

HONORS WORLD CIVILIZATIONS

Course Description:

Students will be able to identify important intellectual patterns in history, literature, art/architecture, music, science, and philosophy; to express their ideas logically and systematically in written and oral form; to improve their research skills; and to study significant works of literature, art and music.

Cultural, religious, economic, political, and technological institutions and innovations beginning in human prehistory and following through to the present day will be examined during consequential eras. These eras will include the Sumerian/Fertile Crescent period, the early Hebrew era, Greek and Roman times, the birth of Islam, the Crusades, the Middle Ages, the Northern and Southern Renaissance, the Protestant Reformation, the Age of Exploration, the Romantic period, the Enlightenment, the Age of Revolutions, Colonialism and Imperialism, the Industrial Revolution, Capitalism/Socialism/Marxism, the First and Second World Wars, the Cold War, and finally, Neo-Colonialism.

The study of these eras will facilitate students' development of an information base in history, an ability to make connections with previous learning, analyze cause and effect relationships, communicate different interpretations of history, recognize the nature of change and continuity as forces in our society, develop an individual identity and world view, and illustrate the influence of diverse ideals or beliefs on a theme or an event in the historical development of the world.

Essential Questions

- What is civilization?
A civilization is made up of complex government, complex religion, arts and architecture, cities, public works, social classes, writing, technology, job specialization.
- How and why do cultures change over time?
Cultures change because of patterns of inward and outward movement. Cultural diffusion is created by revolution, war, trade, geography and environment.

Content Standards

Essential Standards

The student can:

1. Describe the major characteristics of civilization and the process of its emergence;
2. Analyze the essential traits of civilization; and
3. Describe scientific, political, philosophical, economic and religious changes

during the 17th and 18th centuries.

Important Standards

The student can:

1. Explain the earliest human societies and the processes that led to the emergence of agricultural societies around the world;
2. Analyze the biological, cultural, geographic, and environmental processes that gave rise to the earliest human communities;
3. Describe innovations that gave rise to developed agriculture and permanent settlements and analyze the impact of these changes;
4. Locate various civilizations of the era in time and place, and describe and compare the cultures of these various civilizations;
5. Analyze the spread of agricultural societies, and population movements;
6. Analyze the influence of geography on Greek economic, social, and political development, and compare the social and political structure of the Greek city-states with other contemporary civilizations;
7. Analyze the influence of Greek civilization beyond the Aegean including the conflicts with the Persian empire, contacts with Egypt and South Asia, and the spread of Hellenistic culture throughout the Mediterranean;
8. Analyze the influence of geography on Roman economic, social and political development, and compare its social and political structure to other contemporary civilizations;
9. Compare Roman military conquests and empire building with those of other contemporary civilizations;
10. Analyze the influence of Roman civilization, including the contacts and conflicts with it and other peoples and civilizations in Eurasia, Africa and the Near East;
11. Compare the disintegration of the Western Roman Empire with the fate of other contemporary empires;
12. Summarize the history, geographic locations, and characteristics of major world religions, including Judaism, Hinduism, Buddhism, Confucianism, Christianity, Islam, as well as indigenous religious traditions;
13. Demonstrate knowledge of Europe during the Middle Ages from about 500 –1000 AD in terms of its impact on Western civilization by:
 - a. Explaining the structure of feudal society and analyze how it impacted all aspects of feudal life;
14. Demonstrate knowledge of development leading to the Renaissance and Reformation in Europe in terms of its impact on Western civilization by:
 - a. Identifying and analyzing the economic foundations of the Renaissance;
 - b. Identifying individuals and analyzing their contributions to the artistic, literacy and philosophical creativity of the period;
 - c. Analyzing the short-and-long term effects of the religious, political and economic differences that emerged during the Reformation;
15. Describe the Scientific Revolution, its leaders, and evaluate its effects;
16. Explain the ideas of the Enlightenment contrasted with ideas of medieval Europe, and identify important historical figures and their contributions;

17. Demonstrate knowledge of European and American expansion by:
 - a. Analyzing motives and consequences of European imperialism in Africa and Asia;
 - b. Comparing motives and methods of various forms of colonialism and various colonial powers;
18. Demonstrate knowledge of the effects of the Industrial Revolution during the 19th century by:
 - a. Explaining industrial developments and analyzing how they brought about urbanization as well as social and environmental changes;
19. Analyze the economic and political causes of World War I and how they interacted as well as the impact of technology on the war;
20. Analyze economic and political causes of World War II and examine the role of important individuals during the war and the impact of their leadership;
21. Describe and analyze impact of the Holocaust and other examples of genocide in the 20th Century;
22. Describe political, economic, social and cultural aspects of independence movements and development efforts. (1945- present);

Historical Skills

23. Define a research topic that can be studied using a variety of historical sources with an emphasis on the use of primary sources;
24. Identify and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project;
25. Evaluate web sites for authenticity, reliability, and bias;
26. Learn how to prepare for, conduct, and document an oral history;
27. Apply strategies to find, collect and organize historical research;
28. Understand the use of secondary sources to provide background and insights on historical events, and that secondary sources might reflect an author's bias;
29. Identify the principal formats of published secondary source material and evaluate such sources for both credibility and bias;
30. Compare and contrast primary sources to analyze first-hand accounts of historical events and evaluate such sources for both credibility and bias;
31. Review primary and secondary sources and compare and contrast their perspectives to shape their presentation of information relevant to their research topic;
32. Cite the historical context of their research topic and how it was influenced by, or influenced, other historical events; and
33. Evaluate alternative interpretations of their research topic and defend or change their analysis by citing evidence from primary and secondary sources.

Enhancing Standards

The student can:

1. Locate various civilizations of the era in India, China, Korea and Japan, and describe their structures and interactions;
2. Locate various African civilizations and describe their structures and ways of living;

3. Locate various Mesoamerican and South American civilizations and describe their structures and ways of living;
4. Describe the events leading to the establishment of Constantinople as the capital of the Eastern Roman Empire and analyze the significance of this event;
5. Describe Byzantine culture and examine disputes and why they led to the split between Eastern and Western Christianity;
6. Describe the spread and influence of Christianity throughout Europe during the Middle Ages and analyze its impact;
7. Identify historical turning points that affected the spread and influence of Islamic civilization, including disputes that led to the split between Sunnis and Shi'ah (Shi'ites);
8. Explain significant features of the Islamic culture during this period;
9. Describe the influence of geography on the cultural and economic development of Japan, China, Southeast Asia and India;
10. Describe the influence of geography on the cultural and economic development of the African kingdoms of Ghana, Mali and Songhai;
11. Describe the emergence of European states of Christendom and analyze the conflicts among them and other Eurasian powers;
12. Describe the emergence of Islamic states in Africa, the Near East, Iberia and India, and analyze the conflicts among them and other Eurasian powers.
13. Analyze the clashes between Christendom, Islam, and other people and politics;
14. Analyze the emergence of the Ottoman Empire and its implications for Christendom, the Islamic World, and other politics;
15. Compare the Indian Ocean region with the Mediterranean Sea region in terms of economic, political, and cultural interactions, and analyze the nature of their interactions after 1250 CE;
16. Compare Chinese exploration and expansion in the Indian Ocean and East Africa with European exploration and expansion in the Atlantic Ocean and West Africa;
17. Analyze the economic, political and cultural impact of maritime exploration and expansion;
18. Compare the emergence, expansion and structures of Mayan, Incan, and Aztec civilizations;
19. Analyze patterns of long distance trade centered in Mesoamerica;
20. Describe the emergence of European states and analyze the impact. (500 AD -1500 AD);
21. Explain conflicts among Eurasian powers. (500 AD – 1500 AD);
22. Identify patterns of crisis and recovery related to the Black Death, and evaluate their impact. (500 AD- 1500 AD);
23. Explain Greek, Roman, and Arabic influence on Western Europe. (500 Ad – 1500 AD);
24. Explain why European powers were able to extend political control in some world regions and not others, in the 15th and 16th Centuries;
25. Explain the consequences of the exchange of plants, animals, and disease microorganisms in both America and Eurasia;
26. Explain the development of a world market of mineral and agricultural commodities;

27. Explain the development of the Trans-Atlantic African slave trade and its impact on African and American societies;
28. Describe the rise of the Italian city states, identify the role of political leaders and evaluate the impact. (1450 AD-1800 AD);
29. Demonstrate knowledge of the impact of global trade on regional civilizations of the world after 1500 AD by;
 - a. Identifying and explaining the impact of exploration on culture and economies;
 - b. Describing the location and development of the Ottoman Empire;
30. Demonstrate knowledge of the integration of large territories under regional and global empires. (1640 – 1920 AD) by:
 - a. Examining and analyzing how trade based empires laid the foundation for the global economy;
 - b. Explaining the impact of increased global trade on regional economies;
 - c. Analyzing the impact of military conflicts among imperial powers on trade and sovereignty;
 - d. Understanding and analyzing the role of religion as an integrative force in the empires;
 - e. Understanding and analyzing the interaction between imperial governments and indigenous people;
31. Describe the Age of Absolutism, identify its leaders, and analyze its impact;
32. Identify the leaders and analyze the impacts of the English Civil War and the Glorious Revolution on the development of English constitutionalism;
33. Analyze the causes, conditions and consequences of the French Revolution and compare and contrast it with the American Revolution;
34. Analyze the Napoleonic Wars and the Concert of Europe;
35. Describe the factors leading to the Revolutions of 1830 and 1848, and describe their long-term impact on the expansion of political rights in Europe;
36. Describe major scientific, technological, and philosophical developments of the 19th Century and analyze their impact;
37. Explain the rise of U.S. influence in the America and the Pacific;
38. Examine the Treaty of Versailles and analyze the impact of its consequences;
39. Analyze causes and consequences of the Russian Revolution and assess its significance
40. Examine the League of Nations and analyze the reasons for its failure;
41. Examine events related to the rise and aggression of dictatorial regimes in the Soviet Union, Germany, Italy and Japan, and the human costs of their actions;
42. Explain the reasons for the formation of the United Nations;
43. Explain how Western Europe and Japan recovered after World War II;
44. Explain the key events and revolutionary movements of the Cold War period and analyze their significance, including the Berlin Wall, the Berlin airlift, Korean War, Cuban Missile Crisis, Sputnik, the Vietnam War, and the roles of the U.S. and Soviet Union in ending the Cold War;
45. Assess the impact of nuclear weapons on world politics;
46. Identify contributions of world leaders of this time period;

47. Analyze the independence movement in India, the role of Gandhi, and the effectiveness of civil disobedience in this revolution;
48. Analyze the struggle for independence in African nations;
49. Explain how international conditions contributed to the creation of Israel and analyze why persistent conflict exists in the region;
50. Analyze how Middle Eastern protectorate states achieved independence from England and France in the 20th Century, and the current day significance of the oil reserves in this region;
51. Understand the reasons for the rise of military dictatorships and revolutionary movement in Latin American;
52. Examine human rights principles and how they have been supported and violated in the late 20th Century;
53. Describe and analyze processes of “ globalization” in the late 20th century as well as persistent rivalries and inequalities among the world’s regions, and assess the successes and failures of various approaches to address these; and
54. Demonstrate knowledge of the continuing impact of September 11, 2001.