

Subject: Social Studies

Grade: 10 World History

Hallsville R-IV High School

World History

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Curriculum Strands and Big Ideas

- [History](#)
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- **Economics**

Rationale:

This course helps students to develop an understanding of the social, economic, political, intellectual, and religious traditions of the world. Citizens of the United States, in order to be responsible and active participants in our society, need to have knowledge of the environments, events and people that have preceded them in our nation and our world.

Course Description:

Grade 10, 1 unit

World History is a broad survey of the history of the world from the period of earliest civilizations to modern times. Emphasis will be placed on post 1450 events. Units of study will include: Review unit (early civilizations to 1800), Enlightenment and revolution, Industrialism and New Global Age, world Wars and Revolutions, and the World Today.

Concept: Government

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Topic Objective:
1. All students will demonstrate proficiency in the principles expressed in the documents shaping constitutional democracy in the United States.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
1A. Examine changes in democracy and republics over time. 1B. Apply democracy, republic, changing of government, representation in historical context. 1C. Examine relevance and connection of constitutional principles in the Magna Carta, and Enlightenment writings of Hobbes, Locke, Rousseau, Montesquieu, and the Social Contract Theory.	1.2 1.6				1A T-Chart: Differences between the United States and the Romans. 1B Discussion: Differences in governments, such as: * Greek * Egyptian * Chinese * Indian 1C Read: The Magna Carta and the Constitution. 1C Read: Principles of Locke, Hobbes, Rousseau, and Montesquieu	(PE) Electoral College Project: 1B (PE) Timeline: History of governments (Scoring Guide) 1A-C Test: Over influential people and documents of government (Scoring Guide)

Resources:

Textbook: History of the World
 Internet sites:
 www.utm.edu
 oregonstate.edu
 www.newadvent.com
 www.religioustolerance.com

Instructional Methods:

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Enrichment/ Special Needs:

+Key to Integrated Skills

DS = Disability Equity
C = Character Education
E = Gender Equity
D = Cultural Diversity

R = Research Skills
W = Workplace Skills
T = Technology Skills

Concept: History

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Topic Objective:
2. All students will demonstrate proficiency in the knowledge of the continuity and change in the history of the world.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>2A. Describe characteristics, contributions of and interactions among major civilizations (Asia, Europe, Africa, the Americas, and the Middle East) in ancient and medieval times.</p> <p>2B. Survey Renaissance and Reformation to include: new ways of thinking, including humanism; new developments in the arts; and influences on later developments.</p> <p>2C. Assess First Global Age (c. 1450 - c. 1770), including the Columbian Exchange: the origins and consequences of European overseas expansion; the effect of European arms and economic clout on other parts of the world; resulting transformation in the Americas, Africa, and Europe; and conflicts among European maritime and land powers.</p>	<p>1.2</p> <p>1.6</p>	<p>SS 2</p>			<p>2A Video: Ancient civilizations.</p> <p>2A Handouts: Ancient civilizations.</p> <p>2B Map: Create a map of specified ancient civilizations.</p> <p>2C Trade Routes: Draw a diagram of the trade routes between the Americas, Africa, and Europe.</p> <p>2G Discussion: Discuss the major conflicts in Europe, such as the French Revolution.</p> <p>2D Discussion: Discuss the greatest parts of the Scientific Revolution.</p> <p>2E Worksheet: Match person with idea from the Enlightenment.</p> <p>2F Maps: Compare and contrast maps of different times in the history of the world.</p>	<p>2E (PE) Presentation: On the Enlightenment (Scoring Guide)</p> <p>2A (PE) Maps: compare and contrast maps for the different ages (Scoring Guide)</p> <p>2G (PE) Essay: the greatest influences from the Industrial Revolution (Scoring Guide)</p> <p>2H (PE) Essay: The idea of Imperialism (Scoring Guide)</p> <p>2I (PE) Test: Key economic theories and practices (Scoring Guide)</p> <p>2J (PE) Research Paper: WWI and WWII (Scoring Guide)</p>

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Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>2D. Discuss the Scientific Revolution: what it was, its antecedents, and its impact on Europe and the world.</p> <p>2E. Evaluate the Enlightenment, including its principle ideas, its antecedents, and its challenge to absolutist monarchies and others of its effects on world history.</p> <p>2F. Outline major demographic changes and migrations from prehistoric times to the presents, including their causes and consequences.</p> <p>2G. Identify the major revolutions of the 18th and 19th centuries, including political revolutions (American and French) and the Industrial Revolution (causes, development, reactions and other consequences, such as social, political, and economic globalization, comparisons and contrasts)</p>					<p>2G Cause/Effect: List the causes and the effects of the Industrial Revolution.</p> <p>2G Compare/Contrast: The American Revolution and the French Revolution.</p> <p>2H Cause/Effect: List the causes and effects of Imperialism.</p> <p>2I Compare/Contrast: Compare and contrast the U.S. and Russian governments of the early 1900's.</p> <p>2J Compare/Contrast: The world before and after WWI and the world before and after WWII.</p> <p>2J Speaker: Guest speaker on the War in Viet Nam.</p>	

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Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>2H. Evaluate European and Japanese Imperialism of the late 19th and 20th century and the independence movements in Africa and Asia (causes, reactions, short- and long-term consequences).</p> <p>2I. Describe the evolution of diverse economic theories and practices, including manorialism, laissez-faire, capitalism and socialism, and the social and political effects these have had on various societies.</p> <p>2J. Examine the total wars of the twentieth century (i.e., World War I and II), including causes, comparisons, consequences, peace efforts and other reactions of the United States and other powers in their wake.</p>						
<p>Resources:</p> <p>Textbook: "History of the World" world map Video: "Ancient Civilizations" "Breaking away From the Textbook: Prehistory To 1600" Internet sites Video: " WWII Video Connections" Guest speakers on Viet Nam</p>				<p>Instructional Methods:</p>		

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Enrichment/ Special Needs:

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Concept: Government

Topic Objective:
3. All students will demonstrate proficiency in the knowledge of the principles and processes of governance systems.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>3A. Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic and theocratic, and describe their impact.</p> <p>3B. Interpret the processes pertaining to: * Selection of political leaders (with emphasis on presidential and parliamentary systems) * Functions and styles of leadership (including authoritarian, democratic, and laissez faire) * Government systems *How laws and rules are made, enforced, changed and interpreted</p> <p>3C Discuss world leaders and why they make decisions certain ways and the government systems they work under.</p>	<p>1.2</p> <p>1.6</p>	<p>SS 3</p>			<p>3A Compare/Contrast: World governments past and present.</p> <p>3B Worksheet: Supreme Court rulings</p> <p>3B Discussion: Presidential elections</p> <p>3C Worksheet: Match world leaders with a country and type of government.</p>	<p>3A (PE) Timeline: The history of governments (Scoring Guide)</p> <p>3B (PE) Project: Electoral College (Scoring Guide)</p>

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Resources:

Textbook: "History of the World"
Supreme Court Cases workbook
Book: "Eyewitness To History"
Book: "It Seemed Like a Good Idea"

Instructional Methods:

Enrichment/ Special Needs:

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Concept: Geography

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Topic Objective:
4. All students will demonstrate proficiency in the knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
4A. Describe physical characteristics and human characteristics that make specific places unique. 4B. Explain how regions relate to one another. 4C. Explain how parts of a region relate to each other as a whole (states to nation). 4D. List and explain criteria that gives regions their identities in different periods in world history. 4E. Explain how and why places change. 4F. Explain how and why different people may perceive the same place in varied ways. 4G. Explain how and why regions change.	1.2 1.6	SS 5			4A Research: Read articles from National Geographic to find characteristics that make places unique. 4A Discussion: World climates. 4A Discussion/Notes: Regions and what makes them unique. 4G Chart: Chart different regions and how they have changed over time and the causes of that change (positive and negative) 4E Essay: Why we think places change.	4A (PE) Essay: compare and contrast physical and human characteristics (Scoring Guide) 4E, G (CR) Test: Places and regions (Scoring Guide) 4E, G Worksheet: compare and contrast regions (Scoring Guide) 4A-G (PE) Mental Maps: Draw and analyze mental maps (Scoring Guide) 4G (CR) Test: Why regions change (Scoring Guide)

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Resources:

Geography text
World maps
Continental maps

Instructional Methods:

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Concept: Social/Cultural

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Topic Objective:
5. All students will demonstrate proficiency in the knowledge of the relationships of individuals and groups to institutions and cultural traditions.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>5A. Summarize how the roles of class, ethnic, racial, gender, and age groups have changed in society, their causes and effects.</p> <p>5B. Identify the consequences that can occur when: * Institutions fail to meet the needs of individuals and groups. * Individuals fail to carry out their personal responsibilities.</p> <p>5C. Determine the causes, consequences, and possible resolutions of cultural conflicts.</p> <p>5D. Describe major social institutions (such as family, education, religion, economy, and government) and how they fulfill human needs.</p> <p>5E. Illustrate major ideas and beliefs of different cultures and how people learn whatever is necessary to be a participant in their culture.</p>	<p>1.2</p> <p>1.6</p>	<p>SS 6</p>			<p>5A Discussion: Discuss different societies to see how the roles of the people change.</p> <p>5A-E Discussion: Discuss colonialism in Africa and how it failed the people of Africa.</p> <p>5C Discussion/Notes: conflicts between Israel and Palestine/India and Pakistan.</p> <p>5D Discussion: How groups, like the Red Cross, help humans/ how major institutions work.</p> <p>5D A New Belief System: Write a short story about a new belief system and what people should believe in to make the world a better place.</p> <p>5A-E Readings: Read about Mother Teresa and her life of serving people.</p> <p>5A-E Cartoon: Draw a political cartoon concerning foreign nations.</p>	<p>5A (CR) Test: Different societies (Scoring Guide)</p> <p>5B (PE) Essay: Institutions that has failed you in your lifetime/Institution that you have failed in your lifetime (Scoring Guide)</p> <p>5C Worksheet: Cause and effect of cultural conflicts (Scoring Guide)</p> <p>5E (PE) Chart: Similarities and differences of cultures (Scoring Guide)</p> <p>5D (PE) Project: Group project on social institutions with an oral presentation (Scoring Guide)</p>

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Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
					<p>5C Discussion: Possible solutions to the conflicts in the Middle East.</p> <p>5D Research: Research social institutions of the world and report your findings.</p>	

Resources:

Textbook: "History of the World"
 Book: "Ambush"
 Muslim History workbook
 Internet site: www.caglecartoons.com

Instructional Methods:

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Concept: Inquiry

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Topic Objective:
6. All students will demonstrate proficiency in the use of tools of social studies inquiry.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>6A. Develop a research plan and identify appropriate resources for investigation social studies topics.</p> <p>6B. Distinguish between fact and opinion and how to analyze sources to recognize bias and point of view.</p> <p>6C. Interpret such inquiry tools as maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, written resources, art, artifacts, etc..</p> <p>6D. Create such items as maps, charts, diagrams, graphs, timelines, and political cartoons.</p> <p>6E. Distinguish between and analyze primary sources and secondary sources.</p>	<p>1.2</p> <p>1.6</p>	<p>SS 7</p>			<p>6A Research Project: Research in both Social Studies and Communication Arts classrooms.</p> <p>6E Historical Folklore: Create folklore stories about people in history.</p> <p>6C Tools: Discuss and use tools, such as index, atlas, encyclopedia, and almanac.</p> <p>6D Worksheet: Maps, charts, and political cartoons.</p> <p>6E Read/Discuss/Analyze: Primary and secondary sources in class.</p>	<p>6A (PE) Research Paper: (Scoring Guide)</p> <p>6B (CR) Fact/Opinion: Quiz over readings from the text (Scoring Guide)</p> <p>6C (CR) Tools: Which tool to use in a given situation and why (Scoring Guide)</p> <p>6A-E (PE) Portfolio: For world history unit (Scoring Guide)</p> <p>6E (CR) Quiz: Distinguishing between primary and secondary sources (Scoring Guide)</p>

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Resources:

Atlas
Encyclopedias
Almanac
World and Continental maps
Book: "Firehouse"
Book: "Eyewitness To History"

Instructional Methods:

Enrichment/ Special Needs:

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