Honors World History Quarter 2

# 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 of various concentrations for **questioning during Socratic Dialogue.**

*“Beginning with early agrarian civilizations, societies started to connect into large networks of exchange. Today, such networks have led to levels of collective learning never seen before in human history.”*

# Quarter Overview: The Development and Interaction of World Cultures

Students will learn about how **trade was the harbinger for the spread of religion, belief systems, philosophies, and ideologies**. Students will discover **the influence religious syncretism, through the Crusades, and both overland and sea trade routes**. Students finally will explore the **emergence of art, architecture and theater during and after the Renaissance**.

**guiding question 1: How did trade and human invention both positively and negatively affect cultural development?**

# Lessons

\_\_\_\_\_**Trade**: *The* *Silk Road, sea and land routes, goods and influence*

\_\_\_\_\_**Innovation, Science & Technology**: *Tang and Song Inventions*

\_\_\_\_\_**The Bubonic Plague/the Black Death**: *Origin, Description & Aftermath*

# individual work

\_\_\_\_\_**Quarter 2 Long Project**

Create a supplementary, interactive lesson plan (NOT POWERPOINT) to teach the class about a topic. Lesson includes an activity/handout for students. Topics include: economic development, political development, cultural development in ancient China or Japan, The Byzantine Empire, Nomadic cultures or decentralized states in Europe.

 \*Discuss due date with teacher to correspond with guiding question lesson topics.

\_\_\_\_\_ **The Silk Road Discussion Questions**

**DUE**: **November 10** & **November 11**

On Google Classroom,

1. Perform a **close reading of** the article “The First Silk Roads.” The primary goal of this activity is for you to practice using SPECIFIC EVIDENCE, EXAMPLES and QUOTES from the reading to justify your responses. Submit assignment on Google Classroom:
2. Write 2-3 sentences that best describe the **theme** of the article “The First Silk Roads.”
3. Now, choose 3 quotes from the article that best supports the theme above.
4. Answer the following questions in complete sentences, 1 paragraph (3-5 sentences) minimum, using evidence from the text (again, quotes, specific examples, etc.) to support your responses:
5. *Describe what you think life was like before the Silk Road and other trade routes that connected the continents.*
6. *Why was it called “The Silk Road?”*
7. *Why was the discovery of trade routes so important for overseas trade?*
8. *What were some of the consequences of the spread of the disease along trade routes?*
9. *Describe some non-material goods that were exchanged along the Silk Road?*

# group work

\_\_\_\_\_**due**: **December 1st** and **December 2nd**

**Trade, Innovation and Disease** ***Group Project*** ***& Presentation***

Groups choose a topic relating to themes from guiding question 1 (above) and make a presentation.

**Project Format Choices**: *Interactive presentation (visual, auditory, kinesthetic), lesson cards, historical fiction creative writing piece & performance, illustrated children’s book and read aloud, or a project of your choosing approved by the teacher.*

\_\_\_\_\_**due: December 14** and **15**

**Gunpowder Video Clip & Takeaway**: (on Google classroom) Watch the “Gunpowder: A Brief Big History,” answer the questions & write a 1 paragraph takeaway that summarizes the main points.

*http://www.history.com/shows/big-history/videos/gunpowder-a-brief-big-history*

**\_\_\_\_\_Due: December 12 & 13**

Participation in the **Simulation Game: The Global Village, an Exercise in Perspective, the U.S. & the World**

# assessment

\_\_\_\_\_Group Project & Presentations: separate Academic Project Grade & Presentation Grades

**\_\_\_\_\_Due: December 12 & 13**

**Global Perspective Activity**: Student Worksheet & Critical Thinking Question(s)

# readings/clips for Socratic Dialogue

-The Big History Project

\_\_\_\_\_\_“How Did the World Become Interconnected?”

\_\_\_\_\_\_“The First Silk Roads”

\_\_\_\_\_\_“Gun Powder: A Brief Big History”

\_\_\_\_\_\_ “Ebola is an Inequality Crisis” by Jim Wallis

# links

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

-“Flocabulary: ” – www.flocabulary.com

-NewsELA: Non-fiction Literacy and Current Events – newsela.com