

# World History

St Paul Preparatory School

Teacher: Kyle Tredinnick

Room: 207

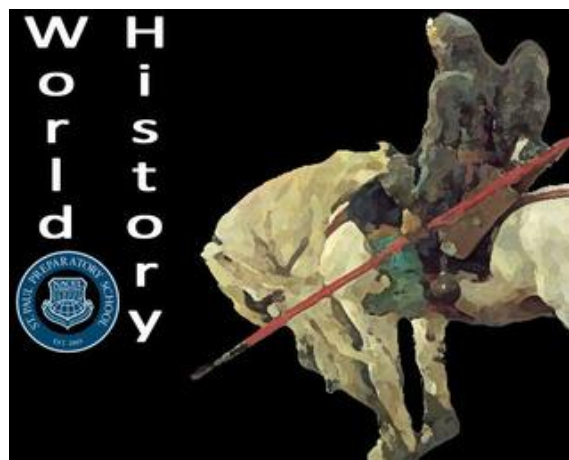
Meeting Time: Morning Session 8:30-11:40  
Afternoon Session 12:30-3:30

Office Hours: Before and After School

Telephone: 651-288-4606 ext7124

E-mail address: ktredinnick@stpaulprep.org

Website: www.mrtredinnick.com



## I. Description:

This course is designed to give students an understanding of a variety of topics relating to World History. Topics to be covered include the political, social, and intellectual developments of Africa, the Americas, Asia, and Europe. Special emphasis will be placed on the development of connections across space and time. By looking at specific case studies students will engage in engaging critical thinking skills while trying to answer historically based questions. By interacting with primary and secondary sources students will also gain an understanding for the ideas and people that have shaped the modern world and helped form it into the patchwork of modern states and nations we know today.

## 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- Contextualize historical documents by identifying authorship and contemporary historical events.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 “Which method of de-colonization do you think would provide the most stability in the transfer of power?”. Students will need to support their assertions with primary and secondary sources.
- Students will analyze and record their observations of Imperialism in Africa and its effect on those involved.
- 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 Winston Churchill’s Iron Curtain Speech and verbally discuss the implications and reasoning for it. This will lead into a discussion of the cultural and political sentiments of the time.
- By looking at a number of primary sources from Africans and Europeans during the imperial era students will identify the differing opinions, motivations, and interpretations of Imperialism.
- 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 the dropping of the atomic bomb. 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:**

A		B		C		D		F				
+	-	+	-	+	+	-						
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

**XI. Course Schedule:**

**Week 1: African History from Pre-European Contact to Present**

**Monday:** Pre-Contact Empires of Africa

- School orientation
  - + Class and School Expectations
- Spread of Islam into North Africa (Notes 1.1)
- Case Study: Mansa Musa (Assignment 1.1)

**HW:** Reading - Pre-Contact African Empires

**HW:** Write-Up - On bottom of Mansa Musa Case Study Assignment Page

**Tuesday:** Late Empires and European Contact

- The Bantu Migration
  - + The Bantu Migration Illustrated

+ Case Study: South Africa and the Bantu Migration (Assignment 1.2)

- Pre-Colonial Empires of Sub-Saharan Africa (Notes 1.2)

**HW:** Reading - Colonization and the Slave Trade

Wednesday: Colonization and Exploration, and Imperialism

- The Slave Trade (Notes 1.3)

- The Imperial Era

+ Berlin Conference Activity

**HW:** Berlin Conference reflection due tomorrow

**HW:** Exploration and Early Imperialism

Thursday: The Early Modern Era and De-Colonization

- Perspective of Colonization and Imperialism (Assignment 1.4)

- Approaches to Decolonization Notes (Notes 1.4)

**HW:** Reading - Imperialism and the Modern Era

**HW:** Which method of de-colonization do you think would provide the most stability in the transfer of power? Defend your answer using the Assertion, Reasoning, Evidence Method

Friday: Modern Africa

- Modern Issues in African History (Notes 1.5)

- In-Class Review

- Unit I Test - African History: Pre-European to Present

## **Week 2: History of the Americas from Pre-European Contact to Present**

Monday: Early Civilizations of the Americas

- Early Civilizations of the Americas (Notes 2.1)

- America Before Columbus (Assignment 2.1)

**HW:** Reading - America's Forgotten City: Cahokia

Tuesday: Pre-Columbian American Empires

- Pre-Columbian Empires of the Americas (Notes 2.2)

- Inca-Maya-Aztec Venn Diagram (Assignment 2.2)

+ In Class Discussion

**HW:** Reading - The Iroquois Confederacy

Wednesday: European Contact and Colonization

- Europeans in the New World (Notes 2.3)

- Two Worlds Collide Newspaper Article (Assignment 2.3)

**HW:** Meeting of Cortez and Montezuma (Assignment 2.4)

Thursday: South American Independence

- Independence Leaders Pamphlet (Assignment 2.5)

**HW:** Independence Movements Leaders (Assignment 2.6)

Friday: Modern Latin America

- The Americas since 1898 (Notes 2.5)

- Unit II Test - The Americas: Pre-European to Present

## **Week 3: World History from 1400-1918**

Monday: Nationalism

- Origins of Nationalism (Notes 3.1)

- Case Study: Unification of Italy vs. Germany (Assignment 3.1)

**HW:** Finish if not completed

Tuesday: Industrialism

- The Industrial Revolution (Notes 3.2)

+ Case Study: Japanese Industrialism (Assignment 3.2)

**HW:** Difference between Adam Smith and Karl Marx (Reading 3.1)

Wednesday: Militarism

- Jingoism: Imperialism in Asia (Notes 3.3)
- Case Study: The Fashoda Incident (Assignment 3.3)

Thursday: Liberalism

- Developments in Liberalism (Notes 3.4)
- Thinkers of the Enlightenment (Assignment 3.4)
  - + Use Reading 3.4 to answer

**HW:** All information answered on Assignment 3.4

Friday: World War I and the Age of Anxiety

- World War I: An Overview (Notes 3.5)
- The Treaty of Versailles Simulation (Assignment 3.5)

**HW:** Complete Treaty of Versailles Simulation Handout column about what actually happened at the Treaty of Versailles. (Use Reading 3.5)

**Week 4: History of the World from 1918-Present**

Monday: A tale of Two Revolutions

- The Russian and the Chinese Revolution (Notes 4.1)
- Compare and Contrast Poster (Assignment 4.1)

**HW:** Debate tomorrow - You will be assigned a side and then use the Readings 4.21 and 4.22 to help prepare for the debate tomorrow

Tuesday: World War II

- The Second World War at a Glance (Notes 4.2)
- Debate The Dropping of the Atomic Bombs on Hiroshima and Nagasaki
  - + You will be assigned teams in either supports or against the dropping

**HW:** Debate Handout (Assignment 4.2)

Wednesday: The Cold War and the Modern Era

- The Holocaust (Notes 4.3)
- Media Analysis of the Cold War (Assignment 4.3)

**HW:** Winston Churchill's Iron Curtain Speech (Assignment 4.4)

Thursday: Test Day

- The Cold War and De-Colonization of Asia (Notes 4.4)
- In-Class Review
- Final - Unit III: 1400-Present

Friday: Field Trip - Minneapolis Institute of Art

**XII. 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

**XIII. 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!

**XIV. Extra Credit:**

- Students will be eligible for **one** extra credit assignment per unit of up to 10 points extra credit
- Student only eligible for extra credit if ALL assignments are in on time **and** student still has more than 75% of their semester's participation points