

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
Global Studies Honors
Social Studies Department

	CT Frameworks	Objectives	Assessments	Resources
Africa 12 weeks	<ul style="list-style-type: none"> • CSS 1.3 – <i>Demonstrate an understanding of significant events and themes in world history/international studies.</i> <ul style="list-style-type: none"> ○ 26. Evaluate the impact of major belief systems on societies and nations. • CSS 1.4 – <i>Demonstrate an understanding of geographical space and place.</i> <ul style="list-style-type: none"> ○ Use maps, charts, and graphs to analyze how geographic location and resources 	<p><u>Content Objectives:</u> Students will be able to:</p> <ul style="list-style-type: none"> • Explain how the geography and physical features of Africa account for the diverse cultures. • Trace the evolution of racism toward Africans from the first encounters with Europeans to the present. • Determine how imperialism affected African culture (even after independence). • Evaluate how well Africa and the world have responded to contemporary 	<ul style="list-style-type: none"> • Africa Map Quiz • Slavery Quiz (original fiction performance assessment) • <i>Things Fall Apart</i> reading quizzes • Africa Research Paper: <i>Things Fall Apart & Effects of Imperialism</i> • Socratic Seminar: Imperialism • Geography’s Impact Test: Why Africa? 	<p><u>Primary Sources:</u></p> <ul style="list-style-type: none"> • Scott MacLeod, “The Nile’s Other Kingdom,” <i>New York Times</i>, Sept 15 1997 • The King of Kongo Writes to the King of Portugal, 1526 • John Barbot, Description of Slaving in Africa, 1682 • Henry Stanley, “How I Found Livingstone,” 1871 • Rudyard Kipling, “White Man’s Burden” • John Stuart Mill on Colonies and Colonization, 1848 • Mark Twain, “To the Person Sitting in Darkness,” 1901 • African Proverb, "When the whites came to our country, we had the land and they had the Bible; now we have the Bible and they have the land." • Edward Morel, “The Black Man’s Burden, 1903 • Edgar Canisius, “Rubber Collecting in the Congo,” 1903 • Sekou Toure on Colonialism, 1962 • David Diop, “<i>Coups de Pilon</i>,” 1956 • Jomo Kenyatta, “Gentlemen of the Jungle” • Frantz Fanon, <i>The Wretched of the Earth</i>, 1963 • Kwame Nkrumah, “I Speak of Freedom,” 1961 • All-African People’s Conference: Resolution on Imperialism and Colonialism, 1958 • Charles de Gaulle, Speech at Constantine,

	<p>influenced historical and contemporary imperialism.</p> <ul style="list-style-type: none"> • CSS 2.2 – <i>Interpret information from a variety of primary and secondary sources, including electronic media.</i> <ul style="list-style-type: none"> ○ 2. Choose valid sources and provide evidence to answer a history/social studies question. 	<p>challenges.</p> <p><u>Skill Objectives:</u> Students will be able to:</p> <ul style="list-style-type: none"> • Gather information from a primary source. • Use evidence to challenge assumptions. • Use works of fiction as sources of information about another culture. • Differentiate between a research (thesis) paper and a report. • Compose a research paper using a thesis statement, quotations, paraphrases, a variety of sources, and MLA citations. • Recognize plagiarism. 		<p>Algeria, 1958</p> <ul style="list-style-type: none"> • Proclamation of the Algerian National Front, 1954 • Jomo Kenyatta, Speech at the Kenya African Union Meeting at Nyeri, 1952 • Apartheid Legislation in South Africa • Nelson Mandela’s Address to Rally in Cape Town on his Release from Prison, 1990 • Acceptance Speech of the President of the ANC, Nelson Mandela, at the Nobel Peace Prize Award Ceremony, 1993 • Nelson Mandela’s Address to the People of Cape Town on the Occasion of his Inauguration as State President, 1994 • Address by President Mandela to the Constitutional Assembly on the Occasion of the Adoption of the New Constitution, 1996 • Preamble to the New South African Constitution, 1996 • Michael Kavanagh, “Five Million Dead and Counting,” <i>Slate</i>, Nov 14 2008 <p><u>Secondary Sources:</u></p> <ul style="list-style-type: none"> • Chinua Achebe, <i>Things Fall Apart</i> <p><u>Films:</u></p> <ul style="list-style-type: none"> • <i>Ship of Slaves: The Middle Passage</i> • <i>Invisible Children</i> <p><u>Writing Resources:</u></p> <ul style="list-style-type: none"> • MLA Style: Information and Manuscript Format • LHS MLA Style Guide • Tips for Writing Your <i>Things Fall Apart</i> Research Paper • Library Research for <i>Things Fall Apart</i>
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	CT Frameworks	Objectives	Assessments	Resources
Middle East 4 weeks	<ul style="list-style-type: none"> • CSS 1.3 – <i>Demonstrate an understanding of significant events and themes in world history.</i> <ul style="list-style-type: none"> ○ 18. Provide examples of conflict and cooperation in world affairs. • CSS 1.6 – <i>Describe patterns of human movement across time and place.</i> <ul style="list-style-type: none"> ○ 31. Explain how environmental factors cause human movement. • CSS 2.3 – <i>Create various forms of</i> 	<p><u>Content Objectives:</u> Students will be able to:</p> <ul style="list-style-type: none"> • Explain how the geography and physical features of the Middle East has led to movement, wealth, diversity, knowledge, and conflict. • Identify the relationships among Judaism, Christianity, and Islam and reconcile their ideals with their actions. • Determine the origins of modern conflicts in the Middle East and suggest appropriate solutions. 	<ul style="list-style-type: none"> • Middle East Map Quiz • Oil: Blessing or Curse? Document Based Question • Middle East Current Events • Socratic Seminar: What is the main reason for instability in the Middle East? • Middle East Essay 	<p><u>Primary Sources:</u></p> <ul style="list-style-type: none"> • Sermon on the Plain • Pope Urban II, “Letter of Instruction to the Crusaders,” 1055 • The Koran, Passages about War • The Prophet Muhammad’s Last Sermon • The Koran, Prohibitions on Terrorism; Living with Mercy and Compassion • Quotes from Osama bin Laden (pre-9/11) • Sir Henry McMahon, Letter to Ali ibn Husain, 1915 • The Sykes-Picot Agreement, 1916 • Anglo-French Joint Statement of Aims in Syria and Mesopotamia • Theodor Herzl on the Jewish State, 1896 • Balfour Declaration • Ayatollah Ruholla Kohmeni, “The Uprising of Khurdad 15 1979” <p><u>Secondary Sources:</u></p> <ul style="list-style-type: none"> • Jewish, Christian, & Muslim Family Tree • Arab-Israeli Conflict Maps • Hakon Mielche, <i>Lands of Aladdin</i>, 1965 • Leon E. Clark, <i>The Uneven Distribution of Oil in the Middle East</i> • “The Devil’s Excrement: Is Oil Wealth a Blessing

	<p><i>written work to demonstrate an understanding of history and social studies issues.</i></p> <ul style="list-style-type: none"> ○ 9. Prepare a research paper/project using primary and secondary sources and properly cite evidence. ● CSS 2.4 – <i>Demonstrate an ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation.</i> ○ 11. Ask relevant questions related to social studies/history to initiate, extend, or debate a point of view. ● CSS 3.3 – <i>Apply appropriate</i> 	<p><u>Skill Objectives:</u> Students will be able to:</p> <ul style="list-style-type: none"> ● Evaluate information from a primary source. ● Predict consequences. ● Propose solutions that address the origin of a problem. ● Use MLA style correctly. ● Make and support a position. ● Write a thesis with a reason clause and a concession clause. 		<p>or a Curse?” <i>The Economist</i>, May 2003</p> <ul style="list-style-type: none"> ● Various oil graphs <p><u>Writing Resources:</u></p> <ul style="list-style-type: none"> ● Concession clause / thesis statement instruction
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	<p><i>historical, geographic, political, economic, and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.</i></p> <ul style="list-style-type: none"> ○ 10. Evaluate a proposed solution to a contemporary political, economic, geographic/environmental, or social problem. ○ 13. Devise a plan to resolve a contemporary issue and develop a proposal for implementation. 			
	CT Frameworks	Objectives	Assessments	Resources
<p>South Asia</p> <p>6 weeks</p>	<ul style="list-style-type: none"> ● CSS 1.6 – <i>Describe patterns of human movement across time and place.</i> <ul style="list-style-type: none"> ○ 33. Analyze 	<p><u>Content Objectives:</u> Students will be able to:</p> <ul style="list-style-type: none"> ● Explain how the geography of South Asia provided both 	<ul style="list-style-type: none"> ● South Asia Map Quiz ● What Would Gandhi Say? Inquiry Project ● Socratic Seminar: 	<p><u>Primary Sources:</u></p> <ul style="list-style-type: none"> ● Indus Valley Civilization artwork & architecture ● Mohandas Gandhi, “I Shall Be Arrested,” 1930 ● Jawaharlal Nehru, “To His Jailers,” 1932 ● Gandhi Draft of the Quit India Resolution, 1942 ● Mohandas Gandhi’s Speech to the All-India

	<p>migration patterns within and among nations.</p> <ul style="list-style-type: none"> ● CSS 2.5 – <i>Create and present relevant social studies materials using both print and electronic media.</i> <ul style="list-style-type: none"> ○ 12. Create relevant visual social studies materials to support an essay or oral report. ● CSS 3.2 – <i>Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.</i> <ul style="list-style-type: none"> ○ 6. Portray the attitudes reflected in a historical period using a variety of writing formats. 	<p>advantages and disadvantages in the development of the culture.</p> <ul style="list-style-type: none"> ● Reconcile the nonviolent but oppressive nature of Hinduism from ancient times to the present. ● Decide whether India has upheld Gandhi’s ideals since independence. <p><u>Skill Objectives:</u> Students will be able to:</p> <ul style="list-style-type: none"> ● Make and give a PowerPoint presentation. ● Draw conclusions based on evidence. 	<p>Have Gandhi’s ideals been realized?</p> <ul style="list-style-type: none"> ● Gandhi’s Ideals Letter Writing Assignment 	<p>Congress, 1942</p> <ul style="list-style-type: none"> ● Various India-Pakistan political cartoons ● Jawaharlal Nehru, Eulogy for Mahatma Gandhi ● Jawaharlal Nehru to Clement Atlee telegram, 26 October 1947 ● Kashmir Resolution of the UN Commission on India and Pakistan, 13 Aug 1948 ● Declaration of India and Pakistan on Jammu and Kashmir, 10 Jan 1966 ● Simla Agreement, 1972 ● Nehru’s speech to the Bandung Conference Political Committee, 1955 ● Constitution of India ● Gerald Ford, National Security Memo 289 ● Indira Gandhi’s Obituary, <i>New York Times</i>, November 1 1984 <p><u>Secondary Sources:</u></p> <ul style="list-style-type: none"> ● Romila Thapar, “Caste in Ancient India,” <i>A History of India</i>, 1966 ● Mark Lindley, “How Gandhi Came to Believe Caste Must be Dismantled by Inter-marriage” ● Celia W. Dugger, “Lower-Caste Women Turn Village Rule Upside Down,” <i>New York Times</i>, May 5 1999 ● Tim McGirk, “Feminine Mystique,” <i>TIME</i>, August 11 1997 ● John Ward Anderson and Molly Moore, “The Burden of Womanhood: Third World, Second Class,” <i>Washington Post</i>, April 25 1993 ● Somini Sengupta, “Careers Give India’s Women New Independence,” <i>New York Times</i>, November 23 2007 ● James Cox, “As Economy Expands, India on the
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				<p>Verge of Something Big,” <i>USA Today</i>, February 8 2004</p> <ul style="list-style-type: none"> • Hillary Mayell, “India’s Untouchables Face Violence, Discrimination,” <i>National Geographic News</i>, June 2 2003 <p>Films:</p> <ul style="list-style-type: none"> • <i>Ancient India: A Journey Back in Time</i> • <i>Gandhi</i> <p>Writing Resources:</p> <ul style="list-style-type: none"> • Letter Format Exemplar
	CT Frameworks	Objectives	Assessments	Resources
<p>South-east Asia</p> <p>4 weeks</p>	<ul style="list-style-type: none"> • CSS 1.4 – <i>Demonstrate an understanding of geographical space and place.</i> <ul style="list-style-type: none"> ○ 28. Analyze how geographic location and physical features have influenced national histories. • CSS 1.13 – <i>Understand the characteristics of and interactions among culture, social</i> 	<p>Content Objectives: Students will be able to:</p> <ul style="list-style-type: none"> • Explain how the geography and physical features of Southeast Asia account for its history of invasion and resistance. • Evaluate, compare, and contrast Southeast Asian and Western definitions of equality, independence, freedom, and revolution. 	<ul style="list-style-type: none"> • Southeast Asia Map Quiz • <i>Even the Women Must Fight</i> Essay 	<p>Primary Sources:</p> <ul style="list-style-type: none"> • Letters of Huỳnh Cao Khải and Phan ình Phùng • Ho Chi Minh, Program for Communists of Indochina, 1930 • Manifesto of the Laodong Party, 1951 • Vietnamese Declaration of Independence, 1945 • Declaration of the Geneva Conference: On Restoring Peace in Indochina, 1954 • Dwight D. Eisenhower’s Letter to Ngo Dinh Diem, October 24 1954 • Program of the People’s Revolutionary Party of Vietnam [Viet Cong], 1962 • Charles de Gaulle, “France’s Attitude Toward US Policy in Vientam,” 1964 • Lyndon Johnson and Ho Chi Minh, Letter Exchange, 1967 <p>Secondary Sources:</p> <ul style="list-style-type: none"> • The Trung Sisters • Vietnam: A Timeline, UNC-Chapel Hill School of

	<p><i>systems, and institutions.</i></p> <ul style="list-style-type: none"> ○ 56. Recognize the importance of viewing a culture through a variety of perspectives. <ul style="list-style-type: none"> ● CSS 2.2 – Interpret information from a variety of primary and secondary sources, including electronic media. <ul style="list-style-type: none"> ○ 3. Cite evidence from a source to determine an author’s purpose and intended audience. 	<ul style="list-style-type: none"> ● Determine whether Ho Chi Minh’s vision was achieved. <p><u>Skill Objectives:</u> Students will be able to:</p> <ul style="list-style-type: none"> ● Analyze evidence, including oral histories, to determine the other side’s perspective. ● Address an opposite argument in the thesis and body of an essay. 		<p>Education</p> <ul style="list-style-type: none"> ● Ruis, <i>Marx for Beginners</i>, 1976 ● Karen Gottschang Turner, <i>Even the Women Must Fight</i>, 1998 <p><u>Films:</u></p> <ul style="list-style-type: none"> ● <i>Vietnam’s Unseen War: Pictures from the Other Side</i> <p><u>Writing Resources:</u></p> <ul style="list-style-type: none"> ● Thesis & outline instructions/practice
	CT Frameworks	Objectives	Assessments	Resources
East Asia 10 weeks	<ul style="list-style-type: none"> ● CSS 1.3 – Demonstrate an understanding of significant events and themes in world history. <ul style="list-style-type: none"> ○ 20. Compare and 	<p><u>Content Objectives:</u> Students will be able to:</p> <ul style="list-style-type: none"> ● Explain how the geography and physical features of East Asia facilitated both expansion and 	<ul style="list-style-type: none"> ● China Document Based Question Test ● Socratic Seminar: To what extent have China and Japan lived up to their traditional beliefs in modern times? 	<p><u>Primary Sources:</u></p> <ul style="list-style-type: none"> ● Confucius, <i>The Analects</i> ● Han Fei-tzu, “Legalist Views on Good Government” ● <i>Lao Zi, Dao De Jing</i> ● Oracle Bones, 14th to 11th century BCE ● Matteo Ricci, S.J., “The Art of Printing,” 16th century CE ● The Earliest Printed Book, 868 CE

	<p>contrast economic systems across historical time periods.</p> <ul style="list-style-type: none"> ● CSS 2.3 – <i>Create various forms of written work to demonstrate an understanding of history and social studies issues.</i> <ul style="list-style-type: none"> ○ 8. Compose a thesis statement using primary and secondary sources. ● CSS 3.1 – <i>Use evidence to identify, analyze, and evaluate historical interpretations.</i> <ul style="list-style-type: none"> ○ 3. Use evidence to assess the role of tradition and custom on an individual’s or group’s choices/decisions. 	<p>isolation at different times.</p> <ul style="list-style-type: none"> ● Trace the influence of ancient beliefs on modern East Asian culture. ● Analyze and reconcile East Asia’s experiences as both imperializer and imperialized. <p><u>Skill Objectives:</u> Students will be able to:</p> <ul style="list-style-type: none"> ● Differentiate between analysis and summary. ● Write a “gray area” thesis and support it with primary evidence from research. 	<ul style="list-style-type: none"> ● East Asia Essay 	<ul style="list-style-type: none"> ● Père du Halde, S.J., “The Chinese Educational System,” 1575 ● Jocelyn Young and Richard Chu, <i>Demystifying the Chinese Language: A Curriculum Unit for Elementary and Secondary Levels</i>, SPICE, 1995 ● Examples of Filial Piety, 14th century CE ● Ban Zhao, <i>Lessons for a Woman</i>, 80 CE ● Account of footbinding, early 20th century ● Emperor Kuang Hsu, “Attempted Reforms,” 1898 ● Emperor Kuang Hsu, “Abolition of the Examination System,” 1898 ● Ji-Li Jiang, <i>Red Scarf Girl: Memories of the Cultural Revolution</i>, 1997 ● China’s National Anthems, 1934, 1960, 1978 ● Various Mao propaganda posters ● Quotations from Chairman Mao ● Japanese Creation Myths from <i>Kojiki</i> and <i>Nihon Shoki</i>, 8th century CE ● Kukai, “Indications of the Goals of the Three Teachings” and “A School of Arts and Sciences,” 774-835 CE ● Saicho, “On the Possibility of Enlightenment for All Men” and “The Mahāyāna Precepts in Admonitions of the Fanwang Sūtra,” 767-822 CE ● The Constitution of Prince Shotoku, 604 CE ● The Way of the Samurai ● Tokugawa Iemitsu, Closed Country Edict of 1635 ● Tokugawa Iemitsu, Exclusion of the Portuguese, 1639 ● “When We Landed in Japan,” compiled from the notes of Matthew Perry, 1853 ● “Request for Good Relationship,” trans. by Wang ZhiBen, 1906 ● Constitution of the Empire of Japan (Meiji
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			<p>Constitution), 1889</p> <ul style="list-style-type: none"> • Translations of Atomic Bomb Warning Leaflets, August 6 1945 • Selections from <i>Japan at War: an Oral History</i> • The Constitution of Japan, 1946 • Kurihara Sadako, <i>When We Say "Hiroshima,"</i> 1972 • Chinese proverb: "Women hold up half the sky." • Ma Lang, "A Tentative Analysis of the Reasons for School Dropouts among Rural Middle and Primary School Students," <i>Chinese Education and Development</i>, 1997 • Deng Xiaoping on reforms and economic development, 1992 • Jane Condon and Mori Hiroko, "Parents and their Children's Education," <i>A Half Step Behind</i>, 1985 • Japan's Declaration of War on the USA and Britain, 7 December 1941 • "Announcing Japan's Surrender," 14 August 1945 • Glenda S. Roberts, "Working Women," <i>Staying on the Line: Blue Collar Women in Contemporary Japan</i>, 1994 • Primary sources from Asia for Educators, Columbia University online • Primary sources from <i>Chinese Civilization: A Sourcebook</i>, ed. Patricia Buckley Ebrey • Primary sources from <i>Modern Japan: A History in Documents</i>, ed. James L. Huffman <p><u>Secondary Sources:</u></p> <ul style="list-style-type: none"> • Tom Hilditch, "A Holocaust of Little Girls," <i>World Press Review</i>, September 1995 • Richard H. Minear, <i>Through Japanese Eyes</i>, 2008 • Edward Vernoff, <i>Through Chinese Eyes</i>, 2007
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				<p>Films:</p> <ul style="list-style-type: none"> • <i>China: Engineering an Empire</i> • <i>China: A Century of Revolution: The Mao Years</i> • <i>Frontline: The Tank Man</i> • <i>Japan: Legacy of the Shoguns</i> <p>Writing Resources:</p> <ul style="list-style-type: none"> • Topics for East Asia Essay • The “Gray Area” Thesis • Organization of and Analysis in East Asia Essay
	CT Frameworks	Objectives	Assessments	Resources
<p>Latin America</p> <p>4 weeks</p>	<ul style="list-style-type: none"> • CSS 1.13 – <i>Understand the characteristics of and interactions among culture, social systems, and institutions.</i> <ul style="list-style-type: none"> ○ 57. Analyze examples of the impact of cultural diversity in different nations throughout history. • CSS 3.2 – <i>Analyze and evaluate human action in historical and/or contemporary</i> 	<p>Content Objectives: Students will be able to:</p> <ul style="list-style-type: none"> • Explain how the geography and physical features of Latin America facilitated social, economic, and political divisions throughout history. • Determine how the Native American presence in Latin America affected European empire-building. • Compare and contrast 	<ul style="list-style-type: none"> • Latin America Map Quiz • Indigenous & European Culture in Latin America Test • Latin America Writing Assignment: Revolution Report 	<p>Primary Sources:</p> <ul style="list-style-type: none"> • <p>Secondary Sources:</p> <ul style="list-style-type: none"> • <p>Films:</p> <ul style="list-style-type: none"> • <i>Romero</i> <p>Writing Resources:</p> <ul style="list-style-type: none"> •

	<p><i>contexts from alternative points of view.</i></p> <ul style="list-style-type: none">○ 5. Develop criteria for judging the actions or policies of an individual or group in the past.	<p>the Latin American revolutions with others.</p> <ul style="list-style-type: none">● Evaluate how well Latin America and the world have responded to contemporary challenges. <p><u>Skill Objectives:</u> Students will be able to:</p> <ul style="list-style-type: none">● Reconstruct an historical event using only primary sources.		
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