

**Appomattox Regional Governor's School**  
**For The Arts & Technology**  
**History Syllabus**

**Course Title:** World History to 1500 A.D.

2018/19

**Text:** Karl, Farah. **World History - The Human Experience**

**Faculty:** Mr. Stoneking Email (primary contact): jstoneking@args.us Phone: 804-722-0200

**Description:** The Standards Of Learning for this course cover geography and the historical development of people, places, and patterns of life from ancient times until 1500 A.D. in terms of the impact on Western civilization. The study of history rests on the knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking: to raise questions and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision-making. These skills are developed through the study of significant historical substance from the era or society being studied. The standards strike a balance between the broad themes of history and the probing of specific historic events, ideas, issues, persons, and documents. Using texts, maps, pictures, stories, diagrams, charts, and a variety of chronological, inquiry/research, and technological skills, students develop competence in chronological thinking, historical comprehension, and historical analysis.

**Course Goals:** To facilitate a positive learning environment in which the student will broaden his/her own knowledge base in the area of ancient history via various projects, papers, discussions, tests, quizzes, and presentations. Also it is the intention of this course to provide instruction so that students will be proficient in the subject area and meet the local and state requirements for mastery.

**Class Goals:**

- To develop in our students an understanding of both European and American civilizations as well an understanding of non-Western civilizations. Also, to develop a knowledge and understanding of democratic tradition and practice and their relation to the responsibilities of citizenship and human development of our nation and to the world. All in accordance with the Virginia Standards Of Learning in preparation for the state test.
- To train and instruct our students in historical method, enabling them to seek out sources, evaluate evidence, and reach sound conclusions regarding specific historical events and questions. A most important part of this element is emphasis on doing the work of history with the greatest possible objectivity, resisting personal and social prejudice and ideological fashion. This will be accomplished through multiple research papers and projects, where students will learn the processes of designing and presenting papers.
- To enhance the students' ability to read, retain, and write about complex historical materials. To master and to analyze that material by identifying and posing essential questions. To draw meaningful conclusions about that material and those questions. These objectives will be met through various testing methods outside traditional standardized tests, such as long and short essays, verbal presentations, and the analysis of original first hand historical accounts. Also, the mechanics for producing such work will be integrated with the curriculum.
- To encourage a connection to the past in order that students might better understand the present and prepare intelligently to deal with the challenges of the future. This will be done through exposure to various artifacts pertaining to historical themes as well as multimedia enhancement.
- The students of the various classes will seek to expand their regional role by participating in historical associations, preservation activities, public speaking, research, and writing for submission to various societies and publications.

## **Course Activities and Differentiation** (other activities may be included later):

Classroom- The instructor will engage the students in discussions; class participation is required. Frequently, students will work in groups with primary sources and answer a series of higher-order questions. Students will also have the opportunity to handle various artifacts in order to better connect with the theme.

Class Participation- Students will, at the beginning of each class, have a covered textbook (*no booksocks allowed*), bring current assignments, be on task, remain respectful and provide thoughtful answers. Class participation accounts for 15% of each nine-week period.

Chapter Outlines- To aid in participation, the students will create chapter outlines according to the curriculum arc. The outlines are not required to be “formal” outlines with one’s and two’s and “A’s” and “B’s”. The outlines are prepared notes, which can be added to during class. In order to answer questions and to discuss material in class, students need to read over the material beforehand and to bring outlines/notes to class. If you do not have your notes for the day upon coming to class, your class participation grade will be reduced. Be sure to complete the missing work before taking the test so you can receive credit. There will be due-dates posted for each section in the chapter and a grade will be given for each outline. Students may NOT use my personal notes from the website to ‘create’ their own notes. Students who use my notes in any way to ‘create’ their own will, at minimum, receive a zero for the work. Students should take notes from their book. **Outlines/notes will not be accepted once the student has taken the test for the corresponding chapter** (unless accommodations are in place).

Research Projects & Papers- Students may produce and present an MLA based research project during the course; this will be a collective effort between the English and History classes. Students will follow a time schedule for each stage and the instructor, before student’s progress to the next stage, must approve each stage. The History and English teachers at ARGS address plagiarism issues as well as provide instruction and materials for MLA writing. The History Department Website also has online MLA material.

Tests- Tests may consist of a combination of the following: matching, multiple choice, completion, identification, and essay. There are 100 total points for each test and the instructor keeps completed tests on file. There is to be no talking or communication of any type while students are taking tests. Any student-to-student communication during the testing time regardless whether or not those students are finished, will result in the forfeit of that test grade. Any questions are to be directed **only** to the instructor. Makeups must be arranged within five school days after the absence. Cheating will result in a zero for the test. Students are not to discuss the test with those who have not taken it yet; doing so will be considered cheating.

Chapter Pre-testing for Differentiation and Curriculum Compacting- The objective for pre-testing is to allow students more opportunities to work in their focus area or on school related projects and assignments. It is also used to focus the curriculum needs.

- Pre-test dates are announced at least one week in advance and can be viewed on the assignments page on Mr. Stoneking’s website and are listed on the assignment board in the classroom.
- The pre-test is not graded but will be recorded in the gradebook but a lack of participation will lower the participation grade.
- Since this test does not negatively affect grades, there is a 40 min. time limit to take the test.
  - Students do NOT put their name on the test; instead, they use their assigned student number, which is given by Mr. Stoneking.
    - **Students do not share their numbers with each other.**

- When a student is finished with the test, he/she turns the test in to Mr. Stoneking who then checks the essays.
- If a student is absent for the pretest, the student isn't required to make it up. If the student makes up the pre-test, it must happen by or on the next class day, an "A+" (97) is required to test out.
- When all tests are finished, Mr. Stoneking passes them out for peer-checking the matching, multiple choice and completion part of the test.
  - The student checking the test writes his/her student number on the test for accountability.
    - If a peer-checker cheats for the test taker he/she will receive a zero for his/her chapter test grade.
    - Mr. Stoneking collects the tests after the check is complete and then takes the "A" tests out and rechecks them for confirmation.
      - An "A" (93%) is the cutoff for testing out.
        - **As an incentive, a bonus will be given for "A's" – 9pts, "B's" – 9pts, "C's" – 6pts "D's" – 3pts**
    - Those students who tested out will be notified via email.
    - The tests will be passed back to the students the next class so they may see their test results and ask questions. When finished, the students will file their pre-test in an assigned folder.
  - Since the corresponding names to student's numbers are unknown to other class members, there are no confidentiality issues.
- Students do not have to produce outlines/test designs if they test out of a chapter.
  - **Students DO have to complete the primary source(s) for the chapter.**
    - The primary source is due by the day of the regular test for that chapter.
- Students who test out are not required to be in class until the next pretest unless specifically instructed otherwise.
  - Students are still responsible for their other class assignments such as research papers or projects.
  - Students must report for attendance each class before being excused and students **MUST** bring a pass from another teacher in order to be excused from class.
  - Students who elect to not leave the classroom must bring some type of work with them.
    - Disruption of the class will not be tolerated; this includes, but not limited to, sleeping, eating, playing games and talking.

All pre-tests/tests will be kept in a provided folder and is the responsibility of the student to keep them and to have the work signed by a parent/guardian. The student is responsible for having the folder available for a conference and/or by teacher request. After the last pre-test/test of the semester, students will turn in the folder. The folder will be worth 100 assignment points. For every missing pre-test/test, there will be a 15 point penalty and for every pre-test/test not signed by a parent/guardian, there will be a 10 point penalty.

### **Grades Per Quarter:**

Class Participation - 15% of total grade                      Tests & Research 50% of total grade  
 Assignments 35% of total grade

### **Class Rules (Also Read Your Handbook)**

1. **FOLLOW INSTRUCTIONS.** This includes those given by administrators, staff, substitute teachers and myself. Please ask me for help on something you don't understand. I will not do your work for you but we're in this together--Teacher, Student and Parent. I will do my best to be clear and concise, but you must pay attention.
2. **COME TO CLASS PREPARED WITH ALL REQUIRED MATERIAL.** You need your textbook, pen, pencil, paper and notebook everyday.

3. **TURN IN YOUR ASSIGNMENTS ON TIME.** It is your responsibility to keep up with your work. Chapter outlines (notes) and primary sources will not receive any credit if they are turned in after the test is taken. For research and project work, the grade will be reduced 20% for each calendar day late (unless otherwise stated in instructions).

4. **PROMPTNESS.** Be in your seat **before** the bell rings with book open and ready to work.

5. **ALLOW STUDENTS TO LEARN AND TEACHERS TO TEACH.** I will treat you with respect and consideration and it is expected that you will treat peers and adults in a courteous and respectful manner. Adopt an attitude of a scholar.

6. **COMPLY WITH ALL SCHOOL RULES, REGULATIONS, AND POLICIES.** It is most important that you know the rules if you are expected to follow them. **Read your student handbook.** Any cellphone that goes off in class will be confiscated and given to administration and the student will receive a 25 point deduction in the quarter participation grade. In regards to laptop, tablet, etc..., while class is in session, students must remain on-task with their electronic devices. This means that only pertinent material should be accessed such as notes, chapters, vocabulary, and/or MP3's. Any web-surfing, email, or other social media accessed without permission will result in a 25 point deduction in the quarter participation grade and may forfeit the privilege of using that technology. You may **NOT** use an electronic during class to take notes.

7. **KEEP THE CLASSROOM (and desks) CLEAN.** Before leaving class check your area. Pick up paper and return desk to original place unless otherwise instructed. Put trash in the trashcan.

8. **ETHICAL BEHAVIOR.** Do your own work. “Sharing” or “working together” is cheating unless told otherwise in instructions. Plagiarism and/or cheating will result in an automatic zero for the work and a letter will be placed in your permanent file. Other steps may be taken by the administration.

#### 9. A REMINDER.

- No food or drink is allowed in the classroom unless authorized through guidance or administration.
- Headgear which blocks the view of other students will not be allowed to be worn during class. Any headgear which blocks the teachers view of the wearer or of other students will not be allowed to be worn during class.
- All electronic devices are to be off and stored before entrance into the class except for those which have been authorized for educational purposes. **Students using approved electronic devices may only use them for class related purposes.**
  - Upon coming to class, cell phones should be placed on the student's desk.
  - Using electronic devices for non-classwork (without permission) will result in disciplinary action and that student may be banned from using that equipment in class.
  - **Students may not access their electronic equipment while signed out to use the restroom, to get water, etc.** Being out in the hall during class still counts as 'being in class'.

10. **EMERGENCIES.** To exit the building, go down the stairs to the 1<sup>st</sup> floor exit facing Washington St. The rally point is the sidewalk near the large oak on the left. For a tornado, we will go to the sub-basement.

11. **ABSENCES AND MAKE-UP WORK.** Please see the student handbook concerning absences and make-up work. Make-up tests may differ in format from the standard test. Students who are absent from class and come later in the day and/or attend an after hours event that same day will be responsible for any material as if that student was in class **UNLESS** an excuse (original or copy) from a professional (i.e. doctor) is provided to me (Mr. Stoneking) then the standard make-up time for work and other assessments will be allowed.

It is the students' responsibility to make arrangements to make up any missed work and/or assessments.

**Special Accommodations:** Any student requiring accommodations outside the norm must make it so known to the instructor, and or guidance department within the first week of instruction. If special circumstances arise during the school year, which require accommodation, the student must then promptly give notice.

## **Standards Of Learning for World History and Geography to 1500 A.D.**

These standards will enable students to explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. (C.E.) in terms of the impact on Western civilization. The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.

### **Skills**

- WHI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history;
  - using geographic information to determine patterns and trends to understand world history;
  - interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history;
  - evaluating sources for accuracy, credibility, bias, and propaganda;
  - comparing and contrasting historical, cultural, economic, and political perspectives in world history;
  - explaining how indirect cause-and-effect relationships impacted people, places, and events in world history;
  - analyzing multiple connections across time and place;
  - using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
  - identifying the rights and responsibilities of citizens and ethical use of materials and intellectual property; and
  - investigating and researching to develop products orally and in writing.

### **Human Origins and Early Civilizations, Prehistory to 1000 B.C. (B.C.E.)**

- WHI.2 The student will apply social science skills to understand the period from the Paleolithic Era to the agricultural revolution by
- explaining the impact of geographic environment on hunter-gatherer societies;
  - describing characteristics of hunter-gatherer societies, including their use of tools and fire;
  - analyzing how technological and social developments gave rise to sedentary communities; and
  - analyzing how archaeological discoveries are changing current understanding of early societies.

- WHI.3 The student will apply social science skills to understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews and Phoenicians, by
- locating these civilizations in time and place and describing their major geographic features;
  - describing the development of social, political, and economic patterns, including slavery;
  - explaining the development and interactions of religious traditions;
  - describing the origins, beliefs, traditions, customs, and spread of Judaism; and
  - explaining the development of language and writing.

### **Classical Civilizations and Rise of Religious Traditions, 1000 B.C. (B.C.E.) to 500 A.D. (C.E.)**

- WHI.4 The student will apply social science skills to understand the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by
- locating Persia in time and place, including Zoroastrianism and the development of an imperial bureaucracy;
  - locating India in time and place, including its origins, early development, and the debate over the Aryan migrations;
  - describing the origins, beliefs, traditions, customs, and spread of Hinduism;
  - describing the origins, beliefs, traditions, customs, and spread of Buddhism;

- e) locating China in time and place, including the development of an empire and the construction of the Great Wall; and
- f) describing the impact of Confucianism, Taoism, and Buddhism.

- WHI.5 The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization by
- a) locating Greek civilizations in time and place and describing their major geographic features;
  - b) describing the social and religious structure of ancient Greece;
  - c) describing the cultural development of Athens and Sparta, with emphasis on the significance of citizenship and the development of democracy;
  - d) evaluating the political and economic development of Greece, with emphasis on the Persian and Peloponnesian wars;
  - e) evaluating the significance of the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great; and
  - f) citing and explaining contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle.
- WHI.6 The student will apply social science skills to understand ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
- a) locating Roman civilizations in time and place and describing their major geographic features;
  - b) describing the social and religious structure of ancient Rome;
  - c) describing the social structure and cultural development of the Roman Republic;
  - d) describing and evaluating the political and military structure of the Roman Republic under the rule of Julius Caesar;
  - e) describing and evaluating the political structure of the Roman Empire under the rule of Augustus Caesar;
  - f) assessing the economic structure of Rome, Rome's imperial conquests, and the Pax Romana; and
  - g) evaluating the fall of the Western Roman Empire and the Germanic invasions.
- WHI.7 The student will apply social science skills to understand the development of Christianity by
- a) describing the origins, beliefs, traditions, customs, and spread of Christianity in time and place;
  - b) explaining the unifying role of the Church in Europe after the collapse of Rome; and
  - c) sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe.

#### **Postclassical Civilizations, 300 to 1000 A.D. (C.E.)**

- WHI.8 The student will apply social science skills to understand the Byzantine Empire and Eastern Europe from about 300 to 1000 A.D. (C.E.) by
- a) explaining the influence of geography on the establishment of Constantinople as the capital of the Eastern Roman Empire and describing the Byzantine Empire in time and place;
  - b) describing Justinian and his contributions, including the codification of Roman law, and the expansion of the Byzantine Empire and economy;
  - c) characterizing the role Byzantine art and architecture played in the preservation of Greek and Roman traditions;
  - d) explaining the disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church; and
  - e) analyzing and explaining the influence of Byzantine culture on Eastern Europe.
- WHI.9 The student will apply social science skills to understand the Islamic civilization from about 600 to 1000 A.D. (C.E.) by
- a) describing the origin, location, beliefs, traditions, customs, and spread of Islam, with emphasis on the Sunni-Shi'a division and the Battle of Tours;
  - b) assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade; and
  - c) explaining the cultural and scientific contributions and achievements of Islamic civilization.

- WHI.10 The student will apply social science skills to understand Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by
- locating and describing the societies of Western Europe during the Middle Ages in time and place;
  - describing the social, religious, and cultural development of the Franks, with emphasis on the Age of Charlemagne;
  - explaining the social, religious, and cultural development of the Magyars and Anglo-Saxons;
  - describing the social, religious, and cultural patterns of the Vikings; and
  - evaluating and explaining the development of feudalism and the manor system.

**Regional Interactions, 1000 to 1500 A.D. (C.E.)**

- WHI.11 The student will apply social science skills to understand the civilizations and empires of Asia, with emphasis on Japan and China, by
- locating and explaining major global and regional trade routes;
  - explaining technological advances and transfers, networks of economic interdependence, and cultural interactions;
  - explaining the impact of Shinto and Buddhist traditions and the influence of Chinese culture on the region; and
  - evaluating the impact of the Mongol Empire throughout Asia.
- WHI.12 The student will apply social science skills to understand the civilizations and empires of Africa, with emphasis on the African kingdoms of Axum and Zimbabwe and the West African civilizations of Ghana, Mali, and Songhai, by
- locating early civilizations and kingdoms in time and place and describing major geographic features;
  - explaining the development of social, political, economic, religious, and cultural patterns in each region; and
  - evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence.
- WHI.13 The student will apply social science skills to understand the major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by
- locating early civilizations in time and place and describing major geographic features;
  - explaining the development of social, political, economic, religious, and cultural patterns in the civilizations of the Americas; and
  - evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence.
- WHI.14 The student will apply social science skills to understand the social, economic, and political changes and cultural achievements in the high and late medieval periods by
- describing the emergence of centralized monarchies (England, France, Spain, and Russia) and distinctive political developments in each;
  - explaining conflicts across Europe and Asia, including the Crusades and the fall of Constantinople;
  - explaining patterns of crisis and recovery related to the Black Death (bubonic plague); and
  - evaluating and explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.
- WHI.15 The student will apply social science skills to understand the developments leading to the Renaissance in Europe in terms of its impact on Western civilization by
- determining the economic and cultural foundations of the Italian Renaissance;
  - sequencing events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*;
  - citing the contributions of artists and philosophers of the Renaissance, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch; and
  - comparing and contrasting the Italian and the Northern Renaissance, and citing the contributions of writers.

## Pacing Guide (Arc)

### 1<sup>st</sup> 9 weeks

#### Chapter 1 *Human Beginnings*

- Sections: 1, 2, 3
  - SOL's: 2, 3, 4
  - Primary Source: None
- 

#### Chapter 2 *Early Civilizations*

- Sections: 1, 2, 3, 4
  - SOL's: 2, 3, 4, 5
  - Primary Source: *Egyptian Book of the Dead / Hammurabi's Code*
- 

#### Chapter 3 *Kingdoms and Empires in the Middle East*

- Sections: 1, 2, 3
  - SOL's: 2, 3, 4, 5
  - Primary Source: *Customs of the Persians*
- 

#### Chapter 4 *The Rise of Ancient Greece*

- Sections: 1, 2, 3, 4
  - SOL's: 2, 3, 5
  - Primary Source: *The Plague In Athens*
- 

#### Chapter 5 *The Height of Greek Civilization*

- Sections: 1, 2, 3
  - SOL's: 5, 6, 7
  - Primary Sources: *Execution of Socrates*
- 

### 2<sup>nd</sup> 9 weeks

#### Chapter 6a *Ancient Rome and Early Christianity*

- Sections: 1, 2
  - SOL's: 2, 3, 4, 5, 6
  - Primary Source: *Assassination of Julius Caesar*
- 

#### Chapter 6b *Ancient Rome and Early Christianity*

- Sections: 3, 4, 5
- SOL's: 6, 7, 8, 9, 10, 11

- Primary Source: *The Huns / Dinner with Attila the Hun*
- 

### **Chapter 7** *Flowering of African Civilizations*

- Sections: 1, 2, 3
  - SOL's: 2, 3, 4, 5, 10
  - Primary Source: *Ancient Ghana / West Africa*
- 

### **Chapter 8** *India's Great Civilization*

- Sections: 1, 2, 3
  - SOL's: 2, 3, 4, 5
  - Primary Source: *Rock Edicts*
- 

### **Chapter 9** *China's Flourishing Civilization*

- Sections: 1, 2, 3
  - SOL's: 2, 3, 4, 5
  - Primary Source: *The Legalists*
- 

## **3<sup>rd</sup> 9 weeks**

### **Chapter 10** *Byzantines and Slavs*

- Sections: 1, 2, 3
  - SOL's: 2, 3, 4, 5, 7
  - Primary Source: *Constantinople Falls*
- 

### **Chapter 11** *Islamic Civilization*

- Sections: 1, 2, 3
  - SOL's: 2, 3, 4, 8
  - Primary Source: *Muslim Ambassador in Constantinople*
- 

### **Chapter 12a** *The Rise of Medieval Europe*

- Sections: 1, 2
  - SOL's: 2, 9
  - Primary Source: *Cremation of a Viking Chieftain*
- 

### **Chapter 12b** *The Rise of Medieval Europe*

- Sections: 3, 4
  - SOL's: 3, 9, 12
  - Primary Source: *Breaking Monastic Rules*
- 

### **Chapter 13** *Medieval Europe and Its Height*

- Sections: 1, 2, 3, 4
  - SOL's: 4, 9, 10
  - Primary Source: *Richard I Massacres Prisoners / A Saracen View of Crusades*
-

## 4<sup>th</sup> 9 weeks

### **Chapter 14** *East and South Asia*

- Sections: 1, 2, 3, 4
  - SOL's: 2, 3, 4, 5, 10
  - Primary Source: *Marco Polo's Second Visit to China*
- 

### **Chapter 15** *The Americas*

- Sections: 1, 2, 3
  - SOL's: 11
  - Primary Source: *Cortez Describes Tenochtitlan*
- 

### **Chapter 16** *Renaissance and Reformation*

- Sections: 1, 2, 3, 4, 5
  - SOL's: 12, 13
  - Primary Source: *Martin Luther / Prisoners of the Inquisition*
- 

**Every student must complete the final exam or projects planned in the course, regardless of scores on an SOL test. There are no final exam exemptions in the Social Science Department.**

**For current class assignments and information please go to: [www.argshistory.com](http://www.argshistory.com) Students are responsible for their assignments and need to check the site if absent from class and the same information is posted in the classroom.**

**This syllabus is not all-inclusive and the instructor and/or administration may alter the substance of the course and accountability throughout the academic year as needed.**



Return this page to Mr. Stoneking within one week of receiving it. This will count towards participation.

---

**I certify that I have read and understand the syllabus and class rules.**

**Student Name (PRINT)** \_\_\_\_\_

**Student Signature** \_\_\_\_\_

**Parent/Guardian Signature** \_\_\_\_\_