World History

Syllabus and Course Outline

Mr. Gambill

This is your world and your class.  Welcome.  Hopefully, this year you will have opportunities to explore, challenge and define this world we call home and how you relate to it.  This class will have history big and small: we’ll cover the roughly 14 billion years before now, but also spend time thinking deeply about specific moments in time on this strange little planet we share with seven billion other folks.

We will write, read and think plenty, and you will improve at all of these skills along with learning history.  But most important are the opinions you will develop about your place and responsibilities living at this point in history.  Here are two other important things you should know about this class:

♦ IT IS THEMATIC: This means that the class is organized not just around chronological time--although we’ll start at the very beginning--but also around themes that have resonated throughout World History and that still affect people today, rather than around a strict chronological (year-after-year) approach). Because the course is thematic, we will:

* Openly critique and question what is happening and what has happened
* Critically examine what Revolution & Change, Oppression & Resistance, Discrimination & Genocide mean in history, but also today as well.
* Confront modern social issues by becoming aware of their history, critically examining the facts, and thinking about how to be involved in positive change.

♦ IT IS A COMMUNITY. This means that we will do many activities, projects and assignments that require you to work with, get to know, and depend on other people. You will:

* Be part of a mobile classroom.
* You will be expected to work in teams for some assignments and alone for others.

**What are the class expectations?**

CLASS PARTICIPATION. We are a learning community and therefore it is especially CRUCIAL that you contribute daily to our discussions and current events.  **It also means reading/watching/listening to the news outside of class and coming prepared to share current event stories orally everyday.** Missing more than 12 days per semester may result in the loss of credit.

EXHIBITIONS. At the end of many of our large projects, we will exhibit our work. This could be a group presentation, debate, Socratic Seminar, etc. Because these involve the entire classroom community, they cannot be duplicated. Therefore, *your attendance is required at all Exhibitions*. Contact me immediately if you have a conflict. Even if you're sick, send an email significantly before the exhibition and let me and your teammates know. **No make-ups will be allowed without prior notification.**

HOMEWORK. Homework is crucial for you to participate fully in the class. In addition to making up a percentage of your grade as Personal Responsibility, homework will help you succeed on all major assignments and projects.  **We do not do busy work.**

**What materials will I need?**

*Everyday* you must bring the following things with you to class:

1. 2 or 3 ring binder or folder with lined paper - for taking notes and organizing handouts
2. a writing utensil
3. **information about multiple current events**

**What is the curriculum?**

The list of possible topics for discussion in this class is endless and obviously constantly changing. Therefore, we will decide as we go which issues we feel are the most relevant and important to study in detail. Having said that, here's a list of what we might get to:

**How We Got to Now**

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| **ESSENTIAL QUESTIONS** | **FOCUS AREAS** |
| * How did we get here?
* Where does human history fit into a larger history?
* What makes humanity human?
 | * “Big” History
* The world before us
* Major Thresholds in History
* Rise of Collaborative Learning
* Dawn of Humanity
* Rise of Agriculture & Civilizations
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**Revolution & Change**

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| **ESSENTIAL QUESTIONS** | **FOCUS AREAS** |
| * Can ideals be translated into reality?
* When is revolution justified?
* Do ends ever justify means?
* How much does a person or society “need”?
 | * First Contacts & Renaissance
* Enlightenment & Economic Philosophers
* Industrial & Scientific Revolution
* French & Russian Revolutions
* Taiping Uprising & Communist Revolution
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**Oppression & Resistance**

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| **ESSENTIAL QUESTIONS** | **FOCUS AREAS** |
| * How big should a “country” be?
* What does “freedom” mean?
* How can people work together to solve their problems?
* Is colonialism dead?
 | * Colonialism, Mercantilism & Anti-Colonialism
* Slave Trade
* Imperialism around the world: Great Britain & India, US & Latin America, Belgium & The Congo
* Pan-Africanism, South Africa & Apartheid
* Indian Independence
* Israel & Palestine
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**Discrimination & Genocide**

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| **ESSENTIAL QUESTIONS** | **FOCUS AREAS** |
| * Is hate a part of human nature?
* What leads people to commit acts of violence?
* Who is responsible for hate? Perpetrators, victims, bystanders?
* Can hate be prevented?
* Should it be illegal to do nothing if you see acts of hate?
 | * WWI
* Holocaust & WWII
* Cultural Revolution in China
* Rwandan Genocide
* Issues of discrimination today
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**Globalization**

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| **ESSENTIAL QUESTIONS** | **FOCUS AREAS** |
| * What is progress?
* What are the benefits and drawbacks of international relationships?
* How much is enough?
* Can unity and diversity coexist?
 | * Global economics
* Global environmental & population issues
* Global terror
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**How will we be evaluated? What about grades? Some assignments fit into one category and some assignments hold weight in more than one category. Your final grade is made up of 3 main categories:**

**Critical Thinking:**Here you will be assessed on how well you support arguments with evidence, make connections, understand and draw conclusions from new information, and ask and try to answer important questions. (weight: 30%)

**Communication:**Here you are assessed on how clearly you express yourself and communicate with others. This means working on grammar and writing skills and making sure that you get your point across, in both your writing and speaking. It also means knowing how to be a good listener and how to contribute to conversations. Writing, Socratic Seminars, discussion periods, and conversation points fit into this category. (weight: 30%)

**Personal Responsibility, Tests/Quizzes, & class/homework:**This is where turning things in on time, being prepared, and working with others count. You will take responsibility for your own learning and for enhancing the overall learning environment in the classroom. A large part of your PR grade for the quarter will come from arriving on time and prepared to class. Current Events & journal writing fit into this category. (weight: 40%)

**ALL MAJOR PROJECTS & TESTS MUST BE COMPLETED TO RECEIVE A PASSING GRADE.**

**A BASIC KNOWLEDGE GEOGRAPHY/HISTORY TEST MUST BE COMPLETED WITH 100% CORRECT. (Multiple opportunities will be given to pass this quiz.)**

REMIND:  I will use the Remind texting app to communicate essential information to students from time to time.  **You & your parents must sign up.**  This is a texting tool designed for teachers/students—it keeps all of our personal data & phone numbers private from each other, while allowing one-way communication from teacher to a group of students or parents.  If you can’t do texting, set up a buddy system with another student to ensure you get the information. .  **This will be an essential tool for getting information/last minute instruction from me, but is NOT A HOMEWORK REMINDER SERVICE.**  Your parent may opt out only with a written letter.

**What about late work and make-up work?**

LATE WORK: Because this class is made up of a community of learners, your work also affects your team and your classmates. For that reason, **some late work will not be accepted... check with me if you’re not sure.\***  Because you must complete all major projects to pass, these are allowed, but your PR grade will obviously be affected.

MAKE-UP WORK: If you are absent from class or miss a significant portion of class, it is YOUR responsibility to find out what you missed and what handouts you need. You have the number of days you were absent to make it up.

**Is there any extra credit?**Yes.  From time to time I will be offering extra credit. DO NOT rely on extra credit to compensate for not making an effort in class. Extra credit is designed to help but not SAVE you.

**How do I do** [**“Honors” World History**](https://docs.google.com/document/d/152dFyQ1odmAf-zPyqRwgXcJU4kLqIS9qsDCyx4kSM94/edit?usp=sharing)**?**

You can be in any section of World History and participate in the Honors curriculum.  You must maintain an A/B average, attend 3 of 4 of our World History Movie Nights per semester, read a historical biography and work of nonfiction, attend lunchtime Socratic Seminars multiple times a quarter, and write an additional large essay based on your learning. We’ll let you know more in class!

Remind Feature: Text the number: 81010 the following message:

World History Period 1: @ahadkbb

World History Period 3: @8h288

**Which parts of the Common Core are covered in World History?**

**Key Ideas and Details**

1. CIVICS The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

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|  |  | 1.2 Understands the purposes, organization, and function of governments, laws, and political systems. |  |
|  | 2. ECONOMICS The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies. |  |
|  |  | 2.1 Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices. |  |
|  |  | 2.2 Understands how economic systems function. |  |
|  |  | 2.3 Understands the government's role in the economy. |  |
|  |  | 2.4 Understands the economic issues and problems that all societies face. |  |
|  | 3. GEOGRAPHY The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments. |  |
|  |  | 3.1 Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface. |  |
|  |  | 3.2 Understands human interaction with the environment. |  |
|  |  | 3.3 Understands the geographic context of global issues. |  |
|  | 4. HISTORY The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future. |  |
|  |  | 4.1 Understands historical chronology. |  |
|  |  | 4.2 Understands and analyzes causal factors that have shaped major events in history. |  |
|  |  | 4.3 Understands that there are multiple perspectives and interpretations of historical events. |  |
|  |  | 4.4 Uses history to understand the present and plan for the future. |  |
|  | 5. SOCIAL STUDIES SKILLS The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating. |  |
|  |  | 5.1 Uses critical reasoning skills to analyze and evaluate positions. |  |
|  |  | 5.2 Uses inquiry-based research. |  |
|  |  | 5.3 Deliberates public issues. |  |
|  |  | 5.4 Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience. |  |