

World Cultures

essential understanding

Students will gain a greater appreciation for diversity as well as a heightened sense of awareness for the world in which they live.



“Look back over the past with its changing empires that rose and fell, and you can foresee the future too.” –Marcus Aurelius

overview

In this course, students will study origins of our physical world, diverse cultures, and patterns of interaction. In addition, this course emphasizes geographical awareness, and students will learn physical geography, cartography, their own environment, the world economy, and current global concerns. In addition to the primary text, literary pieces and hand-outs, students utilize the internet and media publications for research and work on the identification of major geographical markers on a world map using a variety of learning modalities. Working individually and in groups, students develop projects, make presentations, and approach synthesis questions dealing with global issues.

Guiding Question I: What factors led to the rise and changes in civilizations?

lessons

The Fertile Crescent/Croissant

The Rise of Civilization in the Middle East

Document-Based Question Essay Writing

Changing Cartography

Group Work

____ Due: April 16th & 17th

Changing Cartography Map Project & Presentation: In groups, select a continent, empire, region or country that has throughout history experienced *changing cartography due to war, invasion, colonization, or imperialism*. Draw *at least 2 maps from 2 clearly defined time periods* that clearly show the before and after of the borders. Map must include a **compass rose, legend, symbols, country names & capitals**. *Presentations must be done creatively, not using *PowerPoint or Google Slides!*

-Include a **1-page written explanation** the details of the historical events that changed the cartography of the region.

*Choose an example of changing cartography from below or propose an idea to the teacher:

- Europe before and after WWI & WWII
- Mongolia under Genghis Kahn versus Mongolia & Asia now
- Africa before and after colonization
- The Fertile Crescent compared to the modern Middle East
- North America at various stages of development and “discovery”
- The Holy Roman Empire

____ **Group Work Productivity Log:** (2 parts, at the beginning & end of class group work time)

____ **Group Work Self Assessment**

Individual Work

____ Due: April 9th & 10th

Mesopotamia and Egypt DBQ Task Packet: Use the documents in the packet, class lesson notes, history textbooks, encyclopedias and credible Internet resources to respond to the questions in the packet. This packet will begin to organize the information you will need to respond to the DBQ in a 5 paragraph essay: **“How did the ancient cultures of Mesopotamia and Egypt develop into successful civilizations?”**

____ Due: April 12th & 13th

DBQ Essay Graphic Organizer & Peer Edit: Once the DBQ Task Packet has been completed, begin using the information to fill out your essay graphic organizer, which maps out the introduction, 3 body paragraphs and conclusion of your essay.

-Throughout this process, **all parts of the graphic organizer must be reviewed by a peer**, in a different colored pen, with grammar/spelling corrections, sentence restructuring, and critical & thoughtful peer feedback in the margins.

____ Due: April 23th & 24th

Mapping the Lands of the Fertile Crescent: Students will map the physical features of the Fertile Crescent by researching 15 different questions and topics on the region. Students can use an atlas with a physical map of the region or online sources to complete the activity.

____ Due: April 30th & May 1st

“Prince of Egypt” (1998) Film Takeaway: Students will write a 250 word takeaway about what they learned about Egyptian culture and the region of the fertile crescent from the film. *Does the film contradict what you learned from during Mesopotamia and Egypt DBQ and research?*

Due: to be announced, daily in class

Lesson Notes: After completing your lesson notes, get them checked off by the teacher (for a completion grade).

Assessment

____ Due: April 16rd & April 17th

Changing Cartography Presentations Graphic Organizer

____ Due: (in class) April 19th & 20th

In Class DBQ: Using only your **graphic organizer** and **DBQ Task Packet**, write a final draft of your 5 paragraph document-based question essay during the 2-hour class period. Since this is a final draft, you will be assessed with rubric that evaluates essay content as well as spelling, grammar, sentence structure, writing style and no mistakes.

Due: (in class) May 3rd (Sections 1 & 2) & May 4th (Sections 3 & 4)

____ **Fertile Crescent labeling assessment:** Students will label a blank Fertile Crescent map

Due: *Weekly*

CNN 10 Quiz: After watching the 10 minute news in class on current events a quiz will be given at the end of the week. You can use your notes that you have taken throughout the week.

Extension

____ Due: Agree on a due date with Mr. Vizzy **before May 4th.**

-Read the article “Written Word, Oral Word” in *Book of Peoples of the World: A Guide to Cultures* on page 252 and write a written summary or mind map explaining the main points of the article.

-Then, choose a culture from around the world, and explain how this culture has progressed from an oral to a written culture. If the culture is still an Oral culture discuss how it continues to maintain its oral traditions.

Readings/Socratic Seminar

“When chefs become famous cooking other cultures’ foods” by Kat Chow via *NPR.org*

Book of Peoples of the World: A Guide to Cultures via National Geographic

Links

“Fertile Crescent” song <https://www.youtube.com/watch?v=ZYAExBQu2wY&feature=youtu.be>

“The Rise of Civilization in the Middle East and Africa” Article

http://wps.pearsoncustom.com/wps/media/objects/2426/2484749/chap_assets/studyguide/ste_sg_cb02.pdf