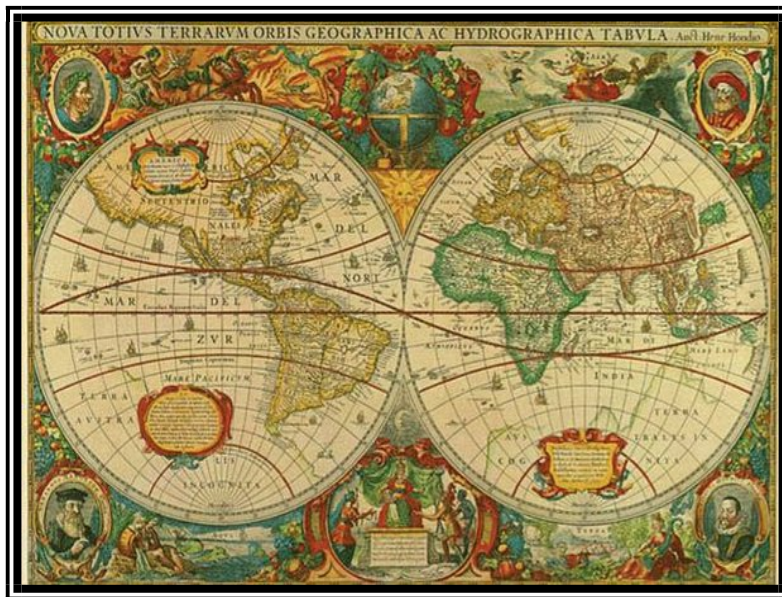


World History Quarter 1

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 and Socratic inquiry, students **better understand the present** and foster a **more intelligent approach to our future**.
- Students explore texts of various concentrations for **questioning during Socratic Dialogue**.



“The best moments in reading are when you come across something - a thought, a feeling, a way of looking at things - which you had thought special and particular to you. And now, here it is, set down by someone else, a person you have never met, someone even who is long dead. And it is as if a hand has come out, and taken yours” –Alan Bennett

Overview – Quarter 1

Students will be introduced to **the vast history of our universe**. After gaining perspective on the minute **window of history humanity has occupied**, students explore how humans have **developed culture** and **interacted with their environment** over time, through **migration, agriculture**, patterns of **settlement** and **technology**.

guiding question 1: *Where do we come from?*

lessons

___ Creation Story connections and analysis

___ The 5 Great Lessons (Montessori):

- The Story of the Universe
- The Story of Earth
- The Story of Life
- The Story of Humans
- The Story of Civilizations

group work

___ due: September 14 & September 15

Choose one of the following project formats:

- **Create a lesson** teaching the class one of the Great Lessons
or
- Showcase the major themes of one of the Great Lessons using a **creative presentation format** (options include, skit, song, podcast, slam poetry performance) of one of the Great Lessons

___ **Group Work Productivity Log:** *due daily during all group work assignments*, 2 parts, incorporated as a part of your individual group grade

individual work

___ due: August 29 & August 30

Introduction to World History

Respond to the question ***“If you could change one aspect of World History and/or current events, what would it be and why?”***

→ Responses must be **1 paragraph minimum**. Be prepared to share with the class.

___ due: August 31 & September 1

Creation Story Analysis

Read and mark up the 3 Creation Stories provided from ancient Egyptian culture, a Saharan nomadic tribe (the Kabyl) and Native Americans.

➔ **Write or type responses to the analysis questions below (#1-4 require 1 paragraph minimum with complete sentences/response):**

1. *What do these stories have in common? Is it possible to identify similar themes in the origin beliefs of early human societies?*
2. *What are the most important differences amongst these 3 stories? Are the differences significant?*

3. *What are some specific reasons that early human societies generated stories to explain their origins? (Use your lesson notes to supplement your response).*
4. *How do the stories compare to those of major religions (for example, Christianity, Islam & Judaism)? Are they very different, and if so why?*
5. *Write your own, original version of a Creation Story. You may base it on an actual Creation Story from your own culture, a culture of your choosing (use MLA citation), or write a creative Creation Story of your own making. Feel free to include images and/ or illustrations. **1 page minimum.***

____ **Lesson Notes** (daily in class, checked by the teacher)

assessment

____ **due: September 14 & September 15**

Completion of **graphic organizer** based on **Great Lessons** presentations

____ **Socratic Dialogue** participation

extensions

____ Individually choose an additional Great Lesson that you did not present on about which to compose a creative story or lesson.

____ Write and revise a poem inspired by themes from "Questions from a Worker who Reads" by Bertold Brecht

____ Create a profile with The Big History Project website and complete units 1 and 2 with passing scores on the online unit assessment quizzes.

readings/Socratic Seminar

-Article "*Basic High School Guidelines for Dialogue*"

-*A People's History of the World*

-*World History in Documents: A Comparative Reader* Edited by Peter N. Stearns

links

-The Five Great Lessons (online resource) www.montessoriforeveryaone.com/The-Five-Great-Lessons_ep_66-1.html

-"The Big History Project" www.bighistoryproject.com