

LISGAR COLLEGIATE INSTITUTE



DEPARTMENT: Canadian and World Studies
COURSE NAME: World History to the Sixteenth Century
COURSE CODE: CHW3M

Course Description/Overview

2.5 million years ago, *Homo habilis* (*the skillful one*), a creature similar to our ideas of what humankind is like, began roaming the earth. Roughly 2.25 million years later (or 250,000 years ago), *Homo sapien* (*wise or knowing one*) emerged. It has been only 10,000 years or so, however, since we human beings (*homo sapiens*) have known how to grow our own food, and only since then that we have come together as communities that found it advantageous to remain in one place as a group. What is the significance of the events, patterns, and characteristics that brought individuals and societies together – and often divided them – throughout the history of the world leading to the modern era?

Outlined here are just some examples of the questions in which *World History to the Sixteenth Century* at Lisgar will engage you and your critical and creative thinking skills as you explore the world's history and the collective human experience. How did people, their relationship with each other, and to the world beyond their own geo-political setting change, or stay the same, over time? How did events relate to one another in terms of their cause, and effects? What kind of societies did people build, and how did different individuals and groups contribute to this growth? What have humans believed, dreamt about, and imagined – and why? In *World History to the Sixteenth Century*, we explore the human stories behind these questions and more. We seek to enhance our skills as historians, *social scientists* – we analyze clues from the past, draw our own conclusions, examine the varying conclusions of others, and share and debate these ideas with each other. Our goal is to emerge with a better understanding and appreciation of our world's past, so we can meaningfully apply the skills and knowledge we have learned to the challenges of our own time.

General Topics

1. Understanding History, Pre-History, Human Evolution, Paleolithic, Mesolithic and Neolithic Ages, & the Agricultural Revolution. Methods of Historical Inquiry/Skills/Communication; Communities; Change & Continuity; Citizenship & Heritage; Social, Economic, and Political Structures.

Imagine the future. What did you base your speculation on? Piece together with your classmates just what exactly happened during 'the Incident,' using only the primary source evidence that was left behind, and other skills of historical inquiry you're developing. Construct a journey with your classmates through how the latest evidence suggests the universe, the planet, life on Earth, and humans themselves evolved in the 13.7 billion years since the "Big Bang." Together, imagine you are anthropologists debating the technological and cultural significance of microscopic scratches on a human ancestor's 1.8 million-year-old tooth and other archeological clues. You are part of a team of paleontologists and paleoanthropologists that has been asked by the Royal Society to explore and consolidate the fossil evidence that remains of hominids who roamed the earth upwards of 7 million years ago. Debate with 'Guns, Germs, and Steel' what you would argue the 'building blocks' of civilization are as you explore the manifestations of humanity's earliest forms of art, speech, technology, religion, governance, trade, and domesticated agriculture, and follow their developments (and often their decline) over time. What has changed? What has stayed the same? How do we think we know?

- Historical Inquiry; History & Scientists; Archaeological Dating Methods & Analysis; Life on Earth, Visualizing Geologic Time, Natural Selection; Physical Evolution of Humans; The Ice Age; The Stone Ages; Cultural Evolution in the Paleolithic Age; What is Civilization? Its Building Blocks?
Sample tasks: Magazine Story; Zany Performance; Online Research/Reportage; Creative 'Compendium.' Test.

2. Ancient Near East & Egypt. Ancient Mesopotamia: Geography, Politics, Economy, Society, Technology, Culture; Ancient Egypt: Geography, Politics, Religion, Technology, Society. Methods of Historical Inquiry/Skills/Communication; Communities; Change & Continuity; Citizenship & Heritage; Social, Economic, and Political Structures.

Listen to 4,000-year-old words spoken to you from ancient Mesopotamian codes of law and literature and the picture Hammurabi and Gilgamesh paint for you of an ancient way of life – and its links to yours! Piece together a family tree of the Gods. Bring your ‘Book of the Dead’ on a journey as a ‘Ba’ or a ‘Ka’ into the world of the ancient Egyptian afterlife, write the sounds of your name in hieroglyphs on the God Thoth’s palette, but beware of Amemet the devourer!

- Political Chronology; Specialization, Roles, Daily Life; Development of writing; Law; Primary Sources; Code of Hammurabi; Cultural Diffusion; Babylonian Flood Myth, Noah’s Ark, ziggurats; astrology & astronomy, Bronze age to Iron Age; The Geographical context; Comparisons to Mesopotamia; the Rise & Fall of Kingdoms in Egypt; strengths, weaknesses; key leaders, developments indicative of stability or lack thereof; corresponding dominant cities; “Secrets of Tutankhamen;” The Story of Re, Isis, and Osiris; Continuity & Change in Egyptian Religion; The Egyptian Pantheon of Gods: Family Tree; Quest for Eternity: the Afterlife: Ceremonies, Mummification, Journey, Ritual. Hieroglyphics; Pyramid construction; Medicine; Mathematics, Time measurement. Social Organization; Everyday Life; Economy.

Sample tasks: Primary Source Analysis; Creative Flow Chart; Dramatization; Test.

3. Ancient Greece. Geography, the Early Period, the Golden Age of Greece, Alexander the Great & Hellenistic Times. Methods of Historical Inquiry/Skills/Communication; Communities; Change & Continuity; Citizenship & Heritage; Social, Economic, and Political Structures.

Debate what is ‘right’ in history; what is ‘Great?’ Was Alexander? (And just how did he tame that horse?) Figure out who got it right about the Battle of Marathon: Herodotus or Plutarch, leaving Browning totally confused. Debate your perception of reality with Plato. What other lessons have we learned from the Greeks?

- “Classical Age”; The City-State; Athens, Sparta; Political Developments; A Confident Aristocracy; Rise of Democracy in Athens; the ‘Reformers’, Tyrants The Persian War; Pericles; The Athenian Empire; The Peloponnesian War; Golden Age (or Age of Pericles); Greek Philosophy: Socrates, Plato, Aristotle; Plato’s Allegory of the Cave; Hellenic/Hellenistic culture/technology; Philip II; the Macedonian Conquest; Plutarch on biography; Selections from the life of Alexander the Great; Early Campaigns; the March East; Arrian: Speech of Alexander the Great; Return home; death. Dividing the Empire.

Sample tasks: Constructing Arguments; Research; Essay Writing.

4. Ancient Rome. Geography, Mythical & Early Beginnings, the Roman Republic: Politics, War, Expansion and Civil War; the Roman Empire. Methods of Historical Inquiry/Skills/Communication; Communities; Change & Continuity; Citizenship & Heritage; Social, Economic, and Political Structures.

What is myth? What is history? A great Republic emerges, expands, and then decays into chaos. An emperor emerges, and an Empire is born. Examine the rise, decline, and fall of both. Is this a chapter from Titus Livius, or a George Lucas screenplay? What did they adapt from the Greeks, and pass on to us?

- Titus Livius, Early History; Legends; Influence of the Etruscans and Greeks; Establishing the Republic; Structure of Roman Government; Conquest of the Italian Peninsula; the Punic Wars; Hannibal; the Roman army; strategy; Governing the Provinces; Effects of Expansion; Attempts at Social Reform; The Gracchi; The Decline of the Republic; Gaius Marius, Sulla, Crassus, Pompey, Julius Caesar, Marcus Lepidus, Mark Antony, Cleopatra, Octavian. Augustus & the Pax Romana; Augustus’s Reforms; Roman Law & Language and Unity; Bread and Circuses. culture/technology. The Decline & Fall of the Empire.

Sample tasks: Sample tasks: Constructing Arguments; Research; Essay Writing (cont’d).

5. Civilizations Beyond Europe and the Ancient Middle East. Africa. China, Japan and Asia Pacific; India, Islamic Civilization; The Americas. Methods of Historical Inquiry/Skills/Communication; Communities; Change & Continuity; Citizenship & Heritage; Social, Economic, and Political Structures.

Watch as empires rise and fall in China, South America, Africa, Europe, and India, and debate the reasons why. Become one of them, and tell us about your life.

- The Middle Kingdom; the Land of the Rising Sun; Islamic Civilization; India; the Maya; the Inca, the Aztecs. North American First Nations.

Sample tasks: Sample tasks: Research; Creative Role Play.

6. The Middle Ages and Early Modern Europe. Methods of Historical Inquiry/Skills/Communication; Communities; Change & Continuity; Citizenship & Heritage; Social, Economic, and Political Structures.

You are architects, creators, and curators of a museum specializing in Medieval History. Plan your museum and create the different interactive features it will include!

- Western Europe; Byzantine Empire; Islamic Civilization; Chronology; Life in the Medieval World. Individuals; Byzantine Empire; The Justinian Code; Religion; Monks and Monasteries; Islamic Intellectual and Cultural Achievements; Cordova; The Spread of Islam through Trade; The Vikings; The Norman Conquest; Norman England; The Crusades; Intellectual Developments: Universities; scholasticism; literature; Architecture; law & government; War, Disaster, and Revolt; feudalism; manorialism.

Sample tasks: Essay and Roundtable Discussion (Summative); Primary Source Analysis; Role Play; Magazine; speech; multi-media; film; advertisement; Poetry; Rap; Debate. Board of Inquiry; Newscast

Teaching Strategies, Assessment, and Evaluation

Formative Evaluation (70%)

Term evaluation will be balanced equally between the following four categories: Knowledge/Understanding; Thinking/Inquiry/Problem Solving; Communication; and Application. See below for category explanations and sample descriptions. See above and below for curriculum connections, and for descriptions of sample tasks and assignments, designed to appeal to as wide a range of learning styles as possible, including verbal/auditory, rhythmic, visual/artistic, problem-solving, bodily/kinesthetic, inter/intrapersonal, technological, and sensual/spiritual.

Summative Evaluation (30%)

· Exam: 20%

· Summative Project: 10% (towards the last month or so of the course)

CRITERIA	1 ACHIEVEMENT FALLS MUCH BELOW THE STANDARD				2 ACHIEVEMENT APPROACHES THE STANDARD			3 ACHIEVEMENT MEETS THE STANDARD			4 ACHIEVEMENT EXCEEDS THE STANDARD		
	R	1-	1	1+	2-	2	2+	3-	3	3+	4-	4	4+
	0-49	50-53	54-56	57-59	60-63	64-66	67-69	70-73	74-76	77-79	80-86	87-93	94-100
<p>Thinking/Inquiry /Problem-solving:</p> <p>“Use of critical and creative thinking skills and processes”</p>	No evidence of critical thinking, creativity or imagination; applies little or no use of inquiry process/planning skills; and/or no evidence to suggest all work is clearly student's own.				Needs to make more use of critical thinking, creativity or imagination; some but not all ideas are supported with reasons, evidence; more use of new, original ideas; applies some use of inquiry process/planning skills			Uses critical thinking effectively; effective use of inquiry process/planning skills; uses new, original ideas; ideas are well supported with reasons, evidence; Work/ role play demonstrates creativity, originality and imagination			Work, role play includes original, imaginative, creative, twist reflecting critical thinking on new, personal insight / information/ knowledge introduced through research on the topic by the student.		
<p>Knowledge & Understanding:</p> <p>“Acquisition of subject-specific content, and the comprehension of its meaning and significance.”</p>	Submission reflects no knowledge, understanding of facts, terms, concepts, principles, theories and relationships &/or there is no evidence to suggest knowledge is student's own				Some, but not all parts of submission reflect an accurate knowledge, understanding of facts, terms, concepts, principles, theories and relationships to be explored			Work reflects an accurate knowledge, understanding of facts, terms, concepts, principles, theories and relationships; learning reflects a strong grasp of knowledge questions posed and built upon			Work reflects an accurate knowledge/understanding of new insights facts, terms, concepts, principles, theories and relationships introduced by the student on the topic beyond prompts provided		
<p>Communication:</p> <p>“The conveying of meaning and expression through various forms”</p>	No effort to clarify errors in spelling, grammar; punctuation; symbols or visuals; and/or ineffective oral communication to different audiences; or there is no evidence to suggest words are clearly student's own				Submission has a number of errors in spelling, grammar, punctuation; symbols or visuals ; and/or somewhat effective oral communication to different audiences; somewhat effective collaboration, engagement teamwork			Submission has very few errors in spelling, grammar punctuation; symbols or visuals used effectively; and/or effective oral communication to different audiences; effective collaboration, engagement teamwork			Submission has no errors in spelling, grammar, punctuation; symbols, visuals blend clearly with written work; relaxed, enjoyable, confident oral communication to different audiences; excellent collaboration, engagement teamwork		
<p>Application:</p> <p>“The use of various skills to make to make connections within and between various contexts”</p>	No effort has been made to be neat & all or most parts of assign't are missing; and/or there is no evidence to suggest all content is clearly student's own. Most or all sections of assign't are missing or do not demonstrate effort to elaborate No attempt to plan, predict, transfer, apply concepts, connections, skills to new contexts and/or media (particularly technological)				Some effort has been made to be neat and some, but not all, of the assignment is complete. Some or all parts of the assignment require more elaboration. Some effective planning, predicting, transferring, applying of concepts, connections, skills to new contexts and/or media (particularly technological)			Submission is typed, neat, includes each part of the assignment, and all work for each part is complete. Submission is thorough and fully elaborated upon. Effective planning, predicting, transferring, applying of concepts, connections, skills to new contexts and/or media (particularly technological)			Submission demonstrates extra effort to introduce new content, personal insight / information/ knowledge on the topic. Submission demonstrates extra effort to introduce new, personal insight / information/ knowledge on the topic in detail. Planning, predicting, transferring, applying of concepts, connections, skills to new contexts and/or media results in originality in approach and powerful impact (particularly technological)		

Learning Objectives

Overall Curriculum Expectations - By the end of this course, students will:

Strand A: Communities: Characteristics, Development, and Interaction

- A1. Describe the changing characteristics of communities from earliest times to the sixteenth century;
- A2. Analyze how selected societies have evolved and responded to challenges;
- A3. Analyze the interaction between various societies from the time of the first communities to the sixteenth century.

Strand B: Change and Continuity

- B1. Analyze the factors that contributed to the process of change from earliest times to the sixteenth century;
- B2. Analyze the factors that contributed to the maintenance of stability and continuity in a variety of societies from earliest times to the sixteenth century;
- B3. Demonstrate an understanding of the importance of using the concepts of chronology and cause and effect in studying world history before the sixteenth century.

Strand C: Citizenship and Heritage

- C1. Demonstrate an understanding of the ways in which various individuals, groups, and events influenced changes in major legal, political, and military traditions before the sixteenth century;
- C2. Analyze the contributions of various individuals and groups to the development of arts, knowledge, religion, and technology prior to the sixteenth century;
- C3. Analyze changing concepts of authority and individual rights in different societies and periods prior to the sixteenth century.

Strand D: Social, Economic, and Political Structures

- D1. Analyze the development and diversity of social structures in various regions of the world prior to the sixteenth century;
- D2. Analyze diverse economic structures and the factors that affected their development;
- D3. Demonstrate an understanding of the diversity and uniqueness of political structures throughout the world.

Strand E. Methods of Historical Inquiry and Communication

- E1. Use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources;
- E2. Interpret and analyze information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- E3. Communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

The full curriculum document is available <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld1112curr.pdf>

Digital copies of assignments and other materials are made available at www.ocdsb.ca, "Students", "My Docs", X-Drive, Handout, [teacher name] CHW3M.