

# Blackhawk School District

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## CURRICULUM

Course Title:	Early European History
Course Number:	0240
Grade Level(s):	11-12
Length of Period:	45 Minutes
Length of Course:	1 semester
Faculty Author(s):	Katie Phelps
Date:	November 2012

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### **SOCIAL STUDIES MISSION:**

The purpose for learning social studies is to prepare students to be responsible, productive citizens who possess an awareness of local, regional and global issues. Students will use problem-solving, critical thinking and analytical skills based upon knowledge of the past in order to successfully impact the present and the future. By building a frame of reference, students will learn to understand and appreciate overarching concepts in literature, film, art and science.

### **COURSE DESCRIPTION:**

Early European History is a comprehensive course designed to acquaint students with western civilization from the ancient Greeks to the Renaissance. The class is for those students who are interested in world history. Supplemental readings are a requirement for this class.

**Text:** *The Western Experience*, McGraw-Hill, 1991

### **PA Common Core Standards for Reading and Writing in Social Studies:**

Pennsylvania Department of Education has released standards that describe what students in the social studies classroom should know and be able to do with the English language in reading and writing, grade 6 through 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, Blackhawk School District has used them to develop this social studies curriculum.

The standards for Reading are available at:

[http://static.pdesas.org/content/documents/PA\\_Common\\_Core\\_Standards\\_for\\_Reading\\_in\\_History\\_and\\_Social\\_Studies\\_8-7-12.pdf](http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Reading_in_History_and_Social_Studies_8-7-12.pdf)

The standards for Writing are available at:

[http://static.pdesas.org/content/documents/PA\\_Common\\_Core\\_Standards\\_for\\_Writing\\_in\\_History\\_and\\_Social\\_Studies\\_8-7-12.pdf](http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Writing_in_History_and_Social_Studies_8-7-12.pdf)

## **ESSENTIAL QUESTIONS:**

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Essential questions are the heart of the curriculum. Essential questions are conceptual commitments that teachers will use to guide instructional decision-making. In addition, they are kid friendly so that students can easily understand them. Essential questions are meant to be shared with students in either discussion or posting in the classroom.

### **Ancient Greece**

EQ: How did Greece's topography shape its economy and government?

EQ Assessment: Open-ended question on test

EQ: How do Greek legends and archaeological evidence work together to propagate current historical theories?

EQ Assessment: (DI) Atlantis essay

EQ: How are Sparta and Athens similar or dissimilar to each other and to the United States?

EQ Assessment: Comparison chart; Open-ended question on test

### **Classical Greece**

EQ: What were the causes and effects of the Persian Wars?

EQ Assessment: Persian invasion timeline; Athenian Empire graphic organizer; Open-ended question on test

EQ: What were the causes and effects of the Peloponnesian War?

EQ Assessment: Peloponnesian War graphic organizer; Open-ended question on test

EQ: What was the lasting impact of Alexander the Great?

EQ Assessment: Reading activity

### **Roman Republic**

EQ: How was the Roman Republic organized?

EQ Assessment: Graphic organizer

EQ: How did Caesar undermine the Roman Republic and what were the consequences?

EQ Assessment: Flow chart showing events leading to Caesar's murder; (DI) Theatre of Pompey historical marker project

## **Roman Empire**

EQ: How did Augustus Caesar demonstrate his political genius?

EQ Assessment: (DI) PowerPoint slideshow student lessons; Open-ended question on test

EQ: What contributions did certain emperors make to the Empire?

EQ Assessment: Emperors chart; Emperors quiz

EQ: What were the benefits of concrete and the arch?

EQ Assessment: Reading activity; Engineering video guide; Open-ended question on test

EQ: How did the Roman Empire decline and what were the attempts to save it?

EQ Assessment: Flow chart showing events of the decline; Graphic organizer that categorized the causes; Open-ended question on test

## **Middle Ages**

EQ: What was the problem with personal security after the fall of the Roman Empire and how did Western Europeans handle it?

EQ Assessment: Graphic organizer showing the problem and solutions; Concept web showing responsibilities in the feudal system; Open-ended question on test

EQ: What were the lasting effects of the Norman Conquest?

EQ Assessment: Chart that shows short-term and long-term effects; Open-ended question on test

EQ: What is the long-term significance of the Magna Carta?

EQ Assessment: Students complete 2-column notes from a reading; Open-ended question on test

EQ: How did the events of Medieval England lead to the creation of Parliament?

EQ Assessment: Students complete 2-column notes from a reading; Open-ended question on test

## **Crusades**

EQ: What were the causes and effects of the Crusades?

EQ Assessment: Reading activity; Comparison chart including War on Terror

## **Renaissance**

EQ: How did the Hundred Years War affect England and France differently?

EQ Assessment: Reading activity; Open-ended question on test

EQ: How did the economies of Europe change during the Renaissance?

EQ Assessment: Reading Activity; Open-ended question on test

## **ROBUST VOCABULARY:**

Robust vocabulary words are Tier 2 words, meaning that they are complex, powerful, and generalizable. Robust vocabulary words support language development of both lower and high level learners. In addition, robust vocabulary instruction helps prepare students for SATs, upper level high school classes, and college. "Studies showed that robust instruction was quite effective not only for learning the meanings of words but also for affecting reading comprehension." (p. 2 *Bringing Words to Life*)

Teachers are asked to commit to teaching and students USING these words throughout the entire year. Using a variety of instructional strategies, students will learn the meaning of these words in a deep and meaningful way in this content and across other content areas.

The Robust Vocabulary for this class are: **Hellenistic, utopian, cataclysmic, phalanx, oikumene, jihad, despot, schism, humanist**

COURSE OUTLINE PROPOSED TIME RESOURCES	OBJECTIVES (PA standard)	LESSON REFLECTION (for future revisions)
<p><b>Ancient Greece (13 days)</b></p> <ol style="list-style-type: none"> <li>1. Geography</li> <li>2. Crete and Mycenae</li> <li>3. Religion</li> <li>4. The Odyssey</li> <li>5. Colonization</li> <li>6. Language</li> <li>7. Everyday Life</li> <li>8. Sparta and Athens</li> </ol> <p><u>Resources:</u> Textbook Chapter 2 Notes Teacher Generated materials "Odyssey" Video Map Supplemental Readings</p>	<p><b>HISTORICAL AND SOCIAL SCIENCE ANALYSIS SKILLS</b></p> <p>The skills noted below are skills that students need to practice using to fully understand the concepts found in the social sciences. These general skills should be applied when teaching the content standards. Students should be able to demonstrate the following intellectual, reasoning, reflection and research skills:</p> <p><b>A. Chronological and Spatial Thinking</b></p> <ol style="list-style-type: none"> <li>1. Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.</li> <li>2. Analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics, but also values and beliefs.</li> <li>3. Use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.</li> <li>4. Relate current events to the physical and human characteristics of places and regions.</li> </ol> <p><b>B. Historical Research, Evidence and Point of View</b></p> <ol style="list-style-type: none"> <li>1. Distinguish valid arguments from fallacious arguments in historical interpretations.</li> <li>2. Identify bias and prejudice in historical interpretations.</li> <li>3. Evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinction between sound generalizations and misleading oversimplifications.</li> <li>4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</li> </ol> <p><b>C. Historical Interpretation</b></p> <ol style="list-style-type: none"> <li>1. Show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.</li> <li>2. Recognize the complexity of historical causes and effects, including the limitations on determining the cause and effect.</li> <li>3. Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.</li> <li>4. Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.</li> </ol>	
<p><b>Classical Greece (13 days)</b></p> <ol style="list-style-type: none"> <li>1. Persian Wars</li> <li>2. Athenian Empire</li> <li>3. Pericles</li> <li>4. Peloponnesian War</li> <li>5. Alexander the Great</li> </ol> <p><u>Resources:</u> Textbook Chapter 3 Notes</p>		

<b>COURSE OUTLINE PROPOSED TIME RESOURCES</b>	<b>OBJECTIVES (PA standard)</b>	<b>LESSON REFLECTION (for future revisions)</b>
Teacher Generated materials  “300” Video  Map  Supplemental Readings	<ol style="list-style-type: none"> <li>5. Analyze human modifications of landscapes and examine the resulting environmental policy issues.</li> <li>6. Conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.</li> <li>7. Relate current events to the physical and human characteristics of past events on places and regions.</li> </ol>	
<b>Roman Republic (11 days)</b> <ol style="list-style-type: none"> <li>1. Geography</li> <li>2. Government</li> <li>3. Society / Family</li> <li>4. Expansion</li> <li>5. Religion</li> <li>6. Entertainment</li> <li>7. Caesar</li> </ol> <u>Resources:</u> Textbook Chapter 4 Notes Teacher Generated materials “Ben Hur” Video Map		
<b>Roman Empire (23 days)</b> <b>*Augustus student project</b> <b>8 days</b> <ol style="list-style-type: none"> <li>1. Augustus</li> <li>2. Various Emperors</li> <li>3. Vesuvius</li> <li>4. Trade / Commerce</li> <li>5. Agriculture</li> <li>6. Slavery</li> <li>7. Punishment</li> </ol>		

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8. Engineering 9. Christianity 10. Decline <u>Resources:</u> Textbook Chapter 5 Student Project Notes Teacher Generated materials Engineering Video Supplemental Readings		
<b>Middle Ages (8 days)</b> 1. Early Kingdoms 2. Feudalism 3. Norman Conquest 4. Magna Carta 5. Parliament <u>Resources:</u> Textbook Chapters 8 and 9 Notes Teacher Generated materials Map Supplemental Readings		
<b>Crusades (5 days)</b> 1. Causes 2. Significant Battles and Developments 3. Effects 4. Parallels to War on Terror <u>Resources:</u>		

<b>COURSE OUTLINE PROPOSED TIME RESOURCES</b>	<b>OBJECTIVES (PA standard)</b>	<b>LESSON REFLECTION (for future revisions)</b>
Teacher Generated materials  Crusades Video		
<b>Bubonic Plague (2 days)</b> <ol style="list-style-type: none"> <li>1. Causes</li> <li>2. Characteristics</li> <li>3. Effects</li> </ol> <u>Resources:</u> Supplemental Readings Teacher Generated materials		
<b>Renaissance (5 days)</b> <ol style="list-style-type: none"> <li>1. Innovations</li> <li>2. Art</li> <li>3. Government</li> <li>4. Capitalism</li> <li>5. 100 years War</li> </ol> <u>Resources:</u> Textbook Chapter 11 Notes Teacher Generated materials Art Video Supplemental Reading	<p><b>8.1.12.A. Evaluate chronological thinking.</b></p> <ul style="list-style-type: none"> <li>• Sequential order of historical narrative.</li> <li>• Continuity and change</li> <li>• Context for events</li> </ul> <p><b>8.1.12.B. Synthesize and evaluate historical sources.</b></p> <ul style="list-style-type: none"> <li>• Literal meaning of historical passages.</li> <li>• Data in historical and contemporary maps, graphs and tables</li> <li>• Different historical perspectives</li> <li>• Data presented in maps, graphs and tables</li> <li>• Visual data presented in historical evidence</li> </ul> <p><b>8.1.12.C. Evaluate historical interpretation of events.</b></p> <ul style="list-style-type: none"> <li>• Impact of opinions on the perception of facts</li> <li>• Issues and problems in the past</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories and sources</li> <li>• Connections between causes and results</li> <li>• Author or source of historical narratives' points of view</li> <li>• Central issue</li> </ul>	



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	<p><b>8.1.12.D. Synthesize historical research.</b></p> <ul style="list-style-type: none"> <li>• Historical event (time and place)</li> <li>• Facts, folklore, and fiction</li> <li>• Historical questions</li> <li>• Primary sources</li> <li>• Conclusions (e.g., Senior Projects, research papers, debates)</li> <li>• Credibility of evidence</li> </ul> <p><b>8.4.9.A. Analyze the significance of individual and groups who made major political and cultural contributions to world history since 1450. (Renaissance ONLY)</b></p> <ul style="list-style-type: none"> <li>• Political and Military Leaders (e.g., King Ashoka, Montezuma I, Ghenghis Khan, William the Conqueror)</li> <li>• Cultural and Commercial Leaders (e.g., Mansa Musa, Yak Pac, Cheng Ho, Marco Polo)</li> <li>• Innovators and Reformers (e.g., Erastostenes, Tupac Inka Yupenqui, Johannes Gutenberg)</li> </ul> <p><b>8.4.9.B. Analyze historical documents, material artifacts and historic sites important to world history before 1500. (Not Renaissance Unit)</b></p> <ul style="list-style-type: none"> <li>• Documents, Writings and Oral Traditions (e.g., Rosetta Stone, Aztec glyph writing, Dead Sea Scrolls, magna Carta)</li> <li>• Artifacts, Architecture and Historic Places (e.g., Ethiopian rock churches, Mayan pyramids, Nok terra cotta figures, megaliths at Stonehenge)</li> <li>• Historic districts (e.g., Memphis and its Necropolis, Sanctuary of Machu Picchu, Old City of Jerusalem and its Walls, Centre of Rome and the Holy See)</li> </ul> <p><b>8.4.9.C Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women before 1500. (NOT Renaissance Unit)</b></p> <ul style="list-style-type: none"> <li>• Africa</li> <li>• Americas</li> <li>• Asia</li> <li>• Europe</li> </ul> <p><b>8.4.9.D. Analyze how conflict and cooperation among social groups and organizations impacted world history through 1500 in Africa, Americas, Asia and Europe. (NOT Renaissance Unit)</b></p>	

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	<ul style="list-style-type: none"> <li>• Domestic Instability</li> <li>• Ethnic and Racial Relations</li> <li>• Labor Relations</li> <li>• Immigration and Migration</li> <li>• Military Conflicts</li> </ul> <p><b>8.4.12.A. Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450. (Renaissance ONLY)</b></p> <ul style="list-style-type: none"> <li>• Political and Military Leaders (e.g., Askia Daud, Simon Bolivar, Napoleon Bonaparte, Mao Zedong)</li> <li>• Cultural and Commercial Leaders (e.g., Chinua Achebe, Gabriel Garcia Marquez, Akira Kurosawa, Christopher Columbus)</li> <li>• Innovators and Reformers (e.g., Nelson Mandela, Louis-Joseph Papineau, Mohandas Gandhi, Alexander Fleming)</li> </ul> <p><b>8.4.12.B. Evaluate historical documents, material artifacts and historic sites important to world history since 1450. (Renaissance ONLY)</b></p> <ul style="list-style-type: none"> <li>• Documents, Writings and Oral Traditions (e.g., Declaration of the International Conference on Sanctions Against South Africa; Monroe Doctrine, Communist Manifesto, Luther’s Ninety-five Theses)</li> <li>• Artifacts, Architecture and Historic Places (e.g., Robben Island, New York World Trade Center, Hiroshima Ground Zero Memorial, Nazi concentration camps)</li> <li>• Historic districts (e.g., Timbuktu, Centre of Mexico City and Xochimilco, Taj Mahal and Gardens, Kremlin and Red Square)</li> </ul> <p><b>8.4.12.C Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450. (Renaissance ONLY)</b></p> <ul style="list-style-type: none"> <li>• Africa</li> <li>• Americas</li> <li>• Asia</li> <li>• Europe</li> </ul>	

COURSE OUTLINE PROPOSED TIME RESOURCES	OBJECTIVES (PA standard)	LESSON REFLECTION (for future revisions)
	<p><b>8.4.12.D. Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to present in Africa, Americas, Asia and Europe. (Renaissance ONLY)</b></p> <p><b>Domestic Instability.</b></p> <ul style="list-style-type: none"> <li>• Ethnic and Racial Relations</li> <li>• Labor Relations</li> <li>• Immigration and Migration</li> <li>• Military Conflicts</li> </ul> <p><b>7.1.9.B. Explain and locate places and regions.</b></p> <ul style="list-style-type: none"> <li>• How regions are created to interpret Earth’s complexity (i.e., the differences among formal regions, functional regions, perceptual regions)</li> <li>• How characteristics contribute to regional changes (e.g., economic development, accessibility, demographic change)</li> <li>• How culture and experience influence perceptions of places and regions</li> <li>• How structures and alliances impact regions <ul style="list-style-type: none"> <li>➤ Development (e.g., First vs. Third World, North vs. South)</li> <li>➤ Trade (e.g., NAFTA, the European Union)</li> <li>➤ International treaties (e.g., NATO, OAS)</li> </ul> </li> </ul> <p>How regions are connected (e.g., watersheds and river systems, patterns of world trade, cultural ties, migration)</p> <p><b>7.2.9.A. Explain the physical characteristics of places and regions including spatial patterns of Earth’s physical systems. (Greece and Rome ONLY)</b></p> <ul style="list-style-type: none"> <li>• Climate regions</li> <li>• Landform regions</li> </ul> <p><b>7.2.12.B. Analyze the significance of physical processes in shaping the character of places and regions. (Greece and Rome ONLY)</b></p> <ul style="list-style-type: none"> <li>• Circulation of the oceans</li> <li>• Ecosystem processes</li> <li>• Atmospheric systems</li> <li>• Extreme natural events</li> </ul>	

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	<p><b>7.3.9.A. Explain the human characteristics of places &amp; regions by their population characteristics.</b></p> <ul style="list-style-type: none"> <li>• Spatial distribution, size, density and demographic characteristics of population at the international level</li> <li>• Demographic trends and their impacts on patterns of population distribution (e.g., carrying capacity, changes in fertility, changes in immigration policy, the mobility transition model)</li> <li>• Effects of different types and patterns of human movement <ul style="list-style-type: none"> <li>➤ Mobility (e.g., travel for business)</li> <li>➤ Migration (e.g., rural to urban, short term vs. long term, critical distance)</li> </ul> </li> </ul> <p><b>7.3.9.B. Explain the human characteristics of places and regions by their cultural characteristics.</b></p> <ul style="list-style-type: none"> <li>• Ethnicity of people at national levels (e.g., customs, celebrations, languages, religions)</li> <li>• Culture distribution (e.g., ethnic enclaves and neighborhoods)</li> <li>• Cultural diffusion (e.g., acculturation and assimilation, cultural revivals of language)</li> </ul> <p><b>7.3.12.C. Analyze the significance of human activity in shaping places and regions by their settlement characteristics.</b></p> <ul style="list-style-type: none"> <li>• Description of current and past settlement patterns at the international scale (e.g., global cities)</li> <li>• Use of models of the internal structure of cities)</li> <li>• Use of models of the internal structure of cities (e.g., concentric zone, sector, multiple nuclei)</li> <li>• Forces that have reshaped settlement patterns (e.g., commuter railroads, urban freeways, the development of <u>megalopolis</u> and edge cities)</li> </ul> <p><b>7.3.12.E. Analyze the significance of human activity in shaping places and regions by their political characteristics:</b></p> <ul style="list-style-type: none"> <li>• Spatial pattern of political units in the global system</li> <li>• Role of new political alliances on the international level (e.g., multinational organizations, worker’s unions, United Nations’ organizations)</li> <li>• Impact of political conflicts (e.g., secession, fragmentation, insurgencies, invasions)</li> </ul> <p><b>7.4.12.A. Analyze the impacts of physical systems on people. (Greece and Rome ONLY)</b></p> <ul style="list-style-type: none"> <li>• How people depend on, adjust to and modify physical systems on international scales (e.g., resource development of oil, coal, timber)</li> <li>• Ways in which people modify ways of life to accommodate different environmental contexts</li> </ul>	

	(e.g., building in permafrost areas; the role of air-conditioning in the United States South and Southwest; the development of enclosed spaces for movement in cold climates)	
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