

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

	<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 2.3</b>            Create various forms of 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</p>	<p><b>Content Objectives:</b></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>Thesis construction and persuasive writing (CAPT-related prep):</b></p> <p><i>Was Alexander the embodiment of Aristotle’s “philosopher king?”</i></p> <p><i>Has Greece conquered her rude conquerors?</i></p> <p><b>Socratic seminar/debate/blog:</b></p> <p><i>What was more influential in bringing about the fall of the Roman Republic: people or circumstances?</i></p> <p><i>Are we the next Rome?</i></p>	<p>Excerpts from Homer’s <i>The Odyssey</i></p> <p>Plato’s <i>Allegory of the Cave</i> (from <i>The Republic</i>)</p> <p>Excerpts from Pericles’ <i>On Athenian Democracy and Funeral Oration</i></p> <p>Excerpts from Menenius’ speech to striking plebeians</p> <p>Excerpts from Polybius</p> <p>Plutarch: <i>Life of Cato the Elder (ca. A.D. 116)</i></p> <p>J. Freedman: “Rome, AD ... Rome, DC?” <i>The Guardian</i> (September 2002)</p> <p>Excerpt from <i>The Acts of the Christian Martyrs</i>,</p>

	<p>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 3.1</b> Use evidence to identify, analyze, and evaluate historical interpretations</p> <p><i>1. Use evidence to develop an interpretation of an historical event</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> Read and interpret historical sources critically and analytically</p> <p>Draw inferences from factual material (primary sources/artifacts)</p> <p>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) which includes a rebuttal paragraph</p> <p>Write a persuasive letter using CAPT-based writing criteria (position, evidence, organization, audience, clarity and fluency)</p>	<p><b>Test:</b> Ancient Rome: From Republic to Empire</p>	<p>texts and translation by Herbert Musurillo</p> <p>Excerpt from Sermon on the Mount (Matthew 5:1-17, 2122, 38-48; 6:1, 14, 15, Standard Version of the Bible, 1952)</p> <p>Pliny, <i>Letters</i>, translated by Wilham Melmoth, Cambridge, Mass.: Harvard University Press, Vol.11, pp. 401-05, 407.</p> <p>Eusebius, <i>Ecclesiastical History</i>, translated by Kirsopp Lake, Cambridge, Mass.: Harvard University Press, Vol. I, pp.41 30-33.</p> <p>Galgacus (30 CE): <i>On Roman Imperialism</i></p> <p>Herodian of Syria (3rd Century CE): History of the Emperors <i>II.6ff: How Didius Julianus Bought the Empire at Auction, 193 CE</i></p> <p><i>Egypt under the Roman</i></p>
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<p><b>UNIT 2: The West in Transition</b></p> <p><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 2.3</b> Create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues</p> <p><i>9. Prepare a research paper/project using primary and secondary sources and properly cite evidence</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>10. Prepare formal oral arguments using relevant evidence to defend a point of view.</i></p>	<p><b>Content Objectives:</b> 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>Assess the degree to which classical educational foundations impacted medieval learning and how medieval traditions 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>Map:</b> Medieval Europe</p> <p><b>Graphic organizer:</b> feudalism, manorialism, and the estate system</p> <p><b>Simulations:</b> Black Death</p> <p>Medieval Trade Fair</p> <p><b>Persuasive writing (CAPT-related prep):</b> <i>The medieval Catholic Church: Necessity or Imposition?</i></p> <p><i>To what extent was the Renaissance the result of the Plague?</i></p> <p><b>CAPT prep:</b> Various released items</p>	<p>Excerpts from various primary sources: medieval towns and daily life; religion and the power of the Church; women in the Middle Ages; colleges and universities</p> <p>Medieval Sourcebook: Richer of Rheims: Journey to Chartres, 10<sup>th</sup> Century</p> <p>Frantz Funck-Brentano, <i>The Middle Ages</i>. Translated by E. O'Neill. London. Reinemann, 1922, 1-3.</p> <p>Medieval Sourcebook: Peter of Blois: Letter 154 to Queen Eleanor, 1173: <i>Queen Eleanor of Aquitaine: An Attempt to Chastise Her</i></p> <p>Excerpts from Chaucer's <i>Canterbury Tales</i></p> <p><i>Translation and Reprints from the Original Sources of European History</i>. Univ. of Pennsylvania, 1897</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><b>Content Objectives:</b>  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</p>	<p><b>Map:</b>  Renaissance Europe</p> <p><b>Writing Assessment:</b>  <i>Identify and defend the unique characteristics which distinguish modern from Classical Western civilization</i></p> <p><b>Research assignments:</b></p>	<p><i>The Political Life of Florence: The Rule of Cosimo de Medici</i>  Vespasiano</p> <p><i>The Historical, Political and Diplomatic Writings of Niccolò Machiavelli</i>, trans. C. E. Detmold, 4 vols., Boston 1882.  Excerpt from <i>The</i></p>

	<p>22. <i>Analyze the impact of technological and scientific change on the world's civilizations</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>5. <i>Develop criteria for judging the actions or policies of an individual or group in the past</i></p>	<p>political climate of Renaissance Italy</p> <p>Evaluate the degree to which Erasmus the embodiment of the Northern Renaissance</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> Identify and explain historical issues that have shaped the modern world</p> <p>Introduce the “gray-area” thesis</p> <p>Write a persuasive essay which addresses the “opposing side” of the issue either in the rebuttal paragraph or in each body paragraph</p> <p>Challenge assumptions based on evidence</p> <p>Formulate and defend a hypothesis</p>	<p><i>-Powerful women of the Tudor and Elizabethan Ages</i></p> <p><i>-Famous European explorers</i></p>	<p><i>History of Florence, Vol. 1, Book 8, 36</i></p> <p>Excerpts from Pico’s “On the Dignity of Being Human”</p> <p><i>The Medici: Godfathers of the Renaissance</i> (DVD, PBS)</p> <p>Excerpts from Machiavelli’s <i>The Prince</i></p> <p>Erasmus of Rotterdam <i>Praise of Folly</i> (1511)</p> <p>Modern History Sourcebook: Sir Thomas More: <i>Utopia</i>, 1516</p> <p>Concerning Christian Liberty, Martin Luther (1483-1546)</p> <p>The Elizabethan Age (DVD – History Channel)</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 3.1</b> Use evidence to identify, analyze, and evaluate historical interpretations</p> <p><i>4. Predict how alternative</i></p>	<p><b>Content Objectives:</b> Analyze the impact of technological and scientific change on Western civilization</p> <p>Evaluate the impact of new science on philosophy, and the degree to which it challenged religious traditions</p> <p>Explain why the efforts to establish absolute monarchies in were successful in France but not in England</p> <p>Analyze how the powerful monarchies of northern Europe differed from their predecessors</p> <p>Assess the use of monarchs’ use of “divine right” to maintain and justify their authority</p> <p>Determine why absolute monarchies was successful in France but not in England</p> <p><b>Skill Objectives</b> Defend or oppose the responsibility of the individual to effect change</p> <p>Continue to refine persuasive writing skills</p>	<p><b>Persuasive Essay:</b> <i>Which was more revolutionary: the Protestant Reformation or the Scientific Revolution?</i></p> <p><b>Debate/blog:</b></p> <p><i>Compare the “divine right” of kings to “mandate” claimed by U.S. presidents</i></p> <p><i>Will he who knows right do right?</i></p> <p><i>What is the nature of man?</i></p> <p><i>Who is Western man?</i> (This answers the Essential Question of the course)</p>	<p>Nicholas Copernicus: <i>To The Most Holy Lord, Pope Paul III The Preface of the Revolution of the Heavenly Bodies</i> (1543)</p> <p>Galileo Galilei, Science and the Bible: "They Would Have Us Abandon Reason" (1615)</p> <p>Rene Descartes <i>The Discourse on Method</i> (1637)</p> <p>Sir Isaac Newton <i>Mathematical Principles of Natural Philosophy</i> (1687)</p> <p>From the University of Missouri, Kansas City Law School: <i>The Evolution Controversy</i></p> <p>Michael Postan, “Why Was Science Backward in the Middle Ages?” <i>in A Short History of Science: Origins and Results of the Scientific Revolution</i> (London: Routledge and Kegan</p>
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	<p><i>actions by individuals or groups might have changed an historical outcome</i></p>			<p>Paul), pp. 10-17.</p> <p>Voltaire: <i>A Treatise on Toleration</i></p> <p>Thomas Hobbes: <i>Leviathan</i></p> <p>Voltaire: <i>Philosophical Dictionary</i></p> <p>Locke: <i>The Blank State of Mind</i></p> <p>Locke: <i>Second Treatise of Civil Government</i> Rousseau: <i>The Social Contract</i></p> <p>Montesquieu: <i>The Spirit of the Laws</i></p> <p>David Hume: <i>An Enquiry Concerning Human Understanding</i></p> <p>Jean Le Rond d'Alembert: <i>Preliminary Discourse to the Encyclopedia of Diderot</i></p> <p><i>The French Revolution</i> DVD-The History Channel</p>
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