



Hampden Academy

Hampden Academy challenges all students to achieve individual excellence.

Course Syllabus

Course Information

Course Title: World History

Course Number: 208

Course Date: Yr 2017-2018

Course Location: Room 215

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Course Description: This course is a survey of world history from Ancient Greece to contemporary times. By investigating four historical themes, students will learn about the socio-economic, political, and ideological conditions of various time periods as they study historical events and contemporary issues of world regions. Using primary and secondary sources, students will utilize critical thinking and problem solving skills as they conduct inquiry-based research, participate in interactive discussions, and complete assignments establishing real-world connections.

Prerequisite/Program: None

Graduation Standards: See below

Standards: World History: Culture, Technology & Innovation in History
Scope Level: 02 SS.02.01.02 Analysis
Understands the need for continual technological innovation for growth.

World History: Religion Diversity & Identity
Scope Level: 03 SS.03.WHR.01.02 Analysis
Understands how the interactions of various religions has impacted history.

World History: Comparative Government

Scope Level: 03 SS.03.WCG.01.02 Analysis

Understands the impact of various forms of government in history and the world today.

World History: Leadership & People

Scope Level: 04 SS.04.01.02 World History Analysis

Understands the impact of leaders on their country, society, and time period.

World History: War & Diplomacy

Scope Level: 03 SS.03.WHD01.02 World History Analysis

Understands the significance of major turning points of select international wars and their implications.

Scope Level: 04 SS.04.WHD.01.02 World History Analysis

Understands the immediate effects and outcomes of select international wars and conflicts.

Scope Level: 05 SS.05.WHD.01.02 World History Analysis

Understands the long-term effects war has on society, politics, and Economics.

21st Century Learning Expectations

Learning Habits (self-directed and lifelong learner; clear, effective communicator)

Collaboration (responsible and involved citizen)

Complex Reasoning (creative, practical problem-solver; integrative, informed thinker)

Learning Outcomes

Outcomes:

1. Be able to read and analyze both primary and secondary source documents.
2. Be able to discuss interpretations of primary source documents in the classroom setting.
3. Be able to participate in full class discussions with text references and connections to prior learning..
4. Be able to use information from research and distinguish between fact and opinion.
5. Be able to research, assemble, and present to the class on topics using historical imagination/inquiry.

Instructional Methods

Methods: This class is taught using a variety of instructional methods including lecture, class discussion, student led discussions, projects, presentations, and small group collaboration.

Supporting Materials

Primary documents
Secondary documents
Videos
Online sources and materials (variety)

Framework/Assignments

I. World History Themes:

- A. RELIGION, PHILOSOPHY, AND MORALITY (Culture and History): A society's culture may be investigated and compared with other societies' cultures as a way to reveal both what is unique to a culture and what is shared with other cultures. What is the religion (belief system) & what are the basic beliefs? Are there leaders or documents which define religion? What are the philosophies & ideologies? What groups are given the chance to learn? How do people learn & where does the knowledge come from? What innovations, technologies, & inventions develop? How do they express themselves through art, music, writing, literature?
- B. POWER: Uses and Abuses (Politics and History): Historians study politics to answer certain basic questions about the structure of a society. How were people governed? What was the relationship between the ruler and the ruled? What people or groups of people held political power? What rights and liberties did the people have? What actions did people take to change their forms of government? The study of politics also includes the role of conflict. Historians examine the causes and results of wars in order to understand the impact of war on human development.
- C. INEQUALITIES: Haves and Have Nots (Society, Economy and History): From a study of social life and customs, we learn about the different social classes that make up a society, the nature of family life, and how knowledge is passed on from one generation to the next. We also examine how people in history dressed, where they lived, how and what they ate, and what they did for fun. A society's existence depends on meeting certain basic needs. How did the society grow its food? How did it make its goods? How did it provide the services people needed? How did individual people and governments use their limited resources? Did they spend more money on hospitals or military forces? By answering these questions, historians examine the different economic systems that have played a role in history.
- D. SCIENCE, TECHNOLOGY AND THE ENVIRONMENT (The Environment and History): Throughout history, peoples and societies have been affected by the physical world in which they live. In turn, human activities have had a profound impact on the world. From slash-and-burn farming to industrial pollution, people have affected the environment and even endangered the existence of entire societies.

II. Common Threads:

1. The Role of Ideas: Ideas have great power to move people to action. For example, the idea of nationalism, which is based on a belief in loyalty to one's nation, has led to numerous wars and the deaths of millions of people. At the same time, nationalism has also motivated people to work

together to benefit lives of a nation's citizens. The spread of ideas from one society to another has also played an important role in world history. Throughout history, people have sought to find a deeper meaning to human life. How have the world's great religions – such as Hinduism, Buddhism, Judaism, Christianity, and Islam – influenced people's lives? How have those religions spread to create new patterns of culture?

2. The Role of Individuals: Julius Caesar, Queen Elizabeth I, Mohandas Gandhi, and Adolf Hitler remind us of the role of individuals in history. Decisive actions of powerful individuals have played a crucial role in the course of history. So, too, have the decisions of ordinary men and women who must figure out every day how to survive, protect their families, and carry on their ways of life.

III. Essential Questions:

1. Humans and the Environment

How has the changing relationship between human beings and the physical and natural environment affected human life from early times to the present? Human beings are inhabitants of the biosphere and their history is inseparable from it. This is as true today as it was 200,000 years ago.

2. Humans and Other Humans

Why have relations among humans become so complex since early times? We live in a world of intense, complicated, and diverse relationships among billions of people. Throughout most of its history our species has lived in small, scattered communities of foragers and hunters. Questions about the ways in which humans have multiplied on the earth and come to relate to one another in such a variety of ways are fundamental to historical investigation.

3. Humans and Ideas

How have human views of the world, nature, and the cosmos changed? History is not only the study of "what happened" but also about the ways in which humans have thought about, questioned, interpreted, and represented (in words, pictures, movies, and so on) what their senses tell them about the world and the universe. Ideas influence historical developments and, conversely, events shape ideas as humans strive to make sense of change.

IV. Assignments:

1. Readings (primary and secondary sources)
2. Secondary works by preeminent scholars
3. Variety of assignments: development of questions, video responses, creative writing assignments, reinterpretations, formal essay assignments, projects, and presentations.
4. Socratic Circle/Harkness style discussions: students take the lead in asking questions and analyzing text

Assessment

Formative assessment tools

- Questions on Google Classroom
- Exit Slips
- Class discussions/Socratic Circles
- Creative Thinking Activities

Summative assessment tools

- Reading quizzes (objective and subjective)
- Writing assignments
- Presentations
- Projects
- Debates and Dialogues
- Midterm and Final Exam

Grading Policy

Students are expected to come to class having done the readings and prep work assigned so that the class can move forward through the curriculum. There are no “redos” on these quizzes since we will be discussing the material in class. Late points or no credit for other assignments will be determined at the discretion of the teacher. At some point, the validity of the student work is no longer acceptable due to the timing of the curriculum or end of ranking period.



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