

**LITCHFIELD PUBLIC SCHOOLS**  
**Core Curriculum Scope and Sequence**  
**Social Studies Department**  
**Western Humanities, Academic**

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
<b>UNIT 1:</b> <b>Foundations of Western Society</b>  <b>4 weeks</b>	<p><b>CSS 1.3</b>            Demonstrate an understanding of significant events and themes in world history/international studies</p> <p><i>21. Compare and contrast the rise and fall of prominent civilizations</i></p> <p><i>25. Evaluate the role and impact of the significant individual on historical events</i></p> <p><b>CSS 2.2</b>            Interpret information from a variety of primary and secondary sources, including electronic media</p> <p><i>3. Cite evidence from a source to determine an author's purpose an intended audience</i></p> <p><b>CSS 2.3</b>            Create various forms of</p>	<p>Assess how the geography and climate of ancient Greece shaped Greek life and the Homeric ideals</p> <p>Explain how the Homeric ideals were reflected in ancient Greek society</p> <p>Trace the development of democracy in ancient Greece</p> <p>Explain how Greek philosophers challenged conventional social and political values</p> <p>Compare the Greek ideals the Roman values</p> <p>Identify the key artistic differences between Classical and Hellenistic art and architecture</p> <p>Identify key player in the development of the Roman Republic and evaluate how their actions promoted democracy or eroded the foundations of the republic</p>	<p><b>Maps:</b>            Ancient Greece            The Roman Republic            The Roman Empire            The Barbarian Invasions</p> <p><b>Quizzes:</b>            Ancient Greece            The Peloponnesian War            The Roman Empire</p> <p><b>Primary source analysis:</b>            Geography and the Greek Ideals</p> <p><i>Allegory of the Cave</i> – personal response</p> <p><b>Test:</b>            Ancient Rome</p> <p><b>Outlining, thesis construction, and persuasive writing (CAPT-related prep):</b>            Did Alexander I of Macedon deserve the title</p>	<p>Histories of the Minoans and Mycenaeans (ABC-CLIO)</p> <p>Biography of Homer (ABC-CLIO)</p> <p>Excerpts from Homer's <i>The Odyssey</i></p> <p>Histories of Athens and Sparta (ABC-CLIO)</p> <p>Excerpts from the Peloponnesian War (Thucydides)</p> <p>Excerpts from Pericles' <i>On Athenian Democracy</i></p> <p>Excerpt from Pericles' <i>Funeral Oration</i> (Thucydides)</p> <p>Excerpts from Menenius' speech to striking plebeians</p>

	<p>written work to demonstrate an understanding of history and social studies issues</p> <p><i>8. Compose a thesis statement using primary and secondary sources</i></p> <p><b>CSS 2.4</b> Demonstrate an ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation</p> <p><i>11. Ask relevant questions related to social studies/history to initiate, extend, or debate a point of view during a discussion</i></p> <p><b>CSS 3.2</b> Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view</p> <p><i>5. Develop criteria for judging the actions or policies of an individual or group in the past</i></p>	<p>Explain how and why external and internal forces brought about the decline of the Roman Empire</p> <p><b>Skill Objectives:</b> Differentiate between analysis and summary</p> <p>Draw conclusions based on evidence</p> <p>Analyze evidence to determine the other side’s perspective</p> <p>Construct a well-written simple thesis about a controversial issue</p> <p>Construct an outline using the CAST paragraph format</p> <p>Write a persuasive letter using CAPT-based writing criteria (position, evidence, organization, audience, clarity and fluency)</p>	<p>“the Great?”</p> <p>Was Julius Caesar a hero or a tyrant?</p> <p><b>Socratic seminar/debate/blog:</b> What was more influential in bringing about the fall of the Roman Republic: people or circumstances?</p> <p><b>Test:</b> Ancient Rome: from Republic to Empire</p>	<p><i>Greek Thought: Socrates, Plato, and Aristotle</i> (The History Guide: Lectures on Ancient and Medieval European History)</p> <p>Plato’s <i>Allegory of the Cave</i></p> <p>Aesop’s fables</p> <p>Was Alexander Really Great? (Analysis question: ABC-CLIO)</p> <p>History of the Etruscans (ACB-CLIO)</p> <p>The Twelve Tables, c. 450 BCE (Ancient History Sourcebook)</p> <p>History of the Punic Wars (ABC-CLIO)</p> <p>Decisive Battles: The Battle of Cannae (videocassette: The History Channel)</p> <p>The Assassination of Julius Caesar (ABC-CLIO)</p>
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				<p>Rome: Rise and Fall of an Empire (slide show)</p> <p>Decisive Battles: The Gothic Invasion of Rome (videocassette – The History Channel)</p> <p>Biography of Constantine the Great (DVD – A&amp;E)</p> <p>“Are We Rome?” (Gary Kamiya)</p>
<p><b>UNIT 2:</b> <b>The West in Transition</b>  <b>6 weeks</b></p>	<p><b>CSS 1.3</b> Demonstrate an understanding of significant events and themes in world history/international studies</p> <p><i>19. Compare and contrast social, political, and economic systems across historical time periods</i></p> <p><b>CSS 2.2</b> Interpret information from a variety of primary and secondary sources, including electronic media.</p> <p><i>2. Choose valid sources and provide evidence to answer a</i></p>	<p>Explain the political, economic, and social factors which caused crisis and decline in the Early Middle Ages</p> <p>Evaluate the impact of Christianity on medieval politics and daily life</p> <p>Describe the relationship between the political, economic, and social institutions of the Middle Ages</p> <p>Determine how the merchant class (and guilds) transformed medieval society in the High Middle Ages</p> <p>Identify the most significant technological changes of the Middle Ages and explain their impact on society</p>	<p><b>Graphic organizer:</b> feudalism, manorialism, and the estate system</p> <p><b>Map:</b> Medieval Europe</p> <p><b>Simulations:</b> Black Death simulation</p> <p>Medieval Trade Fair simulation</p> <p><b>Summary and analysis paragraph:</b> Medieval universities and cathedral schools</p> <p><b>Persuasive writing</b></p>	<p>Excerpt: <i>The Middle Ages</i> (Frantz Funck-Brentano)</p> <p>Legal documents from the Middle Ages (<i>Original Sources of European History</i>, University of Pennsylvania; <i>Feudal Institutions as Revealed in the Assizes of Romania</i>, translated by Peter W. Topping, University of Pennsylvania)</p> <p>Excerpt: <i>The Source Book of Medieval</i></p>

	<p><i>history/social studies question.</i></p>	<p>Assess the degree to which classical educational foundations impacted medieval learning</p> <p>Identify medieval traditions that continue in modern Western colleges and universities</p> <p>Explain the ways in which the Black Death affected Western Europe, politically, economically, religiously, socially, intellectually, and artistically</p> <p>Trace the transformation of medieval art through the Early, High, and Late Middle Ages</p> <p><b>Skill Objectives:</b> Construct a well-written complex thesis about a controversial issue (must contain a concession clause)</p> <p>Write a persuasive essay using the CAST paragraph format</p>	<p><b>(CAPT-related prep):</b></p> <p>Is the term “Dark Ages” valid (fair? appropriate)?</p> <p>The medieval Catholic Church: Necessity or Imposition?</p> <p>To what extent was the Renaissance the result of the Plague?</p> <p><b>CAPT prep:</b> Various released items</p>	<p><i>History</i> (F.A. Ogg)</p> <p>Charter of the French Town of Lorris, 1155</p> <p>Excerpt: Life of St. Godric of Finchale (<i>Social Life in Britain from the Conquest to the Reformation</i>, translated by G. G. Coulton)</p> <p>Rights of a Dublin Guild, 1152</p> <p>Description of a medieval town, 1220</p> <p>Excerpt: Religion and the Rise of Capitalism (R.R. Tawney)</p> <p>A decree of excommunication, 10<sup>th</sup> c.</p> <p>Excerpt from a church charter, 1038</p> <p>Excerpt: <i>Letter of Pope Innocent III</i>, 1198</p> <p>Excerpts: St. Benedict’s Rules for Monasteries</p>
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<p><b>UNIT 3:</b> <b>The Emergence of the Modern West</b></p> <p><b>10 weeks</b></p>	<p><b>CSS 1.3</b> Demonstrate an understanding of significant events and themes in world history/international studies</p> <p><i>15. Explain how a civilization's arts, architecture, music, and literature reflect its culture and history</i></p> <p><i>22. Analyze the impact of technological and scientific change on the world's civilizations</i></p>	<p>Explain how the political, cultural, and intellectual ideas of the Renaissance revived the classics and laid the foundations for the modern state</p> <p>Evaluate the effect of humanism on art and literature of the 14<sup>th</sup> and 15<sup>th</sup> centuries</p> <p>Explain how city-states shaped the political climate of</p> <p>Analyze the impact of technological and scientific change on Western civilization</p>	<p><b>Map:</b> Renaissance Europe</p> <p><b>Writing Assessment/Blog:</b> Identify and defend the unique characteristics which distinguish medieval from Renaissance thinking and attitudes</p> <p><b>Quizzes:</b> Renaissance art and Humanism</p> <p>Renaissance through the Age of Exploration</p>	<p><i>The Medici: Godfathers of the Renaissance</i> (DVD-PBS)</p> <p><i>The Political Life of Florence: The Rule of Cosimo de Medici</i> (Vespasiano)</p> <p><i>The History of Florence</i> (Niccolo Machiavelli)</p> <p>Excerpt from Pico's "On the Dignity of Being Human"</p>

	<p><b>CSS 2.3</b>  <i>9. Prepare a research paper/project using primary and secondary sources and properly cite evidence</i></p> <p><b>CSS 2.5</b>          Create and present relevant social studies materials using both print and electronic media</p> <p><i>12. Create relevant visual social studies materials to support an essay or oral report</i></p> <p><b>CSS 3.1</b>          Use evidence to identify, analyze, and evaluate historical interpretations.</p> <p><i>3. Use evidence to assess the role of tradition and custom on a group's choices/decisions.</i></p>	<p>Identify and evaluate the factors which called into question the traditional scope and power of the Catholic Church</p> <p>Support or refute the statement that the English Reformation was more political than theological</p> <p>Explain the motives and assess the consequences of European voyages of discovery</p> <p><b>Skill Objectives:</b>          Draw inferences from factual material (primary sources/artifacts)</p> <p>Read and interpret historical sources critically and analytically</p> <p>Identify and explain historical issues that have shaped the modern world</p> <p>Write a persuasive essay (using the CAST paragraph format) which includes a rebuttal paragraph (immediately following introduction)</p>	<p><b>Project:</b>          Create a Renaissance university</p> <p><b>Research assignments:</b>          -Powerful women of the Tudor and Elizabethan Ages          -Famous European explorers</p>	<p>Various Renaissance art from masters such as da Vinci, Michelangelo, Rafael, Botticelli, etc.</p> <p>Biography of Machiavelli (ABC-CLIO)</p> <p>Excerpts from Machiavelli's <i>The Prince</i></p> <p>Overview: The Protestant Reformation (ABC-CLIO)</p> <p>Excerpt: <i>Disputation of the Power and Efficacy of Indulgences (The Ninety-Five Theses)</i> (Martin Luther)</p> <p>Religions of the World: Protestant Christianity (DVD-Schlessinger Media)</p> <p>The Elizabethan Age (DVD – History Channel)</p> <p>The Age of Exploration (L. Dossey, Loyola University)</p>
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<p><b>UNIT 4: Nation- Building</b></p> <p><b>10 weeks</b></p>	<p><b>CSS 1.3</b> Demonstrate an understanding of significant events and themes in world history/international studies</p> <p><i>23. Analyze nationalism’s impact on world events</i></p> <p><b>CSS 1.10</b> Explain how limited resources influence economic decisions.</p> <p><i>47. Analyze how the abundance or scarcity of resources affects the nation and the individual.</i></p> <p><b>CSS 1.3</b> Demonstrate an understanding of significant events and themes in world history/international studies</p> <p><i>24. Analyze the causes and results of political/social revolution</i></p> <p><b>CSS 3.2</b> Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.</p>	<p>Explain how the ideas of Enlightenment inspired both political and social revolutions</p> <p>Assess the use of monarchs’ use of “divine right” to maintain and justify their authority</p> <p><b>Skill Objectives</b></p> <p>Continue to refine persuasive writing using the CAST paragraph format; introduce “gray-area” thesis.</p>	<p><b>Presentation:</b> Thinkers of the Scientific Revolution</p> <p><b>Persuasive Essay:</b> Which was more revolutionary: the Protestant Reformation or the Scientific Revolution?</p> <p><b>Debate/blog response:</b> What is the nature of man?</p> <p><b>Debate:</b> Compare the “divine right” of kings to “mandate” claimed by U.S. presidents</p> <p><b>Culminating project:</b> Who is Western man? (This answers the essential question of the course.)</p>	<p>Science and the Challenge to Church Authority (document-based question activity, ABC-CLIO)</p> <p>Twelve Articles of the Peasant Revolt of 1525</p> <p>The Age of Reason and Enlightenment (slide show)</p> <p>The Age of Absolutism (adapted from ABC-CLIO)</p> <p>Excerpts from the Enlightenment thinkers: -<i>Leviaton</i> (Hobbes) -<i>Philosophical Dictionary</i> (Voltaire) -<i>The Blank State of Mind: An Essay Concerning Human Understanding</i> and <i>Second Treatise of Civil Government</i> (John Locke) -<i>The Social Contract</i> (Rousseau) -<i>The Spirit of the Laws</i> (Montesquieu) Paine</p>
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	<i>6. Portray the attitudes reflected in a historical period using a variety of writing formats.</i>			<i>The French Revolution</i> DVD-The History Channel
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