

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut



Global Civilizations

Grade 9

2023

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Global Civilizations

Grade 9

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CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION AND PHILOSOPHY

Global Civilizations analyzes the historical roots of both the change and continuity of relations among human societies in an increasingly interdependent world. The course focuses on the world in its present state by first understanding culture and evaluating how different perspectives emerge from different cultures. This study of world history and culture will require applying knowledge, skills and concepts to understand human behavior in relation to both the physical and cultural environment. Its focus incorporates various geographical settings and historical contexts over time. Humans at each stage of civilization have been enriched through cultural diffusion by organizing ideals, principles, and institutions representative of both individual and societal needs. This survey course will include the study of influential people, events, and ideas in critical times over the course of human history. Students in Grade 9 must take Global Civilizations which is grouped according to skill level. The program offers all students the opportunity to meet their educational needs. Upon successful completion of the course, the student will receive one Social Studies credit toward graduation.

The Global Civilizations course is designed to fulfill the need of today's students to recognize that our global environment is a multiracial, multiethnic, multicultural society. The Social Studies Department should educate students with a curriculum which emphasizes cultural pluralism as an entity which has driven global history throughout the ages. This course is predicated on the belief that competency for citizenship in the 21st century will be based on the students' ability to recognize a growing global interdependence in the social, political and economic arenas. It is the responsibility of public education to prepare students to participate and function successfully as citizens of the 21st century. In order to accomplish this goal, students must attain an awareness of how historical events, people, and evolving cultural values have shaped the world today. In this process, students will practice and develop their skills in critical thinking, communication, and collaboration.

COURSE STANDARDS

The following course standards derive from the Connecticut Elementary and Secondary Social Studies Frameworks (2015).

INQUIRY STANDARDS

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.

INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.

INQ 9–12.8 Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while

acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.

INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

HISTORY STANDARDS

Change, Continuity, and Context

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9–12.2 Analyze change and continuity in historical eras.

HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

HIST 9–12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

Perspectives

HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people's perspectives.

Historical Sources and Evidence

HIST 9–12.6 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

HIST 9–12.7 Explain how the perspectives of people in the present shape interpretations of the past.

HIST 9–12.8 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Historical Sources and Evidence

HIST 9–12.9 Analyze the relationship between historical sources and the secondary interpretations made from them.

HIST 9–12.10 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

HIST 9–12.11 Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

HIST 9–12.12 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

HIST 9–12.13 Critique the appropriateness of the historical sources used in a secondary interpretation.

Causation and Argumentation

HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.

HIST 9–12.15 Distinguish between long-term causes and triggering events in developing a historical argument.

HIST 9–12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

GEOGRAPHY STANDARDS

Geographic Representations: Spatial Views of the World

GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

GEO 9–12.3 Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

Human-Environment Interaction: Place, Regions, and Culture

GEO 9–12.4 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Human Populations: Spatial Patterns and Movement

GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

GEO 9–12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

Global Interconnections: Changing Spatial Patterns

GEO 9–12.7 Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.

GEO 9–12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

ECONOMIC STANDARDS

Economic Decision-Making

ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Exchange and Markets

ECO 9–12.2 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

ECO 9–12.3 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

CIVICS STANDARDS

Civic and Political Institutions

CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

CIV 9–12.2 Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

CIV 9–12.3 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Processes, Rules, and Laws

CIV 9–12.4 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

CIV 9–12.5 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

CIV 9–12.6 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

CIV 9–12.7 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

The following course standards derive from the 2010 Connecticut Core Standards for Literacy in Grades 6-12 Literacy in History/Social Studies.

Key Ideas and Details

CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

The following course standards derive from the 2016 ISTE Technology Standards.

ISTE Standard 1a: Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

ISTE Standard 1b: Students build networks and customize their learning environments in ways that support the learning process.

ISTE Standard 1c: Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

ISTE Standard 2c: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

ISTE Standard 3a: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

ISTE Standard 3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

ISTE Standard 3c: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

ISTE Standard 5b: Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

ISTE Standard 6b: Students create original works or responsibly repurpose or remix digital resources into new creations.

ISTE Standard 6c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

ISTE Standard 6d: Students publish or present content that customizes the message and medium for their intended audiences.

COURSE GOALS

The course goals align with The Connecticut State Frameworks for Social Studies.

Students will:

- Gather, analyze, and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.
- Demonstrate an understanding of the ways that different cultures interacted in pre-modern and modern times, and how they have shaped new identities and ways of life.
- Initiate questions and hypotheses about historic events they are studying.
- Describe the multiple intersecting causes of events.
- Describe, explain, and analyze political, economic and social consequences that came about as the resolution of a conflict.
- Evaluate the roles and contributions of individuals and groups.
- Analyze the connections and interactions of people over time and space.
- Develop critical thinking skills by inquiry, research, and organizing information.
- Describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts of decision making.
- Evaluate whether or when their obligations as citizens require that their personal desires, beliefs, and interests be subordinated to the public good.
- Demonstrate an understanding of political concepts of power, authority, governance and law.
- Apply critical thinking skills in determining the degree of interdependence of economic, political, and social systems throughout the world.
- Support and defend oral presentations and writing prompts by evaluating a variety of resources.
- Incorporate technology by researching topics related to the curriculum.
- Describe relationships between historical subject matter and other subjects they study, current issues, and personal concerns.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- The study of the trajectory of global civilizations reveals the ideals, beliefs, values, and institutions of the world's people.
- The study of economic, social and political patterns impacts continuity and change over time.
- Knowledge of history helps one understand the present and make decisions about the future.

- Throughout history and today, people respond to and resolve conflicts in a variety of ways.
- History involves interpretation; historians can and do disagree.

COURSE ESSENTIAL QUESTIONS

- How much does geography affect people's lives?
- What makes a government successful?
- How are religion and culture connected?
- Why is culture important?
- How much power should the government have?
- How do science and technology affect society?
- Why do people move?
- How should we handle conflict?
- What should governments do?

COURSE KNOWLEDGE AND SKILLS

- Students will know . . .
 - how various factors led to the rise and decline of early civilizations.
 - how political systems evolved and influenced different societies around the world.
 - how geography influenced settlement patterns, government systems, culture and human migration.
 - how individuals' achievements contributed to the development and growth of societies around the world.
 - how belief systems affected political, economic, and social systems within various civilizations.
 - how established belief systems changed and evolved over time.
 - how competition over trade impacted the global balance of power and patterns of interaction.
- Students will be able to . . .
 - develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation.
 - read sophisticated texts and academic writings.
 - think critically by synthesizing a variety of perspectives and information from various primary and secondary sources.
 - discuss controversial issues with maturity and openness.
 - analyze various forms of data to support original ideas.
 - utilize collaborative technologies to explore local and global issues to work with others to investigate solutions.
 - present work and/or research using visual, oral, and written formats.

- o perform tasks and manage classroom situations with self-efficacy and integrity.
- o accept a growth mindset attitude with their learning and academics.
- o develop and regulate empathy through studying multiple perspectives.

UNIT 1

The Ancient World

Unit Goals

At the completion of this unit, students will:

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.

INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9–12.2 Analyze change and continuity in historical eras.

HIST 9–12.7 Explain how the perspectives of people in the present shape interpretations of the past.

HIST 9–12.8 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

GEO 9–12.3 Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

CIV 9–12.2 Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

ISTE Standard 1b: Students build networks and customize their learning environments in ways that support the learning process.

ISTE Standard 1c: Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

Unit Essential Questions

- How much does geography affect people's lives?
 - What geographical features might people settling in a place want to find?
 - What different ways of life would probably develop in different kinds of geographical areas?
 - What single geographical feature is the most important when settling in a place?
- How are religion and culture connected?
 - How might religion affect daily life?
 - How might religion affect government?
- How much power should the government have?
 - What do you think would happen if the government did not have the power to enforce laws?
 - Why do you think people disagree on the question of how much power a government should have?
- What makes a government successful?

Unit Scope and Sequence

The Ancient Middle East and Egypt (3200 B.C.-500 B.C.)

- The Neolithic Revolution (1.2)
 - Explain how the Neolithic Revolution dramatically changed the way people lived
- A Civilization Emerges in Sumer (2.1)
 - The main features of the Sumerian civilization
- Empires of Mesopotamia (2.2)
 - The achievements of the first empires that arose in Mesopotamia
- The Hebrews and the Origins of Judaism (2.3)
 - The main events in the early history of the Israelites
 - The development of Judaism and Monotheism
- Egyptian Civilization (2.4)
 - The major advances of Egyptian Civilization

Ancient India and China (3300 B.C. -550 A.D.)

- Early Civilization in South Asia (3.1)
 - The main characteristics of the Indian subcontinent's geography and civilizations
- The Origins of Hinduism and Buddhism (3.3)
 - The origins and central beliefs of Hinduism and Buddhism
 - India's Caste System
- Ancient Civilizations in China (3.4)
 - The origins, central beliefs, and political systems of ancient China

Ancient Greece (1750 B.C. -133 B.C.)

- The Greek City-States (5.2)
 - The origins, central beliefs, and political systems of ancient Greece
- Greek Thinkers, Artists, and Writers (5.1 & 5.3)
 - Themes explored by philosophers, artists, literary figures, and historians
- Alexander the Great and the Legacy of Greece (5.4)
 - The impact of Alexander the Great and Hellenism

Ancient Rome (509 B.C.-476 A.D.)

- The Roman Republic (6.1)
 - The development and spread of the Roman Republic
- The Roman Empire: Rise and Decline (6.2)
 - The factors that led to the rise and fall of the Roman Empire
- The Legacy of Rome (6.3)
 - The works of literary figures, historians, scientists, jurists, and philosophers
- The Origins of Christianity (6.4)
 - The development, central ideas, and spread of Christianity

Unit Assured Assessments

Formative Assessment:

Students will complete an argumentative writing response evaluating the positives and negatives of the Neolithic Revolution beginning in the Fertile Crescent in the Middle East. Students will demonstrate their ability to develop and support a claim with evidence and reasoning. Student work will be assessed using the ninth-grade writing rubric.

Summative Assessment:

Students will complete a Document Based Question (DBQ) essay on a major event in the history of Ancient Rome, Ancient Greece, Ancient China or Ancient Egypt. Students will demonstrate their ability to develop and support a thesis with evidence and reasoning using primary and secondary sources. Student work will be assessed using the ninth-grade writing rubric.

Resources

Core

- Ellis, E. G., & Esler, A. (2022). *World History Interactive*. Savvas Learning Company.
 - Topics 1, 2, 3, 5, 6
- Cole, J., & Symes, C. (2014). *Western Civilizations: Their History & Their Culture*. W. W. Norton & Company.
 - Chapters 1-7

Supplemental

- Teacher selected primary and secondary sources, and multimedia to introduce and enrich unit content.
- *The Code of Hammurabi*
- Narmer Palette
- Plato's *Republic*
- *Regimen II* by Hippocrates
- *How to Keep A Slave* by Cato the Elder
- *Hortensia's Protest*
- *Letter XLVII* by Seneca the Younger
- Flocabulary: Hip Hop History of the World
- *Hymn of the Nile*
- *Analects* by Confucius
- *The Melian Dialogue* by Thucydides

Time Allotment

- Approximately 8 weeks

UNIT 2

The Medieval World and Early Modern Europe

Unit Goals

At the completion of this unit, students will:

INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.

INQ 9–12.8 Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people’s perspectives.

HIST 9–12.6 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

HIST 9–12.9 Analyze the relationship between historical sources and the secondary interpretations made from them.

HIST 9–12.10 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

HIST 9–12.11 Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

HIST 9–12.13 Critique the appropriateness of the historical sources used in a secondary interpretation.

GEO 9–12.4 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

GEO 9–12.7 Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.

CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

ISTE Standard 2c: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

ISTE Standard 3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Unit Essential Questions

- What should governments do?
 - Which activities do you consider appropriate government activity?
- How are religion and culture connected?
 - Why does religion play a central role in the cultural development of a society?
 - How might religion be a unifying force?
- Why is culture important?
 - Why might scientific and technological discoveries impact culture?

Unit Scope and Sequence

Medieval Christian Europe (330-1450)

- The Early Middle Ages (7.1 & 7.8)
 - The transformation of Western and Eastern Europe after the fall of Rome
- Feudalism and the Manor and Economy (7.2)
 - The political, economic, and social system of feudalism
 - The Island Kingdom of Japan (9.5)
 - Focus: Japan's Feudal Age (pp.398-399)
 - Comparison of Feudalism in Europe and Japan
- The Medieval Christian Church (7.3)
 - The influence of the Christian Church on medieval life
- Economic Expansion and Change: The Crusades and After (7.4)
 - The causes and effects of the Crusades
- The Feudal Monarchs and the Church (7.5)
 - The evolution of the English government during the Middle Ages
- Learning, Literature, and the Arts of the Middle Ages (7.6)

- The education, literature, architecture, and art of the Middle Ages
- The Late Middle Ages: A Time of Upheaval (7.7)
 - The crises of the late Middle Ages

The Muslim World (570-1722)

- The Origins of Islam (8.1)
 - The development and central ideas of Islam
- A Muslim Empire (8.2)
 - The spread and division of Islam
- Achievements of Muslim Civilization (8.3)
 - The economics, literature, art, architecture, and science of Muslim Civilizations
- The Ottoman and Safavid Empires (8.4)
 - The impact of the Ottoman and Safavid Empires

The Renaissance, Reformation, and Scientific Revolution (1300-1650)

- The Italian Renaissance (10.1)
 - The impact of Renaissance ideas on European art and society
- The Renaissance in Northern Europe (10.2)
 - The impact of Northern Renaissance ideas and inventions on art and society
- The Protestant Reformation (10.3)
 - The impact of the Protestant Reformation on European religion and society
- Reformation Ideas Spread (10.4)
 - The spread of Protestant ideas and the reaction of the Roman Catholic Church
- The Scientific Revolution (10.5)
 - How the Scientific Revolution changed the way Europeans understood the world

Absolutism, Civil War, and Revolution (1550-1689)

- Absolute Monarchy in Spain and France (12.1)
 - The characteristics of absolute monarchy and the concept of divine right
- Rise of Austria, Prussia, and Russia (12.2)
 - European nations try to maintain a balance of power
- Triumph of Parliament in England (12.3)
 - How the English government developed during the English Civil War and Glorious Revolution

Unit Assured Assessments

Formative Assessment:

Students will participate in a simulation on the feudal system that is a multidisciplinary, visual and kinesthetic experience to be implemented after the topic of feudalism has already been introduced. The room becomes a kingdom broken into two manors. Students are randomly

assigned roles within the kingdom and follow prompts to exchange “money” between one another in the form of taxes. This allows the students to better understand the power structure of the Middle Ages.

Summative Assessment:

Students will complete a Document Based Question (DBQ) essay on a major event of the Middle Ages such as the Bubonic Plague, the Spread of Islam, the comparison of the Samurai and Knights or the Byzantine Empire. Students will demonstrate their ability to develop and support a thesis with evidence and reasoning using primary and secondary sources. Student work will be assessed using the ninth-grade writing rubric.

Resources

Core

- Ellis, E. G., & Esler, A. (2022). *World History Interactive*. Savvas Learning Company.
 - Topics 7, 8, 10, 12
- Cole, J., & Symes, C. (2014). *Western Civilizations: Their History & Their Culture*. W. Norton & Company.
 - Chapters 7-13, 15, 16

Supplemental

- Teacher selected primary and secondary sources, and multimedia to introduce and enrich unit content.
- *The Rubaiyyat* by Omar Khayyam
- Flocabulary: Hip Hop History of the World
- *The Canterbury Tales* by Geoffrey Chaucer
- *The Song of Roland*
- *Justinian's Code*
- *The Domesday Book*
- *The Magna Carta*
- *Trial of Joan of Arc*
- *Trial of Nullification*
- Eyewitness accounts of the Black Death
- *Travels* by Ibn Battuta
- Selections from *The Prince* by Machiavelli
- Selections from Copernicus *On the Revolutions of the Heavenly Spheres*
- *The Ninety Five Theses* by Martin Luther
- *On Secular Authority* by Martin Luther
- *The English Bill of Rights, 1689*

Time Allotment

- Approximately 8 weeks
- One week needed for midterm exam review

UNIT 3

The Early Modern World

Unit Goals

At the completion of this unit, students will:

INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.

INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.

HIST 9–12.2 Analyze change and continuity in historical eras.

HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

HIST 9–12.15 Distinguish between long-term causes and triggering events in developing a historical argument.

CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.

CIV 9–12.3 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

CIV 9–12.4 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

CIV 9–12.5 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

CIV 9–12.6 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

CIV 9–12.7 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

GEO 9–12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

ECO 9–12.2 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

ECO 9–12.3 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

ISTE Standard 5b: Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

ISTE Standard 6c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

Unit Essential Questions

- Why do people move?
 - What problems might people have to overcome in order to successfully move?
 - What problems might arise once people have moved?
- How much power should the government have?
 - What level of government power might be problematic?
 - What are the negative consequences of a government having too much or too little power?

Unit Scope and Sequence

New Global Connections (1415-1796)

- Europeans Explore Overseas (11.1)
 - The major causes of European exploration
- Europeans Gain Footholds in Asia (11.2)
 - The development of European trading empires in Asia
 - Decline and change in Asian Empires

- European Conquests in the Americas (11.3)
 - Background: Civilizations of Middle America (4.1)
 - Background: The World of the Incas (4.2)
 - The impact and colonization of the European conquest of the Americas
- European Colonies in North America (11.4)
 - The establishment, growth, and conflict of European colonies
- Early Civilizations of Western and Eastern Africa (8.5, 8.6, & 8.7)
 - How geography affected migration, cultural development, and trade in Africa
 - How Western and Eastern African societies developed
 - How Western and Eastern Africans interacted with the global community
- Diverse People and Traditions in Africa (8.8)
 - The religion, art, and governments of medieval African cultures
- The Slave Trade and Its Impact on Africa (11.5)
 - The expansion and effects of the African Slave Trade
 - The British Abolitionist Movement and the end of the Atlantic slave trade (14.5)
- Effects of Global Contact (11.6)
 - The causes and effects of the Columbian Exchange

Revolution (1550-1850)

- The Enlightenment (12.4)
 - The ideas of the Enlightenment and their impact
- The French Revolution Begins (12.6)
 - The causes and early events of the French Revolution
- A Radical Phase (12.7)
 - The causes, course, and impacts of the Reign of Terror
- The Age of Napoleon (12.8)
 - The rise, fall, and impact of Napoleon Bonaparte
- Latin American Nations Win Independence (14.2)
 - The causes and impacts of Latin American Revolutions

Unit Assured Assessments

Formative Assessment:

Students will complete an inquiry project on plants, animals and/or diseases transferred during the Columbian Exchange. Students will develop essential and/or supporting questions to research a specific exchange of their choice and create a slides presentation or fact sheet to teach their classmates about the exchange.

Summative Assessment:

Students will complete a Document Based Question (DBQ) essay evaluating the effectiveness of revolutions achieving their goals by focusing on the French Revolution, the Haitian Revolution,

or Latin American Revolutions. Students will demonstrate their ability to develop and support a thesis with evidence and reasoning using primary and secondary sources. Student work will be assessed using the ninth-grade writing rubric.

Resources

Core

- Ellis, E. G., & Esler, A. (2022). *World History Interactive*. Savvas Learning Company.
 - Topics 4, 8, 11, 12, 14
- Cole, J., & Symes, C. (2014). *Western Civilizations: Their History & Their Culture*. W. Norton & Company.
 - Chapters 12, 14, 17, 18

Supplemental

The Interesting Narrative of the Life of Olaudah Equiano

Selections from the writings of Bartolomé de las Casas

Slavery on the Henequen Plantations of the Yucatan by Channing Arnold and F.T. Frost

Adam Smith *The Wealth of Nations*

Thomas Hobbes *Leviathan*

John Locke *Two Treatises of Government*

Rousseau *The Social Contract*

Abbe Sieyes *What is the Third Estate?*

The Declaration of the Rights of Man (1789)

The Declaration of the Rights of Women by Olympe De Gouges (1791)

Time Allotment

- Approximately 8 weeks

UNIT 4

World Colonization, Decolonization and Interdependence

Unit Goals

At the completion of this unit, students will:

INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

HIST 9–12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

HIST 9–12.12 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.

HIST 9–12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

GEO 9–12.4 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

GEO 9–12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

GEO 9–12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

CIV 9–12.3 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-Literacy.RH.9-10.8 **Assess the extent to which the reasoning and evidence in a text support the author’s claims.**

ISTE Standard 1a: Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

ISTE Standard 3a: **Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.**

ISTE Standard 3c: **Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.**

ISTE Standard 6b: **Students create original works or responsibly repurpose or remix digital resources into new creations.**

ISTE Standard 6d: **Students publish or present content that customizes the message and medium for their intended audiences.**

Unit Essential Questions

- How do science and technology affect society?
 - In what ways did the Industrial Revolution change daily life?
- What are the challenges of diversity?
 - When people in a society have diverse cultural backgrounds, how do governments help create unity?
- Why do people move?

- What were the motives of colonization? How might different societal goals conflict with one another?
- When is war justified?
 - Are there ever valid reasons for a nation to go to war?
 - How should humans handle conflict?
- What are the benefits and risks of global interdependence?

Unit Scope and Sequence

The Industrial Revolution (1750-1914)

- The Industrial Revolution Begins (13.1)
 - New ways of working in agriculture and manufacturing, growth of cities, new transportation and energy methods, the spread of industrialization
- Social Impact of Industrialism (13.2)
 - Urbanization, new social classes, hazards of the factory system, improvements in standards of living, laissez-faire economics, emergence of socialist thought
- The Second Industrial Revolution (13.3)
 - Science and technology changes, advances in communication, rise of big business, health improvements, working class rights
- Changing Ways of Life and Thought (13.4)
 - Struggle for Women's Rights, rise of public education, new scientific theories, romanticism and new directions in art

Nationalism and the Spread of Democracy (1790-1914)

- Revolutions Sweep Europe (14.1, 14.3, 14.4, 14.5, 14.6)
 - Liberalism and nationalism spur revolts, revolutions across Europe (Belgium, Poland, England, France, Austria, Italy, Germany), unification (Italy and Germany)
- Latin American Nations Win Independence (14.2)
 - Enlightenment ideas reach Spanish America (Haitian Revolution, Mexico's Battle for Independence)
- Nationalism in Eastern Europe and Russia (14.8)
 - Nationalism endangers old empires, dual monarchy, decline of the Ottoman Empire, Russian reform and industrialization,

The Age of Imperialism (1800-1914)

- The New Imperialism (15.1)

- The political, economic, and social causes of European imperialism, spread of imperialism, types of imperial rule, effects of imperialism
- European Colonies in Africa (15.2)
 - Impacts of the slave trade, Berlin Conference, African resistance
- Europe and the Muslim World (15.3)
 - Muslim reform efforts, decline of the Ottoman Empire, modernization of Egypt
- India Becomes a British Colony (15.4)
 - British East India Company, exploitation of Indian diversity and culture, Indian uprisings and the growth of Indian nationalism
- China and the West (15.5)
 - Western economic interest in China, Chinese rebellions
- The Modernization of Japan (15.6)
 - Modernization and industrialization in isolation, expansion of Japanese imperialism
- Southeast Asia and the Pacific (15.7)
 - Dutch East Indies, Europeans in Australia and New Zealand

World War I and the Russian Revolution (1914-1924)

- World War I Begins (16.1)
 - European alliances, causes of WWI and the Balkan Powder Keg
- Fighting the Great War (16.2)
 - Stalemate on the Western Front and new warfare technology, war in Southern Europe
- World War I Ends (16.3)
 - Results of Total War, Treaty of Versailles, new nations in Europe, the League of Nations and the mandate system
- Revolution in Russia (16.4)
 - Causes of the February Revolution, Lenin and the Bolsheviks, the October Revolution, Civil War in Russia, the Communist Soviet Union emerges and Stalin's rise to power

20th Century Crises and Developments (1914-Present)

- Students will complete the summative assessment inquiry project during this unit of study. Topics may include but are not limited to the following:
 - The Mexican Revolution: 1910-1920 (17.1)
 - Apartheid in South Africa: 1910 - 1994 (17.2 & 20.4)
 - Zionism and the Founding of Israel: 1897-1948 (17.2 & 20.5)
 - The Indian Independence Movement: 1915-1948 (17.3)

- Independence and Partition in South Asia: 1947-1948 (20.1)
- The Chinese Civil War and Communist Victory: 1919-1949 (17.4 & 19.3)
- The Great Leap Forward and the Cultural Revolution: 1958-1966 (19.3)
- The Division of Korea and the Korean War: 1910-1953 (19.3)
- The Rise of Mussolini: 1919-1945 (17.6)
- The Soviet Union Under Stalin: 1924-1953 (17.7)
- The Rise of Nazi Germany Under Hitler: 1919-1945 (17.8)
- League of Nations: 1920-1946 (16.3)
- World War II: 1937-1945 (Topic 18)
- The Holocaust: 1935-1945 (18.3)
- The United Nations is Formed: 1945 (18.5)
- The Spanish Civil War: 1936-1939 (18.1)
- The Cold War: 1947-1991 (19.1)
- Universal Declaration of Human Rights: 1948 (21.4)
- Berlin Wall: 1961-1989 (19.1-19.2)
- Vietnam War: 1955-1975 (19.4)
- The Khmer Rouge and the Cambodian Genocide: 1975-1979 (19.4)
- The Cold War Ends: 1979-1991 (19.5)
- Tiananmen Square Massacre: 1989 (20.2)
- The Green Revolution in India: 1950-Present (20.2)
- African Independence Movements: 1945-Present (20.3)
- Rwandan Genocide: 1994 (20.3)
- The Arab Spring: 2010-2012 (20.5)
- Iranian Revolution: 1978-1979 (20.5)
- The Arab-Israeli Wars: 1948-1973 (20.6)
- The PLO and Intifada: 1948-1987 (20.6)
- Iran-Iraq War: 1980-1988 (20.6)
- Syrian Civil War: 2011-Present (20.5-20.6)
- Persian Gulf War: 1990-1991 (20.6)
- Iraq War: 2003-2009 (20.6)
- ISIS: 1999-Present (20.6)
- The Easter Rising and the Irish War of Independence: 1916-1921 (17.5)
- The Troubles in Northern Ireland: 1960-1998 (21.2)
- Formation of NATO: 1949 (19.1, 21.2)
- Cuban Revolution: 1959 (19.1, 20.7)
- Formation of OPEC: 1960 (20.5, 21.3)
- Cuban Missile Crisis: 1962 (19.1)
- Soviet Invasion of Afghanistan: 1979-1989 (19.5)
- AIDS epidemic: 1981-Present (21.4)
- Chernobyl: 1986

- Climate Change: 1975-Present (21.4)
- Dissolution of USSR: 1991 (19.5 & 21.2)
- Formation of the European Union: 1993 (19.2 & 21.2)
- Yugoslavian Civil wars: 1991-1995 (21.1)
- September 11th Attacks: 2001 (21.5)
- Greece Debt Crisis: 2008
- Crisis in Venezuela: 2010 (20.7)
- Ebola Outbreak in West Africa: 2014
- Russian Annexation of Crimea: 2014 (21.5)
- European Refugee Crisis: 2015 (21.5)
- Brexit: 2016 (21.2)
- Catalan Independence Movement: 2017
- COVID-19 Pandemic: 2019 (21.4)
- Taliban Takeover of Afghanistan: 2021
- Russian Invasion of Ukraine: 2022

Unit Assured Assessments

Formative Assessment:

Students will work in groups to complete a slides presentation to teach their classmates about major developments of the Industrial Revolution. Students may choose from, but are not limited to: the use of coal, petroleum, the Greenhouse Effect, air pollution, African American inventors, the automobile, the steam engine and industrialized labor and life.

Summative Assessment:

Students will design and implement an inquiry project to create a product (essay and/or presentation) to inform their classmates about a student-selected topic from the 20th or 21st century. Students will craft an essential question and supporting questions. Students will then complete research to answer their essential and supporting questions, then craft a thesis statement that answers their essential question with supporting evidence and explanation.

Resources

Core

- Ellis, E. G., & Esler, A. (2022). *World History Interactive*. Savvas Learning Company.
 - Topics 13-21
- Cole, J., & Symes, C. (2014). *Western Civilizations: Their History & Their Culture*. W. W. Norton & Company.
 - Chapters 19-29

Supplemental

The Sadler Report

Karl Marx *The Communist Manifesto*

Thomas Malthus, *Essay on Population*

David Ricardo, *Iron Law of Wages*

Rudyard Kipling *The White Man's Burden*

Dave Matthews *Don't Drink the Water*

I Will Bear Witness (selection) by Victor Klemperer

Survival in Auschwitz (selection) by Primo Levi

Independence v. Swaraj by Mahatma Gandhi

Gandhi's Followers Protest the Salt Tax by Webb Miller

The Stalin Epigram by Osip Mandelstam

The Arrest of Osip Mandelstam by Nadezhda Mandelstam

Universal Declaration of Human Rights

The Rivonia Trial: Second Court Statement (selection) by Nelson Mandela

Modern World History Database

Time Allotment

- Approximately 8 weeks
- One week needed for final exam review

CURRENT REFERENCES

- Ellis, E. G., & Esler, A. (2022). *World History Interactive*. Savvas Learning Company.
- Cole, J., & Symes, C. (2014). *Western Civilizations: Their History & Their Culture*. W. W. Norton & Company.
- *Infobase: Modern World History Database*
- *Connecticut State Frameworks for Social Studies*
- *Technology Competency Standards*
- *Common Core State Standards – 6 through 12 Literacy in History/Social Studies*

ASSURED STUDENT PERFORMANCE RUBRICS

- Ninth Grade Social Studies Writing Rubric
 - This rubric is used to grade all summative (common) assessments in the course.

Ninth Grade Social Studies Writing Rubric

4 Exceeds grade level expectation	3 Meets grade level expectation	2 Approaching grade level expectation	1 Below grade level expectation
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	4	3	2	1
Purpose/ Organization _____ points	The response is well organized. Claim clearly answers the question and demonstrates a strong understanding of the issue. Focus is well maintained throughout the response.	The response is adequately organized. Claim adequately answers the question and demonstrates an adequate understanding of the issue. Focus is adequately maintained.	The response is somewhat organized. The claim answers the question and demonstrates a limited understanding of the issue. Focus is somewhat sustained.	The response is not well organized. Claim may be missing, does not answer the question or may be confusing, demonstrating little to no understanding of the issue. The response provides little or no focus.
Examples _____ points	The response includes examples that are accurate, highly relevant, and strongly support the position.	The response includes examples that are accurate, relevant, and adequately support the position.	The response includes examples that are somewhat accurate, but may not be relevant and/or examples weakly support the position.	The response may be missing examples, or both examples are inaccurate or irrelevant and do not support the position.
Analysis _____ points	Analysis of examples is accurate and effectively supports the position. Effective elaboration to explain ideas.	Analysis of examples is accurate and adequately supports the position. Adequate elaboration to explain ideas.	Analysis of examples is somewhat accurate and may not support the position. Weak or uneven elaboration to explain ideas.	Analysis of examples may be missing or inaccurate. Minimal if any elaboration to explain ideas.
Fluency _____ points	Writing is very clear and there is a fluent progression of ideas. Effective use of vocabulary. Consistent use of a variety of transitions.	Writing is clear and there is an adequate progression of ideas. Appropriate use of vocabulary. Consistent use of transitions.	Writing is somewhat clear and there is some progression of ideas. Vocabulary use is uneven or somewhat ineffective. Some use of transitions.	Writing lacks clarity and there is a limited progression of ideas. Vocabulary use is uneven and ineffective. Little or no use of transitions.
Conventions _____ points	Consistent use of correct sentence formation, punctuation, capitalization, grammar usage. No use of first person. MLA citations are all correct.	Adequate use of correct sentence formation, punctuation, capitalization, and grammar usage. Consistent use of third person. MLA citations generally are correct.	Limited use of correct sentence formation, punctuation, capitalization, grammar usage. Inconsistent use of third person. MLA citations are generally correct.	Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage. Little to no use of third person. MLA citations are incorrect.

OTHER RESOURCES

- Guidelines for the Unit 4 Inquiry Project.
 - The final student submissions of this project will be differentiated by course level. Teachers will give more specific leveled instructions and guidelines to students in quarter four. The Inquiry Project will be graded using the Ninth Grade Social Studies Writing Rubric (above) and the presentation rubric included in the general guidelines below.
 - Teachers should plan to allocate approximately 10-15 days for the inquiry project (inclusive of student presentations).

Global Civilizations Modern World Inquiry Project

The Topic:

Many important events occurred during the late 20th and early 21st century. Because of the increased interdependence of countries (globalization), these events have greatly influenced the current political, economic, environmental and social climate of our world.

Your Task:

You will take all the writing techniques, research strategies, historical themes and new knowledge you have acquired this year and put them into a professionally written, persuasive, and fluent research paper and presentation. You will choose an event from the 20th or 21st century from the teacher provided list. Each student in the class must choose a different event. **Your job is to create an essential question (and supporting questions) designed to explain the effect that the event had and/or has on the world today. In your thesis statement, research paper, and presentation, you must answer the essential question by explaining the context of the event as well as its impact and potential future consequences (if any). You must use research data to support your thesis.**

Paper Requirements:

- *See the Ninth Grade Writing Rubric.
- *The paper must include an introduction, body paragraphs, and a conclusion.
- *The paper must be written in **MLA format with in-text citations**.
- *The paper **must include a works cited page with at least 4 sources (2 from academic databases)** and be properly formatted according to MLA standards.

Presentation Requirements:

- *See the attached slideshow presentation rubric.
- *Students are expected to present for 5-7 minutes.
- *Present clearly and maintain good eye contact with your audience.
- *You may use a notecard or presentation aid.
- *Include images, short video clips, slide animation, color and any other eye-catching features.
- *Be sure to bullet your text and limit the wording per slide.

Grading:

- **Essential Question specific to your topic.**
 - Separate writing grade worth 10 points.
- **Outline (inclusive of a thesis, main ideas and in-progress works cited page).**
 - Separate writing grade worth 10 points.
- **Rough Draft (a more detailed outline or paragraph form are both acceptable).**
 - Separate writing grade worth 20 points.
- **Peer-editing worksheet.**
 - Separate writing grade worth 10 points.
- **Final paper with a works cited page.**
 - Writing grade worth 100 points.
 - See writing rubric.
- **Slideshow presentation**
 - Assessment grade worth 50 points.
 - See attached presentation rubric.

Pacing Guide/Timeline:

Please read the following guide carefully for **all due dates**. Please note that beyond the time listed below, this inquiry project will require work outside of school.

Date	Class Period Focus
Teacher to insert date here	-Assign and discuss the inquiry project. -Review lesson on writing an essential question. -Choose topics.
Teacher to insert date here	-Presentation on database research. -Begin to develop an essential question through research.
Teacher to insert date here	-Essential question due at the start of the period. Teacher will provide feedback to ensure a properly formatted and researchable essential question. -Continue research to answer essential question.
Teacher to insert date here	-Continue working on research and begin to outline.
Teacher to insert date here	-Outline due at the start of the period. Teacher will provide feedback to ensure a properly formatted thesis statement, appropriate main ideas, and a properly formatted works cited page. -Continue research and begin writing a rough draft.
Teacher to insert date here	-Continue research and work on a rough draft.
Teacher to insert date here	-Rough draft due at the start of the period. -Peer edit to provide feedback on rough draft. -Teacher will provide feedback on the rough draft to ensure supporting details and data are used to prove the thesis.
Teacher to insert date here	-Review rough draft comments by teacher and peer.

	-Ask clarifying questions on feedback as needed. -Work on the final draft.
Teacher to insert date here	-Work on the final draft.
Teacher to insert date here	-All final papers due at the start of the period. -Work on slide presentations.
Teacher to insert date here	-Work on slide presentations.
Teacher to insert date here	-Presentations due at the start of the period. -Individual presentations begin.

Global Civilizations: Modern World Inquiry Project Slideshow Presentation Rubric

Component:	Teacher Feedback/Score:	Points:
Title slide (Include your event and your name)		5
Slide(s) summarizing event (Utilize the background information from your introductory paragraph.)		15
Slide(s) summarizing significance of event to its time period and beyond (Utilize your thesis, main ideas, and any necessary supporting details)		15
Visual is attractive and grammar and spelling are accurate		10
MLA Works Cited slide (You may use the same Works Cited as your research paper)		5
Grade:		