

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: World History	Course Numbers: 3595 (B), 3593 (A), 3592 (H)
Department: Social Studies	Grade(s): 9
Level(s): Basic, Academic, Honors	Credit: 1
Course Description This adventure into the past traces the odyssey of human development from the dawn of early man to modern society. From the banks of the Yellow River to the peaks of Machu Picchu, students will discover historical patterns that have led to an interconnected world. This course will focus on analyzing historical data, formulating hypotheses and writing to persuade.	
Required Instructional Materials <ul style="list-style-type: none"> • <i>World History</i>, Elisabeth Ellis and Anthony Esler, Prentice Hall, 2007 (Academic & Honors) • <i>History Alive! – The Ancient World</i>, Wendy Frey, Teachers' Curriculum Institute, 2004 (Basic) • <i>History Alive! – The Medieval World and Beyond</i>, Wendy Frey, Teachers' Curriculum Institute, 2005 (Basic) • <i>Modern World History</i>, Teachers' Curriculum Institute (Basic) 	Completion/Revision Date Approved by the Board of Education on February 27, 2006

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.
- Interpreting and analyzing research results will answer a variety of questions.
- Organization is critical to the acquisition and evaluation of information.
- Critical examination and evaluation of data is essential to making informed decisions.
- Various types of materials enhance understanding.
- Examining world history helps expand the understanding of the world and its people.
- Collaboration is necessary in order to be an effective learner and citizen.
- Recognizing a diversity of points of view benefits all.
- Readers use strategies to construct meaning.
- Authors write for different purposes.
- Writing is a tool used for thinking and learning.

<ul style="list-style-type: none"> • Culture is a way of life of a group of people who share similar beliefs and customs.
<ul style="list-style-type: none"> • People are affected by environmental, economic, social, cultural, and civic concerns.
<ul style="list-style-type: none"> • Global society is diverse, made up of various cultures which bring to interrelationships varied perspectives, contributions, and at times challenges.
<ul style="list-style-type: none"> • Culture is both a unifying and divisive force in human relations.
<ul style="list-style-type: none"> • Conflict resolution can involve aggression, compromise, and cooperation.
<ul style="list-style-type: none"> • Decisions concerning the allocation and use of economic resources impact individuals and groups.
<ul style="list-style-type: none"> • People respond to and resolve conflicts in a variety of ways.
<ul style="list-style-type: none"> • Geography influences a person's needs, culture, opportunities, choices, religion, and skills.
<ul style="list-style-type: none"> • People develop systems to manage conflict and create order.
<ul style="list-style-type: none"> • The need for security often conflicts with the desire for freedom.
<ul style="list-style-type: none"> • Maintaining power is inherently difficult.
<ul style="list-style-type: none"> • Global relationships are affected by economic transactions.
<ul style="list-style-type: none"> • Local, national and interregional relationships are affected by economic transactions.
<ul style="list-style-type: none"> • Progress is defined by cultural interpretation.
<ul style="list-style-type: none"> • Societal interactions affect people's lives, the environment and transform societies.
<ul style="list-style-type: none"> • Scientific and technological developments effect people's lives, the environment and transform societies.
<ul style="list-style-type: none"> • Democratic societies must balance the rights and responsibilities of individuals with the common good.
<ul style="list-style-type: none"> • Global societies interact, creating varied perspectives, contributions, and challenges.
<ul style="list-style-type: none"> • Institutions evolve to meet the needs of the people.

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.
- Interpreting and analyzing research results will answer a variety of questions.
- Organization is critical to the acquisition and evaluation of information.
- Critical examination and evaluation of data is essential to making informed decisions.
- Various types of materials enhance understanding.
- Examining world history helps expand one's understanding of the world and its people.
- Collaboration is necessary in order to be an effective learner and citizen.
- Recognizing a diversity of viewpoints benefits all.
- Readers use strategies to construct meaning.
- Authors write for different purposes.
- Writing is a tool used for thinking and learning.

ESSENTIAL QUESTION(S)

- What do I do when my immediate resources are not adequate?
- What is the purpose of using both primary and secondary sources?
- How does the organization of information affect the effectiveness of its communication?
- How does one analyze, evaluate & utilize historical information?
- How does the consideration of different viewpoints influence how I think and act?
- How can I impact social change?
- What role does conflict play in collaboration?
- Why do we need to evaluate what we read?
- 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?

LEARNING OBJECTIVES *The student will:*

- 1.1 Formulate historical questions and hypotheses from multiple perspectives using a variety of sources
- 1.2 Use primary source documents to analyze multiple perspectives
- 1.3 Evaluate information for its credibility and bias
- 1.4 Compose writing pieces for different audiences that are focused, organized, elaborated and supported using standard forms of English grammar and mechanics
- 1.5 Support positions with accurate and relevant information

INSTRUCTIONAL SUPPORT MATERIALS

- See other learning strands

SUGGESTED INSTRUCTIONAL STRATEGIES

- PowerPoint presentations
- Simulations
- Graphic organizers
- Debates
- Projects
- Document-Based Questions
- Mock conferences
- Journal entries
- WebQuests
- One Page Analysis papers

<p>1.6 Utilize technology as a tool for writing</p> <p>1.7 Debate divergent points of view</p> <p>1.8 Generate debate and critique solutions for conflict situations</p> <p>1.9 Analyze conflicts using historical data, belief systems, customs, and societal values</p> <p>1.10 Connect historical and current events to contemporary society and personal experiences</p> <p>1.11 Analyze change over time</p> <p>1.12 Analyze the various political, economic, social, and cultural interests that affect the development of human interaction</p> <p>1.13 Examine interdisciplinary relationships among the arts, literature, science and history</p> <p>1.14 Evaluate data within the historical, social, political and economic context in which it was created, testing its credibility and evaluating its bias</p> <p>1.15 Describe the multiple intersecting causes of events</p> <p>1.16 Use maps, globes, charts and databases to analyze historical development</p>	<ul style="list-style-type: none"> • Role-plays <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Charts • Student participation • Written assessments • Portfolios • Teacher observations • Tests/quizzes • Debates • Projects • Map assessments • Timelines • Graphic organizers • Rubrics • Simulations
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LEARNING STRAND

2.0 Foundations of Civilizations – Organization of Societies

ENDURING UNDERSTANDING(S)

- Culture is a way of life of a group of people who share similar beliefs and customs.
- People are affected by environmental, economic, social, cultural, and civic concerns.
- People respond to and resolve conflicts in a variety of ways.
- Geography influences a person’s needs, culture, opportunities, choices, religion, and skills.
- People develop ethical and legal systems to manage conflict and create order.

ESSENTIAL QUESTION(S)

- What is culture?
- How do geography, climate, and natural resources affect the way people live and work?
- What is power?
- How are governments created, structured, maintained, and changed?
- Why do we have rules and laws; and what would happen if we didn’t?
- What makes a civilization?
- How did geography influence the development of civilization?
- How did civilizations create order and establish power?
- How did the various societies of this time period reflect cultural diffusion and the power problem?

LEARNING OBJECTIVES *The student will:*

- 2.1 Analyze the impact the agricultural revolution had on the development of society
- 2.2 Compare and contrast the political and social structures of at least three ancient civilizations such as:
 - Nile River
 - Indus River
 - Mesopotamia
 - Yellow River
 - Minoans/Mycenaeans
- 2.3 Evaluate the success of city-state government in Classical Greece
- 2.4 Examine the multiple factors required to build an empire such as military strength, economic systems and social/political organization
- 2.5 Compare and contrast the way at least three empires maintained power amongst multi-national groups
 - Persian Empire
 - Macedonian Empire
 - Carthaginian Empire
 - Han Dynasty
 - Mauryan-Gupta Empires

INSTRUCTIONAL SUPPORT MATERIALS

- Newspapers
- Magazines
- Internet
- Maps/atlas
- *Ancient World History*, supplemental program, Teachers’ Curriculum Institute
- apcentral.collegeboard.com
- www.hyperhistory.com/online_n2/History_n2/a.html
- www.historyworld.net/
- www.hartford-hwp.com/archives/ - World History Archives
- www.bartleby.com/67/ - The Encyclopedia of World History
- www.fsmitha.com/ - World History Timeline
- www.worldhistorycompass.com/
- www.womeninworldhistory.com/
- www.infoplease.com/ipa/A0001196.html - World History Timeline

SUGGESTED INSTRUCTIONAL STRATEGIES

- Provide students with a specific location and a list of items that they have to work with to create an original early society
- Utilize a graphic organizer to compare and

<ul style="list-style-type: none"> • Roman/Byzantine Empire <p>2.6 Analyze the common reasons for the fall of empires</p> <p>2.7 Analyze how the feudal system developed due to the lack of central governance</p>	<p>contrast at least three empires that maintained power amongst multi-national groups</p> <ul style="list-style-type: none"> • Discuss and role-play the modern organization of social classes with those of ancient empires • Chart similarities and differences between various Greek city-states • Create student PowerPoint presentations illustrating the various reasons that Rome fell <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Rubrics • Teacher observations • Student participation • Graphic organizers • Charts • Essays • Tests/quizzes • PowerPoint presentations • Role-play
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LEARNING STRAND

3.0 Foundations of Civilization - The Rise of Belief Systems

ENDURING UNDERSTANDING(S)

- Geography influences a person’s needs, culture, opportunities, choices, religion, and skills.
- People develop ethical and legal systems to manage conflict and create order.

ESSENTIAL QUESTION(S)

- How do civilizations create order and establish power?

LEARNING OBJECTIVES *The student will:*

- 3.1 Distinguish between Animism, Polytheism, Henotheism, Monotheism & Pantheism
- 3.2 Evaluate the common values of at least 2 societies believing in Animism such as:
 - Celtic Europe
 - Bantu Africa
 - Aboriginal Australia
 - Native North Americans
 - Polynesians
- 3.3 Examine the common values that polytheistic mythology had on at least 2 groups such as:
 - The Ancient Egyptians
 - The Ancient Greeks
 - The Ancient Sumerians
 - The Aztecs
 - The Norse
- 3.4 Compare and contrast how Judaism, Hinduism, Buddhism, Taoism, Christianity, Confucianism & Islam view the following concepts:
 - The role of God(s)
 - Belief in an afterlife/salvation
 - Proper ritual & worship
 - Morality
 - Social classes/social relationships
- 3.5 Illustrate how at least 2 of the following areas demonstrate the Greek belief of a man-centered world:
 - Natural Philosophy of Thales, Heraclitus & Democritus
 - Philosophical works of Socrates, Plato & Aristotle
 - Dramatic works of Aeschylus, Sophocles & Euripides
 - The historical works of Herodotus &

INSTRUCTIONAL SUPPORT MATERIALS

- *Philosophy*, Curriculum Unit, James E. Kasmarek, The Center for Learning, 2002
- Newspapers
- Magazines
- Internet
- Maps/atlasses
- *Ancient World History*, supplemental program, Teachers’ Curriculum Institute
- apcentral.collegeboard.com
- www.hyperhistory.com/online_n2/History_n2/a.html
- www.historyworld.net/
- www.hartford-hwp.com/archives/ - World History Archives
- www.bartleby.com/67/ - The Encyclopedia of World History
- www.fsmitha.com/ - World History Timeline
- www.worldhistorycompass.com/
- www.womeninworldhistory.com/
- www.infoplease.com/ipa/A0001196.html - World History Timeline

SUGGESTED INSTRUCTIONAL STRATEGIES

- Conduct a dinner party dialogue between peoples of various beliefs
- Create a “religious rulebook” that acts as an instructional manual to conversion
- Put on a play that pits one mythology against another, identifying divergent viewpoints from the cultures themselves
- Re-try Socrates for his “crimes” and debate his possible escape
- Create marketing campaign to spread a religious faith, identifying major demographics sought and attained
- Using a Venn diagram compare and contrast the core beliefs of Animism in at least two of

<p>Thucydides</p> <ul style="list-style-type: none"> • Greek vases & sculptures <p>3.6 Examine how Buddhism branched from Hinduism</p> <p>3.7 Identify the core beliefs of Confucianism</p> <p>3.8 Compare and contrast the values of Christians with the values of the Roman Empire</p> <p>3.9 Analyze why Christianity became a separate religion from Judaism</p> <p>3.10 Evaluate how the context of the Roman Empire lead to the spread of Christianity</p> <p>3.11 Analyze the differences between Catholics and Orthodox Christians</p>	<p>the following; Celtic Europe Bantu Africa, Aboriginal Australia, Native North Americans, Polynesians</p> <ul style="list-style-type: none"> • Create a children’s illustrated story book depicting the myths of the Egyptians, Greeks, Sumerians, Aztecs and the Norse • Construct a graphic organizer depicting the similarities and differences of Judaism, Hinduism, Buddhism, Taoism, Christianity, Confucianism & Islam • Write a dialogue between a Confucian follower and a peasant in which the Confucist convinces the peasant to follow his core beliefs <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Analytical essay on the value of religion to ancient people compared to modern people • PowerPoint presentation “selling” the aforementioned advertising campaign • Teacher observations • Student participation • Tests/quizzes • Projects • Role-plays • Debates • Venn diagram • Graphic organizers • Illustrated story books • Written assessments
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LEARNING STRAND

4.0 Global Dynamics – Migrations

ENDURING UNDERSTANDING(S)

- Culture is a way of life of a group of people who share similar beliefs and customs.
- People are affected by environmental, economic, social, cultural, and civic concerns.
- Global society is diverse, made up of various cultures which bring to interrelationships varied perspectives, contributions, and at times challenges.
- Culture is both a unifying and divisive force in human relations.
- Decisions concerning the allocation and use of economic resources impact individuals and groups.
- Local, national and interregional relationships are affected by economic transactions.
- Societal interactions affect people’s lives, the environment and transform societies.

ESSENTIAL QUESTION(S)

- What is culture?
- What happens when cultures collide?
- What causes change over time?
- How do geography, climate and natural resources affect the way people live and work?
- What affect does the economy have on society?
- How are economic resources distributed?
- How does the availability of resources impact the actions of a society?
- How did trade effect local, regional and international relationships?
- How did the wealth and resources of the east motivate the west to expand?
- How did migrations impact society?
- What motivated people to migrate?

LEARNING OBJECTIVES *The student will:*

- 4.1 Analyze the common reasons why Central Asian peoples migrated into the Roman Empire, Han China and India
- 4.2 Compare and contrast the similar effects these migrations had on each society
- 4.3 Determine the impact of Germanic institutions on feudal Europe
- 4.4 Examine the reasons why Islam spread so far and so fast across North Africa and Southwest Asia
- 4.5 Examine the relationship between Classical, Pagan, Christian and Islamic ideas during the Middle Ages
- 4.6 Compare the motivations for and impact of Magyar and Slavic migrations on the culture of Eastern Europe
- 4.7 Analyze the reason for the start and the end of Viking conquest and exploration
- 4.8 Examine the impact that the Viking invasions had on European political, military and economic institutions
- 4.9 Examine the impact that the Norman invasions had on the political and cultural institutions of England, Italy and France

INSTRUCTIONAL SUPPORT MATERIALS

- Newspapers
- Magazines
- Internet
- Maps/atlasses
- *World History from 500 to 1700*, supplemental program, Teachers’ Curriculum Institute
- apcentral.collegeboard.com
- www.hyperhistory.com/online_n2/History_n2/a.html
- www.historyworld.net/
- www.hartford-hwp.com/archives/ - World History Archives
- www.bartleby.com/67/ - The Encyclopedia of World History
- www.fsmitha.com/ - World History Timeline
- www.worldhistorycompass.com/
- www.womeninworldhistory.com/
- www.infoplease.com/ipa/A0001196.html - World History Timeline

SUGGESTED INSTRUCTIONAL STRATEGIES

<p>4.10 Identify the positive and negative effects that occurred as a result of Christian Crusades and Islamic Jihads</p> <p>4.11 Evaluate the relationship between religion and war</p> <p>4.12 Analyze the reasons that the Mongols were able to expand their influence throughout Asia and Eastern Europe</p> <p>4.13 Identify the different theories regarding the origins of Polynesian migration</p> <p>4.14 Compare and contrast the development of Polynesian society on diverse islands</p> <p>4.15 Determine the reasons why the Bantus migrated throughout Sub-Saharan Africa</p> <p>4.16 Analyze the cultural, political and social customs that shaped Sub-Saharan Africa</p>	<ul style="list-style-type: none"> • Create a medieval town government and have the government adjudicate a response to foreign invasion (Viking or Muslim) • Create a fictitious war game – which empire would have won if they all went to war? • Map the major worldwide migrations such as China, Islamic Empire, Huns, Bantu and Polynesians • Construct a three column chart that categorizes the impact Vikings had on European political, economic and social institutions • Answer a Document-Based Question in which students argue the primary cause of the Crusades and Islamic Jihads • Create PowerPoint presentations analyzing the cultural, political and social customs of various Sub-Saharan African peoples <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Projects • Student participation • Teacher observations • PowerPoint presentations • Map assessments • Charts • Written assessments
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LEARNING STRAND

5.0 Global Dynamics – Regional to Global Contacts

ENDURING UNDERSTANDING(S)

- Culture is a way of life of a group of people who share similar beliefs and customs.
- People are affected by environmental, economic, social, cultural, and civic concerns.
- Global society is diverse, made up of various cultures which bring to interrelationships varied perspectives, contributions, and at times challenges.
- Culture is both a unifying and divisive force in human relations.
- Decisions concerning the allocation and use of economic resources impact individual and groups.
- Local, national and interregional relationships are affected by economic transactions.
- Societal interactions affect people's lives, the environment and transform societies.

ESSENTIAL QUESTION(S)

- What is culture?
- What happens when cultures collide?
- What causes change over time?
- How do geography, climate and natural resources affect the way people live and work?
- What affect does the economy have on society?
- How are economic resources distributed?
- How does the availability of resources impact the actions of a society?
- How did trade effect local, regional and international relationships?
- How did the wealth and resources of the east motivate the west to expand?

LEARNING OBJECTIVES *The student will:*

- 5.1 Analyze the role that contact with China had on Classical Japanese culture & religion
- 5.2 Connect the success of trans-Saharan trade with the development of civilizations such as those in Mali, Shanghai, Mousa Musa, and Timbuktu
- 5.3 Examine the products, modes of exchange and geography of the trans-Continental exchange of the following networks:
- The Silk Road
 - Indian Ocean spice trade in E. Asia, SW Asia, Arabia & E. Africa
 - Arabian trade caravans
 - Italian Mediterranean trade with the Middle East
 - The growth of European towns and trade leagues
- 5.4 Analyze the significance of the beginning and end of the great sea voyages of the Ming Dynasty of China
- 5.5 Identify the role trans-Continental trade played in the spread of plague in the 14th

INSTRUCTIONAL SUPPORT MATERIALS

- Newspapers
- Magazines
- Internet
- Maps/atlasses
- *World History from 500 to 1700*, supplemental program, Teachers' Curriculum Institute
- apcentral.collegeboard.com
- www.hyperhistory.com/online_n2/History_n2/a.html
- www.historyworld.net/
- www.hartford-hwp.com/archives/ - World History Archives
- www.bartleby.com/67/ - The Encyclopedia of World History
- www.fsmitha.com/ - World History Timeline
- www.worldhistorycompass.com/
- www.womeninworldhistory.com/
- www.infoplease.com/ipa/A0001196.html - World History Timeline

SUGGESTED INSTRUCTIONAL STRATEGIES

- Illustrate trade and products on a map of old

<p>century</p> <p>5.6 Analyze the social, economic, political and cultural effects the Black Death had on European society</p> <p>5.7 Connect the agricultural innovations of China and Western Europe to expanding trade, specialization and urbanization</p> <p>5.8 Compare the positives and negatives of free labor, slavery and serfdom</p> <p>5.9 Compare the positives and negatives of the European guild system and putting-out system</p> <p>5.10 Compare and contrast the role that the tribute system played in the Aztec and Inca empires</p> <p>5.11 Evaluate Spain and Portugal's motivations for exploration</p> <p>5.12 Analyze the different patterns of European conquest in America, Africa & Asia</p> <p>5.13 Analyze the role Christian churches played in the colonization of America</p> <p>5.14 Compare and contrast the political, economic, and social institutions of Spanish and English America</p> <p>5.15 Examine why the slave trade and the plantation system developed in America</p> <p>5.16 Identify the routes and products involved in Triangular Trade</p> <p>5.17 Analyze the legacy that the slave trade had on Europe, Africa and Asia</p> <p>5.18 Determine the positive and negative effects of European interaction with the Americas</p> <p>5.19 Evaluate how the concept of race changed as a result of the American assimilation of European, African, Asian and American peoples</p> <p>5.20 Examine how the colonial experience changed European views on human nature, economics and international relations</p>	<p>world trade routes</p> <ul style="list-style-type: none"> • Rank the economic strength of each region of the trans-Continental exchange • Create a chart differentiating New World contributions to the Old World and vice versa as a result of the Colombian Exchange • Role-play a trader; set up a situation where the trader must set up the most profitable trade route with the least amount of travel (measured in string) and compare with actual trade routes • Journal the life of a slave from Africa to the Americas • Write lyrics that describe colonialism from the native and European perspective • Evaluate the guild system by becoming a medieval reporter and interviewing the major Constituencies • Write a One-Page Analysis in which students rank the oldest cultural contributions from China to Japan • Create a collage of the Columbian Exchange containing foods that came from the Old World to the New World and vice versa • Write a diary entry during the Black Plague from the perspective of either a physician, victim, priest, or local noble • Debate who had the better political, economic and social institutions, Spanish or English America <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Map assessments • Tests/quizzes • Student participation • Teacher observations • Charts/graphs • Role-plays • Written assessments/journals • Collages • Diary entries • Debates
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LEARNING STRAND

6.0 The Individual and The State - Intellectual, Religious & Technological Revolutions

ENDURING UNDERSTANDING(S)

- Progress is defined by cultural interpretations.
- Scientific and technological developments effect people’s lives, the environment and transform societies.

ESSENTIAL QUESTION(S)

- How did the various levels of technological development effect different cultures?
- How was society changed by technological and scientific advancements?

LEARNING OBJECTIVES *The student will:*

- 6.1 Analyze how Italian Humanism was a reflection of the shift from a god-centered to a more man-centered perspective
- 6.2 Evaluate how toleration in the Mughal Empire led to social stability in India
- 6.3 Identify the key elements of Protestantism
- 6.4 Compare and contrast the beliefs of Lutheranism, Calvinism and Anglicanism
- 6.5 Analyze how South American Catholicism is a mixture of European, African and Native American beliefs
- 6.6 Evaluate how various branches of Islam effected the building of such empires as the Persian, Ottoman and Safavid
- 6.7 Examine the role technology played in the advancement of European intellectual and economic movements
- 6.8 Analyze why Eastern Civilization rejected Western technologies and the impact that had their relationship
- 6.9 Examine the major discoveries of the Scientific Revolution and how it fostered the idea of Natural Law in the physical world
- 6.10 Analyze the concept of human rights as expressed in the Enlightenment
- 6.11 Evaluate what technological advances and economic advantages led to the first Industrial Revolution
- 6.12 Examine how Latin American revolutions connected to those in Europe

INSTRUCTIONAL SUPPORT MATERIALS

- *Galileo*, Berthold Brecht
- Newspapers
- Magazines
- Internet
- Maps/atlases
- *World History from 500 to 1700*, supplemental program, Teachers’ Curriculum Institute
- apcentral.collegeboard.com
- www.hyperhistory.com/online_n2/History_n2/a.html
- www.historyworld.net/
- www.hartford-hwp.com/archives/ - World History Archives
- www.bartleby.com/67/ - The Encyclopedia of World History
- www.fsmitha.com/ - World History Timeline
- www.worldhistorycompass.com/
- www.womeninworldhistory.com/
- www.infoplease.com/ipa/A0001196.html - World History Timeline

SUGGESTED INSTRUCTIONAL STRATEGIES

- Use the planetarium for a demonstration of Galileo’s sightings
- Recreate an experiment from the scientific revolution and explain its significance
- Simulate an assembly line and evaluate maximum efficiency
- Write a manifesto of human rights for the people of the world
- Create a Venn diagram depicting the similarities and differences of the Protestant and Catholic faiths
- Collaboratively present a business proposal for a new technological advancement of the early modern period

- Create a WebQuest to uncover the major discoveries of the Scientific Revolution
- Write a compare/contrast essay on the revolutions of Latin America and Europe

SUGGESTED ASSESSMENT METHODS

- Student participation
- Tests/quizzes
- Teacher observations
- Projects
- Written assessments
- Venn diagrams
- Student presentations
- WebQuests

LEARNING STRAND

7.0 The Individual and The State - Political & Social Revolutions

ENDURING UNDERSTANDING(S)

- People develop systems to manage conflict and create order.
- Conflict resolution can involve aggression, compromise, and cooperation.
- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- Institutions evolve to meet the needs of the people.

ESSENTIAL QUESTION(S)

- What impact did the development of Democratic societies have on individual rights?
- What is power?
- How do competing interests influence how power is distributed and exercised?
- How are governments created, structured, maintained and changed?
- What happens in the absence of government?
- Why do we have rules and laws; and what would happen if we didn't?

LEARNING OBJECTIVES *The student will:*

- 7.1 Analyze the causes of the English and French Revolutions
- 7.2 Determine the effect the English Revolution had on the relationship between the monarchy and Parliament
- 7.3 Evaluate how the English Revolution was the foundation for the ideals of individual rights
- 7.4 Explain the political and social outcomes of the English and French Revolutions
- 7.5 Compare and contrast the social and political elements of Middle Eastern empires with those of Europe at the time
- 7.6 Examine the reasons for the decline of the Ottoman Empire
- 7.7 Evaluate the resistance in Indian society to promote individual liberty and to question the caste system
- 7.8 Determine the effects Confucianism in China had on maintaining the welfare of the community over individual rights

INSTRUCTIONAL SUPPORT MATERIALS

- Newspapers
- Magazines
- Internet
- Maps/atlas
- *World History from 500 to 1700*, supplemental program, Teachers' Curriculum Institute
- *Modern World History*, supplemental program, Teachers' Curriculum Institute
- apcentral.collegeboard.com
- www.hyperhistory.com/online_n2/History_n2/a.html
- www.historyworld.net/
- www.hartford-hwp.com/archives/ - World History Archives
- www.bartleby.com/67/ - The Encyclopedia of World History
- www.fsmitha.com/ - World History Timeline
- www.worldhistorycompass.com/
- www.womeninworldhistory.com/
- www.infoplease.com/ipa/A0001196.html - World History Timeline

SUGGESTED INSTRUCTIONAL STRATEGIES

- Simulate the reign of terror using History Alive! materials
- Examine a painting of French Royalty; what does it represent to other nobility and to the common people?

- Create speeches representing the different viewpoints espoused in the English or French revolution
- Create greeting cards from different caste positions outlining delineations in class
- Chart the various stages of revolutions and apply them to the English and French Revolutions
- Collaboratively rank and defend the reasons for the Ottoman Empire's decline
- For one class, students will be categorized by the teacher into different castes with rewards and punishments. Write a reaction on the experience and how it relates to the Indian caste system

SUGGESTED ASSESSMENT METHODS

- Role-plays
- Student participation
- Written assessments
- Projects
- Tests/quizzes
- Teacher observations
- Charts
- Student presentations
- Reaction papers

LEARNING STRAND

8.0 From the Nation State to the Global State – Nationalistic Competition

ENDURING UNDERSTANDING(S)

- Culture is a way of life of a group of people who share similar beliefs and customs.
- Global society is diverse, made up of various cultures which bring to interrelationships varied perspectives, contributions, and at times challenges.
- Culture is both a unifying and divisive force in human relations.
- Conflict resolution can involve aggression, compromise, and cooperation.
- Decisions concerning the allocation and use of economic resources impact individuals and groups.
- Geography influences a person's needs, culture, opportunities, choices, religion, and skills.
- Maintaining power is inherently difficult.
- Global relationships are affected by economic transactions.
- Scientific and technological developments affect people's lives, the environment and transform societies.

ESSENTIAL QUESTION(S)

- What is culture?
- What happens when cultures collide?
- What is power?
- How do competing interests influence how power is used and justified?
- How does the availability of resources impact the actions of a society?
- How did trade effect global relationships?
- How did popular opinions shape institutions?

LEARNING OBJECTIVES *The student will:*

- 8.1 Analyze the effects of nationalism on European monarchies such as those in Germany, Italy and Russia
- 8.2 Analyze the effects of imperialism and nationalism on Europe and Africa during the Imperial age
- 8.3 Appraise the effectiveness of African resistance to European dominance (e.g., Malinke vs. French, Ashanti/Zulu vs. British)
- 8.4 Critique Asian resistance or acceptance of Western society (e.g., Meiji Japan, China - Opium Wars, nationalist revolution, Boxer Rebellion)
- 8.5 Evaluate the struggles that Latin American countries encountered in forming a national identity
- 8.6 Analyze European imperialism in the Middle East and the quest for national identity (e.g., Zionism, Kurds, European mandates, Arab nationalism)

INSTRUCTIONAL SUPPORT MATERIALS

- Newspapers
- Magazines
- Internet
- Maps/atlasses
- *Modern World History*, supplemental program, Teachers' Curriculum Institute
- apcentral.collegeboard.com
- www.hyperhistory.com/online_n2/History_n2/a.html
- www.historyworld.net/
- www.hartford-hwp.com/archives/ - World History Archives
- www.bartleby.com/67/ - The Encyclopedia of World History
- www.fsmitha.com/ - World History Timeline
- www.worldhistorycompass.com/
- www.womeninworldhistory.com/
- www.infoplease.com/ipa/A0001196.html - World History Timeline

<p>8.7 Determine how the global movement of nationalism initiated global conflict (e.g., World War I, World War II)</p>	<p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Engage in a strategic simulation of the scramble for Africa based on European strengths and weaknesses • Simulate a native government in Asia and determine the best course of action for resistance or acceptance of the west • Create a timeline of events that shaped the modern middle east and then draw conclusions that explain modern-day conflict • Assemble cultural profiles of subjugated peoples worldwide and produce a classroom collection of injustices • Re-write history at the beginnings of the world wars; what could have been done to prevent global conflict? • Map the different nationalities in such empires as the Russian, British, Austrian and Ottoman • Organize a mock Treaty of Versailles where varying positions are defended • Simulate how the entangling treaties of European nations ended in World War I <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Written assessments • Student presentations • Tests/quizzes • Projects • Timelines • Student participation • Rubrics • Map assessments • Mock conference • Simulations
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LEARNING STRAND

9.0 From the Nation State to the Global State - Globalization

ENDURING UNDERSTANDING(S)

- Global society is diverse, made up of various cultures which bring to interrelationships varied perspectives, contributions, and at times challenges.
- Culture is both a unifying and divisive force in human relations.
- Decisions concerning the allocation and use of economic resources impact individuals and groups.
- Geography influences a person's needs, culture, opportunities, choices, religion, and skills.
- The need for security often conflicts with the desire for freedom.
- Global relationships are affected by economic transactions.
- Progress is defined by cultural interpretation.
- Global societies interact creating varied perspectives, contributions and challenges.

ESSENTIAL QUESTION(S)

- What happens when cultures collide?
- How do geography, climate and natural resources affect the way people live and work?
- What is power?
- How do competing interests influence how power is used and justified?
- What effect does the economy have on society?
- How did trade effect global relationships?
- How did popular opinion help shape institutions?
- Which system is more effective: market-based or centrally planned economies?

LEARNING OBJECTIVES *The student will:*

- 9.1 Illustrate the polarization of the globe due to the Cold War
- 9.2 Compare and contrast the competing economic models of market based and centrally planned economies such as:
 - Hyperinflation in Bolivia
 - Contagion in southeast Asia
 - India's permit Raj
 - African collapse and genocides
 - Middle-East's combination of oil monies and Islamic fundamentalism
 - Chinese "capitalistic communism"
 - Great Britain's shift under Margaret Thatcher
 - The "Reagan Revolution"
- 9.3 Evaluate the reasons for the fall of the Soviet Bloc
- 9.4 Defend the value of free trade in the global market economy
 - Discuss the resistance to and benefits of the World Trade Organization (WTO)

INSTRUCTIONAL SUPPORT MATERIALS

- *Commanding Heights*, Frontline, PBS
- *The World is Flat*, Thomas Friedman
- Newspapers
- Magazines
- Internet
- Maps/atlases
- *Modern World History*, supplemental program, Teachers' Curriculum Institute
- apcentral.collegeboard.com
- www.hyperhistory.com/online_n2/History_n2/a.html
- www.historyworld.net/
- www.hartford-hwp.com/archives/ - World History Archives
- www.bartleby.com/67/ - The Encyclopedia of World History
- www.fsmitha.com/ - World History Timeline
- www.worldhistorycompass.com/
- www.womeninworldhistory.com/
- www.infoplease.com/ipa/A0001196.html - World History Timeline

<ul style="list-style-type: none"> • Identify the benefits of global allocative efficiency on world-wide welfare <p>9.5 Examine the various challenges faced by the globalized world</p> <p>9.6 Examine intellectual and technological concepts that define the modern era</p>	<p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Play a market game simulation that demonstrates how a market democracy allocates resources • Play a market game that demonstrates how a centrally planned economy allocates resources • Compare and contrast the strengths and weaknesses of both a market democracy and a centrally planned economy using a Venn diagram • Debate the value of global interconnectivity and economic interdependence • Predict what the world will be like and what challenges will still exist in 50 years • Create a portfolio of human experiences due to globalization around the world and evaluate the impact • Model a United Nations meeting specific to self-determination • Map the different spheres of influence for democratic and communist societies • Answer a Document-Based Question on what caused the fall of the Soviet Union • Choose the most important intellectual or technological concept of the modern era and construct a poster defending the position • Debate the ideal of the United Nations versus the reality of its implementation <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Student participation • Written assessments • Portfolios • Teacher observations • Tests/quizzes • Debates • Projects • Map assessments • Graphic organizers
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