

# World History

St Paul Preparatory School

**Teacher:** Kyle Tredinnick

**Room:** 124

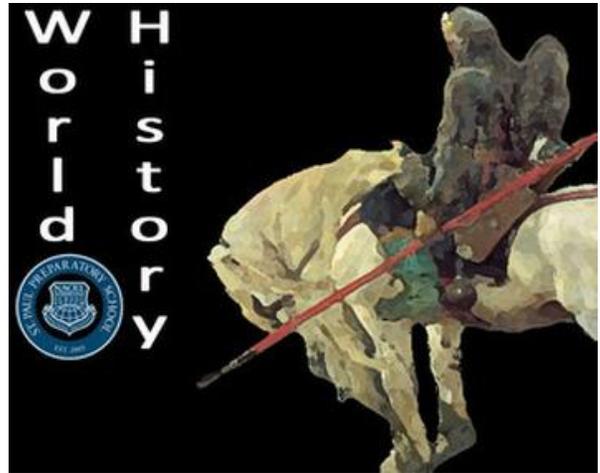
**Meeting Time:** A Days 1st Hour  
A Days 2nd Hour

**Office Hours:** Tuesdays after School

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## I. Description:

This course is a survey of world events from the early beginnings of civilization over 3 million years ago through those of the modern world. Themes addressed in every unit include those aligned with geography, economics, government, citizenship, culture, science, and technology. In addition, such important concepts as the development of constitutionalism and global relations are examined. A variety of methods will be used to measure student learning, such as quizzes and tests, analysis of primary source documents, research projects and group activities.

## II. Text:

World History: Patterns of Interaction (McDougal Littell), 2009

## III. Course Essential Outcomes:

- Pose inquiry-based historical questions and present possible answers supported by evidence from primary and secondary sources.
- Compare multiple perspectives related to significant events throughout time by investigating primary and secondary source material.
- Evaluate historical problems by writing arguments that synthesize primary and secondary sources, statistical data, and other historical evidence.
- Examine long-term, intermediate, and short-term impacts of historical events.
- Identify and synthesize short and long term relationships, connections, and impacts of historical events across time.
- Contextualize historical documents by identifying authorship and contemporary historical events.
- Examine sources from multiple perspectives to identify differing opinions, motivations, and interpretations.
- Use historical evidence to support or refute multiple interpretations of historical events.
- Analyze primary and secondary sources for credibility and bias.

## IV. Literacy Essential Outcomes:

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- Determine the meaning of words and phrases as they are used in a text, and analyze how an author uses and refines the meaning of a key term over the course of a text.

- Introduce and incorporate a quote into a paper using proper in-text citations.
- Independently identify reputable sources that are relevant to the topic at hand.
- Formulate a thesis and develop evidence-based arguments to support it.

V. Course Content Objectives:

- Students will answer the question “What event/person/idea has been the most influential shaper of the modern world. Students will need to support their assertions with primary and secondary sources.
- Students will analyze and record their observations of Christian and Muslim accounts of the crusades.
- Students will identify and use primary and secondary sources they can then use to support their assertion of their final project.
- By placing and explaining a number of events/ideas/people along a timeline, students will examine the immediate long term and short term effects of the French revolution.
- Students will examine the relationships Europe has with their colonies and examine how those relationships changed from the 15<sup>th</sup> to the 20<sup>th</sup> centuries. Students will be required to explain and identify these relationships during their unit tests.
- By looking at and identifying key points of the code of Hammurabi students will identify and verbally discuss the implications and reasoning for certain laws. This will lead into a discussion of the cultural and political environment of the time.
- By looking at a number of primary sources from Muslims and Christians during the crusades students will identify the differing opinions, motivations, and interpretations of the crusades.
- During the lecture students will identify bias and credibility of different primary accounts from Africans and Europeans involved in the slave trade. Students will record their observations and hand them in as exit cards.

VI. Course Literacy Objectives:

- Students arrange primary and secondary sources based on content for use in a graded essay.
- Students are given a number of essential class based vocabulary words which they will be required to use in a number of formative assessments throughout the course of the unit, and then again in unit tests throughout the course of the year.
- Students properly use, and cite a quotations and sources in a minor research paper while being coached along.
- Students are required to properly use and cite sources and in-text citations in their end of year final project.
- Students independently find and properly cite supportive evidence to support their arguments.
- Students are required to decide the positive and negative aspects of Christianity during the middle ages. They will formulate a thesis and then defend the thesis with their paper.

## VII. Historical Skills:

1. Periodization – Periodization is the organization of chunks of history based on major shifts in Art, Wars, Political Structures, ideologies/religion, Economics, etc... By breaking history into the study of sub-categories it is possible to better understand shifts in each of the categories.
2. Causality and Multiple Causality – Causality is the long-term, immediate, and short-term causes, for a particular event. The goal of learning causality is to try and better understand how events are always the reaction to something else.
3. Phenomena and Experiences – More than just a textbook definition of a particular period (such as the Enlightenment) and be able to make educated comparisons with other events.
4. Point of View – Looking at a particular primary source to determine historical background, bias, and objectivity.
5. Differences in Experience – History is often different depending on factors such as gender, race, social class, nationality.
6. Development or Construction of Identity – Studying how particular groups' perceptions of themselves have changed over time and place.

## VIII. Classroom Policies:

- Students need to be respectful to the teacher, other students, themselves, and the classroom.
- Students will be required to do their best every day.
- Students will be required to ask questions, complete work on time, come to class on time with the correct materials, and take the time to help other students.
  - *Late work will be reduced to 85% at time it is due, 75% the next class period, 50% two class periods later, no credit afterward.*
    - *Any student caught copying another student's assignments will be given a 0 on the Assignment and may face additional consequences.*
  - *Students who miss a test with an excused absence will have to arrange a time with Mr. Tredinnick within 2 class periods to make it up. (Lunch, Before or After school)*
  - **Tests missed with an unexcused absence or Tardy will not be allowed to be made up**
- Students will need to bring a pen/pencil, notebook, journal, and textbook to class every day.
- Students will be required to speak English in the class.
- Cell Phones and other electronics need to be put away by the time the bell rings!
  - Any electronics remaining in use will be confiscated for the class period for the first offense, and the rest of the day for any offense after that.
  - Failure to do so will be viewed as insubordination and be referred to Principal.
  - If you are expecting an important call you must have a note from the front desk authorizing you to take it.
  - Electronics used for classroom use (dictionaries, taking notes, etc...) will be assessed at the teacher's discretion.

**IX. Resources:**

- Additional Readings will be assigned throughout the course of the semester

**X. Grading Scale:**

<b>A</b>		<b>B</b>		<b>C</b>		<b>D</b>		<b>F</b>
+	-	+	-	+	-	+	-	
97-100	94-96	90-93	87-89	84-86	80-83	77-79	74-76	70-73
67-69	64-66	60-63	Below 60 Percent					

**XI. Evaluation:**

- Class Participation - 10 percent of grade
- Homework – 45 percent of grade
- Tests and Quizzes – 45 percent of grade

**XII. Unit Descriptions:**

*Unit I – Technological and Environmental Interactions (5 weeks)*

With the beginnings of Human civilization can the most basic of technological advancements with the profoundest of impacts. During this unit students will be examining the technological and environmental interactions humans developed which allowed them to go from nomadic hunter-gatherer societies to settled complex civilizations.

*Unit II – Organization and Re-Organization of Human Society (6 Weeks)*

As Human Societies develop they start creating mass identities and embark on the process of building mega empires. In this unit we will primarily focus on the Hellenistic, Roman, Chinese, and Indian “Classical civilizations.” We will also focus on the development and strengthening of regional religions and their impact on human society.

*Unit III – Regional and Transregional Societies (7 Weeks)*

With the fall of the mighty empires the fractionalization of the world into smaller entities begins, along with the development of the feudal system. As technology and connections bring cultures together we will examine the trends of conflict and cooperation in the Middle Ages. Large emphasis will be placed on examining the connections between Afro-Eurasia and the types of transactions and relationships that developed between the continents.

**XIII. Course Schedule:**

<b>Week</b>	<b>Topic</b>	<b>Required Reading</b>
<b>- Unit I (Technological and Environment Interactions) -</b>		
1.	Syllabus Handout	
2.	Mesopotamia	
3.	Egyptian Civilization	
4.	Asiatic Civilizations	
5.	Review/Test	
	<i>Unit I Test Oct 8<sup>th</sup> (Week 5 – Thursday)</i>	
<b>- Unit II (Organization and Reorganization of Human Society) –</b>		
6.	Classical China	
7.	Eastern Mediterranean	

8. Wars of the Early Mediterranean
9. Rise of the Roman Empire
10. Decline of the Roman Empire
11. Classical Empires of the Americas

*Unit II Test Nov 20<sup>th</sup> (Week 11 – Friday)*

**- Unit III (Regional and Transregional Interactions) -**

12. Early Societies of the Near East
13. The Dark Ages of Europe
14. European Feudal Society
15. Conflict of Religions
16. Societies of East and South Asia
17. The Late Middle Ages in Asia
18. Finals

*Unit III Test during Semester I Finals Week Jan 15<sup>th</sup>, 2016 (Week 18 – Thursday)*

\*This schedule is a tentative outline of the first semester and subject to change depending on student progress. Additional readings will be given out as needed.

**XIV. Examinations:**

- Students will have quizzes randomly throughout the course of the semester
- Students will have a test at the end of each unit.
  - Tests will be worth 30 points each
- Students will have a Semester mid-term exam and a Semester final exam
  - Tests will be part end of unit test, and part cumulative test. Tests will be worth 50 points each.

**XV. Class Materials:**

- Students will need a pen or pencil every day, and their textbooks on specified days.
- Students will need two notebooks for this course, one for the writing of notes, another to act as a journal for daily writing assignments.
  - You need to bring this to class every day!

**XVI. Unit Writing Assignments:**

Unit I – Ancient Era (c.4000 C.E. – 600 B.C.E.)

1. Which technological improvement had the largest impact in allowing civilizations to develop into sophisticated societies? Choose one and explain your reasoning in a 5 paragraph essay of original work.
2. Which civilization had the largest impact on furthering the human race in the Ancient historical period? For what reasons? Defend your assertion in a 5 paragraph paper.

Unit II – Classical Period (600 B.C.E. – 600 C.E.)

1. Which civilization had the largest impact on furthering the human race in the classical historical period? For what reasons? Defend your assertion in a 5 paragraph paper.
2. Explain the advancements a certain civilization was able to come up with in order to unify their empire. In a 5 paragraph essay explain three different methods (governmental, cultural, economic, religious, technological, etc...) a civilization used in order to better administrate and control their territory.

3. Choose two of the following empires and explain two major similarities between them socially, politically, technologically, economically, or culturally.
  - a. Roman Republic, Han China, Classical Athens, Roman Empire (Cannot be compared to Republic), Incans, Classical Sparta (Cannot be compared to Athens), Aztecs (Cannot be compared to Incans)

Unit III – Medieval Era (600 C.E. – 1400 C.E.)

1. Compare and contrast the idea of Nation-States to the types of states that existed during the Middle Ages in either Europe, Asia, Africa, or the Middle East. Use two specific examples and explain how they were similar, and different, to today's modern states. Explain yourself in a 5 paragraph paper.
2. Choose either the Trans-Saharan trade or the Silk Road and explain their impact in connecting Europe with Africa or Asia respectively. Explain the importance in the transfer of cultural characteristics, technology, and trade goods in both areas. Do so in a 5 paragraph paper.

Each writing assignment is due the day of the unit exam. Students will be graded on content, organization, and strength of argument. Spelling and grammar will only be counted against the student if errors limit comprehension of the argument.

- Plagiarism in ANY form will result in an automatic zero on the assignment and possible further disciplinary action.