World History Curriculum Guide

Era 1: Early Human History (250,000 to 10,000 BCE)	
Compelling Question:	*How did the environment shape early human development and settlement? How do we tell the stories of people who didn't leave a written record?*
About Era 1:	Era One focuses on the earliest human history. Students are asked to think about how the environment impacted early human development and settlement. Students should be thinking about what can be used as a source to build understanding of the past, and what cannot be known about early humans based on available sources.

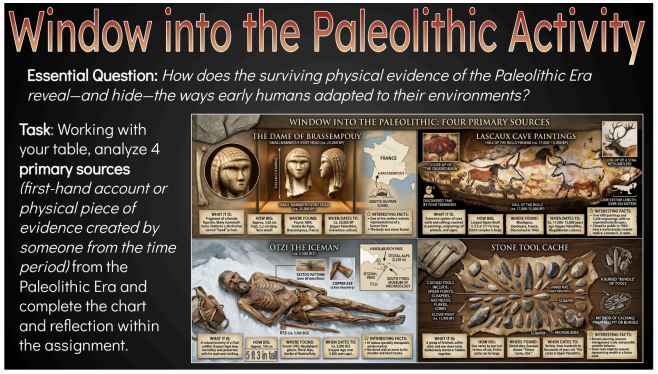
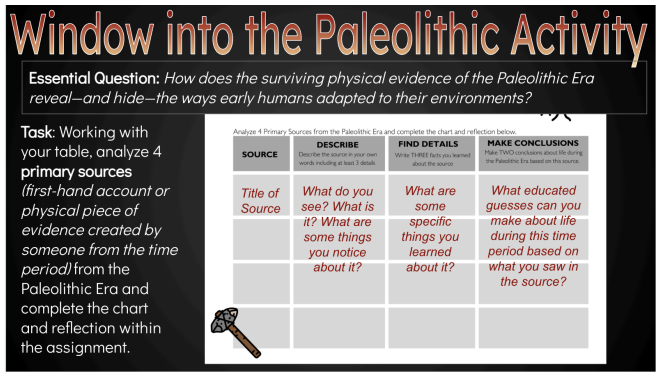
2021 MN Social Studies Academic Benchmarks

Context, Change, and Continuity	Historical Perspectives	Historical Sources and Evidence	Causation and Argumentation	Connecting Past and Present
9.4.18.1: Evaluate different narratives about how human migration from Africa to other regions in the world led to environmental changes and human adaptation.	9.4.19.1: Examine and compare and contrast narratives about human origins developed by different societies. Analyze how these narratives embed social values and concepts.	9.4.20.1: Interpret surviving evidence about early human history and discern what we can and cannot know about early humans from these sources.	9.4.21.1: Explain the interrelationship between the emergence of domestication and agriculture, the development of complex societies and the environment and climate.	X

Benchmark Implementation (Daily Lessons)

Lesson #	Supporting Questions	Tasks	Sources

0	How does history help you understand the world—and your place in it?	• Introduction to World History • Activity: SPICE of Me Assignment	
	How does the surviving physical evidence reveal—and hide—the ways early humans adapted to their environments?	• Lecture: Early Humans Notes & fills	• Lascaux Cave Paintings • Women of Willendorf

1	How did the movement of early humans change the environments they encountered—and how did those environments change them?	• Activity: Window into the Paleolithic
		  ○ Students will analyze four specific types of primary evidence to determine the boundaries of historical knowledge.
		  ○ Graphic Organizer
		
		
		
		
			Primary Source Analysis
			• The Dame of Brassempouy
			• Lascaux Cave Paintings
			• Ötzi the Iceman
			• Stone Tool Cache

2	How did agriculture and domestication change the way people lived and forcibly make societies more complex?	● Activity: Paleolithic vs. Neolithic Game ○ Scoresheet ● Lecture: Neolithic Revolution Notes	● Lascaux Cave Paintings ● Origins of Agriculture Map
3	Why did the first civilizations develop where they did?	● Activity: Civilization Game ○ Score Sheet ● Lecture: Beginnings of Civilization Notes	● Earliest Civilizations Map
4	How did the people who settled in Sumer adapt to their environment, and how did they change it to meet their needs?	● Activity: Sumer SPICE Chart Assignment	● Textbook Reading
5	What can the Code of Hammurabi tell us about life in ancient Babylon, and what questions can it not answer?	Activity: Code of Hammurabi Exploration	● Code of Hammurabi excerpts
6	What do a society's origin stories reveal about their relationship with the environment and their social hierarchy?	● First Civilizations Exploration ● Narrative Mapping ○ Students work in groups to deconstruct one narrative and then "speed-date" other groups to fill in the comparison table. ○ Share Chart ○ Sources ○ Key	Activity: ● The Enuma Elish (Mesopotamia): Focuses on the struggle against chaotic water/floods. ● The Popol Vuh (Maya): Focuses on the creation of humans from maize (corn). ● The Yoruba Creation Myth (West Africa): Focuses on the descent from the sky to the marshy earth.

7	• Review and Era 1 Exam

Era 2: Cities, Societies, and Empires (10,000 BCE-700 CE)	
Compelling Question:	*How did diverse environments shape the rise of societies in Asia, Africa, and the Americas, and whose voices survived to tell the story?*
About Era 2:	In Era Two, students build understanding of the development of cities, societies, and empires in Asia, the Americas, and Africa. This era emphasizes students using a wide variety of text and non-text-based sources to build understanding of the religious, political, technological and social development of a range of societies. Building off of Era One, students are asked to think about how historical sources have been used to create dominant and non-dominant narratives about the past.

2021 MN Social Studies Academic Benchmarks

Context, Change, and Continuity	**Historical Perspectives**	**Historical Sources and Evidence**	**Causation and Argumentation**	**Connecting Past and Present**
9.4.18.2: Identify and examine dominant and non-dominant narratives about the development of cities, societies and empires in Asia, the Americas and Africa.	9.4.19.2: Analyze the emergence, development and impact of multiple religions and philosophies from at least three different regions, including Shamanism/Animism, Hinduism, Jainism, Buddhism, Sikhism, Judaism, Christianity, Islam, indigenous religious traditions in Africa and the Americas and African diasporic religions.	9.4.20.2: Identify different types of historical sources, both textual and non-text-based, in order to interpret surviving evidence about ancient cities, societies and empires. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.	9.4.21.2: Create an argument about the emergence and characteristics of complex societies, the development of new technologies and the impact of human society on the environment.	9.4.22.1: Consider what it means to have a "successful" society and examine how some societies have adapted to social, environmental and/or political changes. Evaluate whether these adaptations can be applied to human society today.

Benchmark Implementation (Daily Lessons)			
Lesson #	**Supporting Questions**	**Tasks**	**Sources**
1	How did the environment and new technologies contribute to the rise of ancient Egypt as a complex society?	• Lecture: Rise of Egypt Notes	• Africa Maps • Photographs of Egyptian artifacts (King Tut's Tomb and Mummy) • Menes bust • Images from Book of the Dead
2	What can different types of historical evidence reveal—and not reveal—about life in ancient Egypt?	• Activity: Voices of Egypt Stations ○ Student Packet	• Egyptian Hieroglyphics • Egyptian Pyramids • Book of the Dead Excerpts • Mummification Process
3	What can Ancient Egypt teach us about building a successful society?	• Lecture: Fall of Egypt Notes • Summative: Egypt Quiz	• Engineering an Empire Video Clip
4	How have religions and philosophies shaped the beliefs, values, and societies of people across different regions of the world?	• Lecture: Overview of Ancient Religions/Rise of Hinduism	• Hindu artifacts • Excerpts and images of the Vedas
5	What characteristics made the Indus Valley a complex society?	• Activity: India SPICE Chart	• Textbook Reading
6	How did religious beliefs influence government, culture, and social relationships in ancient India?	• Activity: Samsara Game-An exploration of Hinduism's impact on Ancient Indian Society	• Samsara Game Board Game
7	What made the Mauryan Empire successful, and what	• Lecture: Buddhism Notes and the Mauryan Empire	• Edicts of Asoka • Buddhist Pali Canon

	role did Buddhism play in that success? What can Ashoka's Edicts and archaeological evidence tell us about Buddhism in the Mauryan Empire?	• Activity: Edicts of Asoka Primary Source	
8	How did China's geography and environment shape the development of its society and government?	• Lecture: Rise of China Notes	• Oracle Bones • Great Wall of China
9	How did religious beliefs influence government, culture, and social relationships in ancient China?	• Lecture: Chinese Philosophies Notes	• Texts of Confucius, Laozi, and from Legalist writings
	How did some civilizations adapt and change to evolve into empires? What makes empires different from civilizations?	• Civilization to Empire Game	
10	How would an emperor, a government official, and a peasant describe life during the Qin or Han Dynasty differently?	• Lecture: Qin vs Han Empires Notes • Activity: Life in the Han Empire Source Exploration	• Primary Source Documents & Images of: the Great Wall of China, the Tomb of Terra Cotta Warriors, The Silk Road
11	What ideas and technologies did Greece and Rome adopt from other civilizations, and how did those exchanges strengthen their empires?	• Empires Connect Notes: China to the Roman Empire (a brief overview of Greece and Rome)	
12	How can you use primary and secondary sources to	• Project: Comparing Empires → students will choose a facet of society (ex. Religion, military,	• *Students will use online research databases as well as classroom books*

	make a well-supported comparison between two ancient empires?	government, etc.) and compare how two of the civilizations or empires studied in this unit were similar and different using available primary and secondary sources.	*about various empires to locate primary and secondary sources.*
13	● Review and Era 2 Exam		

Era 3: Interregional Networks and Exchange (700-1500 CE)				
Compelling Question:	*How did global trade networks shape the lives of people between 700 and 1500 CE, and how do historians use pieces of the past to tell their stories?*			
About Era 3:	Era Three asks students to explore the land-based and water-based networks of trade and cultural exchange that developed between Africa, Asia, and Europe between 700 and 1500 CE. Students are asked to evaluate the ways historians have put together narratives about trade networks, and lives of people living during the era, and then to construct their own historical narratives about indigenous societies and trade networks in the Americas using the skills they have built.			
2021 MN Social Studies Academic Benchmarks				
Context, Change, and Continuity	**Historical Perspectives**	**Historical Sources and Evidence**	**Causation and Argumentation**	**Connecting Past and Present**
9.4.18.3: Evaluate narratives about the creation and influence of trade networks connecting Asia, Europe and Africa.	9.4.19.3: Identify different historical perspectives about religion, slavery, feudalism and disease in Europe and the Mediterranean World, including the Ottoman Empire.	9.4.20.3: Use historical sources to identify and describe at least two different cultures in Africa, such as Swahili, Ghana and/or Mali, Songhai. Identify their short and long-term influence on African history and society.	9.4.21.3: Construct a narrative account about the emergence and expansion of Indigenous societies in the Americas and/or trade networks between multiple Indigenous societies in the Americas using historical sources.	9.4.22.2: Identify the influence of Islamic centers of learning on the European Renaissance, the Scientific Revolution and society today.

Benchmark Implementation (Daily Lessons)			
DAY #	**Supporting Questions**	**Tasks**	**Sources**
1	How did Islam emerge and expand across the Mediterranean and Middle East? How did Islamic empires govern diverse populations with different religious and cultural beliefs?	• Lecture: Rise of Islamic Empires Notes	• The Kaa'ba
2	How did geography and trade contribute to the growth of post-classical African civilizations?	• *Post-Classical Map Activity*	• The writing of Ibn Battuta • Ted Ed: Mansa Musa
3	How did the exchange of goods, ideas, and technologies through trade influence human societies?	• Lecture: Long-Distance Trade Notes	• Ted Ed: Silk Road
4	*How did long-distance trade create opportunities and challenges for the societies involved?*	• Silk Road Simulation	• Trade Route Maps
5	*How did the Mongol Empire expand and influence trade across Asia, Europe, and Africa?*	• Lecture: The Mongols Empire	•
6	*Were the Mongols primarily destroyers, connectors, or both? What evidence supports your conclusion?*	• Mongols Article and POP Figure Creation	

7	*Why did people in medieval Europe and the Mediterranean World respond differently to the same historical events and institutions?*	• Lecture: The Middle Ages in Europe and Beyond	
8	*What scientific, mathematical, medical, and technological innovations emerged from the Islamic world and which are still influential today?*	• Innovations of the Middle Ages Exploration	• (Images of Middle Ages inventions)
9	*How did the Black Death affect the relationship between feudalism, religion, and daily life?*	• Black Death Game and Notes	
10	*What can different historical accounts of the Black Death tell us about medieval societies?*	• Black Death Source Analysis	• An excerpt of a document written by Michael Platiensis that was included in the book, The Black Death. • Recommendations from Paris medical faculty to the Pope. • An excerpt of a journal by Agnolo di Tura. • A chronicle of the Black Death and its impacts on family.
11	*What factors contributed to the emergence and expansion of powerful Indigenous civilizations in the Americas?*	• Meanwhile in the Americas: Empires of the Americas Notes	
12	*What can primary sources and archaeological evidence reveal about Indigenous civilizations?*	• Gallery Walk: Evidence of Indigenous Innovation	• Examples: Lacrosse, bridges, sunglasses

13	• Review and Era 3 Exam

END OF TRIMESTER 1

Era 4: The First Global Age (1400-1800)	
Compelling Question:	*How did the collision of two worlds create the modern global systems that still dictate who wins and who loses today?*
About Era 4:	Era Four asks students to explore the ways in which life changed for people across the world as connections were built between the two hemispheres, and how systems developed that impacted who benefitted and who did not benefit from these changes. Students are expected to be able to make connections between the developments and changes happening in the first global age to life today.

2021 MN Social Studies Academic Benchmarks

Context, Change, and Continuity	**Historical Perspectives**	**Historical Sources and Evidence**	**Causation and Argumentation**	**Connecting Past and Present**
9.4.18.4: Identify and evaluate dominant and nondominant narratives about the first global age.	9.4.19.4: Identify major intellectual, scientific and/or religious developments of the first global age and their influence today.	9.4.20.4: Investigate and interpret multiple primary and/or secondary sources to understand and analyze the perspectives of individuals and communities who have traditionally been underrepresented in historical narratives about the first global age. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.	9.4.21.4: Examine how new connections between the hemispheres resulted in biological, cultural and technological exchanges. Evaluate who benefitted from these changes and who did not.	9.4.22.3: Analyze how caste systems based upon race, social class and religion have been used to justify imperialism, colonization, warfare and chattel slavery. Analyze how those caste systems and justifications have changed over time and how they influence our society today.

Benchmark Implementation (Daily Lessons)			
DAY #	**Supporting Questions**	**Tasks**	**Sources**
1	What new ideas emerged during the Renaissance, and why do they still matter today?	• Lecture: Renaissance Notes & Art Analysis	• Byzantine Church Mosaic • Maestà • Birth of Venus • Bean Eater • Creation of Man • Images of the Sistine Chapel • Mona Lisa • Arnolfini Portrait
2	*In what ways did the intellectual and religious shifts of the 1400s–1700s redefine truth, faith, and authority in ways that shape today's global institutions?*	• Movements of the Renaissance in Exploration	

3	*Whose stories are celebrated in accounts of the First Global Age, whose stories are overlooked, and how does perspective shape our understanding of these historical figures?*	• Besties Brunch
		  ○ Besties Brunch Prep
		  ○ Discussion Packet	

4	*How did European exploration create new opportunities and new inequalities through the exchange of people, plants, animals, diseases, and ideas?*	• Exploration Notes	
5	*How did the collision between European and*	• Conquest of the Americas Notes	

	American civilizations create opportunities for some while creating devastating consequences for others?		
6	*Whose voices are often included—and whose are often left out—in the story of European conquest of the Americas, and how does the sources used shape our understanding of who won, who lost, and why?* *How does the story of European exploration and conquest change when we compare dominant and nondominant narratives?*	• Narratives of the Global Ages → Source Analysis and Discussion	• *An excerpt from a letter written by Christopher Columbus to the secretary of the Spanish treasury written in February of 1493.* • *an excerpt from the 1997 book* Guns, Germs, and Steel *by author/historian Jared Diamond* • Map/Infographic from the OER Online Textbook/Curriculum website. • *El Primer Nueva Corónica y Buen Gobierno* by Felipe Guaman Poma de Ayala (c. 1615, Andean Indigenous noble).
7	*Why did colonizing societies create social hierarchies based on race, class, and religion, and what lasting effects have those hierarchies had?*	• Colonization of the Americas Notes	
8	*Who benefited from the Atlantic slave trade, who was harmed, and how were ideas about race and social hierarchy used to justify that unequal system?*	• Atlantic Slave Trade Notes	• Ted Ed: The Atlantic Slave Trade: What too few textbooks told you • Slave Ship Diagrams
	Whose perspectives help us understand the impact of the Atlantic slave trade on Africa, and whose voices are	• Filling the Void: Exploring the Impact of the Atlantic Slave Trade on Africa	

	missing from the historical record?		
9	● Review and Era 4 Exam		

Era 5: Revolutions, Empires and Nations (1750-1900)				
Compelling Question:	*Was the Age of Revolutions a triumph of human liberty and progress, or a global blueprint for exploitation and inequality?*			
About Era 5:	Era Five asks students to explore the conflicting narratives surrounding the causes and impact of the Industrial Revolution, making connections to the imperial expansion and political revolutions happening during the same period. Like in Era Four, students are asked to make connections between the historical events and systems of the age of revolutions, and the long-term consequences of the era that still impact societies today.			
2021 MN Social Studies Academic Benchmarks				
Context, Change, and Continuity	**Historical Perspectives**	**Historical Sources and Evidence**	**Causation and Argumentation**	**Connecting Past and Present**
9.4.18.5: Evaluate conflicting narratives about the causes and the regional and global impact of the Industrial Revolution.	9.4.19.5: Examine different perspectives about revolutions, imperialism and nationbuilding, including in Latin America/Caribbean, Asia and Africa.	9.4.20.5: Investigate and interpret multiple primary sources from the Age of Revolutions. Analyze why they were written or created. Consider what perspectives and narratives are absent from these sources.	9.4.21.5: Explain the causes, interconnections and global consequences of three or more independence movements, rebellions or revolutions in the Atlantic World. Distinguish between long-term causes and triggering events in developing a historical argument.	9.4.22.4: Identify the long-term economic, political and cultural impacts of imperialism today, focusing on neo-imperialism and movements of anti-imperialism.

Benchmark Implementation (Daily Lessons)			
DAY #	**Supporting Questions**	**Tasks**	**Sources**
1	What causes revolutions, and how do long-term conditions and triggering events transform demands for change into revolutions?	• What is a Revolution Assignment ○ Article Link • Bell ringer Activity	• *The Storming of the Bastille* (*La Prise de la Bastille*) Painting
2	*Why did the French people revolt, and how did long-term problems and immediate events turn unrest into revolution?*	• French Revolution Notes/Case Study	• Palace of Versailles images • Newspaper clippings

3	*What motivated various revolutions and how do different primary and secondary sources add varying perspectives to the story?*	• Revolution Stations Activity
		  ○ Examples:
		  ■ Latin America
		  ■ Haitian
		  ■ American
			•

4	*Why did people revolt, how did revolutions influence each other, and why did they have different results?*	• Connections: Guided Essay Assessment	•
5	*Why did industrialization begin in Britain, and how did different groups experience its economic, social, and global consequences?*	• Urban Game	•
6	*How did the Industrial Revolution create different opportunities and consequences for people*	• Industrial Revolution Notes	• Britain resource map

	and places around the world?		
7	*Why did Europeans want to control Africa, and how did Africans respond?*	● Stealing of Africa Simulation	
8	*Why did some people seek to control other societies, and how did the people being controlled respond?*	● Imperialism Notes	
9	*How did Japan, India, and China experience and respond to imperialism differently, and what shaped those different perspectives?*	● Imperialism Case Studies ○ Japan, India and China	
10	*How does the legacy of imperialism continue to shape economic, political, and cultural relationships in the world today?*	● Living Footprint of History: Connecting Imperialism to Modern Day Activity	
11		● Review and Era 5 Exam	

Era 6: The New Global Era (1900-Present)	
Compelling Question:	*How have people responded to global conflict and change, and what can those responses teach us about solving today's global challenges?*
About Era 6:	Era Six asks students to explore themes of global conflict and change in the 20th and 21st centuries. Students are asked to use primary sources to build understanding of how groups and

	individuals have responded to global problems and developments, and to form arguments that use historical examples to help address current global issues.

2021 MN Social Studies Academic Benchmarks

Context, Change, and Continuity	Historical Perspectives	Historical Sources and Evidence	Causation and Argumentation	Connecting Past and Present
9.4.18.6: Examine conflicting narratives about the past and identify how these narratives can lead to global conflict.	9.4.19.6: Identify major developments in science, medicine and technology. Identify different perspectives about the benefits, dangers and unexpected consequences of these developments for society and the environment.	9.4.20.6: Investigate and interpret multiple primary sources about global migration and refugees from 1900 to the present. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.	9.4.21.7: Analyze multiple and complex causes and effects of decolonization and independence movements in the 20th and 21st centuries.	X

Benchmark Implementation (Daily Lessons)

DAY #	Supporting Questions	Tasks	Sources
1	How did different countries' stories about who was right, who was threatened, and who was to blame help lead to World War I?	• Causes of WWI Notes	•

2	*How did new technologies during World War I change the experience of war, and what were their benefits, dangers, and unintended consequences?*	• WWI Battle Book and WWI Technology Activity
		  ○ *Chart*
		  ○ Assignment
		  ○ Tech Slides
			• Joe Sacco illustrated book: "The Great War: July 1, 1916: The First Day of the Battle of the Somme"

3	*How did different interpretations of World War I and its aftermath help set the stage for World War II?*	• End of WWI Notes and the Interwar Period	•
4	*How can propaganda and government policies shape who is forced to flee, who is allowed to seek refuge, and how refugees are treated?*	• The Rise of Totalitarian Leaders and the Use of Propaganda ○ German Propaganda Exploration	•
5	*How can examining different sources help us understand the choices people faced under occupation during World War II?*	• Events of World War II Notes • Life under Occupation Activity	•
6	*How did World War II reshape the world, and what questions do its legacies raise about the challenges societies faced after the war?*	• Legacy and Aftermath of WWII Stations	•
7	• Review and World Wars Quiz		
8	*How did the United States and Soviet Union develop competing narratives about security, power, and responsibility after World War II, and how did those narratives shape the Cold War?*	• Cold War Begins Notes	
9	*Why did the U.S. and Soviet Union support different sides in conflicts around the*	• Proxy Conflicts Activity	

	world and how did these conflicts shape the future of these places?		
10	*What caused colonized nations to fight for independence, and what were the main results of their freedom?*	● Decolonization Jigsaw and Presentations	
11	● Review and Era 6 Exam		