

## Honors World Humanities

**Course Description:**

Honors World Humanities provides students with the opportunity to integrate studies in world history and English in a chronological approach to major themes from early cultures through modern times.

**Credit:**

1.0 Social Studies and 1.0 English (.5 Literature and .5 oral communications)

**Core Abilities**

All Students exiting our schools will be able to:

- Apply skills in problem-solving, critical thinking, and information gathering.
- Communicate effectively.
- Demonstrate creative growth and respond to the works of others.
- Demonstrate basic intellectual knowledge necessary to function in society.
- Demonstrate technological skills necessary to be productive in an ever-changing society
- Show concern, tolerance, and respect for others

<b>Competencies and Performance Standards</b>	
<b>Competencies/Outcomes</b>	<b>Criteria</b>
<p><b>Students will:</b></p> <p>1. Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration.</p>	<p><b>Performance will be satisfactory when students:</b></p> <p>1.1 construct mental maps of the world and the worlds’ regions and draw maps from memory showing major physical and human features.</p> <p>1.2 Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment.</p> <p>1.3 Use a variety of geographic information and resources to analyze and illustrate the ways in which the unequal global distribution of natural resources influences trade and shapes economic patterns.</p> <p>1.4 Collect and analyze geographic information to examine the effects that a geographic or environmental change in one part of the world, such as volcanic activity, river diversion, ozone depletion, air pollution, deforestation, or desertification, may have on other parts of the world.</p> <p>1.5 Describe the scientific and technological development in various regions of the world and analyze the ways in which development affects environment and culture.</p>

<b>Competencies/Outcomes</b>	<b>Criteria</b>
<p><b>Students will:</b></p> <p>2. learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.</p>	<p><b>Performance will be satisfactory when students:</b></p> <p>2.1 explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches.</p> <p>2.2 analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion.</p> <p>2.3 recall, select, and analyze significant historical periods and the relationships among them.</p> <p>2.4 gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments.</p> <p>2.5 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created.</p> <p>2.6 recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history.</p> <p>2.7 select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world.</p> <p>2.8 select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values.</p> <p>2.9 compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war.</p> <p>2.10 analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions.</p> <p>2.11 explain the origins, central ideas, and global influence of religions such as Buddhism, Islam, Hinduism, Judaism, and Christianity.</p>

<b>Competencies/Outcomes</b>	<b>Criteria</b>
<b>Students will:</b>	<b>Performance will be satisfactory when students:</b>
	2.12 identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved.
3. learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.	3.1 describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust.

## **Outcomes**

1. The student will develop effective communication skills, including writing for different purposes.
2. The student will continue to develop and use research skills - including primary sources.
3. The student will demonstrate an ability, knowledge, and use of research tools available.
4. The student will use all communication skills in a responsible and ethical manner.
5. The student will demonstrate an ability to analyze and evaluate critically both orally and in writing.
6. The student will show concern, tolerance, and respect for the uniqueness of themselves and others and their ideas.
7. The student will demonstrate intrapersonal and interpersonal skills needed to work collaboratively and effectively.
8. The student will gain insight into and an appreciation for cultures as a reflection of different areas from earliest civilization through the 20<sup>th</sup> century.
9. The student will understand the impact of the “Five Themes of Geography” on the development of history and culture.
10. The student will recognize the impact of events in history on contemporary times.

## **World Humanities Questions**

**First Question: Where do we come from?**  
Curriculum Content

1. World Myths
2. Formation of Religions
3. The Beginning of Civilization
4. Deal specifically with the Classical and some Middle Ages. (Emphasis on Literature, Music, Art, Drama, and Architecture)

**English**

Literature:

- Unit 1 World Myths and Folktales
- Unit 2 The African Literacy Tradition
- Unit 3 Use for the Hebrew Bible
- Unit 7 Use for the Koran
- Hmong Creation Story
- Novel: **The Lord of the Flies**

Oral Communication Skills:

Intrapersonal/Interpersonal

- Listening
- Discussion
- Oral Communication

**Social Studies**

Religions:

- Buddhism
- Hinduism
- Confucianism
- Judaism
- Animism
- Shintoism
- Daoism

Civilizations:

- River
- Tigris/Euphrates
- Nile
- Indus
- Hwang He (Ho)

Olmec 1500 B.C.  
(Americans)

Myths:

- Greek Gods
- Iliad**
- Power of the Myth** – Moyers and Campbell

Classical:

- Greeks
- Romans
- Chinese Dynasties
- War
- Alexander the great

**Second Question: How did we separate and develop into the corners of the world? What divides us?**

Curriculum /content  
Corner of the World:

1. Europe
2. Asia
3. The Americas
4. Africa

**English**

Literature:

- Unit 4 Greek and Roman Literature
- Unit 5 Indian Literature
- Unit 8 Song of Roland, Canterbury

Tales

- Additional: Beowulf  
King Arthur's Legend
- Drama: Julius Caesar
- Poetry: Duo Fu

Oral Communication Skills:

- Research Skills
- Informative Speech

**Social Studies**

**Four Corners of the World:**

Europe:

- Roman Republic
- Early Monarchies
- Klevan Government (900 A.D.)

Asia:

- Tang Dynasty
- Song Dynasty
- The Khmer (Cambodian)
- Yi Dynasty (Korea – 1392)

The America:

- Aztec Empires
- Inca Empires
- Mayan Empires

Africa: 1000 – 1500 A.D.

- Mali Kingdom
- Ghana
- Songhai
- Benin

**Religion**

- Early Christianity
- Early Islam
- Daoism

**Third Question: How did we progress into societies? What do we know?**

Curriculum content:

1. Religions
2. Renaissance/Exploration
3. Nationalism
4. Industrial Revolution

## 5. Later Governments

### English

#### Literature

Unit 9 From the Renaissance to the Enlightenment – Emphasis on poetry

Art and Music: Appreciation of art and music of these periods (including history)

Oral Communications: Oral interpretation of Literature

#### Philosophies:

Reasoning  
French Enlightenment

**Fourth Question: What were our “problems” as we progressed? Why do we fight? Why do we suffer?**

#### Curriculum Content

1. Conflicts

## 6. Philosophies

### Social Studies

#### Religions:

Christianity  
Eastern Orthodox  
Protestant Reformation  
Counter Reformation

#### Islam

Shi'ite  
Sunni

#### Renaissance:

1. Crusades
2. Artistic Achievements in the Italian Renaissance  
Architecture  
Sculpture  
Painting
3. Northern European Renaissance  
Christian Humanists (writers)

#### Exploration:

Early Exploration from Europe  
Overseas Empires  
Commercial Revolution (slave trade)

#### Nationalism:

English  
French  
Spanish  
Russian

#### Industrial Revolution:

Technologies  
Inventions  
Scientific Revolution

#### Later Governments:

Monarchies  
Absolute  
Limited  
Constitutional  
Early Dictatorships  
Japanese  
Tokugawa Shogunate

2. Revisit our “progress”
3. Philosophy

## **English**

### Literature

Unit 10 The Nineteenth Century:  
Romanticism to Realism – Emphasis on  
“philosophers” from the second half of the  
Industrial period and from Imperialism:  
Ricardo, Thomas Maltus, Karl Marx, Engles,  
Spencer, Darwin, Adam Smith, Nietzsche, Pius  
IX

Novel: **The Jungle, A Farewell to  
Arms, Gulliver’s Travel, A Tale of Two  
Cities (or Christmas Carol), One Day in the  
Life of Ivan Denisovich**

### Oral Communications:

Logical Reasoning  
Persuasive Speech

## **Social Studies**

100 Years War  
French Revolution  
Imperialism Wars  
Crimean War  
Russo/Japanese War  
World War I  
World War II  
Korean Conflict  
Cold War  
Vietnamese Conflict  
War in Afghanistan  
Iran/Iraqi War  
Gulf War

## **Fifth Question: Where are we going? What end awaits us?**

### Curriculum/Content

1. Science/Technology
2. Philosophy

A final project due in early April will be a part of this unit. Where we have been influences where we are going. The project will be explained at the beginning of the year and work on the project will occur throughout the year as students envision the future but support that vision with ties to the past. The project may be an individual or group project. Students will be encouraged to enter their project in the National History Fair contest.

### **English**

#### Literature:

Unit 11 – The Twentieth Century  
Science Fiction – Ray Bradbury

#### Novels:

**Animal Farm**

**Childhood's End**

Emphasis on modern art, music, and film.

### **Social Studies**

Futurists

Work on project

#### Oral Communication:

Group Presentation Skills

## **MATERIALS:**

**The Humanities, Volumes One and Two**, Houghton Mifflin, 1997

**Animal Farm with Supportive Readings**, McDougal Little

**Julius Caesere with Supportive Readings**, McDougal Little

**Things Fall Apart with Supportive Readings**, McDougal Little