

## **World History CP**

### **Course Description:**

This course is a yearlong course that may be completed in the 9<sup>th</sup> or 10<sup>th</sup> grade year. It is a thorough survey course covering pre-historic to modern times, both western and non-western civilizations. Topics covered will include: the rise of civilization, political, social and economic developments of the Middle Ages; the Renaissance and era of discover; the growth of democracy and nationalism, the Industrial Revolution; WWI and WWII, prewar and postwar issues, and current events. The development and influence of various religions, philosophies, and political, social and economic systems will also be examined in context. Emphasis will be on evaluating causes and effects of historical events, trends, discoveries, and concepts, and the inter-relationship of events worldwide.

### **Course Goals/Major Outcomes:**

Students will work towards mastering the California State History-social Science Content Standards. Student understanding of the standards will be measured by teachers, working collaboratively, to consider a multifaceted view of what constitutes a mature understanding of concepts. Students will demonstrate understanding by being able to:

- \*Explain; with supporting facts and data
- \*Interpret; by providing personal dimensions to ideas and events
- \*Apply; by effectively using and adopting what is known in diverse contexts
- \*Demonstrate perspective; by describing points of view of the big picture
- \*Empathize; by finding value in the odd, alien, or implausible
- \*Indicate self knowledge; by being aware of personal style and habit of mind

### **Course Objectives:**

After completion of this course students will be able to:

1. Utilize the tools of a historian to explain past events.
2. Explain the relationship between geography and historical developments.
3. Discuss the impact of major trends like nationalism and industrialization on world events.
4. Describe and understand chronologically major events throughout world history.
5. Evaluate the causes and effects of political and economic imperialism.
6. Explore the history and examine the effects of major world religions and philosophies.
7. Evaluate the role of technology throughout history.
8. Understand how the present relates to the past.
9. Understand the historical development of 20<sup>th</sup> century political and economic concepts and systems.

### **Course Outline:**

Unit One: The Beginnings of Civilization

Topics: The Emergence of Civilization

The First Civilizations

Ancient Indian and Chinese Civilizations

Unit Two: Civilizations of the Mediterranean World

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Topics: The Greek City States  
Greece's Golden and Hellenistic Ages  
The Roman World

Unit Three: The World in Transition

Topics: The Byzantine Empire, Kievan Russian, and The Mongols  
The Islamic Empire  
The Rise of the Middle Ages  
The High Middle Ages  
The Civilizations of East Asia  
Africa and The Americas

Unit Four: Emergence of Modern Nations

Topics: The Renaissance, Reformation, and Scientific Revolution  
European Exploration, Expansion, and Absolutism  
Revolutions and Change in England  
The American and French Revolutions  
Asia in Transition

Unit Five: Industrialism and Nationalism

Topics: The Industrial Revolution  
Life in the Industrial Age  
The Age of Reform  
Nationalism in Europe  
The Age of Imperialism

Unit Six: World War in the Twentieth Century

Topics: World War I and the Russian Revolution  
The Great Depression and the Rise of Totalitarianism  
Political Forces in Africa, Asia, and Latin America  
World War II

Unit Seven: The World Since 1945

Topics: Europe and North America in the Postwar Years  
Asia Since 1945  
Africa and the Middle East  
Latin America  
The Superpowers in the Modern Era  
The World in the Twenty-First Century

**\*\*Key Assignments:**

**In addition to chapter readings, assignments, quizzes, and tests, students will complete the following major assignments for each unit.**

Directions:

- All written assignments are to be typed or legibly written in ink.
- The final paper/project, together with all drafts, will be submitted and the final product will be graded. The teacher or a colleague of the teacher will complete the assessment. The evaluator will consider spelling, grammar, vocabulary, depth of understanding, insight, and other qualities of good writing and whether or not the project meets the scope of the assignment. School approved guidelines for grading, commonly called rubrics, will be followed by the teachers in the grading of student writing assignments.

First Semester:

1. 1. In order to understand the history of the world, an understanding of geography is needed. To begin in the understanding of the cultures and political boundaries of the world, each student is to use maps, atlases, and other resources to locate San Francisco, London, Rome, Athens, Cairo, Baghdad, Tokyo, Rio de Janeiro, Cape town, Sydney, and Hong Kong. Then in a written report indicate the following for each:

- The approximate longitude and latitude, the hemispheres
- In what present day country each is located
- The capital of each country in which these cities are located
- The type of government for each country (examples: democracy, monarchy, dictatorship)
- The nearest navigable body of water
- The present day approximate population
- Major landmarks or monuments
- The major source of income for the population
- The major ethnic group
- The predominate religion practiced

2. Select from one or both of the following:

A. Being a leader is often difficult – today or in the ancient past. Students will research a famous leader from one of the ancient civilizations and prepare an essay that presents an overview of the leaders time of rule, the leaders philosophies or methods of rule, the strengths and weaknesses of those methods, and relate whether or not the student feels the ruler would be effective in modern democratic society and why or why not.

B. Students will select an ancient Chinese philosophy or philosopher and study the basic teachings. The student will give an oral presentation interpreting the teachings. The presentation will include at least one of the philosopher’s original writings. In addition the student will write and present a maxim in his/her own words that reflects the teachings of the philosopher as they may be applied in modern times. The presentation should also discuss why the selected philosopher was/is important to Chinese civilization. The oral presentation will be 10 minutes in length and the student will submit an outline.

3. Students will select one or both of the following:

A. Select a scientist or mathematician from classical Greece to research. Prepare a report that describes the ideas, how and why they were developed, how they were applied during ancient times, and the ideas are relevant to the modern world.

B. The art and architecture of Rome reflected the empire's power and glory. Select three pieces of art or architecture from different times during the Roman Empire. Prepare a report that includes images, the dates of work, and a description of the historical events of the time. Indicate how the art reflects the political and cultural changes that were taking place in Rome and how the art and/or architecture has or has not influenced modern times.

4. Students will select two of the following:

A. Select a specific event or element from the ancient Byzantium period (395-1589) and give an oral presentation describing the event and why it was noteworthy. Examples include: Justinian Law Code, Farmer's Law, The Great Fair at Thessalonica, or the invasion of the Mongols. The presentation should be at least 5 minutes in length and an outline must be submitted.

B. Islam had a great influence on India during the time of Mughal Empire (1526-1707). Prepare an oral presentation on the developments that occurred during the Mughal Empire. Indicate some of the important cities during the time, the leaders, and describe their contributions to India. The presentation should be at least 5 minutes in length and an outline must be submitted.

C. Write and illustrate a report on one aspect of the Middle Ages, such as daily life, feudal systems, or combat and weapons.

D. Write a report on the Crusades. Indicate why they were started, the people involved, and why they lasted so long. Along with the report prepare a poster that could have been used during the Middle Ages to persuade people to either fight for or against the Crusades.

Second Semester –

1. Students will plan and write a term paper, which will be due in May. The term paper will be 7-10 pages in length and follow MLA format. The teacher must approve the topic in advance. Topics selected could be an analysis of conditions, such as "World War I and Its Consequences," informational such as "Nazi Germany" or "Stalinist Russia," comparisons such as "Similarities and Differences of Israel and Syria," or contrasts, such as "Slavery in 1850 and Illegal Immigration in 2005."

Students will select two of the following:

A. In the study of the Industrial Revolution and the imperial expansion fueled by the industrial nations' demand for natural resources, compare those times and economic forces with modern day industry and the need for employees and resources. Develop a report of 700 to 1000 words that focuses on a company such as IBM, Microsoft, Hewlett-

Packard, General Motors, Chevron or one of the student's choice. This written report is to identify the similarities and differences between one of these modern day companies and those European, American, or Asian companies of the eighteenth and nineteenth centuries. Include the concerns for human rights, free trade, government intervention, research and development, and other relevant concepts. (Standards 10.3 and 10.4)

B. Using and understanding the significance of "Primary Sources" is a basic requirement for historians. Students will be expected to identify, select, study, and comment on a least three primary sources, also called documents. In the comment phase of this study, students will prepare an outline of the three selected documents. Each outline is to capture the essence of each document so that the teacher is able to determine that the student has correctly and adequately understood each document. Examples of primary sources are the Magna Carta, Declaration of Independence, English Bill of Rights, Emancipation Manifesto, Declaration of the Rights of Man and addresses and speeches given by leaders and presidents.

C. The study of Nazism and Stalinism lead directly to an analysis of World War II and its causes and consequences. Post war American policy of supplying aid to prevent the spread of communism and the assistance to Japan and Germany contributed to postwar reconstruction. Students are to imagine that they are Japanese, German, Russian, or Jewish refugee at the end of World War II. Each student is to write a personal diary that covers a period of at least one month at the end of the war. The diary is to be a daily entry for that month which describes his or her personal experiences of hunger, loneliness, loss of loved ones, and hopes for the future. Each daily entry should average about 100 words.

**Suggested materials include:**

World History: People and Nations; Holt, Rinehart, and Winston, c.2003

World History: Connections to Today; Prentice Hall, c. 2001

Internet Resources

**Instructional Methods and/or Strategies:**

Students will be expected to develop and present work samples described under the key assignments section as well as those required in the textbook/curriculum used. Students will work independently through the text as a primary resource. In order to support this process teachers will provide each student:

- \*Opportunities to discuss and define complex issues orally or via email
- \*Modeling of activities and expected outcomes
- \*A variety of print and non-print resources
- \*Modeling of study strategies appropriate for different learning styles
- \*Discussions around points of view
- \*Opportunities to summarize, analyze, compare/contrast, describe, classify, and persuade

\*Opportunities for practice in preparation for presentations

**Assessment Methods and/or Tools:**

A variety of assessment tools will be used. Written work, as described above, will be corrected in collaboration between the student, teacher, and parent. Assessment tools include but are not limited to:

\*Standardized tests, including STAR

\*Criterion based tests

\*Portfolio assessments

\*Student Journals

\*Teacher observation

\*Performance assessments using cameras and recorders

\*Student self-evaluation

\*Surveys and questionnaires

\*Written work, quizzes, and final exams must be completed at 75% accuracy rate to receive credit