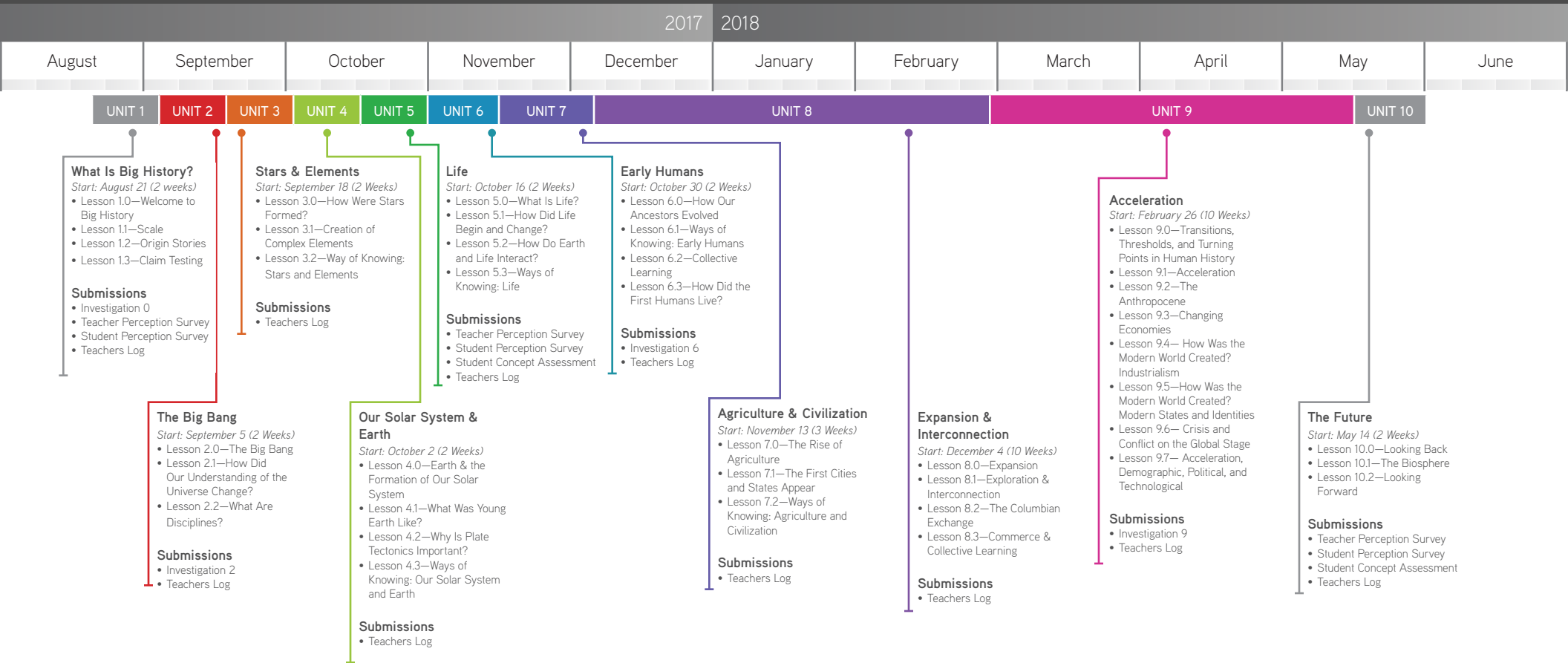


## 2017/18 World History: Sample Year-Long Course Plan

Content Pacing Guide



\*Assumes a three-day US Thanksgiving holiday the last week of November, an end of year holiday the last two weeks of December, and a week-long spring holiday in April.  
 Note: Lesson numbers may not be sequential. BHP World History content is omitted from the Science Year-Long Course Plan.



# BHP World History

## 2017/18 SAMPLE YEAR-LONG COURSE PLAN

### Course Learning Outcomes

1. Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative.
2. Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change.
3. Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.
4. Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one's thinking, and present findings that are well-supported by scientific and historical evidence.
5. Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments.
6. Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, and other formats.
7. Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative.
8. Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe.

### Projected Pacing Guide\*

Unit / Activity	Estimated Start	Estimated Duration
1	August 21	2 weeks
2	September 5	2 weeks
3	September 18	2 weeks
4	October 2	2 weeks
5	October 16	2 weeks
6	October 30	2 weeks
7	November 13	3 weeks
8	December 4	10 weeks
9	February 26	10 weeks
10	May 14	2 weeks

\*Takes into account school holidays, in-service days, and other commonly missed time such as testing days.



## Unit 1—What Is Big History?

*Start Date: August 22, 2016 (2 weeks)*

### Learning Outcomes

1. Define thresholds of increasing complexity, origin stories, and scale.
2. Understand that Big History is a modern, science-based origin story that draws on many different types of knowledge.
3. Understand how you fit into the Big History narrative, using the concept of thresholds to frame your past, present, and future as well as the history of the Universe.
4. Understand what disciplines are and consider how the viewpoints of many different scholars can be integrated for a better understanding of a topic.
5. Learn to use timelines as a way to compare the scale of personal and historic events.
6. Identify a thesis statement and how writing is structured, and evaluate both of these elements in writing.

### Unit 1 Driving Question

*"Why do we look at things from far away and close up?"*

### Lesson 1.0—Welcome to Big History

- 1.0.1 Activity: History as Mystery (WH)
- 1.0.2 Activity: Easter Island Mystery
- 1.0.3 Watch: *What Is Big History?*
- 1.0.4 Watch: *The Big Bang - Crash Course*
- 1.0.5 Activity: Big History Website Scavenger Hunt
- 1.0.6 Watch: *A Big History of Everything - H2*
- 1.0.7 Closing: Investigation 0

### Lesson 1.1—Scale

- 1.1.1 Watch: *To Scale: The Solar System*
- 1.1.2 Vocab Activity: Part 1
- 1.1.3 Activity: DQ Notebook
- 1.1.4 Activity: Big History on a Football Field
- 1.1.5 Activity: Scale of Human History on a String (WH)
- 1.1.6 Activity: Timelines and Scale

### Lesson 1.2—Origin Stories

- 1.2.1 Watch: *Big Questions - H2*
- 1.2.2 Activity: "Intro to Origin Stories"
- 1.2.3 Read: "Origin Stories Introduction"
- 1.2.4 Read: "Origin Story: Modern Scientific"
- 1.2.5 Activity: "Origin Stories Article Collection"
- 1.2.6 Read: "Origin Story: Chinese"
- 1.2.7 Read: "Origin Story: Judeo - Christian"
- 1.2.8 Read: "Origin Story: Iroquois"
- 1.2.9 Read: "Origin Story: Mayan"
- 1.2.10 Read: "Origin Story: Greek"

- 1.2.11 Read: "Origin Story: Zulu"
- 1.2.12 Read: "Origin Story: Efik"
- 1.2.13 Read: "Cosmology and Faith"

### Lesson 1.3—Claim Testing

- 1.3.1 Opening: Claim Testing Snap Judgment
- 1.3.2 Activity: DQ Notebook
- 1.3.3 Vocab Activity: Part II
- 1.3.4 Read: "Approaches to Knowledge"
- 1.3.5 Watch: *How Do We Decide What to Believe?*
- 1.3.6 Read: "The Claim Testers: Episode 1 - First Contact"
- 1.3.7 Activity: Analyzing Investigation Writing – Thesis/Major Claim and Structure
- 1.3.8 Closing: Investigation 1

*Note: Lesson 1.4 is for BHP Science Implementations.*

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## Unit 2—The Big Bang

*Start Date: September 5, 2016 (3 weeks)*

### Learning Outcomes

1. Explain the basics of the Big Bang theory and the primary evidence that supports this theory.
2. Using evidence from texts and claim testing, explain why views of the Universe have changed over time and the roles that scientists played in shaping our understanding of the origin of the Universe.
3. Understand how to use claim testing to evaluate a claim or resource.
4. Locate Ptolemy, Copernicus, Galileo, Newton, and Hubble on a timeline and explain what each added to our collective understanding of the structure of the Universe.

### Unit 2 Driving Question

*"How and why did human understanding of the Universe change? (WH)"*

### Lesson 2.0—The Big Bang

- 2.0.1 Opening: Who Knows What?
- 2.0.2 Vocab Activity: Part
- 2.0.3 Watch: *A Big History of Everything - H2 (Clip 8:25 to 12:04)*
- 2.0.4 Read: "Complexity and Thresholds"
- 2.0.5 Watch: *Introduction to Thresholds*
- 2.0.6 Watch: *Threshold 1: The Big Bang*
- 2.0.7 Activity: This Threshold Today
- 2.0.8 Watch: *Questions About the Big Bang*
- 2.0.9 Activity: Claim Testing – The Big Bang
- 2.0.10 Closing: Big Bang Infographic

### Lesson 2.1—How Did Our Understanding of the Universe Change?

- 2.1.1 Opening: DQ Notebook
- 2.1.2 Watch: *Crash Course Big History: Why Cosmic Evolution Matters?*
- 2.1.3 Activity: Changing Views Timeline
- 2.1.4 Read: "Claudius Ptolemy"
- 2.1.5 Read: "Galileo Galilei"
- 2.1.6 Read: "Nicolaus Copernicus"
- 2.1.7 Read: "Isaac Newton"
- 2.1.8 Read: "Henrietta Leavitt"
- 2.1.9 Read: "Edwin Hubble"
- 2.1.10 Activity: Views of the Universe Debate

## Lesson 2.2—What Are Disciplines?

- 2.2.1 Opening: DQ Notebook
- 2.2.2 Watch: *Are We Alone? - H2*
- 2.2.3 Vocab Activity: Part II
- 2.2.4 Watch: *Ways of Knowing - Introduction to Cosmology*
- 2.2.5 Watch: *Ways of Knowing - Introduction to Astrophysics*
- 2.2.6 Activity: What Do You Know? What Do You Ask?
- 2.2.7 Activity: Analyzing Investigation Writing – Use of Evidence
- 2.2.8 Closing: Investigation 2

*Note: Lesson 2.3 is for BHP Science Implementations.*

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## Unit 3—Stars & Elements

*Start Date: September 26, 2016 (3 weeks)*

### Learning Outcomes

1. Describe how stars form.
2. Explain what happens in the life of a star and explain what happens when a star dies.
3. Explain how the death of stars results in the creation of heavier elements.
4. Explain why the formation of stars and the emergence of elements are so important in our world.
5. Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective.
6. Understand how to use and apply the concept of periodization.
7. Identify various types of causes and consequences, including short-term, long-term, and triggering events.

### Unit 3 Driving Question

*"How can looking at the same information from different perspectives pave the way for progress?"*

## Lesson 3.0—How Were Stars Formed?

- 3.0.1 Opening: The Life of a Star
- 3.0.2 Vocab Activity: Part I
- 3.0.3 Watch: *How Were Stars Formed?*

- 3.0.4 Watch: *Threshold 2*
- 3.0.5 Activity: Understanding Causes and Consequences Part 1
- 3.0.6 Watch: *A Big History of Everything - H2 (Clip 12:05 to 16:47)*
- 3.0.7 Activity: This Threshold Today
- 3.0.8 Closing: Star Comic

### Lesson 3.1—Creation of Complex Elements

- 3.1.1 Opening: Is It in There?
- 3.1.2 Activity: DQ Notebook
- 3.1.3 Watch: *Threshold 3: New Chemical Elements*
- 3.1.4 Watch: *What Did Stars Give Us?*
- 3.1.5 Vocab Activity: Part II
- 3.1.6 Watch: *Crash Course Big History: Why Star Stuff Matters*
- 3.1.7 Activity: Understanding Causes and Consequences Part 2
- 3.1.8 Read: "A Little Big History of Silver"
- 3.1.9 Closing: Superhero Element

### Lesson 3.2—Ways of Knowing: Stars and Elements

- 3.2.1 Opening: DQ Notebook
- 3.2.2 Watch: *Ways of Knowing - Intro to Chemistry*
- 3.2.3 Activity: What Do You Know? What Do You Ask?
- 3.2.4 Watch: *Crash Course Chemistry - Periodic Table of Elements*
- 3.2.5 Read: "Dmitri Mendeleev - Building the Periodic Table of Elements"
- 3.2.6 Read: "Marie Curie - Chemistry, Physics, and Radioactivity"
- 3.2.7 Activity: Timelines and Periodization
- 3.2.8 Activity: Analyzing Investigation Writing – Use of BHP Concepts
- 3.2.9 Closing: Investigation 3

*Note: Lessons 3.3 and 3.4 are for BHP Science Implementations.*

## Unit 4—Our Solar System & Earth

*Start Date: October 17, 2016 (3 weeks)*

### Learning Outcomes

1. Explain why planets are more complex than stars.
2. Use evidence to explain how the Earth and its atmosphere developed and changed over time.
3. Explain the basic mechanisms and key pieces of evidence for plate tectonics, and how plate tectonics impacts life on Earth.
4. Define geology, the types of questions geologists ask, and the tools they use to answer those questions.
5. Explain why geology is important to understanding the history of the Earth.
6. Understand how geologists can work with scientists and historians from other disciplines to form a deeper understanding of the history of the Earth.
7. Understand multiple causes and how identify them.
8. Demonstrate an ability to construct an argument in writing.



## Unit 4 Driving Question

*"How and why do theories become generally accepted?"*

### Lesson 4.0—Earth & the Formation of Our Solar System

- 4.0.1 Opening: Planet Card Sort
- 4.0.2 Vocab Activity: Part I
- 4.0.3 Watch: *Threshold 4: Earth and the Solar System*
- 4.0.4 Watch: *How Did Earth and the Solar System Form?*
- 4.0.5 Read: "How Our Solar System Formed"
- 4.0.6 Activity: Mapping Causes
- 4.0.7 Closing: Active Accretion

### Lesson 4.1—What Was Young Earth Like?

- 4.1.1 Opening: DQ Notebook
- 4.1.2 Watch: *What Was the Young Earth Like?*
- 4.1.3 Watch: *The Early Atmosphere*
- 4.1.4 Closing: This Threshold Today

### Lesson 4.2—Why Is Plate Tectonics Important?

- 4.2.1 Vocab Activity: Part II
- 4.2.2 Watch: *The Solar System and the Earth - Crash Course*
- 4.2.3 Watch: *Our Shifting Globe*
- 4.2.4 Activity: Claim Testing - Geology and the Earth's Formation
- 4.2.5 Read: "Why We're All Lava Surfers"
- 4.2.6 Closing: Biography of a Continent

### Lesson 4.3—Ways of Knowing: Our Solar System and Earth

- 4.3.1 Opening: DQ Notebook
- 4.3.2 Watch: *Introduction to Geology*
- 4.3.3 Read: "Alfred Wegener and Harry Hess"
- 4.3.4 Read: "Eratosthenes"
- 4.3.5 Watch: *Introduction to the Geologic Time Chart*
- 4.3.6 Read: "Principles of Geology"
- 4.3.7 Activity: What Do You Know? What Do You Ask?
- 4.3.8 Activity: Was There Science Before the Scientific Revolution? Timeline (WH)
- 4.3.9 Activity: Revising Investigation Writing – Constructing and Argument
- 4.3.10 Closing: Investigation 4

*Note: Lessons 4.4 and 4.5 are for BHP Science Implementations.*



## Unit 5—Life

*Start Date: November 7, 2016 (3 weeks)*

### Learning Outcomes

1. Describe the conditions that made it possible for life to emerge on Earth.
2. Explain the differences between life and nonlife.
3. Describe the major events in the development of life on Earth and explain what is meant by the term biosphere.
4. Use evidence to explain adaptation and evolution, including Darwin's theory of natural selection and DNA.
5. Demonstrate using texts as evidence in historical writing.

### Unit 5 Driving Question

*"How and why do theories evolve?"*

### Lesson 5.0—What Is Life?

- 5.0.1 Opening: DQ Notebook
- 5.0.2 Vocab Activity: Part I
- 5.0.3 Watch: *A Big History of Everything - H2 (Clip 26:45 to 39:42)*
- 5.0.4 Watch: *Threshold 5: Life*
- 5.0.5 Activity: How Closely Related Are We?
- 5.0.6 Watch: *The Origin of Life - Crash Course*
- 5.0.7 Read: "Life and Purpose"
- 5.0.8 Closing: Claim Testing - What Is Life?

### Lesson 5.1—How Did Life Begin and Change?

- 5.1.1 Opening: Spontaneous Generation
- 5.1.2 Watch: *How Did Life Begin and Change?*
- 5.1.3 Watch: *Mini-Thresholds of Life*
- 5.1.4 Activity: Are These the Right Mini-Thresholds of Life?
- 5.1.5 Watch: *Life in All Its Forms*
- 5.1.6 Activity: The Tree of Life Infographic
- 5.1.7 Watch: *Crash Course Big History: Why the Evolutionary Epic Matters*

### Lesson 5.2—How Do Earth and Life Interact?

- 5.2.1 Opening: Living in the Extremes of the Biosphere
- 5.2.2 Vocab Activity: Part II
- 5.2.3 Activity: DQ Notebook
- 5.2.4 Read: "What Is the Biosphere?"
- 5.2.5 Watch: *How Do Earth and Life Interact?*
- 5.2.6 Activity: A Year in the Life of a Species
- 5.2.7 Watch: *How We Proved an Asteroid Wiped Out the Dinosaurs*

### Lesson 5.3—Ways of Knowing: Life



- 5.3.1 Activity: The Voyage of the Beagle
- 5.3.2 Read: "Darwin, Evolution, and Faith"
- 5.3.3 Read: "Watson, Crick, and Franklin"
- 5.3.4 Watch: *Codes - H2*
- 5.3.5 Activity: Evolution and Life Timeline
- 5.3.6 Activity: Revising Investigation Writing - Using Texts as Evidence
- 5.3.7 Closing: Investigation 5

*Note: Lesson 5.4 is for BHP Science Implementations.*

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## Unit 6—Early Humans

*Start Date: January 2, 2017 (3 weeks)*

### Learning Outcomes

1. Describe human evolution, using evidence and connection to other species of mammals.
2. Explain whether or not symbolic language makes humans different.
3. Describe how early humans lived.
4. Explain collective learning.
5. Understand what scholars from multiple disciplines know about a topic and the questions they can ask to gain an understanding of the topic from an integrated perspective.
6. Show early human migration on a map.
7. Demonstrate using BHP concepts accurately in writing.
8. Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another.

### Unit 6 Driving Question

*"What makes humans different from other species?"*

### Lesson 6.0—How Our Ancestors Evolved

- 6.0.1 Opening: Early Ancestors
- 6.0.1 Opening: Early Ancestors
- 6.0.2 Vocab Activity: Part I
- 6.0.3 Watch: *Threshold 6: Humans and Collective Learning*
- 6.0.4 Watch: *Human Evolution – Crash Course*
- 6.0.5 Activity: Evolution Comic
- 6.0.6 Read: "Lucy and the Leakeys"
- 6.0.7 Read: "Jane Goodall"

### Lesson 6.1—Ways of Knowing: Early Humans

- 6.1.1 Opening: DQ Notebook
- 6.1.2 Watch: *Intro to Anthropology*
- 6.1.3 Watch: *Intro to Archaeology*
- 6.1.4 Activity: What Do You Know? What Do You Ask?
- 6.1.5 Activity: Historos Cave
- 6.1.6 Closing: Little Big History Kickoff



## Lesson 6.2—Collective Learning

- 6.2.1 Opening: Collective Learning Snap Judgment
- 6.2.2 Read: “Collective Learning” (Part 1)
- 6.2.3 Watch: *Crash Course Big History: Why Human Evolution Matters*
- 6.2.4 Watch: *Common Man – H2*
- 6.2.5 Vocab Activity: Part II
- 6.2.6 Watch: *Early Evidence of Collective Learning*
- 6.2.7 Activity: Culture and Collective Learning Debate (WH)
- 6.2.8 Closing: Alphonse the Camel

## Lesson 6.3—How Did the First Humans Live?

- 6.3.1 Opening: DQ Notebook
- 6.3.2 Watch: *How Did the First Humans Live?*
- 6.3.3 Read: “Foraging”
- 6.3.4 Watch: *From Foraging to Food Shopping*
- 6.3.5 Activity: Hunter Gatherer Menu
- 6.3.6 Watch: *Crash Course Big History: Why Human Ancestry Matters*
- 6.3.7 Activity: Human Migration Patterns
- 6.3.8 Activity: Little Big History – Choosing Your Focus
- 6.3.9 Activity: Revising Investigation Writing – Applying BHP Concepts
- 6.3.10 Closing: Investigation 6

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## Unit 7—Agriculture & Civilization

*Start Date: January 23, 2017 (4 weeks)*

### Learning Outcomes

1. Define agriculture and describe where it emerged.
2. Identify the features of agrarian civilizations.
3. Understand the similarities and differences between the lifestyles of hunter-gatherers and farmers.
4. Describe how early civilizations formed and their key features.
5. Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective.
6. Describe how agrarian civilizations formed and analyze their key similarities and differences.
7. Use sentence starters to strengthen making an argument in writing.

### Unit 7 Driving Question

*“What makes human societies similar and different? (WH) ”*  
*“Why do societies collapse? (WH)”*

## Lesson 7.0—The Rise of Agriculture

- 7.0.1 Opening: This Threshold Today
- 7.0.2 Vocab Activity: Part I
- 7.0.3 Watch: *Threshold 7: Agriculture*

- 7.0.4 Watch: *Why Was Agriculture So Important?*
- 7.0.5 Activity: DQ Notebook
- 7.0.6 Watch: *Jacqueline Howard Presents: The History of Domestic Animals*
- 7.0.7 Read: “Collective Learning” (Part 2)
- 7.0.8 Activity: Biography of a Crop
- 7.0.9 Read: “What’s for Dinner Tonight? Evidence of Early Agriculture – The First Farmers” (WH)
- 7.0.10 Closing: Little Big History Biography

## Lesson 7.1—The First Cities and States Appear

- 7.1.1 Opening: Comparing Crops
- 7.1.2 Vocab Activity: Part II
- 7.1.3 Watch: *Where and Why Did the First Cities and States Appear?*
- 7.1.4 Read: Agrarian Civilizations Introduction
- 7.1.5 Activity: Comparing Civilizations
- 7.1.6 Read: “Uruk”
- 7.1.7 Read: “Mesoamerica”
- 7.1.8 Read: “Jericho”
- 7.1.9 Read: “East Asia”
- 7.1.10 Read: “Greco Roman”
- 7.1.11 Read: “Aksum”
- 7.1.12 Read: “Ghana”
- 7.1.13 Read: “We’re Not in Kansas Anymore: The Emergence of Early Cities” (WH)
- 7.1.14 Read: “The Origin of World Religions” (WH)
- 7.1.15 Activity: Early Civilization Museum Project
- 7.1.16 Activity: Comparing More Civilizations (WH)

## Lesson 7.2—Ways of Knowing: Agriculture and Civilization

- 7.2.1 Opening: Social Status, Power, and Human Burials
- 7.2.2 Watch: *Intro to History*
- 7.2.3 Read: “Recordkeeping and History”
- 7.2.4 Activity: What Do You Know? What Do You Ask?
- 7.2.5 Watch: *Migrations and Intensification – Crash Course*
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- 7.2.6 Activity: DQ Notebook
- 7.2.7 Read: “The Origin of Agriculture in Africa”
- 7.2.8 Activity: Little Big History – Research Questions
- 7.2.9 Activity: The Rise, Fall, and Collapse of Civilizations (WH)
- 7.2.10 Activity: Were They Pushed or Did They Jump? (WH)
- 7.2.11 Activity: Revising Investigation Writing – Sentence Starters Part 1
- 7.2.12 Closing: Investigation 7

*Note: Lesson 7.3 is for BHP Science Implementations.*

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## Unit 8—Expansion & Interconnection

*Start Date: March 6, 2017 (4 weeks)*



## Learning Outcomes

1. Analyze what propelled the expansion and interconnection of agrarian civilizations.
2. Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas. (WH)
3. Explain how new networks of exchange accelerated collective learning and innovation.
4. Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks.
5. Use sentence starters to strengthen the use of texts as evidence in writing.
6. Analyze a complex historical event through the lens of causality.

## Unit 8 Driving Question

*"What are the positive and negative impacts of interconnection? "*

### Lesson 8.0—Expansion

- 8.0.1 Opening: What Caused Expansion?
- 8.0.2 Vocab Activity: Part I
- 8.0.3 Watch: *Why Did Civilization Expand?*
- 8.0.4 Watch: *The Modern Revolution – Crash Course*
- 8.0.5 Activity: World Zone Game
- 8.0.6 Read: "The Four World Zones"
- 8.0.7 Activity: DQ Notebook
- 8.0.8 Closing: Causes of the Modern Revolution

### Lesson 8.1—Exploration & Interconnection

- 8.1.1 Opening: World Travelers
- 8.1.2 Watch: *Crash Course Big History: Why Early Globalization Matters*
- 8.1.3 Read: "China: The First Great Divergence"
- 8.1.4 Read: "An Age of Adventure"
- 8.1.5 Activity: An Age of Adventure
- 8.1.6 Read: "Ibn Battuta"
- 8.1.7 Read: "Marco Polo"
- 8.1.8 Read: "Zheng He"
- 8.1.9 Activity: Explorers Mini Project
- 8.1.10 Watch: *Brain Boost – H2 (WH)*
- 8.1.11 Activity: Human Migration Patterns II (WH)
- 8.1.12 Closing: Issues of Colonization Mini Project (WH)

### Lesson 8.2—The Columbian Exchange (WH)

- 8.2.1 Opening: Goods of the Columbian Exchange Snap Judgment (WH)
- 8.2.2 Watch: *Crash Course World History: The Columbian Exchange (WH)*
- 8.2.3 Read: "Investigating the Consequences of the Columbian Exchange" (WH)
- 8.2.4 Read: "When Humans Became Inhumane: The Atlantic Slave Trade" (WH)
- 8.2.5 Activity: Columbian Exchange Timeline (WH)
- 8.2.6 Closing: Columbian Exchange Infographic (WH)

### Lesson 8.3—Commerce & Collective Learning

- 8.3.1 Opening: Quick Poll – Has the Scientific Revolution Ended? (WH)
- 8.3.2 Vocab Activity: Part II
- 8.3.3 Activity: DQ Notebook
- 8.3.4 Watch: *Jacqueline Howard Presents: The History of Money*
- 8.3.5 Read: “One Lump or Two? The Development of a Global Economy” (WH)
- 8.3.6 Watch: *Systems of Exchange and Trade*
- 8.3.7 Read: “Benjamin Banneker: Science in Adversity”
- 8.3.8 Read: “The First Silk Roads”
- 8.3.9 Read: “Lost on the Silk Road”
- 8.3.10 Read: “A Curious Case: African Agrarianism”
- 8.3.11 Activity: Personal Supply Chain
- 8.3.12 Activity: Little Big History Final Project
- 8.3.13 Read: “She Blinded Me with Science: Collective Learning and the Emergence of Modern Science” (WH)
- 8.3.14 Activity: Has the Scientific Revolution Ended? Debate (WH)
- 8.3.15 Activity: Revising Investigation Writing – Sentence Starters Part 2
- 8.3.16 Closing: Investigation 8

## Unit 9—Acceleration

*Start Date: April 3, 2017 (4 weeks)*

### Learning Outcomes

1. Describe accelerating global change and the factors that describe it.
2. Understand the key features that define the Anthropocene.
3. Describe the acceleration in world population, technology, science, communication, and transportation. Explain how they have benefited and threatened humanity.
4. Explain the changes in the use, distribution, and importance of natural resources on human life.
5. Use sentence starters to build skills in applying BHP concepts to writing.
6. Analyze the causes and consequences of major revolutions in global political, economic, and social networks. (WH)
7. Analyze the causes and consequences of shifts in world population, including the impact of industrialism and commerce. (WH)
8. Analyze the causes, characteristics, and long-term consequences of World War I, the Great Depression and World War II. (WH)

### Unit 9 Driving Question

*"To what extent has the Modern Revolution been a positive or a negative force?"*

### Lesson 9.0—Transitions, Thresholds, and Turning Points in Human History (WH)

- 9.0.1 Opening: Periodizing Big History (WH)
- 9.0.2 Activity: A Day in the Life (WH)
- 9.0.3 Watch: *Threshold 8: The Modern Revolution (WH)*
- 9.0.4 Closing: How Would You Periodize Human History? (WH)

### Lesson 9.1—Acceleration

- 9.1.1 Opening: The Appetite for Energy
- 9.1.2 Vocab Activity: Part I
- 9.1.3 Watch: *Threshold 8 - The Modern Revolution*
- 9.1.4 Activity: DQ Notebook
- 9.1.5 Watch: *Crash Course World History: The Industrial Revolution*
- 9.1.6 Read: “The Industrial Revolution”
- 9.1.7 Watch: *How Did Change Accelerate?*
- 9.1.8 Read: “Acceleration”
- 9.1.9 Activity: Is Change Accelerating? Debate
- 9.1.10 Watch: *Jacqueline Howard Presents: Energy*

## Lesson 9.2—The Anthropocene

- 9.2.1 Watch: *The Anthropocene and the Near Future - Crash Course*
- 9.2.2 Vocab Activity: Part II
- 9.2.3 Read: “The Anthropocene”
- 9.2.4 Read: “Anthropocene Africa: Out of Every Crisis, an Opportunity”
- 9.2.5 Activity: Population Growth

## Lesson 9.3—Changing Economies

- 9.3.1 Opening: DQ Notebook
- 9.3.2 Read: “Collective Learning” (Part 4)
- 9.3.3 Watch: *A Big History of Everything – H2 (Clip 1:07 to 1:14)*
- 9.3.4 Read: “Smith, Marx, and Keynes”
- 9.3.5 Watch: *Energy*
- 9.3.6 Activity: This Threshold Today
- 9.3.7 Activity: Revising Investigation Writing - Sentence Starters Part 3
- 9.3.8 Closing: Investigation 9

## Lesson 9.4—How Was the Modern World Created? Industrialism (WH)

- 9.4.1 Opening: New Jobs (WH)
- 9.4.2 Watch: *How Was the Modern World Created? (WH)*
- 9.4.3 Read: “Why Is That T-Shirt So Cheap? The Origins of the Industrial Revolution” (WH)
- 9.4.4 Watch: *Crash Course World History: Globalization I – The Upside (WH)*
- 9.4.5 Closing: What Role Did Industrialism Play in Creating the Modern World? (WH)

## Lesson 9.5—How Was the Modern World Created? Modern States and Identities (WH)

- 9.5.1 Opening: Who Are You? Braided Identities Quick Poll (WH)
- 9.5.2 Activity: Forming the Concept of Nationalism (WH)
- 9.5.3 Read: “You Say You Want a Revolution: Political Change on Both Sides of the Atlantic” (WH)
- 9.5.4 Watch: *Crash Course World History: Imperialism (WH)*
- 9.5.5 Read: “Imperialism and Resistance Shape a Modern World: 1850 – 1914” (WH)
- 9.5.6 Closing: Rights and Resistance Timeline (WH)

## Lesson 9.6—Crisis and Conflict on the Global Stage (WH)

- 9.6.1 Read: “Crisis and Conflict on the Global Stage” (WH)
- 9.6.2 Activity: Understanding the Causes of World War I (WH)

- 9.6.3 Watch: *Crash Course World History: Archdukes, Cynicism, and World War I* (WH)
- 9.6.4 Activity: Understanding the Consequences of the Global Depression (WH)
- 9.6.5 Watch: *Crash Course World History: World War II* (WH)
- 9.6.6 Activity: Propaganda and World War II (WH)
- 9.6.7 Read: “A Bird’s Eye View: Acceleration and Global Chaos in the Early Twentieth Century” (WH)
- 9.6.8 Closing: Mapping the World: 1914, 1945, 1985, Today (WH)

### Lesson 9.7—Acceleration, Demographic, Political, and Technological (WH)

- 9.7.1 Activity: Comparing Most Populous Cities by Century, 1500 to Present (WH)
- 9.7.2 Read: “And Then Gandhi Came: Nationalism, Revolution, and Sovereignty” (WH)
- 9.7.3 Read: Declaration of Rights Document Collection (WH)
- 9.7.4 Activity: Comparing Rights Documents (WH)
- 9.7.5 Closing: Democratic and Independent States Timeline (WH)

*Note: Lessons 9.8 and 9.9 are for BHP Science Implementations.*

## Unit 10—The Future

*Start Date: May 1, 2017 (4 weeks)*

### Learning Outcomes

1. Explain the Big History story and its defining features and patterns.
2. Identify important human and environmental issues that affect the future of our species and the biosphere.
3. Propose a vision of the future based on new understandings of the past.

### Unit 10 Driving Question

*“What’s the next threshold? ”*

### Lesson 10.0—Looking Back

- 10.0.1 Opening: Timeline Review
- 10.0.2 Vocab Activity: Part I
- 10.0.3 Watch: *The History of Everything – TED*
- 10.0.4 Activity: DQ Notebook
- 10.0.5 Activity: Scale
- 10.0.6 Closing: What Do You Know? What Do You Ask?

### Lesson 10.1—The Biosphere

- 10.1.1 Opening: Natural Disasters
- 10.1.2 Vocab Activity: Part II
- 10.1.3 Watch: *Crash Course World History: Globalization II – Good or Bad*
- 10.1.4 Watch: *The Atmosphere and Climate*
- 10.1.5 Watch: *Jacqueline Howard Presents: A Day on Mars*
- 10.1.6 Activity: Gapminder Card Sort



- 10.1.7 Closing: Visions of the Future

## Lesson 10.2—Looking Forward

- 10.2.1 Watch: *A Big History of Everything – H2*
- 10.2.2 Read: “Complexity and the Future”
- 10.2.3 Watch: *Visions of the Future – Bill Gates*
- 10.2.4 Watch: *The Deep Future – Crash Course*
- 10.2.5 Read: Sylvester James Gates, Jr.: At the Forefront of Science”
- 10.2.6 Activity: DQ Notebook
- 10.2.7 Closing: The Future of Our Planet

*Note: Lesson 10.3 is for BHP Science Implementations.*