

3/7/08 last updated

LEDYARD PUBLIC SCHOOLS

SOCIAL STUDIES

CURRICULUM

World History:

Ancient-Medieval

Social Studies K-12 Themes

1. How and why do people define their values and beliefs?
2. How are social and political institutions structured to address the rights and responsibilities of individuals and groups of people?
3. How does the interaction among people, technology, and the environment influence history?
4. How does society deal with unlimited wants and limited resources?
5. How do cooperation and conflict influence civilization?
6. What is the relationship (patterns or interaction) among geography, history, and culture?
7. What can we learn from analyzing major historical events?

Course Title: World History Ancient-Medieval

Essential Questions

1. What are the characteristics of a civilized society? (Themes 2,5,6)
2. How has religion affected the development of world cultures? (Themes 1,4)
3. How have political systems reflected the needs of the populations they govern? (Themes 2,4,7)
4. What role has conflict played in the development of global societies? (Themes 1,3,6,7)
5. What impact has science and technology had on human progress? (Themes 3,4,5)
6. How does art reflect the values of a culture? (Themes 1,6)
7. What role has geography played in the shaping of the culture of the people? (Themes 3,5,6)

World History: Ancient Medieval Overview Units and Focus Questions

Unit 1: The River Valleys

FQ 1: How did the development of technology lead to the rise of civilization? (EQ 1, 4, 5)

FQ 2: What methods were employed to harness the power of human cooperation to advance civilization.

Unit 2: Ancient Western Society

FQ 1: How did developments in Greek and Roman political structure shape the political systems in the modern western world? (EQ 3, 4)

FQ 2: What role did conquest play in the diffusion of culture throughout the western world? (EQ 4, 7)

FQ 3: How did advancements in Greek and Roman culture contribute to the development of western art, science and philosophy? (EQ 2, 5, 6)

FQ 4: What factors led to the decline of Greek and Roman Society. (EQ 3, 4, 7)

Unit 3: Ancient Eastern Society

FQ 1: What was the role of mass migration in the development of eastern culture? (EQ 3, 4, 7)

FQ 2: What are the basic concepts of eastern religion and philosophy? (EQ 2, 6)

FQ 3: What was the impact of eastern religion and philosophy on eastern culture? (EQ 2, 6)

Unit 4: The Medieval World

FQ 1: What impact has Islam made on world culture? (EQ 2, 3, 4, 6)
civilization? (EQ 2, 3, 5)

FQ 3: What new development changed European society during the High Middle Ages? (EQ 2, 3, 5)

FQ 2: How did Christianity, classical heritage, and Germanic culture combine to create a new European

Course Title: World History Ancient-Medieval

Course academic expectations met:

#1: Read and write critically for a variety of purposes

#2: Speak clearly and communicate ideas accurately in a variety of settings

Units and Focus Questions

Unit 1: The River Valleys (Four weeks)

FQ1: How did the development of technology lead to the rise of civilization?
(EQ 1,4,5)

- Engineering development
- Agricultural advances
- Trade/conquest

S2; PS1 Students will demonstrate an understanding of major events and trends in world history through written responses from ancient historical periods and major religions of the world.

S3; PS7 Students will analyze the causes and consequences of major technological turning points in history, e.g., their effects on people, societies and economies through primary source documents and class discussion.

S9; PS1 Students will explain and describe the natural and cultural characteristics of one place to distinguish it from another through oral and visual presentation.

FQ2: What methods were employed to harness the power of human cooperation to advance civilization? (EQ 2,3,6,7)

- Political systems
- Religious beliefs
- Economic systems
- Social structures

S6; PS3 Students will establish, explain and apply criteria to evaluate rules and laws with primary source documents and venn-diagrams.

S12; PS3 Students will analyze how human systems interact, connect and cause changes in physical systems through teacher directed questions and response..

Notes to Teacher: Emphasize the impact of the agricultural revolution on the development of civilization. Recognize the connection between the establishment of settled communities and the advancement of technology. Focus on the critical role played by political and religious leadership in the management of large groups and highlight the necessity of cooperation for the creation of a successful civilization.

Resources:

Text- The Human Experience

Supplemental Readings

- An Egyptian vizier instructs his son
- Dress and Sports in Ancient Egypt
- Gilgamesh seeks to conquer death
- The first case of juvenile delinquency
- Hammurabi issues a law code

Video

- Pyramid
- China: Dynasties of Power

Activities

- What structures tell us about cultural values: The Pyramid vs. The Ziggurat
- Diagram: impact of Agriculture
- Map work: Four Ancient River Valleys
- Ancient Planning and Zoning
- Ancient Kingdoms- Group Presentation

Assessments

- Essential Question
- Focus Questions
- Tests/ Quizzes
- Performance Tasks
- Teacher Observations
- CRISS Strategies
- Formative assessment

Unit 2: Ancient Western Society (Five weeks)

FQ1: How did developments in Greek and Roman political structure shape the political systems in the modern western world? (EQ 3,4)

- Greek political systems- tyrants, oligarchy, democracy
- Roman political systems- republic, dictatorship

S6; PS4 Students will monitor and influence the formation and implementation of policy through various forms of participation through reading and questions and responses.

S7; PS2 Students will analyze and evaluate the advantages and disadvantages of limited and unlimited government through a t-chart comparing the political systems of Athens and Sparta.

FQ2: What role did conquest play in the diffusion of culture throughout the world? (EQ 4,7)

- Persian War
- Alexander the Great
- Punic War
- Roman Expansion

S2; PS3 Students will explain relationships among the events and trends studied in world history in writing.

S3; PS3 Students will demonstrate an understanding of the ways that cultural encounters and the interaction of people of different cultures in pre-modern society have shaped new identities and ways of life in oral and written responses to questions

S3; PS5 Students will describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict through a round table discussion

FQ3: How did advancements in Greek and Roman culture contribute to the development of western art, science, and philosophy? (EQ 2,5,6)

- Greek mythology and theater
- Greek art
- Roman engineering
- Christianity

S3; PS1 Students will describe basic tenets of the world religions that have acted as major forces throughout history, including, but not limiting to, Buddhism, Christianity, Hinduism, Islam, Judaism through visual and oral presentation.

S3; PS2 Students will give examples of the visual arts, dance, music, theater and architecture of the major periods of history and explain what

they indicate about the values and beliefs of various societies through research in media center and present finding to class (show and tell).

S4; PS1 Students will initiate questions and hypotheses about historic events they are studying.

S13; PS5 Students will analyze how technological change can affect long-range productivity through primary source documents and class discussion.

FQ4: What factors led to the decline of Greek and Roman society? (EQ 3,4,7)

- Delian League
- Peloponnesian Wars
- Class conflict
- Germanic/Asian barbarians

S3; PS3 Students will demonstrate an understanding of the ways that cultural encounters and the interaction of people of different cultures in pre modern times have shaped new identities and ways of life through questions and responses.

S8; PS5 Students will identify and analyze the various domestic, political, economic and social interests, which play roles in the development of foreign policy by writing and presenting plays/skits.

S9; PS3 Students will explain that regions are interconnected and may also overlap though map production.

Notes to Teacher: Emphasize the impact of political systems on culture by using the primary source documents “severity of Spartan life and the glory of Athens”, the consequences of empire building on the conqueror and the conquered. Focus also on the significance of Greek and Roman culture on the western world.

Resources:

Text- The Human Experience

Supplemental Readings:

- Carnage, Cheating and Chariot Racing
- The Severity of Spartan Life and Training
- The Glory of Athens
- The Political Ideals of Aristotle
- The Year One
- Roman Food
- Roman Laws
- The Message of Jesus

Video

- Greece: Moment of Excellence
- Rome: The Ultimate Empire

Activities

- From Rome to Washington
- Map Work: Mare Nostrum, The Barbarians are coming

- Debate: Athens of Sparta
- **Assessments**
- Essential Questions
- Focus Questions
- Tests/ Quizzes
- Performance Tasks
- Teacher Observations
- Formative assessments
- CRISS Strategies

Unit 3: Ancient Eastern Society (Five weeks)

FQ1: What was the role of mass migrations in the development of Eastern cultures? (EQ 3,4,7)

- Bantu migrations (Africa)
- Arab expansion (Africa)
- Aryan migrations (India)
- From Qin to Han (China)

S1; PS3 Students will interpret oral traditions and legends as “histories.” Read actual examples and write their own.

S9; PS3 Students will explain that regions are interconnected and may also overlap through map work.

S13; PS1 Students will compare the resources used by various cultures, countries and/or regions throughout the world through research and oral presentation of information gathered.

FQ2: What are the basic concepts of Eastern religion? (EQ 2,6)

- Buddhism
- Confucianism
- Daoism
- Hinduism

SI; PS6 Students will use primary source documents to analyze multiple perspectives with whole group discussion.

S2; PS2 Students will locate the events, peoples and places they have studied in time and place through timelines and maps

S3; PS1 Students will describe basic tenets of the world religions that have acted as major forces throughout history, including, but not limited to, Buddhism, Christianity, Hinduism, Islam, and Judaism, and indigenous popular religions through power point presentation

S3; PS10 Students will explain the multiple forces and developments (cultural, political, economic and scientific) that have helped to connect the peoples of the world through a comparison diagram.

FQ3: What was the impact of Buddhism, Confucianism, Daoism, and Hinduism on Eastern culture? (EQ 2,6)

- Philosophy on life
- Caste system
- Filial piety
- Ahimsa
- Man and nature
- Religion and art

S3; PS3 Students will demonstrate an understanding of the ways that cultural encounters and the interaction of people of different cultures in pre-modern times have shaped new identities and ways of life through questions and responses.

S3; PS6 Students will demonstrate an understanding of the ways race, gender, ethnicity, and class issues have effected individuals and societies in the past through writing.

S4; PS5 Students will describe relationships between historical subject matter and other subjects they study, current issues and personal concerns through a t-chart creation and whole class discussion.

Notes to Teacher: Focus on the differences between eastern and western philosophy and emphasize the role of strict class system on the development of eastern culture. Stress the relationship between religion and social structure in South Asia.

Resources:

Text- The Human Experience

Supplemental Readings:

- A Hindu view of the Four Classes
- The meaning and practice of Yoga
- Parchantantra Fables
- Buddhism in Everyday Life
- Lao-Tzu's Way of Life
- Civil Service exam in Ancient China
- The Wisdom of Confucious

Activities

- Philosophy-East/West
- Comparison-Venn Buddhism/Christianity
- Indian Influence on Western Culture-The Beatles
- Non-Violence as a Practice-Gandhi

Assessments

- Essential Questions
- Focus Questions
- Test/Quizzes
- Performance Tasks
- Teacher Observations
- Formative Assessments
- CRISS Strategies

Unit 4: The Medieval World (Five weeks)

FQ1: What impact has Islam made to world culture? (EQ 2,3,4,6)

- Islamic beliefs (pillars, laws, values)
- Spread of Islam
- Islamic culture (gender roles, achievements)

S1; PS5 Students will describe the multiple intersecting causes of events through primary source use and post whole group discussion.

S2; PS2 Students will locate the events, peoples, and places they have studied in time and place (e.g., on a time line and map) relative to their own location through map work.

S3; PS1 Students will describe basic tenets of the world religions that have acted as major forces throughout history, including, but not limited to, Buddhism, Christianity, Hinduism, Islam, and Judaism, and indigenous popular religions through various CRISS strategies..

S3; PS3 Students will demonstrate an understanding of the ways that cultural encounters and the interaction of people of different cultures in pre-modern times have shaped new identities and ways of life through written responses to short answer questions.

FQ2: How did Christianity, the classical heritage, and Germanic practices combine to form a new European civilization? (EQ 2,3,5)

- Frankish Rulers
- Vikings
- Feudal relationships
- Medieval church

S1; PS5 Students will describe the multiple intersecting causes of events through map work with an annotated timeline.

S3; PS3 Students will demonstrate an understanding of the ways that cultural encounters and the interaction of people of different cultures in pre-modern times have shaped new identities and ways of life in writing (short story).

S3; PS 6 Students will demonstrate an understanding of the ways race, gender, ethnicity, and class issues have effected individuals and societies in the past with the above short story.

FQ3: What new developments changed European society during the High Middle Ages? (EQ 2,3,5)

- Crusades
- Rise of Monarchs
- Economic revival (banking, growth of towns, middle class)
- Cultural revival (education, art, literature)
- Troubled church

S3; PS9 Students will evaluate the economic and technological impact of the exchange of goods on societies throughout history through library research and oral presentation.

S4; PS1 Students will initiate questions and hypotheses about historic events they are studying.

S15; PS2 Students will evaluate the effects of national policies (e.g., on trade, immigration and foreign investments, as well as fiscal and monetary policies) on the international exchange of goods, services and investments through library research and presentation mentioned above.

Notes to Teacher: Stress the impact of Islam on the world. Emphasize the power of the Christian church during the medieval period and the ways in which the crusades advanced European culture.

Resources:

Text- The Human Experience

Supplemental Readings:

- St. Benedict's Rules for Monastic Life
- Justice by Ordeal
- The Life of a Peasant
- Feudal Society
- The Rise and Spread of Islam
- Malcolm X's Hajj
- The Spirit of the Crusades

Activities

- Venn-Islam/Christianity
- Who Wears the Hat?-Medieval Society
- Family Crest Poster
- Essay Medieval "Day in the Life"

Assessments

- Essential Questions
- Focus Questions
- Tests/Quizzes
- Performance Tasks
- Essay
- Teacher Observations
- Formative assessments
- CRISS Strategies

Video

- Charlemagne: Holy Barbarian
- Crusades: Saints and Sinners