

WORLD HISTORY

inquirED

Scope and Sequence



Influence

Second-Wave Civilizations

Inquiry Question: How can we recognize and respond to influences in the world around us?

Module 1: Launch the Inquiry

Students begin the Inquiry with an engaging, thought-provoking activity to hook them into the inquiry process. They are introduced to the Inquiry Question and their initial Investigation Questions begin to surface. As they unpack this question, students explore influences in their lives, as well as ways that the second-wave civilizations they will be studying continue to influence our world today.

Module Topics:

- Definition of “influence” and how it can shape actions, opinions, and ways of thinking
- How influence can affect the world in visible and invisible ways
- Influence in the world around us and in our classroom communities
- Introduction to second-wave civilizations (China, India, Greece, Rome, and Persia)
- Factors that influenced the growth, development, and particular characteristics of second-wave civilizations
- Growing complexity and expansion of second-wave civilizations compared to first-wave, or river valley, civilizations

Module 2: How do civilizations gain and spread influence?

Students investigate well-known characteristics of some of the most widespread and long-lasting second-wave civilizations, also known as “classical” civilizations, in order to better understand their influence. They classify these characteristics into categories in order to identify similarities in how these civilizations gained and spread influence. These preliminary findings about Greece, Persia, China, India, and Rome provide context for deep-dive investigations to follow.

Module Topics:

- Defining characteristics of second-wave civilizations
- How organizing evidence can make it easier to develop broader conclusions, draw comparisons, and understand continuity and change over time
- Impacts of physical and human geography on the development of second-wave civilizations over time
- Achievements in art, math, science, and technology
- Political systems and actions that influence expansion and power
- Role of culture, tradition, social structure, religion, and trade in daily life and society

Module 3: How does art influence our understanding of people, places, and the past?

From a vast monument to a small decorative lamp, art and artifacts reflect a moment in time and influence our understanding of the society they come from. Throughout the module, students explore the role of archaeologists and historians in analyzing and interpreting artifacts. They work to develop similar skills of source analysis and contextualization, and apply these skills with increasing independence.

Module Topics:

- Significance of key events during the Achaemenid Empire of Persia
- How cultural expressions (ex. art, artifacts) are historical sources that provide evidence about the past
- How historical context influences what information is available in historical sources
- How historians leverage knowledge of the past to interpret (and reinterpret) artifacts, art, and other historical sources
- Influence of Persian rulers like Darius I and Cyrus the Great on Persian society, geography, art, and religion
- How a collection of art can offer a different message or impact than a single artifact

Module 4: How does technology influence society?

Throughout second-wave civilizations, new technological innovations influenced the ways that people related to each other and the world around them. Students explore the needs and opportunities that gave rise to new technologies, as well as the specific impacts they had. They apply their historical thinking skills to examine how those specific impacts influenced geographic, social, and political conditions, and they consider the timelessness of technology's influence throughout history.

Module Topics:

- Conditions that promote innovation and creative thinking within a society
- How innovation and technology meet personal and communal needs in second-wave civilizations and today
- Role of technology and innovation as a response to and driver of changes in society
- Immediate and lasting impacts of innovations and technological developments from different second-wave civilizations
- How changes in technology (ex. transportation, communication, etc.) influence the spatial connections among human settlements and affect the spread of ideas and culture
- Significance of key innovations in second-wave China

Module 5: How do beliefs spread?

In this module, students explore five widely practiced religions: Hinduism, Buddhism, Judaism, Christianity, and Islam. They examine primary and secondary sources to investigate the origins and core beliefs of each religion – including founders, sacred texts, and practices – in order to identify trends in how beliefs spread to new regions and groups of people. Students then make connections across these religions and curate artifacts to showcase some of the ways that religious beliefs spread and gained influence before, during, and just after the era of second-wave civilizations.

Module Topics:

- Origins, practices, and major tenets of Buddhism, Hinduism, Judaism, Christianity, and Islam
- Role of religion in unifying and governing expanding territories with diverse populations
- Relationship between the growing interactions of peoples of the second-wave world and the spread of religion
- How sacred texts facilitate the spread of ideas and connect people across distance and generations
- How religion shapes cultural expression on an individual and global scale (ex. customs, artistic expression, creation stories, architecture of sacred spaces)
- Influence of various belief systems on contemporary cultures and events

Module 6: How does a government's structure impact participation in government?

Students investigate the relationship between people and governments in second-wave civilizations, with an emphasis on early experiments with democracy. They explore the structure of government, including its institutions, decision-making processes, and the rules that determine who can participate. They use this lens of structure and participation to compare Athens, Sparta, and the Roman Republic, and to consider the influence of these governments on collective decision-making in the past and today.

Module Topics:

- Significance of legal codes and philosophical ideas in the development of large regional empires
- Origins of democracy in ancient Greece, and the development of the Roman Republic
- How governments, politics, and civil organizations impact our lives and the way we live together
- Key characteristics of government (ex. laws, rights, government structures, etc.)
- Differences between types of government (ex. dictatorship, totalitarianism, democracy)
- Rights and responsibilities of citizens, civic participation, and the role of a constituency in collective decision-making

Module 7: How might a single decision shape the course of history?

The second-wave civilization of Rome grew and transformed over centuries, becoming at its peak an empire stretching from the Arabian peninsula to Britain. Even to the present day, the causes of the decline and fall of the Roman Empire remain the subject of active debate among historians. Students join in this debate by examining numerous decisions made throughout the history of the empire, and the connections among them, through the creation of a causal chain. The investigation culminates by inviting students to make a claim about which of these decisions was most consequential to the eventual collapse of the Western Roman Empire.

Module Topics:

- Important hemispheric interactions and temporal developments during an era of increasing regional power, religious expansion, and the collapse of empires
- Role of historical perspectives in analyzing global issues faced by humans long ago and today
- Cause and effect relationship between decisions and their impacts
- Role of religion and the decentralization of political authority in the fall of the Roman Empire
- Key events that allowed for the creation of new empires in the region
- History of the Roman Empire as seen through the lens of the decisions of major leaders (ex. Julius Caesar, Octavian, Nero, Constantine, and others)

Module 8: Synthesize and Conclude

Students reflect on key learning from throughout the Inquiry to synthesize findings and draw conclusions as they prepare to take action. They consider the call to action in light of new learning and generate ideas about challenges and opportunities in their own context. Then, they work together to develop an Inquiry Challenge Statement that describes the action they will take, the product they will create, the people they will affect, and the goals they will work toward in the Action Module.

Module Topics:

- Synthesizing findings from the module to draw conclusions about how second-wave civilizations can inform the ways we recognize and respond to influences in the world today
- Reflecting on learning to identify challenges and opportunities in one's own context
- Generating, evaluating, and selecting ideas for action
- Setting goals and predicting possible outcomes in preparation for taking action
- Using a range of deliberative and democratic procedures to make decisions about how to address and act on civic problems in one's classroom and school

Module 9: Take Informed Action

Students shift focus in this module, using the conclusions and key findings from their investigation to impact the world beyond their classroom. The lessons guide students through the stages of the design process, including brainstorming and developing their ideas, creating a prototype, evaluating and improving their work based on feedback, and preparing to share the work publicly. Finally, they reflect on the knowledge and skills they developed during the Inquiry.

Module Topics:

- Drawing on disciplinary concepts to explain opportunities for addressing local, regional, or global problems
- Generating, evaluating, and implementing ideas to act on civic challenges in the school or wider community
- Using feedback to develop and iterate on a solution to a challenge
- Taking ownership of work in terms of quality, degree of challenge, revision, and completion
- Communicating conclusions and solutions that center around how we can recognize and respond to influences in the world around us