



**SAINT GEORGE  
SCHOOL**  
FOUNDED 1965



Porfirio Herrera No. 6, Ensanche Piantini,  
Santo Domingo, D. N. Rep. Dominicana

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[www.stgeorge.edu.do](http://www.stgeorge.edu.do)

**Course:** World History  
**Level:** 9<sup>th</sup> Grade, 3<sup>rd</sup> Form  
**Teacher:** Andrew Wilson  
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**Academic year:** 2011-2012

*“The aim of the historian, like that of the artist, is to enlarge our picture of the world, to give us a new way of looking at things.”*

~ James Joll, 1918-1994

*“Those who don’t study the past are condemned to repeat it.”*

~ George Santayana, 1863-1952

## **INTRODUCTION AND DESCRIPTION OF COURSE CONTENT**

This course in history tells the story of forms of governance: from the seeds of democracy in ancient times, jumping to the tumultuous period of time between the 1300s through the 20<sup>th</sup> Century, the events found therein set into motion the various forms of governance we know today. Critical to our understanding of governance is our ability to learn about and appreciate the effects of world cultures and religions as they influenced new interpretations of governance; similarly, understanding factors of control over economic interests and the power to lead in technological innovations is essential; just as understanding the influence of individual actors, through force of personality, how they impacted specific, critical moments in their own place and time for changes in governance. Combined, students will gain deeper knowledge and appreciation for the history and development of all forms of governance.

## **EXPECTED OUTCOMES THROUGH THIS COURSE OF STUDY**

From this course of study in world history, students will obtain a solid grasp of the origins, characteristics and manifestations of different systems of governance, and a critical lens of perspective to compare, contrast and interpret the benefits and liabilities of different systems of governance. As global citizen-leaders, this higher level of critical thinking and analysis will inform the foundation our students will have access to in order to make more deeply considered assessments and decisions about future governance within our communities, organizations and institutions that they encounter in the world around them, today and in the future.

## **DESCRIPTION OF COURSE PROCESS AND PROCEDURE**

Students will use learning strategies to enhance critical thinking and analysis, learn how to work more effectively in high-performing teams, and practice how to achieve higher standards for written and oral communications and presentations. Students will learn to identify, appreciate and practice what are more effective active listening, reading, and participation skills and what that looks like at the Upper School level. All constructive forms of inquiry, self-expression and creativity will be encouraged that help enhance the learning experience for all types of learners. Active learners will work on building and enhancing their own “learner’s toolbox” that will

enable higher forms of learning, particularly in the areas of preparation and research. Specific learning tools, strategies, methodologies, and models will be introduced and practiced to achieve appropriate working abilities to be carried on to the next Upper School levels.

## CONTENT

### Unit 1: Seeds of Democracy & Governance August - September

Prologue and Chapter 1, beginning Chapter 2

Legacies of Ancient Greece and Rome – Strengths and Limitations of Early systems of Governance. Where will this lead Western Culture?

Judeo-Christian Tradition – Roles and Competition between World Views of Judaism, Christianity and Islam, considering also the movements of the Renaissance and the Reformation, Counter-Reformation, and the rise of Protestantism.

How did the above World Views Contribute to the Concept of Rule of Law and Governance?

### Unit 2: Connecting the Hemispheres October

Chapters 2, 3 and 4

Analysis and Contributions of Ottomans, Safavids and Mughals as the Muslim World Expands Influences of Trade on Expansion and the Interests of Empire – The Roles of Culture, Religion and Law to Rule Over Occupied Territories/Cultural Blending

Atlantic Trade Influences on Empire-Building: Slavery, the Columbian Exchange and Global Trade

What is our Understanding of the Economic Push & Pull Factors that Lead to the Modern World and the Countries that Dominated that Transition?

### Unit 3: Absolute Monarchies to Enlightenment and Revolution Nov. – Dec.

Chapters 5 & 6

Spanish and French Reigns of Imperial Power – Consequences of Absolutism

Hobbes/Locke and the Legacy of Enlightenment – Observing How Innovation and Ideas Precipitates New World Views and Social Movements

Conflict, Resistance or Reform, and Revolution

Who Controls the Powers of Decision-Making in Governance and How Does that Change the Nature of the Relationship Between those Who Govern and the Governed?

\* Time will be set aside for review for Exams.

### Unit 4: The French Revolution and Napoleon – The Whole Cycle Jan. – Feb.

Chapter 7

Resistance to Change and Violent Consequences – Reform and Terror

The Napoleonic Empire – Force of Personality: Opportunist, Leader or Tyrant?

Collapse of an Empire – Lessons Learned

What is Revolution? What does Revolution Look Like? What Replaces Revolution? How do you Determine if a Revolution was Successful?

\* An in-depth focus on the historical investigation and research paper.

### Unit 5: Anti-Colonialism, Self-Determination and Nationalism - Identity February

Chapter 8

The Case of Latin America – Striving for Independence // Power of Identity



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The Cases of Italy and Germany – Nationalism

Is the Desire for Self-Determination Met with Expected Results? What Goes Right or Wrong?

How does the Power of Identity Drive the Interest for Self-Determination?

Unit 6: The Industrial Revolution – Man, Machines and Manufacturing March

Chapter 9

Changes in the Way We Work – The Beginnings of Industrialization

Case Study – Manchester, England

The Race towards Modernization – The Spread of Industrialization

How Does Industrialization Change the Focus Between Rural and Urban Inhabitants? Are Societies Adequately Prepared to Meet the Challenges of these Changes? What are the Consequences on Society and Future Governance Based on these Changes?

Unit 7: The Age of Imperialism – Control of the World’s Resources April

European Colonialization of Africa – Dividing up a Continent

European Claim of Muslim Lands – Short Term and Long Term Consequences

British Rule in India – Occupation and Imprinting One Culture on Another

With the Beginnings of a Global Context, Were there Winners or Losers? What was the Human Cost of Imperialism, Is it Measurable, and What are the Consequences that Still Exist Today?

Unit 8: Transformations Around the World May - June

Economic Systems Analysis – How Does the Ideal/Utopia Compare to Practice/Reality? Are there Perfect or Pure Economic Systems?

U.S. Economic Imperialism – Manifest Destiny and the Pioneer Spirit to Infinity and Beyond

For Every Choice to Resist Change or Embrace Change, What are the Factors that Allow for Stability and Sustainability Verses Upheaval and Instability? How does this affect Governance? How Do we Define and Measure Global Progress?

\*Time is reserved to review our course content which will prepare the students for their major evaluations.

### TEXTBOOKS AND OTHER RESOURCES

The core texts for this course are the following:

*Modern World History: Patterns of Interaction.* McDougal Littell Inc. (2007)

Reading Study Guide - *Modern World History: Patterns of Interaction.* Ibid.

Workbook - *Modern World History: Patterns of Interaction.* Ibid.

*Rand McNally Atlas.* Rand McNally & Company (2007). [As included in the textbook].

Internet: World Wide Web

\* These core texts do not make up the entirety of the printed resources to be used in the course. Other resources will include handouts library books, newspapers, and so on.

\*Students are expected to have the following additional material for class:

- 1 binder (with 8 dividers); loose-leaf paper - 1 bound notebook - colored markers or pencils

It is said: "Organization is the key to success." What does that *look like* for you?

### TEACHING STRATEGIES

Students will benefit from a wide range of teaching approaches and strategies, including but not limited to: individual, pair and group work; a variety of written, oral activities; question and answer; small group and whole class discussion; independent and group research; debate.

### EVALUATIONS

Students should understand the rubric (grid that lists criteria of evaluation bands explaining precisely how they will be evaluated) for ALL assignments and portions of evaluation.

- Individual Participation (10%) Appropriate Preparation for Class; Appropriate and Active Listening and Interaction with Peers; and, Contribution to Class Conversations on Topics
- Homework (10%) ON TIME.
- Reading Quizzes (10%) Weekly. May be augmented as a percentage of the grade depending on the corte and test/project/writing commitments.
- Class Work (20%): Workbook, specific to the text; Directed free-writing; and Teamwork/Interpersonal cooperation (i.e., in-class small group activities)
- Notebook (20%) Reading Notes (10%) and Class Notes (10%) Combined
- Tests/projects/essays (30%)

\*LATE or INCOMPLETE WORK will lose 10% credit per day unresolved. You MUST inform me what the status is on your late work and make a personal commitment to me for completion. I will not chase you down; **you must manage your own process at all times**; you must initiate contact with me for an explanation/commitment for how late work will be resolved/completed.

### OTHER REMARKS REGARDING OUR CLASS

The students should be ***extremely vigilant*** about following our classroom strategies. Understanding the learning process through appropriate preparation and organization will be a key to success. Parents and guardians are invited to review these policies with the student.

In order for student to succeed in this course, it is imperative that they keep up to date with reading, reading notes, class work, homework, as well as independent assignments.

In the case of a planned or extended absence, it is the obligation of the student to have their parent/guardian notify the school in writing *before* the absence, making any arrangements necessary for the completion of missed work with all teachers prior to such absence. If additional time is required for the completion, the student must meet with the teacher before the due date (not the day it is due) to request a plan for completion. Adjustments to articulated expectations will be made at the discretion of the teacher. Assignments handed in late without advance notice will be subject to consequences (See: "EVALUATIONS").

Should the parent or guardian or the student have concerns and/or feel the need for additional clarification and/or reinforcement, the teacher can make arrangements with students to do so.



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Likewise, the teacher retains the prerogative to request the same for any student they feel could benefit from this kind of activity. I will have a regularly-scheduled reinforcement day, whereby I will be available in a designated room to assist any student who needs additional support.

**Each classroom is a community of individuals where mutual respect, integrity, honesty, and the highest academic standards will be expected of all participants. If we abide by this shared interest and common understanding, we will all have a very successful year!**