

Humanities 9

Teacher Resource Binder Unit Overviews with Recommended Readings

<https://www.ccssoh.us/cms/lib/OH01913306/Centricity/Domain/207/Humanities%209.pdf>

Unit 1: Foundations of World Studies

Novels-None

Textbook Correlations

Elements of Language, 3rd Edition – Grade 9

Thinking About Reading and Writing, p. 2

Writing an Analysis of a Poem, p. 168

Humanities Reader Selections

On Writing about Literature, p. 1

Writings about Poems and Paintings, p. 21

Websites

Historiography

<http://www.cuw.edu/Academics/programs/history/historiography.html>

Social Studies Skills Tutor

http://www.phschool.com/curriculum_support/ss_skills_tutor/content/pop.html

Read Write Think

<http://www.readwritethink.org/>

Ohio Social Studies Resource Center

<http://www.ossrc.org/>

National Geographic Atlas Site

<http://www.nationalgeographic.com/xpeditions/atlas/>

United Streaming

<http://streaming.discoveryeducation.com/index.cfm>

Glencoe Literature Library

<http://www.glencoe.com/sec/literature/litlibrary/>

Art and Social Issues

<http://www.artandsocialissues.com>

Unit 2: Citizens and their Governments

“The Enlightenment” or “The Age of Reason”

Novels-Time Period

Charles Dickens, *A Tale of Two Cities*

[Study Guide: http://www.glencoe.com/sec/literature/litlibrary/pdf/tale_of_two_cities.pdf]

Voltaire, *Candide*

[Study Guide: <http://www.gradesaver.com/classicnotes/titles/candide/>]

Novels/Plays-Thematic Connection

William Golding, *Lord of the Flies*

[Study Guide: <http://www.gradesaver.com/classicnotes/titles/lordflies/>]

Shakespeare, *The Tragedy of Julius Caesar*

[Study Guide: http://www.glencoe.com/sec/literature/litlibrary/pdf/tragedy_of_julius.pdf]

Royall Tyler, *The Contrast*

Short Stories

Irving, “Rip Van Winkle”

Textbook Correlations

Literature: Language and Literacy – Grade 9

“The Most Dangerous Game,” p. 214

Humanities Reader Selections

James I, “The Divine Right of Kings,” p. 26

Thomas Hobbes, “The Forms of Government,” p. 32

John Locke, “The State of Nature,” p. 38

Voltaire, “The Adventures of Candide,” p. 45

Declaration of the Rights of Man, p. 60

Simon Bolivar, “The Jamaican Letter,” p. 63

Mary Wollstonecraft, “A False System of Education,” p. 71

Olympe De Gouges, “Declaration of Women’s Rights,” p.77

Moliere, “How to Become a Gentleman,” p. 85

Olympe de Gouges, “Reflection on Negroes” p. 91

Olaudah Equiano, “Enslaved,” p. 95

Olaudah Equiano, from Chapter 3, “The Slaveship,” p. 112

Nonfiction

Varied political pamphlets, essays, and speeches

Franklin, *The Autobiography*

Paine, *Common Sense*

Websites

The Road to Enlightenment

<http://www.msu.edu/~sweene27/webquest/introduction.htm>

The Electric Ben Franklin

<http://www.ushistory.org/franklin/quotable/singlehtml.htm>

Imaging the French Revolution

<http://chnm.gmu.edu/revolution/imaging/>

Internet Modern History Sourcebook

<http://www.fordham.edu/halsall/mod/modsbook10.html>

Golding Trial

www.englishcompanion.com/pdfDocs/goldingtrial.pdf

The Arts

Rococo

<http://www.artlex.com/ArtLex/r/rococo.html>

<http://www.discoverfrance.net/France/Art/rococo.shtml>

Neoclassical

<http://www.artcyclopedia.com/history/neoclassicism.html>

<http://academic.brooklyn.cuny.edu/english/melani/cs6/neocl.html>

Music of the French Revolution

<http://www.soundjunction.org/>

[themusicofthefrenchrevolution.aspa?NodeID=1](http://www.soundjunction.org/themusicofthefrenchrevolution.aspa?NodeID=1)

<http://chnm.gmu.edu/revolution/browse/songs/>

Unit 3: Industrialization and Economics

Novels-Time Period

Charles Dickens, *Oliver Twist*

[Study Guide: <http://www.sparknotes.com/lit/oliver/>]

Charles Dickens, *Hard Times*

[Study Guide: <http://www.gradesaver.com/classicnotes/titles/hard/>]

Elizabeth Gaskell, *Mary Barton*

Novels-Time Period/Thematic

Mary Shelley, *Frankenstein*

[Study Guide: <http://www.glencoe.com/sec/literature/litlibrary/pdf/frankenstein.pdf>]

[United Streaming: Key word search – Frankenstein]

Novels-Thematic

Bradbury, *Fahrenheit 451*

Huxley, *Brave New World*

Orwell, *1984*

Lowry, *The Giver*

Play

Clyde Fitch, *The City*

Short Stories

Bradbury, “There Will Come Soft Rains”

Bradbury, “The Veldt”

Textbook Correlations

Literature: Language and Literacy – Grade 9

De Maupassant, “The Necklace,” p. 331

Humanities Reader Selections

Mary Shelley, “The Monster Meets His Maker,” p. 121

Charles Dickens, “Coketown,” p. 131

Emile Zola, “In the Iron Foundry,” p. 138

D.H. Lawrence, “The Factory Cities,” p. 149

Flora Tristan, “A Call for Worker Solidarity,” p. 151

Walt Whitman, “I Hear America Singing,” p. 162

Carl Sandburg, “Chicago,” p. 163

Websites

Biographies, The Inventors

<http://www.blupete.com/Literature/Biographies/Science/Inventors.htm>

United Streaming - Key Word Search “Frankenstein”

<http://www.unitedstreaming.com>

<http://www.economist.com>

“Copyright Infringement or Not: The Debate over Downloading Music”. www.readwritethink.org

“Investigating Internet Censorship Around the World”

<http://www.nytimes.com/learning/teachers/lessons>

The Arts

Romanticism

Realism

[http://encarta.msn.com/encyclopedia_761552472/realism_\(art_and_literature\).html](http://encarta.msn.com/encyclopedia_761552472/realism_(art_and_literature).html)

<http://www.huntfor.com/arthistory/c19th/realism.htm>

Photography

<http://memory.loc.gov/ammem/daghtml/daghome.html>

<http://www.historyplace.com/unitedstates/childlabor/>

Music and The Labor Movement

<http://memory.loc.gov/ammem/ndlpedu/lessons/99/sing/intro.html>

<http://www.labor-studies.org/laborsongs.php>

Unit 4: The Age of Imperialism

Novels-Time Period

Chinua Achebe, *Things Fall Apart*

[Study Guide: <http://www.wsu.edu/~brians/anglophone/achebe.html>]

[Lesson Plan: http://edsitement.neh.gov/view_lesson_plan.asp?id=382]

Joseph Conrad, *Heart of Darkness*

[Study Guide: http://www.glencoe.com/sec/literature/litlibrary/pdf/heart_secret.pdf]

Novels-Thematic (Clash of Cultures)

Jane Austen, *Pride and Prejudice*

[Study Guide: http://www.glencoe.com/sec/literature/litlibrary/pdf/pride_and_prejudice.pdf]

Willa Cather, *My Ántonia*

[Study Guide: http://www.glencoe.com/sec/literature/litlibrary/pdf/my_antonia.pdf]

Textbook Correlations

Literature: Language and Literacy – Grade 9

“The Girl Who Can,” p. 86 (thematic, clash of cultures)

“My English,” p. 114 (thematic, clash of cultures)

“The Man to Send Rain Clouds,” p. 292 (thematic)

“Rules of the Game,” p. 316 (thematic)

“There is a Longing,” p. 1196

Humanities Reader Selections

David Livingstone, “African Journal,” p. 165

Joseph Conrad, “Creepy Thoughts,” p. 172

Menelik II, Letter to Alfred Ilg, p. 178

Alfred Thayer Mahan, “The Interest in Sea Power, Present and Future,” p. 181

Chinua Achebe, from *Things Fall Apart*, p. 185

Chinua Achebe, “Dead Men’s Path,” p. 190

Chinua Achebe, “Civil Peace,” p. 194

Aurora Levins Morales, “Child of the Americas,” p. 199

Websites

United Streaming - Key Word Search: “Heart of Darkness”

<http://www.unitedstreaming.com>

White Man’s Burden Student Reaction Poems

<http://www.guhsd.net/mcdowell/history/projects/wmburden/main.html>

Internet Modern History Sourcebook – Imperialism

<http://www.fordham.edu/halsall/mod/modsbook34.html>
www.americanliterature.com/Cather/MyAntonia/31.html

The Arts

African Weaving

<http://web.uflib.ufl.edu/cm/africana/textiles.htm>

<http://www.webexhibits.org/colorart/african-textiles.html>

Music

Nationalism

<http://www.fordham.edu/halsall/mod/rulebritannia.html>

Unit 5: The World Wars

Novels

- Erich Maria Remarque, *All Quiet on the Western Front*
[Study Guide— <http://www.glencoe.com/sec/literature/litlibrary/westernfront.html>]
- Ernest Hemingway, *A Farewell to Arms*
[Study Guide— <http://www.sparknotes.com/lit/farewell/>]
- Ernest Hemingway, *For Whom the Bell Tolls*
- Elie Wiesel, *Night*
[Study Guide— <http://www.glencoe.com/sec/literature/litlibrary/night.html>]
- George Orwell, *Animal Farm*
[Study Guide— <http://www.glencoe.com/sec/literature/litlibrary/animalfarm.html>]
- Irwin Shaw, *The Young Lions*
- Joseph Heller, *Catch-22*
- Herman Wouk, *The Caine Mutiny*
- William Styron, *Sophie's Choice*
- James Jones, *From Here to Eternity*
- Virginia Wolf, *Mrs. Dalloway*
- Aleksandr Solzhenitsyn, *One Day in the Life of Ivan Denisovich*

Textbook Correlations

Literature: Language and Literacy-Grade 9

- "The Washwoman," p. 26
- "The Most Dangerous Game," p. 214
- "The Interlopers," p. 270
- "The War Against Trees," p. 632

Humanities Reader Selections

- Wilfred Owen, "Anthem for Doomed Youth," p. 200
- DH Lawrence, "Remembering the Great War," p. 201
- Woodrow Wilson, "The Fourteen Points," p. 209
- VI Lenin, "Proclaiming a Revolution," p. 213
- Ivan Turgenev, "An Emancipated Russian Woman," p. 218
- George Orwell, "Propaganda and Demotic Speech," p. 226
- Adolf Hitler, "Hitler's Educational Ideals," p. 233
- Mitsuye Yamada, "The Question of Loyalty," p. 240

Poetry

WWI

<http://www.english.emory.edu/LostPoets/OwenPoetry.html>

Wilfred Owen, "On Seeing a Piece of Heavy Artillery"

Nonfiction

The Great War of 1914-18

<http://memory.loc.gov/learn/lessons/00/lincoln/intro.html>

Killing Fields

<http://www.pbs.org/greatwar/resources/lesson.html>

Websites

<http://memory.loc.gov/learn/lessons/00/lincoln/intro.html>

<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/14wilson/14about.htm>

http://www.historylearningsite.co.uk/treaty_of_versailles.htm

<http://fcit.coedu.usf.edu/holocaust/people/people.htm>

John Hume, World War I diary, 1917-1919

<http://whmc.umsystem.edu/teachpacket/ww1/hume.html>

Photographs of the 369th Infantry and African Americans during World War I

<http://www.archives.gov/education/lessons/369thinfantry/activities.html>

President Wilson's League of Nations

<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/14wilson/14about.htm>

U.S. entry into World War I

http://edsitement.neh.gov/view_lesson_plan.asp?id=471

Posters from the onset of war through 1945.

<http://www.library.northwestern.edu/govinfo/collections/wwii-posters/>

Japan/ Pearl Harbor

<http://www.nationalgeographic.com/xpeditions/lessons/13/g68/involved.html>

World War II: Take a Memo: Primary Documents: African American Soldiers on the Home front.

<http://www.nationalww2museum.org/education/lessonplans.html>

World War II impact on U.S. Latinos

<http://www.lib.utexas.edu/ww2latinos/>

<http://www-tc.pbs.org/thewar/downloads/latino.pdf>

Tuskegee Airmen

<http://www.nps.gov/museum/exhibits/tuskegee/airoverview.htm>

<http://www.tuskegee.edu/Global/story.asp?S=1127695>

<http://www.tuskegeeairmen.org/>

[Tuskegee_Airmen_History.html](http://www.tuskegeeairmen.org/Tuskegee_Airmen_History.html)

Ken Burns's THE WAR

http://www.pbs.org/thewar/edu_lesson_plan.htm

Historic Places World War II

<http://www.nps.gov/history/NR/TWHP/WWII.htm>

William O'Neill, Professor of History at Rutgers, who comments on social change during and after WWII.

<http://www.pbs.org/fmc/interviews/oneill.htm>

Hollywood's Treatment of World War II

<http://www.digitalhistory.uh.edu/modules/ww2/warfilms.html>

An Interview with Marielle Tsukamoto: A First-hand Account of Japanese Internment

<http://memory.loc.gov/learn/lessons/99/fear/interview.html>

Pictures of African Americans during World War II

<http://www.archives.gov/research/african-americans/ww2-pictures/>

War work and the role of women

<http://www.archives.gov/northeast/boston/exhibits/homefront/#women>

Women Air Force Service Pilots (WASPs)

http://edsitement.neh.gov/view_lesson_plan.asp?id=743

Brief History of Women in U.S. Military

http://www.pbs.org/newshour/extra/teachers/lessonplans/iraq/women_history_print_out.html

"The Faces of War"

http://www.historynow.org/12_2007/lp1.html

The United States Holocaust Memorial Museum

<http://www.ushmm.org/education/foreducators/>

Holocaust from the point of view of those who actively resisted Nazi persecution

http://edsitement.neh.gov/view_lesson_plan.asp?id=275

The Arts

Art and Propaganda

<http://www.guhsd.net/mcdowell/guide/propaganda.html>

<http://www.firstworldwar.com/posters/index.htm>

<http://library.georgetown.edu/dept/speccoll/amposter.htm>

<http://www.library.northwestern.edu/govinfo/collections/wwii-posters/>

World War II Poster Collection from Northwestern Library

http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_home.html

Poster art from World War II

http://www.readwritethink.org/lessons/lesson_view.asp?id=829

World War I Art

<http://www.art-ww1.com/gb/visite.html>

Dadaism

<http://wwar.com/masters/movements/dadaism.html>

<http://en.wikipedia.org/wiki/Dadaism>

<http://www.dadart.com/dadaism/dada/index.html>

Music

Jazz

http://edsitement.neh.gov/view_lesson_plan.asp?id=379

Unit 6: The Cold War

Novels

Richard Condon, *Manchurian Candidate*

Tom Clancy, *The Hunt for Red October*

John Le Carre, *The Spy Who Came in From the Cold*

Yoko Kawashima Watkins, *So Far from the Bamboo Grove*

Textbook Correlations

Literature: Language and Literacy- Grade 9

Judith Ortiz Cofer, "American History" p. 241

Ray Bradbury, "The Golden Kite, the Silver Wind" p. 396

Shakespeare, *The Tragedy of Romeo and Juliet*, p. 806

Dr. Martin Luther King, Jr. "I Have a Dream" p. 542

Robert Frost, "Fire and Ice" p. 736

Humanities Reader Selections

Arthur Miller, "The Nazi Trials and German Heart," p. 241

Arthur Miller, "The Night Ed Murrow Struck Back," p. 248

Toyofumi Orgura, "Letters from Hiroshima," p. 258

Toge Sankichi, "Poems of the Atomic Bomb," p. 265

George C. Marshall, "The Marshall Plan," p. 271

Graham Greene, "A Cold War Incident," p. 275

Tim O'Brien, *The Things They Carried*, p. 281

Websites

http://edsitement.neh.gov/view_lesson_plan.asp?id=688

<http://www.nationalgeographic.com/xpeditions/lessons/13/g912/>

http://www.coldwar.org/museum/coldwar_stories.html

<http://www.cnn.com/SPECIALS/cold.war/experience/culture/>

<http://www.cnn.com/SPECIALS/cold.war/kbank/>

[http://wilsoncenter.org/index.cfm?](http://wilsoncenter.org/index.cfm?topic_id=1409&fuseaction=topics.home)

[topic_id=1409&fuseaction=topics.home](http://wilsoncenter.org/index.cfm?topic_id=1409&fuseaction=topics.home)

<http://www.fas.harvard.edu/~hpcws/journal.htm>

<http://www.cnn.com/SPECIALS/cold.war/experience/spies/interviews/wolf/>

<http://www.loc.gov/exhibits/archives/intrtxt.html>

Beginnings of the Cold War

http://edsitement.neh.gov/view_lesson_plan.asp?id=688

Nuclear submarines during the Cold War

<http://www.nationalgeographic.com/xpeditions/lessons/13/g912/>

The Cold War Museum resources

http://www.coldwar.org/museum/coldwar_stories.html

TV News and the Cold War

<http://www.cnn.com/SPECIALS/cold.war/experience/culture/>

Turning Points in the Cold War

<http://www.cnn.com/SPECIALS/cold.war/kbank/>

The Cold War International History Project (CWHP)

[http://wilsoncenter.org/index.cfm?](http://wilsoncenter.org/index.cfm?topic_id=1409&fuseaction=topics.home)

[topic_id=1409&fuseaction=topics.home](http://wilsoncenter.org/index.cfm?topic_id=1409&fuseaction=topics.home)

The Journal of Cold War Studies

<http://www.fas.harvard.edu/~hpcws/journal.htm>

Markus Wolf (HVA) of East Germany's

Ministry for State Security (MfS), or Stasi

<http://www.cnn.com/SPECIALS/cold.war/experience/spies/interviews/wolf/>

Internal record of Soviet Communist rule

<http://www.loc.gov/exhibits/archives/intrtxt.html>

The Congressional bunker

<http://www.cmu.edu/coldwar/bunker.htm>

<http://www.washingtonpost.com/wp-srv/local/daily/july/25/brier1.htm>

U.S. Nuclear Weapons Photo Gallery

<http://www.brookings.edu/projects/archive/nucweapons/photos>

Unit 7: The Contemporary World

Novels

V. S. Naipaul, *A House for Mr Biswas*

Minfong Ho, *The Clay Marble*

Kamala Markandaya, *Nectar in a Sieve*

M.T. Anderson, *Feed*

Vineeta Vijayaraghavan, *Motherland*

Lois-Ann Yamanaka, *Name Me Nobody*

Loung First Ung, *They Killed My Father*

Lensay Namoiika, *Ties That Bind, Ties That Break*

M.E. Kerr, *Deliver Us from Evie*

Suzanne Fisher Staples, *Shabuna*

Ji-Li Jiang, *Red Scarf Girl*

Pang-Mei Natasha Chang, *Bound Feet and Western Dress*

Textbook Correlations

Literature: Language and Literacy. Grade 9.

Arther C.Clark "If I Forget Thee, Oh Earth..." p. 162.

Rachel Carson, from *Silent Spring*, p. 167

Toni Cade Bambara, "Blues Ain't No Mockingbird," p. 350

Sally Ride, "Single Room, Earth View," p. 468

Neil Postman, "The News," p. 478

Justice Paul E. Pfeifer, "A Hero in Our Midst," p. 1121

Rebecca Murray, "World Trade Center," p. 1123

Nelson Mandela, "The Glory and the Hope," p. 1202

Humanities Reader Selections

- Ronald Reagan, "The Evil Empire Speech," p. 297
Mikhail Gorbachev, "Death of a Nation," p. 301
Mohandas Gandhi, "What is True Civilization?" p. 309
Langston Hughes, "One Friday Morning," p. 322
Kate Chopin, "The Story of an Hour," p. 330
"The Freedom Charter," p. 333
Steven Biko, "The Definition of Black Consciousness," p. 339
Nelson Mandela, from *Long Walk to Freedom*, p. 346
Jimmy Santiago Baca, "So Mexicans Are Taking Jobs from Americans," p. 352

Nonfiction

- Global Culture: Media, Arts, Policy, and Globalization*, Diana Crane, 2002
The Dictionary of Global Culture: What Every American Needs to Know as We Enter the Next Century— from Diderot to Bo Diddley, Kwame Anthony Appiah, ed. 1998
Global Culture: Nationalism, Globalization, and Modernity: a Theory, Mike Featherstone, 1990
Voices from the Field, Beth S. Atkin, 2000

Websites

- <http://www.pbs.org/wnet/wideangle/classroom/2lp1.html>
http://www.bbc.co.uk/worldservice/specials/1624_story_of_africa/
<http://www.loc.gov/rr/international/asian/india/resources/india-history.html>
<http://www.nationalgeographic.com/xpeditions/lessons/10/g912/globalization.html>

Music

Classical	Country
Electronic	Folk
Gospel	Hip Hop
Rap	Jazz
Latin and World	Pop
Reggae	Rhythm and Blues
Rock	Celtic
Techno	Avant
Trance/Dance	Instrumental

Protest Songs

Websites

- Protest Songs
<http://www.popmatters.com/pm/features/series/293>
<http://www.pbs.org/teachers/readlanguage/inventory/poetryandpoets-912.html>
<http://www.readwritethink.org/lessons/>

Art

- Surrealism- mystical realism, fantastic realism
Abstract
Modernism- Neomodernism
Cubism
Impressionism
Fantasy Art
Naïve and Folk Art
Religious Icons
Expressionism- Dark Art
Digital Art- Photo Art- Computer Graphics
Drawing

Miniatures

- Sculpture- Wood, etc.
Landscapes- Cityscapes
Still Life- Flowers, etc.

Famous Artists

- Giselle Borzov/Contemporary Art Gallery
Vito Acconci` Ansel Adams
Milton Avery John Baldessari
Jean-Michel Basquiat David Bates
William Baziotos Romare Bearden
Thomas Hart Benton Elmer Bischoff
Louise Bourgeois Deborah Butterfield
Harry Callahan Alexander Calder
John Chamberlain Chuck Close
Joseph Cornell Robert Cottingham
Dwaine Crigger Stuart Davis
Willem De Kooning Richard Diebenkorn
Richard Estes Phillip Evergood
Lyonel Feininger Eric Fischl
Dan Flavin Sam Francis
Helen Frankenthaler Ralph Goings
Nan Goldin Leon Golub
Arshile Gorky Adolph Gottlieb
Red Grooms Philip Guston
Robert Gwathmey Duane Hanson
Grace Hartigan Robert Indiana
Jasper Johns Gregory Johnston
Alex Katz Ellsworth Kelly
Franz Kline Jeff Koons
Lee Krasner Walt Kuhn
Yasuo Kuniyoshi Jacob Lawrence
Sol LeWitt Roy Lichtenstein
Morris Louis Robert Mangold
John Marin Reginald Marsh
Lloyd Martin Joel Meyerowitz
Joan Mitchell Robert Motherwell
Elizabeth Murray Bruce Nauman
Louise Nevelson Barnett Newman
Isamu Noguchi Kenneth Noland
Georgia O'Keeffe Claes Oldenburg
David Park Phillip Pearlstein
Jackson Pollock Eliot Porter
Robert Rauschenburg Man Ray
Peter Reginato Larry Rivers
James Rosenquist Theodore Roszak
Mark Rothko Lucas Samaras
Julian Schnabel George Segal
Richard Serra Joel Shapiro
David Smith Robert E. Smith
Tony Smith Frank Stella
Clyfford Still Wayne Thiebaud
Mark Tobey Ernest Trova
Cy Twombly Peter Voulkos
Andy Warhol Tom Wesselman
David Wojnarowicz Martin Wong
Andrew Wyeth William Zorach