

CHW 3M Dates and Lessons Semester 1, 2023/24 (**green** is library books needed)

Themes

Rise / Flourish / Decline / Legacy

HTCs

Unit 1: Learning to Think Historically and Become a Fact-Checker

Activity #	# of classes	Day #	Assignment	HTC / Themes / Skills
1 Intro through Maya Inquiry	3	1, 2, 3	Maya Inquiry (overlaid with intro to PERSIAT, chronology, sacredness, rise-flourish-decline,) Intro to PERSIAT and HTC (history vs. the past video, historical perspectives video) How to use the TDSB Virtual Library	HTC intro Paragraph writing Keep UCA in mind - "how to history" Always emphasize fact-checking (use of reliable sources, double checking in multiple sources, use of TDSB virtual library rather than open google searching)
2 HTC Intro and Paleolithic Society	2	4,5	Frink's Dig (optional) Start Paleo Introduce PERSIAT (if not already done) and continue HTC	Intro to HTC, making inferences, archaeology, early societies, Keep UCA in mind - "how to history"
3 Paleolithic & Neolithic Societies	2	6, 7	Paleolithic society roles Jarmo exercise to intro Neolithic society	Evidence/physical evidence (important in world history)
4 Unit 1 CA	3	8,9,10	Introduce paragraph assignment: "how to history" based on Maya inquiry and Paleo/Neo lessons	Writing skills notetaking, outline, proper paragraph structure, hypothesizing

Unit 2 - Cradles of Civilization - Early Rising and Flourishing Civilizations

Activity #	# of classes	Day #	Assignment	HTC / Themes / Skills
1 Intro to Mesopotamia and China with a focus on inventions (and a little context)	2	11, <u>12</u>	Intro to Mesopotamia (PPT and textbook) Intro to China (PPT and textbook) Emphasize innovation for both	Historical Significance <u>Unit 1 CA Due Wed. Sept. 20</u>
2 Dragon's Den Research and Presentations	4	<u>13, 14, 15, 16</u>	Intro to Dragon's Den and historical significance (China and Mesopotamia) HTC video - significance Dragon's Den preparation and <u>presentations</u> (not for marks), with write-up after (for marks)	Rise/flourish Applying historical significance, collaborating with team, briefly presenting to class Making inquiry questions, using criteria to make decisions
3 Investigating how a Law Code reflects characteristics of civ	1	17	PSD Analysis of Hammurabi's Code Analysis of Hammurabi's Code compared to a Chinese law code (Taizong)	Interpreting primary source document while taking into account historical perspectives
4 Egyptian religion's central role	4	<u>18, 19, 20, 21</u>	Basic intro to maat and religious, concepts (amulet inquiry, scavenger hunt) Hatshepsut (use of gods for a woman to rule) Akhenaton and challenge to tradition Akhenaton debate	<u>Dragon's Den write-up due Thurs. Sept. 28</u> Flourishing Building stability and expansion Akhenaton = cont and change, perspectives
5 Decline and mini Review	2 (skip if more time needed or replace with Kushites)	<u>22, 23</u>	Inquiry into: From greatness of Ramses to foreign invasion: what happened?	Decline, causes Replace with Kush

6 Meso and Egypt Test	1	<u>24</u>	Test (Tues. Oct. 10)	Continuity and change, primary source evidence Paragraph outline
7 Indus Valley Decline	2	25, 26	Do jigsaw to examine different theories for decline. Groups (or individuals) come up with the best theory or combo of theories	Language of possibility Decline Causes and consequences

Unit 3 – Flourishing Civilizations of the Ancient World (Greece and Persia)

Activity #	# of classes	Day #	Assignment	HTC / Themes / Skills
1 Intro to Greece	1	27	Intro to Greek civs and themes Athenian democracy ranking activity intro	Rise, Flourish Interpreting Maps
2 Was Athenian gov't democratic?	1	28	Activity	Causes and consequences
3 Women	2	29,30	Athenian women's lives interpreted through vases and objects and Aristotle's Oikonomikos PSD	Using primary source evidence, making inferences, using tone of possibility
4 Athens & Sparta - who had the better way of life?	2	31, 32	Pericles' Funeral Oration PSD and Spartan Reaction to It Possible debate	Historical perspectives
5 Athens vs. Sparta Assignment (individual or partner)	3	33, 34, 35	Compare perspectives and incorporate primary source evidence in in-role written paragraph	In role assignment
6 Persia: how inclusive was it?	2	36, 37	Inquiry into rise of Persia (expansion, tolerance)	Rise Annotating documents PSD analysis Using maps The concept of empire in light of today's reckoning with colonization

7 Alexander and cultural interaction and review	3	38, 39, 40	Interaction between Persian and Greek cultures as seen through Alexander's actions Review for unit test	<u>Athens vs Sparta assignment due</u> Historical perspectives
6 Greece and Persia test	1	41	<u>Test</u>	<u>Wed. Nov. 1</u>

Unit 4: Roman Empire

Activity #	# of classes	Day #	Assignment	HTC / Themes / Skills
1 Rome - how did it get to be an empire?	2	42, 43	PPT intro to Rome and themes	Rise/decline cause/consequence, cont/change
2 Julius Caesar and creation of empire	2	44, 45,	Alternative Interpretations of Caesar (to introduce the various perspectives on how to govern an empire)	Rise/decline
3 Augustus and the empire	2	46, 47	Augustus PSDs - views on establishment of the empire	Primary evidence Rise/decline
4 Empire -overview of decline	2	48, 49	Preview what actually happened and various theories/factors (not focusing on individuals) - jigsaw	Causes and consequences
5 Decline of the Roman Empire	4	50, 51, 52, 53	Nero, Trajan, Hadrian, Diocletian, Aurelius, Constantine (short presentations - fill in chart using my handouts and an assortment of books -share PPTs- finish with tweets)	Books to 145 Continuity and Change worksheet Long and short term contributions to decline Assessment as and for (not marked - for use on test)
6 Rome review and test	2	54, 55		Include decline and emperors <u>Thurs. Nov. 23</u>

Unit 5 – China - Another Form of Empire

Activity #	# of classes	Day #	Assignment	HTC / Themes / Skills
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1 China: Unity, Intro, and Conf/Taoism	3	56, 57, 58	China intro and overview and intro to themes Taoism and Confucianism	Flourishing Continuity and Change
2 First Emperor and Following Dynasties	2	59, 60	First Emperor and Legalism First Emperor debate? Dynasties after Qin (intro and activity, including women)	Continuity and change
3 China Foreign Contact - Trade and Expansion	3	61, 62, 63	Foreign relations chart (pre-Yuan dynasty) Mongols and Yuan dynasty	Continuity and change, causes and consequences
4 China quiz	1	64	<u>China quiz.</u>	Continuity and change Wed. Dec. 6

Unit 6: Europe in the Middle Ages and Islamic Civilizations

Activity #	# of classes	Day #	Assignment	HTC / Themes / Skills
1 Europe in the Middle Ages - Age of Faith - Feudalism	2	65, 66	Intro to feudalism and dominance of Catholic Church	Flourishing
2 Islam	2	67, 68	Overview of Islam and expansion Islamic medicine and other advances	Primary Evidence Historical Perspectives
3 Crusades	3	69, 70, 71	Brief overview of Crusades Crusades causation group activity Urban II PSD	Analysis of bias Causes and consequences
4 Black Death	2	72, 73	Overview Simulation Activity - making laws (in-role) to deal with the crisis	Historical Perspectives

CCA

1 CCA Step 1 1500s characters - presentatio ns	7	74, 75, 76, 77, 78, <u>79</u> , <u>80</u>	Research for oral presentation = Ms. Or Mr. Continuity or Change. Oral pres and written paragraph.	<u>Con't and change presentations (Wed. Jan. 10 and Thurs. Jan 11)</u>
2 CCA Step 2 Comparison	3	81, 82, 83, 84, <u>85</u>	Find character for comparison and write it up.	Compare and contrast. <u>Due by Thurs. Jan 18.</u>

Exam Review

1 Leftover lessons and review	3	86, 87, 88	Exam review (finish up China and Middle Ages if needed)	
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