

DELAWARE VALLEY SCHOOL DISTRICT

A PLANNED COURSE FOR:

Integrated World Literature and World Studies

Grade Level:10

Date of Board Approval: _____ 2018 _____

Planned Instruction

Title of Planned Instruction: Integrated World Literature and World Studies

Subject Area: Integrated English and Social Studies Grade(s): 10

Course Description:

English and World Cultures 10 – 2 semesters; 1 credit English / 1 Credit Social Studies

1. This course is designed to provide students with concepts, content, and skills necessary to gain a broad understanding of the various socio-political, economic, cultural, and social networks in and amongst European, African, Asian and American civilizations. Students will study in detail the rise of humanity from the Neolithic Era to present day post-industrial societies. Particular attention will be given to the cyclical pattern of the rise, impact, and fall of global economic, military, religious, and political empires. This will necessitate students' learning and applying those lessons in order to become responsible, productive citizens in this modern age of globalization for the benefit of future generations. This is team taught course will provide students with a greater understanding of how literature and history are interwoven to express the cultural heritage of various groups living in particular regions.

2. This course has been constructed to meet state standards. Each unit is chronologically and thematically organized to include the interconnectedness of regions' geographic features, cultural and historical heritage, economic and governmental systems, and religious/spiritual backgrounds and practices to others. Each unit will be taught in one of three ways: integrated, meaning team taught; parallel, meaning they have similar topics taught in a similar teaching time frame; and separate, meaning that units do not directly relate between disciplines, but the skills are key to each other. A strong emphasis is placed on communication skills and cooperative learning activities. A research paper is required. The ninth grade English and Social Studies teachers for this course must recommend students.

Time/Credit for the Course: 2 semesters 1 credit English / 1 credit Social Studies

Curriculum Writing Committee: Deanna Zarzecki and Laurence Marcial

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Map

Marking Period One -Overview with time range in days: 45 days

Marking Period One -Goals:

Understanding of:

Unit I: From Village Community to City-State, 10,000BCE-750BCE; Parallel Unit

- This unit marks the beginning of “history”. The most important themes of this unit are agriculture, the development of “civilization”, and the era of the Ancient River-Valley civilizations.
- The students will analyze and evaluate what led humans to move from hunting/gathering groups to agricultural societies.
- They will compare and contrast how and why the first cities developed around the world (Sumer, Harappa, Huang He, Niger Valley, Meso-America, Egypt).
- The main theme is how modern scholars must rely on archeological finds and texts to decipher what life was actually like in the ancient world

Unit II: Dawn of Empires to Classical Empires, 2000BCE-600CE.; Parallel Unit

- Students will define and describe what an “empire” actually is.
- They will sketch briefly the conditions common to the first supra-national empires (Akkadian, Babylonian, Hittite, Assyrian, Egyptian, Persian, and Greek), and then analyze and evaluate the better documented cases of China, Rome, and India. Special attention will be placed on the varying aspects of what constitutes an empire (cultural connections, economic dependencies, political ties, military domination, etc.).
- Students will extend their comparison of the Roman Empire to the first Chinese empires: Qin, Han, Sui, and Tang Dynasties.
- Students will develop an understanding of imperialism, and compare and contrast the Roman Empire to the modern empire of the United States.
- Students will complete this unit with an analysis of the great cultural empires of early India: the Mauryan and Gupta, connecting them to their European and Chinese counterparts through the overriding theme of Empire.

Unit III: The Rise of World Religions, 2500BCE-1500CE; Parallel Unit

- The focus of this unit is the universal underpinnings of the world’s great religions. Students will analyze the dichotomy that seemingly exists between religions of particular ethnic groups and “universal” religions that have converts and worshippers from all ethnicities.
- Students will chart the origins, founders, important religious texts, moral and spiritual concepts, religious tenets, and historical progression and influence of Hinduism, Buddhism, Judaism, Christianity, and Islam.
- They will compare these religions with the paganism of Classical Greco-Roman culture, and Shintoism, Legalism, Confucianism, and Daoism of the Far-East.

DELAWARE VALLEY SCHOOL DISTRICT

Marking Period Two -Overview with time range in days: 45 days

Marking Period Two -Goals:

Understanding of:

Unit IV: Integrated Debate and Research Paper; Combined Unit

- Students will be introduced to the debate and research processes implemented at Delaware Valley High School.
- Selection of current controversial topics and creation of teams will vary from year to year.
- Debate topics will be chosen from three broad categories: International affairs, United States' domestic policy, and modern social concerns.
- Students will research, analyze, evaluate, and synthesize specific content for their position on a specific topic.
- They will develop independent research, team leadership, critical thinking and public speaking skills.
- Each team will debate another integrated team from another grade level, and be judged by various Delaware Valley educators and administrators as a culminating activity.
- Their final assessment for this unit will be a 5-7 page research paper.

Unit V: World Trade and Global Connections, 1000-1650; Independent Unit

- In this unit students will describe, analyze, and evaluate the effects of Pre-Columbian trade networks.
- They will first focus on trading patterns outside of Europe, and then apply their knowledge to Europe as a case study.
- They will conduct research on the following important issues concerning international trade: 1) the high cost of transport, especially overland (the Silk Road and Sub-Saharan caravans); 2) the need for healthy internal markets to support international trade; 3) debates over how much governmental control is appropriate for healthy trade (Pax-Mongolica v. Tokugawa Shogunate); and 4) the need for peace to sustain long-distance trade.
- This unit will conclude with students listing and evaluating the reasons for European Nation-State dominance in world trade in the Post-Columbian Era (16th-20th centuries).
- They will tie that dominance to the effects of the Columbian Exchange, analyzing the trade diasporas and population movements of large numbers of peoples from 1300-1750.
- This unit will carry over into the third marking period

Marking Period Three -Overview with time range in days: 45 days

Marking Period Three -Goals

Understanding of:

Unit VI: Social Change through Philosophy and the Industrial Revolution, 1650-1914; Parallel Unit

- Students will explore the many facets of the term "revolution".
- They will differentiate between the overthrow of political systems and the effects of invention and discovery in promoting social change.
- They will identify the two different waves of revolution centered on the concepts created during the Renaissance, Reformation, and Enlightenment by the Philosophes (social contract, "democracy", Glorious Revolution-French Revolution, etc.), and by the simultaneous Scientific Revolution (Empiricism, freedom of inquiry, etc.).
- Students will analyze and evaluate the significance of the Industrial Revolution through four points: 1) the triumph of W. Europe in terms of economic power; 2) the snowball effect of industrialization;

DELAWARE VALLEY SCHOOL DISTRICT

3) the efforts of governments and other groups to redress wrongs in the system; and 4) the catastrophic effects of industrialization on non-industrial countries.

- Students will illustrate how nationalism, imperialism, and the need for intense competition were propagandized throughout this time period.
- Students will compare and contrast three of the following revolutions: Glorious, American, French, South American (Simon Bolivar), Russian, Chinese, and Cuban.
- Students will use Japan as a case study in terms of its being the only nation-state to beat the Europeans at their own game in synthesizing what the future may hold for the world in terms of the influence of the growing industrial and market based economies of China and India.

Unit VII: Exploding Technology and Contested Visions of a New International Order, 1914-1991;

Independent Unit

- This unit is direct in its approach to the massive changes wrought by technological development of the early twentieth century.
- Students will continue with their evaluation and synthetic application of the themes introduced in the prior unit by conducting research, discussing, debating, and presenting their views on all of the following topics and themes: 1) the Transformation of the Western World mainly because of the exponential pace of invention; 2) the application of that technology to war between industrialized powers (WWI, WWII, Cold War & proxy wars); 3) the manipulation and devastation of the non-industrialized world by industrialized nations(Africa, Latin America, Middle East); 4) attempts to curb the destruction (League of Nations and the UN, George Keenan's idea of Containment); 5) continued application of the lessons to the technological, political, military and economic development of China and India (revolution to political and economic interdependence, outsourcing, supply-side economics, massive industrialization, mixed economy benefits, growing middle class, urbanization, nuclear club, environmental impact).
- This unit will carry over into the fourth marking period.

Marking Period Four –Overview with time range in days: 45 days

Marking Period Four -Goals:

Understanding of:

Unit VIII: Evolving Identities, 1945-Present; Parallel unit

- Students will conclude the course by identifying, describing, and illustrating the current event issues that are likely to have a resounding effect for future generations.
- They will analyze socio-economic, political, religious, cultural, and ecological issues that are being instituted by large scale organizations such as nation-states, or that attract millions of adherents.
- They will create a mock UN or supra-national (EU or AU) debate over dealing with such issues in sub-Saharan Africa, the Middle East, Asia, and/or Latin America. Students will research, create and "implement" viable strategies: 1) to curb terrorism (state-sponsored, religious fundamental); 2) to approach the new millennium in terms of the expanding and insuring basic human rights, individual freedom; 3) to address the effects (promise and consequences) of activities of larger regional entities such as the European Union, NAFTA, and various NGO's such as OPEC and Amnesty International.

Unit IX: Community Service; Combined Unit

- Students will develop and implement a particular local, national, or global community service project connecting their class to communities in other parts of the world in need some form of necessary assistance. Past examples include: Beads for Life, Peace Corp correspondence matches w/ Botswana, The Water Project, Habitat for Humanity.

DELAWARE VALLEY SCHOOL DISTRICT

UNIT I: From Village Community to City-State

Big Idea # 1: Historical context is needed to comprehend time and space.

Essential Questions:

- Why is time and space important to the study of history?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.

Competencies:

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.

Big Idea #2: Historical analysis involves understanding cause and result.

Essential Questions:

- How does continuity and change throughout world history influence your community today?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts:

- World history looks for common patterns that emerge across all cultures.
- Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies:

- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

Unit I: From Village Community to City-State 10,000 BCE - 750 BCE **Time Range in Days: 10 days**

Standards Addressed: G.7.1; H.8.1.12 (A-D); WH.8.4.12 (A-D)

Anchor(s): M.2.4 & 5; R.1.2, 6 & 8; R.11.A.2.3 & 5

Overview:

This unit marks the beginning of “history”. The most important themes of this unit are agriculture, the development of “civilization”, and the era of the Ancient River-Valley civilizations. The students will analyze and evaluate what led humans to move from hunting/gathering groups to agricultural societies. They will compare and contrast how and why the first cities developed around the world (Sumer, Harappa, Huang He, Niger Valley, Meso-America, Egypt). They will define culture and society, and examine what constitutes the various components of culture. The main theme in terms of deciphering what life was actually like in the ancient world is how modern scholars must rely on archeological finds and texts to do so.

Focus Question(s):

- What were the environmental conditions that led humans to settle into villages and then create larger civilizations?
- What is history? Is it the truth? Define historiography. How are man’s past actions verified?
- What constitutes a culture? What are the components of culture? Which is the most significant in terms of the man’s social nature and need for continued development? Explain.
- What are the similarities and differences among the various river valley civilizations culturally and socially?
- Are civilizations necessarily better than less advanced / smaller forms of existence?

Objectives: Students will...

- Analyze the factors that led to the development of **agriculture** and human groups’ settling in specific areas around the globe. **DOK 4**
- Explain the shift of human behavior and relations known as the **Neolithic Revolution**. **DOK 3**
- Locate and describe life in the following ancient cultures: **Mesopotamia (fertile crescent), Nile Valley, Indus Valley(Harappan), Huang He Valley, Niger Valley, Mexico, Andes Mountains**.
- **DOK 1**
- Analyze the value of early civilizations in terms of their contributions to modern societies. **DOK 4**
- Analyze, evaluate, and then apply how large human groups affect the environment and the ramifications for those groups. (**Urbanization**) **DOK 4**
- Compare and contrast the development, life, and ultimate fate of the following early city-states in terms of government, law, economics, social classes, religion, written language, art: Mesopotamia (**Sumer / Akkadia / Babylonia**), Indus River Valley, and Nile River Valley. **DOK 3**
- Reason how modern scholars are dependent on **archeological finds** and **texts** in uncovering life in the ancient world. **DOK 3**
- List and describe the difficulties in discovering the truth with such limited information through an analysis leading to speculation about life in **Harappa and Mohenjo-Daro**. **DOK 2**
- Analyze and evaluate the particular points of early Egyptian history, politics, economics, religious practices, art, literature, science, and architecture. **DOK 4**

DELAWARE VALLEY SCHOOL DISTRICT

Core Activities and Corresponding Instructional Methods:

Core Activities:

- Students will examine images of megalithic sites (i.e. Stonehenge temples of Malta) and compare them to the scale of the Ziggurat of Ur, developing possible religious explanations to account for such population clusters needed to complete such works. They will connect their explanations to the pyramids of the Pharaohs and of the Mayans.
- Students will juxtapose maps of the fertile-crescent in the times of Sumer and those of modern day Iraq to discuss the issue of human effects on their immediate environments.
- Students will note the differences between villages and cities by contrasting the settlements of Catal Huyuk, Turkey, Machu-Picchu, and Jericho.
- Students will complete a worksheet analyzing biases of historiography centered on the concepts of “world” and “western” civilization.
- Students will debate the severity of Hammurabi’s code in relation to the concept of “An eye for an eye”.
- Students will compare Gilgamesh with the modern concept of an archetype warrior / super-hero.
- Students will discuss the impact of literacy on civilizations.
- DIG 2 archeological / civilization activity

Methods:

- Lecture / Discussion
- Related Readings
- Worksheets
- Video analysis & evaluation
- Hands on Directed Activities: Archeological dig / hieroglyphic simulations
- Internet Research (cooperative group and individual)
- Power Point and other various types of presentations

Assessments:

Diagnostic:

- Students will complete several KWL charts on the specific components culture and of their background knowledge to the River Valley civilizations.
- Students will interpret information provided on several charts and maps indicating their level of competence in that skill set, and their understanding of the differences and similarities of the River Valley civilizations.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- Students will have their notebooks evaluated periodically.
- Students will complete several worksheets on the Ancient River Valley civilizations. A scoring rubric will be used to assess appropriate completion.
- Students will read, summarize, analyze, and evaluate a number of articles related to archeology, population effects on environment, and early religious practices of ancient civilizations.

Summative:

- Students will take a traditional unit exam with objective and subjective types of questions.
- Students will present their DIG2 independent projects to the class in various formats.

DELAWARE VALLEY SCHOOL DISTRICT

Extensions:

- Students will research the art and science of mummification.
- Students will read and compare excerpts from “The Book of the Dead” to the Ten Commandments.
- Students will conduct research in cooperative groups, discovering the urban planning and resources necessary for the early viability of the ancient city-states around the globe, and then they will synthesize all unit information to create their own ancient river valley civilization.

Correctives:

- Students will complete a review sheet on unit themes: from hunting gathering to agriculture; the seven locations of the first city-states; and Mesopotamian empires.
- Students will complete chapter 2 & 3 section reviews.
- Students will complete simple charts of the geographic / political scale of the early River Valley Civilizations. Included will be an overlay of the subsequent empires of Mesopotamia and the fertile-crescent.

Materials:

- Beck, Roger; Black Linda, et. al., World History: Patterns of Interaction. Boston: McDougal Littell, 2007. Pp26-50. (supplemental)
- Stearns, Peter, World Civilizations: The Global Experience, 4th edition. New York: Pearson - Longman, 2006. Pp32-89
- Spodek, Howard, The World’s History, 3rd Edition. London: Pearson/Prentice Hall, 2006. Pp40-118.
- Fields, Rick, Code of the Warrior. New York: Harper Perennial, 1991. Pp37-97.
- Reilly, Patrick., Worlds of History: A Comparative Reader, 3rd edition. New York: Bedford - St. Martin's, 2009
- Various related articles from current periodicals (i.e.: National Geographic, US., News and World Report, Newsweek, Time, Scientific American)
- Gosch, Stephen S., Grieshaber, Erwin P., Stearns, Peter N., Documents in World History, 3rd Edition, volume 1 –The Great Traditions: From Ancient Times-1500. New York: Longman 2003. Pp5-34.
- <http://www.historychannel.com>
- <http://www.bbc.com>
- <http://stoa.org/diotima> (Women and Gender in the Ancient World)
- <http://www.ancient-china.net/>
- [http://www.ruf.rice.edu/~anth/arch/brochure/\(Jenne-Jeno: An ancient African City\)](http://www.ruf.rice.edu/~anth/arch/brochure/(Jenne-Jeno: An ancient African City)
- <http://www.worldhistoryforall.com>
- <http://www.stanford.edu>
- Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

DELAWARE VALLEY SCHOOL DISTRICT

UNIT II: Dawn of Classical Empires 2000 BCE – 600 CE

Big Idea # 1: Historical context is needed to comprehend time and space.

Essential Questions:

- Why is time and space important to the study of history?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.

Competencies:

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.

Big Idea #2: Historical analysis involves understanding cause and result.

Essential Questions:

- How does continuity and change throughout world history influence your community today?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts:

- World history looks for common patterns that emerge across all cultures.
- Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies:

- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

DELAWARE VALLEY SCHOOL DISTRICT

Big Idea #3: Perspective helps to define the attributes of historical comprehension

Essential Questions:

- How does continuity and change throughout world history influence your community today?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts:

- World history looks for common patterns that emerge across all cultures.
- Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.
- Learning about the past and its different contexts shaped by the social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.

Competencies:

- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

Curriculum Plan

Unit II: Dawn of Classical Empires, 2000BCE- 600 CE

Time Range in Days: 20

Standards Addressed: G.7.1; H.8.1.12 (A-D); WH.8.4.12 (A-D)

Anchor(s): M.2.4 & 5; R.1.2, 6 & 8; R.11.A.2.3 & 5

Overview:

This unit has students comprehend the notion of what an empire actually is and allows them to see the patterns of such a body developing and subsequently collapsing in its lifespan. They will sketch briefly the conditions common to the first supra-national empires (Akkadian, Babylonian, Hittite, Assyrian, Egyptian, Persian, and Greek), and then analyze and evaluate the better documented cases of China, Rome, and India. Special attention will be placed on the varying aspects of what constitutes an empire (cultural connections, economic dependencies, political ties, military domination, etc.). Students will extend their comparison of the Roman Empire to the first Chinese empires: Qin, Han, Sui, and Tang Dynasties. Students will develop an understanding of imperialism, and compare and contrast the Roman Empire to the modern empire of the United States. Students will complete this unit with an analysis of the great cultural empires of early India: Mauryan and Gupta, connecting them to their European and Chinese counterparts through the overriding theme of Empire.

DELAWARE VALLEY SCHOOL DISTRICT

Focus Question(s):

- What is the definition of an empire?
- What types of empires are there? (Dominant v. hegemonic), political, military, religious, cultural, economic
- What is the lifecycle of an empire? Explain.
- What are the similarities and differences among the various ancient / classical empires and those of today?
- Is the United States an empire at its apex or one in decline? Defend one position.

Objectives: Students will...

- Define what an **empire** is, and analyze the factors that led to the first **supra-national** empires. **(DOK 1)**
- List and describe “daily” / social life in each of the first great empires (**Mesopotamia, Egypt, Persia, Greeks, The Hellenistic ecumene, Han dynasty China, Rome, Mauryan and Gupta**). **(DOK 1)**
- Define the following terms and apply them correctly to the empires studied in this unit: **hegemony, Indo-European, dominance, satrapy, Zoroastrianism, Minoans, democracy, tyranny, aristocracy, polis, agora, Solon, hoplite, ecumene**. **(DOK 1)**
- Discuss the issue of empire and compare the pre-classical and classical empires to the political, economic, militaristic, and cultural empires of today (i.e. Former USSR, and present day China and the US). **(DOK2)**
- Examine the cultural values, law, successes, and failures of the Roman Empire. **(DOK3)**
- Use Rome as a case study in analyzing and applying the **life cycle of empires**. **(DOK4)**
- Identify, analyze and evaluate the legacy of the following individuals and groups in relation to the theme of empire: **G. Marius, G. Julius Caesar, Octavian / Augustus Caesar, Marc Anthony, Cleopatra VII, Virgil, Cicero, Patrician, Plebeians, Senate, Consul, Celts, Goths, Constantine, Justinian I**. **(DOK4)**
- Describe dynastic pattern of rule that developed in China and compare and contrast it to the pattern of the “European” empire development. **(DOK 1)**
- Trace the history and significant events of Chinese history through the following dynasties: **Warring States period, Qin, Han, Sui, and Tang**. **(DOK2)**
- Discuss and debate the philosophical / ideological views of **Confucius, Legalism, Daoism**. **(DOK4)**
- Argue the importance of religion and philosophy in the unifying of various peoples in empires. **(DOK4)**
- Identify the major theological tenets of Hinduism and Buddhism. **(DOK1)**
- Define **syncretic cultures** and apply it to the empirical history of India to 1100CE. **(DOK1)**

Core Activities and Corresponding Instructional Methods:

Core Activities:

- Students will complete a graphic organizer illustrating the various PERSIA components of the classical empires.
- Through a series of lectures and short video clips students will compare and contrast the rise, life during the Golden Age, and factors of decline for each of the Classical empires studied, comparing and contrasting the evident patterns.
- Students will conduct individual research on a particular personality of this time period and present their findings to the class in the form of a power point presentation.
- Students will debate whether or not the United States is taking the same path as other empires that had attained their apex of influence and control in an international arena.

DELAWARE VALLEY SCHOOL DISTRICT

Methods:

- Lecture / Discussion
- Related Readings analysis and evaluation
- Worksheets
- Video analysis & evaluation
- Hands on Directed Activities: comparing student data on accolades & failings of various military practices of earlier domineering & hegemonic emperors. ex. tactics & strategies of employing a Greek vs. Macedonian Phalanx
- Internet Research (cooperative group and individual)
- Power Point and other various types of presentations

Assessments:

Diagnostic:

- Students' participation and answers during class discussions.
- Students' completion of background-knowledge quiz connecting ancient forms of government to the United States' system of representative democracy.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- Students will have their notebooks evaluated periodically.
- Students will use the Internet and compare information presented by several websites with the information written in periodicals on the influence of Greek, Hellenistic, Roman, Chinese, and Indian Empires on the modern world.

Summative:

- Students will analyze and evaluate the Life of Alexander the Great in a PSSA formatted essay.
- Students will construct a Change-over-Time response related to the theme of empire.
- Students will successfully complete an objective test covering this unit's subject matter.

Extensions:

- Students will conduct individual research on a particular personality of this time period and present their findings to the class in the form of a power point presentation.
- Students will use a number of articles to write a DBQ on the theme of empire and imperialism in the pre-classical and classical eras.
- Students will recreate life for a(n) Assyrian, Spartan, or Roman Warrior by creating the garb they would wear and then briefly practice marching in a phalanx with orders coming from the instructor.
- Students will illustrate life in these empires by creating a piece of visual or musical art work related to the art and literature of a chosen empire.
- Students will debate whether or not the United States is taking the same path as other empires that had attained their apex of influence and control in an international arena.

Correctives:

- Students will complete a review sheet on the contributions of the early Mesopotamian empires to the modern age.
- Students will create a timeline of the causes, major battles, and effects of the Persian,

DELAWARE VALLEY SCHOOL DISTRICT

Peloponnesian, and Punic Wars.

- Students will chart the similarities of Ancient Athens, the Roman Republic & subsequent empire, and the United States through the use of Venn or T diagrams.
- Students will complete the chapter module 1 lesson 1 review questions.

Materials:

- Colon, Jose; Copeland, Bethany; Dexter, Darrel; et. al., Modern World History. Orlando, FL: Houghton Mifflin Harcourt, 2018. Pp.2-13, 78-89
- Stearns, Peter, World Civilizations: The Global Experience, 4th edition. New York: Pearson - Longman, 2006. Pp70-191.
- Spodek, Howard, The World's History, 3rd Edition. London: Pearson/Prentice Hall, 2006. Pp122-264.
- Fields, Rick, Code of the Warrior. New York: Harper-Perennial, 1991. Pp37-97.
- Reilly, Patrick., Worlds of History: A Comparative Reader, 3rd edition. New York: Bedford - St. Martin's, 2009. Pp66-329
- Various related articles from current periodicals (i.e.: National Geographic, US - News and World Report, Newsweek, Time, Scientific American)
- Gosch, Stephen S., Grieshaber, Erwin P., Stearns, Peter N., Documents in World History, 3rd Edition, volume 1 –The Great Traditions: From Ancient Times-1500. New York: Longman 2003. Pp35-152.
- Video: **In Search of: The Ancient Olympics**. History Channel Video (1997)
- Video: **Engineering an Empire**. History Channel Video (2010)
- Video: **A&E Conquerors: Alexander the Great**: (1994)
- <http://www.historychannel.com>
- <http://www.bbc.com>
- <http://www.romanemperors.org/> (De Imperatoribus Romanis: An Online Encyclopedia of Roman Emperors)
- <http://www.ancient-china.net/>
- <http://www.worldhistoryforusall.com>
- <http://www.wsu.edu/~dee/INDINRES.HTM> (India: Internet Resources)
- Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

DELAWARE VALLEY SCHOOL DISTRICT

UNIT III: The Rise of World Religions

Big Idea # 1: Historical context is needed to comprehend time and space.

Essential Questions:

- Why is time and space important to the study of history?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.

Competencies:

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.

Big Idea #2: Historical analysis involves understanding cause and result.

Essential Questions:

- How does continuity and change throughout world history influence your community today?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts:

- World history looks for common patterns that emerge across all cultures.
- Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies:

- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

Unit III: The Rise of World Religions, 2500BCE – 1500CE

Time Range in Days: 25

Standard(s) Addressed: WH.8.1.12 (A,B,C,D); WH.8.3.12 (A,B,C); WH.8.4.12 (A,B,C,D); R.1.11 (A,D,F); R1.2.11(A,B); 1.5.11(B,C,G); 1.6.11(A,D,E)

Anchor(s) or Adopted Anchor(s): M.2.4 & 5; R.1.2, 6 & 8; R.11.A.2.3 & 5

Overview:

The focus of this unit is the universal underpinnings of the world's great religions. Students will analyze the dichotomy that seemingly exists between religions of particular ethnic groups and "universal" religions that have converts and worshippers from all ethnicities. Students will chart the origins, founders, important religious texts, moral and spiritual concepts, religious tenets, and historical progression and influence of Hinduism, Buddhism, Judaism, Christianity, and Islam. They will compare these religions with the paganism of Classical Greco-Roman culture, and Shintoism, Legalism, Confucianism, and Daoism of the Far-East. Students will apply concepts learned to the role of religion today in local and global political arenas.

Focus Questions:

- What is a universal religion? Differentiate between such and a belief system.
- What factors led to the development of these spiritual systems from their tribal, local roots?
- Who were the founders and evangelizers of each?
- What were the political and cultural factors involved in each one's development?
- What are the similarities and differences in the moral concepts and tenets of these faiths?

Objectives: Students will...

- Identify the factors that led to the development of the world's major religions. **(DOK1)**
- Analyze and evaluate the universal moral codes evident in all 5 of the major world religions (i.e. 10 commandments, 8-fold path, 5 Pillars, etc.) **(DOK4)**
- Define and describe the tenets of each of the world's major religions. **(DOK2)**
- Contrast the differences between tribal/ethnic religions and the "universal" religions that win converts from all ethnicities. **(DOK3)**
- Analyze and evaluate the socio-economic and political influences throughout history of these systems of faith. **(DOK4)**
- Identify, trace the life, and determine the influence of the following people: Siddhartha Gautama, Abraham, Moses, Jesus, Paul of Tarsus, Theodosius, Clovis, Gregory I, Benedict of Nursia, Shotoku Taishi, Muhammad, Abu Bakr, Ali. **(DOK3)**
- Analyze and evaluate the influence Official / State religions on the group psyche of a society and on the life of individuals within said society. **(DOK4)**
- Explain, analyze, evaluate, and apply the concept of holy wars and its effect on world events with a particular focus on the development of ethnocentrism, racism, and terrorism. **(DOK4)**

Core Activities and Corresponding Instructional Methods:

Core Activities:

- Students will take and score a test to determine their level of religious literacy.
- Students will complete a KWL chart of each of the religious / ethical systems presented through the lecture and video clip series.

DELAWARE VALLEY SCHOOL DISTRICT

- Students will research one of the influential persons related to the formation and evangelization of the predominant world religions, past or present, and write a paper on the life and accomplishments of the individual. An oral presentation and visual aid will also be included in the scoring rubric.
- Students will view and take notes on the History Channel's videos on Hinduism, Buddhism, Judaism, Christianity, Islam, and Shintoism.

Methods:

- Lecture / Discussion
- Related Readings
- Worksheets
- Video analysis & evaluation
- Hands on Directed Activities: TBA
- Internet Research (cooperative group and individual)
- Power Point and other various types of presentations

Assessments:

Diagnostic:

- Students will take an objective pre-test on their background knowledge to individual knowledge of world religions.
- Students' participation and answers during class discussions.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities (i.e. meditation sessions, iconic reproductions, holiday / feast) presentations
- Students will have their notebooks evaluated periodically.
- Students will compare and contrast the religious tenets and the historical application of the major world religions as they were presented in the textbook and then presented by their classmates.

Summative:

- Students will be assessed on their written free-response questions based on content, and writing guidelines including style, conventions, use of sources, and analytical thinking.
- Students will be evaluated through their oral presentations and visual aid(s) according to a grading rubric scale.
- Students will take a traditional unit exam with objective and subjective types of questions.

Extensions:

- Students will create their own Hindu / Buddhist Mandalas.
- Students will participate in meditative Tai Chi sessions
- Students will create charts comparing and contrasting the core notions of the 8-Fold Path, The 10 Commandments, the Upanishads, and the 5 Pillars of Islam

Correctives:

- Students will complete several worksheets on the causes and effects of holy wars. Particular focus will be placed on the historical pattern repeated cross-religiously.
- Students will complete the all the module 1 lesson 2, and module 2 lessons 1-4reviews.
- Students will compare and contrast two articles from, **Documents in World History:** 1) The Koran

DELAWARE VALLEY SCHOOL DISTRICT

and the Family and 2) The Justinian argument for Christianity:

Materials and Resources:

- Colon, Jose; Copeland, Bethany; Dexter, Darrel; et. al., Modern World History. Orlando, FL: Houghton Mifflin Harcourt, 2018. Pp.14-21, 38-62, 80-88.
- Stearns, Peter, World Civilizations: The Global Experience, 4th edition. New York: Pearson - Longman, 2006. Pp120-212.
- Spodek, Howard, The World's History, 3rd Edition. London: Pearson/Prentice Hall, 2006. Pp265-387.
- Fields, Rick, Code of the Warrior. New York: Harper Perennial, 1991. Pp37-97.
- Reilly, Patrick., Worlds of History: A Comparative Reader, 3rd edition. New York: Bedford - St. Martin's, 2009. Pp337-372.
- Various related articles from current periodicals (i.e.: National Geographic, US - News and World Report, Newsweek, Time, Scientific American)
- Gosch, Stephen S., Grieshaber, Erwin P., Stearns, Peter N., Documents in World History, 3rd Edition, volume 1 –The Great Traditions: From Ancient Times-1500. New York: Longman 2003. Pp153-190.
- Videos (5-part series): **Great Religions of the World: Hinduism, Buddhism, Judaism, Christianity, Islam** [70 minutes each; color]. Narrated by Ben Kingsley (1997)
- <http://www.historychannel.com>
- <http://www.bbc.com>
- <http://www.buddhanet.net>
- <http://bbc.com>
- <http://www.fordham.edu/halsall/jewish/jewishbooks.html>
- <http://www.ntgateway.com/Jesus/>
- <http://www.library.yale.edu/neareast/islamicsites.html>
- <http://www.worldhistoryforusall.com>
- Other websites, primary sources, and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

DELAWARE VALLEY SCHOOL DISTRICT

UNIT IV: Integrated Debate and Research Paper

Big Idea # 1: Historical context is needed to comprehend time and space.

Essential Questions:

- Why is time and space important to the study of history?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.

Competencies:

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.

Big Idea #2: Historical analysis involves understanding cause and result.

Essential Questions:

- How does continuity and change throughout world history influence your community today?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts:

- World history looks for common patterns that emerge across all cultures.
- Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies:

- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

DELAWARE VALLEY SCHOOL DISTRICT

Big Idea #3: Perspective helps to define the attributes of historical comprehension

Essential Questions:

- How does continuity and change throughout world history influence your community today?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts:

- World history looks for common patterns that emerge across all cultures.
- Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.
- Learning about the past and its different contexts shaped by the social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.

Competencies:

- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

Curriculum Plan

Unit IV: Integrated Debate and Research Paper

Time Range in Days: 20

Standard(s) Addressed: WH.8.1.12 (A,B,C,D); H.8.3.12 (A,B,C); WH.8.4.12 (A,B,C,D); 1.1.11 (A,D,F); 1.2.11(A,B); 1.5.11(B,C,G); 1.6.11(A,D,E)

Anchor(s) or Adopted Anchor(s): M.2.4 & 5; R.1.2, 6 & 8; R.11.A.2.3 & 5

Overview:

Students will be introduced to the debate and research processes implemented at Delaware Valley High School. Selection of current controversial topics and creation of teams will vary from year to year. Debate topics will be chosen from three broad categories: International affairs, United States' domestic policy, and modern social concerns. Students will research, analyze, evaluate, and synthesize specific content for their position on a specific topic. They will develop independent research, team leadership, critical thinking and public speaking skills. Each team will debate another integrated team from another grade level, and be judged by various Delaware Valley educators and administrators as a culminating activity. Their final assessment for this unit will be a 5-7 page research paper.

DELAWARE VALLEY SCHOOL DISTRICT

Focus Questions:

- What constitutes legitimate historical research? How is it performed?
- How does one frame a legitimate historical argument?
- What are the causes and consequences of various geo-political, social, economic and demographic patterns in the 21st century?
- What are some viable solutions to each?

Objectives: Students will...

- Be introduced to the debate and further their knowledge of the writing process as per the rules used by the Integrated Program. **(DOK 1 and 2)**
- Identify and put into practice appropriate historical research methodology. **(DOK1 and 4)**
- Analyze and evaluate various geo-political, social, economic and demographic patterns in the 21st century. **(DOK4)**
- Define and describe the long and short term causes and effects of each. **(DOK2)**
- Collaborate with team mates developing appropriate arguments for either the pro or con side of each issue. **(DOK4)**
- Develop logical, and persuasive speeches and appropriate questions and answers for each debate topic. **(DOK3)**
- Conduct research on various controversial domestic and global issues facing humanity today. **(DOK4)**
- Present conclusions orally through the integrated debates, and in a written research paper. **(DOK4)**

Core Activities and Corresponding Instructional Methods:

Core Activities:

- Students will receive a guideline to the debating procedure at DV. (Mark Robbins, author)
- Students will receive the scoring rubric, that includes times and possible points for each category.
- Students will research both sides of the issue and will write persuasive speeches for each side.
- Students debate against the other combined English/Social Studies Classes Thanksgiving week.

Methods:

- Direct instruction
- Cooperative learning project
- Writing persuasive speeches
- Researching specific information
- Oral presentation

Assessments:

Diagnostic:

- Students will submit rough drafts of their speeches for evaluation and rehearse their speeches in front of the class.
- Students will receive the judge(s) card(s) that include constructive analysis.

Formative:

- Students will participate and be graded on their ability to formulate a speech, prepare questions and argue their viewpoint.
- Students will submit rough drafts of their research papers for assessment and guided improvement.

DELAWARE VALLEY SCHOOL DISTRICT

Summative:

- Students will be able to participate in future debates in other classes.
- Students will understand the rules and factors that make debating an excellent learning experience.
- Students will receive an overall team grade and an individual grade based on their performance in the debate.

Extensions:

- Students will research on the Internet, in magazines and newspapers and on television for the latest information on the topic selected.
- Students will combine writing and speaking skills to present their case.

Correctives:

- Students will define the terms in debating and will be able to identify key elements of the procedure in debating.

Materials and Resources

- Colon, Jose; Copeland, Bethany; Dexter, Darrel; et. al., Modern World History. Orlando, FL: Houghton Mifflin Harcourt, 2018. Modules 25-26.
- Stearns, Peter, World Civilizations: The Global Experience, 4th edition. New York: Pearson - Longman, 2006. pp810-924
- Spodek, Howard, The World's History, 3rd Edition. London: Pearson/Prentice Hall, 2006. Pp802-881.
- Noonan, Theresa C., Document-Based Assessment Activities for Global History Classes. Portland, Maine: Walch, 1999. 133pp.
- Pahl, Ron H., Breaking Away From the Textbook: Creative Ways to Teach World History Volume II: The Enlightenment Through the 20th Century. Lanham, Maryland: Scarecrow Education, 2002. Pp109-185.
- Reilly, Patrick., Worlds of History: A Comparative Reader, 3rd edition. New York: Bedford - St. Martin's, 2009. pp1042-1081.
- Watson Institute for International Studies, Shifting Sands: Balancing US Interests in the Middle East. Brown University: 2006.
- Various related articles from current periodicals (i.e.: National Geographic, US - News and World Report, Newsweek, Time, Scientific American)
- Gosch, Stephen S., Grieshaber, Erwin P., Stearns, Peter N., Documents in World History, 3rd Edition, volume 2 –The Modern Centuries: From 1500-Present. New York: Longman 2003. Pp253-430.
- A handout on debating prepared by Mark Robbins.
- A scoring rubric designed by the Integrated Program teachers.
- Other various reference materials in Mr. Marcial's R12 personal library.
- <http://www.historychannel.com>
- <http://www.bbc.com>
- <http://aljazeera.com/>
- http://www.factnet.org/Religious_Fundamentalism.html
- <http://www.loc.gov/rr/international/hispanic/terrorism/terrorism.html>
- <http://www.wto.org/>
- http://www.africa.upenn.edu/Home_Page/Country.html
- http://www.lib.berkeley.edu/doemoff/gov_eu.html
- http://www.lib.duke.edu/ias/mideast/me_palestine.htm
- <http://lanic.utexas.edu/las.html>

DELAWARE VALLEY SCHOOL DISTRICT

- <http://www.casahistoria.net/uslatam.htm>
- <http://www.kings.edu/history/20c/china.html>
- <http://www.chinesehumanrightsreader.org/>
- <http://www.webhead.com/wwwvl/india/>
- Other websites, primary sources, and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

DELAWARE VALLEY SCHOOL DISTRICT

Unit V: World Trade and Global Connections, 1000-1650; Independent Unit

Big Idea # 1: Historical context is needed to comprehend time and space.

Essential Questions:

- Why is time and space important to the study of history?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.

Competencies:

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.

Big Idea #2: Historical analysis involves understanding cause and result.

Essential Questions:

- How does continuity and change throughout world history influence your community today?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts:

- World history looks for common patterns that emerge across all cultures.
- Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies:

- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

Unit V: World Trade and Global Connections 1000-1650

Time Range in Days: 30 days

Standards Addressed: G.7.1; WH8.1.12 (A,B,C,D); 8.3.12 (A,B,C); 8.4.12 (A,B,C,D); 1.1.11 (A,D,F); 1.2.11(A,B); 1.5.11(B,C); 1.6.11(A,D,E)

Anchor(s): M.2.4 & 5; R.1.2, 6 & 8; R.11.A.2.3 & 5

Overview:

In this unit students will describe, analyze, and evaluate the effects of Pre-Columbian trade networks. They will first focus on trading patterns outside of Europe, and then apply their knowledge to Europe as a case study. They will conduct research on the following important issues concerning international trade: 1) the high cost of transport, especially overland (the Silk Road and Sub-Saharan caravans); 2) the need for healthy internal markets to support international trade; 3) debates over how much governmental control is appropriate for healthy trade (Pax-Mongolica v. Tokugawa Shogunate); and 4) the need for peace to sustain long-distance trade. This unit will conclude with students listing and evaluating the reasons for European Nation-State dominance in world trade in the Post-Columbian Era (16th-20th centuries). They will tie that dominance to the effects of the Columbian Exchange, analyzing the trade diasporas and population movements of large numbers of peoples from 1300-1750. This unit will carry over into the third marking period

Focus Question(s):

- What were the major trade routes in the Post-Classical time period? What contributions did civilizations along those trade routes give to the modern age?
- How and why did those trade routes shift from 1000-1650?
- What were the political, economic, demographic, and social effects of the Age of Exploration?
- What have been the continuing effects of the Columbian Exchange?
- What are the major components of mercantilism and capitalism? How did the former lead to the latter?

Objectives: Students will...

- Identify and describe the major trade routes and regional trade systems of the Americas, Africa, and Asia prior to and during the Columbian Age.
- Discuss and debate the following trade issues and historical solutions to each: 1) the high cost of transport; 2) the need for healthy internal markets to support international trade; 3) how governmental control is appropriate for trade; 4) the need for peace to sustain long-distance trade.
- Compare and contrast the trade systems of Africa and the Americas.
- Examine the syncretic effects of the “**Pax Mongolica**.”
- Explain, analyze, and evaluate the causes for the European voyages of exploration in the late fifteenth and early sixteenth centuries. (**Renaissance & Reformation**)
- Argue why Europeans were much more aggressive (militaristically) in exploration than the international traders that preceded them.
- Identify and list the contributions of Asian, African, and European explorers and traders from **Zhueng He to James Cook**.
- Chart the courses of the voyages of exploration of the **Ming Dynasty** and the fifteenth-sixteenth century Europeans.

DELAWARE VALLEY SCHOOL DISTRICT

- Define **Mercantilism** and explain its use by the European colonial powers of the time period.
- Trace the development of **Capitalism** as a global economic system.
- Define **Encomienda** and compare this Spanish system of human subjugation to Russia's historical treatment of serfs.
- Analyze and evaluate the causes and effects of the first massive demographic changes in the global **ecumene** created by 1650.
- Graphically illustrate the difference between self-sufficient farms and **plantation systems** used for growing exportable **cash crops**.
- Research and present causes and effects of religious tolerance or intolerance on **Safavid, Mughal, and Ottoman**.

Core Activities and Corresponding Instructional Methods:

Core Activities:

- Students will complete maps of world trade routes based on charts on pp 385, 406, 418.
- Students will participate in a simulation they will create on Pastoral Nomadic Toughness.
- Students will view and take notes the films: **Roots** and **Amistad**, detailing the reasons for and effects of the European slave trade.
- Students will read, analyze and evaluate excerpts from the book: **1421**, recounting parts of the Chinese treasure fleets global voyages.
- Students will then discuss and debate when trade is good or bad for a people or nation.

Methods:

- Lecture / Discussion
- Related Readings
- Worksheets
- Video analysis & evaluation
- Hands on Directed Activities: To be a Mongolian; The Middle Passage
- Internet Research (cooperative group and individual)
- Power Point and other various types of presentations

Assessments:

Diagnostic:

- Students will take sample geography quiz on the notable achievements of the European explorers and conquistadors.
- Students' participation and answers during class discussions.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- Students will have their notebooks evaluated periodically.
- Students will compare and contrast the contributions of the most influential leaders of the Renaissance and Reformation in the realm of global exploration and Christian evangelization.
- Students will write a 3 paragraph essay on the similarities and differences of the various regional trade systems prior to 1450.

DELAWARE VALLEY SCHOOL DISTRICT

Summative:

- Students will be assessed through their power point / oral presentations and visual aid(s), according to a grading rubric scale.
- Students will take and successfully complete brief objective module quizzes.
- Students will take a traditional unit exam with objective and subjective types of questions.
- Students will write a timed change-over-time essay on a College Board writing prompt based on the effects of the voyages of Zheng He and the Columbian Exchange.

Extensions:

- Students will research and present their findings on the little known, but prosperous syncretic Swahili culture of the East African Coast (fourth century CE)
- Students debate and discuss the merits and detriments of mercantilism, capitalism as international trade based economic systems.
- Students will research and present their conclusions on one personality from this time period, detailing his/her personal life and historical legacy.

Correctives:

- Students will complete worksheets on the major trading empires from 1000-1650CE.
- Students will complete the all the chapter 8, 9, 11-16 section reviews.
- Students will fill in a blank world map charting the voyages of exploration and prior overland trade routes from the time of the Crusades through the seventeenth century.

Materials and Resources:

- Colon, Jose; Copeland, Bethany; Dexter, Darrel; et. al., Modern World History. Orlando, FL: Houghton Mifflin Harcourt, 2018. Modules 3-7.
- Menzies, Gavin, 1421: The Year China Discovered America. New York: Harper, Perennial, 2004. 650pp.
- Noonan, Theresa C., Document-Based Assessment Activities for Global History Classes. Portland, Maine: Walch, 1999. 133pp.
- Reilly, Patrick., Worlds of History: A Comparative Reader, 3rd edition. New York: Bedford - St. Martin's, 2009. pp375-695.
- Various related articles from current periodicals (i.e.: National Geographic, US - News and World Report, Newsweek, Time, Scientific American)
- Gosch, Stephen S., Grieshaber, Erwin P., Stearns, Peter N., Documents in World History, 3rd Edition, volume 1 –The Great Traditions: From Ancient Times-1500. New York: Longman 2003. Pp256-348.
- Gosch, Stephen S., Grieshaber, Erwin P., Stearns, Peter N., Documents in World History, 3rd Edition, volume 2 –The Modern Centuries: From 1500-Present. New York: Longman 2003. Pp8-113.
- Video: Roots, PBS miniseries, 1978.
- Video: Amistad, 1998.
- Video: A&E Conquerors: Peter The Great and Suleyman the Magnificent (1994)
- <http://www.historychannel.com>
- <http://www.bbc.com>
- http://www.metmuseum.org/toah/hd/zimb/hd_zimb.htm
- <http://www.fordham.edu/halsall/sbook.html>
- <http://www.historyguide.org/ancient/death.html>
- <http://www.labyrinth.georgetown.edu/>
- <http://sunsite.icm.edu.pl/wm/paint/glo/renaissance>

DELAWARE VALLEY SCHOOL DISTRICT

- <http://www.zum.de/whkmla/region/lowcountries/voc.html>
- <http://newton.uor.edu/Department&Programs/AsianStudiesDept/china-history.html>
- <http://www-sul.stanford.edu/depts/ssrg/africa/history/hislavery.html>
- <http://www.bestschools.org/hs/sstudies/global9/first.html>
- <http://www.worldhistoryforusall.com>
- Other websites, primary sources, and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

DELAWARE VALLEY SCHOOL DISTRICT

Unit VI: Social Studies / Social Change Through Philosophy and the Industrial Revolution 1450-1914

Big Idea # 1: Historical context is needed to comprehend time and space.

Essential Questions:

- Why is time and space important to the study of history?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.

Competencies:

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.

Big Idea #2: Historical analysis involves understanding cause and result.

Essential Questions:

- How does continuity and change throughout world history influence your community today?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts:

- World history looks for common patterns that emerge across all cultures.
- Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies:

- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

Unit VI: Social Studies / Social Change Through Philosophy and the Industrial Revolution 1450-1914

Time Range in Days: 35 days

Standards Addressed: G.7.1; 8.1.12 (A,B,C,D); WH 8.3.12 (A,B,C); 8.4.12 (A,B,C,D); 1.1.11 (A,D,F); 1.2.11(A,B); 1.5.11(B,C); 1.6.11(A,D,E)

Anchor(s): M.2.4 & 5; R.1.2, 6 & 8; R.11.A.2.3 & 5

Overview:

Students will explore the many facets of the term “revolution.” They will differentiate between the overthrow of political systems and the effects of invention and discovery in promoting social change. They will identify the two different waves of revolution centered on the concepts created during the Renaissance, Reformation, and Enlightenment by the Philosophes (social contract, “democracy”, Glorious Revolution-French Revolution, etc.), and by the simultaneous Scientific Revolution (Empiricism, freedom of inquiry, etc.). Students will analyze and evaluate the significance of the Industrial Revolution through four points: 1) the triumph of W. Europe in terms of economic power; 2) the snowball effect of industrialization; 3) the efforts of governments and other groups to redress wrongs in the system; and 4) the catastrophic effects of industrialization on non-industrial countries. Students will illustrate how nationalism, imperialism, and the need for intense competition were propagandized throughout this time period. Students will compare and contrast three of the following revolutions: Glorious, American, French, South American (Simon Bolivar), Russian, Chinese, and Cuban. Students will use Japan as a case study in terms of its being the only nation-state to beat the Europeans at their own game in synthesizing what the future may hold for the world in terms of the influence of the growing industrial and market based economies of China and India.

Focus Question(s):

- What were the long and short term causes and effects of the European Renaissance and Reformation?
- What were the social, political, economic and religious changes and continuities from 1450-1914?
- What is a “revolution”? What are the typical patterns of revolutions? Why?
- What were the factors that led to the Industrial Revolution? What were the effects?
- How are the 19th century ISMs interrelated? How are they still evident today?

Objectives: Students will...

- Define: **Revolution**. They will then identify the various types of “Revolution” and apply them to global events from the 17th-20th centuries. DOK 1
- Differentiate between **social and political revolutions**. DOK 3
- Analyze and evaluate the effects of revolutions on mass populations from the **Glorious Revolution** in England to the **Latin American Revolutions** of the 19th century. DOK 4
- Discuss and debate the question of “**cui bono?**”-**who benefits?** The masses or a small elite? DOK 4
- Analyze, evaluate, and apply the principles of the **European Enlightenment** emphasizing the interpretations of **empiricism** and theories of **social contract**. DOK 4
- Explain Western Europe’s global dominance in terms of economic power through the **Industrial Revolution**. The focus will be a showcase of Great Britain’s dominance. DOK 3

DELAWARE VALLEY SCHOOL DISTRICT

- Describe the snowball effect of industrialization. DOK2
- Analyze and evaluate the catastrophic effects of industrialization on non-industrial countries. DOK 4
- List, analyze, and evaluate governmental efforts to redress wrongs in the “system.” DOK 1
- Complete a cost / benefit analysis of industrialization on the global scale. DOK 3
- Create a synthetic, workable solution to the ills of industrialization and modernization (pollution, overpopulation, climate change, slavery, gap b/w rich & poor, etc.) DOK 4
- Argue how **nationalism** and **imperialism** are linked using historical examples from 1650-1914. DOK 3
- Analyze and evaluate the causes and effects of the other various Isms of the Modern Era: **Industrialism, Romanticism, Socialism, Communism, Cubism, Realism, Feminism, Militarism, Anti-Semitism, etc.** DOK 4
- Describe the violence, greed of the European powers, and the subsequent animosity of indigenous / subjugated populations to foreign rule. DOK 2
- Analyze and evaluate the efforts of **Japan** that made it the only nation to successfully beat the European imperialists at their own game. DOK 4

Core Activities and Corresponding Instructional Methods:

Core Activities:

- Students will view and take notes on excerpts from the film, Simon Bolivar: the Liberator, the European revolutionary, nationalistic movements to the Latin American wars for independence.
- Analyze and evaluate the A&E video: The Conquerors: Napoleon.
- Students will read and take notes on excerpts from the following articles / publications: Dicken’s, Hard Times; Marx’s, the Communist Manifesto; Sinclair’s, The Jungle, comparing and contrasting the reality of the life of the industrial-class worker and the theories used to “improve” his/her quality of life.
- Students will participate in a simulation of child labor experiences through an alternative lesson activity.
- Students will research and present their conclusions on the effects of the Enlightenment, Industrial Revolution, Nationalism, and Imperialism had on the social status and political power of women through this time period.

Methods:

- Lecture / Discussion
- Related Readings
- Worksheets
- Video analysis & evaluation
- Hands on Directed Activities: The Game of the Industrial Revolution; Urban Game
- Internet Research (cooperative group and individual)
- Power Point and other various types of presentations

Assessments:

Diagnostic:

- Students will complete a background knowledge exercise centered on the idea of revolution, developing their own, focused definition in the process.
- Students role-play entrepreneurs of the Industrial Revolution and discuss their motives for their business ventures.
- Students' participation and answers during class discussions.

DELAWARE VALLEY SCHOOL DISTRICT

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- Students will have their notebooks evaluated periodically. (focus on video outlines)
- Students' successful completion of brief, objective "pop" quizzes related to each chapter's subject matter.
- Students will have the rough drafts of their comparative essays edited by their peers and the instructor.

Summative:

- Students accurately categorizing of the causes and effects of the political and social revolutions from the 17th-19th centuries, the Industrial Revolution, Nationalism, and Imperialism.
- Students' comparative essays will be assessed according to a rubric scoring method following College Board format guidelines.
- Students will take a traditional unit exam with objective and subjective types of questions.

Extensions:

- Students will present oral arguments for or against nationalistic and imperialistic policies of the nation they randomly pick to represent in this era.
- Students will write a comparative essay on the effects of the Industrial Revolution and the subsequent imperialist policies of the European powers in Manchu (Qing) China and Meiji Japan, in the format and guidelines specified by the College Board.

Correctives:

- Students will complete a number of worksheets categorizing the various political, social, and philosophical theories of the Philosophes.
- Students will complete the all the module 12-19 reviews.
- Students will read and analyze articles given to them in packet form in order for them to correctly identify the specific causes, events, and effects of the Dutch Wars for Independence, the Glorious, American, and French revolutions.
- Students will fill in a Venn Diagram to illustrate the similarities and differences of Zionism with other nationalistic movements of the 19th century.
- Students will list the causes and effects of massive population growth on the socio-political, economic, military, and environmental levels.

Materials and Resources:

- Colon, Jose; Copeland, Bethany; Dexter, Darrel; et. al., Modern World History. Orlando, FL: Houghton Mifflin Harcourt, 2018. Modules 8-17.
- Cleary, Thomas, The Japanese Art of War: Understanding the Culture of Strategy. Boston: Shambala Classics, 1991.
- Fields, Rick, Code of the Warrior. New York: Harper Perennial, 1991. Pp150- 224.
- Noonan, Theresa C., Document-Based Assessment Activities for Global History Classes. Portland, Maine: Walch, 1999. 133pp.
- Pahl, Ron H., Breaking Away From the Textbook: Creative Ways to Teach World History Volume II: the Enlightenment Through the 20th Century. Lanham, Maryland: Scarecrow Education, 2002. Pp1-107.

DELAWARE VALLEY SCHOOL DISTRICT

- Reilly, Patrick., Worlds of History: A Comparative Reader, 3rd edition. New York: Bedford - St. Martin's, 2009. pp696-875.
- Various related articles from current periodicals (i.e.: National Geographic, US - News and World Report, Newsweek, Time, Scientific American)
- Gosch, Stephen S., Grieshaber, Erwin P., Stearns, Peter N., Documents in World History, 3rd Edition, volume 2 –The Modern Centuries: From 1500-Present. New York: Longman 2003. Pp113-251.
- Video: **A&E's: The Conquerors: Napoleon.** (1994)
- Video: **Industrialization and Urbanization from 1870-1910**, 1996.
- Video: **Amistad**, 1998.
- Video: **Zulu**, MGM, 1964.
- <http://www.historychannel.com>
- <http://www.csuohio.edu/history/courses/Josehis165/LINKS.htm>
- <http://www.anu.edu.aupolsci/marx/marx.html>
- <http://dewey.chs.chico.k12.ca.us/irev.html>
- <http://www.fordham.edu/halsall/mod/modsbook.html>
- http://www.historyguide.org/intellect/ind_rev.html
- <http://www.nationalismproject.org/nationalism.htm>
- <http://www.indiana.edu/~japan/iguide/whistory.html>
- <http://www.zum.de/whkmla/region/lowcountries/voc.html>
- Other websites, primary sources, and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

DELAWARE VALLEY SCHOOL DISTRICT

UNIT VII: Exploding Technology and Contested Visions of a New International Order, 1914-1991; Independent Unit

Big Idea # 1: Historical context is needed to comprehend time and space.

Essential Questions:

- Why is time and space important to the study of history?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.

Competencies:

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.

Big Idea #2: Historical analysis involves understanding cause and result.

Essential Questions:

- How does continuity and change throughout world history influence your community today?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts:

- World history looks for common patterns that emerge across all cultures.
- Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies:

- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

Unit VI: Exploding Technology and Contested Visions of a New International Order, 1914-1991

Time Range in Days: 25 Days

Standards Addressed: G.7.1; H.8.1.12 (A-D); H.8.4.12 (A-D)

Anchor(s): M.2.4 & 5; R.1.2, 6 & 8; R.11.A.2.3 & 5

Overview:

This unit is direct in its approach to the massive changes wrought by technological development of the early twentieth century. Students will continue with their evaluation and synthetic application of the themes introduced in the prior unit by conducting research, discussing, debating, and presenting their views on all of the following topics and themes: 1) the Transformation of the Western World mainly because of the exponential pace of invention; 2) the application of that technology to war between industrialized powers (WWI, WWII, Cold War & proxy wars); 3) the manipulation and devastation of the non-industrialized world by industrialized nations(Africa, Latin America, Middle East); 4) attempts to curb the destruction (League of Nations and the UN, George Keenan's idea of Containment); 5) continued application of the lessons to the technological, political, military and economic development of China and India (revolution to political and economic interdependence, outsourcing, supply-side economics, massive industrialization, mixed economy benefits, growing middle class, urbanization, nuclear club, environmental impact).

Focus Question(s):

- What were the long and short term causes of WWI, WWII, and the Cold War?
- What were the global effects of WWI, WWII, and the Cold War?
- What was the progression of Cold War events that led to the eventual collapse of the USSR?
- How and why was the Cold War connected to Decolonization?
- What is a proxy war? Who suffers most in these conflicts?

Objectives: Students will...

- Define: **mass production** and **weapons of mass destruction (wmds)**. **DOK 1**
- Chart the historical sequence with which the West, through the increasing pace of invention, transformed the rest of the world politically, socially, economically, and environmentally. **DOK 2**
- List, describe, and synthetically apply the ever-changing technologies used to war between the industrial powers of **WWI**. **DOK 1**
- Chart and graphically illustrate the devastation wrought by industrialized nations onto non-industrialized nations. **DOK 2**
- Explain factors that had the US emerge as the preeminent world power by the end of WWI. **DOK 3**
- Continue to analyze and evaluate the rationalizations for and effects of aggressive nationalism and imperialism (**capitalistic and communistic**) with the availability of new, more devastating military technologies. **DOK 4**
- Discuss and debate the effectiveness of global organizations (**League of Nations** and the **UN**) in their effectiveness of achieving their stated missions. **DOK 3**
- Examine the appeal of **fascism** to the disenfranchised of Europe during the **Great Depression**.
- Analyze and evaluate the causes and effects of **WWII**, placing particular emphasis on efficiency vs. morality. **DOK 4**
- Define: **Cold War** and **Containment**. **DOK 1**

DELAWARE VALLEY SCHOOL DISTRICT

- Compare and contrast the French, **Russian**, and **Chinese** Revolutions **DOK3**
- Explain how the **US** and **USSR** often fought **proxy wars** through **third world** countries during the Cold War. **DOK 2**
- Define **terrorism** and list the numerous terroristic groups acts of terrorism they have committed from 1948-present. **DOK1**
- Complete a case study of **China** and **India** as the two growing super powers that have emerged out of the 20th century with **mixed economies** and refused to be completely under the influence of either the West or the USSR. **DOK 3**
- Analyze and evaluate the changing role of women and its effects on global population demographics. **DOK 4**

Core Activities and Corresponding Instructional Methods:

Core Activities:

- Students will chart their daily activities and then explain how many of those activities would not have been possible without inventions from 1880-present.
- Students will analyze and evaluate the contributions of Research and Development departments of major international corporations.
- Students will calculate how many of their classmates would have childhood without the medical treatments or drugs made available in the past century.
- Students will simulate life on the Western front during WWI in a tactile/kinesthetic activity.
- Students will discuss why the horrors of WWI were so unexpected.
- Students will expand on the often neglected role of Japan in WWI & use it to explain its further role in the twentieth century.
- Students will recall what a welfare state is and explain how the US became one.
- Students will compare and contrast the three fascist states in Europe (Italy, Germany, and Spain.)
- Students will compare Japan's economic position in the 1930s to the Athenian Empire of the 5th century BCE.
- Students will define and discuss racism, ethnocentrism and Anti-Semitism.
- Students will chart the reasons for Germany's eastward expansion (lebensraum) and to Japanese expansion into China (Manchuria).
- Students will identify Dr. Sun Yat Sen, Chiang Kai Shek, and Mao Tse Tung, tracing the major events of the Chinese Communist and then Cultural Revolutions.

Methods:

- Lecture / Discussion
- Related Readings
- Worksheets
- Video analysis & evaluation
- Hands on Directed Activities: Archeological dig / hieroglyphic simulations
- Internet Research (cooperative group and individual)
- Power Point and other various types of presentations

Assessments:

Diagnostic:

- Students' role-play interpretations of life on the Western Front during WWI.
- Students' role-play interpretations of the purpose of education in the Soviet Union in the Cold War.
- Students' participation and answers during class discussions.

DELAWARE VALLEY SCHOOL DISTRICT

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- Students will have their notebooks evaluated periodically. (focus on video outlines)
- Students' successful completion of brief chapter objective quizzes.
- Students' explanations of their leadership comparisons between Mahatmas Gandhi and Mao Tse Tung.

Summative:

- Students' 2-page analysis and evaluation for the reasons and effects of their chosen WWII battle.
- Students will take a traditional unit exam with objective and subjective types of questions.
- Students will write a DBQ based on the impact of the Role of Women on population growth in developing countries.

Extensions:

- Students will analyze and interpret images from the Spanish Civil War.
- Students will each research one major battle of WWII and give an oral presentation on the preceding events, the actual combat and military / political effects.
- Students will analyze and evaluate the film: Schindler's List, and engage in a further discussion on genocide and the Holocaust.
- Students will argue for or against the dropping of the Atomic bombs on Hiroshima and Nagasaki.
- Students will differentiate between a colony and a client state.
- Students will discuss the problems of industrializing China.
- Students will explain why Muslims and Hindus could not live together in India after her independence, and discuss the continuing ethnic/religious conflicts in India today.
- Students will participate in a number of hands-on activities highlighting education in the Soviet Union during the Cold War.

Correctives:

- Students will complete a worksheet on the pioneers in the fields of discovery and invention in the 20th century.
- Students will analyze and evaluate supplemental maps charting the political and social changes resulting from the following: WWI & the Treaty of Versailles; WWII & Yalta, Teheran & Potsdam conferences; The Cold War; Middle East 1947-present; Political Change in Latin America, 1930-present; Decolonization of Southeast Asia; Oil production & Conflict in the Persian Gulf.
- Students will complete the all the module 19-26 reviews.
- Students will complete a T diagram based on video information, comparing and contrasting the leadership of Mao Tse Tung and Mahatmas Gandhi.

Materials and Resources:

- Colon, Jose; Copeland, Bethany; Dexter, Darrel; et. al., Modern World History. Orlando, FL: Houghton Mifflin Harcourt, 2018. 19-24
- Noonan, Theresa C., Document-Based Assessment Activities for Global History Classes. Portland, Maine: Walch, 1999. 133pp.
- Pahl, Ron H., Breaking Away From the Textbook: Creative Ways to Teach World History Volume II: the Enlightenment Through the 20th Century. Lanham, Maryland: Scarecrow Education, 2002. Pp109-185.

DELAWARE VALLEY SCHOOL DISTRICT

- Reilly, Patrick., Worlds of History: A Comparative Reader, 3rd edition. New York: Bedford - St. Martin's, 2009. Pp884-1042.
- Remarque, Erich Maria, All Quiet on the Western Front. New York: Fawcett Crest, 1991.
- Various related articles from current periodicals (i.e.: National Geographic, US - News and World Report, Newsweek, Time, Scientific American)
- Gosch, Stephen S., Grieshaber, Erwin P., Stearns, Peter N., Documents in World History, 3rd Edition, volume 2 –The Modern Centuries: From 1500-Present. New York: Longman 2003. Pp253-430.
- Video: **Schindler's List**. (1994)
- Video: **Gandhi**, (1982). Starring Ben Kingsley
- Video: **Biography – Mao Tse Tung**, A & E Home (50 minutes)
- Video: **China After Mao**, History Channel, (50 minutes)
- Video: **Moving the Mountain**, PBS, (1991 - 50 minutes)
- <http://www.worldhistoryforall.com>
- <http://www.pbs.org>
- <http://www.newton.uor.edu./Departments&Programs/AsianStudiesDept/china-history.html>
- <http://historychannel.com>
- <http://www.csi.ad.jp/ABOMB/index.html>
- http://www.historyguide.org/europe/rusrev_links.html
- <http://www.stmartin.edu/~dprice/cold.war.html>
- <http://www.usmmm.org/>
- <http://www.fastload.org/is/Israel.html>
- <http://www.kings.edu/history/20c/china.html>
- <http://www.chinesehumanrightsreader.org/>
- Other websites, primary sources, and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

DELAWARE VALLEY SCHOOL DISTRICT

UNIT VIII: Social Studies / Evolving Identities, 1945-present

Big Idea # 1: Historical context is needed to comprehend time and space.

Essential Questions:

- Why is time and space important to the study of history?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.

Competencies:

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.

Big Idea #2: Historical analysis involves understanding cause and result.

Essential Questions:

- How does continuity and change throughout world history influence your community today?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts:

- World history looks for common patterns that emerge across all cultures.
- Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies:

- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

DELAWARE VALLEY SCHOOL DISTRICT

Big Idea #3: Perspective helps to define the attributes of historical comprehension

Essential Questions:

- How does continuity and change throughout world history influence your community today?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts:

- World history looks for common patterns that emerge across all cultures.
- Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.
- Learning about the past and its different contexts shaped by the social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.

Competencies:

- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

Curriculum Plan

Unit VIII Social Studies / Evolving Identities, 1945-present

Time Range in Days: 12 days

Standards Addressed: G.7.1; 8.1.12 (A,B,C,D); WH 8.3.12 (A,B,C); 8.4.12 (A,B,C,D); R 1.1.11 (A,D,F); 1.2.11(A,B); 1.5.11(B,C); 1.6.11(A,D,E)

Anchor(s): M.2.4 & 5; R.1.2, 6 & 8; R.11.A.2.3 & 5

Overview:

Students will conclude the course by identifying, describing, and illustrating the current event issues that are likely to have a resounding effect for future generations. They will analyze socio-economic, political, religious, cultural, and ecological issues that are being instituted by large scale organizations such as nation-states, or that attract millions of adherents. They will create a mock UN or supra-national (EU or AU) debate over dealing with such issues in sub-Saharan Africa, the Middle East, Asia, and/or Latin America. Students will research, create and “implement” viable strategies: 1) to curb terrorism (state-sponsored, religious fundamental); 2) to approach the new millennium in terms of the expanding and insuring basic human rights, individual freedom; 3) to address the effects (promise and consequences) of activities of larger regional entities such as the European Union, NAFTA, and various NGO’s such as OPEC and Amnesty International.

DELAWARE VALLEY SCHOOL DISTRICT

Focus Question(s):

- How and why has the world become more globally connected? What have been the consequences for people outside of the Western world?
- How effective has the UN been in curbing global conflict and individual suffering?
- What are NGOs, supranational organizations, and public identities? How have they contributed to the changing view of nationalism and people's sense of identity?
- What has the influence of technology been on the development of humanity and the environment?
- What are viable solutions to the environmental and cultural issues prevalent today?

Objectives: Students will...

- Define: **public identities**. DOK 1
- Identify issues instituted by large scale organizations such as nations or global religions. DOK 1
- Argue the degree to which the collapse of the Soviet Bloc impacted global affairs. DOK 3
- Analyze and evaluate the socio-economic, political, religious, cultural, and economic impact of globalization on regional populations. DOK 4
- Debate the causes, effects, and possible solutions to the rise of **fundamental religious extremist** groups. DOK 3
- Contrast the idea of global unification with the national-religious-ethnic identities and loyalties of groups throughout the world. DOK 3
- Analyze the events and policies that have hindered the development of Latin America. DOK 4
- Trace the development of the European Union (**EU**) from its loose economic beginnings to the global influence it has currently. DOK 2
- Discuss the importance of forecasting future events through the historical perspectives and patterns found through the course of past human events. DOK 3
- List and describe the numerous cases of **genocide** committed in the late 20th century. DOK 1
- Students will analyze and evaluate the economic/political process known as global **McDonaldization**. DOK 4

Core Activities and Corresponding Instructional Methods:

Core Activities:

- Students will participate in a series of lecture/discussions highlighted by short video clips and power point slides noting the challenges of modern life I the era of globalization, McDonalization, Supranational organizations and NGOs along with the ensuing backlash by populist groups and extremist groups in various regions of the world.
- Students will participate in a Middle East Summit with the goals of ending the Palestinian conflict and limiting the effect and growth of terror organizations.
- Students will view and take notes on the video, "Hotel Rwanda."
- Students will debate the international policies of German Chancellor Angela Merkel and Russian President Vladimir Putin.

Methods:

- Lecture / Discussion
- Related Readings
- Worksheets
- Video analysis & evaluation
- Hands on Directed Activities
- Internet Research (cooperative group and individual)

DELAWARE VALLEY SCHOOL DISTRICT

- Power Point and various other types of presentations

Assessments:

Diagnostic:

- Students' completion background activity focused on global economic interdependence.
- Students' participation and answers during class discussions.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- Students will have their notebooks evaluated periodically. (focus on video outlines)
- Students' successful completion of objective, "pop" quizzes.
- Students' written and oral explanations of their views on the Middle East Summit.

Summative:

- Students will complete worksheets on the process of globalization and reactionary terrorist recruitment. Each will be scored by a grading rubric.
- Students' Change-Over-Time essays will be assessed according to a rubric scoring method following College Board format guidelines.
- Students will take a traditional unit exam with objective and subjective types of questions.

Extensions:

- Students will participate in a Middle East Summit with the goals of ending the Palestinian conflict and limiting the effect and growth of terror organizations.
- Students will conduct internet research and then compare and contrast Islamic and Christian fundamentalism.
- Students will research and then compare the performance of UN troops in their peacekeeping efforts in the Balkans, sub-Saharan Africa, and Iraq.

Correctives:

- Students will complete several worksheets that will aid in identifying the numerous terrorist organizations and their recorded activities from the 1970's to the present.
- Students will complete the module 25-27 reviews.
- Students will complete a number of standardized outlines identifying the key terms, individuals and, groups relevant to the current global socio-political, economic, and environmental situations.

Materials and Resources:

- Colon, Jose; Copeland, Bethany; Dexter, Darrel; et. al., Modern World History. Orlando, FL: Houghton Mifflin Harcourt, 2018. Pp.14-21, 38-62, 80-88.
- Noonan, Theresa C., Document-Based Assessment Activities for Global History Classes. Portland, Maine: Walch, 1999. 133pp.
- Pahl, Ron H., Breaking Away From the Textbook: Creative Ways to Teach World History Volume II: the Enlightenment Through the 20th Century. Lanham, Maryland: Scarecrow Education, 2002. Pp109-185.

DELAWARE VALLEY SCHOOL DISTRICT

- Reilly, Patrick., Worlds of History: A Comparative Reader, 3rd edition. New York: Bedford - St. Martin's, 2009. pp1042-1081.
- Watson Institute for International Studies, Shifting Sands: Balancing US Interests in the Middle East. Brown University: 2006.
- Various related articles from current periodicals (i.e.: National Geographic, US - News and World Report, Newsweek, Time, Scientific American)
- Gosch, Stephen S., Grieshaber, Erwin P., Stearns, Peter N., Documents in World History, 3rd Edition, volume 2 –The Modern Centuries: From 1500-Present. New York: Longman 2003. Pp253-430.
- Video: **Hotel Rwanda**. (2004)
- Video: **Syriana**. (2006)
- Videos: **Americas**, WGBH Boston, (1993). 10 part series on Latin American society and culture. (60 minutes each)
- Video: **Mandela: The Living Legend**, Films for the Humanities and Sciences, 2 part video. (50 minutes each)
- Video: **Iran and Iraq**, History Channel, (50 minutes)
- <http://www.unitedstreaming.com>
- <http://www.ideafinder.com/home.htm>
- <http://globalization.about.com/>
- http://www.factnet.org/Religious_Fundamentalism.html
- <http://www.loc.gov/rr/international/hispanic/terrorism/terrorism.html>
- <http://www.wto.org/>
- http://www.africa.upenn.edu/Home_Page/Country.html
- http://www.lib.berkeley.edu/doemoff/gov_eu.html
- http://www.lib.duke.edu/ias/mideast/me_palestine.htm
- <http://lanic.utexas.edu/las.html>
- <http://www.casahistoria.net/uslatam.htm>
- <http://www.kings.edu/history/20c/china.html>
- <http://www.chinesehumanrightsreader.org/>
- <http://www.webhead.com/wwwvl/india/>
- Other websites, primary sources, and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

DELAWARE VALLEY SCHOOL DISTRICT

UNIT IX: Community Service Component

Big Idea # 1: Historical context is needed to comprehend time and space.

Essential Questions:

- Why is time and space important to the study of history?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.

Competencies:

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.

Big Idea #2: Historical analysis involves understanding cause and result.

Essential Questions:

- How does continuity and change throughout world history influence your community today?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts:

- World history looks for common patterns that emerge across all cultures.
- Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies:

- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

DELAWARE VALLEY SCHOOL DISTRICT

Big Idea #3: Perspective helps to define the attributes of historical comprehension

Essential Questions:

- How does continuity and change throughout world history influence your community today?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts:

- World history looks for common patterns that emerge across all cultures.
- Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.
- Learning about the past and its different contexts shaped by the social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.

Competencies:

- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

Curriculum Plan

Unit IX: Community Service; Combined Unit

Time Range in Days: 8-12 days

Standards Addressed: G.7.1; 8.1.12 (A,B,C,D); WH 8.3.12 (A,B,C); 8.4.12 (A,B,C,D); R 1.1.11 (A,D,F); 1.2.11(A,B); 1.5.11(B,C); 1.6.11(A,D,E)

Anchor(s): M.2.4 & 5; R.1.2, 6 & 8; R.11.A.2.3 & 5

Overview:

Students will develop and implement a particular local, national, or global community service project connecting their class to communities in other parts of the world in need some form of necessary assistance. Past examples include: Beads for Life, Peace Corp correspondence matches w/ Botswana, The Water Project, Habitat for Humanity.

Focus Questions:

- What is our responsibility to ensure the success of our communities and the stability and viability of the larger world?
- How does one effectively assume and manage positions of leadership for the greater good?
- How does one think globally and act locally?

DELAWARE VALLEY SCHOOL DISTRICT

Objectives: Students will...

- Define: **communal responsibility and global sustainability**. **DOK 1**
- Identify issues related to both international geo-politics and their own local communities. **DOK 1**
- Brainstorm, create, and implement individual and group community service projects that are connected to local, state, national, and/or global initiatives to alleviate pollution, environmental degradation, relief from natural disasters, and poverty. **DOK 4**
- Analyze and evaluate the socio-economic, political, religious, cultural, and economic impact of globalization on regional populations. **DOK 4**

Core Activities and Corresponding Instructional Methods:

Core Activities:

- Students will participate in a series of lecture/discussions highlighted by short video clips and power point slides noting the challenges of modern life I the era of globalization, McDonalization, Supranational organizations and NGOs along with the ensuing backlash by populist groups and extremist groups in various regions of the world.
- Students will brainstorm, create, and implement individual and group community service projects that are connected to local, state, national, and/or global initiatives to alleviate pollution, environmental degradation, relief from natural disasters, and poverty.
- Students will describe their participation and experiences in community service journals.

Methods:

- Lecture / Discussion
- Related Readings
- Worksheets
- Video analysis & evaluation
- Hands on Directed Activities:
- Internet Research (cooperative group and individual)
- Power Point and various other types of presentations

Assessments:

Diagnostic:

- Students' completion background activity focused on local and global community interdependence.
- Students' participation and answers during class discussions and service development planning.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- Students will have their notebooks evaluated periodically. (focus on journaling)

Summative:

- Students will complete 20 hours of community service and be assessed on the value of that experience through evaluation of their journal entries.

Extensions:

- Students will contact certain local organizations to elicit assistance in the unit objectives (i.e.: United Way, Habitat For Humanity, Water.org, Beads for Life, etc.).

DELAWARE VALLEY SCHOOL DISTRICT

Correctives:

- Students will connect their particular community service projects to issues enumerated in the textbook modules 25-27.

Materials and Resources:

- Colon, Jose; Copeland, Bethany; Dexter, Darrel; et. al., Modern World History. Orlando, FL: Houghton Mifflin Harcourt, 2018. Modules 25-27.
- Watson Institute for International Studies, Shifting Sands: Balancing US Interests in the Middle East. Brown University: 2006.
- Various related articles from current periodicals (i.e.: National Geographic, US - News and World Report, Newsweek, Time, Scientific American)
- Teacher created community service rubrics and logs.
- <http://www.wto.org/>
- http://www.africa.upenn.edu/Home_Page/Country.html
- http://www.lib.berkeley.edu/doemoff/gov_eu.html
- http://www.lib.duke.edu/ias/mideast/me_palestine.htm
- <http://lanic.utexas.edu/las.html>
- Other websites, primary sources, and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

DELAWARE VALLEY SCHOOL DISTRICT

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: **Colon, Jose; Copeland, Bethany; Dexter, Darrel; et. al. Modern World History**.
Textbook ISBN #: 9780544669116

Textbook Publisher & Year of Publication: **Houghton Mifflin Harcourt 1097pp. With included Teacher Guides & links.**

Curriculum Textbook is utilized in (title of course): **Integrated World Literature and World Studies**

DELAWARE VALLEY SCHOOL DISTRICT

Checklist to Complete and Submit:
(Scan and email)

- _____ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.
- _____ The primary textbook form(s).
- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____