

World History

St Paul Preparatory School

Teacher: Kyle Tredinnick

Room: 124

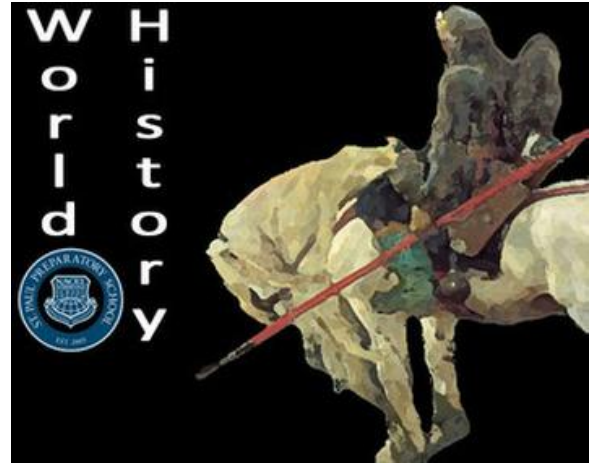
Meeting Time: A Days 1st Hour (8:30–9:50)
A Days 2nd Hour (9:58–11:18)

Office Hours: B Days 3rd Hour (12:26–1:46)

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I. Description:

Second semester of World History will focus on the world since the year 1400. The world has undergone a massive transition in the modern era from a group of mostly isolated cultures spread out across the different corners of the globe, to an increasingly interconnected patchwork of states connected by languages, religions, economies, and political systems. The modern era is a tale of unification and consolidation of the world's territories into nation-states and empires. By looking at historical figures and events we will seek out an understanding of how and why the world has developed to its' current state. Throughout the course of the year students will be analyzing primary and secondary sources in order to expand their historical knowledge and develop necessary skills.

II. Text:

World History: Patterns of Interaction (McDougal Littell), 2009

III. Course Essential Outcomes:

- Pose inquiry-based historical questions and present possible answers supported by evidence from primary and secondary sources.
- Compare multiple perspectives related to significant events throughout time by investigating primary and secondary source material.
- Evaluate historical problems by writing arguments that synthesize primary and secondary sources, statistical data, and other historical evidence.
- Examine long-term, intermediate, and short-term impacts of historical events.
- Identify and synthesize short and long term relationships, connections, and impacts of historical events across time.
- Contextualize historical documents by identifying authorship and contemporary historical events.
- Examine sources from multiple perspectives to identify differing opinions, motivations, and interpretations.
- Use historical evidence to support or refute multiple interpretations of historical events.
- Analyze primary and secondary sources for credibility and bias.

IV. Literacy Essential Outcomes:

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

- Determine the meaning of words and phrases as they are used in a text, and analyze how an author uses and refines the meaning of a key term over the course of a text.
- Introduce and incorporate a quote into a paper using proper in-text citations.
- Independently identify reputable sources that are relevant to the topic at hand.
- Formulate a thesis and develop evidence-based arguments to support it.

V. Course Content Objectives:

- Students will answer the question “What event/person/idea has been the most influential shaper of the modern world. Students will need to support their assertions with primary and secondary sources.
- Students will analyze and record their observations of Christian and Muslim accounts of the crusades.
- Students will identify and use primary and secondary sources they can then use to support their assertion of their final project.
- By placing and explaining a number of events/ideas/people along a timeline, students will examine the immediate long term and short term effects of the French revolution.
- Students will examine the relationships Europe has with their colonies and examine how those relationships changed from the 15th to the 20th centuries. Students will be required to explain and identify these relationships during their unit tests.
- By looking at and identifying key points of the code of Hammurabi students will identify and verbally discuss the implications and reasoning for certain laws. This will lead into a discussion of the cultural and political environment of the time.
- By looking at a number of primary sources from Muslims and Christians during the crusades students will identify the differing opinions, motivations, and interpretations of the crusades.
- During the lecture students will identify bias and credibility of different primary accounts from Africans and Europeans involved in the slave trade. Students will record their observations and hand them in as exit cards.

VI. Course Literacy Objectives:

- Students arrange primary and secondary sources based on content for use in a graded essay.
- Students are given a number of essential class based vocabulary words which they will be required to use in a number of formative assessments throughout the course of the unit, and then again in unit tests throughout the course of the year.
- Students properly use, and cite a quotations and sources in a minor research paper while being coached along.
- Students are required to properly use and cite sources and in-text citations in their end of year final project.
- Students independently find and properly cite supportive evidence to support their arguments.
- Students are required to decide the positive and negative aspects of Christianity during the middle ages. They will formulate a thesis and then defend the thesis with their paper.

VII. Historical Skills:

1. Periodization – Periodization is the organization of chunks of history based on major shifts in Art, Wars, Political Structures, ideologies/religion, Economics, etc... By breaking history into the study of sub-categories it is possible to better understand shifts in each of the categories.
2. Causality and Multiple Causality – Causality is the long-term, immediate, and short-term causes, for a particular event. The goal of learning causality is to try and better understand how events are always the reaction to something else.
3. Phenomena and Experiences – More than just a textbook definition of a particular period (such as the Enlightenment) and be able to make educated comparisons with other events.
4. Point of View – Looking at a particular primary source to determine historical background, bias, and objectivity.
5. Differences in Experience – History is often different depending on factors such as gender, race, social class, nationality.
6. Development or Construction of Identity – Studying how particular groups' perceptions of themselves have changed over time and place.

VIII. Classroom Policies:

- Students need to be respectful to the teacher, other students, themselves, and the classroom.
- Students will be required to do their best every day.
- Students will be required to ask questions, complete work on time, come to class on time with the correct materials, and take the time to help other students.
 - *Late work will be reduced to 85% at time it is due, 75% the next class period, 50% two class periods later, no credit afterward.*
 - *Any student caught copying another student's assignments will be given a 0 on the Assignment and may face additional consequences.*
 - *Students who miss a test with an excused absence will have to arrange a time with Mr. Tredinnick within 2 class periods to make it up. (Lunch, Before or After school)*
 - **Tests missed with an unexcused absence or Tardy will not be allowed to be made up**
- Students will need to bring a pen/pencil, notebook, journal, and textbook to class every day.
- Students will be required to speak English in the class.
- Cell Phones and other electronics need to be put away by the time the bell rings!
 - Any electronics remaining in use will be confiscated for the class period for the first offense, and the rest of the day for any offense after that.
 - Failure to do so will be viewed as insubordination and be referred to Principal.
 - If you are expecting an important call you must have a note from the front desk authorizing you to take it.
 - Electronics used for classroom use (dictionaries, taking notes, etc...) will be assessed at the teacher's discretion.

IX. Resources:

- Additional Readings will be assigned throughout the course of the semester

X. Grading Scale:

A		B		C		D		F				
+	-	+	-	+		+	-					
97-	94-	90-	87-	84-	80-	77-	74-	70-	67-	64-	60-	Below 60
100	96	93	89	86	83	79	76	73	69	66	63	Percent

XI. Evaluation:

Class Participation - 10 percent of grade

Homework – 45 percent of grade

Tests and Quizzes – 45 percent of grade

XII. Unit Descriptions:

Unit IV – Global Interactions, c. 1400 CE to c. 1750 CE (6 Weeks)

Newfound searching for wealth and religious expansion, along with problems back in Europe, push Europeans out of their borders in search for new lands. This quest for expansion and discovery will lead to multiple interactions between all continents of the World. The “Old World” and the “New World” become increasingly connected economically and socially, leading to greater cooperation and the growth of competition.

Unit V – Industrialization and Global Integration c. 1750 CE to c. 1900 CE (6 Weeks)

With the advent of steam technology Europeans will gain an industrial supremacy that will allow them to further integrate cultures from all corners of the globe into mega-Empires. New ideas in Europe lead to the push for liberty and rights in the colonies leading to massive wars of independence and the formation of new Nation-States. The Empires remain and rivalries grow for global dominance.

Unit VI – Accelerating Global Change and Realignment c. 1900 CE to present (6 Weeks)

Intense global rivalries between Europe’s colonial powers comes to a head as the world squares off in two global conflicts that leads to the creation of two Super-blocs in the United States and the Soviet Union. In the post-war world territories are divided and loyalties established between the two superpowers leading to the eventual fall of the Soviet Union and the creation of the modern world.

XIII. Course Schedule:

Week	Topic	Required Reading
- Unit IV (Global Interactions) -		
1. (1day)	Syllabus Handout/ The World in 1400	
2. (3days)	Origins of the Modern World	
3. (2days)	Europe and Africa Connections	
4. (3days)	Asiatic Connections with the West	
5. (2days)	Review and Test	
	<i>Unit IV Test February 25th</i>	
- Unit V (Industrialization and Global Integration) –		
6. (2days)	Differing Political Ideologies	
7. (3days)	Enlightenment and the French Revolution	
8. (2days)	Revolutionary South America	

9. (3days)	Industrialization
10. (2days)	Imperialism
- Spring Break - (April 2-10)	
11. (2days)	Review and Test
<i>Unit V Test April 14th</i>	
- Unit VI (Accelerating Global Change and Realignments) -	
12. (3days)	World War I
13. (2days)	Interwar Period
14. (3days)	World War II and the Holocaust
15. (2days)	Ending World War II and Starting the Cold War
16. (3days)	Decolonization
17. (2days)	The Cold War
18. (2days)	Review
19. (1days)	Final Test
<i>Unit VI Test June 6th</i>	

*This schedule is a tentative outline of the first semester and subject to change depending on student progress. Additional readings will be given out as needed.

XIV. Examinations:

- Students will have quizzes randomly throughout the course of the semester
- Students will have a test at the end of each unit.
 - Tests will be worth 30 points each

XV. Class Materials:

- Students will need a pen or pencil every day, and their textbooks on specified days.
- Students will need two notebooks for this course, one for the writing of notes, another to act as a journal for daily writing assignments.
 - You need to bring this to class every day!

XVI. Extra Credit:

- Students will be eligible for **one** extra credit assignment per unit of up to 10 points extra credit
- Student only eligible for extra credit if ALL assignments are in on time **and** student still has more than 75% of their semester's participation points