

World History Themes: Curriculum Map

Somerville High School

Course Description: The purpose of this course is to provide students with the conceptual framework and factual background to understand issues going on in the world today. The course will also help them develop the research, writing, and thinking skills necessary to become informed global citizens who are able to take action.

The course is organized **thematically**. In each unit students will: 1) Develop a deeper understanding of themes and concepts that reoccur throughout history; 2) Study at least one case study of this concept/theme in action – these case studies are drawn from the state frameworks; 3) Conduct their own research on a current or historical event that highlights the same theme. The main themes/units of study are:

1. **Democracy vs. Dictatorship:** *Where do our notions of modern Western democracy originate from? What social/economic circumstances lend themselves to the rise of democracy and dictatorships? What are some typical characteristics of dictators and dictatorships? Is democracy always better than dictatorship?*
2. **World Religions:** *What are the key similarities and differences between the major world religions, and WHY do they have those similarities and differences? What impact does religion have on the world? How does it unite and how does it divide?*
3. **Imperialism and Colonialism:** *What are the causes/motivations of Imperialism? What are the effects/legacy of imperialism? How has imperialism been justified? How have people in colonized lands responded to imperialism? What are the best methods to make change?*
1. **Communism and Capitalism:** *What are the main differences between these two economic systems? What are the social/political circumstances that lead to the rise of communism? What are some differences between ideal communism and how communism has been applied in a particular country? Why has the United States taken such a hard line against communism? Which specific elements of communism are incompatible with US values? Is communism really so bad?*
4. **Revolution:** *What are common causes and consequences of revolution? Is violence always necessary in revolutions? What are the key characteristics of effective leaders?*
5. **Globalization:** *What are the pros and cons of globalization? What actions can individuals take to influence the impact of globalization?*

Assessments: Students will be assessed on the required content for each unit through tests and quizzes. Throughout the year, student understanding will also be assessed through performances on essays, debates, presentations, and simulations. Each unit will contain at least one research task. In addition to the shorter research assignments completed throughout the course, students complete a major “Capstone” research paper at the end of the third quarter.

Common Core and NCSS C3 Alignment:

This course incorporates many Common Core standards from the Massachusetts Curriculum Framework for English Language Arts and Literacy. **Reading Standards for Literacy in History/Social Studies** are all included with particular emphasis on: 1) Citing specific textual evidence to support analysis; 2) Determining central ideas and providing an accurate summary; 6) Comparing points of view; 8) Assessing an author’s evidence and claims; 10) Reading text independently. **Writing Standards for Literacy in History/Social Studies** are also included with an emphasis on: 1) Writing arguments with precise claims and academic language; 2) Writing informative/explanatory texts; 7) Conducting short as well as more sustained research projects to answer a question; 8) Gathering relevant information from multiple authoritative print and digital sources; 9) Drawing evidence from informational texts to support analysis, reflection, and research.

This course also incorporates dimensions from the **NCSS C3 Framework**. From the case studies in each unit, students learn disciplinary tools and concepts (Dimension 2) and develop and support claims using evidence provided in class (Dimension 3). With each independent research task, students use the concepts and tools they have learned to develop and plan inquiries (Dimension 1), gather and evaluate sources, and use evidence to develop claims (Dimension 3). Through presentations, debates, and simulations, students communicate conclusions and recommend action (Dimension 4).

Theme and Thematic Essential Questions	Case Studies/State Framework Alignment	Assessments	Common Core/C3 Alignment
<p>Unit 1: Democracy and Dictatorship</p> <ol style="list-style-type: none"> 1. <i>Where do our notions of modern Western democracy originate from?</i> 2. <i>What social/economic circumstances lend themselves to the rise of democracy? Dictatorships?</i> 3. <i>What are some typical characteristics of dictators and dictatorships?</i> 4. <i>Is democracy always better than dictatorship?</i> 	<p>Case Studies:</p> <ul style="list-style-type: none"> • From Feudalism to Enlightenment in Europe (WH1.31, WHI.34, WHI.35); • The French Revolution and Napoleon (WHII.1 WHII.3,WHII.4); • Weimar Republic and Nazi Germany/Fascism in Europe (WHII.21) 	<p>Common Assessments</p> <ul style="list-style-type: none"> • <u>Debate:</u> Could Napoleon be considered a “good” dictator? • <u>Research Paper:</u> Is democracy always better than a dictatorship? Research a dictator/ absolute ruler; write an essay in which you summarize and analyze his/her rule <p>Optional Assessments</p> <ul style="list-style-type: none"> • <u>DBQ:</u> What are the main ideas of the Enlightenment Thinkers? 	<p>Reading Standards for Literacy: 2, 6, 10</p> <p>Writing Standards for Literacy: 1, 2, 7, 8 9</p> <p>C3 Framework: Disciplinary Tools and Concepts, developing and supporting claims using evidence, planning inquiries, gathering and supporting evidence, communicating conclusions.</p>
<p>Unit 2: World Religions:</p> <ol style="list-style-type: none"> 1. <i>What are the key similarities and differences between the major world religions, and WHY do they have those similarities and differences?</i> 2. <i>What impact does religion have on the world? How does it unite and how does it divide? Consider: politics, art, culture....</i> 	<p>Case Studies:</p> <ul style="list-style-type: none"> • Hinduism and Buddhism (WH1.21, • Judaism, Christianity, and Islam (7.20, 7.21, WHI.1,WHI.3, WH1.5, WH1.7, WH1.9, WH1.21, • The Crusades (WH1.9) • Israel and Palestine (WH2.39, • Options: Ireland, Kashmir(WHII.43), ISIS 	<p>Common Assessments</p> <ul style="list-style-type: none"> • <u>Research Presentation:</u> How has religion impacted the World? How does it continue to impact the world? Find and research an event, time period, culture etc. in which religion has had an impact. Prepare a presentation that explains how religion impacted that particular event. Consider: politics, conflict, borders, art and culture... 	<p>Reading Standards for Literacy: 2, 6, 10</p> <p>Writing Standards for Literacy: 1, 2, 7, 8 9</p> <p>C3 Framework: Disciplinary Tools and Concepts, developing and supporting claims using evidence, planning inquiries, gathering and supporting evidence,</p>

		<ul style="list-style-type: none"> • <u>Perspectives Test</u>: Write about the Israeli/Palestinian conflict from at least three different perspectives • <u>Analytical Writing</u>: Compare and Contrast at least two of the major World Religions <p>Optional Assessments</p> <ul style="list-style-type: none"> • Religion infographics • Religion Textbook page • Crusades DBQ • Art and literature Analysis 	<p>communicating conclusions.</p>
<p>Unit 3: Imperialism and Colonialism</p> <ol style="list-style-type: none"> 1. <i>What are the causes/motivations for Imperialism?</i> 2. <i>What are the effects/ legacy of imperialism?</i> 3. <i>How has imperialism been justified?</i> 4. <i>How have people in colonized lands responded to imperialism?</i> 5. <i>What are the best methods to make change?</i> 	<p>Case Studies:</p> <ul style="list-style-type: none"> • African Empires (WH1.19); • European Imperialism in Sub-Saharan Africa (WH2.11); • South Africa and Apartheid (WHII.44) • Rwandan Genocide • Options: Congo, Nigeria, Kenya, post-colonial nation-building, independence movements 	<p>Common Assessments</p> <ul style="list-style-type: none"> • <u>Debate/Forum</u>: Do European nations owe reparations to their former African colonies? • <u>Research Paper</u>: How do people make change? Research a group or individual in South Africa who fought against Apartheid. Analyze and evaluate the efficacy of the methods used to make change. <p>Sample Optional Assessments</p> <ul style="list-style-type: none"> • <u>DBQ</u>: Motivations for European Imperialism in Africa; • <u>Genocide Research Paper</u> 	<p>Reading Standards for Literacy: 2, 6, 10</p> <p>Writing Standards for Literacy: 1, 2, 7, 8 9</p> <p>C3 Framework: Disciplinary Tools and Concepts, developing and supporting claims using evidence, planning inquiries, gathering and supporting evidence, communicating conclusions.</p>

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<p>Unit 4: Communism / Capitalism</p> <ol style="list-style-type: none"> 2. <i>What are the main differences between these two economic systems?</i> 3. <i>What are the social/political circumstances that lead to the rise of communism?</i> 4. <i>What are some differences between ideal communism and how communism has been applied in a particular country?</i> 5. <i>Why has the United States taken such a hard line against communism? Which specific elements of communism are incompatible with US values?</i> 6. <i>Is communism really so bad?</i> 	<p>Case Studies:</p> <ul style="list-style-type: none"> • Industrialization and the origins of Communism (WHII.6, WHII.7) • Russian Revolution/the USSR under Stalin (WHII.22, WHII.30, • Cuba • China (WH1.23, WHII.33, WHII.34) • Optional: El Salvador, North Korea, Cambodia, Vietnam.... 	<p>Common Assessments</p> <ul style="list-style-type: none"> • <u>Debate/Forum</u>: Was the United States’ hard line against Communism justified? Is Communism really so bad? • <u>Research Task</u>: Writing assignments focus on incorporating quotes, citing sources. <p>Optional Assessments</p> <ul style="list-style-type: none"> • <u>Debate/Forum</u>: Evaluate Mao’s leadership and impact on China; • <u>Analytical paper</u>: Compare and contrast Chinese communism with communism in another country; how did China’s imperial past and Confucian traditions impact its form of communism? 	<p>Reading Standards for Literacy: 2, 6, 10</p> <p>Writing Standards for Literacy: 1, 2, 7, 8 9</p> <p>C3 Framework: Disciplinary Tools and Concepts, developing and supporting claims using evidence, planning inquiries, gathering and supporting evidence, communicating conclusions.</p>

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<p>Unit 5: Capstone Research Paper <i>How can one event, person, or idea influence the world?</i></p>	<p>Massachusetts State Frameworks Social Studies Skills</p> <ul style="list-style-type: none"> • Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E) • Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E) • Distinguish intended from unintended consequences. (H, E, C) • Connections to ELA Composition Standards 19 and 24 ; 	<p>Common Assessments</p> <ul style="list-style-type: none"> • <u>Extended Research Paper</u>: Choose a person, idea, or event in World History. Summarize the topic, and analyze its impact on the world. 	<p>Reading Standards for Literacy: 2, 6, 10</p> <p>Writing Standards for Literacy: 1, 2, 7, 8 9</p> <p>C3 Framework: Disciplinary Tools and Concepts, developing and supporting claims using evidence, planning inquiries, gathering and supporting evidence, communicating conclusions.</p>
<p>Unit 6: Revolutions</p> <ol style="list-style-type: none"> 1. <i>What are common causes and consequences of revolution?</i> 2. <i>Is violence always necessary in revolutions?</i> 3. <i>What are the key characteristics of effective leaders?</i> 	<p>Case Studies:</p> <ul style="list-style-type: none"> • India (WHII.12) • Haiti • Latin America (WH1.13, WH1.14, WHII.16) • Optional: El Salvador, 	<p>Optional Assessments</p> <ul style="list-style-type: none"> • <u>Debate/Forum</u>: Based on the case studies, what social, political, and economic circumstances often lead to revolution? Is the United States headed for Revolution? • Which revolutionary leader in history was most effective? • <u>DBQ options</u>: Ghandi and non-violence; Toussaint L’Overture 	<p>Reading Standards for Literacy: 2, 6, 10</p> <p>Writing Standards for Literacy: 1, 2, 7, 8 9</p> <p>C3 Framework: Disciplinary Tools and Concepts, developing and supporting claims using evidence, planning inquiries, gathering and supporting evidence, communicating conclusions.</p>

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<p>Unit 7: Globalization</p> <ol style="list-style-type: none"> 1. <i>What are the pros and cons of globalization?</i> 2. <i>What actions can people take to influence the impact of globalization?</i> 	<p>Massachusetts State Frameworks Social Studies Skills</p> <ul style="list-style-type: none"> • Interpret and construct charts and graphs that show quantitative information. (H, C, G, E) • Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E) • Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E) • Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E) • Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C) • Distinguish intended from unintended consequences. (H, E, C) • Distinguish historical fact from opinion. (H, E, C) 	<p>Common Assessments</p> <ul style="list-style-type: none"> • <u>Research Project/Presentation</u> Research a current global issue. Create a presentation in which you explain what it is, how it demonstrates the pros and cons of globalization, and what actions people can take to help with this issue. 	<p>Reading Standards for Literacy: 2, 6, 10</p> <p>Writing Standards for Literacy: 1, 2, 7, 8 9</p> <p>C3 Framework: Disciplinary Tools and Concepts, developing and supporting claims using evidence, planning inquiries, gathering and supporting evidence, communicating conclusions, planning and taking action</p>