

RHINEBECK PRIORITIZED CURRICULUM
GLOBAL HISTORY AND GEOGRAPHY
GRADES 9/10

<i>Topic</i>	<i>Essential Knowledge/Skills</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Connections and Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Time</i>
Methods of the Social Sciences	<p>A. History</p> <ol style="list-style-type: none"> 1. Skills of Historical Analysis <ol style="list-style-type: none"> a. Investigate differing and competing interpretations of historical theories - multiple perspectives b. Hypothesize about why interpretations change over time c. Explain the importance of historical evidence 2. Understand the concepts of change and continuity over time 3. The connections and interactions of people across time and space 4. Time frames and periodizations 5. Roles and contributions of individuals and groups 6. Oral histories 	<p>Change</p> <p>Belief Systems</p> <p>Conflict</p> <p>Cultural/Intellectual Life</p> <p>Diversity</p> <p>Human Rights</p> <p>Inter-dependence</p> <p>Imperialism</p> <p>Nationalism</p> <p>Urbanization</p>	<ul style="list-style-type: none"> • See vocabulary attachment for complete list of terms • Global History Terms: <ol style="list-style-type: none"> 1. What is it or what was it? 2. What is its purpose? 3. What are its cause and effects? 4. What is its significance? 5. An example? • Global History Famous People: <ol style="list-style-type: none"> 1. Place and time period 2. Background and Position 3. Accomplishments and impact on history 	<ul style="list-style-type: none"> • TEACHER'S NOTE: This introductory unit is designed to introduce students to the five social studies standards and the essential questions associated with teacher standard. Many teachers may choose to infuse this introduction into the body of the course. • TEACHER'S NOTE: While this core curriculum presents a chronological approach to global history and geography, it will be necessary at times to suspend chronology. This will help students to study a topic in depth. In some instances, events overlap historical eras. An example would be places in UNIT TWO: Expanding Zones of Exchange and Encounter (500-1200); Japanese feudalism is placed in UNIT THREE: Global Interactions (1200-1650). The teacher may wish to place Japanese feudalism in UNIT TWO with European feudalism so that students can better compare and contrast the two. • This is a local curriculum decision TEACHER'S NOTE: Over this two-year course of study, students should develop a sense of time, exploring different periodization systems and examining themes across time and place. This ability is critical in understanding the course and being able to make the fundamental connections and linkages 	<ul style="list-style-type: none"> • Students are asked to brainstorm about change. What causes change, why change, results of change. Students can do this using a variety of graphic organizers (mind map). Their responses can then be focused to discuss change in regard to individuals, groups, geography, economics, political science, etc. (This is an introductory lesson that allows the instructor to observe students' prior knowledge. • Have students record an event from the schoolday to report on the next day - compare viewpoints. Follow and compare an event (Columbus) in different texts or from different time. • Odyssey Project: <ul style="list-style-type: none"> - joint 9/10 project - on going from grade 9 through 10 grade exhibition. - Research paper 9th grade "Individual's Impact on History" - Technology component is completed in the 10th grade 	<ul style="list-style-type: none"> • In a paragraph answer the following question: What is the nature of change? • Research paper rubric 	<ul style="list-style-type: none"> • 2-3 days

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Methodology of Global History and Geography

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Methods of the Social Sciences (cont.)	B. Geography 1. Elements of geography a. Human geography b. Physical geography c. Political geography d. Migration e. Trade f. Environment and society g. The uses of geography 2. Critical Thinking Skills a. Asking and answering geographic questions b. Analyzing theories of geography c. Acquiring, organizing, and analyzing geographic information 3. Identifying and defining world regions	Human/ Physical Geography Movement of People and Goods Environment and Society Uses of Geography Change Needs and Wants		TEACHER'S NOTE: Prior to the completion of two-year global history program, student should have a clear understanding of the major physical and political features of the world. They will need to explore each of the elements of geography. Students should be able to make, use, and apply geographic generalizations. They should be able to use data to construct maps, graphs, charts, etc. They should have multiple opportunities to explore the impact of geography on the past and present. <ul style="list-style-type: none"> • What impact does geography have on history? • To what extent are terms such as "Far East" and "Middle East" a reflection of a European perspective regions? 	<ul style="list-style-type: none"> • Students will be asked to create their own self-sufficient country using maps/graphic representation to illustrate various components. This needs to include the country's size, shape, climate, resources, topographic and demographic make-up. • Identify the Five Themes of Geography. • Map Skills Packets: <ul style="list-style-type: none"> - making inferences based upon different types of maps - checking validity of hypothesis - deciding what types of maps are needed to find given information 	<ul style="list-style-type: none"> ▪ Basic concepts must be taught prior to/during lesson. This lesson may also act as a project-based assessment. 	<ul style="list-style-type: none"> ▪ 3-5 days

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Methods of the Social Sciences Con't.	<p>C. Economics</p> <ol style="list-style-type: none"> 1. Major economic concepts (scarcity, supply/demand, opportunity cost, production, resources) 2. Economic decision making 3. The interdependence of economics and economic systems throughout the world 4. Applying critical thinking skills in making informed and well-reasoned economic decisions 	<p>Economic Systems</p> <p>Factors of Production</p> <p>Inter-dependence</p> <p>Needs and Wants</p> <p>Scarcity</p> <p>Science and Technology</p>		<ul style="list-style-type: none"> - TEACHER'S NOTE: Students should be able to apply the three basic questions of economics to situations across time and place. • What goods and services shall be produced and in what quantities? • How shall goods and services be produced? • For whom shall goods and services be produced? 	<ul style="list-style-type: none"> • Students will define and examine the various political systems. After defining the systems, students will work in small groups. Each group will be assigned a political system and will have to answer questions based on how their system operates. I.e.; 1. The government needs money to develop its infrastructure. How does this happen? 	<ul style="list-style-type: none"> • Teacher evaluation of student participation 	<ul style="list-style-type: none"> • 2 days
	<p>D. Political Science</p> <ol style="list-style-type: none"> 1. The purposes of government 2. Political systems around the world 3. Political concepts of power, authority, governance, law 4. Rights and responsibilities of citizenship across time and space 5. Critical thinking skills <ol style="list-style-type: none"> a. Probing ideas and assumptions b. Posing and answering analytical questions c. Assuming a skeptical attitude toward questionable political statements d. Evaluating evidence and forming conclusions e. Developing participatory skills 	<p>Decision Making</p> <p>Justice</p> <p>Nation State</p> <p>Citizenship</p> <p>Political Systems</p> <p>Power</p>		<ul style="list-style-type: none"> • What are the basic purposes of government? • What assumptions have different peoples made regarding power, authority, government, and law across time and place? • How is citizenship defined and how do different societies view the rights and responsibilities of citizenship? • How do concepts of justice and human values differ across time and place? • How do concepts of justice and humans values differ across time and place? • How are decisions made under different political systems? 	<ul style="list-style-type: none"> • Students are presented with a hypothetical situation: a country has been bombed. What kind of government would best handle this situation and why? 		<ul style="list-style-type: none"> • 2 days

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Unit I: Ancient World: Civilizations and Religion (4000 BC-500 AD)

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Early Peoples	<p>A. Early Peoples</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Hunters and gatherers-nomadic groups 3. Relationship to the environment 4. Migration of early human populations <ol style="list-style-type: none"> a. Out of Africa b. Other theories 5. Early government <ol style="list-style-type: none"> a. Purposes b. Decision making c. Move toward more complex government systems 	<p>Human/ Physical Geography</p> <p>Movement of People and Goods</p> <p>Scarcity</p> <p>Environment</p> <p>Political Systems</p>		<ul style="list-style-type: none"> • Why did early people choose these areas to settle? • What was the relationship between early peoples and their environment? • What reasons can you pose to explain why early peoples migrated from place to place? • What does the use of tools tell us about a society? 	<ul style="list-style-type: none"> • Pose the question: Why did early people choose to settle in specific areas? Have students draw hypotheses. After developing hypotheses, provide students with topographic maps of the areas (Mesopotamia, Egypt, Indus Valley, and Yellow River) to prove or disprove their guesses (making corrections as necessary). 	<ul style="list-style-type: none"> • Submit original hypotheses and corrections made. 	<ul style="list-style-type: none"> • 2 days
Neolithic Revolution and Early River Civilizations	<p>B. Neolithic Revolution and Early River Civilizations</p> <ol style="list-style-type: none"> 1. Compare and contrast (Mesopotamia, Egypt, the Indus Valley, and Yellow River civilizations) <ol style="list-style-type: none"> a. Human and physical geography of early river civilizations b. Traditional economies c. Political systems d. Social structures and urbanization 	<p>Human/ Physical Geography</p> <p>Urbanization</p> <p>Technology</p> <p>Economic System</p> <p>Political Systems</p>		<p>Throughout global history, students should know and be able to analyze critical turning points in history. They should be able to explain how technological change affects people, places, and regions.</p> <ul style="list-style-type: none"> • TEACHER'S NOTE: When studying early river civilizations, it is important that students investigate at least two civilizations in depth. It is not necessary that all civilizations be addressed to the same extent. The model presented here can be used in the study of any civilization. Students should be able to analyze important ideas, social and cultural values, beliefs, and traditions. 	<ul style="list-style-type: none"> • Utilizing a graphic organizer, students will compare/contrast societies. • Students will create a newspaper (after studying components of a paper) "Neolithic Times". The following questions need to be addressed in some manner: <ol style="list-style-type: none"> 1. To what extent was the rise of cities related to the Neolithic Revolution and the development of early civilization? 2. Why was the introduction of agriculture, technology, tools referred to as Neolithic Revolution? 3. Why was this a turning point? 	<ul style="list-style-type: none"> • Comparison rubric • Thematic Essay- Impact of Belief Systems 	<ul style="list-style-type: none"> • 4 weeks

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Neolithic Revolution and Early River Civilizations Con't.	<p>e. Contributions</p> <ol style="list-style-type: none"> 1) Writing systems 2) Belief systems 3) Early technology - irrigation, tools, weapons 4) Architecture 5) Legal systems - Code of Hammurabi <p>2. Identify demographic patterns of early civilizations and movement of people - Bantu migration (500 BC - 1500 AD)</p> <ol style="list-style-type: none"> a. Human and physical geography b. Causes of migration c. Impact on other areas of Africa 	<p>Cultural and Intellectual Life</p> <p>Decision Making</p> <p>Science and Technology</p> <p>Justice</p> <p>Culture and Intellectual Life</p> <p>Change</p>		<ul style="list-style-type: none"> • Why was the introduction of agriculture referred to as the Neolithic Revolution? • Why was this a turning point? • What political systems developed in early river civilizations? • How was the rise of cities related to the Neolithic Revolution and the development of early civilizations? • What is meant by the term "traditional economy"? • In what ways have science and technology helped humankind meet its basic needs and wants? <p><u>Suggested Documents:</u> Timelines, photographs and/or models of temples, pictures of artifacts, palaces, and Neolithic villages; record-keeping systems; creation stories such as <i>The Epic of Gilgamesh</i></p> <ul style="list-style-type: none"> • What caused the Bantu to migrate south across eastern Africa? • How did their migration change sub-Saharan Africa? • In early civilizations, what caused the movement of peoples? How did the migration change the area? 	<ul style="list-style-type: none"> • Socratic Seminar: Hammurabi's Code 		

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Classical Civilizations	<p>C. Classical Civilizations</p> <ol style="list-style-type: none"> 1. Chinese Civilization <ol style="list-style-type: none"> a. Human and physical geography b. Chinese contributions (engineering, tools, writing silk, bronzes, government system) c. Dynastic cycles d. Mandate of Heaven 2. Greek Civilization <ol style="list-style-type: none"> a. Human and physical geography b. The rise of city-states—Athens/Sparta c. Contributions: art, architecture, philosophy, science—Plato, Socrates, Aristotle d. Growth of democracy in Athens versus the Spartan political system e. Alexander the Great and Hellenistic culture—cultural diffusion 3. Roman Republic <ol style="list-style-type: none"> a. Human and physical geography b. Contributions—law (Twelve Tables), architecture, literature, roads, bridges 4. Indian (Maurya) Empire <ol style="list-style-type: none"> a. Human and physical geography b. Contributions—government system 	<p>Human/ Physical Geography</p> <p>Cultural/ Intellectual Life</p> <p>Political Systems</p>		<p>TEACHER'S NOTE: Have students develop timelines and maps to illustrate the parallel development of classical civilizations.</p> <ul style="list-style-type: none"> • What have been the contributions of Classical Civilizations to the history of humankind? • What forces caused the rise and fall of classical civilizations? • What were the status and role of women in these civilizations? • What was the Mandate of Heaven? • Why did the Chinese define their history in terms of dynastic cycles? • How are contemporary democratic governments rooted in classical traditions? • What impacts did Greece and Rome have on the development of later political systems? • How did geography affect the rise of city-states in Greece and the rise of the Roman Empire? • How did the institution of slavery fit within the Athenian concept of democracy? <p><u>Suggested Documents:</u> Hammurabi's Code, Hebrew law, the Twelve Tables of Rome, the Golden Rule, <i>The Odyssey</i>, Ptolemaic maps, etc.</p>	<ul style="list-style-type: none"> • Students will trace the maritime and overland trade routes of classical civilizations through map work. • "Documents" Hammurabi's Code, Hebrew Law, Twelve Tables of Rome, the Golden Rule, The Odyssey, Ptolemaic Maps • Role-play aspects of Greeks or Roman culture (oratory, games, etc.) • Socratic Seminar: Pericles' Funeral Oration 	<ul style="list-style-type: none"> • Through an expository essay students will discuss how these routes linked civilizations and led to interdependence and cultural diffusion. • DBQ: Ancient Greek Contributions Geography 	<ul style="list-style-type: none"> • 1 week • 3 weeks • 2 weeks • 2 days

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Classical Civilizations Con't.	5. Rise of agrarian civilizations in Mesoamerica—Mayan (200 BC - 900 AD) <ol style="list-style-type: none"> a. Human and physical geography b. Contributions (mathematics, astronomy, science, arts, architecture, and technology) c. Role of maize d. Religion 6. The status and role of women in classical civilizations 7. The growth of global trade routes in classical civilizations <ol style="list-style-type: none"> a. Phoenician trade routes b. Silk Road c. Maritime and overland trade routes <ol style="list-style-type: none"> 1) Linking Africa and Eurasia 2) Linking China, Korea, and Japan 	Human/ Physical Geography Factors of Production Movement of People and Goods Inter- dependence		TEACHER'S NOTE: The Mayan civilizations span the time period and are placed here to introduce students to developments in the Western Hemisphere from an early date. <ul style="list-style-type: none"> • How did agriculture arise in the Americas? • What were the earliest crops in the Americas? • How did the Mayan civilizations compare to river valley and classical civilizations of Eurasia? • How did the decline of the Mayans compare to the fall of the Han and Roman empires? • What brought about the decline of the Mayans? TEACHER'S NOTE: The study of economics includes the investigation of interdependent economics throughout the world over time and place. Students should be able to trace the maritime and overland trading routes that linked civilizations and let to interdependence and cultural diffusion. <ul style="list-style-type: none"> • Why did the Silk Road extend from Korea across Central Asia? • What goods were being traded? Why? <u>Suggested Documents:</u> Maps of classical civilizations and early trade routes			

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The Rise and Fall of Great Empires	D. The Rise and Fall of Great Empires 1. Han Dynasty a. Human and physical geography b. Factors leading to growth c. Contributions d. Causes of decline e. Role of migrating Mongols from Central Asia 2. Roman Empire a. Human and physical geography b. Factors leading to growth (engineering, empire building, trade) c. Contributions d. Causes of decline e. Role of migrating nomadic groups from Central Asia f. Pax Romana	Human/Physical Geography Cultural and Intellectual Life Movement of People and Goods Technology Power		<ul style="list-style-type: none"> What caused the fall of the Han and Roman empires? What role did migrating nomadic groups play in the fall of the Han and Roman empires? 	<ul style="list-style-type: none"> Students will be placed in small groups. Each group will create a timeline for the rise and fall of empires/civilizations. It needs to encompass social, economic, geographic and political factors. Each student will complete an attribute web for common characteristics leading to the rise of a civilization and a second one that identifies common characteristics of decline. 	<ul style="list-style-type: none"> Timeline rubric Assess detail and accuracy of web. 	<ul style="list-style-type: none"> 3 weeks
The Emergence and Spread of Belief Systems	E. The Emergence and Spread of Belief Systems 1. Place of Origin and Major Beliefs a. Animism b. Hinduism c. Buddhism d. Chinese Philosophies (Confucianism, Daoism) e. Judaism f. Christianity g. Islam h. Legalism i. Shintoism j. Jainism 2. Expansion of Christianity, Islam, and Buddhism	Belief Systems Human/Physical Geography Conflict Diversity Cultural and Intellectual Life		<ul style="list-style-type: none"> TEACHER'S NOTE: When analyzing the world's major religions and philosophies, it may be best to suspend a strict adherence to chronology in favor of comprehensively exploring belief systems as a theme. This study involves learning about the important roles and contributions made by individuals and groups. It is important to make linkages to the present. In what ways are these varying belief systems similar and different? How do these belief systems affect our lives today? 	<ul style="list-style-type: none"> Students are divided into small groups. Each group is assigned a belief system to investigate. After the investigation, students will participate in a whole class discussion, various topics will be thrown out and each group will discuss their system in regards to the topic. 	<ul style="list-style-type: none"> Assess participation. 	<ul style="list-style-type: none"> 5-7 days
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		<i>Theme</i>		<i>Guiding Questions</i>		<i>Assessment Ideas</i>	
The Emergence and Spread of Belief Systems Con't.				<ul style="list-style-type: none"> • In what ways does a culture's art reflect that belief system? • What individuals and groups are associated with the major religions of the world? • What holy books or texts are associated with the major religions of the world? • What role did missionaries, traders, and conquerors play in the spread of religions? • How did the expansion of Islam, Confucianism, Christianity, and Buddhism encourage the encounter and exchanges of peoples, goods, and ideas? <p><u>Suggested Documents:</u> Maps showing spread of religions, Old Testament, Torah, New Testament, the Lawbook of Manu: the Lawbook of Manu: the Castle System, the Bhagavad-Gita, Life of Buddha, the Analects, Daoist poems, the Koran (Qur'an)</p>			

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Unit II: Expanding Zones of Exchange and Encounter (500-1200)

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Gupta Empire (320 - 550 AD)	A. Gupta Empire (320-550AD) 1. Human and physical geography 2. Artistic/scientific Contributions 3. Ties to Hinduism 4. Organizational Structure	Culture and Intellectual Life Human/Physical Geography		<ul style="list-style-type: none"> - TEACHER'S NOTE: Students should be able to interpret and analyze documents and artifacts related to global history. • What contributions to human history have been made by the Gupta Empire, the Tang and Song Dynasty, Byzantine Empire, and medieval Europe? • What role did women play in the Gupta Empire? The Tang and Song Dynasty? 	<ul style="list-style-type: none"> • Students will be divided into three groups: 1. Gupta Empire 2. Tang Dynasty 3. Byzantine Empire Each group will teach the class about their topic including its spatial organization, contributions and organizational structure. 	<ul style="list-style-type: none"> • Students will devise an assessment to follow their lesson. • After all three have been presented, an instructor-devised assessment will be given. 	2 days
Tang Dynasty (618-907 AD)	B. Tang and Song Dynasty (618-1126 AD) 1. Human and physical geography 2. Contributions 3. Chinese influence on Korea and Japan 4. Cultural flowering 5. Growth of commerce and trade	Human/Physical Geography Culture and Intellectual Life		<p><u>Suggested Documents:</u> Photographs of Gupta, Tang, and Song arts; remains of material culture; timelines; and maps</p> <ul style="list-style-type: none"> - TEACHER'S NOTE: Students should understand the development and connectedness of civilizations and cultures. The study of the Byzantine Empire is particularly suited to this approach because it encompasses lands from more than one region. 			2 days
Byzantine Empire	C. Byzantine Empire (330-1613 AD) 1. Human and physical geography 2. Achievements (law- Justinian Code, engineering, and commerce) 3. The Orthodox Christian Church 4. Political structures and Justinian Code 5. Role in preserving and transmitting Greek and Roman cultures 6. Impact on Russia and Eastern Europe	Human/physical Geography Inter - dependence Diversity World in spatial terms Justice Belief Systems		<ul style="list-style-type: none"> • What role did the Byzantine Empire play in the preservation and transmittal of Greek and Roman knowledge and culture? of Roman concept of law? • What impact did the Byzantine Empire have in the development of historical Russia? Of Russia today? • What impact did the fall of Constantinople (1453) have on Western Europe? To what extent was this event a turning point in global history? 	<ul style="list-style-type: none"> • Have students research icons from the Byzantine civilization on the Internet and report findings to the class. • Byzantine Monument 	<ul style="list-style-type: none"> • Research rubric • DBQ: Byzantine Empire Under Justinian 	2 weeks

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Early Russia	D. Early Russia 1. Human and physical geography 2. Trade 3. Kiev 4. Russian Orthodox Church			<ul style="list-style-type: none"> How did the location of Constantinople make it a crossroads of Europe and Asia? How did geography affect early Russia? <p><u>Suggested Documents:</u> Justinian Code, pictures of Hagia Sophia, mosaics, reservoirs, etc.</p>			<ul style="list-style-type: none"> 1 week
The Spread of Islam to Europe, Asia, and Africa	E. The Spread of Islam to Europe, Asia, and Africa 1. Human and physical geography 2. Organizational structure 3. The development of Islamic Law and its impact 4. Social Class: Women and slavery in Muslim society 5. Position of "people of the book" 6. The golden age of Islam a. Contributions to mathematics, science, medicine, art, architecture, and literature b. Role in preserving Greek and Roman culture c. Islamic Spain 7. Trade	Human/Physical Geography Inter-dependence Diversity Justice and Human Rights Political Systems Economic Systems Belief Systems Cultural and Intellectual Life Science and Technology		<p>- TEACHER'S NOTES: Through their inquiry, students should gain an appreciation for the vastness of the various Muslim empires, the ability of Islam to successfully rule very diverse populations, and their role in cultural innovation and trade.</p> <ul style="list-style-type: none"> What contributions did Islamic culture make to global history? What was the status of women under Islamic law? How did Islam link Eastern and Western cultures? What was the role of Islamic missionaries in Africa? In other regions? How did Islam art and architecture reflect a blend of many different cultures? <p><u>Suggested Document:</u> Maps showing trade in and around the Indian Ocean and Central Asia, Islamic art and architecture, and calligraphy</p>	<ul style="list-style-type: none"> Students will create a collage of Islamic contributions that exist today. 	<ul style="list-style-type: none"> Collage rubric Thematic Essay: Change DBQ: -Spread of Islamic Civilization -Islamic Civilization; Its contribution to world culture 	<ul style="list-style-type: none"> 2 weeks

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Medieval Europe	<p>F. Medieval Europe (500-1400)</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Frankish Empire—Charlemagne 3. Manorialism 4. Feudalism <ol style="list-style-type: none"> a. Social hierarchy and stratification b. Role of men and women 5. Spiritual and secular role of the Church 6. Monastic centers of learning 7. Anti-Semitism 8. Art and architecture 	<p>Economic Systems</p> <p>Factors of Production</p> <p>Political Systems</p> <p>Belief Systems</p>		<ul style="list-style-type: none"> • What assumptions did medieval Europe make regarding power, authority, governance, and law? • How did the roles of men and women differ in medieval society? • What role did individual citizens play in feudal society? • How were decisions made about the use of scarce resources in medieval Europe? • What principles were the basis of these decisions? • How did the power of the Catholic church evolve? • What were the implications of this evolution? <p><u>Suggested Documents:</u> Photographs and architectural drawings, details of paintings showing everyday life, diagrams and charts of monasteries and manors, and diagrams of social pyramids</p>	<ul style="list-style-type: none"> • Students will compile a study guide for Medieval Europe. Required materials may include vocabulary, diagrams, maps and timelines, a journal or diary. Optional items: Filmstrips, student devised skits, poems, worksheets, posters • Use overheads of Cathedrals of the period and discuss power of Catholic Church and reflection of culture in general from pictures. • Socratic Seminar: -Turning of the Millennium Godfather Clip: Understanding Feudalism 	<ul style="list-style-type: none"> • DBQ: -The Middle Ages 	<ul style="list-style-type: none"> • 3 weeks
Crusades	<p>G. Crusades</p> <ol style="list-style-type: none"> 1. Causes 2. Impacts on Southwest Asia, Byzantium, and Europe 3. Perspectives 4. Key individuals—Urban II, Saladin, and Richard the Lion-Hearted 	<p>Human/Physical Geography</p> <p>Change</p> <p>Nation-states</p> <p>Inter-dependence</p> <p>Movement of People and Goods</p> <p>Needs and Wants</p> <p>Science and Technology</p> <p>Conflict</p>		<p>TEACHER'S NOTE: Students should be able to analyze the causes of the Crusades and their impact. They should understand the diverse ways Muslims, Byzantines, and Christians viewed this period. They should appreciate that one dimension of a society's growth is its connection to neighboring and competing societies. Students should explore how places have taken on symbolic meaning throughout history, e.g., Jerusalem as a holy city.</p> <p><u>Suggested Documents:</u> Portolan charts, various kinds of other maps, and first hand accounts</p> <ul style="list-style-type: none"> • How did the expansion of Islam, Christianity, and Buddhism encourage the encounter and exchanges of peoples, goods, and ideas? • What were the causes and effects of the Crusades? 	<ul style="list-style-type: none"> • Students will write a letter home as if they are Christians Fighting during the Crusades and a letter from the perspective of a Muslim. The letter should emphasize cause and effect from the two perspectives. • Robin Hood Clip: -The Crusades 	<ul style="list-style-type: none"> • Analyzing perspective rubric 	<ul style="list-style-type: none"> • 1 week

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Unit III Global Interactions (1200 - 1650)

<i>Topic</i>	<i>Essential Knowledge/Skills</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Connections and Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Time</i>
Early Japanese History and Feudalism	A. Early Japanese History and Feudalism 1. Human and physical geography 2. Early Traditions (Shintoism) 3. Ties with China and Korea: cultural diffusion, Buddhism and Confucianism 4. Tokugawa Shogunate 5. Social hierarchy and Stratification 6. Comparison to European feudalism 7. Zen Buddhism	Human/Physical Geography Political Systems Cultural and Intellectual Life Belief Systems		TEACHER'S NOTE: Students should be able to compare and contrast the social, political, and economic dimensions of the Japanese and European feudal systems. They should understand the impact of cultural diffusion on Japanese culture. Additional case studies might include Chinese and Korean feudalism. <ul style="list-style-type: none"> How are Japanese and European feudalism similar? Dissimilar? How did location impact Japanese history? <u>Suggested Documents:</u> <i>The Way of Samuai</i> , and other literary works by Yamaga, Soko, Saikakil; materials on Kabuki theater; the works of artists such as Hobusai, and Ogata Korin; diagrams of the social system	<ul style="list-style-type: none"> Students will create a Venn diagram that compares Japanese Feudalism to European Feudalism. The students will illustrate the flow of ideas from China and Korea to Japan. Students will explain how these ideas were assimilated and adapted to Japanese culture. 	<ul style="list-style-type: none"> Comparison rubric 	<ul style="list-style-type: none"> 3 days
The Rise and Fall of the Mongols and Their Impact on Eurasia	B. The Rise and Fall of the Mongols and their Impact on Eurasia 1. Human and physical geography 2. Origins—Central Asian nomadic tribes 3. The Yuan Dynasty: a foreign or non-Chinese dynasty 4. Extent of empire under Ghengis Khan and Kublai Khan 5. Impact on Central Asia, China, Korea, Europe, India, Southwest Asia 6. Impact on the rise of Moscow 7. Interaction with the West and global trade, "Pax Mongolia" (e.g., Marco Polo) 8. Causes of decline	Human/Physical Geography Inter-dependence Diversity Urbanization Movement of People and Goods		TEACHER'S NOTE: Students should understand the development and connectedness of civilizations and cultures. They should understand the global significance and great diversity encompassed by the Mongol Empire. This era saw the growing importance of cities as centers of trade and culture. <ul style="list-style-type: none"> How did geography contribute to the success of the Mongols? What forces led to the rise and fall of the Mongols? How were a nomadic people able to conquer more advanced civilizations? Why was the Mongol defeat in Japan significant? What role did ethnocentrism play in the development of Japan? What were the ramifications of the Mongol invasions of Eurasia? <u>Suggested Documents:</u> Descriptions of Mongols by such travelers as Marco Polo and others; visuals, maps	<ul style="list-style-type: none"> Students will write a brief biography on Ghengis Khan, Kublai Khan, Marco Polo or Ibn Battuta. 	<ul style="list-style-type: none"> Biography rubric 	<ul style="list-style-type: none"> 1 week

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<i>Topic</i>	<i>Essential Knowledge/Skills</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Connections and Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Time</i>
Global Trade and Interactions	C. Global Trade and Interactions 1. The Resurgence of Europe a. Hanseatic League and Italian city-states b. Trade fairs and towns c. Medieval guilds d. Commercial revolution 2. Major trading centers- Nanjing/Calicut/Mogadishu/Venice 3. Ibn Battu 4. Expansion of the Portuguese spice trade to Southeast Asia and its impact on Asia and Europe	Economic Systems Change Urbanization Factors of Production Movement of People and Goods		<ul style="list-style-type: none"> - TEACHER'S NOTE: Students should be able to trace the rise and evolution of capitalism as an economic system. They should understand that capitalism was made possible by changes within the European economic system and by overseas expansion. • What was the relationship between the rise of capitalism and the decline of feudalism? • What role did a class of merchants and bankers play in the rise of capitalism? • In a market economy, how does the system determine what goods and services are to be produced and in what quantity? And for whom? • How did a capitalist economy change the way men and women worked? • Why did cities like Venice and Mogadishu become trading centers? • What were the major land and sea trade routes of the early 1400's? • What goods were being traded? • What role did the plague play in major demographic and social shifts in Eurasia and Africa? • How do market economies foster urbanization? <p><u>Suggested Documents:</u> Maps, descriptions of medieval guilds, town charters, journals</p>	<ul style="list-style-type: none"> • Students will be assigned a role: merchant, banker, consumer, foreign trader. Each will investigate their role as capitalism developed and give an oral presentation. (Provide students with advanced organizer questions.) 	<ul style="list-style-type: none"> • Oral presentation rubric 	<ul style="list-style-type: none"> • 1 week

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<i>Topic</i>	<i>Essential Knowledge/Skills</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Connections and Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Time</i>
Rise and fall of Africa civilizations	D. Rise and Fall of Africa Civilizations: Ghana, Mali, Axum, and Songhai Empires 1. Human and physical geography 2. Organizational structure 3. Contributions 4. Roles in global trade routes 5. Spread and impact of Islam—Mansa Musa 6. Timbuktu and Africa trade routes	Human/ Physical Geography Economic Systems Change Urbanization Belief Systems		TEACHER'S NOTE: Students should study the development and interactions of social/cultural/political/economic/religious systems in different regions of the world. <ul style="list-style-type: none"> What role did African kingdoms play in overland and maritime trade routes of the era? What impact did Islam have on these kingdoms? What forces contributed to the rise and fall of African kingdoms? How did they compare with the rise and fall of other empires? How did traditional art reflect the beliefs of African kingdoms? What role did the plague play in major demographic and social shifts I Eurasia and Africa? 	<ul style="list-style-type: none"> Graphic Organizer Compare and Contrast: Civilizations of Africa (Sub-Saharan) 	<ul style="list-style-type: none"> DBQ: Africa before the arrival of Europe 	<ul style="list-style-type: none"> 3 days
Social, Economic, and Political Impacts of the Plague on Eurasia and Africa	E. Social, Economic, and Political Impacts of the Plague on Eurasia and Africa	Human/ Physical Geography Change		<ul style="list-style-type: none"> How did traditional art reflect the beliefs of African kingdoms? What role did the plague play in major demographic and social shifts I Eurasia and Africa? <p><u>Suggested Documents:</u> Maps showing the global spread and extent of the plague, written accounts by Europeans and others (Jean deVenette; Ibn al-wardi; Giovanni Boccaccio, <i>The Decameron</i>)</p>	<ul style="list-style-type: none"> Using primary source documents, students will describe the causes/effects of the plague. Socratic Seminar: The Bubonic Plague 		<ul style="list-style-type: none"> 3 days
Renaissance and Humanism	F. Renaissance and Humanism 1. Human and physical geography 2. Shift in worldview-other-worldly to secular 3. Greco-Roman revival (interest in humanism) 4. Art and architecture (e.g., da Vinci and Michelangelo) 5. Literature (e.g., Dante, Cervantes, Shakespeare)	Human/ Physical Geography Cultural and Intellectual Life		TEACHER'S NOTE: Students should understand that the Renaissance represented a shift from the emphasis on spiritual concerns of the medieval period to more secular ones. Humanism emphasized the importance of individual worth in a secular society. <ul style="list-style-type: none"> What impact did capitalism have on the Renaissance? How did the Renaissance differ from the medieval period? How was it similar? 	<ul style="list-style-type: none"> Assign students various aspects of the Renaissance period (arts, science and technology, religion). Each group will present an oral report on their topic. Students will take notes during presentations. 	<ul style="list-style-type: none"> Classmates will evaluate each other's presentations (as will the instructor) The instructor will also collect notes taken during presentation. 	<ul style="list-style-type: none"> 2 weeks

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<i>Topic</i>	<i>Essential Knowledge/Skills</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Connections and Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Time</i>
Renaissance and Humanism Con't.	6. Political science (e.g., Machiavelli) 7. New scientific and technological innovations (Gutenberg's moveable type printing press, cartography, naval engineering, and navigational and nautical devices)	Science and Technology Decision Making		<ul style="list-style-type: none"> Explain the role of international trade in the sparking of the Renaissance. Why is the Renaissance considered a "rebirth"? Why is the Reformation considered a turning point in European history? How did advancing technology affect society? How did the Renaissance change political systems? <p><u>Suggested Documents:</u> Diagrams of the printing press; nautical devices; maps and historical atlas—Ortelius, Ptolemaic, Mercator, Blaeu, Braun, and Hogenberg; Renaissance art; excerpts from Renaissance literature; Machiavelli, <i>The Prince</i>; works by Dante, Cervantes, and Shakespeare</p> <ul style="list-style-type: none"> Bronx Tale Movie Clip: Machiavelli Socratic Seminar: The David 	<ul style="list-style-type: none"> Students will analyze various maps associated with the Resurgence of Europe. They will develop questions that classmates will be required to answer. Students will answer document based questions based on Ninety-five Theses and/or Magna Carta Students will analyze the Magna Carta and will write an editorial either supporting or opposing its use, utilizing historical data for support. Use a pause procedure lecture to discuss the rise of European nation states and decline of Feudalism. 	<ul style="list-style-type: none"> DBQ rubric Editorial rubric 	
Reformation and Counter Reformation	6. Reformation and Counter Reformation 1. Human and physical geography 2. Martin Luther's <i>Ninety-five Theses</i> : the challenge to power and authority of the Roman Catholic Church 3. Anti-Semitic laws and policies 4. Henry VIII and the English Reformation 5. Calvin and other reformers 6. Counter Reformation (Ignatius Loyola, Council of Trent) 7. Roles of men and women within the Christian churches Religious wars in Europe: causes and impacts	Human/Physical Geography Belief Systems Conflict		TEACHER'S NOTE: Students should be provided with opportunities to look at issues from multiple perspectives (e.g., the conflict between the Roman Catholic Church and secular rulers, nationalism, and the unifying role of the Roman Catholic Church). The Reformation challenged the traditional power and authority of the Roman Catholic Church. Students should analyze different kinds of maps of Europe during this time period. <ul style="list-style-type: none"> How did religious reform lead to conflict? To what extent were these conflicts resolved? What role did Elizabeth I play in the English Reformation? <p><u>Suggested Documents:</u> Shakespeare, <i>The Merchant of Venice</i>; Martin Luther, <i>The Ninety-five Theses</i>, Loyola, <i>Spiritual Exercise</i></p>			<ul style="list-style-type: none"> 1 week

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<i>Topic</i>	<i>Essential Knowledge/Skills</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Connections and Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Time</i>
The Rise and Impact of European Nation-states	H. The Rise and Impact of European Nation-states/Decline of Feudalism Case studies: England—Elizabeth I: France—Joan of Arc a. Forces moving toward centralization b. Role of nationalism	Nationalism Nation State Conflict Political Systems Power Decision Making		<ul style="list-style-type: none"> • What forces led to the rise of nation-states? • In what ways did nationalism support centralized governments headed by powerful rulers? • What forces opposed absolute monarchies? • How did nationalism lead to conflict between secular and ecclesiastical powers? <p><u>Suggested Documents:</u> Different kinds of maps including Ptolemaic, Mercator, Blaeu, Braun, and Hogenberg, and Ortelius; pictures of cities</p>			<ul style="list-style-type: none"> • 1 week

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 Unit IV - The First Global Age (1450 - 1770)

<i>Topic</i>	<i>Essential Knowledge/Skills</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Connections and Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Time</i>
Ming Dynasty	A. The Ming Dynasty (1368-1644) 1. Human and physical geography 2. Restoration of Chinese rule, Chinese world vision 3. The impact of China on East Asia and Southeast Asia 4. China's relationship with the West 5. Contributions 6. Expansion of trade (Zheng He, 1405-1433)	Human/ Physical Geography Cultural and Intellectual Life Movement of People and Goods		<ul style="list-style-type: none"> What were the Ming achievements in science and engineering? What impact did China's self-concept of the "middle kingdom" have on its political, economic, and cultural relationships with other societies in Eastern and Southeastern Asia? To what extent was Europe more interested in trade with China, than China was interested in trade with the West? Why? What factors made the Ming turn away from expeditions of trade and exploration? <p><u>Suggested Documents:</u> Photographs of blue and white porcelain, map showing voyages of Zheng He; excerpts from the novel <i>Journey to the West</i></p>			<ul style="list-style-type: none"> 2 days
Impact of the Ottoman Empire on the Middle East and Europe Impact of the Ottoman	B. The impact of the Ottoman Empire on the Middle East and Europe 1. Human and physical geography 2. Contributions 3. Suleiman I (the Magnificent, the Lawgiver) 4. Disruption of established trade routes and European search for new ones 5. Limits of Ottoman Europe	Human/ Physical Geography Belief Systems Change		<p>TEACHER'S NOTE: Students should have a clear understanding of the extent of the Ottoman Empire at its height. They should investigate the factors that brought about change within the Ottoman Empire and its long-term impacts on global history.</p> <ul style="list-style-type: none"> What factors contributed to the rise and fall of the Ottoman Empire? What impact did Ottoman domination have on Eastern Europe? What impact continues today? To what extent were the fall of Constantinople to the Ottomans and Columbus's voyages major turning points in global history? Why was Suleiman I called the 			

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<i>Topic</i>	<i>Essential Knowledge/Skills</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Connections and Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Time</i>
Empire on the Middle East and Europe Con't.				<p>Magnificent by Westerners and Lawgiver by Ottomans?</p> <ul style="list-style-type: none"> How did Suleiman I compare to other absolute rulers (Akbar, Louis XIV, Peter the Great)? How did Ottoman law compare with other legal systems? 			
Spain and Portugal on the Eve of the Encounter	<p>C. Spain and Portugal on the Eve of the Encounter</p> <ol style="list-style-type: none"> Human and physical geography Reconquista under Ferdinand and Isabella Expulsion of Moors and Jews Exploration and overseas expansion <ol style="list-style-type: none"> Columbus Magellan circumnavigates the globe 	<p>Human/Physical Geography</p> <p>Movement of People and Goods</p> <p>Human Rights</p>		<ul style="list-style-type: none"> What were Spain and Portugal like on the eve of the encounter? In what ways was 1492 a turning point in global history? What impact did the encounter have on demographic trends in the Americas, Africa, and Europe? How did life change as a result of this encounter? How did the standard of living in Europe change as a result of the encounter? What technologies made European over-seas expansion possible? What were the original sources of those technologies? How did Jews and Muslims view the Reconquista? The Inquisition? 			<ul style="list-style-type: none"> 2 days
<p>The Rise of Mesoamerican Empires: Aztec and Incan Empires Before 1500</p> <p>The Rise of Mesoamerican Empires: Aztec and</p>	<p>D. The Rise of Mesoamerican Empires: Aztec and Incan Empires before 1500</p> <ol style="list-style-type: none"> Human and physical geography Organizational structure Contributions Trade 	<p>Human/Physical Geography</p> <p>Cultural and Intellectual Life</p> <p>Diversity</p> <p>Urbanization</p>		<ul style="list-style-type: none"> TEACHER'S NOTE: Here is another instance where strict adherence to chronology is suspended in order for students to acquire a broader knowledge of the rise and fall of diverse civilizations. Students should be able to compare and contrast the empires of Mesoamerica with the empires of Afro-Eurasia. They should understand 	<ul style="list-style-type: none"> Students will compare/contrast the Olmec, Mayan, Aztec and Incan Empires in regards to their geography, organizational structure and contributions. Students choose the medium to use for this comparison. 	<ul style="list-style-type: none"> Comparison rubric 	<ul style="list-style-type: none"> 1 week

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<i>Topic</i>	<i>Essential Knowledge/Skills</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Connections and Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Time</i>
Incan Empires Before 1500 Con't.				<p>that on the eve of the encounter, the peoples of the Americas already had complex societies.</p> <ul style="list-style-type: none"> To what extent can the Aztec and Incan Empires be compared to earlier Afro-Eurasian classical civilizations in terms of their organizations and achievements? How widespread were Aztec and Incan trade? What was everyday life like in Mesoamerican societies? 			
<p>The Encounter Between Europeans and the Peoples of Africa, the Americas and Asia</p> <p>The Encounter between Europeans and the Peoples of Africa, the Americas and</p>	<p>E. The Encounter Between Europeans and the Peoples of Africa, the Americas, and Asia Case Study: The Colombian Exchange</p> <ol style="list-style-type: none"> Human and physical geography European Competition for Colonies in the Americas, Africa, East Asia and Southeast Asia - The "old imperialism" Global demographic shifts Case Study: The triangular trade and slavery The extent of European expansionism European mercantilism Spanish colonialism and the introduction of the Encomienda system to Latin America Dutch colonization in East Asia (Japan and Indonesia) 	<p>Human/ Physical Geography</p> <p>Conflict</p> <p>Economic Systems</p> <p>Movement of People and Goods</p>		<p>TEACHER'S NOTE: Students should understand that the encounters between peoples in the 15th and early-16th centuries had a tremendous impact upon the worldwide exchange of flora, fauna, and diseases.</p> <ul style="list-style-type: none"> What forces came together in the mid-1400's that made the Age of European Exploration possible? What impact did European technology, food, and diseases have on the America? What impact did food, and diseases introduced from the Americas have on Europe, Asia, and Africa? What impact did the introduction of American foodstuffs have on the increase in Chinese population? What impact did mercantilism have on European colonies? On Europe? To what extent were the fall of Constantinople to the Ottomans and Columbus' voyages major turning points 	<ul style="list-style-type: none"> Students will participate in a role playing exercise. Students are playing a part during the Age of Exploration. Each student will be given a scenario (country they're in) their role (explorer, native, crewman, etc.) and expectations for journal. They will keep a journal based on the experience they incur as a result of who they are. Students will create a cause/effect visual for their assigned term: "Old imperialism", slavery, European expansionism, mercantilism, Spanish colonialism, Encomienda system, Dutch colonization of Indonesia. Students will include a written summary of the cause/effect relationship. Students will display their visuals. They will write a summary for each picture based 	<ul style="list-style-type: none"> Journal entry rubric Summary rubric 	

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<i>Topic</i>	<i>Essential Knowledge/Skills</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Connections and Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Time</i>
Asia	8. Exchange of food and disease			<p>in global history?</p> <ul style="list-style-type: none"> • During the Age of Exploration, what was technology's influence? • How did exploration affect native peoples? • How did imperialism change world economies? <p><u>Suggested Documents:</u> Maps of transatlantic trade showing the exchange of goods, various diaries, Bartolome de las Casas, <i>The General History of the Indies</i></p>	only on the visual.		
Political Ideologies: Global Absolutism	<p>F. Political Ideologies: Global Absolutism</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Hobbes, <i>The Leviathan</i> 3. Boussuet 4. Case studies: Akbar the Great, Suleiman the Magnificent, Philip II, Louis XIV, Ivan the Terrible, and Peter the Great 	<p>Human/Physical Geography</p> <p>Political Systems</p>	<ol style="list-style-type: none"> 1. absolutism 2. Akbar the Great 3. Philip II 4. Divine Right 5. Louis XIV 6. Ivan the Terrible 7. Peter the Great 8. puritans 9. Glorious Revolution 10. English Bill of Rights 	<p>- TEACHER'S NOTE: Students should understand that in the 16th and 17th centuries, the monarchies of Western Europe sought to centralize political power. Political absolutism supported that trend. Students should be able to compare and contrast absolutism in Europe with absolutism in Asia and Africa. You need not go into the same depth for each absolute ruler.</p> <ul style="list-style-type: none"> • What impact did the Puritan Revolution have on subsequent political events in Europe and the Americas? <p><u>Suggested Documents:</u> Maps of Russian expansion, other political maps</p>	<ul style="list-style-type: none"> • Students will write a biography on one of the following: Akbar the Great, Charles V, Philip II, Louis XIV, Peter the Great, Thomas Hobbes or James I. • Look at government documents and relate to absolutism. • Write a persuasive essay on which political theory is the most sound. 	<ul style="list-style-type: none"> • Biography rubric • Persuasive essay rubric • DBQ: Absolutism and Democracy • Thematic Essay: See pg. 172 P.H. G.H. and G. Review Book 	
The Response to Absolutism The Response	<p>G. The Response to Absolutism: The rise of parliamentary democracy in England</p> <ol style="list-style-type: none"> 1. Background—Magna Carta 2. Divine Right of Monarchy—Stuart rule 	<p>Conflict</p> <p>Culture and Intellectual Life</p>		<p>TEACHER'S NOTE: The tradition of sharing political power and natural law had its roots in Greek and Roman practice and was expressed in documents that limited royal power such as the Magna Carta and the English Bill of Rights.</p>	<ul style="list-style-type: none"> • Students will answer document-based questions on the English Bill of Rights. • Ask students to list some rights they know Americans have. Ask where they get them 	<ul style="list-style-type: none"> • DBQ rubric 	

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to Absolutism	3. Puritan Revolution—Oliver Cromwell 4. Glorious Revolution—John Locke and the English Bill of Rights	Decision Making Power Citizenship		<ul style="list-style-type: none"> • What impact did the Puritan and Revolution have on the Enlightenment and subsequent political events in Europe and the Americas? • What is absolutism? • What are the similarities and differences between absolute and limited monarchies? <p><u>Suggested Documents:</u> Thomas Hobbes, <i>The Leviathan</i>; Niccolo Machiavelli, <i>The Prince</i>; James I, <i>Justification of Absolute Monarchy</i>; John Locke, <i>Two Treatises of Government</i>, and the English Bill of Rights</p>	(constitution). Have them see English Bill of Rights.		

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 Unit V: An Age of Revolutions (1750 - 1914)

<i>Topic</i>	<i>Essential Knowledge/Skills</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Connections and Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Time</i>
The Scientific Revolution	A. The Scientific Revolution 1. The development of scientific methods 2. The work of Copernicus, Galileo, Newton, and Descartes	Science and Technology Change	1. Scientific Revolution 2. Copernicus 3. heliocentric 4. Galileo 5. Newton 6. Scientific Method 7. natural laws 8. enlightenment 9. John Locke 10. Montesquieu 11. Voltaire 12. Rousseau 13. enlightened despot 14. Thomas Hobbes 15. Estates General 16. National Assembly	TEACHER'S NOTE: Students should understand that the scientific revolution in Europe, with its emphasis on observation, experimentation, investigation and speculation represented a new approach to problem solving. This philosophy became synonymous with modern thought throughout the world. <ul style="list-style-type: none"> What role did science and technology play in the changes that took place in Europe 1450 - 1770? To what extent was the scientific revolution a rejection of traditional authority? To what extent does this tension still exist? To what extent did Europeans apply this approach to traditional values and institutions? <u>Suggested Documents:</u> Nicolaus Copernicus, <i>On the Revolutions of the Heavenly Spheres</i> ; Galileo Galilei, <i>Letter to the Grand Duchess Christiana</i> and <i>Dialogue Concerning the Two Chief World Systems</i> ; Rene Descartes, <i>Discourse on Method</i>	<ul style="list-style-type: none"> Students will create an advertisement and/or mobile for their innovation from the Scientific Revolution. It needs to convey what the innovation is; whom it is meant to help and its long-term impact. Interdisciplinary activity: Read "A Tale of Two Cities" and discuss the book. 	<ul style="list-style-type: none"> Advertisement or mobile rubric 	
The Enlightenment in Europe	B. The Enlightenment in Europe 1. The writings of Locke, Voltaire, Rousseau, and Montesquieu 2. The impact of Enlightenment on nationalism and democracy 3. The enlightened despots - Maria Theresa and Catherine the Great	Cultural and Intellectual Life Citizenship Decision Making		TEACHER'S NOTE: Students should understand that during the enlightenment, Europeans moved toward new assumptions regarding power, authority, governance, and law. These assumptions led to the new social and political systems during the Age of Revolution. Students should focus on the impact of Enlightenment on American political thought and, in turn, the impact of the American Revolution on subsequent revolutions. Student should not engage in an in-depth analysis of the battles and phases of the American Revolution.	<ul style="list-style-type: none"> Students will participate in a speech contest. Speeches will be written as if the student(s) is Locke, Voltaire, Rousseau or Montesquieu. The speech needs to convey the individual's philosophy and why they believe it is the best. After hearing all speeches, each student will write an essay that identifies the speaker whose ideas they believe in the most providing support from the speeches given. 	<ul style="list-style-type: none"> Oral presentation rubric Essay rubric and constructing support rubric 	

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The Enlightenment of Europe Con't.				<u>Suggested Documents:</u> John Locke, Two Treatises of Government; Jean-Jacques Rousseau, The Social Contract; Voltaire, Treatise on Toleration; Rene Descartes, Discourse on Method	<ul style="list-style-type: none"> Have students look over U.S. Constitution and pick out thoughts they believe come from the Enlightenment. 		
Political Revolutions	<p>C. Political Revolutions</p> <ol style="list-style-type: none"> 1. Human and physical geography of revolutions 2. American Revolution <ol style="list-style-type: none"> a. Impact of the Enlightenment on the American Revolution b. Impact of the American Revolution on other revolutions 3. French Revolution <ol style="list-style-type: none"> a. Causes b. Key individuals (Robespierre and Louis XVI) c. Impact on France and other nations d. Rise to power of Napoleon and his impact (Napoleonic Code) 4. Independence Movements in Latin America Case Studies: Simon Bolivar, Toussaint L'Ouverture <ol style="list-style-type: none"> a. Causes b. Impacts 	<p>Human/Physical Geography</p> <p>Conflict</p> <p>Change</p> <p>Political Systems</p> <p>Economic Systems</p>	<p>Robespierre</p> <p>coup d'etat</p> <p>Toussaint L'Ouverture</p> <p>Simon Bolivar</p> <p>San Martin</p>	<p>TEACHER'S NOTE: The American, French, and Latin American revolutions were turning points in global history. Students should be able to identify the forces that brought about these changes and their long-term effects. Each of these revolutions, both political and economic, provides students with multiple opportunities for examination from multiple perspectives.</p> <ul style="list-style-type: none"> To what extent was the Scientific Revolution related to the Enlightenment? In what ways did the French Revolution overturn the balance of power that had existed in Europe? To what extent are the stages of the American, French, and Latin American revolutions similar? Dissimilar? In what way did the French Revolution overturn the balance of power that had existed in Europe? What reactions against revolutionary ideas occurred in Europe, Russia, and Latin America? What forces led to the 19th Century failure of democracy in Latin America and Russia? What role did the individual citizen play in these revolutions? <p><u>Suggested Documents:</u> Thomas Paine, <i>Common Sense</i>; the Declaration of Independence; the Bill of Rights; the Declaration of the Rights of Man and of Citizens; the writings of Simon Bolivar; Edmund Burke, <i>Reflections on the Revolution in France</i></p>	<ul style="list-style-type: none"> The instructor will provide a guided lecture on the American Revolution. (Lead in to an activity on French Revolution) The class will create a storyboard of the French Revolution. Divide the class into small groups. Each group is given a phase of the revolution to plot out in storyboard form. The storyboard will be placed in chronological order. Each student will then create a time line of the revolution based on all storyboards. Have students do a Power Point program on French Revolution (if technology available) Include: causes, effects, major players, chronology) 	<ul style="list-style-type: none"> DBQ: Causes of the French Revolution 	

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The Reaction Against Revolutionary Ideas	D. The Reaction Against Revolutionary Ideas 1. Human and physical geography 2. Balance of power politics and the Congress of Vienna (Klemens von Metternich) 3. Revolutions of 1848 4. Russian absolutism: reforms and expansion a. Impact of the French Revolution and Napoleon b. 19 th century Russian serfdom c. Expansion of Russia into Siberia	Human/ Physical Geography Change	Congress of Vienna Metternich Balance of Power Conservatism Liberalism Nationalism Russification Pogrom Oligarchy Giuseppe Mazzini Camillo Cavour Garibaldi Bismarck Lionism Young Turks Pan-Slavism	<ul style="list-style-type: none"> • What impact did the Congress of Vienna and conservative reaction across Europe have on the establishment of democratic states in Europe? • What reactions against revolutionary ideas occurred in Europe, Russia, and Latin America? • What forces led to the 19th century failure of democracy in Latin America and Russia? • What role did the individual citizen play in these revolutions? • How were Enlightenment ideas incorporated into revolutionary goals? • What were the long-term impacts of these revolutions? • How did democracy and nationalism survive in Europe while Failing in Latin America and Russia? <p><u>Suggested Documents:</u> Political maps of these revolutions reflecting adjustments and boundary changes, before and after the Congress of Vienna VHS: #21622 Cortez and the Legend #29398 Argentina: From Peron to Present #29392 Bolivia "Tyrants will rise from my tomb" #24241 & 24242 Brazil " Emerging Powers " I & II #29394 Ecuador: " A Continent Crucified" #29413 Central and South America " Movement of People" #21005 Latin America "Overview" #21185 Poncho Villa #29397 " Lima Peru Today" #21355 "World Politics - Cuba #21150 "Road to Interdependence</p>	<ul style="list-style-type: none"> • Each student will write a magazine article of his or her assigned independence movement in Latin America. The article needs to include illustrations and relate to the ideas of nationalism, the Enlightenment and other political revolutions. • Students will act out Congress of Vienna. Each will be assigned a role. Metternich, (Czar Alexander I, Lord Robert Castlereagh, Prince Talleyrand, Louis XVIII and minor roles (map maker, scribe, journalist...) Each student will be given criteria for their role • Students will view a series of videos on democracy in Latin America. Students are expected to complete worksheets (published or teacher generated) for each video. The will be submitted for a grade. 	<ul style="list-style-type: none"> • Article rubric • Students will evaluate the presentation as will the instructor. 	

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Latin America	<p>E. Latin America: the Failure of Democracy and the Search for Stability</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Roles of social classes: land-holding elite, creoles, mestizos, native peoples, and slaves 3. Roles of the Church and military 4. Role of cash crop economies in a global market 5. The Mexican Revolution (1910 - 1930) <ol style="list-style-type: none"> a. cause and effect b. roles of Porfirio Diaz, Francisco "Pancho" Villa, and Emiliano Zapata c. Economic and social nationalism 	<p>Nationalism</p> <p>Economic Systems</p> <p>Factors of Production</p> <p>Change</p> <p>Conflict</p> <p>Human Rights</p>		<ul style="list-style-type: none"> • What were the perspectives of various social classes on the revolutions in Latin America? • What role did peasants play in the Mexican Revolution? • How successful was this revolution? • What role did nationalism play in this revolution? 			
Global Nationalism	<p>F. Global Nationalism</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Role in political revolution 3. Force for unity and self-determination <ol style="list-style-type: none"> a. Unification of Italy and Germany(Camillo Cavour, Otto von Bismarck) b. Asian and Middle Eastern nationalism <ol style="list-style-type: none"> 1. India (Indian, National Congress, Moslem League) 2. Turkey-Young Turks 4. Zionism 5. Force leading to conflicts <ol style="list-style-type: none"> a. Balkans before WW I b. Ottoman Empire as the pawn of Europe powers 	<p>Human/Physical Geography</p> <p>Change</p> <p>Conflict</p> <p>Nationalism</p>		<p>TEACHER'S NOTE: Students should be able to define nationalism and be able to analyze the impact of nationalism as a unifying and divisive force in Europe and other regions of the world. They should also be able to examine nationalism across time and place.</p> <ul style="list-style-type: none"> • What role did nationalism play in Europe, Eastern Europe, Asia, Africa, and Latin America? • What role does nationalism play today in these regions? • What is the influence of ethnic diversity toward nationalism? <p><u>Suggested Documents:</u> Giuseppi Mazzini, <i>Young Italy</i>; Carl Schultz, <i>Revolution Spreads to the German States</i></p>	<ul style="list-style-type: none"> • Students will create a mind map of nationalism (This map leads to following lessons on nationalism - it will be extended and refined as future activities proceed). • The original mind map will be branched off to incorporate reigns of the world affected by nationalism (Italy, Germany, Turkey, India, the Balkans, Zionism) 	<ul style="list-style-type: none"> • After nationalism lessons are complete, the map will be collected and assessed. 	

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Economic and Social Revolutions	<p>6. Economic and Social Revolutions</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Agrarian revolution 3. The British Industrial Revolution <ol style="list-style-type: none"> a. Factory system b. Shift from mercantilism to laissez-faire economics-Adam Smith, <i>Wealth of Nations</i> c. Changes in social classes d. Changing roles of men, women, and children in an industrial society e. Urbanization f. Responses to industrialization <ol style="list-style-type: none"> 1. Utopian reform—Robert Owen 2. Legislative reform 3. Role of unions 4. Karl Marx and Friedrich Engels and command economies 5. Sadler Report and reform legislation 6. Parliamentary reforms—expansion of suffrage 7. Writers (Dickens and Zola) 8. Global migrations (19th century) 9. Writings of Thomas Malthus (<i>Essay on the Principles of Population</i>) 4. Mass starvation in Ireland (1845-1850) <ol style="list-style-type: none"> a. Growth of Irish nationalism b. Global migration 	<p>Change</p> <p>Economic Systems</p> <p>Urbanization</p> <p>Factors of Production</p> <p>Environment</p> <p>Human Rights</p> <p>Nationalism</p> <p>Movement of People and Goods</p> <p>Conflict</p>	<p>Agrarian revolution</p> <p>Green revolution</p> <p>Industrial revolution</p> <p>Laissez-faire</p> <p>Mass production</p> <p>Socialism</p> <p>Free market</p> <p>Marxism</p> <p>Urbanization</p> <p>Capital</p> <p>Capitalism</p> <p>Socialism</p>	<p>TEACHER'S NOTE: Students should understand that the Agrarian and Industrial Revolutions, like the Neolithic Revolution, led to radical change. Many Europeans called for reforms. Students should realize that the process of industrialization is still occurring in developing nations.</p> <ul style="list-style-type: none"> • What role did the Industrial Revolution play in the changing roles of men and women? • What impact did the Industrial Revolution have on the expansion of suffrage throughout the late 19th and early 20th centuries? • To what extent did the Industrial Revolution lead to greater urbanization throughout the world? • What geographic factors explain why industrialization began in Great Britain? • How did the European arts respond to the Industrial Revolution? • In what ways did social class impact on the ways various groups looked at the Industrial Revolution? • What impact did industrialization have on the environment? • In what ways did the abuses of the industrial Revolution lead to such competing ideologies as liberalism, conservatism, socialism, and communism? <p>TEACHER'S NOTE: Students should be able to compare social and economic revolutions with political revolutions. In looking at the Industrial Revolution, students should be provided with the opportunity to investigate this phenomenon in at least two nations.</p> <ul style="list-style-type: none"> • To what extent is the Industrial Revolution still occurring in the non-Western world? • What is a post-industrial economy? • What are the major characteristics of social, economic and political revolutions? <p>TEACHER'S NOTE: Students should understand that Marx and Engels proposed an economic system that would replace capitalism.</p> <ul style="list-style-type: none"> • What conditions fostered the creation of various economic ideologies? • How do they compare to one another? 	<ul style="list-style-type: none"> • The class will create a time capsule of the Industrial Revolution. Break the class into small groups. Each group is assigned a different aspect of the Revolution: i.e. child labor, new technologies, urbanization, Adam Smith. Once the capsule is complete, it will be opened. Each student will write an essay on the modern day legacy of the Industrial Revolution. • A KWL chart will be used to focus on communism and socialism. Students will list what they know and wonder first. Students will analyze primary source documents based on the above listed topics (i.e. Communist Manifesto, Herbert Manifesto, Thomas Malthus) • Have students read primary accounts from Sadler and watch ESPN videos: Nike, Outside the Line. Compare and contrast. • See pg. 25 $\frac{1}{2}$ for global status project • View film "Oliver" and complete worksheet • Examination of choices made by Japan and Chin: Why Japan decided to industrialize and China did not. • What happened to the middle east: Why did the Islamic world decline and not industrialize. 	<ul style="list-style-type: none"> • Essay rubric • Thematic essay: Industrialization and its social impact. Focus on impact on woman, children, and the issue of urban growth • Compare and contrast the radical changes precipitated by the agrarian, industrial, and Neolithic revolution • DBQ: Industrial Revolution Beginnings • DBQ: Industrial Revolution Effects • Industrial Revolution responses • After analyzing documents, students will complete the last column of the KWL chart and submit the chart completed. • Comparison rubric 	

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Imperialism	<p>H. Imperialism</p> <ol style="list-style-type: none"> 1. Reasons for imperialism- nationalistic, political, economic, "The White Man's Burden", Social Darwinism 2. Spatial Characteristics- "New Imperialism" 3. British in India <ol style="list-style-type: none"> a. British East India Company b. Sepoy Mutiny 4. British, French, Belgians, and Germans in Africa <ol style="list-style-type: none"> a. Scramble for Africa b. The Congress of Berlin c. African resistance—Zulu Empire d. Boer War e. Cecil Rhodes f. 19th century anti-slave trade legislation 5. European Spheres of Influence in China <ol style="list-style-type: none"> a. Opium War (1839-1842 and 1858-1860) and the Treaty of Nanjing <ol style="list-style-type: none"> 1. Unequal treaties 2. Extraterritoriality b. Boxer Rebellion c. Sun Yat-sen (Sun Zhongshan) and the Chinese Revolution (1910-1911) 6. Multiple perspectives toward Imperialism <ol style="list-style-type: none"> a. Immediate/long-term changes made under European rule b. Long-term effects in Europe and the rest of the world 	<p>Imperialism</p> <p>Economic Systems</p> <p>Factors of Productions</p> <p>Political Systems</p>	<p>Imperialism</p> <p>Sepoy mutiny</p> <p>Opium war</p> <p>Sphere of influence</p> <p>Taiping rebellion</p> <p>Social Darwinism</p> <p>White Mans Burden</p> <p>Berlin Conference</p> <p>Treaty of Nanking</p> <p>Cecil Rhodes</p> <p>Rudyard Kipling</p> <p>Sun Yi Xian</p>	<p>TEACHER'S NOTE: Using primary and secondary sources, student should be able to analyze and evaluate conflicting viewpoints regarding imperialism.</p> <ul style="list-style-type: none"> • To what extent is there a relationship between industrialization and imperialism? • Why did Japan turn to imperialism and militarism in the late 19th and the early 20th centuries? Here again, students should have a clear appreciation of the world in spatial terms. • What was the relationship between nationalism, industrialization, and imperialism? • What were the long-term effects of imperialism? <p><u>Suggested Documents:</u> Maps of migrations, charts, graphs, rural and urban demographics, maps of colonial possessions, journals, writings of people and groups showing contending perspectives on imperialism, Rudyard Kipling's, "The White Man's Burden"</p> <ul style="list-style-type: none"> • Boxer Rebellion • American/Filipino conflict : compare and contrast with major events of 1800 and 2000 and search for connections. 	<ul style="list-style-type: none"> • Students will present a newscast on imperialism and its effects on their assigned region of the world. The newscast needs to include all elements of a news program. • Have students recreate the Berlin Conference of 1884-1885. Assign Roles. • Have them create political cartoons. • Student examine the Boer War compare and contrast with major events of 1800 and 2000 and search for connections • Film Clips: Raiders of the Lost Ark: Jones vs. Arab swordsman, Gandhi : Salt March and Amistan massacre • Films for evening viewing: <ul style="list-style-type: none"> -pre-screening research and post-screening research 1. Breaker Morant 2. Indo-chine 3. 55 Days in Peking 4. The Sand Pebbles 5. Madame Butterfly 	<ul style="list-style-type: none"> • Oral presentation rubric • Cartoon analysis rubric • DBQ: <ul style="list-style-type: none"> -New Imperialism -Imperialism in India: evaluation -Imperialism in Africa: evaluation • Video: <ul style="list-style-type: none"> Boxer Rebellion and worksheet • DBQ: <ul style="list-style-type: none"> Decolonization and Revolution 1945-1975 	

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Japan and the Meiji Restoration	I. Japan and the Meiji Restoration 1. Human and physical geography 2. The opening of Japan a. Commodore Matthew Perry b. Impact upon Japan of Treaty of Kanagawa 3. Modernization and Industrialization 4. Japan as an imperialist Power a. Russo-Japanese War b. Annexation of Korea b. Dependence on world market	Change Human/Physical Geography Imperialism Conflict Economic Systems		<p>TEACHER'S NOTE: Students should analyze the Meiji Restoration in terms of the political, economic, and social changes that were introduced. Students should be able to compare and contrast English and Japanese industrialization. Have students compare industrialization and westernization in Japan and the Ottoman Empire and other non-Western nations and Europe.</p> <ul style="list-style-type: none"> • Why did the Industrial Revolution occur in Japan before other Asian and African nations? • What caused the conflicts between China, Russia, and Japan? • What impact did the Russo-Japanese War have on the relative power of Russia? Japan? • Why did Japan annex Korea? What policies did Japan follow in Korea (1910-1945)? • How does Japanese imperialism of the past influence Japan's relations with her Asian neighbors today? • What political, economic and social changes were introduced during the Meiji Revolution? • How does the geography of Japan affect its foreign policy? <p><u>Suggested Documents:</u> Political maps of Japan and east Asia; Millard Fillmore, <i>Letter to the Emperor of Japan</i>; Ito Hirobumi, <i>Reminiscence on Drafting of the New Constitution</i>; 19th century Japanese prints showing contact with the West</p>	<ul style="list-style-type: none"> • Students will utilize a graphic organizer to illustrate similarities and differences between Tokugawa, Japan and Meiji Japan. 	<ul style="list-style-type: none"> • Comparison rubric 	

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Unit VI: A Half-Century of Crisis and Achievement (1900-1945)

Topic	Essential Knowledge/Skills	Concept/Theme	Vocabulary	Connections and Guiding Questions	Suggested Classroom Ideas	Suggested Assessment Ideas	Time
World War I	<p>A. World War I</p> <ol style="list-style-type: none"> 1. Europe: The physical setting 2. Causes 3. Impacts 4. Effects of scientific/technological advances on warfare 5. Armenian Massacre 6. Collapse of the Ottoman Empire 7. The war as reflected in literature, art, and propaganda 	<p>Human/ Physical Geography</p> <p>Conflict</p> <p>Nationalism</p> <p>Imperialism</p> <p>Diversity</p> <p>Political Systems</p> <p>Cultural and Intellectual Life</p>	<p>Militarism</p> <p>Archduke Ferdinand</p> <p>14 Points</p> <p>Treaty of Versailles</p> <p>Woodrow Wilson</p>	<p>TEACHER'S NOTE: Students should be able to interpret imperialism and analyze documents and artifacts related to the study of World War I. They should be asked to consider which events of the first half of the 20th century were turning points.</p> <ul style="list-style-type: none"> • What role did nationalism and imperialism play in World War I? • What role did technology play? • To what extent were the issues that caused World War I resolved? • In what ways did World War I raise fundamental questions regarding justice and human rights? • In what ways did World War I and the Russian Revolution turning points? • What role did women play in the war? • To what extent was the collapse of the Ottoman Empire like the fall of the Han and Roman empires and the collapse of the Soviet Union? • Why might the Germans, French, and British view the causes of World War I differently? • How are literature and arts a reflection of the time? <p><u>Suggested Documents:</u> Erich Maria Remarque, <i>All Quiet on the Western Front</i>, Young Turks, Proclamation; Mustafa Kemal, Speeches to the Congress of the People's Republican Party</p>	<ul style="list-style-type: none"> • Students will teach short lessons on WWI. Teacher will provide structure and monitor progress. • Look up primary accounts from World War I Soldiers. Use information to create an original story. • Students will examine the psychological and emotional impact of the sinking of the Titanic • Read: <u>All Quiet On The Western Front</u> <p>-Show film with research and post-screening oral reporting</p> <ul style="list-style-type: none"> • Films: viewed in the evening <p>-Paths of Glory</p> <p>-Gallipoli</p> <ul style="list-style-type: none"> • Selected reading from <u>Johnny Got His Gun</u> and WWI poetry. • Critical Assessment of influenza epidemic of 1918: <p>-causes</p> <p>-why it attacked young healthy people</p> <p>-why it has not returned</p> <ul style="list-style-type: none"> • Examination of WWI and WWII as one and the same war. 	<ul style="list-style-type: none"> • Story rubric • DBQ: -causes of WWI • Critical assessment of the Treaty of Versailles • View: <u>The Arming of The Earth</u> and examine why the inventors of weapons of mass destruction believed they would create a world without war. 	

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Revolution and Change in Russia- Causes and Impacts	B. Revolution and Change in Russia— Causes and Impacts 1. The Revolution of 1905 2. March revolution and provisional government 3. Bolshevik Revolution 4. Lenin's rule in Russia 5. Stalin and the rise of a modern totalitarian state industrialization, command economy, collectivization 6. Russification of ethnic republics 7. Forced famine in Ukraine 8. Reign of Terror	Change Justice and Human Rights Political and Economic Systems Conflict	<ul style="list-style-type: none"> Students will compare and contrast the following revolutions: -Glorious Revolution -American Revolution -French Revolution -Russian Revolution -Chinese Revolution -Cuban Revolution -Iranian Revolution Lenin Stalin Soviet NEP 5 year plan command economy collective	TEACHER'S NOTE: Students should understand that Lenin and Stalin used the work of Marx to create a command economy. <ul style="list-style-type: none"> What were the causes of the Russian Revolution? Why did a communist revolution occur in Russia rather than a more industrialized nation? What steps did the communists take to industrialize the Soviet Union? To what extent were the human rights of Russians and other ethnic and national groups respected by the Stalinist regime? How did various groups view the Russian Revolution? How does Russian industrialization compare with that of Western Europe? What conditions led to the rise of totalitarian states? Suggested Documents: Communist political posters and art; VI Lenin, <i>The Call to Power</i> ; Joseph Stalin, <i>The Hard Line</i> ; Nikita Khrushchev, <i>Khrushchev's Secret Speech</i>	<ul style="list-style-type: none"> Analysis of Orwell's <u>Animal Farm</u> interdisciplinary project. Students should be able to distinguish similarities between book and actual events of Russian Revolution. Class discussion and written summary. Have students make up slogans and campaign slogans for Lenin, Keresky and the Czar. View films: -Nicholas and Alexandra -Reds Students will compare and contrast command, free market, traditional, and mixed economies Examine Marx's economic interpretation of history 	<ul style="list-style-type: none"> Summary rubric DBQ: -Stalin: Evaluation of his leadership 	
Between the Wars	C. Between the Wars 1. Human and physical geography 2. Treaty of Versailles and the League of Nations 3. Modernization and westernization of a secular Turkey-Kernal Attack 4. Women's suffrage movement 5. Great Depression-causes and impacts 6. The Weimar Republic and the rise of fascism as an aftermath of World War I 7. Japanese militarism and imperialism a. Manchuria, 1931 b. Second Sino-Japanese War	Human/ Physical Geography Justice and Human Rights Change Economic Systems Imperialism		<ul style="list-style-type: none"> To what extent did communism and fascism challenge liberal democratic traditions? What role is Islamic fundamentalism playing in Turkey today? What impact did Japanese occupation have on China? TEACHER'S NOTE: You need not treat all of these examples in the same depth.	<ul style="list-style-type: none"> Mind map of major concepts: modernization, westernization, nationalism, and militarism. Students will develop hypothesis of how those concepts affect given cases. Have students examine the Treaty of Versailles and discuss ramifications of treaty of Germany. 		

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Topic	Essential Knowledge/Skills	Concept/Theme	Vocabulary	Connections and Guiding Questions	Suggested Classroom Ideas	Suggested Assessment Ideas	Time
Between the Wars	(1937-1945) 8. Colonial Response to European imperialism (Gandhi, Reza Khan, Chiang Kai-shek (Jiang Jieshi), Mao Zedong; Zionism, Arab nationalism, Amritsar Massacre-Indian nationalism, Salt March, civil disobedience 9. Arabian and Zionist Nationalism	Nationalism Conflict		<u>Suggested Documents:</u> Political maps of the Post World War I time period; Woodrow Wilson's speeches; Mao Zedong, <i>Strategic Problems of China's Revolutionary War</i> ; Mohandas Gandhi, <i>Indian Opinion</i> and <i>The Essential Gandhi: An Anthology</i> , Arthur James Balfour, <i>The Balfour Declaration</i>			
World War II Causes and Impact	D. World War II—causes and impact 1. Human and physical geography 2. The Nazi and Japanese States 3. Key individuals—Hitler, Mussolini, Stalin, Churchill, and Roosevelt 4. Key events—Dunkirk, the Blitz, D-Day, Hitler's second front, the war in the Pacific 5. The Nazi Holocaust: the extermination of Jews, Poles, other Slavs, Gypsies, disabled, and other 6. Resistance 7. Japan's role—Nanjing, Bataan, Pearl Harbor 8. War in China—Long March 9. Impacts of technology on total war 10. Hiroshima and Nagasaki 11. War crime trials 12. Global Spatial Arrangements - Post World War II World	Human/ Physical Geography Change Economic Systems Science and Technology Conflict Human Rights	Economic dislocation Appeasement Great depression Facism Pan-Arabism Ataturk Treaty of Versailles Hiroshima Holocaust Genocide Nuremberg	<ul style="list-style-type: none"> What were the causes and consequences of World War II? What role did Churchill, Roosevelt, Stalin, Hitler and Mussolini play in the outcome of World War II? To what extent did science and technology redefine the latter half of the 20th century? As nations moved toward war, what roles did individual citizens play in the Third Reich and in Western democracies? How did geography affect the conduct of World War II? In what ways did the Germans, Soviets, British, French, and Americans view the causes of World War II differently? <u>Suggested Documents:</u> Maps, World War II photographs, <i>Teaching About the Holocaust and Genocide: The Human Rights Series Volume I-III</i> (New York State Education Department); Benito Mussolini, <i>Fascist Doctrines</i> ; Adolf Hitler, <i>Mein Kampf</i> , Thomas Mann, <i>An Appeal to Reason</i> , Randolph Hoess, <i>Commandant of Auschwitz</i> , Elie Wiesel, <i>Reflections of a Survivor</i> ; Winston Churchill, "Blood, Toil, Tears, and Sweat" speech; John Hersey, <i>Hiroshima</i>	<ul style="list-style-type: none"> Students will create 5 questions, each encompassing war conditions, experiences, etc. to ask guest speaker. Debate use of atomic bomb. Have students compare accounts of survivors of the Holocaust and Nanking. Students examine the rise of Nazism in Germany: -view film <i>The Wave</i> which examines how people can become psychologically bound to an ISM that is destructive. Examine the connection between WWI and WWII Examine Hitler's two major mistakes: Attacking Russia and declaring war on the United States. Then relate this to decision making: When do people make their most serious errors in judgement? <u>Schindler's List/Holocaust</u> 	<ul style="list-style-type: none"> Debate rubric Comparison rubric DBQ: -WWII road to war DBQ: -U.S.>A. use of atomic bombs and the lasting impact on Japan Did the U.S.A.'s use of Atomic weapons allow Japan to deflect responsibility for its own serious war crimes? 	

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Unit VII: The 20th Century Since 1945

<i>Topic</i>	<i>Essential Knowledge/Skills</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Connections and Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Time</i>
Cold War Balance of Power	<p>A. Cold War Balance of Power</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. The World in 1945: physical setting <ol style="list-style-type: none"> 1. United State occupation of Germany and <ol style="list-style-type: none"> a. The adoption of democratic systems of government b. Economic rebuilding of Germany and Japan 4. Emergence of the Super Powers 5. Political climate of the Cold War <ol style="list-style-type: none"> a. Marshall Plan b. Truman Doctrine c. Berlin Airlift and a divided Germany d. NATO/Warsaw Pact - expanding membership and role of NATO e. Hungarian Revolt f. Soviet Invasion of Czechoslovakia g. Nuclear weapons and space h. Surrogate super power Rivalries (Egypt, Congo, Angola, Chile, Iran, Iraq, Vietnam, Guatemala) i. Role of nonaligned nations 6. Korean War <ol style="list-style-type: none"> a. United states role in the division of Korea 	<p>Human/ Physical Geography</p> <p>Political Systems</p> <p>Conflict</p> <p>Decision Making</p> <p>Science and Technology</p> <p>Political Systems</p>	<p>Iron Curtain Cold War Satellite Truman doctrine Containment Marshall plan NATO Warsaw Pact Non-aligned nation Vietnam War</p>	<p>TEACHER'S NOTE: Students should understand that the defeat of Germany and Japan in World War II had fundamental impacts upon the future political development of both these powers. Germany and Japan's new constitutions reflect these wartime and post-wartime experiences.</p> <ul style="list-style-type: none"> • What impact did the failure of democracy in Germany in 1930's and 1940's play in post-World War II Germany? • What reasons can you pose for Germany's adoption of one of Europe's most liberal asylum laws? • What did Germany learn from its Holocaust experience? • What is the nature of Germany's diplomatic relations with Israel? • How was Japan's new constitution developed? • What has been the relationship between U.S. and Japan since World War II? • How did the defeat of Germany and Japan in World War II impact future political, social and economic development of both powers? <p>TEACHER'S NOTE: Choose examples that best fit your local curriculum and the needs of your students. Students should investigate superpower rivalries in at least two different setting.</p> <ul style="list-style-type: none"> • What impact did the conflict between the superpowers have on the rest of the world? • What was the global impact of the Cold War? • Why did nations like Greece and Turkey become important in this struggle? <p>TEACHER'S NOTE: Students should examine the Cold War from the perspectives of Great Britain, France, Germany, the Soviet Union, and the satellite nations of Eastern Europe, and the developing nations of Africa, Asia, and Latin America.</p> <p><u>Suggested Documents:</u> Winston Churchill's "Iron Curtain" speech, memoirs, newspapers; books of the leading figures of the Cold War era; geopolitical maps</p> <ul style="list-style-type: none"> • What role did the United Nations play in Korea? • How did Korean expectations of what would 	<ul style="list-style-type: none"> • Video #21345-Dateline "1948 Berlin" • Students will analyze primary sources: Truman Doctrine and Marshall Plan Speech • Student will take part in mock Nuremburg War Trials. • Students will compare League of Nations and United Nations. • Trace technological developments of 1960's - 1980's. Student should see competition between U.S. and USSR • Have students research Cold War events using United States newspaper and report to class. • Students examine root causes of cold war and critically assess who started this anyway? • Students will examine the paranoia which engulfed the United States and how this lead to poor decision making 	<ul style="list-style-type: none"> • DBQ rubric • Assessment of student participation • Develop a time line of events. • Research report rubric • Compare and contrast the climate of paranoia in the U.S. during the 40's,50's,60's and how that affected perception of the world and decision-making and the climate secrecy and fear which gripped Nicholas II because of his son's hemophilia and how that impacted Russia's perception of the world and decision making • DBQ: De-colonization and Revolution 1945-1975. 	

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	<ul style="list-style-type: none"> b. Comparison of Korea and Germany c. Conduct of the war 			<p>happen to their country after the war differ from that of the Super Powers?</p> <ul style="list-style-type: none"> • What possibility is there for the reunification of Korea? • What threat does North Korea pose today? 			
Role of United Nations	<p>B. Role of the United Nations</p> <ul style="list-style-type: none"> 1. Peace keeping 2. Social and economic programs 3. Contemporary social conditions 	<p>Justice</p> <p>Human Rights</p> <p>Conflict</p> <p>Human/Physical Geography</p>		<p>The United Nations was created to prevent war and to fight against hunger, disease, and ignorance</p> <ul style="list-style-type: none"> • How successful has the United Nations been in achieving its goals? • What is the purpose of the United Nations? <p><u>Suggested Documents:</u> The United Nations Declaration of Human Rights</p>	<ul style="list-style-type: none"> • Provide students with UN mission statement. Students create a political cartoon that illustrates how successful they have been in achieving their goals. 	<ul style="list-style-type: none"> • Cartoon rubric 	
Economic Issues in the Cold War and Post Cold War Era	<p>C. Economic issues in the Cold War and Post-Cold War Era</p> <ul style="list-style-type: none"> 1. Human and physical geography 2. A comparison of market versus command economies (Western Europe versus Soviet Union) 3. Economic recovery in Europe and Japan. <ul style="list-style-type: none"> a. Western Germany becomes a major economic power b. European economic community/Common Market/ European Union—steps toward European integration c. Japan becomes an economic crisis 	<p>Economic Systems</p> <p>Environment</p> <p>Change</p> <p>Needs and Wants</p> <p>Factors of Production</p> <p>Conflict</p>		<p>TEACHER'S NOTE: Students should understand that the Cold War was more than a military rivalry, it was a struggle for survival and supremacy by two basically different ideologies and economic systems.</p> <p>TEACHER'S NOTE: You might wish to have students compare and contrast industrialization in Europe and Japan with that in Egypt, India, or Korea.</p> <ul style="list-style-type: none"> • Why did the Cold War take place and what was its impact? • What role did science and technology play in this conflict? • Why did the United States play such a vital role in the economic recovery of Europe and Japan? • How has the global economy changed since 1945? 	<ul style="list-style-type: none"> • Students will take part in a feedback lecture and analyze charts and graphs. • Have students do a timeline to show movement to a more unified Europe from Treaty of Maastricht to the Euro-Dollar. • Look up United States newspaper accounts of shortages in 1979. Interview parents and grandparents, report. 	<ul style="list-style-type: none"> • DBQ on European and Asian economic issues • Assess timeline • Report rubric 	
Economic	<ul style="list-style-type: none"> 4. Organization of Petroleum Exporting Countries (OPEC): 			<ul style="list-style-type: none"> • What impact did the failure of democracy in 			

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Chinese Communist Revolution Con't.				<ul style="list-style-type: none"> What hope does democracy have in a post-Deng China? What role will cities such as Hong Kong, Shanghai, and Guangzhou play in the 21st century global economy? How did the role of women change? What has happened to such practices as foot binding? <p><u>Suggested Documents:</u> Maps showing expansion of communism (1936-1940); writings, speeches, memoirs of Mao Zedong, Deng Xiaoping, and others</p>			
Collapse of European Imperialism	<p>E. Collapse of European imperialism</p> <ol style="list-style-type: none"> Human and physical geography India - independence and partition <ol style="list-style-type: none"> Political system Muslim/Hindu conflicts Status of the caste system Roles of Mohandas Gandhi and Jawaharlal Nehru Nonalignment Kashmir and Punjab African independence movements and Pan Africanism <ol style="list-style-type: none"> Changing political boundaries in Africa (Nigeria, Ghana, and Kenya) Roles of Jomo Kenyatta and Kwame Nkrumah Continuance of economic linkages with former colonial powers Ethnic tensions versus nationalism: Nigeria and civil war Apartheid - policy of racial separation and segregation <ol style="list-style-type: none"> Historical circumstances African National Congress Leadership - Nelson Mandela, Despond Tutu, F.W. de Klerk 	<p>Human/ Physical Geography</p> <p>Imperialism</p> <p>Urbanization</p> <p>Conflict</p> <p>Nationalism</p> <p>Change</p> <p>Political and Economic Systems</p> <p>Geography</p> <p>Human Rights</p>	<p>Mohandas Gandhi Nehru Sikhs Pan-Africanism Nkrumah OAU Jomo Kenyatta Apartheid African National Congress Desmond Tutu F.W. de Klerk Ho Chi Minh Khmer Rouge Aung San Suu Kyi</p>	<p>TEACHER'S NOTE: Imperialism has played an important role in the global history of the 19th and 20th centuries.</p> <ul style="list-style-type: none"> Why did the colonial empires collapse after World War II? What role does the caste system play in India today? <p><u>Suggested Documents:</u> Maps, memoirs, speeches of Gandhi, Nehru, and others</p> <ul style="list-style-type: none"> What role does religion play in the world today? What forces brought about the collapse of European Imperialism in the post-World War II world? What role did the non-Western nationalism play in the collapse? To what extent have all ties between imperialistic nations and former colonies been completely broken? How do exterior forces impact a nation's sovereignty? <p><u>Suggested Documents:</u> Nelson Manuela, <i>The Rivonia Trial Speech to the Court</i>; Kwame Nkrumah, <i>I Speak of Freedom: A Statement of African Ideology</i></p>	<ul style="list-style-type: none"> Students will create case studies dealing with collapse of European imperialism including India, Africa, Vietnam, Cambodia, etc. Students will present their case studies orally to the class. Have students research and record specific apartheid laws. Compare to United states segregation. Students will examine the legacy of Imperialism and Colonialism 	<ul style="list-style-type: none"> Oral presentation rubric Comparison essay rubric 	

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Collapse of European Imperialism Con't.	f. Political and economic instability—Zaire or any other examples g. Ethnic tensions: Rwanda—Hutu-Tutsi 4. Southeast Asia a. Vietnam/Ho Chi Minh b. Cambodia/Pol Pot/Khmer Rouge c. Aung San Suu Kyi--Myanmar			TEACHER'S NOTE: Students should have the opportunity to examine the multiple perspectives at play in Southeast Asia. • To what extent can the war in Vietnam be seen as an anti-imperialist revolt? <u>Suggested Documents:</u> Maps, speeches, and memoirs of Ho Chi Minh, Pol Pot, Aung San Suu Kyi, and others			

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Conflicts and Change in the Middle East	<p>F. Conflicts and Change in the Middle East</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. The creation of the State of Israel, Arab, Palestinians, and Israel's Arab neighbors 3. Roles of individuals—Golda Meir, Yasir Arafat, Anwar Sadat, King Hussein, Yitzhak Rabin, Palestine Liberation Organization (PLO) <ol style="list-style-type: none"> a. Arab-Israeli wars b. Peace treaties 4. Role of terrorism 5. Turkey and Iraq—Kurds 6. Migration of Jews from Europe, the United States, the Soviet Union, and Africa 7. The Iranian Revolution <ol style="list-style-type: none"> a. Causes and impact b. Ayatollah Ruhollah Khomeini versus Reza Pahlavi 8. Persian Gulf War—Saddam Hussein 9. Islamic fundamentalism (Iran, Libya, Afghanistan, Algeria, Turkey) 	<p>Human/ Physical Geography</p> <p>Political Systems</p> <p>Economic Systems</p> <p>Inter- dependence</p> <p>Conflict</p> <p>Nationalism Justice and Human Rights</p> <p>Diversity</p>		<p>TEACHER'S NOTE: Students should examine Islamic Fundamentalism from multiple perspectives in at least two nations. Students should also study fundamentalist groups in other religions and regions.</p> <ul style="list-style-type: none"> • To what extent has the migration of Jews to Israel been similar to earlier migrations? Similar to other migrations going on today? • What caused the collapse of communism in the Soviet Union? • What was the impact of the collapse on the West? On Cuba? • Why has it proven so difficult to resolve conflict in the Middle East? • Why is this region so important to the world's global economy? • What role have outside nations and organizations played in trying to resolve Middle Eastern countries? • What role have the United States, United Nations, and Egypt played in trying to resolve Arab-Israeli conflicts? <p><u>Suggested Documents:</u> Maps, speeches, cartoons, treaties, eyewitness accounts, and videotapes</p>	<ul style="list-style-type: none"> • Use of graphic organizers (teacher generated or published) to illustrate conflicts in the Middle East. • Have students view a series of maps showing how Palestinian territory has changed. 		
Collapse of Communism and the Breakup of the Soviet Union	<p>G. Collapse of Communism and the Breakup of the Soviet Union</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Background events, 1970 to 1987 3. Poland's Solidarity and Lech Walesa 	<p>Human/ Physical Geography</p> <p>Economic and Political Systems</p>	<p>Détente Mikhail Gorbachev Perestroika Glasnost Boris Yeltsin Lech Walesa Solidarity</p>	<ul style="list-style-type: none"> • To what extent was the collapse of communism in the Soviet Union a major turning point in global history? • In what ways can it be compared to the fall of the Roman Empire and the Han Dynasty? • What caused the collapse of communism in the Soviet Union? 	<ul style="list-style-type: none"> • Interpret political and demographic maps of the break-up of the Soviet Union and discuss reasons for the geographic shifts. • Have students imagine 	<ul style="list-style-type: none"> • Summary rubric • Essay: compare and contrast The USA involvement in Vietnam and the USSR involvement in Afghanistan. 	

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	4. Mikhail Gorbachev (perestroika and glasnost) 5. Fall of the Berlin Wall and the Reunification of Germany - Causes and Impacts 6. Ethnic conflict in former satellite states, e.g., Kosovo, Bosnia 7. Changing political boundaries 8. Challenges faced by post-communist Russia—the world of Boris Yeltstin	Decision Making Conflict Citizenship	Ethnic cleansing	<ul style="list-style-type: none"> • What was the impact of the collapse on the West? on Cuba? • What role did nationalism play in the collapse of communism and the breakup of the Soviet Union? • What historic ties did Eastern Europe have with Western Europe? • Why did communism as an economic system collapse in the Soviet Union? • What problems does Russia face as it moves toward capitalism? • What were the causes and consequences of the collapse of communism in Eastern Europe and the USSR? <p><u>Suggested Documents:</u> Writings and speeches of Vaclav Havel, Mikhail S. Gorbachev, Boris Yeltsin, and Lech Walesa</p>	that they are on a train from West Germany through Russia and its satellite states describing what they see through interviews and eyewitness accounts. (Suspend chronology to highlight high points in each area.) After their journey, students will write a summary that discusses changes in economy and political structures. <ul style="list-style-type: none"> • Video analysis (BOCES) #21874 "Living with Glasnost and Perestroika" <ul style="list-style-type: none"> • Students will examine the root causes for the collapse of the USSR. 		

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Political and Economic Change in Latin America Political and Economic Change in Latin America Con't.	H. Political and Economic Change in Latin America 1. Latin America: physical setting 2. Argentina a. Peron b. The Mothers of the Plaza De Maya 3. Fidel Castro's Cuban Revolution - causes and impact 4. Nicaragua and the Sandinistas 5. Guatemala and the indigenous peoples 6. Changing role of the Roman Catholic Church in Latin America 7. Latin American immigration to the United States 8. Return of the Panama Canal	Physical Systems Human/Physical Geography Conflict Change Political Systems Decision Making		<ul style="list-style-type: none"> Why is there political unrest in Latin America? What is the future of a post Cold-War Cuba? <p><u>Suggested Documents:</u> Political and economic maps of Latin America, speeches and memoirs of Fidel Castro, Carlos Salinas, Jose Napoleon Duarta, Violeta Barrios de Chamorro</p>	<ul style="list-style-type: none"> Students will have a guided lecture, on causes and effects of Political unrest in Latin America. 	<ul style="list-style-type: none"> Assess completed graphic organizer from lecture. 	

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 Unit VIII: Global Connections and Interactions

<i>Topic</i>	<i>Essential Knowledge/Skills</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Connections and Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Time</i>
Social and Political Patterns and Change	<p>A. Social and Political Patterns and Change</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Population pressures and poverty (China, India, Africa, and Latin America) <ol style="list-style-type: none"> a. One-child policy—China b. Family planning—India c. Mother Theresa d. Cycles of poverty and disease 3. Migration <ol style="list-style-type: none"> a. Urbanization b. Global migration <p>Suggested case studies: Turkish, Italian, and Russian immigration to Germany, North African immigration to France, Latin American and Asian immigration to the United States, and Hutu and Tuts immigration</p> 4. Modernization/tradition—finding a balance <ol style="list-style-type: none"> a. Japan b. Middle East (Saudi Arabia, Egypt, Afghanistan, and Algeria) c. African d. Latin America 5. Scientific and technological advances <ol style="list-style-type: none"> a. Treatment of infectious 	<p>Human/Physical Geography</p> <p>Movement of People and Goods</p> <p>Conflict</p> <p>Human Rights</p> <p>Change</p> <p>Science and Technology</p> <p>Urbanization</p> <p>Needs and Wants</p> <p>Factors of Production</p> <p>Environment</p> <p>Human rights</p> <p>Conflict</p>		<p>TEACHER'S NOTES: Students should be able to investigate the characteristics, distributions, and migrations of human populations on the Earth's surface.</p> <ul style="list-style-type: none"> • What patterns of migration are emerging in the late 20th century? • To what extent are these patterns global? • What is the relationship between the migration of people and ethnic tensions? • What is the relationship between ethnic tensions and nationalism? • What opposition has arisen to migration? Why? • To what extent are current migrations similar to early migrations? How are they different? • What roles have the United Nations and other governments played in defusing ethnic tensions? <p>TEACHER'S NOTE: In most societies there is a tension between tradition and modernization. Traditional societies that are modernizing frequently develop conflicts regarding the secularization of the political system and the assumption of non-traditional roles by men and women. Non-western nations often look to technology to resolve their social, political, and economic problems at the same time that they want to maintain their culture and values. You may want to examine industrialization in one or two developing nations in depth.</p> <ul style="list-style-type: none"> • What impact did the scientific and technological advances of the period have on life expectancy, war, and peace? • What would Thomas Malthus have said about these changes? • To what extent is the process of industrialism similar from one nation to the next? • What role does democracy play in Latin America? • What problems do increased modernization and urbanization in developing nations pose? 	<ul style="list-style-type: none"> • Students will come to consensus on how to address the issue of global migration in the 20th century (include Turkish, Italian, and Russian, Jews to Germany, North Africa to France, Latin American and Asian immigration to US). • Provide a feed back lecture on the modernization of Japan and countries in the Middle East. Collect discussion notes. • Students will conduct an in depth analysis of women's rights around the world (past and present). • Students will trace development in one region. • Students will compare legal vs. practiced rights in areas. • Survey classmate's perceptions. • Gather and analyze current periodicals on various regions facing ethnic tensions include: 		

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Social and Political Patterns and Change Cont.	<p>diseases</p> <p>b. Improved standard of living</p> <p>6. Urbanization—use and distribution of scarce resources (Africa, India, Latin America)</p> <p>7. Status of women and children</p> <p>a. Economic issues, e.g., child labor</p> <p>b. Social issues, e.g., abuse and access to education</p> <p>c. Political issues, e.g., participation in the political process</p> <p>8. Ethnic and religious tensions: an analysis of multiple perspectives</p> <p>a. Northern Ireland</p> <p>b. Balkans: Serbs, Croats, and Muslims</p> <p>c. Sikhs and Tamils</p> <p>d. Indonesian Christians</p> <p>e. China-Tibet</p>			<p>TEACHER'S NOTE: Urbanization and population pressures are issues facing all nations. Students need to understand how nations use and distribute scarce resources. Urbanization, modernization, and industrialization are powerful agents of social change in developing nations.</p> <ul style="list-style-type: none"> • How have traditional practices helped Japan to modernize and succeed? • What factors determine whether or not a nation is overpopulated? • What strategies are nations taking to overcome the adverse aspects of urbanization, overpopulation and poverty? • What factors might identify the nations listed as possible "Hot Spots" in the post- Cold War World? • What would you name the period since the collapse of communism in Eastern Europe? • List 5 turning points in global history and explain why you selected them. • To what extent has the status of women advanced throughout the 20th century? <p><u>Suggested Documents:</u> Official United Nations documents from the Beijing Conference on Women (1995), Amnesty International papers</p>	<p>Northern Ireland, Balkans, Middle East, India, and Africa.</p> <ul style="list-style-type: none"> • Students will compare and contrast the following Areas of conflict and ideological conflict. <p>-the middle east</p> <p>-Northern Ireland</p> <p>-Sub-Saharan African</p> <p>-Indian/Pakistan conflict</p> <p>-developed vs non-developed nation</p> <p>-Islamic fundamentalism vs the non-Islamic world</p> <p>-Science technology vs theology</p> <p>- role of religion in world conflicts</p> <p>-political conflict vs religious and/or ethnic conflict</p>		

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<i>Topic</i>	<i>Essential Knowledge/Skills</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Connections and Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Time</i>
Economic Issues	<p>B. Economic Issues</p> <ol style="list-style-type: none"> 1. North/South Dichotomy: issues of development (post-colonialism) the shift from mixed economies to market economies <ol style="list-style-type: none"> a. Africa b. Latin America 2. Korea's economic miracle 3. Economic interdependence 4. World hunger 	<p>Change</p> <p>Economic Systems</p> <p>Needs and Wants</p> <p>Factors of Production</p> <p>Scarcity</p> <p>Inter-dependence</p>		<p>TEACHER'S NOTE: Students should understand that as global economic systems become more interdependent, economic decisions made in one nation or region have implications for all regions. Economic development for all nations depends upon a wise use of globally scarce resources.</p> <ul style="list-style-type: none"> • What is meant by the term "post-colonialism"? • What is the relationship between former colonies and the nations that once controlled them? • How has the global economy changed since 1945? • What weaknesses do many developing economies face? • What made Korea's economic miracle possible? • To what extent is Latin America moving from a cash crop economy? • On what basis are economic decisions being made in developing nations? In industrialized nations? (compare/contrast) • How has economic decision making become more global as the world economy becomes increasingly interdependent? • To what extent is the economic development of much of the world at odds with strategies being taken to protect the environment? • What is the connection between economic development and geography? • How do societies balance their desire for economic development with the pressures such development places on the environment? • To what extent does conflict exist between developed and developing nations over environmental issues? • What is the responsibility of developing nations on the depletion of resources? 	<ul style="list-style-type: none"> • Examine various charts and graphs dealing with the economic trends of shifts from mixed to market economies as well as issues of world hunger and poverty. • Have students look up economic and social statistics for developed/under-developed nations. Code findings on a common map of the world. Discuss generalizations. 		

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The Environment and Sustainability	C. The Environment and Sustainability 1. Pollution - Air, Water, Toxic Waste (Europe) 2. Deforestation (Amazon Basin) 3. Desertification (Senel) 4. Nuclear Safety (Chernobyl) 5. Endangered Species (Africa)	Inter-dependence Environment Technology Economic Systems			<ul style="list-style-type: none"> Videos on Environment: #20572 "The Great Search: Man's need for Power and Energy" (BOCES CIS) #23737 "Endangered Species" #25293 "Chernobyl: Lessons Learned" #23616 "Environmental Alert" 	<ul style="list-style-type: none"> Students will write a one-page response paper that includes probable solutions for each issue. 	
Science and Technology	D. Science and Technology 1. Information age /computer revolution/Internet 2. Impact of satellites 3. Green Revolution 4. Space exploration 5. Literacy and education 6. Medical breakthroughs- disease control/life expectancy/genetics 9. Epidemics—AIDS 10. Nuclear proliferation	Human/Physical Geography Environment Science and Technology Environment		<ul style="list-style-type: none"> What would Thomas Malthus have thought about the impacts of science and technology on life spans and health? How have science and technology made the planet smaller? What is the relationship between scientific/technological development and ethics? Why are environmental concerns a global issue? How are they being dealt with? What is the impact of the Green Revolution on population and poverty? <p><u>Suggested Documents:</u> USGS, NASA, and National Geographic Web sites (www.nationalgeographic.com)</p> <p>TEACHER'S NOTE: Students should have the opportunity to compare and contrast the nuclear threat at the end of the 20th century.</p> <ul style="list-style-type: none"> What nations have an undeclared nuclear capacity? What nations are suspected of having secret nuclear weapons? What role does nationalism play in nuclear proliferation? What threat does nuclear proliferation pose for world peace? What impact has the collapse of communism had on nuclear proliferation? What nations can be described as nuclear power? 	<ul style="list-style-type: none"> Students will research a scientific innovation including its history, uses, and impact on society. This information will be presented through a class science fair. 	<ul style="list-style-type: none"> Students will judge one another's exhibits based on rubrics. 	

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INTERDISCIPLINARY VOCABULARY

GLOBAL HISTORY/ ENGLISH

Abolition	Corruption	Heinous	Permanent	Seizure
Abundance	Culture	Humanity	Perspective	Self-determination
Administer	Cycle	Illustrates	Policy	Self-interest
Advocate	Decentralize	Indigenous	Policy	Self-sufficient
Affect	Dependent	Industrialized	Poverty	Solely
Agriculture	Diffusion	Inequalities	Productivity	Standard
Alchemy	Disposal	Inherited	Prohibited	Status
Alliance	Dissolution	Interdependent	Proletariat	Strategic
Approximately	Diverse	Interpretation	Promote	Strategically
Aspirations	Divine	Irregular	Prosperous	Surplus
Atrocities	Domination	Isolation	Provision	Terrain
Automation	Effect	Limitations	Proximity	Textiles
Bicameral	Emigration	Long-term	Quota	Theory
Centralized	Emphasis	Manual	Refugees	Tolerance
Characterized	Engineering	Mass-production	Rejection	Totalitarian
Commerce	Enterprise	Migration	Reorganization	Traditional
Commission	Epidemic	Migratory	Repressive	Tropical
Complex	Ethnic	Missionary	Retaliation	Unification
Components	Exploitation	Modernize	Reiteration	Uniformity
Conflicts	Exports	Nationalistic	Rural	Upheaval
Consent	Extraordinary	Navigable	Salvation	Urban
Consolidation	Factors	Negotiation	Satellite	Urbanization
Consumer	Fortification	Nonalignment	Scarcity	Valid
Contagious	Generalization	Nutrition	Secession	value
Conviction	Goal	Partition	Secular	

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GLOBAL HISTORY AND GEOGRAPHY
VOCABULARY

METHODOLOGY OF GLOBAL HISTORY AND GEOGRAPHY

HISTORY

Acculturation
Anthropologist
Archaeologist
Artifact
Assimilation
Chronology
Geographers
Historian
Leaky Family
Primary source
Resources
Secondary source
Social scientists
Sociologists

GEOGRAPHY

Acculturation
Geographers
Arctic/ Antarctic circle
Cardinal directions
Climate
Cultural Diffusion
Culture
Equator
Geography
Intermediate directions
Latitude/ longitude
Map projections
Natural resources
Prime Meridian
Tropic of Cancer/ Capricorn

ECONOMICS

Natural resources
Resources
Barter
Barter economy
Command economy
Consumers
Currency
Economics
Goods
Inflation
Market economy
Needs/ wants
Price
Scarcity
Services
Supply/ demand
Traditional economy

POLITICAL SCIENCE

Aristocracy
Bureaucracy
Citizen
Government
Natural rights
Totalitarian

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UNIT 1: ANCIENT CIVILIZATIONS AND RELIGIONS

EARLY PEOPLES

Glaciers
 Ice age
 Leaky family
 Nomads
 Paleolithic Age
 prehistory

**NEOLITHIC REVOLUTION
 AND RVC**

Acculturation
 Agrarian
 Aristocracy
 Artisans
 Assimilation
 Barter
 Barter economy
 Bronze Age
 Bureaucracy
 Cataract
 City-state
 Civilization
 Covenant
 Culture diffusion
 Culture
 Cuneiform
 Delta
 Dynasty
 Empire
 Fertile crescent
 Harappa
 Hieroglyphics
 Hinduism
 Loess
 Menes
 Mesopotamia
 Middle kingdom
 Mohenjo-Daro
 Monotheism

Monotheistic
 Monsoon
 Natural resources
 Neolithic Age
 Neolithic Revolution
 Oracle bones
 Pharaoh
 Pictograms
 Polytheism/ Polytheistic
 Prehistory
 Pyramids
 Reincarnation
 Religious toleration
 Rosetta stone
 Satrap/ Satraps
 Hammurabi's code
 Scribe
 Silt
 Slash and burn
 Social hierarchy
 Social mobility
 Subcontinent
 Theocracy
 Totalitarian
 Traditional economy
 Ziggurat

CLASSICAL CIVILIZATIONS

Absolute ruler
 Acculturation
 Acropolis
 Age of Pericles
 Agrarian
 Annex
 Arable
 Aristocracy
 Assimilation
 Barter economy
 Bureaucracy
 Caste system
 Citizen
 City-state
 Colony
 Confucianism
 Consuls
 Cultural diffusion
 Culture
 Currency
 Delian league
 Democracy
 Dictator
 Direct democracy
 Draconian law
 Dynastic cycle
 Dynasty
 Empire
 feudalism

Filial piety
 Golden Age
 Grand Jury
 Greco-Roman culture
 Hammurabi's Code
 Hellenistic civilization
 Helots
 Irregular coastline
 Joint family
 Legalism
 Legion
 Mandate of heaven
 Middle kingdom
 Monarchy
 Monopoly
 Monsoon
 Natural resources
 Oligarchy
 Patriarchal
 Patricians
 Peloponnesian War
 Pericles funeral oration
 Persian War
 Phalanx
 Philosophers
 Plebeians
 Polytheism/ polytheistic
 Prehistory
 Punic Wars
 Republic

Roman law
 Scarcity
 The Trojan War
 Totalitarianism
 Traditional economy
 Trial jury
 Tribunes
 Tribute
 Triumvirate
 Tyrant
 Veto
 Western civilization

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R/F GREAT EMPIRES

Absolute ruler
Acculturation
Assimilation
Barbarians
Bread and Circuses
Bureaucracy
Christianity
Civil service
Colony
Common law
Cultural diffusion
Dynastic cycle
Empire
Gladiators
Golden Age
Greco-Roman culture
Inflation
Mandate of Heaven
Mercenaries
Monopoly
Monotheism/ monotheistic
Natural resources
Patriarchal
Pax Romana
Religious toleration
Silk road
Totalitarian
Tribunes
Tribute
Tyrant
Western civilization

BELIEF SYSTEMS

Analects
Bhagavad Gita
Caste system
Covenant
Cultural diffusion
Culture
Five pillars
Five relationships
Four Noble truths
Islam/Muslim
Jihad
Koran/Quran
Monotheism/ monotheistic
New Testament
Old Testament
Polytheism/ polytheistic
Reincarnation
Religious toleration
Sacraments
Salvation
Schism
Ten Commandments
Theocracy
Upanishads
Vedas
Western Civilization

RHINEBECK PRIORITIZED CURRICULUM
GLOBAL HISTORY AND GEOGRAPHY
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UNIT II; EXPANDING ZONES OF EXCHANGE AND ENCOUNTER

GUPTA

Acculturation
 Assimilation
 Caste system
 Cultural diffusion
 Culture
 Dynasty
 Golden Age
 Hinduism
 Silk road

TANG/ SONG

Acculturation
 Assimilation
 Bureaucracy
 Civil service
 Cultural diffusion
 Culture
 Dynastic cycle
 Dynasty
 Golden Age
 Mandate of Heaven
 Movable type
 Silk road
 Three inch Golden Lotus

BYZANTINE

Absolute ruler
 Acculturation
 Assimilation
 Black death/ Bubonic plague
 Christianity
 Common law
 Cultural diffusion
 Culture
 Empire
 Golden Age
 Natural resources
 Schism
 Secular
 Silk road
 Totalitarian
 Western civilization

EARLY RUSSIA

Acculturation
 Assimilation
 Black death/ Bubonic plague
 Christianity
 Cultural diffusion
 Culture
 Golden Age
 Missionaries
 Natural resources
 Totalitarian
 Western Civilization

SPREAD OF ISLAM

Acculturation
 Assimilation
 Black death/ Bubonic plague
 Caste system
 Citizen
 Cultural diffusion
 Culture
 Currency
 Dynasty
 Empire
 Golden Age
 Islam/ Muslim
 Jihad
 Missionaries
 Natural resources
 Religious toleration
 Schism
 Social hierarchy
 Social mobility
 Sultan
 Sultanate of Delhi

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UNIT II; EXPANDING ZONES OF EXCHANGE AND ENCOUNTER (CONT.)

MEDIEVAL EUROPE

Agrarian
Apprentice
Black Death/ Bubonic Plague
Code of chivalry
Culture
Currency
Excommunication
Feudal contract
Feudalism
Fief
Golden Age
Gothic architecture
Interdict
Journeyman
Knights
Manor
Parishes
Rule of St. Benedict
Sacraments
Salvation
Schism
Scholasticism
Secular
Serfs
Social hierarchy
Social mobility
Three-field system
Tithe
Trial by ordeal
Troubadours
Vassal
Vernacular

CRUSADES

Acculturation
Assimilation
Black Death/ Bubonic Plague
Crusade
Cultural diffusion
Culture
Currency
Feudalism
Guilds
Holy Lands
Infidel
Inquisition
Islam/ Muslim
Jihad
Sacraments
Schism
Secular

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UNIT III; GLOBAL INTERACTIONS

EARLY JAPAN

Absolute ruler
 Agrarian
 Alternate attendance
 Annex
 Archipelago
 Aristocracy
 Assimilation
 Bureaucracy
 Bushido
 Civil Service
 Cultural diffusion
 Culture
 Daimyo
 Feudalism
 Haiku
 Irregular coastline
 Kamikaze
 Missionaries
 Monsoon
 Mount Fuji
 Natural resources
 Samurai
 Selective borrowing
 Seppuku
 Shintoism
 Shogun
 Social hierarchy
 Tribute relationships

MONGOLS

Absolute ruler
 Acculturation
 Assimilation
 Barbarians
 Citizen
 Cultural diffusion
 Culture
 Empire
 Genghis Khan
 Mongol culture
 Pax Mongolia
 Religious toleration
 Silk road
 Social hierarchy
 Tribute

GLOBAL TRADE

Acculturation
 Aristocracy
 Assimilation
 Bills of exchange
 Colony
 Crusade
 Cultural diffusion
 Culture
 Currency
 Florence
 Golden Age
 Guilds
 Islam/ Muslim
 Missionaries
 Pax Mongolia
 Sahara Desert
 Silk Road
 Three-Field system
 Western civilization

AFRICA

Culture
 Islam/ Muslim
 Joint family
 Matriarchal
 Missionaries
 Monotheism/ monotheistic
 Natural resources
 Patriarchal
 Polytheism/ polytheistic
 Sahara desert
 Sahel
 Savanna

PLAGUE

 Black Death/ Bubonic Plague
 Christianity
 Crusade
 Culture
 Flagellants
 Salvation
 Silk Road

RENAISSANCE

"The End Justifies the Means"
 Aristocracy
 Bills of exchange
 Cultural diffusion
 Culture
 Golden Age
 Gothic architecture
 Humanism
 Individualism
 Movable type
 Realism
 Three-field system
 Vernacular
 Western civilization

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GLOBAL HISTORY AND GEOGRAPHY
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UNIT III; GLOBAL INTERACTIONS (CONT)

REFORMATION

95 Theses
Aristocracy
Christianity
Concordat of Worms
Council of Trent
Counter Reformation
Culture
Excommunication
Indulgences
Interdict
Lay investiture
Predestination
Sacraments
Salvation
Simony
Tithe
Western civilization

RISE EURO-NATIONS

Absolute Ruler
Acculturation
Culture
Estates General
Heresy
Hundred Years War
Long-Bow
Magna Carta
Model Parliament

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UNIT IV; THE FIRST GLOBAL AGE

MING

Acculturation
Assimilation
Bureaucracy
Civil Service
Cultural diffusion
Culture
Dynastic cycle
Mandate of Heaven
Silk Road

SPAIN

Aristocracy
Christianity
Cultural diffusion
Culture
Heretic
Inquisition
Islam/ Muslim
Reconquista
Religious tolerance

MESO-AMERICA

Acculturation
Agrarian
Assimilation
Colony
Cultural diffusion
Culture
Missionaries
Monotheism/ monotheistic
Natural resources
Polytheism/ polytheistic
Social hierarchy
Tribute
Western civilization