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**Grades 9-12 World History and Geography, Quarter 1, Revised 2015**

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| **Major Religions, The Crusades and Black Plague, Feudalism and the Medieval Ages, Age of the Renaissance, and Exploration of the New World:** *Students**compare and contrast the 5 major religions of the world and how their conflicting but similar ideas led to the start of the Crusades.* *The travel that occurred from the Crusades brought new ideas and diseases back to Europe, which leads to the Black Plague. With a third of Europe’s population gone, the Plague helped end Feudalism and led to the Italian and Northern Renaissance. The new ideas of the Renaissance inspired explorers from Europe to go to the New World for the three G’s = Gold, God, and Glory. The foundation of new colonies will lead to new countries around the globe.*  |
| **Standards** | **Student Friendly “I Can” Statements** | **Resources** |
|  \*\*\*These standards are an overview of years 1100-1750 as a build up to the 9th grade state standards beginning in 1750 during Quarter 2. **World Religion Brief Overview****1.** Compare the major ideas of the three Abrahamic religions: Judaism, Christianity and Islam. Understand the history, demographics, geographical locations and foundations of each religion. **2.** Analyze the foundations of Buddhism and how it has shaped modern day Asia and the world.**3.** Analyze the foundations of Hinduism and how it has shaped modern day India and the world.  | **World Religion Overview**I can identify the similarities and differences of the Abrahamic Religions.I can describe the foundations of the following religions and how they relate to Abraham but evolved into three different religions. * Judaism
* Christianity – Protestantism and Catholicism
* Islam

 I can describe the basic beliefs and foundations of Buddhism and its roots in China.I can describe the basic beliefs and foundations of Hinduism and its roots in India.  | Please see folders from Bartlett City Schools for detailed resources, readings, suggested ideas and other guides that are not in online format. **Online Resources/Readings:** **Abrahamic Religions** **Intro**- <http://www.pbs.org/wgbh/globalconnections/mideast/themes/religion/>**Buddhism** – <http://www.buddhanet.net/e-learning/5minbud.htm>**Hinduism –** [**http://www.bbc.co.uk/religion/religions/hinduism/ataglance/glance.shtml**](http://www.bbc.co.uk/religion/religions/hinduism/ataglance/glance.shtml) |

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| **4**. Explain how the beliefs of Judaism, Christianity and Islam led to the Crusades and the conquest for Jerusalem5. Analyze the roots of feudalism in Europe including how geography, culture and people affected the social hierarchy. 6. Determine how the Black Plague’s effect on Europe as a result of the Crusades caused both negative and positive outcomes for the continent. * 1. Conduct a short research project summarizing the important causes and events of the French Revolution including Enlightenment political thought, comparison to the American Revolution, economic troubles, rising middle class, government corruption and incompetence, Estates
 | I can explain how the Abrahamic Religions mutual desire to control Jerusalem led to the Crusades and subsequent changes in Europe.I can explain the key point of Feudalism in Europe, including:* The roles of nobles, knights, kings, peasants and serfs.
* The effect this system had on economies and land ownership in Europe
* The ties between land and wealth in the Middle Ages

I understand the following aspects of the Black Plague:* Its causes, coming from fleas travelling on rats from trade ships
* Its effects on the human population, economy, and governing systems of Europe
* The ending of feudalism brought about by the massive casualty rate.
 | **Crusades:**Articles and Video Clips<http://www.history.com/topics/crusades>**Feudalism:**Articles[**http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=enz**](http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=enz)**Black Plague:**Articles and Video Clips<http://www.history.com/topics/black-death>Fleas On Rats Parody Song<https://www.youtube.com/watch?v=rZy6XilXDZQ> |

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| 7. Examine how the creation of the printing press, growth of literacy, and use of vernacular language led to changes in the Catholic Church. 8. Trace the emergence, effects, and implications of the Renaissance in Italy and Northern Europe. **W.4** Draw evidence from informational texts to explain how the ideology of the French | I can describe the significance of the following events during the Middle Ages* Creation of the Printing Press
* Printing of the Gutenburg Bible
* Use of common languages
* Martin Luther’s 95 Thesis
* Protestant Reformation

I can analyze and explain the significance of new ideas, art, architecture and the importance of Humanism during the Renaissance time period.  | **Printing Press:**Article<http://www.gutenberg.de/english/erfindun.htm>**Interactive Printing Press Activity:**<http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html>**Martin Luther:**Articles and Video Clips<http://www.history.com/topics/martin-luther-and-the-95-theses>**Renaissance:**Articles, Web Quests, Lesson Plans and Video Clips<http://www.learner.org/interactives/renaissance/><http://history-world.org/renaissance.htm><http://www.history.com/topics/renaissance-art><http://www.mrroughton.com/system/app/pages/search?scope=search-site&q=renaissance> |

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| 9. Explain how the ideas of Gold, God and Glory sent explorers out from Europe to claim new lands. 10. Briefly identify the voyages of discovery in the Americas and Asia and their European counterparts. **Geography**11. Identify the locations of majors countries, continents, oceans, trade routes, and people groups during the Middle Ages and Exploration. 12. Explain how the ideas of the Renaissance led to the Enlightenment and Scientific Revolution | I can give reasons for the causes and effects of European exploration around the globe, including the need for raw materials, land, new markets, and human capital. I can identify the following explorers and the importance of their discoveries and/or accomplishments:* Francisco Pizarro, Amerigo Vespucci, Christopher Columbus, Henry Hudson, Vasco De Gama, Hernan Cortez

 I can label a map with major countries, continents, oceans, trade routes and people groups during the Middle Ages and Exploration. I can make connections between the ideas of Secular Humanism and Individualism  | **Exploration:**Articles, Activites, and Video Clips<http://www.history.com/topics/exploration><http://www.mrroughton.com/system/app/pages/search?scope=search-site&q=exploration> **Interactive Map Games:**<http://www.sheppardsoftware.com/European_Geography.htm><http://lizardpoint.com/geography/europe-quiz.php> |

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| * 1. Explain the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy including the reasons why the Industrial Revolution began in England.
	2. Write an informative piece analyzing the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism and Communism, Adam Smith, Robert Owen, and Karl Marx. [CCSS.WHST.9-](http://www.corestandards.org/ELA-Literacy/WHST/9-10/2)  [10.2](http://www.corestandards.org/ELA-Literacy/WHST/9-10/2)
	3. Evaluate multiple sources presented in diverse media or other formats describing the
 | * enclosure movement and food surplus caused by the Agricultural Revolution
* food surplus led to population growth
* people moved to cities looking for jobs
* urbanization – growth of cities

I can identify and describe the factors that allowed for Great Britain to industrialize first, including:* natural resources such as coal, iron, and rivers
* entrepreneurship
* abundance of labor
* capital to invest from the slave trade

I can use textual evidence to form a definition of capitalism as described by Adam Smith in *The Wealth of Nations* and explain why mercantilism was replaced by capitalism.I can write an informative piece analyzing reasons for the emergence of new economic ideas in response to capitalism during the Industrial Revolution, including utopianism, social democracy, socialism, and communism.I can compare and contrast capitalism, socialism, and communism, including the formation, basic ideas, and type of supporters of each one.I can use examples from multiple sources to demonstrate the shift from Classicism to | Excerpts from Charles Darwin’s *Origin of Species.*Excerpts from Thomas Malthus’ *“Essays on Principle of Population”* [**Quotes fr om John Stuart Mill’s “On Liberty ”**](http://www.goodreads.com/work/quotes/2387235-on-liberty) Excerpts from Louis Blanc’s *Organization of Work.*Excerpts from Karl Marx’s and Frederick Engel’s,*Communist Manifesto*.[**Excerpt from Adam Smith’s *“Wealth o f***](http://www.hartford-hwp.com/archives/25/035.html)  [***Na tio n s”***](http://www.hartford-hwp.com/archives/25/035.html)[**Lesson Comparing Economic Systems with**](http://www.econedlink.org/lessons/index.php?lid=322&amp;type=student) [**Modern Countries**](http://www.econedlink.org/lessons/index.php?lid=322&amp;type=student)[**Romanticism Lesson Plans**](http://www.readwritethink.org/classroom-resources/lesson-plans/exploration-romanticism-through-poetry-1142.html?tab=1&amp;tabs) |

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| emergence of Romanticism in art and literature including the poetry of William Blake and William Wordsworth, social criticism including the novels of Charles Dickens, and the move away from Classicism in Europe. [CCSS.SL.9-10.2](http://www.corestandards.org/ELA-Literacy/SL/9-10/2)* 1. Explain how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural demographic changes including the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, and Thomas Edison.
	2. Analyze the evolution of work and labor including the work of William Wilberforce and the demise of the slave trade, problems caused by harsh working conditions, and the
 | Romanticism in Europe, including various works of art and the poetry of William Blake and William Wordsworth.I can evaluate the work of Charles Dickens as a tool for social criticism during the Industrial Revolution.I can describe the importance of steam power, electricity, the railroad, interchangeable parts, and the assembly line to the creation and success of an industrialized economy.I can list major inventions and their inventors, including:* James Watt - *steam engine*
* Eli Whitney - *cotton gin*
* Henry Bessemer - *process for making steel*
* Louis Pasteur - *discovery of bacteria*
* Samuel Morse - *telegraph and Morse Code*
* Alexander Graham Bell – *telephone*
* Thomas Edison - *light bulb*

I can explain the impact, including the economic, social, cultural, and demographic changes, of these inventions on society.I can use primary sources to analyze the evolution or work and labor, including* demise of the slave trade and the efforts of William Wilberforce
 | [**Excerpts from three Charles Dickens Novels**](http://primohistory.com/Charles%20Dickens%20Excerpts.pdf) [**Excerpts from Charles Dickens Hard Times**](http://products.ilrn-support.com/wawc2c01c/content/wciv2/readings/wciv2readingsdickens.html)[**BYOT*: Industrial Revolution Infomercial***](http://teachers2.wcs.edu/co/intech/Integrated%20Technology%20Best%20Practice%20Lessons/2012-13BYOT_TeacherLeaderLessonPlans%28topost%29/WHSS/10_WorldHistory_1st9wks_IndustrialRevolutionInfomercial.pdf)*Excerpts from the abolitionist writings and speeches of William Wilberforce.* |

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| ***HONORS ADDENDUM******Note for Teachers of Honors: Do not teach this Honors Addendum at the end of the quarter. Embed the Honors Addendum within the regular Scope and Sequence.***[CCSS.RH.9-10.10](http://www.corestandards.org/ELA-Literacy/RH/9-10/10) Read and comprehend history texts in the grades 9-10 complexity band independently and proficiently.[CCSS.WHST.9-10.10](http://www.corestandards.org/ELA-Literacy/WHST/9-10/10) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific task purposes and audiences. | I can read and comprehend history age- appropriate texts independently and proficiently.I can write routinely over extended time frames and shorter time frames for a range of discipline-specific task purposes and audiences. | **Suggested Texts:***Hard Times* by Charles Dickens**Suggested Writing Assignments:*** research paper on the French Revolution

[**Napoleon v Beethoven**](http://www.dsokids.com/media/9473/Legends-and-Heroes-Napoleon-vs.-Beethoven.pdf) |