Big History Project

2017/18 SAMPLE SEMESTER COURSE PLAN

BRIDGETTE BYRD O'CONNOR, BIG HISTORY TEACHER, LOUISIANA

I teach Big History to ninth graders as a semester course, with 90-minute blocks that meet every day. I use a world history emphasis, but considering I have to cover all 10 units in one semester, I do have to scale some of the lessons down. This is my fifth year teaching Big History and students thoroughly enjoy this course, with some wishing to take it again. I would highly recommend using one of the course plans as a guide, and then make it your own and stick to it. Also, the narrative of the course is the most important aspect so don't forget to emphasize thresholds of increasing complexity as you go through the course.

Profile	High school history and government teacher
School	Saint Scholastica Academy, Covington, LA
Bio	I've been teaching history and government at St. Scholastica for 8 years and this is our 4th year teaching the BHP. I grew up just outside of New Orleans and then moved to San Diego for 7 years, where I got my BA and MA in history, then moved to England for 5 years to work on my PhD. I've also lived in New Zealand, which is where my husband is from and where we had our two daughters.
Grades taught	9th and 12th
Classes per day	3
Length of time per class	90 minutes per day
Length of school year	Each semester is 18 weeks including Thanksgiving and exam weeks

BHP students per year	About 120
Base course plan	Semester
How is your course different from the standard course plan?	I teach a modified semester course plan with a concentration in world history. This schedule is for 18 weeks of classes that meet every day for 90 minutes/day.
What suggestions do you have for teachers who might choose to follow your course plan?	Make adjustments as you see fit, but definitely stick to your plan and remember to always keep the BH narrative in mind as you teach.

Note from BHP: There are a ton of videos, articles, and activities in the course so feel free to pick and choose what works best for your students. Notes have been made at the end of each unit to indicate which lessons are for BHP Science implementations, but feel free to incorporate these lessons into your own. Activities, videos, and readings that teachers use to supplement their lessons have been added in blue to the plans below.

Note: Investigations 0, 2, 6, and 9 must be submitted to the Big History Project through the website. Each of these units has an Investigation Input Form where students can copy and paste their essays. Each of these Investigations can also be submitted to BHP Score, which is a partnership with ASU that allows teachers to submit student Investigation essays for grading using the BHP Writing Rubric.

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 10	1.5 weeks
2	August 19	1.5 weeks
3	September 1	1 week
4	September 10	1 week
5	September 18	1.5 weeks
6	September 29	1.5 weeks
7	October 19	2 weeks
8	November 2	2 weeks
9	November 19	2 weeks
10	December 7	1 week

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

Program Evaluation Submission Schedule

Due Date	Unit	Item
First Week of School	1	Teacher Perception Survey
	1	Student Perception Survey
	1	Investigation 0
End of Unit 5	5	Teacher Perception Survey
	5	Student Perception Survey
	5	Student Concept Assessment
End of Unit 6	6	Investigation 6
End of Course	9	Investigation 9
	10	Teacher Perception Survey
	10	Student Perception Survey
	10	Student Concept Assessment
Upon Completion	1	Teacher Log
	2	Teacher Log
	3	Teacher Log
	4	Teacher Log
	5	Teacher Log
	6	Teacher Log
	7	Teacher Log
	8	Teacher Log
	9	Teacher Log
	10	Teacher Log

Unit 1—What Is Big History?

Start Date: August 10, 2017 (1.5 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 these elements in writing.

Unit 1 Driving Question

"Why do we look at things from far away and close up?"

Lesson 1.0—Welcome to Big History

1. Activity: Easter Island Mystery
2. Watch: *What Is Big History?*
3. Watch: *The Big Bang - Crash Course*
4. Activity: Big History Website Scavenger Hunt
5. Watch: *A Big History of Everything - H2*
6. Closing: Investigation 0

Lesson 1.1—Scale

1. Opening: *To Scale: The Solar System*
2. Activity: DQ Notebook

Lesson 1.2—Origin Stories

1. Activity: "Intro to Origin Stories"
2. Read: "Origin Stories Introduction"
3. Read: "Origin Story: Modern Scientific"
4. Activity: "Origin Stories Article Collection"
5. Read: "Origin Story: Chinese"
6. Read: "Origin Story: Judeo - Christian"
7. Read: "Origin Story: Iroquois"
8. Read: "Origin Story: Mayan"
9. Read: "Origin Story: Greek"
10. Read: "Origin Story: Zulu"
11. Read: "Origin Story: Efik"
12. Read: “Big History, Faith, and Science”

Lesson 1.3—Claim Testing

1. Opening: Claim Testing Snap Judgment
2. Activity: DQ Notebook
3. Read: "Approaches to Knowledge"
4. Watch: *How Do We Decide What to Believe?*
5. Activity: Analyzing Investigation Writing – Thesis/Major Claim and Structure

By choosing one of the History as Mystery activities to begin the course, I'm able to show students that history is much more than just memorizing dates and people, but rather historians use evidence to piece together information to understand different eras of time. It is also crucial for students to learn the key concepts in this unit as they are the basis for the entire course. I teach at a Catholic high school and we've done quite a bit of cross-curricular work with the theology and science departments to make sure that students understand the complementary nature of history, faith, and science. I have students read an excerpt from a paper I presented at the International Big History conference, which can be found on Yammer.

Note: Lesson 1.4 is for BHP Science Implementations.

Unit 2—The Big Bang

Start Date: August 19, 2017 (1.5 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 scientists 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, and Hubble on a timeline and explain what each added to our collective understanding of the structure of the Universe.

Unit 2 Driving Question

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

Lesson 2.0—The Big Bang

1. Watch: *A Big History of Everything - H2 (Clip 8:25 to 12:04)*
2. Read: "Complexity and Thresholds"
3. Watch: *Introduction to Thresholds*
4. Watch: *Threshold 1: The Big Bang*
5. Activity: Claim Testing – The Big Bang
6. Closing: Big Bang Infographic

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

1. Opening: DQ Notebook
2. Watch: *Crash Course Big History: Why Cosmic Evolution Matters*
3. Read: "Claudius Ptolemy"
4. Read: "Galileo Galilei"
5. Read: "Nicolaus Copernicus"
6. Read: "Isaac Newton"
7. Read: "Henrietta Leavitt"
8. Read: "Edwin Hubble"

Lesson 2.2—What Are Disciplines?

1. Opening: DQ Notebook
2. Watch: *Ways of Knowing - Introduction to Cosmology*
3. Watch: *Ways of Knowing - Introduction to Astrophysics*
4. Activity: Analyzing Investigation Writing – Use of Evidence
5. Closing: Investigation 2

*I complete the vast majority of this unit in order; however, I do like to have students read the biographies in Lesson 2.1 before I show them the main lecture video (*How Did Our View of the Universe Change*), as I feel it allows students to piece together these scientists' changing views before David Christian spells it out for them in the video.*

Note: Lesson 2.3 is for BHP Science Implementations.

Unit 3—Stars & Elements

Start Date: September 1, 2017 (1 week)

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.

Unit 3 Driving Question

"How can looking at the same information from different perspectives pave the way for progress?"

Lesson 3.0—How Were Stars Formed?

1. Opening: The Life of a Star
2. Watch: *How Were Stars Formed?*
3. Activity: Understanding Causes and Consequences Part 1
4. Watch: *A Big History of Everything - H2 (Clip 12:05 to 16:47)*
5. Activity: Star Comic

Lesson 3.1—Creation of Complex Elements

1. Activity: DQ Notebook
2. Watch: *Threshold 3: New Chemical Elements*
3. Watch: *What Did Stars Give Us?*
4. Watch: *Crash Course Big History: Why Star Stuff Matters*
5. Activity: Understanding Causes and Consequences Part 2

Lesson 3.2—Ways of Knowing: Stars and Elements

1. Opening: DQ Notebook

2. Watch: *Crash Course Chemistry - Periodic Table of Elements*
3. Read: "Dmitri Mendeleev - Building the Periodic Table of Elements"
4. Read: "Marie Curie - Chemistry, Physics, and Radioactivity"
5. Activity: Analyzing Investigation Writing – Use of BHP Concepts

In order to make sure to have an ample amount of time for humans and more of the world history pieces in later units, I move through this unit rather quickly. I feel as though it is important to teach students about the formation and death of stars and how this leads to new complexity but it is easy to almost get lost in relaying this information. Therefore, it is important to remember the narrative and focus on why the life and death of stars are thresholds of increasing complexity, especially as this relates to the formation of the Earth and life. The Star Comic activity is always a favorite. I've shared some student work on Yammer and also wrote a blog about using these activities in the classroom.

Note: Lessons 3.3 and 3.4 are for BHP Science Implementations.

Unit 4—Our Solar System & Earth

Start Date: September 10, 2017 (1 week)

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 to identify them.
8. Demonstrate an ability to construct an argument in writing.

Unit 4 Driving Question

"How and why do theories become generally accepted?"

Lesson 4.0—Earth & the Formation of Our Solar System

1. Opening: Planet Card Sort
2. Watch: *Threshold 4: Earth and the Solar System*
3. Watch: *How Did Earth and the Solar System Form?*
4. Read: "How Our Solar System Formed"
5. Activity: Mapping Causes

Lesson 4.1—What Was Young Earth Like?

1. Opening: DQ Notebook
2. Watch: *What Was the Young Earth Like?*
3. Watch: *The Early Atmosphere*

Lesson 4.2—Why Is Plate Tectonics Important?

1. Watch: *The Solar System and the Earth - Crash Course*
2. Activity: Claim Testing - Geology and the Earth's Formation

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

1. Opening: DQ Notebook
2. Watch: *Introduction to Geology*
3. Read: "Alfred Wegener and Harry Hess"
4. Watch: *Introduction to the Geologic Time Chart*
5. Activity: Revising Investigation Writing – Constructing and Argument

This unit is also a short one for me. This semester I used a student video from the first year I taught the course, which is a stop motion explanation of the formation of the Solar System using M&Ms and cookies, instead of the Active Accretion Activity.

Note: Lessons 4.4 and 4.5 are for BHP Science Implementations.

Unit 5—Life

Start Date: September 18, 2017 (1.5 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?"

Lesson 5.0—What Is Life?

1. Opening: DQ Notebook
2. Watch: *A Big History of Everything - H2 (Clip 26:45 to 39:42)*
3. Watch: *Threshold 5: Life*
4. Activity: How Closely Related Are We?
5. Watch: *The Origin of Life - Crash Course*
6. Closing: Claim Testing - What Is Life?

Lesson 5.1—How Did Life Begin and Change?

1. Watch: *How Did Life Begin and Change?*
2. Watch: *Mini-Thresholds of Life*
3. Watch: *Crash Course Big History: Why the Evolutionary Epic Matters*

Lesson 5.2—How Do Earth and Life Interact?

1. Activity: DQ Notebook
2. Read: "What Is the Biosphere?"
3. Watch: *How Do Earth and Life Interact?*
4. Watch: *How We Proved an Asteroid Wiped Out the Dinosaurs*

Lesson 5.3—Ways of Knowing: Life

1. Read: "Watson, Crick, and Franklin"
2. Activity: Revising Investigation Writing: Using Texts as Evidence

Unit 5 has a lot in it! It is very easy to get sidetracked and off the mission of keeping with the narrative here, especially considering this is where students encounter dinosaurs! I've condensed this unit down a bit but made sure to keep those activities that I thought were most important. Students sometimes get confused in Lesson 5.2 with how life and Earth interact so be sure to stress the importance and difference of how astronomical, geological, and biological events affect life on Earth. Note: Lesson 5.4 is for BHP Science Implementations.

Unit 6—Early Humans

Start Date: September 29, 2017 (1.5 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?"

Lesson 6.0—How Our Ancestors Evolved

1. Opening: Early Ancestors
2. Watch: *Threshold 6: Humans and Collective Learning*
3. Watch: *Human Evolution – Crash Course*
4. Activity: Evolution Comic
5. Read: "Lucy and the Leakeys"
6. Read: "Jane Goodall"

Lesson 6.1—Ways of Knowing: Early Humans

1. Opening: DQ Notebook
2. Watch: *Intro to Anthropology*
3. Watch: *Intro to Archaeology*

4. Activity: What Do You Know? What Do You Ask?
5. Activity: Historos Cave

Lesson 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: *Early Evidence of Collective Learning*
5. Closing: Alphonse the Camel

Lesson 6.3—How Did the First Humans Live?

1. Opening: DQ Notebook
2. Watch: *How Did the First Humans Live?*
3. Read: “Foraging”
4. Watch: *From Foraging to Food Shopping*
5. Activity: Hunter Gatherer Menu
6. Watch: *Crash Course Big History: Why Human Ancestry Matters*
7. Activity: Human Migration Patterns
8. Activity: Revising Investigation Writing – Applying BHP Concepts
9. Closing: Investigation 6

Students really enjoy doing a number of activities in this unit, especially the Hunter-Gatherer Menu and Historos Cave. I wrote a blog about using the Historos Cave activity in my classroom, which might help others to see how this assignment really gets students to think about drawing conclusions and using interdisciplinary thinking.

Unit 7—Agriculture & Civilization

Start Date: October 19, 2017 (2 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 Question

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

Lesson 7.0—The Rise of Agriculture

1. Watch: *Threshold 7: Agriculture*
2. Watch: *Why Was Agriculture So Important?*
3. Activity: DQ Notebook
4. Read: “Collective Learning” (Part 2)
5. Read: “What’s for Dinner Tonight? Evidence of Early Agriculture – The First Farmers” (WH)

Lesson 7.1—The First Cities and States Appear

1. Watch: *Where and Why Did the First Cities and States Appear?*
2. Read: Agrarian Civilizations Introduction
3. Read: “Uruk”
4. Read: “Mesoamerica”
5. Read: “Jericho”
6. Read: “East Asia”
7. Read: “Greco Roman”
8. Read: “Aksum”
9. Read: “Ghana”
10. Read: “We’re Not in Kansas Anymore: The Emergence of Early Cities’” (WH)
11. Read: “The Origin of World Religions” (WH)
12. Activity: Early Civilization Museum Project

Lesson 7.2—Ways of Knowing: Agriculture and Civilization

1. Opening: Social Status, Power, and Human Burials
2. Watch: *Intro to History*
3. Watch: *Migrations and Intensification – Crash Course*
4. Activity: DQ Notebook
5. Read: “The Origin of Agriculture in Africa”
6. Closing: Were They Pushed or Did They Jump?
7. Activity: Revising Investigation Writing – Sentence Starters Part 1

This is the first unit that dives into early civilizations, a topic that many students have touched upon in previous classes. I’ve found that the Early Civilizations Museum Project really gets students excited about the material and interested in learning about the different cultures, especially as each group wants to be chosen as the “best” civilization. You can read about my classroom experiences with this activity in the Big History blog.

Note: Lesson 7.3 is for BHP Science Implementations.

Unit 8—Expansion & Interconnection

Start Date: November 2, 2017 (2 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. (WH)
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 8 Driving Question

"What are the positive and negative impacts of interconnection?"

Lesson 8.0—Expansion

1. Opening: What Caused Expansion?
2. Watch: *Why Did Civilization Expand?*
3. Watch: *The Modern Revolution – Crash Course*
4. Read: "The Four World Zones"
5. Activity: DQ Notebook
6. Closing: Causes of the Modern Revolution

Lesson 8.1—Exploration & Interconnection

1. Opening: World Travelers
2. Watch: *Crash Course Big History: Why Early Globalization Matters*
3. Read: "China: The First Great Divergence"
4. Read: "An Age of Adventure"
5. Activity: An Age of Adventure
6. Read: "Ibn Battuta"
7. Read: "Marco Polo"
8. Read: "Zheng He"

Lesson 8.2—The Columbian Exchange

1. Opening: Goods of the Columbian Exchange Snap Judgment (WH)
2. Watch: *Crash Course World History: The Columbian Exchange* (WH)
3. Read: "Investigating the Consequences of the Columbian Exchange" (WH)
4. Read: "When Humans Became Inhumane: The Atlantic Slave Trade" (WH)
5. Closing: Columbian Exchange Infographic (WH)

Lesson 8.3—Commerce & Collective Learning

1. Activity: DQ Notebook
2. Read: "One Lump or Two? The Development of a Global Economy" (WH)
3. Read: "Benjamin Banneker: Science in Adversity"
4. Read: "The First Silk Roads"
5. Read: "She Blinded Me with Science: Collective Learning and the Emergence of Modern Science" (WH)
6. Activity: Revising Investigation Writing – Sentence Starters Part 2

I incorporate a large portion of the world history articles into this unit and I supplement with more detailed information as well in order to shift the scale a bit more. This is probably the unit that students tend to remember the most because it has to do with the Columbian Exchange, which is a topic they have previously studied and one that is closely associated with food (always something that sticks in teenagers' minds)!

Unit 9—Acceleration

Start Date: November 19, 2017 (2 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.
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 9 Driving Question

"To what extent has the Modern Revolution been a positive or a negative force?"

Lesson 9.0—Transitions, Thresholds, and Turning Points in Human History

1. Opening: Periodizing Big History (WH)
2. Activity: A Day in the Life (WH)
3. Watch: *Threshold 8: The Modern Revolution* (WH)

Lesson 9.1—Acceleration

1. Activity: DQ Notebook
2. Watch: *Crash Course World History: The Industrial Revolution*
3. Watch: *How Did Change Accelerate?*
4. Read: “Acceleration”
5. Closing: Causality Lesson

Lesson 9.2—The Anthropocene

1. Watch: *The Anthropocene and the Near Future - Crash Course*
2. Read: “The Anthropocene”

Lesson 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. Watch: *Energy*
5. Activity: Revising Investigation Writing: Sentence Starters Part 3
6. Closing: Investigation 9

Lesson 9.4—How Was the Modern World Created? Industrialism

1. Watch: *How Was the Modern World Created? (WH)*
2. Read: “Why Is That T-Shirt So Cheap? The Origins of the Industrial Revolution” (WH)

Lesson 9.5—How Was the Modern World Created? Modern States and Identities.

1. Read: “You Say You Want a Revolution: Political Change on Both Sides of the Atlantic” (WH)
2. Watch: *Crash Course World History: Imperialism* (WH)

3. Read: “Imperialism and Resistance Shape a Modern World: 1850 – 1914” (WH)

Lesson 9.6—Crisis and Conflict on the Global Stage

1. Watch: *Crash Course World History: Archdukes, Cynicism, and World War I* (WH)
2. Activity: Understanding the Consequences of the Global Depression (WH)
3. Watch: *Crash Course World History: World War II* (WH)
4. Activity: Propaganda and World War II (WH)

Lesson 9.7—Acceleration, Demographic, Political, and Technological

1. Read: “And Then Gandhi Came: Nationalism, Revolution, and Sovereignty” (WH)

I rearrange this unit a bit to make it flow in a more chronological order. I start with Lesson 9.0 and 9.1 and then move to 9.4 through9.7 before circling back around for 9.2 and 9.3. Since many students have learned about the majority of these topics in junior high, it is helpful to start with a pretest to see what areas need refreshing.

Note: Lessons 9.8 and 9.9 are for BHP Science Implementations.

Unit 10—The Future

Start Date: December 7, 2017 (1 week)

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?"

Lesson 10.0—Looking Back

1. Opening: Timeline Review
2. Watch: *The History of Everything – TED*
3. Activity: DQ Notebook

Lesson 10.1—The Biosphere

1. Watch: *Crash Course World History: Globalization II – Good or Bad*
2. Watch: *The Atmosphere and Climate*
3. Closing: Visions of the Future

Lesson 10.2—Looking Forward

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

3. Watch: *Visions of the Future – Bill Gates*
4. Watch: *The Deep Future – Crash Course*
5. Read: Sylvester James Gates, Jr.: At the Forefront of Science”
6. Activity: DQ Notebook
7. Closing: The Future of Our Planet

This unit is one of the most interesting but also rather scary for students. I think it’s important to stress that while the future may look bleak, it is up to their generation to be proactive to solve some of the issues that we currently face. Many teachers have uploaded some great resources to Yammer and a lot of these help to paint a more positive picture of where we are now and where we’re going in the future.

Note: Lesson 10.3 is for BHP Science Implementations.