



# World History Timeline



Humans originated in Africa and migrated across the Earth, creating ancient civilizations in nearly every region that could support life.

**Focus** How ancient civilizations developed and their contributions to current state of the world. Look at geography, religions (Buddhism, Christianity, Hinduism, Islam and Judaism) and government.

World history has multiple examples of revolutionary times and movements.

**Focus** on time period 1750-1914, Look at the processes of revolution, impact of Scientific and Industrial revolutions, the Reformation, the French revolution. Investigate Napoleon, Martin Luther, James Watt, Isaac Newton, Madame Curie, and Anton Van Leeuwenhoek.

World events of the 20<sup>th</sup> century affect the world today.

**Focus** Key events, ideas, leaders (WWI, WWII, Cold War, the Korean War, Vietnam War, Asian economies, and any others the 6<sup>th</sup> grade team would like to focus on.)

There are certain rights that all humans on the earth should have.

**Focus** on the rights considered essential for all humans and propose steps that individual students can take to protect these rights.



The Middle Ages and Renaissance were epochs of great impact on our modern world. The expansion of knowledge, technology and global interconnectedness set in motion changes that still resonate today.

**Focus** in how geography affected economic and cultural expansion, the importance of religion, how governance led to self-rule and the Renaissance as a rebirth of cultural and intellectual pursuits.

Students should understand current global issues and their rights and responsibilities. The remainder of this timeline will show the objectives under this important standard.

**Focus** on the individual objectives from the 20<sup>th</sup> and 21<sup>st</sup> centuries listed next on the timeline

Explore current global issues facing our world today and identify potential solutions.

**Focus** on pressing issues we are facing in the world. Identify potential solutions to these issues. Identify individuals and groups making positive change in the world today.

There are certain responsibilities that all humans who live in the world today have.

**Focus** what responsibilities each of us have to make the world a better place and stand up for those who cannot help themselves.

As you use the *Journeys* textbook, you might teach in a different order so that the readings you do could be used to align with US chronological eras. Some suggestions are noted here. By far, these don't cover the world history curriculum, but may lead into some of the discussions you'd like to have. The leveled readers are great for teaching history as well. ***We also suggest that every teacher put up a simple timeline in the classroom so that students can see when different eras occurred and help them see the chronology of world history***

**For the Ancient Civilizations standard:** *(If all four lessons are used, this would cover the Ancient Civilizations standard pretty well.)*

Lesson 17: The Emperor's Silent Army: Terracotta Warriors of Ancient China and Ancient China: Visual Arts are both good stories to give students information on ancient China.

Lesson 18: The Hero and the Minotaur and The Ancient News: Two great resources on mythology in ancient Greece.

Lesson 19: The Princess Who Became a King and Kush: These two readings are good for studying ancient Egypt.

Lesson 20: Bodies from the Ash: Life and Death in Ancient Pompeii and Since Vesuvius: Good information to round out the study of ancient civilizations.

**For the Middle Ages/Renaissance standard:**

Lesson 1: the Real Vikings: Craftsmen, Traders, and Fearsome Raiders: The Vikings were a force to be reckoned with during the Middle Ages (8<sup>th</sup> to 11<sup>th</sup> centuries)

Lesson 3: The Making of a Book and History of the Book: Since the Renaissance was a time of "awakening" and printing began, this might be a good time to talk about the beginnings of making books and others besides the religious scholars learning to read.

**For the Revolutions standard:**

Any texts you can find that examine the Scientific, Industrial or French Revolutions or the Reformation could be used. There are no readings in *Journeys* that align to this standard.

**For the Global Issues standard:**

**For the World Events, 20<sup>th</sup> century objective:**

Lesson 13: Onward: A Photobiography and The Pole! These two stories and the two that follow examine some of the modern day explorations.

Lesson 22: First to Fly: How Wilbur and Orville Wright Invented the Airplane and Young Pilot Sets Records: These readings highlight the landmark flight by the Wright Brothers and advances made in flight since then.

Lesson 15: Team Moon: How 400,000 People Landed Apollo 11 on the Moon and The Woman in the Moon. Fun stories about modern day exploration.

**For the Current Global issues objective:**

Lesson 9: Kensuke's Kingdom and Exploring Islands. These stories give students insight into other cultures and places.

Lesson 10: Children of the Midnight Sun and Native American Poetry introduce students to two diverse cultures and to highlights of their cultures.

**For the Human Rights objective:**

Lesson 24: Harriet Tubman: conductor on the Underground Railroad. And Home of the Brave: This story and poem by Langston Hughes focus on the desire of African Americans to get freedom and be treated fairly. They also focus on the bravery of those who were figures in this struggle.

Lesson 23: Number the Stars and Book Review, Number the Stars: Number the Stars shares a story of the treatment of Jews in Denmark during WWII and is a good jumping off point for a discussion on human rights.

**For the My Responsibility objective:**

Lesson 6: The Boy Who Saved Baseball and Persuading the Public. Both are good examples of ways students can make a difference in the world. These stories may help them understand what it means to looking for solutions to world problems/issues.

Lesson 14: Any Small Goodness and The Ball is in Their Court are both good resources to show how one person can be a great citizen.