

WORLD HISTORY

1 Credit

Year

9, 10, 11, 12

Course Description: World History is a survey of human progress from ancient times to the present. Included in this study of forces and events are different cultures, religions, political and economic systems as well as geography and current issues which have influenced people(s) and nations through the centuries.

UNIT 1: ANCIENT MAN/PRE-HISTORY

Time Line: 1-2 Weeks

Wisconsin State Standards: B.12.2, B.12.3, B.12.9, B.12.13

Unit Sub-Topics:

- Early Humans
- Rise of Civilizations

Learner Outcomes:

- Students will demonstrate an understanding of the way scientists use artifacts, fossils, and carbon dating to understand pre-historic cultures.
- Students will identify changes early humans made as they developed from Homo Habilis through Homo Sapians.
- Students will be able to define civilization and identify characteristics of a civilization.

Instructional Strategies:

Related textbook strategies
Individual teacher strategies

Suggested Activities/Resources:

Textbook : World History-Glencoe
Lecture (PowerPoint)
Supplemental reading
Ice Man Video
Use of authentic artifacts

Suggested Assessment:

Test

Quiz

Various assignments

Describe 2 ways of dating an artifact

Where were the 1st human remains found

Describe development of humans from Australopithecus to Homo Sapiens

Describe development of agriculture and its importance to civilization

UNIT 2: EARLY CIVILIZATIONS

Time Line: 2-3 Weeks

Wisconsin State Standards: B.12.2, B.12.3, B.12.6

Unit Sub-Topics:

- Mesopotamia
- Egypt
- China
- India

Learner Outcomes:

- Students will recognize the impact of geography on the development of early civilizations.
- Students will identify developments of early civilization, including religions, law codes, writing, and government/social structures.
- Students will be able to identify early civilizations and their impact on the peoples around them.

Instructional Strategies:

Related textbook strategies

Individual strategies

Suggested Activities/Resources:

Textbook: World History-Glencoe

Lecture (PowerPoint)

Supplemental reading

Pyramid Video

Group Projects

Suggested Assessment:

Name 1st four river civilizations

Be able to identify writing of Sumerians (cuneiform) and Egyptians (hieroglyphics)

Define following: theocracy, monotheism, polytheism, dynasty, ziggurat, and city-state

Know purpose of pyramids

Categorize Indian social structure

Identify 3 periods of Egyptian history

Identify pharaohs of New Kingdom and their importance

UNIT 3: GREECE

Time Line: 3-4 Weeks

Wisconsin State Standards: B.12.3, B.12.7, B.12.8, B.12.10, B.12.15

Unit Sub-Topics:

- Early Greek Civilization
- Greek City-States
- Classical Greece
- Greek Culture
- Fall of Greece

Learner Outcomes:

- Students will be able to identify a city-state and explain major differences between the city-states.
- Students will be able to describe the major greek wards and how they contributed to the development of Greek civilization.
- Students will be able to identify the major culture contributions of Greek society.
- Students will examine the contributions of Alexander the Great and how he contributed to the spread of Greek culture.

Instructional Strategies:

Related textbook strategies

Individual teacher strategies

Suggested Activities/Resources:

Textbook: World History-Glencoe

Lecture (PowerPoint)

Supplemental reading

Classroom Olympics

Mythology project

Suggested Assessment:

Identify: polis, democracy, phalanx, helots

Identify certain Greek gods

Compare/contrast Sparta and Athens

Identify 3 great philosophers of Ancient Greece

Understand importance of Illiad and Odyssey

Impact of Persian and Peloponnesian wars

Importance of Alexander the Great

UNIT 4: ROME

Time Line: 3-4 Weeks

Wisconsin State Standards: B.12.3, B.12.5, B.12.6, B12.11

Unit Sub-Topics:

- Rise of Rome
- Roman Republic
- Roman Empire
- Roman Culture
- Fall of Rome

Learner Outcomes:

- Students will be able to describe the rise and fall of the Roman Empire.
- Students will identify the major advances of Roman civilization, especially codified laws.
- Students will understand the roles of the Triumvirates in the transfer from Republic to Empire.
- Students will be able to explain the development of Christianity.
- Students will be able to describe the reasons for the decline and fall of the empire.
- Students will identify the role of the major emperors of Rome.

Instructional Strategies:

Related textbook strategies

Individual teacher strategies

Suggested Activities/Resources:

Textbook: World History-Glencoe

Lecture (PowerPoint)

Supplemental reading

Spartacus/Gladiator film

Map work

Law comparisons

Suggested Assessment:

Describe impact of Punic Wars on Rome

Importance of 12 Tables

Describe relationship of 2 social classes

Role of triumvirates and transfer from Republic to Empire

Impact of Christianity on Roman Empire

Identify importance of Julius Caesar, Augustus, Constantine, Mark Antony, Hannibal

Causes of Fall of Roman Empire

UNIT 5: MAJOR RELIGIONS

Time Line: 2-3 Weeks

Wisconsin State Standards: B.12.10, B.12.14

Unit Sub-Topics:

- Christianity
- Buddhism
- Islam
- Hinduism
- Judaism

Learner Outcomes:

- Students will recognize the similarities between the 5 major world religions
- Students will understand the role of religion in cultures around the world
- Students will identify the basic beliefs held by the 5 major religions
- Students will recognize the impact of the spread of the major religions

Instructional Strategies:

Related textbook strategies

Individual teacher strategies

Suggested Activities/Resources:

Textbook: World History-Glencoe

Lecture (PowerPoint)

Supplemental reading

Islam: Empire of Faith

Map work

Safari Montage

Internet work

Suggested Assessment:

Identify 5 major religious

Identify 5 pillars of Islam

Identify: mosque, Koran, nirvana, synagogue, Torah, Allah/Yahweh/God, Mohammed, Siddhartha, Jews, Abraham, Shiite, Sunni

Explain difference between Sunni and Shiite and its impact on the Middle East today

UNIT 6: MIDDLE AGES

Time Line: 3-4 Weeks

Wisconsin State Standards: B.12.4, B.12.5, B.12.10

Unit Sub-Topics:

- Cities and Peasants
- Christianity
- Culture
- Late Middle Ages

Learner Outcomes:

- Students will recognize the significance of feudalism.
- Students will understand the dominant role of the church in the Middle Ages.
- Students will understand the impact of the Crusades.
- Students will be able to describe the manorial system.
- Students will understand the impact of the Black Plague on civilization.

Instructional Strategies:

Related textbook strategies

Individual teacher strategies

Suggested Activities/Resources:

Textbook: World History-Glencoe

Lecture (PowerPoint)

Supplemental reading/textbook

Role project

Castle project

Castle Video

Suggested Assessment:

Relationships between 4 feudal classes

Purpose of castles

Importance of Christianity in medieval life

Importance of Crusades in rise of Renaissance

Importance of Joan of Arc, Charlemagne, Justinian, Luther, Calvin, Henry VIII

Effect of Black Plague

UNIT 7: RENAISSANCE

Time Line: 3-4 Weeks

Wisconsin State Standards: B.12.3, B.12.7, B.12.8, B.12.9

Unit Sub-Topics:

- Beginning of Renaissance
- Intellectual and Artistic Renaissance
- Protestant Reformation
- Counter-Reformation

Learner Outcomes:

- Students will be able to explain the role of Italian city-states in the development of the Renaissance.
- Students will be able to identify major authors, artists, inventors, scientists, and thinkers of the period.
- Students will understand the role of the Protestant Reformation and the Catholic response/reforms, as well as the different forms of Protestantism that developed.

Instructional Strategies:

Related textbook strategies

Individual teacher strategies/activities

Suggested Activities/Resources:

Textbook: World History-Glencoe

Supplemental Reading

Lecture (PowerPoint)

Distance learning

Web work

Suggested Assessment:

Importance of DaVinci, Michelangelo, Leonardo, Machiavelli, Medici family

Identify humanism, indulgence, predestination, justification by faith, inquisition, 95 Thesis

Understand cities that played vital roles in The Renaissance

Name 3 major changes in Renaissance art

Importance of Jesuits in Catholic Reformation

How the Reformation came about and its impact on Christianity

Name 3 Protestant religions and their founders

UNIT 8: EARLY NATIVE AMERICAN PEOPLES

Time Line: 1-2 Weeks

Wisconsin State Standards: B.12.1, B.12.12, B.12.13

Unit Sub-Topics:

- Maya/Olmec
- Aztec
- Inca
- North American tribes

Learner Outcomes:

- Students will be able to describe the various peoples who populated Mesoamerica prior to European settlement.
- Students will be able to explain the effects of European colonization on the native peoples of North and South America.

Instructional Strategies:

Related textbook strategies

Individual teacher strategies/activities

Suggested Activities/Resources:

Textbook: World History-Glencoe

Lecture (PowerPoint)

Supplemental reading

Aztec Video (LMC)

Maps

Suggested Assessment:

Name 3 Mesoamerican tribes and their locations

Identify: Yucatan Peninsula, Tenochtitlan, Montezuma, Cortez, Pizarro

Explain how small pox led to the downfall of Aztecs

3 main reasons for Spanish exploration

UNIT 9: EXPLORATION

Time Line: 2-3 Weeks

Wisconsin State Standards: B.12.4, B.12.8, B.12.18

Unit Sub-Topics:

- Exploration
- Slavery
- Asia/Africa

Learner Outcomes:

- Students will be able to explain the 3 motives for exploration.
- Students will be able to describe the impact of exploration on the peoples of Africa.
- Students will be able to understand the role of trade in the exploration of the world.
- Students will understand the role slavery played during the age of exploration.

Instructional Strategies:

Related textbook strategies

Individual teacher strategies/activities

Suggested Activities/Resources:

Textbook: World History-Glencoe

Supplemental reading

Lecture (PowerPoint)

Journal project

Amis tad

Suggested Assessment:

Identify: Columbus, Magellan, da Gama, Vespucci, Diaz, Marco Polo, Henry Hudson, Mercantilism, Line of Demarcation, astrolabe, Triangle Trade, Circumnavigation, Middle

Passage, tight packing, loose packing

Draw and label Triangle Trade

3 technological advances that led to exploration

What European countries were 1st involved in the slave trade

1st abolitionist country

UNIT 10: REVOLUTIONS

Time Line: 3-4 weeks

Wisconsin State Standards: B.12.1, B.12.3, B.12.5, B.12.6, B.12.8, B. 12.13

Unit Sub-Topics:

- English
- French
- American
- Russian

Learner Outcomes:

- Students will understand the similarities between English, French and American Revolutions.
- Students will understand the concept of divine right.
- Students will understand the intellectual changes behind the Enlightenment.
- Students will understand the role of Napoleon in shaping the European landscape.

Instructional Strategies:

Related textbook strategies

Individual teacher strategies/activities

Suggested Activities/Resources:

Textbook: World History-Glencoe

Lecture (PowerPoint)

Supplemental reading/text

Guillotine video

Suggested Assessment:

Explain difference between Divine Rights of Kings and Locke's Theories.

Identify:

Napoleon

Locke

Louis XVI

Marie Antoinette

Committee on Public Safety

Voltaire

Bastille

Cout de tat

Council of Elders

Nationalism

guillotine

Know Napoleon's final battle

UNIT 11: SCIENTIFIC AND INDUSTRIAL REVOLUTION

Time Line: 2-3 weeks

Standards: B.12.8, B.12.9, B.12.10

Unit Sub-Topics:

- Scientific Revolution
- Enlightenment
- Industrial Revolution
- Long-term effects of revolutions

Learner Outcomes:

- Students will be able to describe the scientific advances of the 1600's and 1700's.
- Students will be able to discuss the effects of the Industrial Revolution on society.

Instructional Strategies:

Textbook: World History-Glencoe
Related textbook strategies
Individual teacher strategies/activities

Suggested Activities/Resources:

Supplemental reading/text
Lecture (P.D.)
Project
Jungle excerpts

Suggested Assessment:

Identify:

Newton	Assembly line
Galileo	Union
Descartes	Proletariat
Copernicus	Bourgeoisie
Eli Whitney	Laissez faire
Alexander Bell	Textile
Robert Fulton	Cotton gin
Henry Ford	Heliocentric
Freud	

Name five (5) reasons the Industrial Revolution started in Great Britain.

Name advances in transportation that were important in the American Industrial Revolution.

UNIT 12: WWI

Time Line: 1-2 weeks

Standards: B.12.5, B.12.6, B.12.9, B.12.10, B.12.11

Unit Sub-Topics:

- Causes
- Start of War
- Battles
- End of War/Treaty

Learner Outcomes:

- Students will be able to summarize the main causes of WWI.
- Students will understand the role the two major alliances played in the widening of the war.
- Students will describe the units of fighting including trench warfare and innovations in weapons designed to break the stalemate.
- Students will understand the major provisions of the Treaty of Versailles and its role in the rise of dictators.

Instructional Strategies:

Textbook: World History-Glencoe
Related textbook strategies
Individual teacher strategies

Suggested Activities:

Lecture	Maps
Supplemental reading/text	Safari montage
Trenches video	

Suggested Assessment:

Name 4 causes of WWI
Explain Triple Alliance and Triple Entente
Explain new innovations and weapons
Describe how elements of Treaty of Versailles led to rise of Hitler
ID: major battles and importance
ID:

Wilson	Armistice
Clemenceau	Czar Nicholas
Ferdinand	Lenin
Lloyd George	Zimmerman note
Trench warfare	U-boat
Propaganda reparations	Lusitania
Noman's land	

Name 2 reasons US entered war

UNIT 13: WWII

Time Line: 1-2 weeks

Standards: B.12.1, B.12.5, B.12.6, B.12.9, B.12.10, B.12.11, B. 12.15, B. 12.16, B.12.17

Unit Sub-Topics:

- Path to War
- Blitzlenieg and German Advance
- Turning Points
- End of War/Peace
- Holocaust

Learner Outcomes:

- Students will understand the rise of military dictators in Germany, Japan and Italy.
- Students will describe the steps leading up to WWII.
- Students will list the major battles and turning points of WWII.
- Students will understand the impact of the Holocaust.
- Students will understand the peace settlements and the relation to the start of the Cold War

Instructional Strategies:

Related textbook strategies
Individual teacher strategies

Suggested Activities:

Textbook: World History-Glencoe
Lecture (PowerPoint)
Maps

Supplemental reading/text
Holocaust web quest

Suggested Assessment:

Describe alliance system of WWII.

ID:

Hitler	Truman	A-bomb	Militarism
Mussolini	Stalin	Mein Kampf	2-front war
Tojo	Holocaust	Kristzlnacht	Luftwaffe
FDR	Nazi	Blitzlenieg	RAF
Churchill	Maginot Line	Nationalism	

Describe important/key battles.

Describe Hitler's annexations that led to WWII.

Explain blitzlineg battle style

Name 2 cities destroyed by A-bomb.

Impact of Holocaust

How did the conflict between USSR and US after WWII lead into the Cold War?