

Social Studies

Course/Grade Level: World History / 10th grade Honors

Unit Title: World History Honors 1548

This course is a survey of the origins of the human race from a global perspective beginning with prehistoric times through present world events. The diversity of culture and the evolution of human history will be explored chronologically from the beginning of time until the rise of nation states and the development of worldwide conflicts and problems. The course stresses the framework of political history of the world during this time, as well as the character and dynamics of different civilizations. The interrelationship of the political, social economic, artistic, and intellectual life of various cultures is developed. Emphasis is given to evolving cross-cultural influences, the evolution of power politics, rise of capitalism and imperialism, socialist, fascist, and fascist and Marxist revolutionary movements and the dynamics of the modern Third World. Students will analyze and interpret significant historical events crucial to an understanding of world history. Students will evaluate economic principles and concepts as they relate to an economy. Students will analyze and draw conclusions about the major elements of geography and their relationship to change in nations. Students will employ a variety of primary and secondary resources to illustrate knowledge of nations, peoples, and events in history. Students will use this knowledge to present in written, verbal, and multi-media expressions of their own analysis and perception so the causes and effects of events, people, and movements of the past to demonstrate comprehension of various time periods in world history.

Indiana Academic Standard	Why is it Important to Learn this Standard?	Indiana Proficiency Indicators	Assessments	Suggested Activities	Time Frame	Resources
Standard 3 -- Classical Civilizations of Greece and Rome: 2000 B.C.E. to 500 C.E. Students will examine the antecedents, origins, development, and achievements of the classical civilizations of Greece and Rome from 2000 BCE to 500 CE.	Students should be able to explain how the advancement of ancient civilizations influenced world history and Western civilization.	Trace the origins of Cretan civilization and its impact on later civilizations on the Greek mainland. Describe the institutions and traditions of the Greek city-based republics, their influence on the lives of citizens and other residents, and their impact on the development of democratic and republican forms of government. (Civics and Government) Compare and contrast the daily life, social hierarchy, culture, and institutions of Athens and Sparta; describe the rivalry between Athens and Sparta, and explain the causes and consequences of the Peloponnesian War. (Geography; Civics and Government; Individuals, Society, and Culture) Describe the rise of Alexander the Great to power, the development and demise of his empire, and his legacy. Describe Roman republican government and society, and trace the changes that culminated in the end of the republic and the beginning of the Roman Empire.	Students will complete tests, quizzes, timelines, guided readings, map exercises, graphic organizers, presentations, and essays to demonstrate progress. Students will identify political and military leaders associated with ancient Greece. Students will identify philosophers and their role in advancing Greek civilization as well as the impact of their work on Western civilization. Students will explain the role of maritime trade in the development and expansion of Greek civilization. Students will discuss the role of political developments in Roman states and their role in forming the empire.	Students will write essays citing historical facts that compare and contrast the advancement of Greek civilization to the technologically advanced nations of modern times and offer similarities or differences in the effects on world history. Students will create maps indicating trade routes and battles that affected the expansion of Greek civilization. Students will work in small groups to fully explore the beliefs of ancient philosophers and present information to the rest of the class, concentrating on the effects evident in Western Civilization. Students will make graphic organizers that explain the relationship between Roman government and religious beliefs of the Eastern Mediterranean.	4.5 weeks	Text-Prentice Hall World History: Connections to 2003 and ancillary Chapters 5-6 Computer Lab and Library will be used for research, word processing, and PowerPoint presentations. Outline maps-(NYS)

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	beginning of the Roman Empire. (History; Civics and Government; Individuals, Society, and Culture)	Describe Roman achievement in law and technology and explain their impact on various peoples and places in subsequent periods of world history. (Individuals, Society, and Culture)	Students will identify the role of military conquest and technological advancement in the expansion of the Roman Empire.	organizers that explain the use of military force and technology to conquer territory and maintain an empire.	Multimedia projec
Standard 4 — Major Civilizations, States, and Empires in Asia, Africa, and the Americas: 1000 B.C.E. to 1500 C.E. Students will trace the development of major civilizations, states, and empires in different regions of Asia, Africa, and the Americas from 1000 B.C.E. to 1500 C.E.	Students should be able to explain the advancement of Asian, African, and American civilizations and compare them to that of Western civilization.	Students will trace the developments and major achievements of a non-Western civilization. Students will identify the role of a non-Western civilization in world history compare and contrast it with other non-Western cultures.	Students will complete tests, quizzes, timelines, guided readings, map exercises, graphic organizers, presentations, and essays to demonstrate progress. Students will identify geography and cultural differences of Asian, African, and American civilizations. Students will explain differences between Western and non-Western civilization during the time period.	Students will create timelines for each continent demonstrating the rise of civilizations. Students will work in small groups to create maps of ancient civilizations. Students will work in small groups to choose a civilization of Asia, Africa, or America and explain the culture and religion to the class in a presentation and compare it to that of Western society.	3 weeks Text-Prentice Hall World History: Connections to To and ancillaries Chapters 2-4,7 Laser Disc: Prentice Hall: Connections to To Computer Lab and Library will be use research and word processing and PowerPoint presentations. Outline maps-(Nys Multimedia projec

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Standard 5 — Medieval Europe and the Rise of Western Civilization: 500 to 1500	Students should be able to explain the development of Western Civilization after the peak of the Roman Empire and the role of the Church in the daily life.	Describe the impact on Western Europe of the collapse of the Roman Empire. Describe the importance of Christian monasteries and convents as centers of education, political power, economic productivity, and commercial life, and describe their roles in spreading the Christian religion and civilization throughout Western and Central Europe. (Individuals, Society, and Culture) Describe the rise and achievements of Charlemagne and the Empire of the Franks, and explain how the idea of Christendom influenced the development of cultural unity in Europe. (Individuals, Society, and Culture) Define feudalism and the manorial system, and explain their impact upon European civilization. (Economics; Civics and Government; Individuals, Society, and Culture) Describe the technological improvements in agriculture and the growth of towns, guilds, and banking during the Middle Ages. (Economics) Explain the Great Schism of 1054 and the development of Eastern and Western branches of Christianity. (Individuals, Society, and Culture)	Students will complete tests, quizzes, timelines, guided readings, map exercises, graphic organizers, presentations, and essays to demonstrate progress. Student will explain why many believe that the middle ages were detrimental to the progress of Western civilization in comparison to preceding and proceeding time periods. Students will explain the importance of Christianity in Medieval society and compare it to the same in our society. Students will identify leaders, both political and religious, who impacted the history of Western civilization during the time period. Students will identify the reason for the rise of the manorial system and feudalism and their role in maintaining order. Students will explain the role of guilds and economic system of the Medieval period. Students will identify the reasons for the split of the Church and the areas associated with each side of the schism.	Students will create graphic organizers of advances made during the Middle Ages and debate the progress of Western civilization during the time period. Students will write diary entries as a person living in a Medieval European village. Students will work in small groups to explain what segments of our society could best adapt to feudalism and the manorial system and offer reasons that other segments would be less suitable. Students will create charts or graphic organizers that explain feudalism and the manorial system. Students will compare and contrast guilds and modern unions by creating side-by-side charts of hierarchy and goals. Students will write a newspaper article as a reporter covering the split in the Church.	4 weeks	Text-Prentice Hall World History: Connections to To and ancillaries Chapters 8-10 Laser Disc: Prentice Hall: Connections to To Computer Lab and Library will be use research and word processing and PowerPoint presentations. Outline maps-(Nys Multimedia projec
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		Explain the causes of the Crusades and their consequences for Europe and Southwest Asia, including the growth in power of the monarchies in Europe. (Civics and Government; Individuals, Society, and Culture)	Students will identify and explain the Crusades and areas affected.	Students will create maps of areas loyal to the Eastern and Western Church. Students will work in small groups to create timelines and maps that document the crusades. Students will compare and contrast in class discussions and essays the Crusades and the holy wars that have occurred in recent times. (How long have people been killed in the name of religion?)		
Standard 6 — The Renaissance and Reformation in Europe and the Development of Western Civilization: 1250 to 1650 Students will examine the antecedents, events, outcomes, and legacies for Western Civilization of the Renaissance and Reformation from	Students should be able to discuss the cultural developments of the Renaissance and Reformation in Europe, including politics, religion, and scientific discovery.	Trace the origins and developments of the Renaissance in the Italian peninsula. Explain its diffusion throughout Western Europe and its impact on peoples and places associated with Western Civilization. Describe the main themes and achievements of the Renaissance, including its impact on science, technology and the arts. Example: Recognize and explain the importance of the artists of the southern and northern Renaissance, such as Michelangelo, Leonardo da Vinci, Brueghel. (Individuals, Society, and Culture) Analyze the discontent of Christian reformers with the	Students will complete tests, quizzes, timelines, guided readings, map exercises, graphic organizers, presentations, and essays to demonstrate progress. Students will identify advances in the arts and sciences as well as the people responsible for such developments. Students will identify the causes of the outbreak of the plague and effects on Western Civilization.	Students will copy pages from a book of reference to stress the importance of the printing press and understand the scarcity of books that existed before its invention. Students will create maps illustrating the advance of the plague. Students will write journal entries as an educated person living in Europe during the outbreak of the plague. Students will work in small groups to research Italian City-States and predict the role they would play in the unification of Italy later.	3.5 weeks	Text-Prentice Hall World History: Connections to To and ancillaries Chapter 14 Laser Disc: Prentice Hall: Connections to To Computer Lab and Library will be used for research and word

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1250 to 1650.	Roman Catholic Church of the sixteenth century, which led to the Protestant Reformation. (Individuals, Society, and Culture) Trace the origins and development of the Church of England. (Civics and Government; Individuals, Society, and Culture) Explain the purposes, policies, and importance of the Catholic Reformation (the Church's response to the Protestant Reformation) and its consequences, including the Council of Trent. (Individuals, Society, and Culture)	Students will explain the effects of the printing press on religion and the challenges to the traditional role of the Church and reactions to such challenges. Students will identify individuals responsible for the divisions of the Church and compare them to modern religious figures.	Students will create graphic organizers that illustrate the different divisions of the Church during the Reformation. Students will choose an invention of the period and sketch the idea as if presenting it to a scientific society. Students will compare and contrast the plague with more recent outbreaks of deadly diseases in class discussion. Students will list the numerous denominations of Christianity active locally and discuss the reasons for the divisions that exist. Students will research prominent figures of the Reformation and work in small groups to explain how they would react to the direction of our society today in class discussion or presentations. Students will create maps illustrating the nations sponsoring exploration and routes taken by explorers and present in PowerPoint presentations.	Library will be use research and word processing and PowerPoint presentations. Outline maps--Nys Multimedia projec
Standard 7 Worldwide Exploration, Conquest, and Colonization, 1450 to 1750	Explain the causes and conditions of worldwide voyages of exploration and discovery by expeditions from Portugal, Spain, France, England, and the Netherlands. Explain the encounters between Europeans and peoples of sub-Saharan Africa, Asia, and the Americas, and the consequences of these encounters.	Tests, quizzes, map exercises, timelines, graphic organizers, and guided reading exercises will be used to monitor student progress. Students will gather and present information about assigned nations and their role in exploration and colonization in order to demonstrate	3 weeks	Text-Prentice Hall World History: Connections to To and ancillaries Chapters 15-16

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<i>Students will examine the causes, events, and consequences of European worldwide exploration, conquest, and colonization: 1450 to 1750.</i>	such status as well as the effects on indigenous peoples.	Saharan Africa, Asia, and the Americas and the consequences for the various peoples involved in these global interactions. (Economics; Geography; Individuals, Society, and Culture) Identify major technological innovations in shipbuilding, navigation, and naval warfare, and explain how these technological advances were related to European voyages of exploration, conquest, and colonization. (Economics; Individuals, Society, and Culture)	and their role in exploration and colonization in order to demonstrate mastery of themes and patterns of interaction between nations and colonies. Students will explain the goals of early explorers and discuss the success of their efforts. Students will identify nations involved in explorations and their motivations. Students will identify the effects of exploration and colonization on the nations that participated in such activities. Students will identify individuals and specific dates to explain the progress of exploration.	Students will create graphic organizers illustrating the motivations and results of exploration. Students will create timelines that illustrate the important events of illustration, including major figures and nations involved. Students will create packing lists of items they would take if sent to colonize a new territory. Students will create posters enlisting citizens for colonization efforts. Students will write journal entries as colonial subjects.	Laser Disc: Prentice Hall: Connections to To Computer Lab and Library will be use research and word processing and PowerPoint presentations. Outline maps-(Nys Multimedia projec
Standard 8 Scientific, Political, and Industrial Revolutions: 1500 to 1900 <i>Students will examine the causes, events, and global consequences of the scientific, political, and industrial</i>	Students should be able to identify the role of scientific, political, and industrial advances in the formations of modern nations and course of western civilization.	Explain the modern scientific method, which exemplified the Scientific Revolution, and distinguish modern science from science in preceding periods of world history. (Individuals, Society, and Culture) Analyze the impact of science upon technology, government, economy, and society in Europe, and explain the global importance of the Scientific Revolution. (Economics; Civics and Government; Individuals,	Tests, quizzes, essays, timelines, guided readings, graphic organizers, presentations, and formation of political philosophies will be used to monitor student progress. Students will identify individuals responsible for advances in scientific methods. Students will identify individuals responsible for revolutionary political thought and repercussions of their ideas.	5 weeks Students will create graphic organizers illustrating advances in sciences during the time period, including individuals responsible. Students will sketch the human body (muscular, skeletal, or circulatory systems) and discuss the difficulty of gaining such information without exploratory dissections. Students will make charts of prominent political scientists and philosophers of the time period that illustrate major ideas and modern governments that have adopted the theories.	Text-Prentice Hall World History: Connections to To and ancillaries Chapters 18-22 Laser Disc: Prentice Hall: Connections to To

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revolutions that originated in Western Europe and profoundly influenced the world from 1500 to 1900.	Revolution. (Economics; Civics and Government; Individuals, Society, and Culture) Explain the concept of "the Enlightenment" in European history, and describe its impact upon political thought and government in Europe, North America, and other regions of the world. (Economics; Civics and Government) Examples: John Locke, Thomas Hobbes, Baron de Montesquieu, and Jean Jacques Rousseau.	Students will explain the progression of the French Revolution and individuals responsible for such changes. Students will explain changes both radical and reactionary in Western Europe that resulted from the French Revolution. Students will identify the accomplishments and failure of Napoleon as ruler of France. (What happened to the people and territory of France during his rule?)	modern governments that have adopted the theories. Students will choose a political philosophy from the time period and defend or question its viability in an essay. Students will create graphic organizers that illustrate the structure of Pre-Revolutionary French society. Students will create timelines of the French Revolution. Students will create maps that illustrate Europe before and after the French Revolution and the Congress of Vienna. Students will write essays about the causes of revolutions, citing facts from the time period that support their ideas. Students will compare and contrast the political revolutions of the time period to more modern revolutions that have changed contemporary politics and discuss their conclusions in a forum. Students will create graphic organizers illustrating the effects of the Industrial Revolution on remnants of manorial economic systems of	Computer Lab and Library will be use research and word processing and PowerPoint presentations.	Outline maps- QNys Multimedia projec
	Compare and contrast the causes and events of the American and French Revolutions as well as independence movements in Latin America in the late eighteenth century and their consequences for the growth of liberty, equality, and democracy in Europe, North America, and other parts of the world. (Civics and Government; Individuals, Society, and Culture)	Students will explain causes for social unrest during the period of industrialization and identify segments of society adversely affected.			
	Describe the causes and conditions of the Industrial Revolution in England, Europe,	Students will explain the role of power-aided machines in replacing manual labor.			Book: Western Ma the Modern World Industrialism, 8

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		conditions of the Industrial Revolution in England, Europe, and the United States, and explain the global consequences. (Economics; Individuals, Society, and Culture) People-Eli Whitney, Adam Smith, Jethro Tull, Thomas Malthus, and Richard Arkwright Explain the rise of socialism and communism in the context of the political and industrial revolutions. (Civics and Government; Individuals, Society, and Culture)	Students will explore positive and negative effects of the Industrial Revolution on society and explain how it affected Western Civilization differently from non-Western civilizations. Students will identify political and economic currents that endorsed socialism and communism as well as individuals responsible for their creation and trial. Students will identify responses of nations to socialism and explain the adaptation of modern nations that have avoided such a political system.	on remnants of manorial economic systems of Europe. Students will discuss the rise and role of the middle class in Western Civilization. Students will create profiles of individuals for and against socialism or communism and express their thoughts on the subject in a presentation to the class. Students will debate the theories of Karl Marx and Friedrich Engels in an effort to reach a consensus about the success and future of governments predicted by the subjects.	the Modern World Industrialism, Imperialism, and Computer Lab and Library will be use research and word processing and PowerPoint presentations. Outline maps-(Nys Multimedia projec
Standard 9 Global Imperialism: 1750 to 1900 <i>Students will examine the origins, major events, and consequences of worldwide imperialism from 1750 to 1900.</i>	Students should be able to identify reasons for imperial tendencies, responses from colonial nations, and competition between industrialized nations for raw materials and markets for finished goods.	Discuss the rise of nation-states and nationalism. Define and explain the causes, main events, and global consequences of nineteenth-century imperialism. Analyze the causes and consequences of regional imperialism.	Tests, quizzes, essays, timelines, guided readings, map exercises, and graphic organizers will be used to monitor student progress. Students will identify the changing political maps of the world during the time period. Students will explain Students will identify nations that exercised imperialism and offer respective motivations and results. Students will explain the impact of imperialism on non-Western Civilizations.	4 weeks Students will create maps illustrating imperial powers and areas subjected to imperialism. Students will create timelines of imperial expansion illustrating the nations and people involved. Students will create charts or graphic organizers illustrating the imperial activities of assigned nations and make PowerPoint presentations to present to the class.	Text-Prentice Hall World History: Connections to To and ancillaries Chapters 25-26 Book: Western Ma the Modern World Industrialism, Imperialism, and Computer Lab and Library will be use research and word processing and PowerPoint

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Standard 10 An Era of Global Conflicts, Challenges, Controversies, and Changes: 1900 to the Present <i>Students will analyze and explain twentieth century trends and events of global significance, such as world wars, international controversies, and challenges, and</i>	Students should be able to identify the failures of diplomacy and the roles of wars in determining relationships between nations and people.	Trace and explain the antecedents, causes, major events, and global consequences of World War I. Explain causes of the February and October Revolutions of 1917 in Russia, their effects on the outcome of World War I, and the success of the Bolsheviks (Communists) in their establishment of the Soviet Union (the Union of Soviet Socialist Republics). (Economics; Civics and Government; Individuals, Society, and Culture)	Tests, Quizzes, essays, timelines, guided readings, and will be used to monitor student progress. Students will explain the causes for the Russian Revolutions and the response of the Western powers. Students will identify factors, groups and individuals responsible for the establishment of Communism in the newly created Soviet Union. Students will examine the society of the Soviet Union and explain the reasons for the rise and fall of Communism. Students will explain the people and events involved in beginning World War I.	Students will work in small groups to present positives and negatives of imperialism during the time period and debate conclusions in class. Students will choose an area targeted by imperial nations and write a 3-5-page paper about the events, people, and effects of the imperial relationship. Students will create timelines of events in Russia preceding the Bolshevik Revolution. Students will write journal entries as a peasant watching events in Russia during the revolution. Students will create charts of what peasants were promised before the revolution and what actually happened afterwards. Students will create graphic organizers illustrating events that led to World War I. Students will examine footage of recreated World War I battles and discuss why casualties were higher than in previous wars.	9 weeks	processing and PowerPoint presentations. Outline maps-(Nys Multimedia projec
<i>cross-cultural Social Studies -- 10th Grade Honors World History 1548 changes that have</i>				Students will write letters as soldiers or family members during World	Text-Prentice Hall World History: Connections to To and ancillaries Chapters 27-37 Outline maps-(Nys Book: Western Ma the Modern World Industrialism, Imperialism, and	Videos: 10

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<i>cross-cultural changes that have connected once separated regions into an incipient global community.</i>	Students will describe the military doctrine adopted by belligerent nations during World War I. Students will examine the results of the Treaty of Versailles and identify key areas that kept peace fragile. Students will identify events in Europe that led to the rise of Adolf Hitler and enabled him to mobilize Germany for war. Trace and explain the antecedents, causes, major events, and global consequences of World War II, including the Holocaust. (Civics and Government; Individuals, Society, and Culture) Explain the origins and purposes of the United Nations in the context of World War I and World War II. Trace and explain the antecedents, causes, major events, and global consequences of the Cold War. (Civics and Government; Individuals, Society, and Culture) Explain the decline and demise of the Soviet Union and the political and economic changes in former communist countries of Central and Eastern Europe. (Economics) Explain the origins of the modern state of Israel, the reactions of Arabic peoples and states, and the conflicts between Israel and other states in its region. (Civics and Government;	as soldiers or family members during World War I. Students will create maps illustrating military campaigns and key battles. Students will create propaganda posters typical of World War I. Students will read the treaty of Versailles, creating amendments and explaining how such amendments may have prevented World War II. Students will work in small groups to write profiles of leaders involved in World War II. Have students create graphic organizers that explain the outbreak of World War II. Students will create maps illustrating Europe and Asia before and after World War II. Students will write essays about causes of genocide and how to prevent it from happening in our society, comparing it to more recent events such as ethnic cleansing. Students will work in small groups to create maps, timelines, and graphic organizers explaining the	Nicholas II and Alexandra, All Qu the Western Front, Kampf, Night and You Died, Escape Sobibor, The Gulf Laser Discs: Prentice Hall: Connections to To The Lessons of W Communism and t Cold War, Electro Field Trips. Jackdaw Kits: The Balkan Confl The Coming of W Cold War
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		Israel and other states in its region. (Civics and Government; Individuals, Society, and Culture) Describe ethnic or nationalistic conflicts and violence in various parts of the world, including Southeastern Europe, Southwest and Central Asia, and Central Africa. (Individuals, Society, and Culture)	Students will explain the diplomatic difficulties in sustaining a Jewish state in an Arab region and the military campaigns that resulted. Students will explain recent conflicts in Africa and Eastern Europe and identify nations that have attempted to aid people suffering as a result of civil wars. Students will identify economies and corporations that transcend international boundaries.	timelines, and graphic organizers explaining the creation of Israel for presentation to the class. (PowerPoint) Students will write a 5-7-page research paper about displaced persons, the difficulties they face, and the results of resettlement. Students will create maps and write summaries of events that have resulted in recent cases of genocide. Students will work in small groups to research a company with international holdings, making presentations about the functions, products, and profits of the corporation.	Students will use the library and computer for research, word processing, and/or PowerPoint computer presentations.
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