

GRADE NINE AND TEN SYLLABI

Overarching themes: Community and Control

Community allows one to think about local, regional, national and global community and addresses issues of identity and culture. The broader aspect of social community is focused on in the ninth grade course. By tenth grade, the emphasis is more on both individual and group identity. Control goes beyond political hegemony in that it applies also to the changing relationships people have had with the environment (note that humans are not always in control), it gets to the driving force behind many technological developments (clocks, railroads, water management), and it defines relationships between peoples within and among societies allowing for a discussion of forces as distinct as resistance, hegemony, collaboration and forced labor. Power is a term that seems to resonate with adolescents and young adults. Used as a theme, it is a way of talking about control- who has the power (and who does not), how it is being manifested and what are the consequences of the exercise of this power (whether it be military, legal, climatic or religious.) Both of these themes can be seen from the very beginning of human history to the present and allow for an overarching focal point that addresses change and continuity. It is important to me that these two terms are not necessarily seen as dichotomous as they can be both be applied at any point in the course.

Grade Nine 500 CE – 1800 CE (plus Review of Prehistory to 500 CE)

UNIT I Theme	Philosophy of World History
Periodization	All

Key Question(s)	<ol style="list-style-type: none"> 1. What is world history? 2. What are the units of analysis for world history?
Length of class time	1 -2 weeks
Disciplines	Geography, History
Topics	<ul style="list-style-type: none"> • Text/ course introduction • Mental mapping • Defining world history and its units of analysis • Worldviews (map projections as an ex.)
Historical Skills emphasis	Geography, Developing an argument
Sample Activities	Textbook scavenger hunt, Circum-maritime mapping activity
Sample Reading/ Discussion	Reading on civilization, Inner Outer circle seminar discussion on civilization
Sample Assessment	Narrative (2-3 page) on units of analysis in world history (civilizations, regions, water bodies, the nation state, ethnic groups, peoples, cities, religions, commodities)
Sample resources	Map projections, textbook, Stearns et al <u>World Civilizations 3rd ed.</u> pp. 22-24 on <i>Idea of Civilizations in World history</i> and pp 18-19 McDougal-Littel, <u>World History: Patterns of Interaction</u> on <i>Criteria of a civilization</i> .

UNIT II Theme	Building Community
Periodization	2.5 mya /200,000 BCE – 200 BCE
Key Question(s)	<ol style="list-style-type: none"> 1. What can we learn from the movements and technologies of early peoples? 2. Why do people overwhelmingly choose to give up a nomadic lifestyle for a more settled existence? What effect did this have on social and gender structure? 3. How does local architecture, social structure, and religion reflect the nature of the community?
Length of class time	3-4 weeks
Disciplines	Geography, Art, Archaeology, Anthropology
Topics	<ul style="list-style-type: none"> • Historical Methodology (forensic paleontology, cave art and archaeology as evidence, UNESCO simulation) • Global Migration patterns • Agricultural revolution as a major turning point Case study: Gender • Urbanization case studies: Catul Hayuk and Ur • Early river valley civilizations – focus on building community aspect- architecture, religion, education, social structure, regional trade/interaction- (Mesopotamia, Shang China, Indus, Egypt and Nubia)
Historical Skills emphasis	Timelines, Use of Material/ Visual evidence (paintings, maps, artifacts), Writing a thesis, Comparison, Connecting past & present
Sample Activity	Cave art analysis, Archaeological “Dig,” UNESCO simulation
Sample Reading/ Discussion	Reilly, West and the World 1 st ed. pp. 52-57, “Mesopotamian and Egyptian Civilizations: A Tale of Two Rivers”
Sample Assessment	UNESCO oral presentations, Portfolio assessment
Sample resources	<u>Human Drama</u> , Reilly, National Center for Teaching History in the Schools Unit on Sumerian scribe

UNIT III Theme	Searching for Justice and Ethics within Community
Periodization	1000 BCE – 500 C.E.
Key Question(s)	<ol style="list-style-type: none"> 1. What accounts for a simultaneous rise in spiritual and intellectual questions & developments in a wide variety of unconnected places? 2. How do common beliefs help to legitimize empire? 3. How do belief systems spread? (universal vs tribal religions)
Length of class time	4 -5 weeks
Disciplines	Philosophy, religion, architecture, art, law, literature
Topics	<ul style="list-style-type: none"> • Axial Age • Review of origins of Major Belief systems seen through art/architecture • Stories of Creation and Meaning of Time in religious life cycles • Early spread of religions: Judaism and Hinduism vs Christianity and Buddhism. • Legal systems through court cases (Rome, non-western?) • Interaction through trade and technology (Silk Road case study) • Decline (Comparison Han, Rome, Gupta) • Legacy (Hellenic culture, ancient civilizations- modern tourism,...)
Historical Skills emphasis	Comparison, Change over time, use of primary documents including visual and legal sources, Outlining
Sample Activity	City State Design (based on reading by Reilly in <u>West and the World v. 2</u> on Rome, Alexandria, Athens and Pataliputra)
Sample Reading/ Discussion	Reilly, <u>Worlds of History</u> v. 1 ch. 6 and ch. 7 (select pieces) What allowed religions to succeed (or not) as they spread?
Sample Assessment	Power point project on religious architecture along the Silk Road, Objective, short essay and Mental map unit test
Sample resources	Human Drama, Women in World History v. 1, Worlds of History v.1, Human Record v. 1 (visual docs on Silk Road), Silk Road video and CD's (Asia Society/ Cohen) Spodek on India in A World's history pp. 231- 253

UNIT IV Theme	Ways of Power: Empire and Expansion
Periodization	500 CE – 1450 CE
Key Question(s)	<ol style="list-style-type: none"> 1. How do empires gain (or regain) control/ legitimacy? 2. What factors promote expansion of territory and /or influence? 3. How do religions continue to spread?
Length of class time	4-5 weeks
Disciplines	Politics, history, religion, literature, geography
Topics	<ul style="list-style-type: none"> • Empires: Gaining and Maintaining Power –The Role of the Individual [Mongols, Aztecs, Mali (Sundiata)] • Power Brokers: Trade, Technology and Communication (Who controls the flow of info?) Indian Ocean World: Tang and Sung China, Indian empires- Java, Khmer, East African city states (Kilwa)- dhows, monsoons, junks, astrolabe Americas- N/S trade (Turquoise trail, Cahokia, Capac Nan for Incas etc.) • Power of Faith: Spread of Islam (North and West Africa, Al-Andalus), Hinduism and Buddhism (SE Asia) and Christianity (Russia). <i>(Places are listed as case studies, not as exhaustive examples of what is possible)</i>
Historical Skills emphasis	Note-taking, 5 paragraph essay writing.
Sample Activity	Indian Ocean trade simulation, Islamic art analysis, Power Play Simulation
Sample Reading/ Discussion	Sundiata , Mongol debate
Sample Assessment	In class 2/3 essay test.
Sample resources	Al-Andalus unit, art materials from DC

UNIT V Theme	Representations of Power: Architecture, Land, Technology, and Art
Periodization	800 CE – 1400 CE (but extends forward for Japanese feudalism)
Key Question(s)	<ol style="list-style-type: none"> 1. How is power represented by material culture? 2. How did societies distribute and demonstrate their power?
Length of class time	4 weeks
Disciplines	Art, Architecture, Literature, Politics, Religion
Topics	<ul style="list-style-type: none"> • Architecture: Sacred Places- Architecture of Faith (Gothic cathedrals, Macchu Pichu, Political/ ceremonial architecture- Great Zimbabwe, Golden Ring- Rus, Totems in NW Canada • Land: <i>Feudalism</i> (Europe/ Japan... other?) <i>Human Environment Interaction</i> (Terracing, Climate connections- El Nino- Maya, Irrigation, Dams?) • Technology: <i>Military technology:</i> Crusades (Muslim, Christian and Jewish perspectives), Mongols. (COULD DEFER THIS TO NEXT UNIT) <i>Control over TIME and SPACE-</i> Maya calendar, Ming, European, Arab- Astrolabe. • Art: Renaissance (Islamic and European, Korean) Textiles and Sculpture, Fashion
Historical Skills emphasis	Diverse interpretations, Developing an argument,
Sample Activity	3-D Projects (Art/ Architecture and Power) or Power point presentations
Sample Reading/ Discussion	Feudalism
Sample Assessment	Take home portfolio test OR in class Objective/ Visual evidence
Sample resources	Council on Islamic Education, Renaissance materials, http://www.sacredsites.com/ (Places of Peace and Power – Martin Gray)

UNIT VI Theme	New Worldviews: Connections and Collisions
Periodization	1200 –1600 CE
Key Question(s)	<ol style="list-style-type: none"> 1. How do worldviews change and stay the same for different societies throughout this time? 2. What are the consequences of interactions?
Length of class time	9 weeks
Disciplines	Geography, Economics, Science/ technology
Topics	<ul style="list-style-type: none"> • Cartography—Worldviews • Connections Trade Diasporas <i>Migration</i> <i>Scholars, Merchants, Missionaries and Explorers (Profiteers):</i> Ibn Battuta, Marco Polo, Zheng He, deGama, Columbus, (Jesuit missionary?) • Collisions <i>Mongols, Crusades,</i> • Global Consequences: Germs- A Widening Disease Pool, the Columbian Exchange, Religious Syncretism, Agricultural and technological exchanges
Historical Skills emphasis	Analyzing primary and secondary sources,
Sample Activity	Cosmopolitan city stations (world travelers)
Sample Reading/ Discussion	Debate on Zheng He Treasure Ships, on Mongols...
Sample Assessment	Travel project, Mental mapping unit test
Sample resources	Millennium video series, AskAsia website, National Center for teaching History in the Schools, Crosby, Columbian Exchange

Unit VII Theme	Expansion and Exploitation
Periodization	1400 – 1800 CE
Key Question(s)	1. What methods did empires use to expand? (military, forced labor, trade, religion, assimilation -- westernization? ...)
Length of class time	8 weeks
Disciplines	Economics, military history, labor history
Topics	<ul style="list-style-type: none"> • Expansion: <i>Empires of Dominance-</i> Using Technology and Trade consolidate and expand power (Inca, Benin, Gunpowder empires- Safavid, Mughal and Ottoman, Ming, Mughal, Portuguese, Spanish AND later British, Dutch, Qing, Russian) <i>Trade—Continuity in world exchange</i> • Exploitation: <i>Labor/ Land Systems</i> (Russian peasants, slavery, plantation system, migration, encomienda) • People of Hidden/ Isolated Power?: People outside empires and mainstream religious communities (Maori, Oyo?, Anasazi, others?)
Historical Skills emphasis	Oral presentations, Use of primary source documents, Annotated bibliographies
Sample Activity	Labor role play
Sample Reading/ Discussion	
Sample Assessment	Comparative essay outline and bibliography on Labor systems, objective test
Sample resources	

Grade 10 1750 – Present

(Note: presumes that this is part of a consecutive two year sequence but students may not have had the same teacher/ curriculum for both years)

UNIT I Theme	Philosophy of World History
Periodization	All
Key Question(s)	<ol style="list-style-type: none"> 1. What is world history? 2. What are the units of analysis for world history?
Length of class time	1 -2 weeks
Disciplines	Geography, History
Topics	<ul style="list-style-type: none"> • Text/ course introduction • Mental mapping • Defining world history and its units of analysis • Worldviews (map projections as an ex.)
Historical Skills emphasis	Mental mapping, timelines, debate
Sample Activities	Sequencing/ BIG timelines, Mapping, Future Timelines
Sample Reading/ Discussion	Myth of Continents debate over East/West, Europe/ Asia, regional organization of world history (units of analysis in world history)
Sample Assessment	Summer reading assessment (Selection from: Wild Swans, Nervous Conditions, Poisonwood Bible, Woman of Nazareth, Iron and Silk, Tree of Red Stars)
Sample resources	Textbook

UNIT II Theme	Experimenting with New Ideas
Periodization	1800 – Present (with a look backwards to earlier intellectual and scientific developments)
Key Question(s)	<ol style="list-style-type: none"> 1. How do scientific developments demonstrate and reflect shifts in societal priorities as well as attitudes? 2. What global processes lead to discussion about reform? (industrialization, interaction, revolution? How do these societal factors help or hurt implementation of change? 3. How does the family structure reflect the changes occurring in 19th and 20th century society?
Length of class time	4 weeks
Disciplines	Political thought, geography, literature, science, education
Topics	<ul style="list-style-type: none"> • Cartography: A History of the World (and worldviews) through maps • New Ideas in Science: Scientific Revolution (Islamic and European background) Impact of Technology/ Industrial revolution on concepts of time, value and labor Social Darwinism and “scientific” racism and sexism Public health (Survival technology) Communications technology Military science • Reform: New ways of structuring society Economics- socialism variants and capitalism Politics –communism, absolutism to fascism, representative and parliamentary democracy, perestroika Defensive Modernization: Case studies—Siam and Ethiopia, Westernization in Japan and Russia Reforms from within: Ottoman reforms and then Ataturk’s, Argentina- Peron. • Family: Education and the role of the family (literacy

	<p>campaigns in Cuba and Turkey and South Africa? Tanzania?) Include discussion of how class and religious affiliation (or lack thereof) also affects education and family roles.</p> <p>Family and Religion (Missionaries, religious education, ...)</p> <p>Use of Literature to show change in attitudes for gender, class, race</p>
Historical Skills emphasis	Developing arguments, Using literature in history, Reviewing the five paragraph essay, Change over time (in Ottoman/ Turkey or in education)
Sample Activity	Survival technology Public Service Announcements for Disease Eradication, Cuban Literacy campaign
Sample Reading/ Discussion	Wild Swans (summer reading), short passages from Nancy Prince, and other 19 th , early 20 th century literature.
Sample Assessment	Objective / short essay test. Concluding assessment— timeline of societal priorities for intellectual pursuit (military, consumer, entertainment, education, health)
Sample resources	Video: Burke on Social Darwinism, Marx, Cuban Literacy project, Commanding Heights video series

UNIT III Theme	Building a Global Industrial Society
Periodization	1750 - 1900
Key Question(s)	<ol style="list-style-type: none"> 1. What global processes led to the growth of industrial production in Europe? 2. How do core and periphery models help to explain (or not) global industrialization? 3. How do both sugar and textiles illustrate examples of global economic processes including the migration of labor, the building of communications systems, the movement of technology, and the location of natural resources?
Length of class time	3 weeks
Disciplines	Economics, geography
Topics	<ul style="list-style-type: none"> • Rise of the West debate • Technological developments • Geographic locales and Communication Systems • Case study: Sugar (Plantation complex, Brazil) • Case Study: Textiles (Japan, US, Ottomans, China, England, West Africa)
Historical Skills emphasis	Comparison, connecting local to global processes
Sample Activity	Hyde Park speeches (based on primary source readings in Andrea/ Overfield Human Record v. 2), Unit simulation, Field trip to Lowell, Railroads game
Sample Reading/ Discussion	Rise of the west debate, Gender and Textiles (comparison of Ottoman, Japanese and British)
Sample Assessment	Comparison essay—sugar and textiles as global factory products (forced labor, factory process, urban-rural, male-female)
Sample resources	National Center for Teaching History in the Schools unit “ Industrial Revolution”, excerpts from Stearns readings, Pomeranz and Topik, <u>World That Trade Created</u> reading on sugar.

UNIT IV Theme	Defining Rights, Finding Identity
Periodization	1750 – 1900 (1960? Present?)
Key Question(s)	<ol style="list-style-type: none"> 1. Who are the revolutionary agents? 2. How does change happen? 3. How does identity play a role?
Length of class time	7 – 8 weeks
Disciplines	Civics, Political Science, History, Literature, Art
Topics	<ul style="list-style-type: none"> • What is Identity: From the Enlightenment to the Universal Declaration of Human Rights (Political, Social, Economic, National, Economic, Ethnic including emancipation efforts, suffrage movements) • What is Nationalism: Case studies Germany, Kenya, India, Canada) • Search for Political (and/or economic) Identity Latin American independence movements US and Haitian revolution French revolution and its legacy Mexican revolutions (pt 1 and 2) Chinese Nationalist revolution • Search for Social and/or Religious Identity Russian, China 1949, Iran 1979
Historical Skills emphasis	Developing arguments, Using evidence,
Sample Activity	Silent Salon, Revolutionary cities, Russian Revolution Talk Show, Coffeehouse unit
Sample Reading/ Discussion	UNESCO Courier articles
Sample Assessment	Comparison essay, Objective test, City project
Sample resources	Jackdaws Russian Revolution, History Teacher on Haiti

UNIT V Theme	Resistance to Hegemony
Periodization	1800 – Present
Key Question(s)	<ul style="list-style-type: none"> • How have oppressed peoples (or their sometimes self- chosen representatives) resisted political, economic and social control by a dominant authority? • Why is the change advocated sometimes difficult to implement once given the opportunity? • Why don't people always protest disadvantageous arrangements?
Length of class time	7-8 weeks
Disciplines	History, literature, economics, international relations
Topics	<ul style="list-style-type: none"> • Resistance to Political Control: Imperialism—Case studies Ethiopia, Liberia, Siam, Samore Toure, Lobengula/ Rhodesia, India • Resistance to Economic Control: Case Study: British East India Trading Company China (Opium Wars and earlier) and India India Case study: Gandhi and non-violence economic protests. • Resistance to Social Control: Reference back to abolitionists and suffrage movements. Religious constraints Sepoy Mutiny, Soviet Union and Orthodoxy, Turkey- secularization, Iran- the hurka(Sp?). • Resistance to change De-colonization case studies South Africa or Zimbabwe, Vietnam, and Russia. • Why doesn't significant resistance always happen in situations of dominance? Case study Japan, US history, Other example
Historical Skills emphasis	Charts, change over time, mental mapping,
Sample Activity	Scramble for Africa
Sample Reading/ Discussion	Debate Gandhi and Ho Chi Minh (Wolf)- debate
Sample Assessment	Newspaper Imperialism project

Sample resources	Equiano, Personalities and Problems v. 2 (Ken Wolf)
UNIT VI Theme	Global Conflict as a means of Shaping World Order
Periodization	1898- Present
Key Question(s)	<ol style="list-style-type: none"> 1. Why 1898 as a turning point? 2. Are conflicts all about ideology or can they be always tied to economic causes? 3. How do the results of conflicts over identity differ than from those of conflicts over ideas and economics?
Length of class time	7-8 weeks
Disciplines	History, Military history, literature, economics, international relations
Historical Skills emphasis	Creative writing, Oral presentations
Sample Activity	Storytelling project, Speech tournament on conflict
Sample Reading/ Discussion	
Sample Assessment	Speech tournament oral presentation, Essay test, Portfolio test, Oral history storytelling project
Sample resources	

UNIT VII Theme	Responses to Globalization: Finding Identity in an interconnected world
Periodization	1945 – Present (but stretching way back as well)
Key Question(s)	<ol style="list-style-type: none"> 1. How does the process of globalization capture the essence of world history: past, present and future? 2. How do international organizations reflect the tensions between global identity and national/ethnic/individual identity?
Length of class time	8 weeks
Disciplines	Economics, History, International Relations, Film
Topics	<ul style="list-style-type: none"> • Japan case study of globalization through time. • International organizations (IPO, WTO, UN, and UNESCO as ex.) reflecting global efforts towards eliminating inequity, environmental problems, and displacement of peoples, and promoting better education, health care, diet, technology exchange and communication. • Integration of Global Ideologies: Religion / secularization, Democracy, Socialism, nationalism • Global Consumerism: Trans-nationals, Bollywood and International Sports • Global citizens—civics and empowerment
Historical Skills emphasis	Field study, relating past and present, local and global. Seeing global processes
Sample Activity	Cultural Diffusion unit on Japan (rename), Spider web
Sample Reading/ Discussion	Bollywood reading
Sample Assessment	Take home essay test on Globalization through history, Mental Map at year end
Sample resources	News stories and web sites, Indian films