**World History Syllabus**

Mr. Woody’s Class

World History is a required Social Studies course usually for high school Freshmen. It is designed to help students connect to several major principles of Social Studies: how the actions of previous civilizations have affected ours; how culture reflects and predicts people’s actions; how economics and geography impact the growth and decline of civilizations; and how the mistakes made in the past provide lessons for us on how to live more effectively.

Beneath each Unit description, the State Standards are listed in braces { } while the Textbook chapters and sections are listed in brackets [ ]. Due to the nature of many of the Standards, being that they are extremely general and non-topical, they are designated as General Universal Standards (GUS) here. The GUS are: SS.W.1 through SS.W.4 and SS.W.6 through SS.W.15, which are applicable to each of the 8 Units listed below.

**Unit I** – ***Prehistory & Early Civilizations*** – This unit addresses the origins of humanity, and the development of civilization and culture. We will explore how humans coalesced into organized groups and developed the hallmarks of modern humanity. Besides an understanding of prehistoric man, students will investigate the major elements of Egyptian, Sumerian, Indian, and Chinese cultures, as well as other groups associated with them.

{SS: GUS, 16, 17, 18, & 21b.} [Chapters 1, 2, 3, 5, and 6]

**Unit II** – ***Ancient Greece*** – This unit traces the growth and development of Ancient Greece, from its Minoan origins, through the Homeric Age, the Golden Age, and the days of Alexander. We will look at their political contributions, literary and intellectual heritage, and impact on the growth of Western culture.

{SS: GUS, 18} [Chapter 4]

**Unit III** – ***Ancient Rome*** – This unit follows the rise of Rome from kingdom to Republic to Empire. As the ultimate origin of Western legal tradition and the Republic form of government, Rome is of great significance to the modern world. The spread of culture, prosperity, and security allowed Rome’s influence to affect the entire Western world, while their errors eventually led to their demise.

{SS: GUS, 19a} [Chapters 7 & 8]

**Unit IV** – ***The Middle Ages*** – This unit explores the challenges and changes created by the fall of Rome, through the dominance of feudalism, to the rise of nation-states. We examine the ways in which different groups of people used their Roman heritage to create new methods of governance and economic success.

{SS: GUS, 19b, c, d, e, g, and 21a} [Chapters 8, 9, 10, 11, 12, 13, and 14]

**Unit V** – ***Renaissance, Reformation, and Exploration*** – This power-packed unit examines the incredible growth resulting from an explosion of creativity, major revolutions in religion, and the discovery of vast new land masses with astonishing resources. Students will seek to understand the rise of glorious artworks, deep philosophical treatises, and the impact of incredible new cultures on the people of Europe, and vice versa.

{SS: GUS, 20a, d, 21a, e, f} [Chapters 15, 16, and 17]

**Unit VI** – ***Enlightenment vs. Absolutism*** – This unit investigates the dramatic changes in thinking created by a new understanding of scientific principles as counterposed against a governmental system structurally opposed to such independent thought. As kings and queens seek unquestioned power, great thinkers of the day prove that new questions come into being daily.

{SS: GUS, 20 b, c, e, 21a, e} [Chapters 18, 19, 20, and 21, Lessons 1-3]

**Unit VII** – ***Revolution*** – This unit attempts to connect the dots between the various revolutions occurring around the world. From England to America to France, with different types of revolts in Africa, India, and China, old systems ceased to exist as new ones came into being and laid the foundation for the modern world.

{SS: GUS, 19f, 21b, c, d, g, 5} [Chapters 21, Lesson 4, 22, and 23]

**Unit VIII** – ***Growing Pains & The Age of Invention*** – This unit enables us to see how these new systems contained flaws that required significant effort in order to survive. Even as governments struggled to control their newly-formed nations, inventors radically change the world in other ways.

{SS: GUS, 5, 21g} [Chapters 24, 25, and 26]

**Resources:**

The text is World History & Geography by McGraw Hill. I requested enough copies for each student to have one to take home, as well as a desk copy for at school. The text also comes with an on-line copy and activities that will be used at my discretion. Once the student accounts are made available, we will determine which activities and test reviews will be most useful.

In addition, I have numerous personal activities, maps, and resources created over 30 years of having taught other iterations of the course. We may also utilize some movie clips if they prove to be accurate and instructive.

**GUS Questions** – In order to meet the State Standards, students should be able to ask and answer each of the following questions throughout each unit: (where X is whatever culture we are exploring) Students will have a “GUS Questions Worksheet” for each Unit.

What is it like to be a citizen of X?

What is it like to be a woman, child, slave, or visitor to X?

What the structure of the government of X, and what gives that structure its power and authority?

What political ideologies are utilized in X?

How did trade patterns help X to rise in power, and were changes in them instrumental in the fall of X?

What did the people of X use for money?

How did specialization and regional trade affect the people of X?

How did scarcity affect the growth and development of X?

What economic variables caused X to rise/fall?

How did geography dictate the growth of X?

How did changes in the environment affect X?

What are the effects of immigration and emigration on X?

How did the uneven distribution of resources lead to conflict, competition, or collaboration in X?

What is the impact of religion on X?

How did warfare change the daily life of people in X?