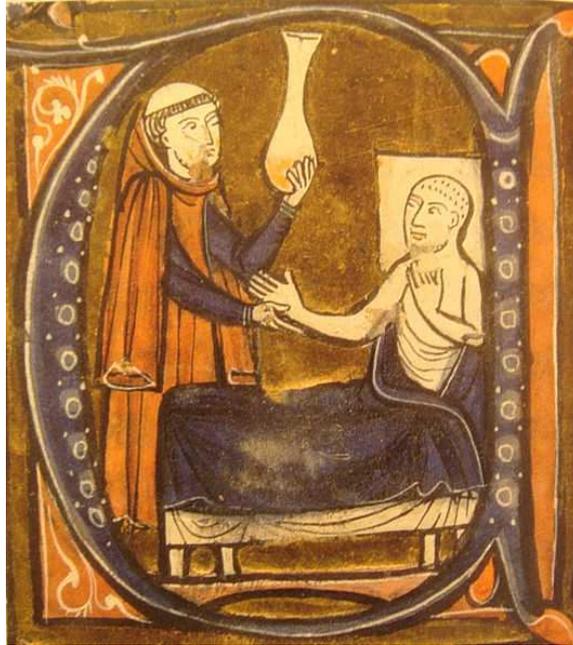


Modern World History Curriculum



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Unit 1: Redefining World Society and Culture

Please note anything in red and italics is not covered in the online course

Unit 1: Redefining World Society and Culture

(transition from the ancient and classical worlds to 1300s)

The ancient, classical, and medieval periods in world history provide the foundation for modern world history. During these time periods the rise and fall of great empires led to both unity and chaos throughout the world. The end of the classical era is dominated by disturbances in the balance of Afro-Eurasian power with the fall of both the Roman and Han empires. This led to a power void that was soon filled by a variety of competing empires, most successfully the Islamic Caliphates and the Mongol Empire. At the same time, major social and cultural practices spread throughout the world through different forms of interaction, including regional trading networks, missionaries, and warfare. This unit is designed to be a brief overview and review of some of the themes and concepts that students should have already been exposed to in middle school. It is not expected that all the events be re-taught; however, this unit should provide students with opportunities to examine some key themes and work on historical thinking, processes, and chronological skills so that they have a stronger foundation and contextual knowledge through which to begin their study of modern world history in more detail.

Enduring Understandings:

- For every historical interpretation there are multiple ways of examining and evaluating these arguments.
- People can use what they learn from the past to help them make better decisions in the present.
- Global society is diverse, creating varied perspectives, contributions, and challenges.
- Empire building leads to both cultural diffusion as well as internal animosity among rival groups.
- Geography and location significantly impact events in history.

Essential Questions:

- Why is it important to learn to think like a historian?
- Why are some aspects of world civilizations, such as religion, social structure, and artistic achievements so long lasting and influential?
- Why do empires rise and fall?
- Are historical events ever inevitable?
- How do geographic features and location influence political and economic systems?

Unit Questions:

- Why does history matter and why is it important to use historical thinking, processes, and chronological skills?
- How did the world prior to 1300 lay the foundation for political, social, economic, and cultural aspects of the modern world?

Historical Thinking Skills:

- Draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long-term developments that transcend regional and temporal boundaries. (U1LC, U1LD)
- *Consider multiple perspectives of various peoples from the past by demonstrating their differing motives and beliefs.*
- *Reconstruct patterns of historical succession and duration; explain historical continuity and change and cause and effect through comparative and chronological thinking.*
- Use timelines, bar graphs, pie graphs, charts, and historical maps to evaluate historical data and recognize historical trends. (U1LB, U1LE)
- Draw conclusions and make generalizations based on the text, multiple texts, and/or prior knowledge. (U1LE)
- Use geographic tools to locate places and describe the human and physical characteristics in the region. (U1LE)

EXPECTATION

Using historical thinking and processing skills, have students demonstrate an understanding of the political, social, and cultural aspects of Africa Eurasia and American empires and societies as well as the impact of the interaction between cultures prior to 1300.

TOPIC

A. What is history and historical thinking?

INDICATOR

1. Describe the reasons to study history and the importance of keeping an active, inquiring, multi-perspective attitude.

OBJECTIVES

- a. Use active reading skills of predicting, questioning, summarizing, connecting, clarifying, and visualizing.
- b. Practice using cause and effect reasoning skills to realize the connection between them can determine why certain events occurred and whether they are related.
- c. Determine how people used problem solving skills to and overcome historical challenges.
- d. Practice writing generalizations by collecting different examples in world history, identifying what they have in common, and making statements that apply equally to all.

TOPIC

B. World Religions and Belief Systems

INDICATOR

1. Describe the beliefs of and impacts of select world religions on world history prior to 1300.

OBJECTIVES

- a. Compare the fundamental teachings, practices, and divisions found in Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, and Daoism. (U1LB)
- b. Analyze how cultural diffusion led to the spread of Christianity throughout the Roman and Byzantine worlds, Islam throughout southwest Asia and Africa, and Buddhism throughout eastern Asia. (U1LB)
- c. Explain the divisions that emerged within world religions, such as Catholicism and Eastern Orthodox Christianity, Sunni and Shi'ite Islam, and different forms of Buddhism and Confucianism. (U1LB)
- d. Compare the impact of religion on political affairs, such as the impact of Christianity in European nations, Islam throughout the Middle East and Buddhism, Daoism, and Confucianism in East Asia. (U1LB)
- e. Analyze the impact of religion as a unifying cultural and social force, such as the role of Christianity in Europe and the role of Islam in the Islamic world. (U1LB)

TOPIC

C. Political Empires and State Building

INDICATOR

1. Trace the rise of new empires and states in Africa, Eurasia, and the Americas from 700 to 1300.

OBJECTIVES

- a. Compare the rise of empires such as the Aztecs and Incas in the Americas, the Gupta in India, the Sudanic states in Africa, the Byzantine in Europe, and the Tang and Song in China. (U1LC)
- b. Analyze Arab Muslim success in founding an empire stretching from Western Europe to India and China and describe the diverse religious, cultural, and geographic factors that influenced the ability of the Muslim government to rule. (U1LC)
- c. Compare the concept of empire building, found within the Islamic empires in Western Europe, India, and China with the Mongol empires of China, Southeast Asia, *Russia*, and Southwest Asia including the effects on diverse cultures within these empires. (U1LC)
- d. *Compare the key events in the rise of states and the development of monarchical dynasties in Europe such as the Holy Roman Empire, William the Conqueror's invasion of England, the Magna Carta, and the Crusades.*

INDICATOR

2. Assess the effects of the rise and fall of empires prior to 1300.

OBJECTIVES

- a. *Explore the evolution of nationalism formed among conquered peoples in different empires.*
- b. Analyze various causes that historians have proposed to account for the decline of empires, such as the Roman, Han, Mauryan, and Mayan empires. (U1LC)
- c. *Evaluate the impact of the fall of empires on the cultural and social aspects of life in different regions of the world.*

TOPIC

D. Social Systems and Cultural Achievements prior to 1300

INDICATOR

1. Compare the social structures found throughout Africa and Eurasia prior to 1300.

OBJECTIVES

- a. Evaluate the role of gender, including inheritance laws, marriages, and legal status in societies such as those in Western Europe, China, *India*, and throughout the Middle East and *Africa*. (U1LD)
- b. Compare the political systems found in China, Japan, and Europe. (U1LD)
- c. *Compare the social structures in different regions including the relationship between religions and secular authorities and the impact of these systems on peasants.*

INDICATOR

2. Compare the long-lasting cultural achievements of different groups throughout Africa and Eurasia prior to 1300.

OBJECTIVES

- a. Compare the artistic and architectural styles found in different societies, such as those found in classical Greece and Rome, the Byzantine Empire, the Tang and Song Dynasties, South and Southeast Asia, the Sudanic Empire, and different regions of the Americas. (U1LD)
- b. Identify the major scientific, mathematical, and technological achievements in different empires, such as those in the Gupta Empire, the Tang and Song Dynasties, and the Islamic Caliphates. (U1LD)

TOPIC

E. Interaction of Peoples and Groups

INDICATOR

1. Compare how interactions and interregional communication and trade led to cultural exchanges among diverse peoples in world history.

OBJECTIVES

- a. Describe the importance of geographic features and trade routes in the development of major urban centers such as Beijing, Bukhara, Canton, Constantinople, Delhi, Malacca, Samarkand, Timbuktu, and Venice. (U1LE)
- b. Examine how the migrations of different groups, such as Huns, Bantus, Polynesians, Aztecs, Mongols, Vikings, Magyars, and Arabs impacted different political, social, and cultural ideas and systems. (U1LE)
- c. Use geographic tools explain how migration patterns and trade routes such as the Indian Ocean trade routes connected most of Afro-Eurasia. (U1LE)
- d. Assess the importance of regional and worldwide trade routes, including the Indian Ocean trade routes, as vehicles of economic, religious, cultural, and technological diffusion. (U1LE)
- e. *Use case studies to summarize how scarcity affects individuals, businesses, governments, and nations and the effectiveness with which people throughout history have utilized specifications and trade to address economic scarcity and unequal resource allocations.*