



Student Study Guide for World History: The Human Experience

With the Name of Allah, The Most Gracious, The Most Merciful

Assalaamu Alaikum wa Rahmatullahi wa Barakaatuh

Dear Parents and Students:

The following study guide has been developed for the purpose of aiding you with the study of World History and to implement the basic fundamentals taught to us according to Quran wa Sunnah and that of the path of the Salaf. Your textbook is needed, EDITION: 1st Edition ISBN: 0028232194. This guide is for online course studies only; where we provide the student an emphasis on the significance for the past events that will be discussed throughout the course, providing an insight on how these events have affected the lives of present and future cultures, while making an existing connection to Islam inshaAllah.

We have found throughout the past years, that it is necessary to teach our children based on an Islamic perspective – with the intent of weeding out false concepts. However, due to the lack of textual resources at our disposal we use those textbooks that are available in the school system and update accordingly. May Allah grant us success with this effort in all areas of education aameen

Students, with the use of this study guide, will gain multiply opportunities to access diverse activities based upon authentic resources from Islam. These resources include connections for historical concepts, geography, and multicultural perspectives. Students are actively engaged in the critical thinking skills process and we offer an additional focus for at-risk students. Essay writing and research papers are required throughout the course.

It is our hope that these study guides provide students with the truth regarding history and those who have relayed that history to us. We appreciate your comments and positive feedback and pray, that Allah ta`ala will accept this action from us as something good on the Day of Judgment. Assalaatu wa Salaamu ala Rasulallah (sallaAllahu alaihi wa sallaam)

Contents for this Study Guide:

Unit 1: Rise of Civilizations

1. **Human Beginnings -The First Humans (Prehistory – 1000 B.C.)**
The first migration to America
2. Emergence of Civilization - The Bronze Age
3. **Early Civilization –Ancient Egypt (4000-1000 B.C.)**
Stemming the Flood, the Mask of Tutankhamen
4. The Fertile crescent - Mesopotamia
5. Early India
6. Early China

Skill: Students learn about classifying information

Quiz 1

7. Gilgamesh
8. **Kingdoms and Empires in the Middle East (2000-480 B.C.)**
Trading Peoples – The Phoenicians
The Hebrews – Solomon
Empire Builders – The Ishtar Gate to Babylon

Skill: Students learn the skill of note-taking

Unit 1 Review

Unit 2: Flowering of Civilizations

1. **The Rise of Ancient Greece (2000 -350 B.C.)**
Mycenaean Warrior Kings
2. The Polis - Sailing the Aegean
3. Rivals - Athenian Life
4. War, Glory, and Decline - Making Comparisons

Skill: Students learn about making Comparisons

5. **The Triumph of Greek Civilization (750 -150 B.C.)**
6. Quest for Beauty and Meaning – Greek Drama
7. The Greek Mind
8. Alexander’s Empire
9. Antigone by Sophocles
10. **The Legacy of Rome (750 B.C. – A.D. 500)**
11. The Roman Republic –Etruscan Culture

Quiz 2

12. Expansion and Crisis
13. The Roman Empire – Pompeii, AD 79
14. The Rise of Christianity
15. Roman Decline – Zenobia, Rebel Against Rome

Student's written response on relevant and irrelevant information (Paper 1)

16. **India's Great Civilization (1500 B.C. – 500 A.D.)**
17. Origins of Hindu India – Hindu Beliefs
18. Rise of Buddhism – The Ajanta Caves
19. Indian Empires – The Spread of Buddhism

Student's written response on identifying cause-effect-relationships. (Paper 2)

20. **China's Flourishing Civilization (1100 B.C. – A.D. 200)**
21. The Great Dynasties – Eternal Gardens
22. Three Ways of Life – The first Seismograph
23. Society and Culture – Han China

Student's written response on Determining the Reliability of a source. (Paper 3)

Unit 2 Review

 **Unit 3: Regional Civilizations**

1. **The Byzantines and Slavs (A.D. 400 – 1500)**
2. The New Rome – Hagia Sophia
3. Byzantine Civilization – Byzantine Society
4. The Eastern Slavs – The Steppes

Student's written fact or opinion essay (Essay 1)

5. **Islam (A.D. 600-1300)**
6. Rise of Islam – Persian Manuscripts
7. Spread of Islam –
8. Islamic Civilization –

Skill: Students learn to make preparations for taking a test

9. **The position of Islamic Scholars regarding all that we have discussed.**
10. **Ahadeeth regarding the rise and spread of Islam.**
11. **Historical points of view based upon Islamic History.**

Unit 3: Quiz (1)

Skill One: Students learn about classifying information

Frustration may occur when students try to read and understand large quantities of information on a subject. You can learn more by sorting data into categories of similarities and differences. The following instruction is to assist students with the six-step process for classifying data. This process is simply a part of being well organized.

Classifying involves sorting items based on shared characteristics. Classifying makes it easier to detect patterns or to see relationships among items in order to draw conclusions or make comparisons.

When faced with lengthy or difficult material, students can use these six-steps to classify data:

1. Read the information, noticing items with shared features or characteristics.
(similarities or differences)
2. Sort items with shared characteristics into categories (technology, economy, housing, culture, or education).
3. Label each group of items.
4. Check the original selection for other items that could be added to each category. Continue sorting until all possible items are placed in a category.
5. Review the items within each category. If necessary subdivide, combine, or rename categories.
6. After classifying, formulate new conclusions or generalizations from the data.

Example of a Classification Chart

Classification Chart		
	Nobles' Education	Commoners' Education
Areas of Study	Reading, writing, history, ethics, Literature, geography, Arithmetic, science, etc...	Apprenticeship, field work (i.e. on the job skills)
Occupations	Scribes, doctors, lawyers, scholars	Artisans, farmers, craftsmen

Skill: Students learn the skill of note-taking

Your instructor has assigned you a 20 page reading assignment for homework tonight. You will be testing on the material tomorrow. You wonder how you will remember all of those facts!

Notetaking or writing information in a brief and logical manner will help you to remember. Notetaking clarifies and orders information. This order can be chronological, based on the importance of events, or based on relationships between events and topics.

The following four-step process is used as a guide to help students while compiling notes on any subject. To master the skill of note taking follow these steps below:

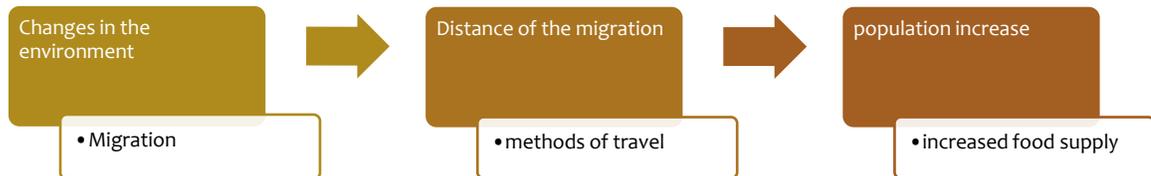
-  Read the material carefully to identify the main ideas.
-  Look for patterns or connections between ideas.
-  Decide on a method of note-taking.

One way to take notes is to use graphic organizers such as the following:

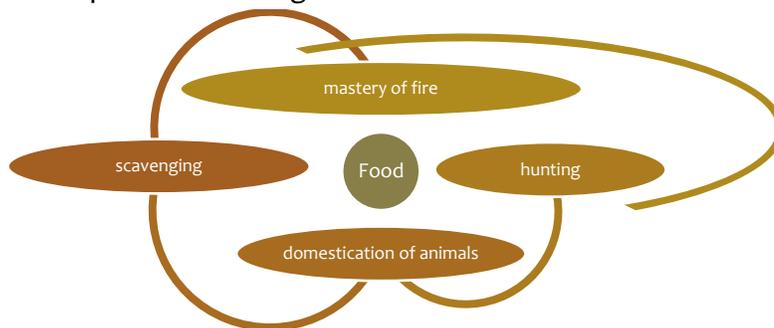
-  time line – list events and dates in chronological order;



-  cause and effect chart – clarifies the causes of events and describes the effects, using arrows to show sequence;



-  Problem and solution chart – connects problem to corresponding solution; **semantic web** – defines a term or topic by highlighting its characteristics; **category frame** – organizes data about people and places into categories.



-  Paraphrase the information, or put it into your own words.

Skill: Students learn about making Comparisons

Making comparisons means determining the similarities and differences between objects. This is useful to know when you want to draw conclusions about a subject. In this section students are introduced to a five-step process to teach them how to examine evidence effectively and to draw a conclusion from it.

To make a comparison:

-  Determine the purpose for making the comparison.
-  Examine the information and take notes.
-  Classify the information.
-  Identify the similarities and the differences.
-  Draw conclusions based on the comparisons you made.

Student's written response on relevant and irrelevant information (Paper 1)

There are two kinds of information – relevant information and irrelevant information. Relevant information is information related to a particular topic, issue, or main idea. Irrelevant information is information not related to the topic.

Use the following three-step process to help you distinguish between relevant information and irrelevant information:

-  Read or Listen carefully and determine the topic or main idea.
-  Examine each sentence if you are working with written material or review your notes item by item if the material was oral.
-  Decide if each sentence or item deals with the main idea by looking for information that defines, explains, illustrates, or describes a cause or consequence of the main idea.

Writing Assignment:

**A persuasive essay that states the opinion of the writer and attempts to influence the reader;
Due after one week**

Identify appropriate sources and gather **relevant information** from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).

Students examine how women are perceived in society by preparing for, then debating, whether or not cheerleading should be considered a sport. In order to prepare for a well-informed debate, students will research women in sports – from society's attitudes to women's sports accomplishments and the position of Islam regarding cheerleading.