverse and interconnected, encompassing religious, political, and economic factors.

Religion played a pivotal role in motivating European exploration during this period. Europe was predominantly Christian, with Catholicism exerting significant influence over the continent's rulers and societies. The quest to spread Christianity to new lands, convert indigenous peoples, and combat the spread of Islam were central motivations for exploration. For example, Spanish explorers, backed by the Catholic monarchs Ferdinand and Isabella, embarked on voyages to the Americas with the dual purpose of seeking riches and spreading Christianity. Similarly, Portuguese explorers, such as Vasco da Gama, sought to establish trade routes to India while spreading Catholicism in the regions they encountered.

Political rivalry among European powers also fueled the age of exploration. The competition for territorial expansion, access to valuable resources, and global dominance drove nations to sponsor expeditions to distant lands. The rivalry between Spain and Portugal, in particular, led to the signing of the Treaty of Tordesillas in 1494, which divided the newly discovered lands between the two powers along a meridian line in the Atlantic Ocean. This agreement aimed to prevent conflict between the Catholic monarchies and solidify their respective claims to overseas territories.

Economic gain, rooted in the principles of mercantilism, served as another major motivation for European exploration. Mercantilism, an economic theory prevalent during this period, emphasized the accumulation of wealth through trade, colonization, and the establishment of overseas colonies. European nations sought to exploit the abundant resources of newly discovered lands, including precious metals, spices, and agricultural products, to enrich their economies and strengthen their positions in the global market. The transatlantic slave trade, which forcibly transported millions of Africans to the Americas to work on plantations, also played a significant role in generating wealth for European nations and their colonies.

The motivations behind European exploration were complex and intertwined, shaping the course of history and leaving a lasting impact on the world. The interactions between religion, politics, and economics during the Age of Exploration laid the groundwork for the emergence of global trade networks, colonial empires, and cultural exchange. However, it also led to exploitation, colonization, and the subjugation of indigenous peoples, leaving a legacy of inequality and injustice that persists to this day.

Multiple Choice Questions:

20. What was one of the primary motivations for European exploration during the Age of Exploration?

- a) Cultural exchange
- b) Isolationism
- c) Religious conversion
- d) Environmental preservation

21. Which European power sponsored expeditions to the Americas with the dual purpose of seeking riches and spreading Christianity?

- a) England
- b) Portugal
- c) Spain
- d) France

22. What was the significance of the Treaty of Tordesillas signed in 1494?

- a) It divided Africa between European powers.
- b) It established maritime trade routes to Asia.
- c) It divided the newly discovered lands between Spain and Portugal.
- d) It granted independence to indigenous peoples.

23. Which economic theory influenced European exploration by emphasizing wealth accumulation through trade and colonization?

- a) Capitalism
- b) Socialism
- c) Mercantilism
- d) Communism

24. What role did the transatlantic slave trade play in European exploration?

- a) It facilitated cultural exchange between Europe and Africa.
- b) It promoted equality and justice among nations.
- c) It generated wealth for European nations and their colonies.

d) It led to the preservation of indigenous cultures.

25. How did religion influence European exploration efforts during the Age of Exploration?

- a) It had no impact on exploration motivations.
- b) It inspired explorers to spread Christianity to new lands.
- c) It led to environmental conservation efforts.
- d) It discouraged exploration and expansion.

26. Which explorer aimed to find a new route to Asia to spread Christianity and convert indigenous peoples?

- a) Vasco da Gama
- b) Ferdinand Magellan
- c) Christopher Columbus
- d) Hernán Cortés

27. What fueled the political rivalry between European powers during the Age of Exploration?

- a) A desire to establish colonies and control trade routes
- b) A shared interest in exploration and discovery
- c) Religious unity among European nations
- d) Cooperation in territorial agreements

28. Which economic philosophy drove European exploration efforts?

- a) Capitalism
- b) Communism
- c) Mercantilism
- d) Socialism

29. How did European nations seek to enrich their economies through exploration?

- a) By establishing democratic governments in newly discovered lands
- b) By exploiting the resources of newly discovered lands and establishing trade networks
- c) By promoting peace and cooperation with indigenous peoples
- d) By abolishing the transatlantic slave trade.

7th Grade Social Studies Writing Prompt - CLASSIC CIVILIZATIONS

The Golden Age

The Golden Age of the Han Dynasty, spanning from 206 BCE to 220 CE, exerted a profound influence on regions beyond the borders of China through its advancements in trade, culture, and technology. One of the most significant channels for this influence was the Silk Road, a vast network of trade routes that connected China with Central Asia, the Middle East, and even Europe. The Han Dynasty's robust economy and production of valuable goods such as silk, paper, and ceramics made China a central hub in this extensive trade network. Chinese silk became a highly coveted luxury item, driving economic interactions and cultural exchanges between China and other civilizations. These exchanges not only facilitated the spread of Chinese goods but also introduced Chinese innovations like papermaking and metallurgical techniques to the West, thereby enriching the technological and cultural landscape of various regions.

Argumentative Prompt: “The Golden Age of the Han Dynasty had a strong influence on regions outside of China.”

Using what you have learned about Classic Civilizations, write an argument in which you either *SUPPORT* or *OPPOSE* the above claim. You should defend your position by citing evidence (details, examples, specific content) from the chapter. You should identify a counter-claim as well, but maintain how the counter-claim does not change your original position. Your grade will reflect how well-supported your evidence is.

Your claim (Thesis):

Evidence #1:

Evidence #2:

Counter-Claim with Evidence:

Refute of Counter-Claim and Close: (Defend your claim with support):

Answer Key

7.33 Answers:

1. C
2. B
3. B
4. C

7.34 Answers:

5. a
6. c
7. a
8. c
9. a
10. c
11. c
12. c
13. a
14. a

7.41 Answers:

15. b
16. c
17. c
18. b
19. a

7.58 Answers:

20. c) Religious conversion
21. c) Spain
22. c) It divided the newly discovered lands between Spain and Portugal.
23. c) Mercantilism
24. c) It generated wealth for European nations and their colonies.
25. b) It inspired explorers to spread Christianity to new lands.

26. c) Christopher Columbus

27. a) A desire to establish colonies and control trade routes

28. c) Mercantilism

29. b) By exploiting the resources of newly discovered lands and establishing trade networks

30. Students will use a writing prompt to create an argumentative essay.

TNReady Grades 6-8 Argument Rubric

Revised: May 2017

Score	Focus & Organization	Development	Language	Conventions
4	In response to the task and the stimuli, the writing: - contains an effective and relevant introduction. - states a claim and maintains a sophisticated argument. - utilizes effective organizational strategies to logically order reasons and evidence¹ to create a unified whole. - effectively clarifies relationships among claim(s), reasons, evidence, and counterclaim(s) to create cohesion. - contains an effective and relevant concluding statement or section.	In response to the task and the stimuli, the writing: - utilizes well-chosen, relevant, and sufficient evidence from the stimuli to thoroughly and insightfully support logical claim(s), while acknowledging and effectively refuting² counterclaim(s). - thoroughly and accurately explains and elaborates on the evidence provided, connecting the evidence to claim(s) and counterclaim(s) and demonstrating a clear, insightful understanding of the topic, task, and stimuli.	The writing: - illustrates consistent and sophisticated command of precise language and domain-specific vocabulary³ appropriate to the task. - illustrates sophisticated command of syntactic variety for meaning and reader interest. - utilizes sophisticated and varied transitional words and phrases. - effectively establishes and maintains a formal style and an objective tone.	The writing: - demonstrates consistent and sophisticated command of grade-level conventions of standard written English.⁴ - may contain a few minor errors that do not interfere with meaning.
3	In response to the task and the stimuli, the writing: - contains a relevant introduction. - states a claim and maintains a clear argument. - utilizes adequate organizational strategies to logically order reasons and evidence¹ to create a mostly unified whole. - clarifies most relationships among claim(s), reasons, evidence, and counterclaim(s), but there may be some gaps in cohesion. - contains a relevant concluding statement or section.	In response to the task and the stimuli, the writing: - utilizes relevant and sufficient evidence from the stimuli to adequately support logical claim(s), while acknowledging and refuting² counterclaim(s). - adequately and accurately explains and elaborates on the evidence provided, connecting the evidence to claim(s) and counterclaim(s) and demonstrating a sufficient understanding of the topic, task, and stimuli.	The writing: - illustrates consistent command of precise language and domain-specific vocabulary³ appropriate to the task. - illustrates consistent command of syntactic variety for meaning and reader interest. - utilizes appropriate and varied transitional words and phrases. - establishes and maintains a formal style and an objective tone.	The writing: - demonstrates consistent command of grade-level conventions of standard written English.⁴ - contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.
2	In response to the task and the stimuli, the writing: - contains a limited introduction. - states a weak argument. - demonstrates an attempt to use organizational strategies to order some reasons and evidence,¹ but ideas may be hard to follow at times. - clarifies some relationships among claim(s), reasons, evidence, and counterclaim(s), but there are lapses in focus. - contains a limited concluding statement or section.	In response to the task and the stimuli, the writing: - utilizes mostly relevant but insufficient evidence from the stimuli to partially support claim(s) and counterclaim(s). Some evidence may be inaccurate or repetitive. - explains some of the evidence provided, connecting some of the evidence to claim(s) and counterclaim(s) and demonstrating only a partial understanding of the topic, task, and stimuli. There may be some level of inaccuracy in the explanation.	The writing: - illustrates inconsistent command of precise language and domain-specific vocabulary.³ - illustrates inconsistent command of syntactic variety. - utilizes basic or repetitive transitional words and phrases. - establishes but inconsistently maintains a formal style and an objective tone.	The writing: - demonstrates inconsistent command of grade-level conventions of standard written English.⁴ - contains frequent errors that may significantly interfere with meaning.
1	In response to the task and the stimuli, the writing: - contains no or an irrelevant introduction. - states an unclear argument. - demonstrates an unclear organizational structure; ideas are hard to follow most of the time. - fails to clarify relationships among claim(s), reasons, evidence,¹ and counterclaim(s); concepts are unclear and/or there is a lack of focus. - contains no or an irrelevant concluding statement or section.	In response to the task and the stimuli, the writing: - utilizes mostly irrelevant or no evidence from the stimuli, or mostly/only personal knowledge to inadequately support claim(s) and counterclaim(s). Evidence is inaccurate or repetitive. - inadequately or inaccurately explains the evidence provided; evidence, claim(s), and counterclaim(s) appear disconnected, demonstrating little understanding of the topic, task, and stimuli.	The writing: - illustrates little to no use of precise language and domain-specific vocabulary.³ - illustrates little to no syntactic variety. - utilizes no or few transitional words and phrases. - does not establish or maintain a formal style and an objective tone.	The writing: - demonstrates limited command of grade-level conventions of standard written English.⁴ - contains numerous and repeated errors that seriously impede meaning.

¹ Evidence includes facts, definitions, concrete details, quotations, or other information appropriate to the task and stimuli.

² Acknowledgement of counterclaim(s) is expected in grades 6–8. Refutation of counterclaim(s) is expected at grade 8.

³ Domain-specific vocabulary refers to the terminology used in the stimuli and/or associated with the topic.

⁴ Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.