**World History Since 1450:**

**Introduction to the Sample Review Unit of Eras 1-5 taught in Grade 6 for high school World History**

# Focus and Content

The desired outcome of this sample review unit is for students to analyze through inquiry the causal relationships among agrarian societies and early civilizations, the rise and fall of major empires and civilizations, conflicts within and among civilizations, influences of major belief systems on civilizations, and the impact of global interactions. Students will examine interactions leading to events in the period from the beginnings of human civilization to 1500 C.E. Knowledge of past achievements and failures of different civilizations provides citizens of the 21st century a broader context within which to address the many issues facing our nation and the world. The sample review unit integrates social, political, economic, and geographic components.

**This unit encompassing Eras 1-5 is intended for review, not for mastery of content previously taught.** This unit is a **sample** for use by classroom teachers. Districts and teachers may choose to develop their own review unit. The unit template contains a column for suggested sources; there are numerous other sources which could be used. Teachers should feel free to select their own sources as they determine what is best for the students in their classrooms. Teachers may need to create an account to access the content on some Internet websites even though the resources are free. This review unit could be used to meet the requirements of Act 1284, <http://www.arkleg.state.ar.us/assembly/2015/2015R/Acts/Act1284.pdf>.

# Skills and Application

Throughout the review, students will apply disciplinary literacy skills: reading, writing, speaking, and listening. As students seek answers to compelling and supporting questions, they will examine a variety of primary and secondary sources, and communicate responses in multiple ways, including oral, visual, and written forms. Students must be able to select and evaluate sources of information, draw and build upon ideas, explore issues, examine data, and analyze events from the full range of human experience to develop critical thinking skills essential for productive citizens.

The acquisition of content knowledge and skills is paramount in a robust social studies program rooted in inquiry. The chart below summarizes social studies practices in Dimensions 1, 3, and 4 of *The College, Career, & Civic Life C3 Framework for Social Studies State Standards*. These practices should be addressed throughout grades K-12, building as students acquire the skills. The C3 Framework can be downloaded from the C3 website home page as a pdf file at <http://www.c3teachers.org/>.

**NOTE:** Dimension 2 (D2) has not been omitted. ADE Curriculum Frameworks augment the D2 expectations which focus on the disciplinary concepts and skills students need to understand and apply as they study the specific content described in our state standards. The conceptual content is the bigger set of ideas that frame the curricular content. The ADE Curriculum Framework specifies the curricular content, the particular ideas to be taught, and the grade level at which to teach them. Therefore, the ADE content standards and student learning expectations fit into Dimension 2. D2 is intended to serve as a frame for organizing curricular content, rather than a prescription for the specific content to be taught.

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| **Dimension 1 – Questions** | **Dimension 3 – Sources and Evidence** | **Dimension 4 – Communicating Ideas** |
| 1. Construct compelling questions that promote inquiry around key ideas and issues | 4. Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use | 6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies |
| 2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations | 5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims and counterclaims and providing explanations | 7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others |
| 3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view |  | 8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, proposing solutions or assessing strategies and options for action while applying deliberative processes |
| **Engage in disciplinary thinking across the social sciences in Grades K-12** | | |

**Review Unit Template (based on Inquiry Design Model [IDM]) Explanation**

**UNIT TITLECOURSE/GRADE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_LENGTH: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Compelling Question:**  The engaging, debatable, and over-arching question that frames the unit. It addresses “problems and issues found in and across the academic disciplines that make up social studies.” It deals with curiosities about how things work, interpretations and applications of disciplinary concepts, and unresolved issues that require students to construct arguments in response. It is provocative, engaging, and worth spending time on. A compelling question also needs to be student friendly. Sample compelling question: **Was the American Revolution Revolutionary?** | | |
| **Supporting Question (there is no specific # of supporting questions for an inquiry)** | **Instructional Plan/Formative Performance Task** | **Suggested Source(s)** |
| Supporting Questions are “intended to contribute knowledge and insights to the inquiry behind a compelling question”. They scaffold students’ investigations into the ideas and issues behind a compelling question. They provide the content knowledge students need in order to address the compelling question.  **What were the economic conditions before and after the revolutionary war?**  **What were the social conditions before and after the revolutionary war?**  **What were the political conditions before and after the revolutionary war?**  **What were the arguments for and against the Revolution?** | Presentation of content/skills (Guided Instruction)  Formative assessments provide teachers with data/information on the extent to which students are progressing towards mastery of the content and skills. Both of which are an integral part of learning and an opportunity to assess the quality of student performance**.**  **Includes opportunities for: reading/writing/speaking and listening.**  **Differentiation provided**  **Whole group/small group/individual**  **Wide range of reading materials (primary and secondary documents)**  **High-level of student engagement** | Any teacher or student materials or resources needed for the lesson(s).  Readings  Online Resources  Graphic Organizers |
| **Supporting Question** | **Instructional Plan/Formative Performance Task** | **Suggested Source(s)** |
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| **Summative Performance Assessment** (How Well Can You Use What You Know?) | | |
| **The capstone/summative assessment for the unit/compelling question**  Performance Assessment uses tasks that require students to demonstrate their knowledge, skills, and strategies by creating a response or a product (Rudner & Boston, 1944; Wiggins, 1989). | | |
| **Taking Informed Action**  Civics engagement may take many forms from making independent and collaborative decisions within the classroom, to classroom presentations, to starting and leading student organizations within schools, to conducting community-based research and presenting findings to external stakeholders, or to writing letters to local-state-national leaders. | | |