

**RICHMOND HILL HIGH SCHOOL  
WAYNE ANDERSON, PRINCIPAL  
SOCIAL STUDIES DEPT.**

**– CALENDAR OF LESSONS  
REVISED JANUARY 2013**

**Overview:**

This calendar of lessons for continental is intended to introduce students to the presidents who had a profound impact on the development of the world. Student skills will be developed through exposure to a variety of historical documents. Accordingly, the use of documents of all kinds – including primary sources, maps, videos, and graphs – is essential to engage students in active learning and to strengthen students' analytical skills.

**Balanced Literacy and Vocabulary Development:**

Balanced literacy strategies should be incorporated into all lessons. Students in our classes are often deficient in reading, writing and study skills. Balanced literacy techniques, including "read alouds," shared reading, guided interactive readings, and the regular use of graphic organizers, are important to use with students so that they can develop their "content literacy" skills.

The systematic development of the students' vocabulary is an essential element in developing literacy strategies. Students should be trained to use the glossary in the text and also be required to bring a small dictionary with them to all classes. Homework assignments may include a list of 4-5 vocabulary words which the students should be instructed to put on "flashcards" (index cards) for study. When making flashcards, students should be instructed to write the vocabulary term on the front of the card, with the actual definition on the reverse side.

**Writing Skills & the Use of Graphic Organizers:**

The systematic inculcation of writing skills is equally important. Students should be required to write – not merely copy notes – in all classes. It is important to note that teachers must not assume that the students possess any writing skills at all. Students need to be systematically taught each of the following skills:

- ◆ Recall information
- ◆ Develop a thesis statement
- ◆ Organize information in a "four-square" outline format
- ◆ Write an introductory paragraph which includes their thesis statement.
- ◆ Write at least two body paragraphs using information taken from their outline
- ◆ Write a concluding paragraph

Both thematic and DBQ essay writing skills should be taught using the "four-square" outlining technique. It should be noted that DBQ essay writing presents particular problems for students, in that they often tend to simply write about the documents rather than construct an essay answering the question. Teaching students these skills should be made a priority.

**Workshop Model:**

Active learning may be promoted by utilizing the "workshop model" in which lessons follow a whole group - small group - whole group configuration. Lessons should be motivated with an interesting or provocative picture, cartoon or quote that will be the focus of the day's lesson. The teacher should then model the instructional activity. Students then move into small groups (either dyads or triads) to work collaboratively. While the students are working in their groups, the teacher should actively reinforce collaboration and "accountable talk" by circulating among the groups and providing appropriate feedback. All lessons should

conclude with an independent summary writing activity, which allows the students time to practice writing in their own words.

It should be noted that, as in all lessons, the teacher must adjust the amount of time needed for modeling and for independent work in groups based on the skill level of their students. With practice the students can be expected to move towards longer periods of time in which they can work productively in their groups.

### **Frequent Assessment:**

Regular frequent assessment is very important. Assessment serves many purposes, including providing feedback for teachers and students. Students regularly take 6 classes in addition to their social studies classes. This means that they are expected to process a great deal of information each day. To be fair to the students, full period tests must be given at the end of each unit of study on the curriculum. Tests should always be preceded by a review lesson which incorporates the use of a take-home study/review sheet.

### **Essential Skills to Develop:**

- Identifying relevant factual materials
- Evaluating conflicting sources and interpretations
- Drawing inferences and conclusions from data
- Recognizing, creating, and testing hypotheses
- Detecting cause-and-effect relationships
- Forming and defending an opinion based upon the critical examination of data
- Interpreting maps, charts, graphs, and visual images
- Recognizing bias and stereotypes
- Recognizing and appreciating different values and assumptions
- Inference building: reinterpreting events in terms of what might have happened

### **Classroom activities:**

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|---|--|
| • Brainstorming   | • Reading for meaning  |
| • Note-taking   | • Mapping & charting   |
| • Questioning   | • Critical thinking  |
| • Role-playing & simulations                            | • Critical viewing of pictures                                     |
| • Exploring "what-if" scenarios                         | • Cooperative learning   |
| • Discussing in small groups or in whole class settings | • Presenting – exhibiting knowledge and skills to the entire class |

## **Survey of World History and Geography**

### **Unit 1: Introduction to Geography and the Geography of Africa and the Middle East**

1. How do we use maps and geographical terms to learn about history? (Comparison of different types of maps, latitude and longitude, location of continents and oceans)
2. What was the relationship between early peoples and their environments? 2-3 days (Definition of geographic terms: climate, natural barriers, mountains. Glaciers, Ice Age, land bridge, Neolithic revolution)
3. In what ways did geography influence the development of Africa?
4. How did river valleys affect the development of civilizations in Africa and the Middle East?
5. How did the geography of North and West Africa impact its development? (Bantu people migration, gold salt trade, spread of Islam)
6. Review and vocabulary quiz and test 2 days

### **Unit 2: Geography of ASIA (China, Japan and India)**

1. How did the geography of Asia aid in the development of separate civilizations? (Map of Asia)
2. How did the geography of China allow civilizations to develop? (Early settlers near rivers, geography allows China to develop in isolation, Zheng He, Great Wall built for protection, etc.)
3. How did the Japanese adapt to their geography to create a civilization?
4. How did geography/climate impact the development of the Indian Subcontinent? (Indus River Valley lesson, monsoons)
5. How did geography lead to the development of multiple belief systems on the Asian continent?
6. Review and vocabulary quiz and test 2 days

### **Unit 3: Geography of Europe and the New World**

1. How did the geography of Europe aid in the development of separate civilizations? (Map of continental Europe)
2. How did the Mediterranean region impact early European empires?(Ancient Greece/Hellenistic, Rome, direct democracy, republic, laws)
3. How did geography affect early Russia? (Byzantine Empire, isolated by Mongols and cold climate)
4. What geographic factors explain why England became a world power? (Island, natural resources, cold weather, monarchy, Magna Carta, limited monarchy, feudalism, manorialism)
5. How did geography of Latin America aid in the development of separate civilizations? (Map of Latin America)
6. Review and vocabulary quiz and test 2 days

### **Unit 4: Connecting Europe with the World**

1. How did geography affect trade between Europe, Asia and Africa? (Silk Road, Venice, Mogadishu, Timbuktu)
2. What were the causes and effects of the Crusades? 2 days (Feudalism, Christianity, increase trade)
3. Why were Europeans attracted to the New World? 2 days( Columbian Exchange, Commercial Revolution, Slave Trade, Age of exploration, GGG, technology)
4. Review and vocabulary quiz and test 2 days

## **Unit 5: Geographical Impacts on the Rebirth of European Culture**

1. What impact did geography have on the Renaissance? 2 days(Machiavelli, Protestant Reformation, Ninja Turtles, Scientific Revolution)
2. Why were absolute monarchs threatened by Enlightenment thinking? (absolutism, John Locke, Montesquieu, Louis XIV)
3. How did the Agrarian Revolution lead to the Industrial Revolution? 3 days (laissez-faire, unions, Marx & Engels, cause and effect)
4. Vocabulary quiz and DBQ assessment

## **Unit 6: European Conflicts and Global Conquests**

1. How did the democratic ideas of the French Revolution spread to Latin America? 2 days (Causes of French Revolution, Toussaint L'Overture, Bolivar, Hidalgo, Napoleon)
2. How did the geography of Africa and India influence European imperialism? (Scramble for Africa, Berlin Conference, Sepoy Mutiny, White Man's Burden)
3. How did China and Japan respond to European imperialism in the late 19<sup>th</sup> century? (Spheres of influence, Meiji Restoration, Boxer Rebellion, Opium Wars, Japanese imperialism)
4. Was imperialism, and the need for natural resources, the major cause of World War I? (M.A.N.I.A., technology, trench warfare, political map of 1914 compared to 1919)
5. How did geography affect the conduct of World War II? 2 days (Treaty of Versailles, failure of League of Nations, rise of fascism: Hitler, Mussolini, Tojo, Japanese imperialism, nationalism, economic depression, appeasement)
6. How did the conclusion of World War II impact the world? (Holocaust, Hiroshima, Nagasaki, United Nations, beginning of Cold War)
7. Review and vocabulary quiz and test 2 days

## **Unit 7: 20<sup>th</sup> Century Continental Conflicts**

1. Why did a communist revolution occur in Russia? (Lenin, Stalin, communism, communes, pogroms, totalitarian dictatorship, Five Year Plans, Czar Nicholas, Peace, Land and Bread)
2. What impact did the conflict between the superpowers have on Europe? (Iron Curtain, NATO, Warsaw Pact, Berlin Blockade & Airlift, Hungarian Revolution and Berlin Wall, nuclear weapons)
3. What was the global impact of the Cold War? (Cuba, Vietnam, Cambodia-Pol Pot, Korea, Afghanistan)
4. How did the Chinese Communist Revolution transform life in China? (Sun Yat-Sen, Mao Zedong, Cultural Revolution, Great Leap Forward, communes, Deng Xiaoping, Four Modernizations, capitalism, Tiananmen Square)
5. What forces brought about the collapse of European imperialism in Africa? (Jomo Kenyatta, Mandela, Nkrumah, nonviolence, civil disobedience, boycott, apartheid, Darfur)
6. What forces brought about the collapse of European imperialism in India? (Gandhi, boycott, Salt March, nonviolence, Amritsar Massacre, creation of Pakistan: nuclear weapons, Green Revolution)
7. What problems are created by increased modernization and urbanization in developing Latin American nations? (Communism, democracy, deforestation, urbanization, pollution, define developing nation)
8. Why is the Middle East a constant source of global conflict? (Arab-Israeli conflict, oil, OPEC, terrorism, Islamic Fundamentalism, Iranian Revolution)
9. Review and vocabulary quiz and test 2 days

## **Unit 8: Final Assessment**

