Big History Project

2022/23 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 22 | 2 weeks |
| 2 | September 6 | 3 weeks |
| 3 | September 26 | 3 weeks |
| 4 | October 17 | 3 weeks |
| 5 | November 7 | 3 weeks |
| Unit 5 PBL | December 5 | 2 weeks |
| 6 | January 3 | 3 weeks |
| 7 | January 23 | 4 weeks |
| Unit 7 PBL | February 21 | 2 weeks |
| 8 | March 6 | 4 weeks |
| 9 | April 3 | 4 weeks |
| 10 | May 1 | 4 weeks |

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

# Big History Project Outline

# Unit 1—What Is Big History?

*Start Date: August 22, 2022 (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 those elements in writing.

**Unit 1 Driving Question:** Why do we look at things from far away and close up?

**1.0—Welcome to Big History**

1. **Activity:** History as Mystery
2. **Activity***:* Easter Island Mystery
3. **Read:** ”What Happened on Easter Island?”
4. **Activity:** Vocab – Word Wall
5. **Watch:** *Unit 1 Overview*
6. **Watch:** *What Is Big History?*
7. **Watch:** *Crash Course Big History: The Big Bang*
8. **Activity***:* Big History Website Scavenger Hunt
9. **Watch:** *A Big History of Everything* – H2 *(Clip 0:00 to 8:20)*
10. **Closing:** Investigation 0
11. Lesson 1.0 Quiz

### 1.1—Scale

1. **Activity**: Scale - History of Me
2. **Watch:** *To Scale: The Solar System*
3. **Activity:** Vocab Tracking
4. **Activity:** Threshold Name Game
5. **Activity:**Three Close Reads – Introduction
6. **Read:“**Big History Overview”
7. **Activity**: DQ Notebook
8. **Activity**: Scale – Big History on a Football Field
9. **Activity:** Scale – Human History on a String
10. **Activity:** Scale –Timelines

**Timeline:** The Big Bang

1. Lesson 1.1 Quiz

### 1.2—Origin Stories

1. **Watch:** *Big Questions –* H2
2. **Activity**: Intro to Origin Stories
3. **Read:** “Origin Stories Introduction”
4. **Read:** “Origin Story: Modern Scientific”
5. **Activity:** Origin Stories Article Collection
6. **Read:** “Origin Story: Chinese”
7. **Read: “**Origin Story Judeo-Christian”
8. **Read:** “Origin Story: Iroquois”
9. **Read:** “Origin Story: Maya”
10. **Read:** “Origin Story: Greek”
11. **Read:** “Origin Story: Zulu”
12. **Read:** “Origin Story: Efik”
13. **Read:** “Cosmology and Faith”
14. Lesson 1.2 Quiz

### 1.3—Claim Testing

1. **Opening**: Claim Testing – Snap Judgment
2. **Activity:** DQ Notebook
3. **Activity:** Vocab – Live Concept Mapping
4. **Read:** “Approaches to Knowledge”
5. **Watch:** *How Do We Decide What to Believe*?
6. **Activity:** Claim Testing –What are the Claim Testers?
7. **Activity***:* Analyzing Investigation Writing – Claim and Focus
8. **Activity:**Claim and Focus Warmup
9. **Closing:** Investigation 1
10. **Activity:**Claim and Focus Revision
11. Lesson 1.3 Quiz

# Unit 2—The Big Bang

*Start Date: September 6, 2022 (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 scholars from different disciplines 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, Leavitt, and Hubble on a timeline and explain what each added to our collective understanding of the structure of the Universe.
5. Identify the use of evidence in historical writing.

**Unit 2 Driving Questions:**

* How and why do individuals change their minds?
* How and why did human understanding of the Universe change? (WH)

### 2.0—The Big Bang

1. **Activity:** Causation: Natural Disasters
2. **Watch:** *Unit 2 Overview*
3. **Activity:** Vocab – Word Wall
4. **Watch:** *A Big History of Everything –* H2 *(Clip 8:25 to 12:04)*
5. **Read:** “Complexity and Thresholds”

**Threshold Card:** Threshold 1 – The Big Bang

1. **Activity:** Narrative and Thresholds – The Big Bang
2. **Watch:** *Threshold 1 – The Big Bang*
3. **Activity:**This Threshold Today: The Big Bang
4. **Watch:** *Questions About the Big Bang*

**Timeline:** The Big Bang

1. **Closing**: Big Bang Infographic
2. Lesson 2.0 Quiz

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

1. **Activity**: Claim Testing – Authority
2. **Activity**: DQ Notebook
3. **Activity:** Vocab Tracking
4. **Watch:** *Crash Course Big History: Why Cosmic Evolution Matters*
5. **Activity:** Three Close Reads for Graphic Biographies – Introduction
6. **Read:** Chien-Shiung Wu – Graphic Biography
7. **Activity:** Scale – Changing Views Timeline
8. **Read: “**Claudius Ptolemy”
9. **Read:** “Nicolaus Copernicus”
10. **Read:** “Galileo Galilei”
11. **Read:** “Isaac Newton”
12. **Read:** Henrietta Leavitt
13. **Read:** “Edwin Hubble”
14. **Read:** “Standing on the Shoulders of Invisible Giants”
15. **Activity:** Views of the Universe Debate
16. **Read:** “The Missing Link?: The Maragha Observatory”
17. Lesson 2.1 Quiz

### 2.2 —What Are Disciplines?

1. **Opening:** Disciplines – Who Knows What?
2. **Activity**: DQ Notebook
3. **Activity:** Vocab – Word Wheel
4. **Watch:** *Are We Alone? –* H2
5. **Watch:** *Ways of Knowing – Introduction to Cosmology*
6. **Watch:** *Ways of Knowing – Introduction to Astrophysics*
7. **Read:** Vera Rubin – Graphic Biography
8. **Activity**: Disciplines – What Do You Know? What Do You Ask?
9. **Activity***:* Analyzing Investigation Writing – Use of Evidence
10. **Activity:**Analysis and Evidence Warmup
11. **Closing**: Investigation 2
12. **Activity:**Analysis and Evidence Revision
13. Lesson 2.2 Quiz

# Unit 3—Stars & Elements

*Start Date: September 26, 2022 (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.
8. Identify the use of BHP concepts in Investigation writing.

**Unit Driving Question:** How can looking at the same information from different perspectives pave the way for progress?

### 3.0—How Were Stars Formed?

1. **Opening:** The Life of a Star

**Infographic:** Lifecycle of Stars

**Timeline:** Stars

1. **Watch:** *Unit 3 Overview*
2. **Activity:** Vocab – Word Wall
3. **Watch:** *How Were Stars Formed?*

**Threshold Card:** Threshold 2: Stars Light Up

1. **Activity:** Narratives and Thresholds – The Stars Light Up
2. **Watch:** *Threshold 2 – Stars Light Up*
3. **Read:** Cecilia Payne-Gaposchkin – Graphic Biography
4. **Activity:** Causation – Star Formation Part 1
5. **Watch:** *A Big History of Everything –* H2 *(Clip 12:05 to 16:47)*
6. **Activity:** This Threshold Today: Stars Light Up
7. **Activity**: DQ Notebook
8. **Closing:** Star Comics
9. Lesson 3.0 Quiz

### 3.1—Creation of Complex Elements

1. **Opening**: Is It in There?

**Threshold Card:** Threshold 3: New Chemical Elements

1. **Activity:** Narratives and Thresholds – New Chemical Elements
2. **Activity:** Vocab Tracking
3. **Watch:** *Threshold 3 – New Chemical Elements*
4. **Watch:** *What Did Stars Give Us?*
5. **Watch:** *Crash Course Big History: Why Star Stuff Matters*
6. **Read:** Subrahmanyan Chandrasekhar – Graphic Biography
7. **Activity:** Causation – Star Formation Part 2
8. **Read:** “A Little Big History of Silver”
9. **Closing:** Superhero Element
10. Lesson 3.1 Quiz

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

1. **Opening:** Claim Testing – Intuition
2. **Activity**: DQ Notebook
3. **Activity:** Vocab – Word Relay
4. **Watch:** *Ways of Knowing – Intro to Chemistry*
5. **Activity**: Disciplines – What Do You Know? What Do You Ask?
6. **Watch:** *The Periodic Table: Crash Course Chemistry #4*
7. **Read:** “Pure Metal: Jābir ibn Hayyān”
8. **Read:** “Dmitri Mendeleev: Building the Periodic Table of Elements”
9. **Read:** “Marie Curie: Chemistry, Physics, and Radioactivity”
10. **Activity:** Scale – Timelines and Periodization
11. **Activity***:* Analyzing Investigation Writing – Applying BHP Concepts
12. **Activity**: Organization Warm-Up
13. **Closing:** Investigation 3
14. **Activity**: Organization Revision
15. Lesson 3**.**2 Quiz

# Unit 4—Our Solar System & Earth

*Start Date: October 17, 2022 (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?

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

1. **Opening**: Planet Card Sort
2. **Watch**: *Unit 4 Overview*
3. **Activity:** Vocab – Word Wall

**Threshold Card:** Threshold 4 – Earth & the Solar System

1. **Activity:** Narratives and Thresholds – Earth & the Solar System

**Timeline:** Earth and the Solar System

1. **Watch:** *Threshold 4 – Earth & the Solar System*
2. **Watch:** *How Did Earth and the Solar System Form?*
3. **Read:** “How Our Solar System Formed”
4. **Activity:** Causation – Categorizing Causes
5. **Read:** The Rocket Scientist: Mary Golda Ross – Graphic Biography
6. **Activity:** Active Accretion
7. Lesson 4.0 Quiz

### 4.1—What Was Young Earth Like?

1. **Opening:** Analyzing Investigation Writing – Organization
2. **Activity:** DQ Notebook
3. **Activity:** Vocab Tracking
4. **Watch:** *What Was the Young Earth Like?*

**Infographic:** Chemical Abundances: Earth’s Crust

**Infographic:** Chemical Abundances: The Sun

**Infographic:** Chemical Abundances: The Universe

1. **Watch:** *The Early Atmosphere*
2. **Closing:** This Threshold Today – Earth and the Solar System
3. Lesson 4.1 Quiz

### 4.2—Why Is Plate Tectonics Important?

1. **Watch:** *Crash Course Big History: The* *Solar System & the Earth*
2. **Watch:** *Our Shifting Globe*
3. **Read:** “Why We're All Lava Surfers”
4. **Closing**: Biography of a Continent
5. Lesson 4.2 Quiz

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

1. **Opening:** Vocab – Word Sneak
2. **Activity:** DQ Notebook
3. **Watch:** *Introduction to Geology*
4. **Read:** “Alfred Wegener & Harry Hess”
5. **Activity:** Claim Testing – Evidence
6. **Read:** Marie Tharp – Graphic Biography
7. **Read:** “Eratosthenes”
8. **Watch:** *Introduction to the Geologic Time Chart*
9. **Read:** “Principles of Geology”
10. **Activity:** Disciplines – What Do You Know? What Do You Ask?
11. **Read:** “The Universe Through a Pinhole: Ibn al-Haytham”
12. **Activity:** Was There Science Before the Scientific Revolution?
13. **Activity***:* Revising Investigation Writing – Claim and Focus
14. **Closing**: Investigation 4
15. Lesson 4.3 Quiz

# Unit 5—Life

*Start Date: November 7, 2022 (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?

### 5.0—What Is Life?

1. **Opening**: DQ Notebook
2. **Watch**: *Unit 5 Overview*
3. **Activity:** Vocab – Word Wall
4. **Watch:** *A Big History of Everything –* H2 *(Clip 26:45 to 39:42)*
5. **Activity:** How Closely Related Are We?

**Timeline:** Life

1. **Watch:** *Crash Course Big History: The Origin of Life*
2. **Read:** “Life and Purpose”
3. Lesson 5.0 Quiz

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

1. **Opening:** Spontaneous Generation
2. **Activity:** Vocab Tracking
3. **Watch:** *How Did Life Begin and Change?*

**Threshold Card:** Threshold 5 – Life on Earth

1. **Activity:** Narratives and Thresholds – Life
2. **Watch:** *Mini-Thresholds of Life*
3. **Activity:** Are These the Right Mini Thresholds of Life?
4. **Watch:** *Life in All Its Forms*
5. **Read:** The Collector: Ynés Mexía – Graphic Biography

**Infographic:** Taxonomy: The Tree of Life

1. **Activity:**The Tree of Life
2. **Watch:***Crash Course Big History: Why the Evolutionary Epic Matters*
3. Lesson 5.1 Quiz

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

1. **Opening**: Living in the Extremes of the Biosphere
2. **Activity:** Vocab – What’s My Word?
3. **Activity:** DQ Notebook
4. **Read:** “What Is the Biosphere?”

**Infographic:** Chemical Abundances: The Oceans

**Infographic:** Chemical Abundances: A Meteorite

**Infographic:** Chemical Abundances: Human Body

1. **Watch:** *How Do Earth and Life Interact?*
2. **Activity:** A Year in the Life of a Species
3. **Watch:** *How We Proved an Asteroid Wiped Out the Dinosaurs*
4. Lesson 5.2 Quiz

### 5.3—Ways of Knowing: Life

1. **Image Gallery:** Voyage of the Beagle
2. **Activity**: The Voyage of the Beagle
3. **Read:** “Darwin, Evolution, and Faith”
4. **Read:** “Crick, Watson, & Franklin”
5. **Read:** Henrietta Lacks – Graphic Biography
6. **Watch:** *Codes – H2*
7. **Activity:** Claim Testing – Life
8. **Activity***:* Scale – Evolution and Life Timeline
9. **Activity***:* Revising Investigation Writing – Use of Evidence
10. **Closing:** Investigation 5
11. Lesson 5.3 Quiz

# Unit 6—Early Humans

*Start Date: January 3, 2023 (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?

### 6.0—How Our Ancestors Evolved

1. **Activity:** Vocab – Word Wall
2. **Watch**: *Unit 6 Overview*
3. **Opening**: Early Ancestors

**Threshold Card:** Threshold 6 – Collective Learning

**Timeline:** Early Humans

1. **Watch:** *Threshold 6: Humans and Collective Learning*
2. **Watch:** *Crash Course Big History: Human Evolution*
3. **Activity**: Evolution Comic
4. **Read:** “Lucy and the Leakeys”
5. **Read:** “Jane Goodall”
6. Lesson 6.0 Quiz

### 6.1—Ways of Knowing: Early Humans

1. **Opening:** Vocab Tracking
2. **Activity**: DQ Notebook
3. **Watch:** *Intro to Anthropology*
4. **Watch:** *Intro to Archaeology*
5. **Activity**: Disciplines – What Do You Know? What Do You Ask?
6. **Activity**: Historos Cave
7. **Closing**: Little Big History Kickoff
8. Lesson 6.1 Quiz

### 6.2—Collective Learning

1. **Opening**: Collective Learning Snap Judgment
2. **Read:** “Collective Learning” (Part 1)
3. **Watch:** *Crash Course Big History: Why Human Evolution Matters*
4. **Watch:** *Common Man –* H2
5. **Watch:** *Early Evidence of Collective Learning*
6. **Activity:** Culture and Collective Learning Debate
7. **Closing:** Causation –Alphonse the Camel
8. Lesson 6.2 Quiz

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

1. **Opening:** DQ Notebook
2. **Watch:** *How Did the First Humans Live?*
3. **Read:** “Foraging”
4. **Activity:** Claim Testing – Early Humans
5. **Watch:** *From Foraging to Food Shopping*
6. **Activity:** Hunter Gatherer Menu
7. **Watch:** *Crash Course Big History:**Why Human Ancestry Matters*
8. **Activity:** Human Migration Patterns
9. **Read:** Ales Hrdlicka – Graphic Biography
10. **Read:** George McJunkin – Graphic Biography
11. **Activity:** Little Big History – Choosing Your Focus
12. **Activity***:* Revising Investigation Writing – Applying BHP Concepts
13. **Closing:** Investigation 6
14. Lesson 6.3 Quiz

# Unit 7—Agriculture & Complex Societies

*Start Date: January 23, 2023 (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 Questions:**

* To what extent was farming an improvement over foraging?
* What makes human societies similar and different? (WH)
* Why do societies collapse? (WH)

### 7.0—The Rise of Agriculture

1. **Activity:** Vocab – Word Wall
2. **Watch:** *Unit 7 Overview*
3. **Activity**: This Threshold Today – Agriculture

**Threshold Card:** Threshold 7 – Agriculture

**Timeline:** Agriculture and Complex Societies

1. **Watch:** *Threshold 7: Agriculture*
2. **Activity**: DQ Notebook
3. **Watch:** *Why Was Agriculture So Important?*
4. **Watch**: *Jacqueline Howard Presents: History of Domestic Animals*
5. **Read:** “Collective Learning” (Part 2)
6. **Activity**: Biography of a Crop

**Infographic**: Agriculture and Civilization

1. **Read:** “What’s for Dinner Tonight? Evidence of Early Agriculture – The First Farmers”
2. **Closing**: Little Big History Biography
3. Lesson 7.0 Quiz

### 7.1—The First Cities and States Appear

1. **Activity:** Vocab Tracking
2. **Watch:** *Where and Why Did the First Cities and States Appear?*
3. **Read:** “Agrarian Civilizations: Introduction”
4. **Activity**: Comparing Civilizations
5. **Read:** “Uruk”
6. **Read:** “Mesoamerica”
7. **Read:** “Jericho”
8. **Read:** “East Asia”
9. **Read:** “Greco-Roman”
10. **Read:** *“*Aksum”
11. **Read:** *“*Ghana”
12. **Read:** “We’re Not in Kansas Anymore: The Emergence of Early Cities’”
13. **Read:** *“*The Origin of World Religions”
14. **Closing:**Early Civilization Museum Project
15. **Activity:**Comparing More Civilizations
16. Lesson 7.1 Quiz

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

1. **Opening:** Social Status, Power, and Human Burials
2. **Watch:** *Intro to History*
3. **Read:** “Recordkeeping and History”
4. **Read:** Ibn Khaldun – Graphic Biography
5. **Activity:** Disciplines – What Do You Know? What Do You Ask?
6. **Watch:** *Crash Course Big History: Migrations & Intensification*
7. **Activity**: DQ Notebook
8. **Read:** “The Origin of Agriculture in Africa”
9. **Read:** Ibn Bassal – Graphic Biography
10. **Activity:** Little Big History – Research Questions
11. **Activity:** The Rise, Fall, and Collapse of Civilizations
12. **Closing:** Were They Pushed or Did They Jump?
13. **Activity:** Revising Investigation Writing – Sentence Starters Part 1
14. **Closing:** Investigation 7
15. Lesson 7.2 Quiz

# Unit 8—Expansion & Interconnection

*Start Date: March 6, 2023 (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.
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 Driving Question**: What are the positive and negative impacts of interconnection?

### 8.0—Expansion

1. **Opening:** What Caused Expansion?
2. **Watch:** *Unit 8 Overview*
3. **Activity:** Vocab – Word Wall
4. **Opening**: DQ Notebook
5. **Watch:** *Why Did Civilization Expand?*

**Timeline:** Expansion and Interconnection

1. **Watch:** *Crash Course Big History: The Modern Revolution*
2. **Activity:** World Zone Game
3. **Read:** “The Four World Zones”
4. **Closing:** Causation – The Modern Revolution
5. Lesson 8.0 Quiz

### 8.1—Exploration & Interconnection

1. **Opening:** World Travelers
2. **Activity:** Vocab Tracking
3. **Watch:** *Crash Course Big History: Why Early Globalization Matters*
4. **Read**: “China: The First Great Divergence”
5. **Read: “**An Age of Adventure**”**
6. **Activity:** An Age of Adventure
7. **Read:** “Ibn Battuta”
8. **Read: “**Marco Polo”
9. **Read:** “Zheng He”
10. **Activity:** Who is Missing?
11. **Activity:** Explorers Mini Project
12. **Watch:** *Brain Boost* – H2
13. **Activity:** Human Migration Patterns II
14. **Closing:** Issues of Colonization Mini Project
15. **Read:** “Lion of the Sea: Ahmad ibn Mājid”
16. Lesson 8.1 Quiz

### 8.2—The Columbian Exchange

1. **Opening:** Columbian Exchange Snap Judgment
2. **Watch:** *The Columbian Exchange: Crash Course World History #23*
3. **Read:** “Investigating the Consequences of the Columbian Exchange”
4. **Read:** Athanasius Kircher – Graphic Biography
5. **Read:** “When Humans Became Inhumane: The Atlantic Slave Trade”
6. **Activity:** Columbian Exchange Timeline
7. **Closing:** Columbian Exchange Infographic
8. Lesson 8.2 Quiz

### 8.3—Commerce & Collective Learning

1. **Opening:** Quick Poll – Has the Scientific Revolution Ended?
2. **Activity:** DQ Notebook
3. **Watch***: Jacqueline Howard Presents: The History of Money*
4. **Read:** “One Lump or Two?The Development of a Global Economy”
5. **Watch:** *Systems of Exchange and Trade*
6. **Read:** “The First Silk Roads”
7. **Activity:** Claim Testing – Expansion and Interconnection
8. **Read:** “Lost on the Silk Road”
9. **Read:** Mau Piailug – Graphic Biography
10. **Read:** “A Curious Case: African Agrarianism”
11. **Activity:** Personal Supply Chain
12. **Activity:** Little Big History – Final Project
13. **Read:** “She Blinded Me with Science: Collective Learning and the Emergence of Modern Science”
14. **Read:** “Thank You for Algebra: Muhammad ibn Musa al-Khwarizmi”
15. **Read:** “Benjamin Banneker: Science in Adversity”
16. **Activity:** Debate: Has the Scientific Revolution Ended?
17. **Activity***:* Revising Investigation Writing – Sentence Starters Part 2
18. **Closing:** Investigation 8
19. Lesson 8.3 Quiz

# Unit 9—Acceleration

*Start Date: April 3, 2023 (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 Driving Question**: To what extent has the Modern Revolution been a positive or a negative force?

### 9.0 –Transitions, Thresholds, and Turning Points in Human History

1. **Opening:** Scale -Periodizing Big History

**Timeline:** The Modern Revolution

1. **Watch:** *Unit 9 Overview*
2. **Activity:** A Day in the Life

**Threshold Card:** Threshold 8 – The Modern Revolution

1. **Watch:** *Threshold 8: The Modern Revolution*
2. **Closing:** Scale –How Would You Periodize Human History?
3. Lesson 9.0 Quiz

### 9.1—Acceleration

1. **Opening:** The Appetite for Energy
2. **Activity**: Vocab – Word Wall
3. **Activity**: DQ Notebook
4. **Watch:** *Coal, Steam, and The Industrial Revolution: Crash Course World History #32*
5. **Read:** “The Industrial Revolution”
6. **Watch:** *How Did Change Accelerate?*
7. **Read: “**Acceleration”
8. **Activity:** Debate: Is Change Accelerating?
9. Lesson 9.1 Quiz

### 9.2—The Anthropocene

1. **Watch:** *Crash Course Big History: The Anthropocene and the Near Future*
2. **Activity:** Vocab Tracking
3. **Read:** “The Anthropocene”
4. **Read:** “Anthropocene Africa”
5. **Watch:** *Solving the Maize: A Big History of Food Complexity*
6. **Activity:** Graphing Population Growth
7. **Closing:** The Impact of Population Growth Essay
8. Lesson 9.2 Quiz

### 9.3—Changing Economies

1. **Opening:** DQ Notebook
2. **Read: “**Collective Learning” (Part 4)
3. **Watch:** *A Big History of Everything –* H2 *(Clip 1:07 to 1:14)*
4. **Read:** “Smith, Marx, and Keynes”
5. **Activity:**This Threshold Today: The Modern Revolution
6. **Activity***:* Revising Investigation Writing: Sentence Starters Part 3
7. **Closing**: Investigation 9
8. Lesson 9.3 Quiz

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

1. **Opening:** New Jobs
2. **Watch:** *How Was the Modern World Created*
3. **Read:** “Why Is that T-Shirt So Cheap? The Origins of the Industrial Revolution”
4. **Watch:** *Globalization I – The Upside: Crash Course World History #41*
5. **Read:** George Washington Carver – Graphic Biography
6. **Closing:** What Role Did Industrialism Play in Creating the Modern World?

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

1. **Opening**: Who Are You? Braided Identities Quick Poll
2. **Activity:** Forming the Concept of Nationalism
3. **Read:** “You Say You Want a Revolution: Political Change on Both Sides of the Atlantic”
4. **Watch:** *Imperialism: Crash Course World History #35*
5. **Read: “**Imperialism and Resistance Shape a Modern World: 1850 – 1914”
6. **Closing:** Rights and Resistance Timeline

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

1. **Read:** “Crisis and Conflict on the Global Stage”
2. **Activity:** Understanding the Causes of World War I
3. **Watch:** *Archdukes, Cynicism, and World War I: Crash Course World History #36*
4. **Activity:** Understanding the Consequences of the Global Depression
5. **Watch:** *World War II: Crash Course World History #38*
6. **Activity:** Propaganda and World War II
7. **Read:** “A Bird’s Eye View: Acceleration and Global Chaos in the Early Twentieth Century”
8. **Closing:** Mapping the World: 1914, 1945, 1985, Today

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

1. **Activity:** Comparing Most Populous Cities by Century, 1500 to Present
2. **Read:** “And Then Gandhi Came: Nationalism, Revolution, and Sovereignty”
3. **Read:** Wang Zhenyi – Graphic Biography
4. **Read:** Declaration of Rights Documents Reading List
5. **Activity:** Comparing Rights Documents
6. **Closing:** Democratic and Independent States Timeline

# Unit 10—The Future

*Start Date: May 1, 2023 (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?

### 10.0—Looking Back

1. **Opening**: Timeline Review

**Timeline:** Big History

1. **Watch:** *Unit 10 Overview*
2. **Activity**: Vocab – Word Wall
3. **Watch:** *The History of Everything – TED*
4. **Activity**: DQ Notebook
5. **Activity:** Scale – Review
6. **Closing**: Disciplines: What Do You Know? What Do You Ask?
7. Lesson 10.0 Quiz

### 10.1—The Biosphere

1. **Opening:** Natural Disasters
2. **Activity:** Vocab Tracking
3. **Watch:** *Globalization II – Good or Bad: Crash Course World History #42*
4. **Watch:** *The Atmosphere and Climate*
5. **Read:** Eunice Foote – Graphic Biography
6. **Watch**: *Jacqueline Howard Presents: A Day on Mars*
7. **Activity**: Gapminder Card Sort
8. **Closing**: Visions of the Future
9. Lesson 10.1 Quiz

### 10.2—Looking Forward

1. **Watch:** *A Big History of Everything – H2*
2. **Read:** “Complexity and the Future”

**Threshold Card:** Threshold 9 – The Future

1. **Watch:** *Bill Gates: Vi*s*ions of the Future*
2. **Watch:** *Crash Course Big History: The Deep Future*
3. **Read:** Satyendra Nath Bose – Graphic Biography
4. **Read:** “Biography of Sylvester James Gates, Jr”
5. **Activity**: DQ Notebook
6. **Activity:** The Future of Our Planet
7. Lesson 10.2 Quiz