

Bridging History: LEARNING PLAN/UNIT ONE, Beginnings 25 Aug – 2 October

Theme 1, the “**Doing History**” theme is about learning how “constructive learning” works, and about how to conduct yourself in the Bridging History class. You will acquire an important tool for understanding primary source documents with APPARTS. Here, we’ll learn about the beginnings of our human history and the limitations of history.

Big Ideas: **1.** World historians try to integrate the human past into a comprehensive big picture that emphasizes the shared experiences of all humans. **2.** World historians also understand that the human past is marked by important differences between peoples across space and time, and try to place that difference in a common historical context.

Questions to Consider: **1.** How do I conduct myself in this class? **2.** How do I get the grade I want in this class? **3.** How do I find information about this class as and when I need it? **4.** How do historians analyze primary source documents? **5.** What kinds of geographical (space) and chronological (time) frameworks do world historians use? **6.** What are the units of analysis (theme) used by world historians, and how do these differ from those used in other fields of history? **7.** Why are so many historians interested in studying world history at this particular moment in our own history? **8.** What is the purpose of studying world history?

Topic	Assignment	Objective(s)
Class Procedures	Memorize “Class Procedures” ¹ & understand “Constructive Learning (CL) Defined” ²	<i>Know</i> how to act in class <i>Know</i> what to bring to class <i>Know</i> what to do when absent <i>Know</i> how the grading system works <i>Define</i> the terms used in CL
Document Analysis	Memorize the APPARTS ³ acronym	<i>Define</i> each of the terms used to analyze documents
Maps, Time & Units of Analysis	Watch the video or read the transcript. Close read the handout	<i>Know</i> the kinds of geographical and chronological frameworks world historians use <i>Compare</i> these units of analysis with those used in other fields of history <i>Analyze</i> why many historians became interested in studying world history in the late twentieth century <i>Explain</i> the purpose of studying world history
Document Analysis	Create an APPARTS sheet for either “The Song to Osiris” OR the Kangnido Map	<i>Explain</i> the gist of the document (what is he/she saying?) <i>Evaluate</i> the author’s Point of View in the document <i>Speculate</i> on the author’s motives

¹ Refer to the handout (all handouts are also available on the class web site, BinghamPlace.com)

² Handout

³ Handout

Theme 2, the History & Memory theme is about understanding that individual and collective memories are the substance of history, whether that history is of the family, community, nation, or world. Representations of the past — including written archives, monuments, museums, and oral stories — help construct social memory, but they can also be challenged by competing counter-memories.

- Big Ideas:**
1. Shared remembrance, also called social memory, integrates people (makes them members of something) at many different levels — from the family to the nation to the international arena.
 2. Different individuals and groups often have competing social memories because of their different experiences and perspectives. These competing social memories (also called counter-memories) can challenge and even change dominant versions of the past.
 3. History, as a form of social memory, is dynamic and always changing because different people record it for different purposes and audiences.

- Questions to Consider:**
1. What are some of the different ways individuals and groups remember and represent the past?
 2. What are some of the causes that prompt professional historians to reinterpret and ask new questions of the past?
 3. What are some of the ways twentieth-century world historians have helped to shape collective memories of the past?
 4. Why is commemoration of the past a source of conflict, and how do individuals and groups challenge the collective memories of other individuals and groups?

Topic	Assignment	Objective(s)
Commemorating Columbus ⁴	Watch the video or read the transcript. Views of Columbus Timeline	<i>Identify</i> different ways individuals and groups remember and represent the past <i>Explain</i> some of the causes that prompt professional historians to reinterpret and to ask new questions of the past <i>Determine</i> why commemorating the past is publicly debated <i>Identify</i> ways individuals and groups challenge the collective memories of other individuals and groups <i>Apply</i> the differing views of Columbus to their chronological context.
Changing views of the Maya ⁵	Watch the video or read the transcript.	<i>Explain</i> how historians learned about the Maya <i>Explain</i> how technology changed the way historians viewed the Maya <i>Describe</i> the other disciplines historians used to understand the Maya
Interpreting the Past	Use of non-textual materials OR Mayan Glyphs	<i>Evaluate</i> ways of determining how “true” is community memory <i>Interpret</i> why African history typically gets less space in American textbooks of world history <i>Evaluate</i> how the increasing understanding of Mayan glyphs through epigraphy, archaeology, and ethnography reveals about the way that historians do their work

⁴ Strayer pg. 580

⁵ HAW pg. 23; Strayer pgs. 294-295

Theme 3, Human Migration is one of the most basic and continuous themes in world history. The story of human migration began over 100,000 years ago and continues today. The story of early human migrations demonstrates the ability of humans to adapt to social and environmental change. Although human populations did develop some differences from one another, they all share a common genetic heritage.

- Big Ideas:**
1. All humans are linked through their common origins in Africa.
 2. Since the time humans began to migrate out of Africa 100,000 years ago, human populations have developed different myths, languages, cultures, and physical features.
 3. Early humans moved across the earth’s landscapes in response to the challenges and opportunities posed by the environment. Global migration continues today.

- Questions to Consider:**
1. How and why did early humans migrate out of Africa and across the earth’s varied landscapes?
 2. What kinds of evidence do scholars use to trace the paths of early human migrations?
 3. How can contemporary people’s creation myths and spoken language give scholars clues about the paths of early human migrations?
 4. How have the reasons for human migration changed over time?

Topic	Assignment	Objective(s)
Out of Africa ⁶ AND Peopling of the Pacific ⁷ & Americas	Watch the video or read the transcript.	<i>Describe where & when human migrations began and the patterns they followed</i> <i>Describe the evidence historians use to trace human migrations</i> <i>Explain how historians trace human migrations (how to they use the evidence?)</i> <i>Describe how historians determined approximately when Malays migrated to Australia, the Pacific Islands, the Americas and Madagascar</i>
Bantu Migrations ⁸	Watch the video or read the transcript. Handout	<i>Explain the reasons for changes and continuities in human migrations over time</i> <i>Determine how cultural similarities add additional proof to the explanation of the Bantu migrations</i>
Creation Myths & Linguistic Evidence	Handout	<i>Evaluate the issues historians must consider when they use creation myths as evidence of the migrations of humans</i> <i>Discuss how historians might use linguistic evidence to trace the paths of humans in preliterate eras.</i>

⁶ Strayer pgs. 12 - 15

⁷ Strayer pg. 19

⁸ HAW pg 24

Theme 4, Agricultural & Urban Revolutions the human transition to agriculture dates from about 10,000 BCE, although it is likely that there was experimentation before then. By 5000 BCE agriculture had become well established in several places, including southwest Asia, southeast Asia, east Asia, and the Americas. In this “Neolithic” period — or new stone age — the transition to agriculture depended on climatic conditions and the availability of domesticable plants and animals. As a result, not all of the peoples of the world made, or were able to make, this transition. Once societies shifted to agriculture, social and political life was transformed. Stable, sedentary settlements allowed population growth and the development of more complex social structures. This, in turn, led to the development of social stratification and labor specialization, as well as the emergence of pottery-making, metallurgy, and textile production.

Big Ideas: 1. The movement from hunting and gathering to agriculture followed many different, independent paths all over the world in response to a variety of specific environments. **2.** The movement to agricultural life was usually more difficult and labor intensive than hunting and gathering. Once established, however, agricultural societies could support larger and more complex societies than hunter-gatherer societies. As settled societies grew larger, they became both more socially unequal and more destructive to local environments.

- Questions To Consider: 1.** What are some of the different patterns by which human societies around the world domesticated plants and animals?
2. When did human societies begin to settle down in urban centers, and what was early urban life like?
3. When human societies became more complex, how did this affect the ways people thought about social differences such as gender, status, and class?
4. What impact did urban technologies such as metallurgy and pottery-making have on the environment?

Topic	Assignment	Objective(s)
Agriculture, Pastoralism & Complexity ⁹ AND Cities and Their Origins ¹¹	Watch the video or read the transcript. ¹⁰	<i>Describe and define</i> the different types of societies that developed after the agricultural revolution <i>Explain</i> the costs and advantages of agriculture <i>Explain</i> the relationship between agriculture and improvements in technology <i>Describe</i> the common characteristics of early cities <i>Describe</i> how historians determined that there were differences in wealth between people in early cities <i>Explain</i> in what ways Catalhoyuk may be an exception to the early patterns in cities
Dev. Of Urban Societies	Handout	<i>Answer</i> the questions posed in the handout
The Erosion of Equality	Handout	<i>Evaluate</i> the author’s explanation for reasons for gender and class inequality <i>Discuss</i> the ways in which inequality was expressed in early agricultural societies

⁹ Strayer pg. 51

¹⁰ Be sure to read the “pre-viewing” hand out before watching the video

¹¹ Strayer 92 - 93

Theme 5, Early Belief Systems Because sources are often fragmentary, historians use art, myth, archaeology, and ethnography in conjunction with textual sources to reconstruct early religious traditions. Early religious traditions were tied to community life and experience. Protection and benefits were solicited from gods and spirits. Religious beliefs offered solace for individuals facing fear and death in a hostile world. Early religious beliefs often provided the background and foundation for later religious belief systems.

Big Ideas: 1. Religious and ethical traditions helped integrate people through common beliefs and practices.

2. Also, religious traditions often spread because of economic integration and interaction.

3. Different religious traditions can divide and separate people. In particular, monotheistic religions require a belief in only one god and a rejection of all others.

Questions To Consider: 1. How did people across the globe begin to understand themselves in relation to the natural world and to the unseen realms beyond?

2. What accounts for the emergence of early philosophical and ethical traditions?

3. How did Hinduism, Judaism, and Zoroastrianism influence the religious philosophies of Buddhism (ca. 500 BCE), Christianity (ca. 100 CE), and Islam (ca. 600 CE)?

Topic	Assignment	Objective(s)
Shinto AND Early Greece ¹² & China ¹³	Watch the video or read the transcript.	<i>Define animism</i> <i>Explain</i> the ways in which Shinto effected the development of Japanese society <i>Explain</i> what a shaman is and how that idea is related to the establishment of the Japanese emperor <i>Explain</i> the fundamental difference in the approach to the “big questions” in early Greece and China from other places <i>Identify</i> the early Greek & Chinese thinkers, their writings and ideas
Judaism, Zoroastrianism ¹⁴ Hinduism ¹⁵	Watch the video or read the transcript.	<i>Explain</i> the historical forces that lead to the establishment of these faiths <i>Identify</i> the geographic areas of each of these faiths <i>Describe</i> the basic ideas of these faiths <i>Determine</i> why these faiths lead to the later faiths of Buddhism, Christianity, and Islam
The Generation of Belief	Handout	<i>Answer</i> the questions at the end of the handout

¹² Strayer pgs. 206 - 207

¹³ HAW pgs. 6 & 13

¹⁴ Strayer pgs. 190 - 191

¹⁵ Strayer pgs. 197 - 198

Theme 6, Order in Early Societies As populations rose because of increasing food supplies (often due to agriculture), so too did the need for protecting those food supplies from outsiders. The need for defense often led to centralized leadership. Such leadership was frequently justified in terms of religious or cosmological¹⁶ forces. As societies became more centralized and more complex, they usually also became more stratified.

Big Ideas: **1.** As states became more centralized under strong rulers, populations within those states became more integrated. **2.** As state authority grew, the distribution of resources became more unequal. Whether due to religious ideas or to control technologies, this unequal distribution was expressed in increasing social, political, economic, and gender hierarchies.

Questions To Consider: **1.** Why did social complexity often lead to the centralization of power? **2.** What is the relationship between social complexity and inequality? **3.** What were some of the different ways societies created order around the world before 1000 CE? **4.** How and why do some types of political and social organizations evolve into large-scale polities¹⁷ such as empires, while others persist as small, decentralized polities?

Topic	Assignment	Objective(s)
The Evolution of the Early Chinese Empire AND Mayan Kingdoms ²⁰	Watch the video or read the transcript.	<i>Explain</i> the idea of “the Mandate of Heaven” ¹⁸ and why it was used. <i>Describe</i> the way in which scholars came to understand social structure in the Shang dynasty <i>Explain</i> the ways “Legalism” is different from “Confucianism” ¹⁹ <i>Explain</i> the ways in which Mayan ruler’s authority was based on different ideas than Chinese rulers <i>Identify</i> the time period and location of the Maya
Igbo-Ukwu ²¹	Watch the video or read the transcript.	<i>Create</i> a three column chart depicting the different means of social control utilized by these three societies Which of these societies would you preferred to have lived within? <i>Defend</i> your answer to that question.
Translations and explanations of the Shang oracle bones	Link on site	<i>Explain</i> how oracle bones prove historians’ thesis about the stratification of early Chinese society. What clues in the summary tell you that gender inequality might have been present in the Qin period?

¹⁶ Relating to the understanding of the physical universe.

¹⁷ A state, society, city, or institution regarded as a political entity.

¹⁸ Strayer pg. 90

¹⁹ Strayer 192 -193

²⁰ HAW pg. 23

²¹ Strayer 65