

### **What will we do in this class?**

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We will study both chronological and thematic historical moments in Europe, Africa, Asia, and the Americas, each of which has developed in ways that help explain present-day conditions. From the development of governments and of religious traditions to the evolution of principles that interlock science, religion, technology, economics, and politics, we will better understand the decisions people have made over time. Through our work, we will become more skilled at thinking historically; we will develop essential writing skills, particularly crafting a clear and complex thesis, integrating relevant contextual details, analyzing evidence to support a thesis, writing smoothly between organized sentences and paragraphs, and synthesizing information to build greater meaning; and more globally, we will examine historical sources, question them, connect them to others, make inferences, consider multiple perspectives, broaden our horizons, and recognize that there are limits to our own ability to understand the decisions people have made, are making, and will make.

### **What are the larger goals?**

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With this class, you will:

- Build on your ability to read, write, and speak effectively
- Develop your ability to research and learn independently
- Cultivate an understanding of yourself and of others
- Improve your ability to collaborate and work with others
- Understand how those in power have impacted different peoples and groups in history

### **What are our themes? How are our units arranged?**

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To enhance our understanding of history and situate our place within it, we will investigate notions of power, identity, and progress, all of which help to shape the human experience:

#### **Part I – South Asian Cultures**

*Unit I* – The India Subcontinent and South Asian Government, Art, Geography, Religion, and Culture

#### **Part II – The So-Called Middle Ages**

*Unit II* – Roman Decline and the Emergence of Two Abrahamic Faiths

*Unit III* – Feudalism and the Early Middle Ages

*Unit IV* – The Byzantine Empire

*Unit V* – The Late Middle Ages

*Unit VI* – The Emergence of Nations

*Unit VII* – Medieval Africa

#### **Part III – Rebirth and Reform**

*Unit VIII* – The Italian Renaissance

*Unit IX* – The Northern Renaissance and Reformation

*Unit X* – Exploration, Interactions, and Confrontations

#### **Part IV – Royal Despotism and Destined Revolution**

*Unit XI* – Nationalism and the Rise of Absolutist Monarchies

*Unit XII* – Revolution, Part I: Scientific Innovations and Advances in Political Philosophy

*Unit XIII* – Revolution, Part II: The French Revolution, and the Rise and Fall of Napoleon

Though each instructor teaches content and skills distinctively and at different paces, the order of the material is common. Each teacher's class will prepare students for general exams.

### **What is expected of students?**

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I set high expectations because I believe you are capable of completing this work. As I become more familiar with your strengths and areas of improvement, your learning will become more individualized. If you complete the work to the best of your ability, you will make the most out of this experience. Our class will rely greatly on reading, writing, and discussion, all of which require that you keep up. General responsibilities in this class include the following:

- Respect – Respect your classmates, your classroom, your teacher, and yourself
- Preparation – Be on time and ready to go (I will dismiss you on time if you begin on time)
- Engage daily – Listen attentively, contribute to class discussions, take notes, ask questions

Above all else, find joy and appreciation in your high school experience; discover what impassions you, and extend your learning in ways that benefits you and others around you.

### **What about attendance?**

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Students are expected to attend class daily and be on time. It is *your responsibility* to collect missed work, given an absence; to check the class website for updates; to have a homework partner or reliable classmate follow up with you; and, if still unclear, to communicate with me if you have any questions. You will have however many days you were absent to make up missed homework.

### **What is so important about homework?**

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Homework is an extension of in-class work. Often, it will be relevant in the context of our classwork. For example, if we study Pope Urban II's appeal to seize and reacquire the Holy Land, and you don't complete the reading, you won't be able to engage in or understand the class discussion. Similarly, we will write essays that relate to our reading assignments.

If you do not finish your homework, you may miss the connection. You are expected to complete your homework fully, according to directions, and with attention to detail. Generally, I do not accept late homework.

### **In what ways will I be assessed?**

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The quality of your work, your level of understanding, and your personal development will be assessed in a number of ways. These may include homework, formal essays, reflection pieces, individual and group projects, presentations, exhibitions, exams, classroom discussions, poetry and narrative analyses, seminars, and debates. You will always have the opportunity to re-write papers to improve your skills and content understanding.

If you seek an extension, it is critical that you take the responsibility to contact me well before the assignment is due. Extensions will not always be granted and they certainly will not be granted after the due date. You may also set up appointments to work with me before, during, or after school.

### How will I be graded?

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**Term One:** 20%

**Term Two:** 20%

**Mid-Year Exam:** 10%

**Term Three:** 20%

**Term Four:** 20%

**Final Exam:** 10%

You may be evaluated through the following assessments:

**Writing and Discussion** (*Essays, DBQs, reflections, student-centered seminars, etc.*)

**Reading and Research** (*Primary and secondary readings, research projects*)

**Content Knowledge** (*Quizzes and in-class evaluations*)

**Studentship** (*Attitude, effort, engagement, organization, homework completion*)

**Department Assessments** (*Mid-year and final exams*)

For each term, you will have three-to-four major assessments. Be aware that a term's varied duration, weather advisories, school-related events, and other extenuating circumstances may limit the number of assessments you receive.

### What is studentship?

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Studentship is a collection of habits of mind and practice you bring with you to class every day. This class requires you to contribute to class regularly and constructively. I expect you to engage in class to earn your grade.

In addition to engagement, you meet studentship requirements by completing your work, listening while others speak, giving positive feedback, speaking on topic, taking notes during discussion that will help you write later, and disagreeing with ideas rather than people. You also contribute by respecting other members of the class. No one should feel vulnerable in the room. We learn best in an atmosphere of acceptance where people can take risks. A studentship grade may be a component of your term grades.

### What do I need to be prepared?

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Each student must have writing journal or lined-notebook, as well as a binder with dividers. The binder is interactive and will contain our coursework. I highly recommend that you keep an organized, neat binder.

### Resources

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Course website – [www.abworldhistory.com](http://www.abworldhistory.com)

Walk-In Appointments – <https://www.abworldhistory.com/appointments.html>

Secondary sources – *Patterns of Interaction, Traditions and Encounters, Ways of the World*, among others  
historical textbooks

Primary sources

Articles

Excerpted videos

Films

## **Difficulty**

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There may be times when you do not understand your work. In these cases, here are some strategies to try *before* you ask me for help.

Fix-Up Strategies for Difficult Readings:

1. Make a prediction.
2. Stop and think about what you have already read.
3. Ask yourself a question and try to answer it.
4. Reflect in writing on what you have read.
5. Visualize the text.
6. Use print conventions (key words, bold words, italicized words, capital letters, and punctuation).
7. Retell what you've read.
8. Reread.
9. Notice patterns in text structure.
10. Adjust your reading rate: slow down or speed up.
11. If all of the above have failed, email me to ask for assistance.

Good readers do *not* quit when they become confused. They use fix-up strategies to repair confusion.

## **Other General Information**

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If you would like to contact me, I am generally responsive to the following contact handles:

Email: [jmishrikey@abschools.org](mailto:jmishrikey@abschools.org)

Twitter: [@mr\\_mishrikey](https://twitter.com/mr_mishrikey)

In cases of emergency, please call the school's direct lines:

Phone: 978-264-4700

Fax: 978-264-3345