

World Cultures 10th Grade Curriculum

McKeesport Area High School

Final Document 1/5/18

This course will provide students with a knowledge and understanding of world history and culture using a summary approach of ancient civilizations, and closely examining cultures from Medieval Europe to present day. Possible topics in this course will be as follows: Ancient World, Greece, Rome, Middle Ages, Exploration and Expansion (Renaissance, Reformation & Colonization) Absolutism to Revolution (Monarchs of Europe, English Civil War, Age of Enlightenment, American and French Revolutions) Industrialism/Nationalism, (Nationalism of Europe, German and Italian Unification, Revolution in Russia), 20th C. World Wars (World War I and the Inner War Period, WWII), Post WWII and Modern World.

Map assignments, worksheets, quizzes, homework, class participation, projects, reports, and examinations will be used to evaluate student progress.

Course Information:

Frequency & Duration: Averaging 42 minutes per day; 5 days a week; full year

Text: Holt World History: The Human Journey, 2005 edition

Essential Question:	How did early human societies become the first civilizations? In what ways were the first civilizations similar and different?
Skill:	<ul style="list-style-type: none">• Evaluate/contrast the role groups have played in the development of world cultures.• Evaluate/contrast the importance of historical documents, artifacts, and sites.
Instructional/Engagement	<ul style="list-style-type: none">• Activators• Vocabulary Terms• Reading Strategies• Evaluate/contrast the importance of historical documents, belief systems, human groupings, artifacts, and sites.
Activities	<ul style="list-style-type: none">• Given an event, evaluate/compare how individuals, their beliefs and groups have played a role in impacting the development of early civilizations.• Given an event in world history, students will evaluate/compare the documents, artifacts, and sites that have impacted that said event.
Assessment:	
Resources:	Map Activity Main Idea Activity Guided Reading Strategies Use of Graphic Organizers Review Packet Video/Worksheet Writing Assignment Venn Diagram Analysis

8.1.W.A. Evaluate patterns of continuity and change over time, applying context of events.

8.1.W.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

8.1.W.C. Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)

Standards:

8.4.W.A. Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

8.4.W.B. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.W.C. Evaluate how continuity and change have impacted the world today. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization.

8.4.W.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today.

Vocabulary: Vocabulary as per chapters 1-4

Content: Unit 2: Greco-Roman

Duration: October (4 weeks)

Essential Question:	What aspects of Greco-Roman society can be seen today? How do Greco-Roman societies develop and share their ideas globally?
Skill:	<ul style="list-style-type: none">• Analyze the role geography plays in early Greek and Roman history.• Compare the differences between political systems of Greece and Rome.• Explain how the Persian wars began and what the results of the war were.• Compare the city states of Athens and Sparta.• Describe how art, philosophy and politics shape Greco-Roman development.
Instructional/Engagement	<ul style="list-style-type: none">• Activators• Vocabulary Terms• Reading Strategies• Map activities
Activities	<ul style="list-style-type: none">• Venn diagram• Video clips of the Odyssey, Troy, 300• Hippocratic oath
Assessment:	<ul style="list-style-type: none">• Given an event, evaluate/compare how individuals, their beliefs and groups have played a role in impacting the development of Greco-Roman civilization.• Given an event in world history, students will evaluate/compare the documents, artifacts, and sites that have impacted that said event.
Resources:	Map Activity Main Idea Activity Guided Reading Strategies Use of Graphic Organizers Review Packet Video/Worksheet Writing Assignment Venn Diagram Analysis

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Vocabulary: Vocabulary as per chapters 5-7

Content: Unit 3: Middle Ages

Duration: November (4 weeks)

Essential Question:

How does the catholic church play an essential role in Europe during the middle ages?
How does feudalism and manorialism impact the society of the middle ages?

Skill:

- Evaluate/contrast the role groups have played in the development of world history
- Evaluate/contrast the importance of historical documents, artifacts, and sites

Instructional/Engagement

Activities

- Activators
- Vocabulary Terms
- Reading Strategies
- Group work
- Lectures
- Essays
- Research projects
- Presentations (castles)
- Summative and formative assessments

Assessment:

- Given an event, evaluate/compare how individuals have played a role in impacting the development of religion, economics and government?
- Given an event in world history, students will evaluate/compare the documents, artifacts, and sites that have impacted that said event (crusades, clash over governments, revival of trade, growth of towns, impact of the plague, religion and establishments of monarchies).

Resources:

Map Activity
Review Packet
Artwork Analysis
Guided reading packets and worksheets
Letter to the Pope from a crusader
Black death video
Venn diagrams
Chapters 10 and 11 overview and comparison, 13 and 14 with emphasis

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Vocabulary: Vocabulary as per chapters 10, 11, 13, 14

Content: Unit 4: Age of Exploration and Expansion **Duration:** December (4 weeks)

Essential Question:	<p>What is the renaissance? What conditions can encourage the desire for reform? How can reform influence society and beliefs? What accounted for the interest and exploration and why was it important?</p>
Skill:	<ul style="list-style-type: none"> • Compare/Evaluate patterns of continuity and change. • Compare/Evaluate how historical events are looked at differently from different perspectives. • Analyze/Evaluate the continuity and change and how it has impacted world history. • Evaluate how the printing press had an impact on individuals and groups.
Instructional/Engagement	<ul style="list-style-type: none"> • Activators • Vocabulary Terms • Reading Strategies • Group work • Lectures
Activities	<ul style="list-style-type: none"> • Essays • Research projects • Presentations (art work) • Summative and formative assessments
Assessment:	<ul style="list-style-type: none"> • Given an event, students will compare and evaluate how the world has been impacted from the event. • Given an event, students will compare/evaluate different perspectives from the sources that are involved. • Given a country, students will evaluate/analyze how the belief systems impacted that country.
Resources:	<p>Artist and techniques of the renaissance Martin Luther and the 95 Theses Reading Activity Protestant Reformation Cause and Effect Protestant Reformation Project Explorer project Chapters 15 and 16</p>

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Vocabulary:

Vocabulary as per chapters 15-16

Content: Unit 5: Absolutism to Revolution

Duration: January (4 weeks)

Essential Question:

What effect might social, economic, and religious conflicts have on a country?
How would the exercise of absolute power effect a country?
What were the main ideas of the enlightenment?
Why do new ideas often spark change?
How do new ways of thinking effect the way people respond to their surroundings?

Skill:

- Analyze how conflict and cooperation has worked to influence the development of the world.
- Define international trade and explain why governments limit it or promote it.
- Define how trade contributes to economic interdependence
- Compare and contrast the resources available for international trade.
- Evaluate contemporary and historical political philosophy.
- Analyze revolutions and evaluate nationalisms impact.
- Cite examples of political philosophy supporting govt.
- Compare and contrast rights and responsibilities across government styles.
- Analyze political conflict resolution.

Instructional/Engagement

Activities

- Activators
- Vocabulary Terms
- Reading Strategies
- Group work
- Lectures
- Essays (French revolution)
- Research projects
- Presentations
- Summative and formative assessments

Assessment:

- Given any situation, students will analyze how conflict and cooperation has influenced that situation when it comes to specific things like military conflict, economic situations, etc.
- Given a government, students will explain the limitations or promotions that are placed on their economy in regards to international trade.
- Given a nations resources, students will identify how trade contributes to their interdependence.
- Given a nation and their resources, students will assess the benefits or limitations in regards to international trade.
- Given a philosophy, students will evaluate how it compares historically.

Resources:

Absolutism Article/ reading
Absolute monarch presentation project
Flow charts
Time lines
Articles
Chapters 19-21

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Vocabulary:

Vocabulary as per chapters 19-21

Content: Unit 6: Industrialism/Nationalism

Duration: February (2 weeks)

Essential Question:

How can innovation affect ways of life?

How did improved transportation and communication contribute to the industrial revolution?

Identify the differences between the middle class and the working class.

How did unification in Germany and Italy reshape Europe's political landscape?

Describe the characteristics of Russian domestic and foreign policies.

How did ethnic clashes in southern Europe set the stage for a show down among the major powers (WWI)?

Skill:

- Analyze how inventions and innovations change the world.
- Examine how ethnic groups influenced the ideas of nationalism in Italy and Germany.
- Describe the lifestyles of both rich and working class people during the time period.
- Analyze production methods.

Instructional/Engagement

Activities

- Activators
- Vocabulary Terms
- Reading Strategies
- Group work
- Lectures
- Map activities
- Essays
- Cooperative learning activities
- Presentations
- Summative and formative assessments

Assessment:

- Identify inventions with the inventors within this time period.
- Identify key terms and concepts.
- Given a map of Europe, students will identify location of new industries.
- Identify key leaders of the unification processes.
- Compare and contrast the unrest of nationalist movements among Italy, Germany and Austria Hungary.

Resources: Chapters 22, 23, 25
Unification maps
Factory production simulation

Standards:

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8.1.W.C. Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)

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Vocabulary: Vocabulary as per chapters 22, 23, 25

Essential Question:	<p>Why did rivalries increase among European Nations? What was the Balkan Power Keg? Explain how new technology effect the way the war was fought? What led the US to join the allied powers? What events led to the Russian Revolution? How did WWI end and what were the 14 points? What is the Treaty of Versailles and how were territories reestablish after WWI? How was the League Nations restructured?</p>
Skill:	<ul style="list-style-type: none"> • Analyze how conflict and cooperation has worked to influence the development of the world. • Define national policy and how led to a system of alliances Draw and identify the systems of alliances on European maps. • Draw and identify new nations that resulted from the redistribution of land after WWI. • Evaluate contemporary and historical political philosophy that leads to conflict. • Analyze revolutions and evaluate nationalism's impact. • Comparing different ways of resolving conflicts. • Evaluate cause and effect of factors leading to and resulting from war.
Instructional/Engagement Activities	<ul style="list-style-type: none"> • Activators • Vocabulary Terms • Reading Strategies • Group work • Lectures • Map activities • Essays • Cooperative learning activities • Presentations • Summative and formative assessments
Assessment:	<ul style="list-style-type: none"> • Given a map of Europe, students will be able to define alliances. • Students will be able to, identify key terms and concepts. • Students will be able to understand the roles of Nations. • Given said conditions, students will be able to evaluate positive and negative characteristics of wars and their outcomes.

Resources:

Chapter 27
European Maps
Videos
Guided Reading Practices
14 Points
Trench Simulations

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8.1.W.C. Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)

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Vocabulary:

Vocabulary as per chapter 27

Essential Question:	<p>What were the weaknesses that appeared in the global economy during the Post-War Era?</p> <p>What social changes occurred during the Post-War Era?</p> <p>How did Hitler, Mussolini, Stalin and the Japanese government become significant and play key roles in the Post-War Era?</p>
Skill:	<ul style="list-style-type: none"> • Analyze how Countries use diplomacy and economic influence as tools of foreign policy. • Define Black Tuesday, The Great Depression, The New Deal and The Social Security Act. • Explain the role that labor strikes played in the Post-War Era. • Compare the political systems of Japan, Soviet Union, Germany and Italy.
Instructional/Engagement	<ul style="list-style-type: none"> • Activators • Vocabulary Terms • Reading Strategies • Group work • Lectures • Map activities/projects • Comparative political charts • Essays • Cooperative learning activities • Presentations • Computer activities (map drilling) • Smithsonian Learning Lab • Summative and formative assessments
Activities	<ul style="list-style-type: none"> • informal/formal assessments • Given a map of Europe, students will be able to locate countries during the Era. • Students will be able to, identify key terms and concepts. • Given said conditions, students will be able to evaluate conditions that would lead to WWII.
Assessment:	
Resources:	<p>Chapter 28 and 29</p> <p>European Maps</p> <p>Videos</p> <p>Guided Reading Practices</p> <p>Smithsonian Learning Lab</p>

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Standards:

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Vocabulary:

Vocabulary as per Chapter 28 and 29

Essential Question:

Why was the League of Nations unable to stop international aggression?
How did the U.S. become involved in WWII?
How did the international community in Europe prepare for war?
How did technological advancements change the way WWII was fought?
How did the final solution develop?
What were conditions like in the concentration camps?
What were different ways people resisted the Holocaust?
What allied military actions allowed them to achieve victory in Europe and the Pacific?

Skill:

- Analyze how British appeasement failed.
- Compare how Great Britain and France prepared for war.
- Identify territory lost and gained as a result of war.
- Examine the key role airplanes and tanks played in WWII.
- Examine Hitler's New World Order and the final solution.

Instructional/Engagement

Activities

- Activators
- Vocabulary Terms
- Reading Strategies
- Group work
- Lectures
- Primary source analysis
- Venn diagram
- Map activities/projects
- Essays
- Cooperative learning activities
- Computer activities
- Smithsonian Learning Lab
- Summative and formative assessments

Assessment:

- informal/formal assessments
- Given a map of Europe, students will be able to identify changes in territory.
- Students will be able to, identify key terms and concepts.
- Students will be able to recall key figures, alliances and events of the war.

Resources:

Chapter 30
European Maps
Videos
Guided Reading Practices
Smithsonian Learning Lab

Standards:

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Vocabulary:

Vocabulary as per Chapter 30

Essential Questions:	<p>What influences did global conflict have on future political and economic relationships?</p> <p>How did social and environmental issues affect countries differently?</p> <p>How did WWII impact political and geographical structures of nations around the world?</p> <p>What factors contributed to the development of the Cold War mentality between east and west?</p>
Skill:	<ul style="list-style-type: none"> • Evaluate the critical issues and effectiveness of contemporary governments. • Evaluate how citizens become productive based on cultural variables. • Analyze changes in economic interdependence. • Define the roles of international organizations. • Identify the mass media and analyze how it impacts global issues. • Evaluate the use of mass media by each country to accomplish their goals. • Examine domestic problems of the United States after WWII. • Identify and evaluate Cold War Alliances. • Examine the changes of Asian political entities and their relationship with the United States. • Identify and apply the political spectrum to historical events.
Instructional/Engagement	<ul style="list-style-type: none"> • Activators • Vocabulary Terms • Reading Strategies • Group work • Lectures • Research and Primary source analysis • Propaganda and political cartoon analysis • Venn diagram • Map activities/projects • Essays • Cooperative learning activities/ Computer activities • Smithsonian Learning Lab • Summative and formative assessments
Activities	<ul style="list-style-type: none"> • informal/formal assessments • Given a map of Europe, students will be able to identify changes in territory. • Students will be able to, identify key terms and concepts. • Students will be able to recall key figures, alliances and events of the post-war and modern world eras. • Given a critical issue, students will evaluate the effectiveness of different government systems. • Given a country or region, students will analyze how the changes in physical systems impact the country and international geopolitics. • Given several countries, students will compare the level of development
Assessment:	

based on economic interdependence.

- Given an international organization, students will identify the role that they play in the world.
- Given a scenario, students will evaluate the effectiveness of said international organization.
- Given world events, students will analyze the impact social media has had on them.
- Given a certain country, students will evaluate the use of mass media by each country to accomplish their goals.

Resources:

Chapters 31, 32, 33, 34, 35, 36

vocabulary

Videos

Political charts/cartoons

Maps

Social media

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Vocabulary:

Chapter 31, 32, 33, 34, 35, 36