

STS World History (Master)

Teacher: Master Map

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
August	<p>Week 1</p> <p>A. Europe and Middle East after the fall of Rome</p> <ul style="list-style-type: none"> Europe Byzantine Empire Rise of Islam <p>Week 2</p> <p>B. Clash of Cultures and Religion</p> <ul style="list-style-type: none"> Contrast between Christianity, Islam and Judaism Crusades 	<p>A1. Describe the changes that occurred as a result of the fall of the Roman Empire</p> <ul style="list-style-type: none"> Explain the split in the empire Compare the Byzantine Empire with Europe in the Middle Ages Religion Political/Social Make up (Feudalism) Summarize the rise of Islam <p>B1. Differentiate between the religions in the Middle East at the time of the Crusades</p> <ul style="list-style-type: none"> Compare Roman Catholicism, Eastern Orthodox 	<p>Suggested Assessments A and B</p> <ul style="list-style-type: none"> Research Papers and Oral Presentations on the First, Third, Fourth, and Children's Crusades, Clovis, Saladin, Mohammad, early Catholic Church leaders Class Discussion on the change in Europe as a result of the end of the Roman Empire; the changes in Greece and 	<p>Suggested Activities/Technology A and B</p> <ul style="list-style-type: none"> Maps of lands held by Byzantine Empire, routes of the Crusades, lands held by Muslims Time Lines of events from 800 to 1300 Web Search including: <ul style="list-style-type: none"> www.historylearningsite.co.uk/crul.htm www.fordham.edu/halsall/sbook1k.html www.historyhouse.com/in_history/childrens_crusade www.historyguide.org/ancient/children.html www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-LateMiddleAges.htm www.insecta-inspecta.com/fleas/bdeath 	<p>Suggested Resources A and B</p> <ul style="list-style-type: none"> Textbook: A HISTORY OF WORLD SOCIETIES, Vol. B Web Search including: <ul style="list-style-type: none"> www.historylearningsite.co.uk/crul.htm www.fordham.edu/halsall/sbook1k.html www.historyhouse.com/in_history/childrens_crusade www.historyguide.org/ancient/children.html www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-LateMiddleAges.htm www.insecta-inspecta.com/fleas/bdeath Video including: History Channel's THE CRUSADES-CRESCENT AND THE CROSS History's Mysteries THE CHILDREN'S CRUSADE History Channel's THE PLAGUE History Channel's NORMAN CONQUEST Outside Readings including: THE AGE OF FEUDALISM by John Davenport IN THE WAKE OF THE PLAGUE: THE BLACK DEATH AND THE WORLD IT MADE by Norman

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		<ul style="list-style-type: none"> Compare Christianity, Islam and Judaism Interpret the Crusades in terms of its effects upon Europe and the Middle East 	<p>the Middle East after the fall of Rome; the changes brought about by the Crusades.</p> <ul style="list-style-type: none"> Teacher-generated Assessments dealing with the changes in Europe after the fall of Rome through the Crusades that exhibit cause and effect relationships. 	<p>LateMiddleAges.htm www.insecta-inspecta.com/fleas/bdeath</p>	<p>Cantor THE NEW CONCISE HISTORY OF THE CRUSADES by Thomas F. Madden</p>
September	<p><u>Weeks 3-4</u> A. Empires of Asia</p> <ul style="list-style-type: none"> India China Japan <p><u>Week 5-6</u> B. Empires of Africa</p> <ul style="list-style-type: none"> Ethiopia Chad Greco-Egypt 	<p>A1. Explain the development of Eastern Civilizations</p> <ul style="list-style-type: none"> Summarize the Indian Empire up to European exploration Summarize the Chinese Empire up to European exploration Summarize the Japanese Empire up to European exploration 	<p>Suggested Assessments</p> <p>A and B</p> <ul style="list-style-type: none"> Research Papers and Oral Presentations on India, China, Japan, Ethiopia, Chad, Greco-Egypt, Sudan Class Discussions on the development 	<p>Suggested Activities/Technology</p> <p>A and B</p> <ul style="list-style-type: none"> Virtual Tours using sites such as: www.thebeijingguide.com or www.taj-mahal.net/blackLarage.htm Web Site Research including: www.forham.edu/halsall/india/indiasbook.html Video such 	<p>Suggested Resources</p> <p>A and B</p> <ul style="list-style-type: none"> Textbook:A HISTORY OF WORLD SOCIETIES, Vol. B Web Site Research including: www.forham.edu/halsall/india/indiasbook.html Outside readings such as: BANGU'S HISTORY OF EARLY CHINA by Anthony E. Clark A HISTORY OF ANCIENT AND EARLY MEDIEVAL INDIAN: FROM THE STONE AGE TO THE 12TH CENTURY by Upinder Singh

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	<ul style="list-style-type: none"> Sudan 	<p>B1. Explain the development of African Civilizations</p> <ul style="list-style-type: none"> Summarize the Ethiopian civilization up to European exploration Summarize the civilization of Chad up to European exploration Summarize the Egyptian civilization the time of Ptolomy to European exploration Summarize the Sudan civilization up to European exploration. 	<p>of the Asian and African civilizations that are the focus of this unit.</p> <ul style="list-style-type: none"> Teacher-Generated Assessment based on a description of the development of these Asian and African civilization including a comparison and contrast of the various civilizations with each other. 	<p>as: SHOGUN(the abridged version) GENGHIS KHAN(from the History Channel)</p> <ul style="list-style-type: none"> Maps of China, India, Japan, Chad, Sudan, Egypt, Ethiopia Time Lines tracing the development of India, China, Japan, Egypt, Chad, Sudan and Ethiopia until the 1500's 	
October	<p>Week 7</p> <p>A. Ancient Civilizations of South America</p> <ul style="list-style-type: none"> Moche Culture Inca Civilization <p>Week 8</p>	<p>A1. Explain the development of the two of the great ancient civilizations of South America</p> <ul style="list-style-type: none"> Describe the Moche Culture Describe the Inca 	<p>Suggested Assessments</p> <p>A and B</p> <ul style="list-style-type: none"> Research Papers and Oral Presentations on the Moche Culture, Inca, 	<p>Suggested Activities/Technology</p> <p>A and B</p> <ul style="list-style-type: none"> Web Site Research www.wsu.edu/~dee/civamrca/olmecs.HTM, or www.wsu.edu/~dee/civamrca/aztecs.HTM, or www.wsu.edu/~dee 	<p>Suggested Resources</p> <p>A and B</p> <ul style="list-style-type: none"> Textbook:A HISTORY OF WORLD SOCIETIES, Vol. B Selected Web Sites www.wsu.edu/~dee/civamrca/olmecs.HTM, or www.wsu.edu/~dee/civamrca/aztecs.HTM, or www.wsu.edu/~dee

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	<p>B. Ancient Civilizations of Central America</p> <ul style="list-style-type: none"> Olmec/LaVenta Civilization Mayan Civilization Aztec Civilization <p><u>Weeks 9-10</u></p> <p>A. Renaissance and Reformation in Europe</p> <ul style="list-style-type: none"> Italian Renaissance Renaissance in the rest of Europe Reformation Within the Catholic Church Development of 	<p>Civilization up to European exploration</p> <p>B1. Explain the development of the great ancient civilizations of Central America and compare the various civilizations.</p> <ul style="list-style-type: none"> Describe the Olmec/LaVenta Culture and relate it to other civilizations in Central America. Describe the Mayan Culture and relate it to other civilizations in Central America. Describe the Aztec Civilization up to the European invasion and relate it to other civilizations in Central America 	<p>Olmec, Mayan and Aztec Civilizations</p> <ul style="list-style-type: none"> Class Discussions on the development of the Moche, Inca, Olmec, Mayan and Aztec civilizations. Teacher-Generated Assessment that trace the development of the various civilizations in South and Middle America and compare their development to various European and Asian cultures. 	<p>civamrca/mayans.HTM</p> <ul style="list-style-type: none"> Maps of areas ruled by Inca, Olmec, Aztec and Mayan <p>Suggested Activities/Technology</p> <p>A</p> <ul style="list-style-type: none"> Virtual Tours found on www.louvre.fr/llv/musee/visite_virtue lle.jsp or www.mv.vatican.va/3_EN/pages/MV_Home.html 	<p>www.wsu.edu/~deecivamrca/mayans.HTM</p> <ul style="list-style-type: none"> Virtual Tours using such sites as www.peru-macu-picchu.com/indexphp Videos such as: History Channel's THE AZTEC EMPIRE A&E's ANCIENT MYSTERIES: SECRETS OF THE AZTEC PBS's SECRET OF THE DEAD: AZTEC MASSACRE History Channel's MAYANS AND AZTECS--ANCENT LANDS OF THE AMERICAS Outside reading including INCANS, AZTECS, MAYANS by John Holzmann MAYANS AND AZTECS: EXPLORING ANCIENT CIVILIZATION by Mary Tucker TALES OF PLUMMED SERPENT:AZTEC, INCA AND MAYAN MYTHS by Diana Ferguson <p>Suggested Resources</p> <p>A</p> <ul style="list-style-type: none"> Textbook:A HISTORY OF WORLD SOCIETIES, Vol. B Selected Web Sites www.louvre.fr/llv/musee/visite_virtue lle.jsp or www.mv.vatican.va/3_EN/pages/MV_Home.html

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	<p>Protestant Church</p>	<p>A1. Illustrate the development of the Renaissance in Europe from Italy to the remainder of Europe and analyze its effect on upon Reformation.</p> <ul style="list-style-type: none"> Recognize the various artists and their works from the Renaissance. Compare the changing philosophies from the Middle Ages to the Renaissance. Explain the influence of the Renaissance on the Reformation. Describe reforms within the Roman Catholic church. Compare Protestant philosophy with Roman Catholic philosophy. 	<p>Suggested Assessments</p> <p>A</p> <ul style="list-style-type: none"> Research Papers and Oral Presentations Leonardo da Vinci, Michaelangelo, Raphael, Donatello, Giotto, artists of the Northern Renaissance, Martin Luther, John Calvin, Ignatious Loyola, Henry VIII, John Knox Class Discussions on the effects of the Renaissance on art, philosophy, 	<p>www.mv.vatican.va/3_EN/pages/MVHome.html</p> <ul style="list-style-type: none"> Web Site Research including: <ul style="list-style-type: none"> www.history-world.org/renaissance.htm www.chiff.com/society/history-renaissance.htm www.snowcrest.net/jmike/medieval.htm 	<p>www.history-world.org/renaissance.htm</p> <p>www.chiff.com/society/history-renaissance.htm</p> <p>www.snowcrest.net/jmike/medieval.htm</p> <ul style="list-style-type: none"> Teacher supplied supplemental readings including: <ul style="list-style-type: none"> DISPUTATION OF DOCTOR MARTIN LUTHER ON THE POWER AND EFFICACY OF INDULGENCES by Dr. Martin Luther(1517) WHAT CALVIN HAD TO SAY ABOUT THE SCRIPTURES by John H. Adams SPIRITUAL EXERCISES by Ignatius Loyola Videos: <ul style="list-style-type: none"> RENAISSANCE: BIRTHPLACE OF THE RENAISSANCE Outside Books including: <ul style="list-style-type: none"> THE RENAISSANCE, SECOND EDITION by Peter Burke THE REFORMATION by Diarmaid MacCulloch

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			and religion and its relationship to the Reformation <ul style="list-style-type: none"> Teacher-Generated Assessment that traces the Renaissance from Italy to Northern Europe and shows its effects of religious and social changes in Europe. 		
<p>November</p>	<p><u>Weeks 11-12</u></p> <p>A. Growth of Nationalism in Europe B. European Power Struggle</p> <p><u>Week 13</u></p> <p>C. Exploration and Clash of Cultures</p> <ul style="list-style-type: none"> Slavery Conquests 	<p>A1. Trace the development of modern nations in Europe.</p> <p>B1. Explain the effect of nationalism on power struggles in Europe.</p> <ul style="list-style-type: none"> Describe the geography that resulted in power struggles. Explain the economic philosophy of mercantilism and its effect 	<p>Suggested Assessments</p> <p>A, B, and C</p> <ul style="list-style-type: none"> Research Papers and Oral Presentations on leaders of European exploration such as Diaz, Magellan, Henry the Navigator; conquistadors such as Pizzaro, 	<p>Suggested Activities/Technology</p> <p>A, B and C</p> <ul style="list-style-type: none"> Time Lines of Exploration of Europeans to Asia, Africa and the Americas Web Search including such sites as: www.faculty.cua.edu/Pennington/ChurchHistory.com www.snowcrest.net 	<p>Suggested Resources</p> <p>A, B and C</p> <p>Textbook:A HISTORY OF WORLD SOCIETIES, Vol. B</p> <p>Web Search including such sites as: www.faculty.cua.edu/Pennington/ChurchHistory.com www.snowcrest.net/imike/explor.html</p> <p>Videos such as: AMESTAID HISTORY'S MYSTERIES--HUMAN BONDAGE</p> <ul style="list-style-type: none"> Outside readings: THE AGE OF RECONNAISSANCE: DISCOVERY, EXPLORATION

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	<ul style="list-style-type: none"> Exploitation 	<p>on Europe.</p> <p>C1. Describe European exploration of Africa, Asia and the Western Hemispheres.</p> <ul style="list-style-type: none"> Explain how this exploration led to conquest of Africa, Asia and the Western Hemispheres. Explain how conquest led to slavery and exploitation of Africa, Asia, and the Western Hemisphere. 	<p>Cortes, Coronado; slave trade</p> <ul style="list-style-type: none"> Class Discussions on the causes and results of exploration including the advent of slave trade and exploitation of areas explored by Europeans Teacher-Generated Assessment tracing the exploration from Italian monopoly of the Mediterranean Sea to the exploration of the African coast and exploration of the Western Hemispheres. 	<p>/imike/explor.html</p>	<p>AND SETTLEMENT, 1450-1650 by J.H. Parry</p> <ul style="list-style-type: none"> MARITIME EXPLORATION IN THE AGE OF DISCOVERY, 1415-1800 by Ronald S. Love
December	<p><u>Weeks 14-15</u></p> <p>A. Industrial Revolution in Europe B. Scientific Developments</p>	<p>A1. Describe the industrial revolution in Europe from the early 1700's through 1800.</p>	<p>Suggested Assessments</p> <p>A and B</p>	<p>Suggested Activities/Technology</p> <p>A and B</p>	<p>Suggested Resources</p> <p>A and B</p>

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		<ul style="list-style-type: none"> Trace the progress in agriculture. Illustrate early inventions that caused the Industrial Revolution Describe life in industrialized nations <p>B1. List the scientific developments in the 1700's.</p>	<ul style="list-style-type: none"> Research Papers and Oral Presentations on inventors such as Eli Whitney, Jethro Tull, James Watt; inventions such as steam power, railroads; industries such as the cotton industry; people such as Charles Dickens. Class Discussion on the effect of inventions on industrialization, the patterns of industrialization and the resulting effects on cities, society and the environment Teacher-Generated Assessment that analyze the growth of 	<ul style="list-style-type: none"> Time Lines tracing Industrial development in Britain, Europe and the U.S. Web search including such sites as: www.umassd.edu/ir/links.cfm www.macalester.edu/courses/GEOG61/jahammer/1800s.html www.iclark.edu/~bekar/Econ256Bib.htm <p>Suggested Activities/Technology</p> <p>A</p> <ul style="list-style-type: none"> Web Research 	<ul style="list-style-type: none"> Textbook:A HISTORY OF WORLD SOCIETIES, Vol. B Web search including such sites as: www.umassd.edu/ir/links.cfm www.macalester.edu/courses/GEOG61/jahammer/1800s.html www.iclark.edu/~bekar/Econ256Bib.htm Books including: DAVID COPPERFIELD by Charles Dickens STEAM POWER AND BRITISH INDUSTRIALIZATION TO 1860 by Nick von Tunzelmann <p>Suggested Resources</p> <p>A</p> <ul style="list-style-type: none"> Textbook:A HISTORY OF WORLD SOCIETIES, Vol. B Web Research including: www.historyguide.org/intellect/enlightenment.html www.mind.ucsd.edu/syllabi/99_00/Empiricism/Readings/Encyc_Phil/Locke.html www.voltaire.eu www.philosophypages.com/ph/rous.htm Videos such as AGE
	<p>Week 16</p> <p>A. Age of Enlightenment</p> <ul style="list-style-type: none"> Philosophical Ideas Influence in politics, culture, economics 	<p>A1. Explain the philosophy and philosophers of the Age of Enlightenment</p> <ul style="list-style-type: none"> Evaluate the influence of Enlightenment on politics, culture and economics of Europe and the U.S. Recognize the influence of Enlightened thought on the U.S. and French revolutions. 			

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			<p>industrialization and its effects on the world(this could be related to present problems with industrialization in China and other developing countries).</p> <p>Suggested Assessments</p> <p>A</p> <ul style="list-style-type: none"> • Research Papers and Oral Presentations on Voltaire, Descarte, Hobbs, Locke, Benjamin Frankllin, Louis XV, Rousseau, Catherine the Great, Frederick the Great • Class Discussions on the 	<p>including:</p> <ul style="list-style-type: none"> • www.historyguide.org/intellect/enlightenment.html • www.mind.ucsd.edu/syllabi/99_00/Emipiricism/Readings/Encyc_Phil/Locke.html • www.voltaire.eu • www.philosophypages.com/ph/rous.htm • Presentations on philosophies of Voltaire, Locke, Rousseau, Hobbs 	<p>OF ENLIGHTENMENT</p> <ul style="list-style-type: none"> • Outside Readings such as: THE AGE OF ENLIGHTENMENT: THE SCIENCE OF FREEDOM by Peter Gay SECOND TREATISE ON GOVERNMENT by John Locke

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			evolution from the God-centered philosophies of earlier times to the man-centered philosophy of the Enlightenment. Also discussions should center on social contracts and the effect of that concept on revolutions. <ul style="list-style-type: none"> • Teacher-Generated Assessment defining the various philosophies of the Enlightenment and its effect on politics in the United States and the rest of the world. 		
January	<u>Week 17-18</u> B.. The French Revolution and	B1. Explain the events of the French Revolution <ul style="list-style-type: none"> • List important 	Suggested Assessments B	Suggested Activities/Technology B	Suggested Resources B

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	<p>its Effects</p>	<p>figures involved in the French Revolution</p> <ul style="list-style-type: none"> • Illustrate the important events in the French Revolution • Analyze the effect of the French Revolution on European history. 	<ul style="list-style-type: none"> • Research Papers and Oral Presentations on Robespierre, Louis XVI, Marie Antoinette, Napoleon, Reign of Terror, Estates General • Class Discussions on the events of the French revolution and its effects upon Europe • Teacher-Generated Assessment tracing the cause of the Revolution and explaining its effects upon world history. 	<ul style="list-style-type: none"> • Web Search including: www.victorianweb.org/history/hist7.html www.fordham.edu/halsall/mod/modsbook13.html • Presentation on the events during the Reign of Terror 	<ul style="list-style-type: none"> • Textbook:A HISTORY OF WORLD SOCIETIES, Vol. B • Web Search including: www.victorianweb.org/history/hist7.html www.fordham.edu/halsall/mod/modsbook13.html • Books including: A CONCISE HISTORY OF THE FRENCH REVOLUTION by Sylvia Neely A TALE OF TWO CITIES by Charles Dickens