

**#923-001      HISTORY9**

**GRADE:      9**

**LEVEL: Small Group**

**CREDITS: 5**

**PREREQUISITES:** Individualized Educational Plan with this component

**BASIC TEXT:** Human Heritage: A World History, Glencoe McGraw Hill

**SUPPLEMENTAL READINGS:**

**REQUIRED MATERIALS:**

- Notebook
- Blue or black pen
- Agenda book

**COURSE DESCRIPTION:**

Students will be able to access the history regular education curriculum in accordance with the Massachusetts Curriculum Frameworks. The historical period from pre-historic man to the expansion of Americas will be covered. A major emphasis in the course is the development of each student's ability to analyze history and interpret its meaning for our own time.

**MISSION RELATED GOALS:** This course will encourage academic excellence and intellectual curiosity through reading, writing, analysis and discussion. Vocabulary and grammar skills will be emphasized in order to enhance students' communication skills and self-confidence.

**STUDENT EXPECTATIONS FOR LEARNING ADDRESSED:** This class will provide the student with a variety of opportunities to demonstrate academic excellence and intellectual curiosity by communicating effectively, solving complex problems, and working with others toward a common goal. Students will be able to apply past historical events with the events of today. A variety of teaching methods will be used to foster an environment that promotes self-confidence and respect for others throughout the school and global community.

**GENERAL PERFORMANCE OBJECTIVES:**

At the conclusions of this course, students will be able to:

1. Describe the major events that occurred in the world between 476 and 1775.
2. Successfully locate on a map of the world the sites of important events.
3. Discuss verbally and in writing comprehensive analysis questions related to the time period.
4. Develop a research question, do the research and write a thorough research paper on a topic related to the time period.

## **CURRICULUM FRAMEWORK LEARNING STANDARDS:**

World History Learning Standards,

### **The Emergence and Expansion of Islam to 1500,**

**WH.1** On a map of the Middle East, Europe, Africa, and Asia, identify where Islam began and trace the course of its expansion to 1500 AD. (H)

**WH.2** Describe significant aspects of Islamic belief. (H)

- A. the life and teachings of Muhammad
- B. the significance of the Qur'an as the primary source of Islamic belief
- C. Islam's historical relationship to Judaism and Christianity
- D. The relationship between government and religion in Muslim societies

**WH. 4** Describe the central political, economic, and religious developments in major periods of Islamic history. (H, E)

- A. the sources of disagreement between Sunnis and Shi'ites
- B. the growing influence of Turkish Islam after 1000
- C. the importance of the trade routes connecting the Far East and Europe and the role of the Mongols in increasing trade along these routes, including the silk routes to China

### **The Medieval Period in Europe to 1500**

**WH.6** Describe the rise and achievements of the Byzantine Empire. ( H)

- A. the influence of Constantine, including the establishment of Christianity as an officially sanctioned religion.
- B. the importance of Justinian and the Code of Justinian
- C. the preservation of Greek and Roman traditions
- D. the construction of the Church and the Holy Wisdom ( Hagia Sophia)

**WH.7** Describe the major economic, social, and political developments that took place in medieval Europe. (H, E)

- A. the growing influence of Christianity and the Catholic Church
- B. the differing orders of medieval society, the development of feudalism, and the development of private property as a distinguishing feature of western civilization
- C. the initial emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class
- D. the economic and social effects of the spread of the Black Death or Bubonic Plague
- E. the growth and development of the English and French nations

### **The Encounters between Christianity and Islam to 1500**

**WH.9** Describe the religious and political origins of conflicts between Islam and Christianity, including the Muslim wars against Christianity before the European Crusades and the causes, course, and consequences of the European Crusades against Islam in the 11<sup>th</sup>, 12<sup>th</sup>, and 13<sup>th</sup> centuries. (H)

**WH.10** Describe the rise of the Ottoman Empire in the 14<sup>th</sup> and 15<sup>th</sup> centuries, including the capture of Constantinople in 1453. (H)

## **The Origins of European Western Expansion and the Civilizations of Central and South America**

**WH.12** Explain why European nations sent explorers westward and how overseas expansion led to the growth of commerce and the development of the trans-Atlantic slave trade. (H, E)

**WH.14** Identify the major economic, political, and social effects of the European colonial period in South America. (H,E)

### **AFRICAN HISTORY TO 1800**

**WH.15** Describe the indigenous religious practices observed by early Africans before contact with Islam and Christianity. (H)

**WH.17** Describe the different ways in which Islam and Christianity influenced indigenous African cultures.

**WH.18** Identify the locations and time periods of the empires of Ghana, Mali, and Songhay. (H, G)

**WH.20** Describe the development and effects of the trans-African slave trade to the Middle East from the 8<sup>th</sup> century on, and the trans-Atlantic slave trade to the Western Hemisphere from the 16<sup>th</sup> century on. (H, E, G)

### **Indian History to 1800**

**WH.21** Describe important economic, political, and religious developments in Indian history to 1800. (H)

- A. the origins of Indian civilization in the Indus Valley
- B. the evolution and central principles of Hinduism
- C. the development of the caste system
- D. the influence of Islam and the rise and fall of the Moghul empire
- E. artistic and intellectual achievements , including the development of a decimal system

### **History of China, Japan, and Korea to 1800**

**WH.23** Summarize the major reasons for the continuity of Chinese civilization through the 19<sup>th</sup> century. (H)

- A. the role of kinship and Confucianism in maintaining order and hierarchy
- B. the political order established by the various dynasties that ruled China
- C. the role of civil servants/scholars in maintaining a stable political and economic order

**WH.25** Summarize the major economic, political, and religious developments in Japanese history to 1800. (H)

- A. the evolution of Shinto and Japanese Buddhism
- B. the development of feudalism
- C. the rise of Shoguns and the role of samurai

### **Renaissance and the Reformation in Europe**

**WH. 29** Describe the origins and development of the Renaissance, including the influence and accomplishments of Machiavelli, Michelangelo, Leonardo da Vinci, Raphael, Shakespeare, and Johannes Gutenberg. (H)

**WH. 30** Describe origins and effects of the Protestant Reformation. (H)

- A. the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther and John Calvin
- B. the spread of Protestantism across Europe, including the main ideas of Martin Luther and John Calvin
- C. the weakening of a uniform Christian faith
- D. the consolation of royal power

**WH. 31** Explain the purposes and policies of the Catholic Counter-Reformation, including the influence of ideas of Ignatius Loyola. (H)

**WH.32** Explain the role of religion in the wars among European nations in the 15<sup>th</sup> and 16<sup>th</sup> centuries. (H)

### **Scientific Revolution and the Enlightenment in Europe**

**WH.33** Summarize how the Scientific Revolution and the scientific method led to new theories of the universe and describe the accomplishments of leading figures of the Scientific Revolution, including Bacon, Copernicus, Descartes, Galileo, Kepler, and Newton. (H)

**WH.34** Describe the concept of Enlightenment in European history and describe the accomplishments of major Enlightenment thinkers, including Diderot, Kant, Locke, Montesquieu, Rosseau, and Voltaire. (H)

#### **UNITS AND THEMES:**

##### **I. PLACE AND TIME**

- A. Geography and history
- B. Prehistoric people

##### **II. RIVER VALLEY CIVILIZATIONS**

- A. Mesopotamia
- B. Egypt
- C. Easter River Valleys

##### **III. IDEAS AND ARMIES**

- A. The Phoenicians and the Hebrews

- B. Military Empires
- C. Africa and the Americas
  
- IV. THE GREEKS
  - A. Beginnings
  - B. The city states
  - C. Cultural contributions
  - D. The Hellenistic Period
  
- V. THE ROMANS
  - A. Beginnings
  - B. The Roman Republic
  - C. The Roman Empire
  - D. Christianity
  
- VI. THE EARLY MIDDLE AGES
  - A. The Germans
  - B. The Franks
  - C. The Irish and the Anglo-Saxons
  - D. The Vikings
  
- VII. EMERGENCE OF NEW EMPIRES
  - A. The Byzantine Empire
  - B. The Spread of Islam
  - C. The Eastern Slavs
  
- VIII. THE LATE MIDDLE AGES
  - A. Fuedal Society
  - B. The Church
  - C. Rise of trade and towns
  - D. Rise of Monarchies
  
- IX. BEGINNING OF MODERN TIMES
  - A. The Renaissance
  - B. The Reformation
  - C. The Age of Discovery

**COURSE OUTLINE:**

**UNIT I THE SPREAD OF CHRISTIANITY AND THE FALL OF ROME**

- A. Early Christianity; the conversion of Constantine
- B. Economic and social crises in the Roman Empire
- C. Political and military corruption and instability
- D. Exterior forces – provincial disorder, loss of trade, invaders
- E. The fall of Rome as an object lesson

## **UNIT II THE BYZANTINE EMPIRE AND ISLAM**

- A. Constantinople; the Code of Justinian
- B. Eastern orthodox Church
- C. Fall of Constantinople to the Turks
- D. Muhammad and the founding of Islam
- E. Geography and peoples of Central Asia

## **UNIT III THE MIDDLE EMPIRE OF CHINA; JAPANESE CLASSICAL AGE**

- A. Unbroken continuity of civilization; contrast with the West after Rome's fall
- B. Great dynasties: T'ang, Sung
- C. Golden Age of arts, culture and technology
- D. Expansion of trade; place of the merchant class
- E. Mongol invasion; Kubla Kahn; Marco Polo; importance of geography
- F. China's influence on Japan: Buddhism, writing, law, civil service and the arts
- G. Early development of feudalism; Daimyo and Samurai
- H. Unification under the Kamakura; Mongol invasion fails (the "divine wind")
- I. Shinto, native Japanese religion; coexistence w. Buddhism, Confucianism
- J. Japanese art, architecture, drama, literature

## **UNIT IV AFRICA**

- A. Varied geography; varied societies; village, city, states, empires
- B. Economic factors: trans-Saharan camel trade; gold; salt; slaves
- C. Spread of Islamic religion in Africa; Christianity in Ethiopia
- D. Empires of Ghana, Mali and Songhai
- E. Great Zimbabwe; Bantu settlement and languages; Swahili

## **UNIT V SOCIETIES OF PRE-COLUMBIAN AMERICA**

- A. Geography and climate of Central and South America
- B. Mayan civilization
- C. The Aztec Empire
- D. Incan Empire of the Andes
- E. Comparisons of Aztec and Incan civilizations: roles of family, class, priests, warriors, governors
- F. Native North Americans

## **UNIT VI EUROPE IN THE MIDDLE AGES**

- A. Conditions following collapse of Roman authority in Europe
- B. Invading German people: Huns, Franks, Angles, Saxons
- C. Early Medieval church; allegiance to Rome, monasteries
- D. Charlemagne; Carolingian Empire

- E. Viking invasions; Norman conquest (1066)
- F. Early medieval agricultural inventions: plough, mill, crop rotation
- G. Feudal contract; lord and vassal; fiefs and obligations
- H. Manorialism: self sufficient units of production; manorial contract, lord and serf
- I. Parallel systems of justice: civil and ecclesiastical
- J. The estates or statuses: clergy, nobility, commoners
- K. France: kingship, the estates, parliaments; St. Louis IX as model monarch
- L. England: Norman kings; Magna Carta as a feudal contract; model parliament
- M. Church doctrine on war: truce and peace of God; on economics: the “just price”
- N. Rivalries and struggles: church and state; church and emerging middle class
- O. Gothic Art, cathedrals, schools, universities; philosophy; St. Thomas Aquinas
- P. Christendom and Islam; coexistence and exchanges; crusades and consequences

## **UNIT VII THE RENAISSANCE**

- A. Backgrounds: rise of European agricultural productivity and trade
- B. Importance of geography; relative security of Italy in the era
- C. Positive economic effects of the crusades
- D. The Church and the preservation of Roman learning; Islamic science
- E. Politics and patronage of culture; city-states, magnates, papacy
- F. Arts and literature: daVince, Michelangelo, Dante, Petrarch, Rabelais
- G. Machiavelli as historian and political reformer, The Prince
- H. Humanism’s two faces; study of the ancients, individualism and innovation
- I. Christian humanism: Erasmus, Thomas More
- J. The Elizabethan Renaissance; William Shakespeare

## **UNIT VIII THE PROTESTANT REFORMATION**

- A. Worsening conflicts between religious and secular authorities; decline of the papacy
- B. Martin Luther: salvation by faith; break with Rome; the Lutheran Church
- C. John Calvin: predestination, Puritanism, austerity of church and rites
- D. Reformation in the Catholic Church: Ignatius Loyola; Teresa of Avila
- E. The English Reformation; Henry VIII; Elizabeth I
- F. The European wars of religion; ideas and beginnings of religious toleration

## **UNIT VIII CHINA AND JAPAN 1450-1750**

- A. Growth of commerce, cities and merchant class in China
- B. Great Ming naval expeditions and expansion of trade across the Indian Ocean
- C. Chinese turn inward; restrictions of expeditions, trade and merchants
- D. Conquest of Ming by Manchu Dynasty, 1644 (survives until 1911)
- E. Traditional Chinese civilization under challenge; European influences
- F. After feudal disorder, Japan reunified under Tokugawa Shogunate
- G. Hostility to western influences; Japanese Christians persecuted
- H. Trade and travel cut; ban on seagoing vessels; single port open to only Dutch

- I. Continued development of uniquely Japanese art and literature; Kabuki Theater

## **UNIT X EUROPEAN EXPLORATION AND COLONIZATION**

- A. Commercial revolution and early capitalism
- B. Growth of trade; the search for routes to E. Asia
- C. Borrowings and innovations; maps, compass, astrolabe, ship and sail design
- D. Route of explorers: prince Henry, Vasco da Gama, Columbus, Magellan, Cartier
- E. Mercantilism in theory and practice
- F. The international exchange of plants, animals, technology, diseases
- G. Expansion of African slavery to the western hemisphere
- H. Spanish America; Cortez and Montezuma
- I. French America; fur traders, merchants, missionaries
- J. British America; the diverse motives of the Atlantic coast colonizers

## **UNIT XI MONARCHIES, CONSTITUTIONAL GOVERNMENTS AND POPULAR SOVEREIGNTY**

- A. Scale of armies and economy demand centralized administrations
- B. Theory and practice of “divine right” of monarchs; Louis XIV at Versailles
- C. Russia and Prussia; Peter the Great, Catherine the Great; Frederick the Great
- D. England: seventeenth century revolution; Stuart kings lost power to parliament
- E. The “Glorious Revolution of 1688-1689; English Bill of Rights

## **UNIT XII THE ENLIGHTENMENT AND THE AGE OF REVOLUTION**

- A. Prior advances in scientific theory: Copernicus, Bacon, Galileo, Descartes, Newton
- B. Technological advances: microscope, telescope, laboratory equipment
- C. Spread of knowledge; advances in publishing since Guttenberg
- D. Patronage of scientists; royal science societies of Europe
- E. New faiths in scientific observation, reason, laws of nature, harmony, progress, the Newtonian view of the universe as peaceful, balanced and predictable
- F. Ideas of “natural laws: in politics and economic; Hobbes, Locke, Smith
- G. The “philosophers” in France: Voltaire, Rousseau, the salon and roles of women
- H. Neo-classicism in music, art and architecture; harmony, balance and restraint
- I. Negative effects of the enlightenment on traditional faiths and religion
- J. New religious currents: Deists, Quaker, Methodists
- K. Anglo-American political heritage and experience
- L. Leaders and early stages of the American Revolution

### **SUGGESTED INSTRUCTIONAL STRATEGIES:**

As specified by Individualized Educational Plan, visual presentations



### **SUGGESTED INTEGRATED ACTIVITIES:**

1. Coordinate units with Art and Music Departments (Medieval, Renaissance, etc.)
2. Coordinate with Applied Arts Dept. for construction of models (Globe Theater, etc.)

### **USE OF TOOLS/TECHNOLOGY:**

Internet; word processor  
Power point presentations by instructor and students  
Video and DVD

### **ASSESSMENT TECHNIQUES:**

Group presentations (plays, films, etc.)  
Research papers  
Quizzes and tests  
Analysis papers  
(use of school wide writing rubric)

### **SUGGESTED INSTRUCTIONAL STRATEGIES:**

- Brainstorming Activities
- Cartooning
- Discussion
- Formal Debate
- Role-Playing
- Think, pair, share
- Small group presentation
- Games
- Stage a debate between radicals, moderates and conservatives during any of the revolutionary periods
- Research projects on Latin American Revolts
- Research paper

### **SUGGESTED INTEGRATED ACTIVITIES:**

- Plays,
- Skits,
- Peer-editing,
- Research papers with the English Ninth Grade Classes

**USE OF TOOLS/ TECHNOLOGY:**

Computers, and the Internet

Television,

VCR. And videos

DVD player and DVDs

Radio and CDs

**ASSESSMENT TECHNIQUES:** Assessment techniques from the accepted school wide rubrics.