

# **Brunswick School Department**

## **Social Studies**

### **Grade 9 Honors World Studies I**

#### **Course Overview**

This survey course of world history allows students to explore the history, literature, art, and lives of world cultures through the lens of the political, economic, and social systems of the world. Emphasis will be placed on the idea that cultural and political differences lead to conflict and change. Students will learn to use the historiographical approaches to researching, writing, and understanding history necessary to the investigation of historical problems. The proficiency of these skills and knowledge will be attained through the investigation of the beginnings of the major world civilizations to the end of the medieval period. Mesopotamia, Ancient Levant, the Assyrian Empire, and the medieval world will all be studied as well as the empires of Greece, Rome, China, and South America-This course will move at a rapid pace and include substantial and challenging reading material at or above grade level. Writing assignments will include formal essays based on course information and independent research.

#### **Essential Understandings**

- Geographic reasoning rests on knowledge of the Earth’s physical and human features. This knowledge helps people understand their own place in the world and fosters curiosity about Earth’s wide diversity of environments and cultures.
- Civilizations share common key elements and often develop along river valleys.
- Cultural and political differences lead to conflict and change.
- Empires rise and are maintained through a series of specific conditions.
- Conflict existed in many states throughout the world during this period.
- Power struggles between institutions, political and ideological warfare, and epidemics caused the creation of many new social orders as well as drastic change.

#### **Priority Standards and Performance Indicators**

(as based on the Maine Learning Results)

**P.S. SS-1 Conduct and present original research that utilizes primary and secondary sources in order to analyze, interpret and explain historical (*and/or*) contemporary social studies topics.**

- a. Make judgments about conflicting findings (statements, testimonies) from different sources; incorporating those from sources that are valid and refuting others.
- b. Develop a clear and well-supported position (thesis) regarding the topic.
- c. Synthesize information from varied sources (primary and secondary), fieldwork, experiments, and/or interviews that reflect multiple perspectives.
- d. Select and use appropriate research methods, tools, and sources from government, history, economics, geography and/or related fields.
- e. Create a coherent set of findings that integrate paraphrasing, quotations, and citations that present information based on this research

**PS. SS-2 Draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens.**

- a. Compare the American government and political system with other governments and political systems.
- b. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.
- c. Evaluate how people influence government through such activities as voting, writing to legislators, performing community service, and engaging in civil disobedience.
- e. Analyze the political structures, power, and perspectives of diverse cultures within the United States and the world.

**P.S. SS-3 Draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.**

- a. Understand that the study of economics includes the theory of supply and demand and the production, distribution, and consumption of goods and services.
- b. Analyze the roles of specialization, economic interdependence, wealth, poverty, resource distribution, and other economic factors on the economies of the United States and the world.
- d. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability.
- e. Analyze the role of regional, international, and global organizations that are engaged in economic development.

**P.S. SS-4 Utilize concepts and processes from geography to understand issues involving people, places, and environments in the United States and the world.**

- a. Identify and describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.
- b. Explain that the study of physical, environmental, and cultural geographic features help people to better predict and evaluate consequences of geographic influences.
- c. Analyze geographic data on physical, environmental, and cultural processes to determine how these processes shape and change places and regions.
- d. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.

**P.S.SS-5 Draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.**

- a. Understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.

- b. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.
- c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources.
- d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.
- e. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States and other cultures in the world.

**P.S ELA-2 Reading Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**

**P.S ELA-4 Writing Analysis: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

**P.S. ELA-6 Research- based Writing: Compose research- based writing to examine a topic through the selection, organization, analysis, and synthesis of relevant content.**

**P.S. ELA-7 Speaking and Listening: Engage effectively in well-reasoned exchange of ideas**

### **Examples of Formative / Summative Assessments**

Map the terrain, climate, and resources of Africa.

Explain the pros and cons of feudalism.

Analyze primary and secondary sources about early Chinese technological and political innovations.

Examine and consider biographic information on Alexander the Great's character.

Identify specific political, physical, and cultural locations on a map of Europe.

Compare and contrast the Empire of Sargon and Cyrus.

Articulate cause and effect using the Conrad Demarest model of empires.

Identify and recognize the key essential elements of civilization.

Use researching and writing skills to craft a research paper on one civilization of their choice from our units of study.

Apply knowledge of coordinates to determine map locations in Mesopotamia.

## **Sample Texts and Materials/Resources**

McGraw-Hill textbook, *World History & Geography*, 2014

Honors reading level texts:

*The Sumerians* by Elaine Landau  
*Oracle bones, Stars, and Wheelbarrows* by Frank Ross, Jr.  
*The Lost Pyramid: The Fourth Pyramid of Giza*  
*The Epic of Gilgamesh* translated by Maureen G. Kovacs  
*The Luck of Troy* by Roger Lancelyn Green  
*Ancient India* by Virginia Schomp  
*Confucius: The Golden Rule* by Russell Freedman  
*The Colosseum* by Lesley A. DuTemple  
*The Lantern Bearers* by Rosemary Sutcliff  
*Muhammad: His Life Based on the Earliest Sources* by Martin Lings  
*The Middle Ages: An Illustrated History* by Barbara A. Hanawalt  
*Daily Life in Traditional China: The Tang Dynasty* by Charles D. Benn  
*Catherine, Called Birdy* by Karen Cushman  
*From Afar to Zulu* by Jim Hoskins and Joann Biondi

Videos:

*History Channel: Journey to 10,000 B.C.*  
*The Ten Commandments*  
*In Search of the Trojan War*  
*Ancient India: A Journey Back in Time*  
*China's First Emperor*  
*Secrets of China's First Emperor: Tyrant and Visionary*  
*Spartacus*  
*Ben Hur*  
*I, Claudius*  
*From Jesus to Christ: The First Christians*  
*History of Christianity: The First Three Thousand Years*  
*Islam: Empire of Faith*  
*Castle*  
*NOVA: Medieval Siege*  
*NOVA: Secrets of the Samurai Sword*  
*Japan: Memoirs of a Secret Empire*  
*Biography-Joan of Arc: Virgin Warrior*  
*Joan of Arc-Child of War, Soldier of God*  
*The Messenger: The Story of Joan of Arc*  
*Lost Kingdoms of Africa*