

## Honors World History Curriculum Map

### Unit One: Foundations: 8000 B.C.E. – 600 C.E.

#### IL. Learning Standards:

SS.G.1.9-12

SS.G.2.9-12

SS.G.3.9-12

SS.G.5.9-12

SS.G.8.9-12

SS.G.9.9-12

SS.G.10.9-12

SS.G.11.9-12

SS.G.12.9-12

SS.IS.6.9-12

SS.IS.7.9-12

SS.H.1.9-12

SS.H.2.9-12

SS.H.3.9-12

#### **Key Concepts:**

1. The impact of technology and demography on people and the environment.
2. Systems of social structure and gender structure (comparing major features within and among societies and assessing change).
3. Change in functions and structures of states and in attitudes toward states and political identities (political culture), including the emergence of nation-state (types of political organizations).

#### Key Concept 1.1: Big Geography and the Peopling of the Earth

I. Paleolithic migrations lead to the spread of technology and culture

#### Key Concept 1.2: The Neolithic Revolution and Early Agricultural Societies

I. Neolithic Revolution leads to new and more complex economic and social systems

II. Agriculture and pastoralism begins to transform human society

#### Key Concept 1.3: The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

I. Location of early foundational civilizations

II. II. State development and expansion

III. III. Cultural development in the early civilizations

#### **Habits of Mind:**

1. Seeing global processes over time and space while also acquiring the ability to connect global developments to local ones and to move through levels of generalizations from the global to the particular.
2. Developing the ability to assess issues of change and continuity over time.
3. Enhancing the capacity to handle diversity of interpretations through analysis of context, bias, and frame of reference.

### **Overarching Questions:**

1. How did the natural environments of two of the following river civilizations influence the developments in technology, cultural achievements, and religious beliefs? Mesopotamian societies, Indus Valley, Chinese, Mesoamerican/Andean societies.
2. Assess and account for the changes and continuities in how humans organized their societies across the period from ca. 8000 B.C.E. – 600 C.E. Use at least two of the following analytic categories: class systems, gender systems, governmental systems, labor systems, nomadic vs. settled societies.
3. What changes did humans make to the natural environment resulting from the advent of agriculture and urban civilizations in this era?

### **Week 1 REVIEW Locating World History**

1. Environment
2. Time
3. Diverse interpretations

**Reading:** Ch1 Stearns, Natalie Angier, “Furs for Evening, But cloth was the Stone Age Standby” and Elise Boulding, “Women and the Agricultural Revolution”

**Assignment:** Do a PERSIA, SPRITE, or GRAPES Chart for the Mesopotamian River Valley Civilizations. We will use these for an in class essay.

### **Week 1 REVIEW Basic Features of Early Civilizations**

1. Types of Early societies
2. Mesopotamia, Indus Valley, Shang, Egypt, Mesoamerica
3. Agriculture and Metal Use

**Reading:** Stearns Ch 2-3, Map of Early Civilizations of Mesopotamia and Egypt. Kevin Reilly, Cities and Civilization, Excerpt from The Epic of Gilgamesh, From Hammurabi’s Code, Zahi Hawass, Love and Marriage in Ancient Egypt.

**Assignment:** The chapters are divided into three major sections. Choose the five main ideas for each section (total of 15). Write a paragraph for each explaining the ideas using supporting material and examples from the book. These do not have to long paragraphs, but should be at least five sentences each.

### **Week 2 Classical Civilizations**

1. Political Developments
2. Social and Gender Structures
3. Trading Patterns
4. Arts, Sciences, and technologies

**Reading:** Stearns Ch 4-5, Valerie Hansen, The Creation of the Chinese Empires, Nicholas Purcell, Rome: The Arts of Government, Sima Qian, the Annals of Qin, Plutarch, Cicero.

**Assignment:** Do a PERSIA, SPRITE, or GRAPES chart for both the Roman Empire and the Han Empire. We will use these for an in-class essay.

**Portfolio:** None

### **Week 3 Major Belief Systems**

1. Compare the major religions: Polytheism, Hinduism, Judaism, Confucianism, Daoism, Buddhism, and Christianity.

**Reading:** Stearns Ch 1-8, From Rig Veda: Sacrifice as Creation, From the Upanishads: Karma and Reincarnation, From the Bhagavad Gita: Caste and Self, Confucius, From the Analects, Buddhism: Gotama's Discovery, The Buddha's First Sermon, The Bible: History, Laws and Psalms, Christianity: Jesus according to Matthew, From the Koran, Jerry H. Bentley, The Spread of World Religions. Students will read Ch. 3 of The Human Web and Trace the development of civilization in each region utilizing a linear thematic organizer for note-taking and a circular organizer for the big picture evaluate the periodization in Ch.3—i.e. the use of 200 CE as a break as opposed to the periodization of the course curriculum

**Assignment:** Students will compare and contrast the major religions discussed above and write a comparative essay.

### **Week 4 Late Classical Periods**

1. Collapse of Empires
2. Movement of Peoples
3. Interregional networks by 600 C.E.

**Reading:** Stearns Ch 4-5 Richard C. Foltz, The Islamization of the Silk Road, Richard W. Bulliet, Religious Conversion and the Spread of Innovation.

**Assignment:** Identify each of the six themes from AP World History in this unit. Provide at least one example for each of the themes and explain it.

## Unit Two: The Post Classical Period: 600 C.E. – 1450 C.E.

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SS.G.1.9-12

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SS.G.8.9-12

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SS.IS.8.9-12  
SS.H.1.9-12  
SS.H.2.9-12  
SS.H.10.9-12  
SS.H.11.9-12

**Key Concepts:**

1. The impact of technology and demography on people and the environment.
2. The influence of religion on states and peoples.
3. The impact of interaction among major societies (trade, economy, conflict).

**Key Concept 2.1: The Development and Codification of Religious and Cultural Traditions**

- I. Codifications and further developments of existing religious traditions
- II. Emergence, diffusion, and adaptation of new religious and cultural traditions
- III. Belief systems affect gender roles
- IV. Other religious and cultural traditions continue
- V. Artistic expressions show distinctive cultural developments

**Key Concept 2.2: The Development of States and Empires**

- I. Imperial societies grow dramatically
- II. Techniques of imperial administration
- III. Social and economic dimensions of imperial societies
- IV. Decline, collapse, and transformation of empires (Rome, Han, Maurya)

**Key Concept 2.3: Emergence of Transregional Networks of Communication and Exchange**

- I. The geography of transregional networks, communication and exchange networks
- II. Technologies of long-distance communication
- III. Consequences of long-distance trade

**Habits of Mind:**

1. Enhancing the capacity to handle diversity of interpretations through analysis of context, bias, and frame of reference.
2. Developing the ability to compare within and among societies, including comparing societies' reactions to global processes.
3. Developing the ability to assess claims of universal standards yet remaining aware of human commonalities and differences; putting culturally diverse ideas and values in historical context, not suspending judgment but developing understanding.

### **Overarching Questions:**

1. Compare the political institutions of two of the following empires: Tang-Song, Dar al-Islam, Western Europe, and Byzantine Empire.
2. Compare the causes of the spread of three of the following religions: Christianity, Judaism, Buddhism, Islam, Confucianism, and Hinduism.
3. Compare the effects of three of the nomadic migrations of the following on the settled societies into which they migrated: Aztecs, Mongols, Turks, Vikings, and Bantu.
4. What is the role of trade and religion in bringing societies together during this period?
5. How did technology change warfare and trade?

### **Week 5 Questions for Periodization**

1. Causes of Changes
2. Emergence of New Empires
3. Continuities and breaks with the period

**Reading:** Stearns p 112 – 119, Ch 6 Jerry H. Bentley, The Spread of World Religions Parallel Reading--Students will read Ch. 3 of The Human Web and Trace the development of civilization in each region utilizing a linear thematic organizer for note-taking and a circular organizer for the big picture evaluate the periodization in Ch.3—i.e. the use of 200 CE as a break as opposed to the periodization of the course curriculum Parallel Reading--Students will read Ch. 4 & 5 of The Human Web and Trace the development of civilization in each region utilizing a linear thematic organizer for note-taking and a circular organizer for the big picture evaluate the periodization in the book compared to that of the periodization in the course curriculum Why 200-1000 CE and 1000-1500 CE instead of 600-1450? In what regions does each work best? Why? In what areas does each present a problem? Why?

**Assignment:** Identify each of the six themes from AP World History in this chapter. Provide at least one example for each of the themes and explain it.

### **Week 6 Islamic World**

1. The rise and role of Islam
2. Islamic political structures
3. Arts, Sciences, and technologies

**Reading:** Stearns Ch 6-7, Sayings Ascribed to the Prophet, J.J. Saunders, and Civilization of Medieval Islam.

**Assignment:** Do a PERSIA, SPRITE, or GRAPES chart for the Abbasid and Umayyad Empires. We will use these for an in-class essay.

### **Week 7 Interregional Networks and Contacts**

1. Trade and Religion: Trans-Saharan trade, Indian Ocean trade, Silk routes
2. Missionary outreach and inter-religion contacts  
**Reading:** Stearns Ch 7,8,12, Ichisada Miyazaki, And The Chinese Civil Service Exam System, Liu Tsung-yuan, Camel Kuo the Gardener.  
**Assignment:** Make a comparison contrast chart for the trade routes addressed in the chapters and fill it in as you go. I have set one up on the web-site that might help you know how to organize it. Realize that not all the categories will be covered equally or at all.  
**Portfolio:** Map Study

### **Week 8 China's Internal and External Expansion**

1. Tang and Song Economic Revolutions
2. Chinese Influence on surrounding areas
3. Arts, Sciences, and technologies  
**Reading:** Stearns Ch 12-13, Rules for the Fan Lineage Charitable Estate, Ichisada Miyazaki, The Chinese Civil Service Exam System, Murasaki Shikibu, The Tale of Genji  
**Assignment:** Do a PERSIA, SPRITE, or GRAPES chart for the Tang and Song Dynasties. We will use these for an in-class essay.

### **Week 9 Developments in Europe**

1. Restructuring of European Institutions
2. The division of Christendom  
**Reading:** Stearns Ch 9-10, Feudalism: An Oath of Homage and Fealty, Manorialism: Duties of a Villein, Andreas Capellanus, The Art of courtly Love  
**Assignment:** Write six broad (essay-type) questions for this section. You do not have to write the full answers, but take notes out of the chapter that would answer the questions. Come prepared to share with others in class. Be wise in choosing the questions. Looking at the six themes first would be a good idea.

### **Week 10 Patterns in the American Indian World**

1. Maya
2. Aztec
3. Inca  
**Reading:** Stearns Ch 11, Carols Fuentes, and From The Buried Mirror  
**Assignment:** Do a PERSIA, SPRITE, or GRAPES chart for the Mayan and Aztec worlds. We will use these for an in-class essay.

### **Week 1 Demographic and Environmental Changes**

1. Impact of Nomadic Expansion
2. Consequences of Plague

3. Growth and role of cities

**Reading:** Stearns Ch 14-15, Gregory Guzman, Were the Barbarians a Negative or Positive Factor in Ancient and Medieval History? John of Plano Carpini, The History of the Mongols, The Journey of William of Rubrick.

**Assignment:** Answer the following questions

1. What factors made it possible for the Mongols to conquer and maintain their hold on such a large amount of territory?
2. How did the effects of Mongol domination differ in Russia and in the Muslim lands? How were they similar?
3. What effects did the Mongols have on the lands that lay on the periphery of their territories?
4. Why did trade, science, and technology flourish under the Mongols?
5. Who benefited the most from Mongol rule in the short term? In the long term?
6. How do the effects of Mongol rule on China compare with the effects of Mongol rule on Russia?
7. What caused the collapse of Mongol rule in China?
8. What effects did Mongol actions and Ming economic development have on Korea, Japan, and Vietnam?
9. Why did Ming China produce relatively little technological innovation compared to Yi Korea and Ashikaga Japan?
10. What were the long-term effects of Mongol activities in East Asia?

Unit Three: The Interaction of World Cultures: 1450 - 1750

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SS.H.11.9-12

**Key Concepts:**

1. The impact of interaction among major societies (trade, economy, conflict).
2. The impact of technology and demography on people and the environment (population growth and decline, disease, manufacturing, migrations, agriculture, weaponry).
3. Cultural and intellectual developments and interactions among and within societies
  - I. Periodization
  - II. Comparison
  - III. Diverse interpretations – civilizations, diffusions
  - IV. Linkages in government

**Key Concept 3.1: Expansion and Intensification of Communication and Exchange Networks**

- I. Improved transportation technologies and commercial practices and their influence on networks
- II. Linguistic and environmental contexts for the movement of peoples
- III. Cross-cultural exchanges fostered by networks of trade and communication
- IV. Continued diffusion of crops and pathogens throughout the Eastern Hemisphere

**Key Concept 3.2: Continuity and Innovation in State Forms and Their Interactions**

- I. Empires collapse and were reconstituted
- II. Greater inter-regional contacts and conflict encourages technology and cultural transfer

**Key Concept 3.3: Increased Economic Productive Capacity and Its Consequences**

- I. Increasing productive capacity in agriculture and industry
- II. Changes in urban demography
- III. Changes and continuities in labor systems and social structures

**Overarching Questions:**

1. What were the factors that led to the first global economic network in the late 15<sup>th</sup> century?
2. How do economic relationships affect gender and race relationships?
3. How does power fluctuate between societies and what are the advantages and disadvantages to power shifts?
4. What are some of the intellectual and social benefits to a nation that is on the rise?

**Week 12 Questions of Periodization**

1. Continuities and breaks

**Reading:** Stearns Ch 16, Richard Bulliet, Religious Conversion and the Spread of Innovation

**Assignment:** See graphs on class web site.

**Week 13 Changes in trade, technology, and global interactions**

1. Columbian Exchange
2. Impact of guns
3. Shipbuilding
4. Navigational Devices

**Reading:** Stearns Ch 16-17, Bernal Diaz, From the Conquest of New Spain. From The Broken Spears: The Aztec Account of the Conquest of Mexico.

**Assignment:** Complete the chart for the chapter on the class web site. It should be detailed enough to write a competent essay using this chart. You do not have to use complete sentences, and you may work with one other person.

**Week 14 & 15 Major Empires, other political units and social systems**

1. Compare the following Empires: Ottoman, China, Portugal, Spain, Russia, France, England, Tokugawa, Mughal, Benin, and Songhay.

**Reading:** Stearns Ch 18 – 21, Marco Polo, The Travels of Marco Polo, S. D. Goitein, Cairo: An Islamic City in Light of the Geniza, Al Omari, Cairo and Niane.

**Assignment:** Do a PERSIA, SPRITE, or GRAPES chart for all of the Empires. We will use these for an in-class essay.

**Week 16 Gender in Empires, Slave Systems and Slave trade =**

**Reading:** Stearns Ch 20, Jack Goody, Love, Lust, and Literacy, Kevin Reilly, Love in Medieval Europe, India, and Japan

**Assignment:** Research the role of Gender on 11 major empires during this time period. Include an analysis of slave trade and its impact on Latin America and Africa

**Week 17 Cultural and Intellectual Developments**

1. Scientific Revolution and Enlightenment
2. Changes and continuities in Confucianism
3. Major developments in the arts

**Reading:** Stearns Ch 17, 22. Theodore F. Cook, Zheng He and Chinese Expansion; Franklin Le Van Baumer, The Scientific Revolution in the West; Bonnie S. Anderson and Judith P Zinsser, Women and Science; Voltaire, On Patriotism, and On Tolerance.

**Assignment:** DBQ over the Enlightenment values

**Portfolio:** Art Analysis, each student will apply techniques used by art historians to examine visual displays of power in one of the land or sea based empires that developed in this time period

**Week 18 Demographic and environmental changes**

**Reading:** Stearns Ch 22 Alfred Crosby, From Germs, Seeds, and Animals; Abigail Adams and John Adams, Remember the Ladies; Lynda Norene Shaffer, China, Technology, and Change.

**Assignment:** Change and continuity over time essay over Western Europe