

## World History 10 Book and Movie Rationales (AP and General)

### ***Destiny Disrupted*, Tamim Ansary**

The History Department has carefully evaluated *Destiny Disrupted* as a whole and deemed it worthy for the 10<sup>th</sup> grade AP World History curriculum. (Summer reading)

#### I. PLOT SUMMARY

We in the west share a common narrative of world history-that runs from the Nile Valley and Mesopotamia, through Greece and Rome and the French Revolution, to the rise of the secular state and the triumph of democracy. But our story largely omits a whole civilization that until quite recently saw itself at the center of world history, and whose citizens shared an entirely different narrative for a thousand years. In *Destiny Disrupted*, Tamim Ansary tells the rich story of world history as the Islamic world saw it, from the time of Mohammed to the fall of the Ottoman Empire and beyond. He clarifies why our civilizations grew up oblivious to each other, what happened when they intersected, and how the Islamic world was affected by its slow recognition that Europe-a place it long perceived as primitive and disorganized-had somehow hijacked destiny. *Destiny Disrupted* provides in-depth insight into Islamic, and Western history, that helps students succeed on the AP World History test.

#### II. LEARNING OBJECTIVES BASED ON STANDARDS

##### Reading Standards for Informational Texts

Key Ideas and Details	Grades 9-10
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Craft and Structure	Grades 9-10
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6. Assess how point of view or purpose shapes the content and style of a text.	6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Integration of Knowledge and Ideas	Grades 9-10
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*	7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
Range of Reading and Level of Text Complexity	Grades 9-10

<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>10. By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>
---	--

**III. SENSITIVE SUBJECTS IN THE TEXT AND HOW POSSIBLE OBJECTIONS WILL BE HANDLED**

There is no sensitive material worth noting in this text. It is an AP approved book and is commonly used as summer reading for World History courses. If any student is uncomfortable with the text, I will make my email available for questions, thoughts, and concerns.

The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

## Hotel Rwanda

The History Department has carefully evaluated *Hotel Rwanda* as a whole and deemed it worthy for the 10<sup>th</sup> grade World History curriculum.

### I. PLOT SUMMARY

During the 1990s, some of the worst atrocities in the history of mankind took place in the country of Rwanda--and in an era of high-speed communication and round the clock news, the events went almost unnoticed by the rest of the world. In only three months, one million people were brutally murdered. In the face of these unspeakable actions, inspired by his love for his family, an ordinary man summons extraordinary courage to save the lives of over a thousand helpless refugees, by granting them shelter in the hotel he manages. This film will be used in conjunction with texts, presentations and other information. This will be used in conjunction with English 10/Hon. English 10.

### II. LEARNING OBJECTIVES BASED ON STANDARDS

#### Standards for Informational Texts

Key Ideas and Details	Grades 9-10
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Craft and Structure	Grades 9-10
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6. Assess how point of view or purpose shapes the content and style of a text.	6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Integration of Knowledge and Ideas	Grades 9-10
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*	7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
Range of Reading and Level of Text Complexity	Grades 9-10

<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>10. By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>
---	--

**III. SENSITIVE SUBJECTS IN THE TEXT AND HOW POSSIBLE OBJECTIONS WILL BE HANDLED**

Hotel Rwanda illustrates the cause, act and effect of Genocide. For this reason it is rated PG-13 for violence, disturbing images and strong language. Although this does not paint a pretty picture of humankind or mankind, it is necessary for students to understand the reality of Genocide. If there is an objection, students will be expected to read articles from a collection of essays called "Apartheid" and respond in writing.

## ***Invictus***

The History Department has carefully evaluated *Invictus* as a whole and deemed it worthy for the 10<sup>th</sup> grade World History curriculum.

### **I. PLOT SUMMARY**

- II. The film tells the inspiring true story of how Nelson Mandela joined forces with the captain of South Africa's rugby team to help unite their country. Newly elected President Mandela knows his nation remains racially and economically divided in the wake of apartheid. Believing he can bring his people together through the universal language of sport, Mandela rallies South Africa's rugby team as they make their historic run to the 1995 Rugby World Cup Championship match. This movie will be used in conjunction with a research project on Nelson Mandela, which will include numerous texts and other resources.

### **III. LEARNING OBJECTIVES BASED ON STANDARDS**

#### **Standards for Informational Texts**

<b>Key Ideas and Details</b>	<b>Grades 9-10</b>
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<b>Craft and Structure</b>	<b>Grades 9-10</b>
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6. Assess how point of view or purpose shapes the content and style of a text.	6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<b>Integration of Knowledge and Ideas</b>	<b>Grades 9-10</b>
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*	7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
<b>Range of Reading and Level of Text Complexity</b>	<b>Grades 9-10</b>

10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
--	--

**III. SENSITIVE SUBJECTS IN THE TEXT AND HOW POSSIBLE OBJECTIONS WILL BE HANDLED**

Invictus illustrates a time of intense racism and segregation in South African History. For this reason, Invictus is rated PG-13 for brief strong language. If an objection is placed, I will offer the opportunity to read the book instead. If that does not work, I will meet with the student and parent individually.

## Night, Elie Wiesel

The History Department has carefully evaluated *Night* as a whole and deemed it worthy for the 10<sup>th</sup> grade World History curriculum.

### I. PLOT SUMMARY

*Night* is Elie Wiesel's masterpiece, a candid, horrific, and deeply poignant autobiographical account of his survival as a teenager in the Nazi death camps. This new translation by Marion Wiesel, Elie's wife and frequent translator, presents this seminal memoir in the language and spirit truest to the author's original intent. And in a substantive new preface, Elie reflects on the enduring importance of *Night* and his lifelong, passionate dedication to ensuring that the world never forgets man's capacity for inhumanity to man.

### II. LEARNING OBJECTIVES BASED ON STANDARDS

#### Reading Standards for Informational Texts

Key Ideas and Details	Grades 9-10
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Craft and Structure	Grades 9-10
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6. Assess how point of view or purpose shapes the content and style of a text.	6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Integration of Knowledge and Ideas	Grades 9-10
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*	7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
Range of Reading and Level of Text Complexity	Grades 9-10
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literacy nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

### **III. SENSITIVE SUBJECTS IN THE TEXT AND HOW POSSIBLE OBJECTIONS WILL BE HANDLED**

*Night* discusses the experiences of an individual in Nazi Concentration Camps. For that reason, there are depictions of violence and hatred. If any student is uncomfortable with the text, I will make my email available for questions, thoughts, and concerns.

The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.