

**Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE**

<b>Course Title:</b> Eastern Civilization	<b>Course Number:</b> A 3413 H 3412
<b>Department:</b> Social Studies	<b>Grade(s):</b> 11-12
<b>Level(s):</b> Academic, Honors	<b>Credit:</b> 1
<b>Course Description:</b> Eastern Civilization is the study of developments which have shaped history and affected modern political, economic and social systems. The emphasis will be on the development of civilization and the evolution of modern nations from an Eastern perspective.	
<b>Required Instructional Materials</b> <i>World History: People and Nations</i> , Holt, Rinehart and Winston, 2000	<b>Completion/Revision Date</b> Approved by the Social Studies Management Team May 31, 2005

**Mission Statement of the Curriculum Management Team**

The mission of the Social Studies Curriculum Management Team is to provide students with the opportunity to gain fundamental understanding of history, civics, economics, cultures, geography, and the social sciences so that they develop into responsible citizens who use analytical reasoning and historical thinking to make informed decisions about the issues that face our nation and world today.

**Enduring Understandings for the Course**

- Analytical questioning creates a purpose for research.
- The research process requires the use of a variety of resources to ensure validity.
- Readers use strategies to construct meaning.
- Critical examination and evaluation of data is essential to making informed decisions.
- Recognizing a diversity of viewpoints benefits all.
- Writing is a tool used for thinking and learning.
- Examining world history helps expand ones understanding of the world and its people.
- Collaboration is necessary in order to be an effective learner and citizen.
- The study of the continuum of human civilization reveals the ideals, beliefs, values and institutions of its people.
- People develop systems to manage conflict and create order.
- Geography influences a person's needs, culture, opportunities, choices, interests and skills.
- Culture is both a unifying and divisive force in human relations.
- Knowledge of the past creates an awareness of the modern world.
- History involves interpretation: historians can and do disagree.
- People are affected by environmental, economic, social, cultural, and civic concerns.
- Progress is defined by cultural interpretation.

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| <ul style="list-style-type: none"><li>• Local, national, and international relationships are affected by economic transactions.</li></ul>                         |
| <ul style="list-style-type: none"><li>• Global societies are diverse, creating varied perspectives, contributions, and challenges.</li></ul>                      |
| <ul style="list-style-type: none"><li>• People respond to and resolve conflicts by choosing among responses that have immediate and long-term outcomes.</li></ul> |

**LEARNING STRAND**

1.0 Critical Thinking and Communication Skills

NOTE: This learning strand should be taught through the integration of the other learning strands included in this course. It is not meant to be taught in isolation as a separate unit.

**ENDURING UNDERSTANDING(S)**

- Analytical questioning creates a purpose for research.
- The research process requires the use of a variety of resources to ensure validity.
- Readers use strategies to construct meaning.
- Critical examination and evaluation of data is essential to making informed decisions.
- Recognizing a diversity of viewpoints benefits all.
- Writing is a tool used for thinking and learning.
- Examining world history helps expand ones understanding of the world and its people.
- Collaboration is necessary in order to be an effective learner and citizen.

**ESSENTIAL QUESTION(S)**

- What is the purpose of using both primary and secondary sources?
- How do I know my information is reliable (accurate, unbiased, current, and appropriate)?
- Why do we need to evaluate what we read?
- How does the consideration of different viewpoints influence how I think and act?
- How does one analyze, evaluate & utilize historical information?
- How does time and place in history influence historical writings?
- What am I trying to achieve through my writing?
- How does the audience influence the format of your work?
- How can we use evaluation and reflection to improve writing?
- How does the organization of information affect the effectiveness of its communication?
- What role does conflict play in collaboration?
- How can I impact social change?

**LEARNING OBJECTIVES** *The student will:*

- 1.1 Generate questions to guide research.
- 1.2 Evaluate information for its credibility and bias.
- 1.3 Interpret information from primary and secondary source documents.
- 1.4 Compose writing pieces that are focused, organized, elaborated, and supported.
- 1.5 Compose writing pieces for different audiences that are focused, organized, elaborated and supported using standard forms of English grammar and mechanics.
- 1.6 Utilize technology as a tool for writing.
- 1.7 Support position with accurate and relevant information.
- 1.8 Debate divergent points of view.

**INSTRUCTIONAL SUPPORT MATERIALS**

- See other learning strands.

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Question and answer sessions
- Guest speakers
- Cooperative learning
- Groups projects
- Oral presentations
- Mock trials
- Projects
- Simulations
- Guided reading
- Reading assignments
- Video with follow up discussion
- Classroom discussions

<p>1.9 Generate debate and critique solutions for a conflict situation.</p> <p>1.10 Analyze conflicts using historical data, belief systems, customs, and societal values.</p> <p>1.11 Connect historical and current events to contemporary society and personal experiences.</p> <p>1.12 Identify and analyze change over time.</p> <p>1.13 Determine how geography affects culture.</p> <p>1.14 Identify and analyze the various political, economic, social, and cultural interests that affect the development of human interaction.</p> <p>1.15 Analyze interdisciplinary relationships among the arts, literature, science and history.</p>	<ul style="list-style-type: none"> <li>• Critiques</li> <li>• Graphic organizers</li> <li>• Inquiry</li> <li>• Persuasive writing and speaking</li> <li>• Problem solving</li> <li>• Research</li> </ul> <p><b><u>SUGGESTED ASSESSMENT METHODS</u></b></p> <ul style="list-style-type: none"> <li>• Authentic writing</li> <li>• Creative writing</li> <li>• Dialoguing</li> <li>• Multimedia presentations</li> <li>• Projects</li> <li>• Reflective journals</li> <li>• Student presentations</li> <li>• Simulations</li> <li>• Research papers</li> <li>• Tests and quizzes</li> <li>• Critiques</li> <li>• Portfolios</li> </ul>
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**LEARNING STRAND**

2.0 The Beginnings of Civilizations

Suggested Topics: The Origins of Civilizations, Africa and Mesopotamia

**ENDURING UNDERSTANDING(S)**

- The study of the continuum of human civilization reveals the ideals, beliefs, values, and institutions of its people.
- People develop systems to manage conflict and create order.
- Geography influences a person’s needs, culture, opportunities, choices, interests and skills.
- Culture is both a unifying and divisive force in human relations.
- Knowledge of the past creates an awareness of the modern world.
- History involves interpretation: historians can and do disagree.

**ESSENTIAL QUESTION(S)**

- What does it mean to be civilized?
- What are the significant symbols and icons of civilizations/ancient cultures?
- How do the various levels of technological development affect different cultures?
- Why do people live together and form societies?
- How are governments created, structured, maintained and changed?

**LEARNING OBJECTIVES** *The student will:*

- 2.1 Identify the five common characteristics of ancient civilizations:
  - Writing
  - Calendar
  - Government
  - Division of labor
  - Surplus food
- 2.2 Analyze the impact of geography on how people live, work, and behave.
- 2.3 Describe the beliefs of animism, ancestor worship, polytheism and monotheism.
- 2.4 Assess the cultural, economic, social, and political developments from various ancient civilizations.

**INSTRUCTIONAL SUPPORT MATERIALS**

- *History Alive! Ancient Egypt and the Near East*, Teacher’s Curriculum Institute
- Old Testament
- *World Religions*, Schlessinger Media Releases, 6 volumes, VHS
- *Through Middle Eastern Eyes*, Leon E. Clark, Apex Press, 1993.

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Conduct research on ancient religions focusing on the commonality of belief systems and present researched information
- Create a map depicting the river system of ancient civilizations
- Character collage activity: use of symbols to describe historical figures
- Venn diagram comparing and contrasting the Fertile Crescent and Ancient Egypt
- Create student museum exhibits depicting various ancient civilizations
- Simulate an archaeological dig for each of the civilizations studied
- Write a persuasive piece to convert a non-believer to one of the religions studied

**SUGGESTED ASSESSMENT METHODS**

- Student presentations

- Writing assignments
- Group projects
- Maps
- Venn diagrams
- Simulations
- Tests/quizzes

**LEARNING STRAND**

3.0 The Development of Early Civilizations

Suggested Topics: India & China

**ENDURING UNDERSTANDING(S)**

- The study of the continuum of human civilization reveals the ideals, beliefs, values, and institutions of its people.
- People develop systems to manage conflict and create order.
- Geography influences a person’s needs, culture, opportunities, choices, interests and skills.
- Culture is both a unifying and divisive force in human relations.
- People are affected by environmental, economic, social, cultural, and civic concerns.
- Knowledge of the past creates an awareness of the modern world.
- History involves interpretation: historians can and do disagree.

**ESSENTIAL QUESTION(S)**

- What are the significant symbols and icons of civilizations and ancient cultures?
- How do the various levels of technological development affect different cultures?
- How are governments created, structured, maintained and changed?
- Can an individual make a difference in history?
- Why do we have rules and laws, and what would happen if we didn’t?

**LEARNING OBJECTIVES** *The student will:*

- 3.1 Examine the five common characteristics of ancient civilizations:
  - Writing
  - Calendar
  - Government
  - Division of labor
  - Surplus food
- 3.2 Analyze the impact of geography on how people live, work, and behave.
- 3.3 Describe the beliefs of Judaism, Hinduism, Buddhism, Confucianism, and Daoism.
- 3.4 Assess the cultural, economic, social, and political developments in the various ancient civilizations.

**INSTRUCTIONAL SUPPORT MATERIALS**

- *History Alive! Ancient India and Ancient China*, Teacher’s Curriculum Institute
- [www.sacred-texts.com](http://www.sacred-texts.com), Vedas (Hindu text)
- [www.fordham.edu/halsall/](http://www.fordham.edu/halsall/), The Analects (Confucian writings)
- *World Religions*, Schlessinger Media Releases, 6 volumes, VHS
- A&E Biography series: *Confucius*
- *Through Chinese Eyes*, Peter J. Seybolt, Learning Research Institute International, 1988
- *Through Indian Eyes*, Donald Johnson, Greenwood Publishing, 1974

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Conduct research on ancient religions focusing on the commonality of belief systems and present researched information
- Locate on a map of India various geographic and topographic features and analyze how these features influence daily life
- Hold a mock presidential hearing: advisory committee of ancient philosophers
- Create student museum exhibits depicting

various ancient civilizations

- Simulate an archaeological dig for each of the civilizations studied
- Write a persuasive piece to convert a non-believer to one of the religions studied

**SUGGESTED ASSESSMENT METHODS**

- Student presentations
- Writing assignments
- Group projects
- Tests/quizzes
- Map assessments
- Simulations



## **LEARNING STRAND**

### 4.0 The East in Transition

Suggested Topics: Japan, Muslim Empire, Dynastic China

#### **ENDURING UNDERSTANDING(S)**

- The study of the continuum of human civilization reveals the ideals, beliefs, values and institutions of its people.
- People develop systems to manage conflict and create order.
- People are affected by economic, social, cultural, and civic concerns.
- Culture is both a unifying and divisive force.
- Progress is defined by cultural interpretation.
- Knowledge of the past creates an awareness of the modern world.
- History involves interpretation: historians can and do disagree.

#### **ESSENTIAL QUESTION(S)**

- How is power gained, used, and justified?
- How do competing interests influence how power is distributed and exercised?
- Is conflict avoidable?
- What is progress?
- What are the advantages and disadvantages of cultural diffusion?
- What can we learn about culture through art?

#### **LEARNING OBJECTIVES** *The student will:*

- 4.1 Identify Mongol technological advances that allowed them to create an empire.
- 4.2 Analyze the central beliefs of Islam (5 Pillars).
- 4.3 Distinguish between the Sunni and Shiite Muslims.
- 4.4 Describe contributions that the Arab Muslim culture made to the arts and sciences.
- 4.5 Examine the consequences of Muslim rule in India.
- 4.6 Critique the Koran and compare it to Christianity and Judaism.
- 4.7 Apply the governmental innovations during the Tang and Song dynasties to the birth of the dynastic cycle in China.
- 4.8 Discuss factors that influenced Japan's development.
- 4.9 Compare and contrast ancient samurai traditions with modern Japanese business practices.

#### **INSTRUCTIONAL SUPPORT MATERIALS**

- The Koran (Islamic holy text)
- [www.NYTimes.com](http://www.NYTimes.com)
- *Through Middle Eastern Eyes*, Leon E. Clark, Apex Press, 1993
- *Through Chinese Eyes*, Peter J. Seybolt, Learning Research Inst. International, 1988
- *Through Japanese Eyes*, Richard H. Minear, Center for International Training & Education, 1994
- "The Islamic Empire", PBS, VHS
- *The Samurai: Those Who Serve*, Madeline Antilla, California History-Social Science Project, 1994 (activity book)
- *Gung Ho*, Paramount Home Video, 1986

#### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Create a timeline outlining the causes of conflicts between Sunni and Shiite Muslims
- Analyze maps to help determine how the location of the birthplace of Islam helped contribute to the creation and expansion of the religion
- Design a board game about the Muslim religion to test students' knowledge of basic Islamic facts
- *Gung Ho* video: Compare and contrast

modern day Japanese business practices to  
ancient samurai tradition

**SUGGESTED ASSESSMENT METHODS**

- Writing assignments
- Projects
- Student participation
- Map assessments
- Timelines
- Role-plays/simulations
- Cooperative projects
- Analysis of primary source documents

## **LEARNING STRAND**

### 5.0 Age of Imperialism and Nationalism Movements

#### **ENDURING UNDERSTANDING(S)**

- Local, national, and international relationships are affected by economic transactions.
- Culture is both a unifying and divisive force in human relations.
- Knowledge of the past creates an awareness of the modern world.
- History involves interpretation: historians can and do disagree.

#### **ESSENTIAL QUESTION(S)**

- What effect does the economy have on society?
- What happens when cultures collide?
- How does evaluation of past events help us to make decisions about the future?
- How do theories of race affect foreign policy?
- How do scientific and technological developments affect cultures?

#### **LEARNING OBJECTIVES** *The student will:*

- 5.1 Classify the motives of European imperialism in such regions as Africa, Asia and the Middle East.
- 5.2 Compare and contrast direct (French) vs. indirect (British) imperialism.
- 5.3 Examine the causes of imperialism.
- 5.4 Predict the outcomes of imperialism.
- 5.5 Analyze the cost and benefits of imperialism for both sides.
- 5.6 Assess the state of newly independent countries.

#### **INSTRUCTIONAL SUPPORT MATERIALS**

- *Through Chinese Eyes*, Peter J. Seybolt, Learning Research Inst. International, 1988
- *Through Indian Eyes*, Donald Johnson, Greenwood Publishing, 1974
- *Gandhi*, VHS/DVD
- [www.NYTimes.com](http://www.NYTimes.com)
- [www.nanking.com](http://www.nanking.com), Treaty of Nanking (primary source)
- *Boxer Rebellion*, History Channel, VHS/DVD
- *Passage to India*, VHS/DVD

#### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Role-play simulation – Should Europeans pay reparations to former colonies?
- Essay: Gandhi, person of the 20<sup>th</sup> century?
- Design a “Wanted” poster on a selected nationalist leader
- Rewrite the Treaty of Nanking to change the course of history
- Write a list of grievances as a member of the Indian National Congress against British rule

#### **SUGGESTED ASSESSMENT METHODS**

- Role-play/simulation
- Writing assignments
- Posters
- Student presentations
- Projects

<b><u>LEARNING STRAND</u></b>	
6.0 Modern Day Issues in the Non-Western World	
<b><u>ENDURING UNDERSTANDING(S)</u></b>	<b><u>ESSENTIAL QUESTION(S)</u></b>
<ul style="list-style-type: none"> <li>• Global societies are diverse, creating varied perspectives, contributions, and challenges.</li> <li>• Progress is defined by cultural interpretations.</li> <li>• People respond to and resolve conflicts by choosing among responses that have immediate and long-term outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• How do beliefs and values of a diverse culture affect individuals and society?</li> <li>• How do new technologies result in broader social change?</li> <li>• Is conflict inevitable, desirable, or avoidable?</li> </ul>
<b><u>LEARNING OBJECTIVES</u></b> <i>The student will:</i>	<b><u>INSTRUCTIONAL SUPPORT MATERIALS</u></b>
<p>6.1 Critique modern day cultural, religious, political and economic conflicts in the world.</p> <p>6.2 Assess possible problems nations might face as they transition from colonial possession to independence.</p> <p>6.3 Determine the challenges that might occur when countries transition from authoritarian to democratic forms of government.</p> <p>6.4 Analyze how history and culture have affected life today.</p>	<ul style="list-style-type: none"> <li>• <a href="http://www.nytimes.com">www.NYTimes.com</a></li> <li>• <i>Upfront</i> magazine, The New York Times</li> <li>• <i>Through Chinese Eyes</i>, Peter J. Seybolt, Learning Research Inst. International, 1988</li> <li>• <i>Through Middle Eastern Eyes</i>, Leon E. Clark, Apex Press, 1993</li> <li>• <i>Through Indian Eyes</i>, Donald Johnson, Greenwood Publishing Group, 1974</li> <li>• <i>Israel: Land of Conflict</i>, The History Channel, VHS/DVD</li> <li>• <i>History Alive! Modern Middle East</i>, Teacher's Curriculum Institute</li> <li>• <i>The Red Violin</i>, VHS/DVD</li> <li>• <i>Choices Unit: Shifting Sands: Balancing U.S. Interests in the Middle East: Public Policy Debate in the Classroom</i>, Brown University, 1997</li> <li>• <i>Choices Unit: China on the World Stage: Weighing the U.S. Response</i>, Brown University, 1995</li> </ul>
	<b><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></b>
	<ul style="list-style-type: none"> <li>• Compare and contrast a contemporary world map to world maps of the 18<sup>th</sup> and 19<sup>th</sup> centuries</li> <li>• Debate the Palestinian and Israeli conflict</li> <li>• Create an editorial cartoon depicting the outsourcing of American jobs in India</li> <li>• Hold a debate on India or China and the outsourcing of American jobs</li> <li>• Create a newspaper of the modern age depicting international and local events, business, society, art, entertainment,</li> </ul>

	<p>editorials, travel, obituaries, and classifieds</p> <ul style="list-style-type: none"><li>• Simulate a news broadcast about contemporary issues</li><li>• Create informational pamphlets for travelers interested in visiting select areas of the world</li><li>• Compare and contrast China's government with that of the United States</li><li>• Write a journal from the point of view of a teen living in modern day China, Iraq etc.</li><li>• U.S. &amp; Iraq Debate</li><li>• Debate topic: Future of China: Communism or Democracy after Tiananmen Square</li></ul> <p><b><u>SUGGESTED ASSESSMENT METHODS</u></b></p> <ul style="list-style-type: none"><li>• News broadcast</li><li>• Pamphlets</li><li>• Debates</li><li>• Presentations</li><li>• Student participation</li><li>• Writing assignments</li><li>• Reflective journals</li></ul>
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