



Museum of Russian Icons Curriculum Alignment with the National History Standards

Depending on the program you select, a visit to the Museum can meet many of the curriculum standards listed below. Contact the Museum to ask about tailoring your program to your curriculum needs.

GRADE K-4, STANDARDS IN HISTORICAL THINKING

Standard 1: Chronological Thinking

- A. Distinguish between past, present, and future time.
- B. Identify the temporal structure of a historical narrative or story: its beginning, middle, and end (the latter defined as the outcome of a particular beginning).
- C. Measure and calculate calendar time by days, weeks, months, years, decades, centuries.
- D. G. Explain change and continuity over time.

Standard 2: Historical Comprehension

- A. Identify the author or source of the historical document or narrative.
- B. Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
- C. Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.
- D. Read historical narratives imaginatively, taking into account (a) the historical context in which the event unfolded--the values, outlook, crises, options, and contingencies of that time and place; and (b) what the narrative reveals of the humanity of the individuals involved--their probable motives, hopes, fears, strengths, and weaknesses.
- E. Appreciate historical perspectives--the ability (a) to describe the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, arts, artifacts, and the like; and (b) to avoid "present-mindedness," judging the past solely in terms of present-day norms and values.
- F. Draw upon data in historical maps in order to obtain or clarify information on the geographic setting in which the historical event occurred, its relative and absolute location, the distances and directions involved, the natural and man-made features of the place, and critical relationships in the spatial distributions of those features and the historical event occurring there.
- G. Draw upon the visual data presented in photographs, paintings, cartoons, and architectural drawings in order to clarify, illustrate, or elaborate upon information presented in the historical narrative.

Standard 3: Historical Analysis and Interpretation

- A. Formulate questions to focus their inquiry or analysis.
- B. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- C. Distinguish between fact and fiction.
- D. Compare different stories about a historical figure, era, or event.
- E. Analyze illustrations in historical stories.
- F. Consider multiple perspectives.
- G. Explain causes in analyzing historical actions.
- H. Challenge arguments of historical inevitability.
- I. Hypothesize influences of the past.

Standard 4: Historical Research Capabilities

- A. Formulate historical questions.
- B. Obtain historical data.
- C. Interrogate historical data.
- D. Marshal needed knowledge of the time and place, and construct a story, explanation, or historical narrative.

Standard 5: Historical Issues—Analysis and Decision-Making

- A. Identify problems and dilemmas in the past.
- B. Analyze the interests and values of the various people involved.
- C. Identify causes of the problem or dilemma.
- D. Propose alternative choices for addressing the problem.
- E. Formulate a position or course of action on an issue.
- F. Identify the solution chosen.
- G. Evaluate the consequences of a decision.

GRADE K-4 STANDARDS**Topic One: Living and Working Together in Families and Communities, Now and Long Ago**

STANDARD 1: Family life now and in the recent past; family life in various places long ago.

Standard 1B: The student understands the different ways people of diverse racial, religious, and ethnic groups, and of various national origins have transmitted their beliefs and values.

Grades K-4

- Explain the ways that families long ago expressed and transmitted their beliefs and values through oral traditions, literature, songs, art, religion, community celebrations, mementos, food, and language. [Obtain historical data]

Topic Four: The History of Peoples of Many Cultures Around the World

STANDARD 7: Selected attributes and historical developments of various societies in Africa, the Americas, Asia, and Europe.

Standard 7A: The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe.

Grades K-4

- Compare and contrast various aspects of family life, structures, and roles in different cultures and in many eras with students' own family lives. [Compare and contrast]
- Illustrate or retell the main ideas in folktales, legends, myths, and stories of heroism that disclose the history and traditions of various cultures around the world. [Reconstruct the literal meaning of a historical passage]
- Analyze the dance, music, and arts of various cultures around the world to draw conclusions about the history, daily life, and beliefs of the people in history. [Draw upon visual data]
- Explain the customs related to important holidays and ceremonies in various countries in the past. [Assess the importance of ideas and beliefs in history]

Grades 3-4

- Investigate the ways historians learn about the past if there are no written records. [Compare records from the past]
- Describe the effects geography has had on societies, including their development of urban centers, food, clothing, industry, agriculture, shelter, trade, and other aspects of culture. [Draw upon historical maps]
- Describe life in urban areas and communities of various cultures of the world at various times in their history. [Obtain historical data]
- Describe significant historical achievements of various cultures of the world. [Obtain historical data]

Topic Four: The History of Peoples of Many Cultures Around the World

STANDARD 8: Major discoveries in science and technology, their social and economic effects, and the scientists and inventors responsible for them.

Standard 8C: The student understands changes in communication and their effects.

Grades K-4

- Compare and contrast ways people communicate with each other now and long ago, and list in chronological order technological developments that facilitated communication. [Establish temporal order]

Grades 3-4

- Illustrate the origins and changes in methods of writing over time and describe how the changes made communication between people more effective. [Obtain historical data]

GRADES 5-8, STANDARDS IN HISTORICAL THINKING

Standard 1: Chronological Thinking

- A. Distinguish between past, present, and future time.
- B. Identify the temporal structure of a historical narrative or story.
- C. Measure and calculate calendar time.

Standard 2: Historical Comprehension

- A. Identify the author or source of the historical document or narrative and assess its credibility.
- B. Reconstruct the literal meaning of a historical passage.
- C. Identify the central question(s) the historical narrative addresses.
- D. Differentiate between historical facts and historical interpretations.

- E. Read historical narratives imaginatively.
- F. Appreciate historical perspectives.
- G. Draw upon data in historical maps.

Standard 3: Historical Analysis and Interpretation

- A. Compare and contrast differing sets of ideas.
- B. Consider multiple perspectives.
- C. Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas.
- D. Draw comparisons across eras and regions in order to define enduring issues.
- E. Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
- F. Compare competing historical narratives.
- G. Challenge arguments of historical inevitability.
- H. Hold interpretations of history as tentative.
- I. Hypothesize the influence of the past.

Standard 4: Historical Research Capabilities

- A. Formulate historical questions.
- B. Obtain historical data from a variety of sources.
- C. Interrogate historical data.
- D. Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place.
- E. Support interpretations with historical evidence.

Standard 5: Historical Issues—Analysis and Decision-Making

- A. Identify issues and problems in the past.
- B. Marshal evidence of antecedent circumstances.
- C. Identify relevant historical antecedents.
- D. Evaluate alternative courses of action.
- E. Formulate a position or course of action on an issue.
- F. Evaluate the implementation of a decision.

Era 3: Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE

STANDARD 3: How major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BCE-300 CE.

Standard 3B: The student understands the emergence of Christianity in the context of the Roman Empire.

Grades 5-12

- Describe the lives of Jesus and Paul and explain the fundamental teachings of Christianity. [Appreciate historical perspectives]
- Analyze how Christianity spread widely in the Roman Empire. [Analyze multiple causation]

Grades 9-12

- Trace the extent and consequences of Christian expansion in Asia, Africa, and Europe to the 4th century. [Reconstruct patterns of historical succession and duration]

Era 4: Expanding Zones of Exchange and Encounter, 300-1000 CE

STANDARD 1: Imperial crises and their aftermath, 300-700 CE.

Standard 1B: The student understands the expansion of Christianity and Buddhism beyond the lands of their origin.

Grades 5-12

- Assess how Christianity and Buddhism won converts among culturally diverse peoples across wide areas of Afro-Eurasia. [Demonstrate and explain the influence of ideas]

Grades 7-12

- Analyze the spread of Christianity and Buddhism in the context of change and crisis in the Roman and Han empires. [Analyze cause-and-effect relationships]
- Analyze the importance of monasticism in the growth of Christianity and Buddhism and the participation of both men and women in monastic life and missionary activity. [Compare and contrast differing values, behaviors, and institutions]

STANDARD 2: Causes and consequences of the rise of Islamic civilization in the 7th-10th centuries

Standard 2C: The student understands the consolidation of the Byzantine state in the context of expanding Islamic civilization.

Grades 9-12

- Analyze the expansion of Greek Orthodox Christianity into the Balkans and Kievan Russia between the 9th and 11th centuries. [Analyze multiple causation]

STANDARD 4: The search for political, social, and cultural redefinition in Europe, 500-1000 CE.

Standard 4A: The student understands the foundations of a new civilization in Western Christendom in the 500 years following the breakup of the western Roman Empire.

Grades 9-12

- Compare the successes of the Latin and Greek churches in introducing Christianity and Christian culture to eastern Europe. [Compare and contrast differing sets of ideas]

Standard 4B: The student understands the coalescence of political and social order in Europe.

Grades 7-12

- Analyze the importance of monasteries and convents as centers of political power, economic productivity, and communal life. [Examine the influence of ideas]

Standard 7A: The student understands major global trends from 300 to 1000 CE.

Grades 5-12

- Trace major changes in the religious map of Eurasia and Africa between 300 and 1000 and account for the success of Christianity, Buddhism, Hinduism, and Islam in making converts among peoples of differing ethnic and cultural traditions. [Analyze the influence of ideas]

Grades 7-12

- Analyze factors contributing to the weakening of empires or civilized traditions in world history up to 1000 CE and compare causes of the decline or collapse of various empires. [Draw comparisons across eras and regions]

Era 5: Intensified Hemispheric Interactions, 1000-1500 CE

STANDARD 2: The redefining of European society and culture, 1000-1300 CE

Standard 2C: The student understands the patterns of social change and cultural achievement in Europe's emerging civilizations.

Grades 7-12

- Evaluate major works of art, architecture, and literature and analyze how they shed light on values and attitudes in Christian society. [Draw upon visual sources]

Grades 9-12

- Assess the importance of the Islamic states of Iberia and Sicily as well as the Byzantine empire in transmitting scientific and philosophical knowledge to and influencing the literature and arts of Western and Central Europe. [Analyze the importance of ideas]
- Assess the importance of Orthodox and Latin Christianity in the cultural and social life of Eastern Europe and Russia. [Examine the importance of ideas]

Era 6: The Emergence of the First Global Age, 1450-1770

STANDARD 2: How European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750

Standard 2C: The student understands the rising military and bureaucratic power of European states between the 16th and 18th centuries.

Grades 7-12

- Account for the growth of bureaucratic monarchy in Russia and analyze the significance of Peter the Great's westernizing reforms. [Interrogate historical data]

Grades 9-12

- Account for the growth of bureaucratic monarchy in Russia and analyze the significance of Peter the Great's westernizing reforms. [Interrogate historical data]

STANDARD 3: How large territorial empires dominated much of Eurasia between the 16th and 18th centuries

Standard 3B: The student understands how Southeast Europe and Southwest Asia became unified under the Ottoman Empire.

Grades 5-12

- Analyze how the capture of Constantinople and the destruction of the Byzantine empire contributed to the expansion of Ottoman power. [Hypothesize the influence of the past]

- Analyze reasons for Ottoman military successes against Persia, Egypt, North African states, and Christian European kingdoms. [Analyze cause-and-effect relationships]
- Evaluate the empire’s artistic, architectural, and literary achievements. [Draw upon visual, literary, and musical sources]

Grades 7-12

- Analyze the political, institutional, and economic development of the empire in the context of its religious and ethnic diversity. [Analyze multiple causation]

Grades 9-12

- Analyze how Muslim, Orthodox, Catholic, and Jewish peoples interacted in southeastern Europe under Ottoman rule. [Examine the influence of ideas, human interests, and beliefs]

Era 7: An Age of Revolutions, 1750-1914

STANDARD 3: The transformation of Eurasian societies in an era of global trade and rising European power, 1750-1870

Standard 3B: The student understands Russian absolutism, reform, and imperial expansion in the late 18th and 19th centuries.

Grades 5-12

- Explain why Russia was successful in wars of expansion against the Ottoman empire and other Muslim states. [Analyze multiple causation]
- Analyze motives and means of Russian expansion into Siberia and North America. [Interrogate historical data]

Grades 7-12

- Analyze the effects of the French Revolution, Napoleonic invasion, and world economy on Russian absolutism to 1850. [Analyze cause-and-effect relationships]

Grades 9-12

- Analyze relations between the Russian peasantry and land-owning aristocracy and explain the persistence of serfdom in the 19th century. [Identify issues and problems in the past]

Era 8: A Half-Century of Crisis and Achievement, 1900-1945

STANDARD 2: The causes and global consequences of World War I

Standard 2C: The student understands the causes and consequences of the Russian Revolution of 1917.

Grades 5-12

- Explain the causes of the Russian Revolution of 1917 and analyze why the revolutionary government progressed from moderate to radical. [Analyze multiple causation]

- Describe the rise of Joseph Stalin to power in the Soviet Union and analyze ways in which collectivization and the first Five-Year Plan disrupted and transformed Soviet society in the 1920s and 1930s. [Evaluate the implementation of a decision]

Grades 7-12

- Assess the effects of the New Economic Policy on Soviet society, economy, and government. [Analyze cause-and-effect relationships]

Grades 9-12

- Explain Leninist political ideology and how the Bolsheviks adapted Marxist ideas to conditions peculiar to Russia. [Interrogate historical data]
- Analyze the challenges that revolutionary Russia posed to Western governments and explain the impact of the Bolshevik victory on world labor movements. [Interrogate historical data]

Era 9: The 20th Century Since 1945: Promises and Paradoxes

STANDARD 1: How post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up.

Standard 1B: The student understands why global power shifts took place and the Cold War broke out in the aftermath of World War II.

Grades 5-12

- Explain how political, economic, and military conditions prevailing in the mid-1940s led to the Cold War. [Analyze cause-and-effect relationships]

Grades 7-12

- Analyze major differences in the political ideologies and values of the Western democracies and the Soviet bloc. [Compare and contrast different ideas, values, and institutions]

STANDARD 2: The search for community, stability, and peace in an interdependent world

Standard 2F: The student understands worldwide cultural trends of the second half of the 20th century.

Grades 5-12

- Describe varieties of religious belief and practice in the contemporary world and analyze how the world's religions have responded to challenges and uncertainties of the late 20th century. [Analyze the influence of ideas]

Grades 9-12

- Describe ways in which art, literature, religion, and traditional customs have expressed or strengthened national or other communal loyalties in recent times. [Examine the influence of ideas, human interests, and beliefs]