World History Honors **quarter 3**

# essential understanding

* **World History** is an overview of the major events, people, and institutions that have shaped our world.
* Through **historical analysis** of the past, students **better understand the present** and foster a **more intelligent approach to our future**.
* Students explore texts for **questioning during Socratic Dialogue.**



[In essence, the Renaissance was simply the green end of one of civilization's hardest winters.](http://www.brainyquote.com/quotes/quotes/j/johnfowles386195.html?src=t_renaissance) – **John Fowles**

# overview

This quarter, students will learn about how the Renaissance launched Europe out the Middle Ages and changed human theory and perspective forever. In addition, students will study the influence of improved transportation technologies and commercial practices that interaction networks of human connections across the world. Finally, students will explore globalization, in particular how it pertains to labor practices, the economy and leadership, as well as global connections to today.

**guiding question 1: How did expansion, communication and transportation influence culture worldwide?**

# Lessons

1. The Renaissance
2. Feudalism Lesson & Activity
3. Comparing Japanese & European Feudalism

# group work

**\_\_\_\_due: Monday, February 6 or Tuesday, February 7**

***The Renaissance Connection***: in groups students will answer critical thinking questions that will explain both the artist and subject’s point of view in various Renaissance art pieces.

**\_\_\_\_due: Thursday, March 2 or Friday, March 3**

***Cultural Effects of Interactions***: students will choose a Nomadic tribe to highlight how their immigration and interaction affected culture in various continents and countries throughout the world

***Nomadic Tribes* choices*:*** Mongols, Vikings, Bantu peoples, Hanseatic League, Polynesians, Bedouins (or a chosen tribe approved by the teacher)

**\_\_\_\_due: Coordinate a due date with Ms. W**

Together with the additional Honors students in your section, agree upon a contemporary article that involves modern connections to expansion, communication and transportation. Prepare a mini-lesson to present to the class to introduce the topic, and then lead a Socratic Seminar or other such class discussion.

# individual work

**\_\_\_\_due: Monday, February 13 or Tuesday, February 14**

Students will individually complete the strategies vocabulary assignment by **defining** and finding the **word etymology** of the following words *(accepted formats include* ***vocabulary cards, Powerpoint/Prezi, Word Document or neatly handwritten****):*

1. Absolutism
2. Feudalism
3. Coercive Labor
4. Empire
5. Dynasty
6. City-State
7. Enlightenment
8. Renaissance
9. Scientific Revolution
10. Bourgeoisie
11. Colonialism
12. Communism
13. Socialism
14. Capitalism
15. Emancipation
16. Imperialism
17. Industrialization
18. Marxism
19. Nationalism
20. Social Darwinism
21. Humanism
22. Theocracy
23. Reformation
24. Johannes Guttenberg
25. Leonardo Da Vinci
26. Michelangelo Buonarroti
27. Raphael
28. Albrecht Dure
29. Niccolo Machiavelli
30. Jan Van Eyck
31. William Shakespeare

**\_\_\_\_due: March 2 or 3**

**Choose one**:

* **Essay**: Submit a typed, detailed essay comparing and contrasting Japanese and European feudalism. Make sure to explain what Feudalism is, how they differed, how they were similar and how they influenced society. Be prepared to share the key points from your essay in a presentation to the class.
* **Biography**: Showcase the life, history and accomplishments of a famous Renaissance figure, whether that be author, musician, inventor, philosopher, etc. Be prepared to share your research in a presentation to the class.

# Assessment

**\_\_\_\_due: Monday, February 13 or Tuesday, February 14 (by midnight) n**

**Black History Month Assignment:** Takeaway and participation in discussion of the documentary film “13th”

**\_\_\_\_due: Thursday, February 16 or Friday, February 17**

**Renaissance Vocabulary Quiz** with **Feudalism short answer questions**

**\_\_\_\_due: Monday, February 27 or Tuesday, February 28**

Participation in **Polynesians vs. Vikings debate**

**\_\_\_\_due: in class**

Active participation in Socratic Seminars (30 points)

**\_\_\_\_due: in class**

Productivity Log completion during Group Work

# readings/Socratic seminars

-Flocabulary *“You Need a Renaissance”*

-Leonardo’s Notebooks: *Writing and Art of the Great Master* Edited by H. Anna Suh

-A Little History of the World – Chapter 26 “A New Age – by E.H. Gombrich

-A People’s History of the World by Charles Harman

**guiding question 2: What is globalization and how is it achieved?**

# lessons

1. The Columbian Exchange
2. Labor Systems
3. Globalization

# individual work

due: **March 23th (sections 1&2) and 24th (sections 3&4)**

The Columbian Exchange Recipe Investigation: Students will choose their favorite recipe and explore whether or not the ingredients were available to them prior to the Columbian Exchange

# Assessment

due: **March 25th (1&2) and 26th (3&4)**

**Essay Response Questions**

\*last day of quarter 3 – NO DUE DATE EXTENSIONS\*

* 1. Would your dinner have been possible without the Columbian Exchange? Explain, WHY OR WHY NOT.
	2. Choose two labor systems to compare and contrast. Which one would you want to be involved in most? Least?
	3. What is globalization? Describe some of its positive and negative impacts? Include if you personally believe it’s a negative or positive phenomenon?
	4. BONUS QUESTION 🡪 see teacher

# extensions

**Globalization Research Paper**: convert essay question #2 into a 5-paragraph research paper, using research in A People’s History of the World with citations in MLA format.

# links/readings/Socratic Seminar

-A People’s History of the World by Chris Harman, “*The Communist Manifesto*’s view of Globalisation”

-money.CNN.com – “Comedians act out Globalization’s Impact”

-www.epicurious.com

-The Big History Project – www.bighistoryproject.com