

GRADE 9

WORLD HISTORY: 1,000 A.D. to the Present

OVERVIEW

This survey course covers history and from the late Middle Ages to the present with emphasis on Western Europe. Attention is given to the development of political boundaries that emerged with the evolution of nation states. Significant attention is given to the ways in which scientific and technological revolution created new economic conditions that in turn produced social and political changes. The people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary life.

Course Content

1. The student will demonstrate an understanding of the state of the world about 1,000 A.D. by summarizing:
 - The institution of feudalism in Europe and the rise of towns and commerce.
 - The location and leadership of major Western European kingdoms.
 - The location and culture of the Byzantine and Muslim empires.
 - The location and culture of empires in India, China, Japan, Africa, and Central America.
 - The role of the Roman Catholic Church in Europe.
 - The conflict between Christian and Muslim cultures.
2. The student will analyze the impact of the social, economic, and political changes as well as cultural achievement by summarizing:
 - The emergence of the modern day nation-states. (Spain, France, England)
 - Conflicts among the existing powers including the Crusades and the expansion of the Ottoman Turks.
 - Patterns of crisis and recovery including the Black Death.
 - The preservation of Greek and Roman philosophy.

3. The student will analyze the historical developments of the Renaissance, including:
 - Economic foundations of the Renaissance, increased trade, role of the de Medici's, and new economic practices.
 - The rise of Italian city-states.
 - Artistic, literary, and intellectual creativity, including Leonardo DaVinci, Michelangelo, and Shakespeare, as contrasted with the Medieval period.
 - Machiavelli's theory of government as described in The Prince.
 - Differences between the Italian and the Northern Renaissance.

4. The student will analyze the historical developments of the Reformation, including:
 - The effects of the theological, political, and economic differences that emerged during the Reformation, including the views and actions of Martin Luther, John Calvin, Henry VIII and the divorce issue.
 - The influence of religious conflicts on government actions, including the Edict of Nantes in France.
 - The evolution of laws that reflect religious beliefs, cultural values, traditions, and philosophies, including the beginnings of religious toleration and the spread of democracy.

5. The student will analyze the impact of European expansion into the Americas, Africa, and Asia (16th through 19th centuries) in terms of:
 - The roles of explorers/conquistadors.
 - Migration, settlement patterns, and cultural diffusion.
 - The exchange of technology, ideas, and agricultural practices.
 - The trade in slaves, tobacco, rum, furs, and gold.
 - The introduction of new diseases.
 - The influence of Christianity.
 - Economic and cultural transformations. (e.g., plants like tobacco and corn became available in new places, arrival of the horse in the Americas, etc.)
 - Competition for resources and the rise of mercantilism.
 - The commercial and maritime growth of European nations, including the emergence of money and banking, global economies, and market systems.
 - Social classes in the colonized areas.

6. The student will compare Judaism, Christianity and Islam, in terms of:
 - Major leaders and events.
 - Traditions, customs, beliefs and sacred writings.
 - Spread of religious beliefs. (geographic and historic)
 - Political, social, and economic influences of each.
 - Longstanding religious conflicts and recent applications (e.g., Ireland, Middle East, Bosnia, etc.).

7. The student will analyze the scientific, political, and economic changes of the 16th, 17th, and 18th centuries (Age of Absolutism, the Enlightenment, and the Age of Reason), in terms of:
 - The establishment of absolute monarchies by Louis XIV, Frederick the Great, and Peter the Great.
 - The Glorious Revolution in England and the French Revolution.
 - The ideas of significant people, including Hobbes, Locke, Montesquieu, Rousseau, and Jefferson.
 - How the political ideas of the Enlightenment affected the founders of the United States
 - New scientific theories, including those of Newton, Kepler, Copernicus, Galileo, and others (e.g., Harvey, Franklin).
 - How technological changes brought about social, political, and cultural changes in Europe, Asia, and the Americas.
 - The flowering of the arts, philosophy, and literature (e.g., Voltaire, Diderot, Delacroix, Bach, and Mozart).

8. The student will describe political developments in Europe in the 19th century, including:
 - The Congress of Vienna.
 - Expansion of democracy in Europe, including the effects of urbanization, revolutions of 1848, and British reform laws.
 - Unification movements of Germany and Italy.

9. The student will analyze and explain the effects of the Industrial Revolution, in terms of:
 - The rise of industrial economies and their link to imperialism and colonialism.
 - How scientific and technological changes, including the inventions of Watt, Bessemer, and Whitney, brought about massive social and cultural change.
 - The emergence of capitalism and free enterprise as a dominant economic pattern.
 - Responses to capitalism including utopianism, socialism, and communism.
 - How the status of women and children was reflected in changes in society.
 - The evolution of work and labor, including the slave trade, mining and manufacturing, and the union movement.
 - The transformation of Asia and Africa by expanding European commercial power.

10. The student will analyze major historical events of the 20th century, in terms of:
 - Causes and effects of World War I and World War II.
 - The Russian Revolution.
 - The political, social, and economic impact of worldwide depression in the 1930's.
 - The rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan.

- The Nazi Holocaust and other examples of genocide.
- New technologies, including atomic power, and their influence on the patterns of conflict.
- Economic and military power shifts since 1945, including the rise of Germany and Japan as economic powers.

-37-

- The rise of Communism in China and Southeast Asia.
- How African and Asian countries achieved independence from European colonial rule, including India under Gandhi and Kenya under Kenyatta and how they have fared under self-rule.
- Regional and political conflicts including Korea and Vietnam.
- The beginning and end of the Cold War and the collapse of the Soviet Union.

Skills

1. The student will develop skills in discussion, debate, and expository writing by analyzing historical situations and events, including, but not limited to:
 - Different historical perspectives such as Middle Ages vs. Renaissance, Catholicism vs. Protestantism, English Revolution vs. French Revolution, Age of Exploration vs. the Columbian Exchange, Democracy vs. Totalitarianism, Colonialism vs. Global Conflicts. (1, 2, 4, 5, 6, 8)
 - Understanding settlement patterns and cultural influences of various ethnic and religious groups. (1, 2, 3, 7, 8, 9)
 - Different evaluations of the growth, benefits, and negative aspects of major events in the development of the world such as industrialization, imperialism, technological advancement. (2, 4, 5, 6, 7)
 - Analyzing the political, social, and economic implications of the shift to capitalism and democracy. (2, 3, 4, 5, 6, 8, 9)
 - Identifying and connecting contemporary issues/problems to past events. (1-9)
2. The student will demonstrate skills in historical research and geographical analysis by:
 - Identifying, analyzing, and interpreting primary and secondary sources and artifacts. (2, 4, 5, 6, 8, 9)
 - Validating sources as to their authenticity, authority, credibility, and possible bias. (2, 3, 4, 5, 7, 9)
 - Comparing trends in global population distribution since the 10th century. (1, 2, 3, 4, 5, 6, 7)
 - Constructing various timelines of key events, periods, and personalities since the 10th century. (1-9)
 - Identifying and analyzing major shifts in national political boundaries in Europe since 1815. (2,3,5,6,8)
 - Identifying the distribution of major religious cultures in the contemporary world. (1, 2, 3, 4, 5, 8, 9)

Sample Activities

I. MAPS

For example: Political, physical, demographics, religious movements, colonial expansion, Cold War and distribution of resources

II. GRAPHS, CHARTS AND DIAGRAMS

For example: Graphic organizers, bar graphs, picture charts, growth of world population, spread of religious ideologies, and casualties of the world wars

III. NEWSPAPERS/MAGAZINES

For example: Global trade, genocide, global conflicts (wars), art history, and secularism vs. humanism

IV. DISCUSSION/DEBATES

For example: Columbus vs. Native Americans, war crimes (Nuremburg), reparations for slavery, taking a critical stance (pro and con)

V. ANALYSES OF DOCUMENTS AND PRIMARY SOURCES

For example: Diaries, speeches, The Social Contract, The Prince, holy books, Treaty of Versailles

VI. TIMELINE AND POSTERS

For example: Renaissance art, unification of Germanic states, urbanization, colonial settlements, events leading to World War I, army recruitment, women's rights

Assessment

- **Assessment for activities based on appropriate rubrics**
- **Role Play/Simulations**
For example: Renaissance Fair, Galileo vs. the Church, causes for World War I, religious persecution, Ghandi and civil disobedience
- **Newspaper/Magazine Creation**
For example, travel brochures, newspapers (including obituaries, advertisements, letters to editor), thematic "Year in Review," interview of famous historical figures, serials, international events
- **Technology**
For example: PowerPoint presentations, reference sites, web quests, CD-Rom, web page design
- **Persuasive Writing**

For example: Diversity within a nation, Napoleonic Code, advantages/disadvantages of colonialism, censorship of art, civil liberties, conscientious objector status

-39-

- **Expository Writing**
For example: Document analyses, narrative essays, research papers, speeches, journal writing
- **Research Activities**
For example: Essay writing, travelogue, creation of bibliographies and glossaries
- **Portfolios**
For example: Collages of major world events, collage of art history, personal reflections, collection of photos/articles related to world events, sample writings

Materials

Exploring World History – Holt Publishing

World History – Prentice Hall

World History – Guide to Essentials

Test master Workbook

Primary Source Readings

Transparencies

Maps

Audio Visual

People's Century, 1900-1999

Time Life: Secrets of WWII

The Video History of Our Times, 1900-1990

HBO Video: The World at War

Just the Facts – Renaissance

Art History Slides

Persuasive Writing Assignments

- **Napoleon – Hero or Villain:** Do the positive contributions of Napoleon's rule outweigh the consequences created by his attempt to create a European empire?
- **Justification for War:** Students will take a position whether or not war is necessary. Students must take into account casualties, civilian upheaval, cost and reparations.
- **Martin Luther's "95 Thesis":** Did Luther's defiance prove more beneficial or harmful as it relates to religious toleration.

- **Urbanization and Industrial Growth:** Student will take a position in the ongoing debate over the issue of change and whether or not the benefits outweigh the consequences.

-40-

- **Diversity and Society:** Students will analyze different viewpoints and determine whether diversity strengthens or weakens a society. Student must use examples from past history.
- **Renaissance Art/Art History:** Student will argue whether or not there should be censorship or restrictions.
- **Treaty of Versailles:** Students, writing as representatives of the “Big Four,” will compose a letter either supporting or rejecting the concept of leniency towards Germany.
- **British Colonization of Africa:** Students, taking the position of an African will argue whether colonization was more beneficial or harmful.
- **Development and Growth of Capitalism:** Students will respond to the question, “Did the growth of capitalism provide greater opportunities or greater limitations to the working class?”
- **Civil Disobedience:** Students will write an editorial either supporting the concept or choosing another means of civil protest.
- **Terrorism:** Students will argue whether nations should take independent (unilateral) action to deal with such threats or make it a global effort (multilateral).
- **Philosophy in the Age of Reason:** Students will decide if the ideals of the Enlightenment greatly improved the lives of the majority or simply failed to reach the masses.
- **Women’s Rights:** Students, writing as 19th century suffragettes, will compose letters opposing the use of breaking the law in order to gain attention and support to alter existing laws.
- **Edict of Nantes:** Students will discuss whether or not this Edict represented the beginning of religious toleration in Europe.