

Global Studies 10

Description

This course provides students with the opportunity to explore world history from the early part of human history to the Enlightenment Era. This curriculum is based on key essential questions which require students to think critically and make connections across regions and time periods while investigating issues and themes from multiple perspectives. As students explore the larger concepts of global history, they will have multiple opportunities to develop the intellectual skills of history and the social sciences including research, writing, and document analysis. The curriculum is based on chronology with a thematic approach to exploring civilizations and eras. Interactions and linkages among nations and peoples will be explored within specific time periods to demonstrate how the past influences the present.

Course Overview

Course Goals

Students should:

- Explain how the environment has affected and has been affected by human developments.
- Analyze ways in which human groups have come into contact and interacted with one another.
- Describe the forms and manner in which civilizations organize themselves.
- Describe the forms and manner in which belief systems and religions organize themselves.
- Assess the impact on societies of major human achievements.
- Use historical evidence to hypothesize how past and present choices may affect the future.

Essential Questions

- Who gets to decide?
- What makes a responsible citizen?
- What is more important, believing or knowing?
- Is all change progress?
- Is conflict inevitable when cultures meet?

Assessments

Common Assessments

- Mid-term exam
- Final exam
- 3 CAPT writing benchmark assessments

Skill Assessments

- Writing assessments
- TASC paragraph
- TASC essay
- Research

Content Outline

- I. [Classical Review to 500 CE](#)
- II. [Rise of the Rest](#)
- III. [Reemergence of Europe](#)
- IV. [First Encounters](#)

Standards

Connecticut State Standards are met in the following areas:

- Standard 1 – Content Knowledge: Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and

Grade Level Skills

Students will:

- Skills Matrix

	<p>our world.</p> <ul style="list-style-type: none"> • Standard 2 – History/Social Studies Literacy: Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information. • Standard 3 – Application: Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness. 	
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Pacing Guide										
1st Marking Period			2nd Marking Period			3rd Marking Period			4th Marking Period	
September	October	November	December	January	February	March	April	May	June	
Unit 1 Classical Civilizations 9 weeks			Unit 2 Rise of the Rest 9 weeks			Unit 3 Reemergence of Europe 9 weeks			Unit 4 First Encounters 9 weeks	

Unit 1 – Foundations - 9 weeks

Standards

- 1.3 – Demonstrate an understanding of significant events and themes in world history.
- 1.13 - Understand the characteristics of and interactions among culture, social systems and institutions.
- 2.2 – Interpret information from a variety of primary and secondary sources (maps, charts, graphs, images and print materials).
- 2.3 – Create various forms of written work to demonstrate an understanding of history and social studies issues.
- 3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.

Unit Objectives

Students will be able to:

Students will demonstrate understanding of:

- **Political** relationships within developing societies
- **Economic** relationships within developing societies
- **Religious** beliefs within developing societies
- **Social** relationships within developing societies
- **Intellectual** inquiry within developing societies
- **Artistic** expression within developing societies

Topics:

- Ancient Greece
- Ancient Rome
- Abrahamic Religions
- China (Qin and Han)
- India (Maurya and Gupta)

Essential Questions:

- Is it all about the money?
- What makes a responsible citizen?
- What is more important, believing or knowing?
- Is conflict inevitable?

Focus Questions:

- How does geography influence developing societies?
- How did rulers deal with diversity among their subjects?
- How does each civilization make use of its natural resources?
- How is religion a unifying and dividing force?
- What role did gender and/or class play in social and/or political structure?
- What are the specific contributions/achievements of each civilization which have had a lasting impact on human civilization?
- How are the aspects of PERSIA interrelated?

Assessments:

- Student centered authentic project (example: Which of the letters in PERSIA is most relevant in a developing civilization?)
- Written assessment – compare civilizations in the context of PERSIA and the essential questions.

Suggested Materials/Resources

- Jared Diamond's "Guns, Germs & Steel"
- Webquest resources (LMC)
- Expanding Networks of Exchange and Encounter <http://worldhistoryforall.sdsu.edu/>

Unit 2 –Medieval States- 9 weeks

Standards

- 1.12 – Understand the interdependence of local, national, and global economies.
1.3 – Demonstrate an understanding of significant events and themes in world history.
2.2 – Interpret information from a variety of primary and secondary sources (maps, charts, graphs, images and print materials).
2.4 – Demonstrate ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.
3.1 – Use evidence to identify, analyze and evaluate historical interpretations.
3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.

Unit Objectives

Students will be able to:

- **Political** relationships within established societies
- **Economic** relationships within established societies
- **Religious** beliefs within established societies
- **Social** relationships within established societies
- **Intellectual** inquiry within established societies

Topics

- China (Tang, Song & Mongol)
- Islamic Empires (Abbasid, Umayyad, Caliphates, Seljuk Turks)
- Inca/Maya/Aztec
- African Kingdoms and Trading States
- Feudal Japan
- Medieval Europe
- Causes and Effects of the Crusades

Essential Questions:

- Is it all about the money?
- What makes a responsible citizen?
- What is more important, believing or knowing?
- Is conflict inevitable?

Focus Questions

For each area:

- How is religion used by secular political leadership?
- Why are hierarchical structures pervasive within and across societies?
- How does each civilization make use of its natural resources?
- What are the impacts of both economic isolation and trade?
- What role did ethnic diversity, gender, and/or class play in social and/or political structure?
- What are the contributing factors that enabled the rise of stable and enduring forms of societies and institutions?

Assessments:

- Writing screens
- Suggestions for final assessment- Design a capital city/Museum design/Castle design/Travel Log/Webquest/Regional study roundtable discussion on first unit objective with focus on the impacting factors:
- China (Tang, Song & Mongol)
- Islamic Empires (Abbasid, Umayyad, Caliphates, Seljuk Turks)
- Medieval Europe
- Maya
- Aztec
- Feudal Japan

Vocabulary

Tang “Golden Age,” civil service, Genghiz Khan, the “Mongol Peace”, Kublai Khan, the Golden Horde, Marco Polo, Prince Shotoku, Shogun, Samurai, Daimyo, Bushido, Umayyad Empire, Abbasid Empire, Baghdad, Saladin, Crusades, Battle of Tours, Seljuk Turks, Islamic “Golden Age”, Byzantine Empire,

Constantinople, Justinian’s Code, Feudalism/Feudal Contract, Manorialism, Serf, Nobility, Chivalry, Charlemagne, Treaty of Verdun, Papacy, excommunication, Magna Carta, Commercial Revolution, Guilds, Rise of Towns, William the Conqueror, Babylonian Captivity, Black Death, Hundred Years’ War, Tenochtitlan

Suggested Materials/Resources

- Webquest resources (LMC)
- Expanding Networks of Exchange and Encounter <http://worldhistoryforall.sdsu.edu/>
- ABC-Clio Database

Unit 3 – Centralized Power and Global Communications, 9 weeks

Standards

- 1.12 – Understand the interdependence of local, national, and global economies.
 1.13 Understand the characteristics of and interactions among culture, social systems and institutions.
 2.2 – Interpret information from a variety of primary and secondary sources (maps, charts, graphs, images and print materials).
 2.3 – Create various forms of written work to demonstrate an understanding of history and social studies issues.
 3.1 – Use evidence to identify, analyze and evaluate historical interpretations.

Unit Objectives

Students will be able to:

- **Political** relationships within expanding societies
- **Economic** relationships within expanding societies
- **Religious** beliefs within expanding societies
- **Social** relationships within expanding societies
- **Intellectual** inquiry within expanding societies
- **Artistic** expression within expanding societies

Topics

- Renaissance
- Reformations (Protestant/ Catholic)
- Scientific Revolutions

Essential Questions:

- Is it all about the money?
- What makes a responsible citizen?
- Is conflict inevitable?
- What is more important, believing or knowing?

Focus Questions

- For Europe:
 - How did belief systems or religions developed and what effect did it have in society?
 - What role did ethnic diversity, gender, and/or class play in social and/or political structure?
 - How do neighbors in this region interact with each other?
 - How does each civilization make use of its natural resources?

Assessments:

- Mock trials of absolute rulers
- Newspaper
- Absolute Idol
- Voyages of Discovery Project

<ul style="list-style-type: none"> • Absolutism (Europe/Middle East/India/China/Japan) • Age of Exploration 	<ul style="list-style-type: none"> • What are the specific contributions/ achievements of each civilization which have had a lasting impact on human civilization? • Identify major effects of the Black Death and how people responded to the Black Death. • What technologies made European overseas expansion possible? • In what ways were the voyages of Columbus a major turning point in global history? • What factors led to the emergence of Europe as a world power? • What forces led to the emergence of Europe as a world power? • How did the quest for absolute power lead to varying results in European monarchies? • In what ways is feudalism in Japan similar to and different than feudalism in Europe? • How was Europe's rise to power similar and different from other global powers during this era? 	
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Vocabulary

Humanism, Michelangelo, da Vinci, Gutenberg, the Medici family, Castiglione, Machiavelli, Shakespeare, Thomas More, Erasmus, vernacular, Martin Luther, Indulgences, 95 Theses, Tetzel, the Peasants' Revolt, John Calvin, predestination, Anabaptists, Henry VIII, Anglicanism, The Elizabethan Settlement, The Council of Trent, the Inquisition, Ignatius Loyola, Scientific Method, Copernicus, Galileo, Newton, Spice Trade, Henry the Navigator, da Gama, Columbus, Magellan, Line of Demarcation, mercantilism, Cortes, Pizarro, Encomienda, de las Casas, slave trade, the Columbian Exchange, Mercantilism, Wars of Religion, Philip II of Spain, the Spanish Armada, Louis XIV of France ("I am the state"), Bishop Bussuet, Versailles, Colbert, Edict of Nantes, Huguenots, the English Civil War, Cromwell, Puritanism, Glorious Revolution, English Bill of rights, the Peace of Westphalia, Frederick II of Prussia, Peter the great of Russia, Catherine the Great of Russia, Tokugawa Shogunate, Ming China, Akbar the Great of the Mughal Empire, Abbas the Great of the Safavid Empire, Suleiman the Magnificent of the Ottoman Empire (millets, janissaries)

Suggested Materials/Resources

- Webquest resources (LMC)
- Expanding Networks of Exchange and Encounter <http://worldhistoryforall.sdsu.edu/>
- ABC-Clio Database

Unit 4 – Enlightenment and the Rise of Revolutions, 9 weeks

Standards

- 1.3 – Demonstrate an understanding of significant events and themes in world history.
- 2.2 – Interpret information from a variety of primary and secondary sources (maps, charts, graphs, images and print materials).
- 2.3 – Create various forms of written work to demonstrate an understanding of history and social studies issues.
- 3.1 – Use evidence to identify, analyze and evaluate historical interpretations.
- 3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.
- 3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.

Unit Objectives

Students will be able to understand how changing views of the individual effect:

- **Political** relationships within societies
- **Economic** relationships within societies
- **Religious** beliefs within societies
- **Social** relationships within societies
- **Intellectual** inquiry within societies
- **Artistic** expression within societies

Topics

- Scientific Revolution (Technological Impact /Philosophical Impact)
- Enlightenment Philosophes
- Revolutions (French , US, Haiti?)
- Napoleon
- Congress of Vienna

Essential Questions:

- Is it all about the money?
- What makes a responsible citizen?
- Is conflict inevitable?
- What is more important, believing or knowing?

Focus Questions

- Identify reasons why mariners undertook long-distance oceanic voyages both east and west and the impact of “discoveries”.
- List and describe the motives of the early imperial nations.
- How did Spain and Portugal move from nations to empires?
- For each region:
 - What was the initial impact of indigenous populations of these explorations?
 - What role did religion play in exploration/colonization?
 - Why did the Atlantic triangle trade arise and what were the moral consequences?
 - What role did new technologies play in the European conquest of other lands?
 - What caused the shifting dominance of world trade and wealth?
 - What were the effects of the first global age on

Assessments:

- Enlightened Philosophes roundtable
- Enlightened drug testing debate
- /Trial of Napoleon/
- Report card of Napoleon/ Hero or Tyrant/
- Does Napoleon end the Revolution/
- Simulated news broadcast on Revolution

	<p>the world, economically, socially, and politically?</p> <ul style="list-style-type: none"> • Synthesize results – generalize impact of exploration and settlement on both exploring country and explored area. • How do you control a population • Colonization • How is one group able to control another? • Explain how able to dominate • What forms of domination were there? 	
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Vocabulary

natural law, the “Great Clockmaker”, social contract, philosophe, Thomas Hobbes, John Locke, Essay Concerning Human Understanding, Voltaire, Montesquieu, Rousseau, the Encyclopedia, Mary Wollstonecraft, Adam Smith, laissez faire, Enlightened Despotism, constitutional monarchy, the Declaration of Independence, the “old regime” in France (Estates system), Louis XVI, the Estates General, the Tennis Court Oath, the Storming of the Bastille, the Declaration of the Rights of Man and Citizen, the Women’s Bread March, the Civil Constitution of the Clergy, émigrés, the Declaration of Pilnitz, Robespierre, the Committee of Public Safety, the Reign of Terror, nationalism, Toussaint L’Ouverture, the Directory, the Consulate, the Napoleonic Code, the Confederation of the Rhine, the Continental System, Napoleonic atrocities in Spain, “scorched earth” policy, the “Hundred Days”, Clemens von Metternich, status quo, balance of power diplomacy, “active intervention”

Suggested Materials/Resources

- Webquest resources (LMC)
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