

Rabbit Hole Learning's

World History I

OER Project's Origins (though 1750)

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World History I Pacing Guide: A

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2	1.3 History Frames 1.4 History and Memory	1.3 History Frames 1.4 History and Memory Unit Test
3	Buffer/Review/Project	
4	2.1 The Earliest Humans	2.1 The Earliest Humans
5	2.2 Migration and Art 2.3 Foraging Societies	2.2 Migration and Art 2.3 Foraging Societies
6	2.4 The Agricultural Revolution 2.5 The Biggest Mistake Humans Ever Made?	2.4 The Agricultural Revolution 2.5 The Biggest Mistake Humans Ever Made? Unit Test
7	Writing: Evaluating the Agricultural Revolution	
8	Buffer/Review/Project	
9	3.1 Cities, Societies, and Empires	3.1 Cities, Societies, and Empires
10	3.2 Foragers and Village Networks 3.3 The First Cities, States, and Empires	3.2 Foragers and Village Networks 3.3 The First Cities, States, and Empires Quiz #1
11	3.4 Ancient Trade Networks 3.5 Early Agrarian Societies	3.4 Ancient Trade Networks 3.5 Early Agrarian Societies Unit Test
12	Writing: Impacts of Early Societies	
13	Buffer/Review/Project	
14	4.1 Empires and Beliefs	4.1 Empires and Beliefs
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15	Writing: Comparing Chinese Belief Systems	
16	4.3 Comparing Portable Belief Systems	4.3 Comparing Portable Belief Systems
17	4.4 Comparing Ancient Empires	4.4 Comparing Ancient Empires Quiz #1

18	4.5 Rome and Han China 4.6 Women in the Ancient World	4.5 Rome and Han China 4.6 Women in the Ancient World Unit Test
19	Buffer/Review/Project	
20	5.1 Collapse and Restructuring	5.1 Collapse and Restructuring
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21	Writing: Comparing Collapse	
22	5.3 Accessing the Dark Age	5.3 Accessing the Dark Age
	5.4 Systems Restructure in Europe and China	5.4 Systems Restructure in Europe and China Quiz #1
23	5.5 The Islamic World	5.5 The Islamic World
24	5.6 The Silk Roads	5.6 The Silk Roads
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25	Buffer/Review/Project	
26	6.1 The First Global Age	6.1 The First Global Age
27	6.2 The Mongol Empire	6.2 The Mongol Empire
28	6.3 The Black Death	6.3 The Black Death
	6.4 Cultural Exchange in Afro-Eurasia	6.4 Cultural Exchange in Afro-Eurasia Quiz #1
29	6.5 Communities in the Americas	6.5 Communities in the Americas
30	6.6 Trade Routes in the Americas	6.6 Trade Routes in the Americas
31	6.7 Age of Exploration	6.7 Age of Exploration
	6.8 The Columbian Exchange TedED video for a better representation of Columbus	6.8 The Columbian Exchange Quiz 2
32	Writing: Impacts of The Columbian Exchange	Writing: Impacts of The Columbian Exchange
33	6.9 The Transatlantic Slave Trade	6.9 The Transatlantic Slave Trade Unit Test
34	Buffer/Review/Project	
35	End of Semester Projects	
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World History I 30 Week Pacing Guide

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30	End of Semester Projects	

Unit 1 Projects

Project Idea 1: "History According to AI: Whose Voice Is Missing?"

Big Idea:

Students use AI to generate a short historical narrative, then analyze it for bias and missing perspectives. They rewrite the story to include a more inclusive, multi-frame view of history.

Steps:

1. **Prompt the AI** with a specific historically based question (e.g., "Who was the best president?").
2. **Analyze the response** for bias and identify the dominant historical frame used (community, networks, or production/distribution).
3. **Reframe the story** by adding a missing or marginalized perspective and shifting the narrative frame.
4. **Reflect** on how the added voice changes the story and what this reveals about history and bias.

Project Idea 2: "Memory vs. History: Whose Story Gets Told?"

Big Idea:

Personal memories offer powerful, firsthand perspectives that can challenge or enrich official historical narratives. By comparing lived experience with textbook accounts, students explore how memory shapes history—and whose stories are remembered or erased.

Steps:

1. **Interview someone** (e.g., grandparent, elder, or community member) about a historical event they lived through.
2. **Find a textbook or mainstream account** of the same event for comparison.
3. **Analyze differences** in tone, focus, and detail between the personal memory and official version.
4. **Create a visual or written piece** (e.g., collage, zine, short essay) highlighting contrasting perspectives.
5. **Reflect** on what the comparison reveals about memory, bias, and historical storytelling.

Unit 2 Projects

Project Idea 1: "Stone Age Stories: Walk in the Footprints of a Forager"

Big Idea:

By imagining life in a Paleolithic foraging community, students explore how early humans adapted to their environment, built relationships, and shared knowledge without written language.

Steps:

- Research Paleolithic life using lesson materials and outside sources.
- Create a fictional but historically grounded journal entry, short story, or comic from the point of view of a forager.
- Include key elements: daily life, migration, tools, food, art, and social structure.
- Reflect on how life as a forager compares to life today.

Project Idea 2: "History in Your Hands: Create a Cave Wall"

Big Idea:

Art was one of humanity's earliest tools for communication. Students explore how symbolic expression helped early humans share knowledge, beliefs, and identity.

Steps:

- Explore Paleolithic cave art and petroglyphs.
- Create your own symbolic artwork inspired by early human art—use natural materials if possible.
- Include symbols that represent your family, beliefs, or daily life.
- Present the "cave wall" and explain its meaning.

Project Idea 3: Foraging vs. Farming: A Choose-Your-Own-Path Experience

Big Idea:

The shift from foraging to farming was a major turning point in human history. Students will explore this transition by creating a branching-choice story that reflects key decisions and consequences faced by early humans.

Steps:

- Research the pros and cons of foraging and farming.
- Create an interactive story (paper or digital) where the reader chooses between foraging and farming paths.
- Base each decision point on historical context (e.g., climate, food access, community).
- Reflect on how different choices led to long-term changes in human society.

Project Idea 4: Claim Testing Challenge: Myths and Misconceptions

Big Idea:

Students explore how historians test claims using evidence and challenge common myths about early human history.

Steps:

- Brainstorm or research common claims (e.g., “Farming was always better than foraging”).
- Use claim testing tools—authority, evidence, logic, and intuition—to evaluate each one.
- Create a mini-presentation, zine, or infographic that debunks 2–3 historical myths.
- Reflect on how different types of evidence shape historical understanding.

Unit 3 Projects

Project Idea 1: *Build a Civilization Simulation*

Big Idea:

Students explore how early agrarian societies formed and what factors led to their success—or collapse—by designing their own ancient civilization.

Steps:

1. Choose a region (real or inspired by historical societies) with geographic and resource constraints.
2. Decide how your society will meet basic needs, govern itself, trade, and defend its people.
3. Create a map, symbols, and a short description of the society's culture, economy, and structure.
4. Present your civilization and explain its strengths and vulnerabilities.

Project Idea 2: *Voices from the Trade Routes: Ancient Interview Project*

Big Idea:

Trade connects people across vast distances, and students will bring this history to life by crafting character-driven interviews between ancient merchants, artisans, and travelers.

Steps:

1. Research one trade route or network and choose a historical role (Phoenician sailor, African pastoralist, Iron Age smith, etc.).
2. Write a first-person interview transcript between your character and a traveler from another region.
3. Include details about goods traded, technologies, dangers, and cultural exchange.
4. (Optional) Record it as a podcast or video performance.

Project Idea 3: *Debate: Was the Rise of States a Good Thing?*

Big Idea:

Agrarian societies brought technological and cultural growth—but also hierarchy, inequality, and warfare. Students will debate the consequences.

Steps:

1. Research benefits (infrastructure, trade, writing, etc.) and drawbacks (slavery, conquest, disease) of states and empires.
2. Form teams or take solo positions and prepare evidence-based arguments.
3. Hold a structured debate or write opposing essays.

Project Idea 4: *Museum of Forgotten Societies* (Hidden Histories Exhibit)

Big Idea:

Mainstream history often centers Mesopotamia, Egypt, and China. In this project, students build an exhibit highlighting lesser-known agrarian societies.

Steps:

1. Choose a society from 3.5.3d–g (e.g., Nok, Aksum, Olmec, Indus).
2. Research their innovations, art, and legacy.
3. Design a “virtual museum” exhibit with artifact descriptions, a short curator’s intro, and an exhibit layout.
4. Bonus: Make a diorama or 3D model of a cultural element.

Unit 4 Projects

Project 1: Design Your Own Syncretic Belief System

Big Idea: As religions spread, they often adapted and blended with local customs. What might a syncretic belief system look like if invented today?

Student Task:

- Combine 2–3 belief systems from the unit (e.g., Buddhism + Greek philosophy + local traditions).
- Define core beliefs, symbols, rituals, social rules, and sacred texts.
- Include a short origin story and a “spread plan” based on historical patterns.
- Present it as a digital flyer, slideshow, or mini-booklet.

Project 2: Ancient Empire News Network (AENN)

Big Idea: Empires thrived on communication. Imagine there was a news outlet reporting on ancient events.

Student Task:

- Choose a moment in the life of an empire (e.g., Ashoka converting to Buddhism, Rome adopting Christianity, Han administrative reforms).
- Create a “news broadcast” with segments like: breaking news, interviews (in character), religious reform analysis, and editorial commentary.
- Include at least one segment showing how belief systems influenced policies or alliances.

Project 3: Visual Timeline of Women’s Roles

Big Idea: Women’s roles in society varied widely across cultures and time.

Student Task:

- Create a comparative visual timeline highlighting women’s roles in at least **3 societies** (e.g., Rome, Han China, Gupta India).
- Include legal rights, religious influence, family roles, famous figures (like Babatha), and artistic depictions.
- Bonus: Include present-day reflections—what legacies linger?

Project 4: “Dear Diary” Historical Fiction Series

Big Idea: Empires and belief systems shaped people’s daily lives and inner worlds.

Student Task:

- Write 3–5 diary entries from the POV of someone living in a classical empire, showing how belief systems influenced their choices and worldview.
- Possibilities: A Confucian student under the Han, a Roman convert to Christianity, a Mauryan merchant observing Buddhist traditions.
- Entries should reference real historical context and events.

Project 5: Build an Empire Challenge

Big Idea: Students explore what it takes to create and maintain a thriving empire.

Student Task:

- Design a fictional empire based on historical models (Rome, Maurya, Persia, etc.).
- Include government structure, belief system (or syncretic mix), military, economy, trade networks, and cultural policies.
- Present via slideshow, gameboard, infographic, or short video.
- Must reference at least 3 historical empires and their strengths/weaknesses.

Unit 5 Projects

Project 1: Rebuild the Empire

Big Idea: Students apply lessons from historical collapses to design a resilient post-catastrophe society.

Student Task: Design a fictional society rising after collapse.

- A new government and social structure
- Economic plans and trade strategy
- A system of beliefs or syncretic values
- Strategies for avoiding past mistakes
- Present through a constitution, illustrated guide, poster, or Minecraft/world-build.

Project 2: Dark Ages Mythbuster Blog

Big Idea: Students challenge simplified historical narratives by evaluating the “Dark Ages” debate.

Student Task: Create a blog post or infographic titled “Were the Dark Ages Really Dark?”

- Use evidence from Europe, China, and/or the Islamic world
- Present a claim with supporting examples
- Include visuals, primary source quotes, and clear organization

Project 3: Empire Survival Guide

Big Idea: Students synthesize lessons from collapsed and resilient societies into a practical guide.

Student Task: Write a “How Not to Collapse” survival guide for empires.

Include:

- Case studies (Rome, Han, Mayans, Abbasids, etc.)
- Common collapse causes and warning signs
- Strategies for long-term stability
- Real examples of successful restructuring
- Format as a digital booklet, illustrated guide, or slide deck.

Unit 6 Projects

Project 1: HistoryTok – Global Age Edition

Big Idea: Students explore key moments of global connection by creating short-form video content.

Student Task: Create a series of 3–5 TikTok-style videos (or Reels/YouTube Shorts) based on major events or themes from Unit 6. Each video should:

- Highlight a specific moment (e.g., Mongol Empire rise, Columbian Exchange, the Black Death, the Middle Passage)
- Include humor, dramatic reenactment, or explainer style
- Use accurate historical information and cite at least one source

Project 2: The World in 1450 – Time Travel Survival Guide

Big Idea: Students understand life in different societies at a turning point in world history.

Student Task: Create a time travel survival guide for someone suddenly dropped into one of the following in 1450:

- Mali Empire
- Ming Dynasty China
- Inca Empire
- Ottoman Empire

Guide must include:

- What to wear, eat, say, and avoid
- Key political, cultural, and religious practices
- A “Don’t Get Executed” section

Project 3: “Canceled or Misunderstood?” History Debate

Big Idea: Students explore moral complexity in global history.

Student Task: “Should this historical figure be canceled or reconsidered?”

Options: Christopher Columbus, Genghis Khan, Hernán Cortés, Zheng He, Martin Luther

- Present evidence from multiple perspectives
- Address legacy, impact, and ethical issues
- Reflect on modern parallels

Project 4: Global Food Truck Festival

Big Idea: Students connect food to global exchange and cultural identity.

Student Task: Design a food truck based on a fusion of ingredients and cuisines from before and after the Columbian Exchange.

Truck must include:

- Menu with at least 3 fusion dishes
- Ingredients linked to global movement (e.g., maize, spices, livestock, cacao)
- Info signs with historical context on food origins and impacts

Project 5: Who Wore It Best? Empire Fashion Lookbook

Big Idea: Students investigate cultural values and global connections through clothing.

Student Task: Design a digital “lookbook” showcasing fashion from 3–5 cultures across the First Global Age. Each entry should include:

- Illustration or collage of the outfit
- Explanation of materials, symbolism, status markers, and cultural context
- Notes on how trade or empire expansion influenced the style

End of Class Projects

Project 1: Alternate History – What If?

Big Idea: Students consider how history might have changed if one major event or development had gone differently.

Student Task:

- Choose a key turning point from Units 1–6 (e.g., the Agricultural Revolution, the rise of Islam, the Mongol conquests, the Black Death, the Columbian Exchange, the Atlantic slave trade).
- Create an alternate timeline where this event never occurred or had a different outcome.
- Show ripple effects across political, economic, social, and cultural developments up to 1750.
- Present as a podcast, comic, storybook, video, or timeline poster.

Project 2: Museum of Human Connection

Big Idea: Students analyze how human societies have become more connected over time and how those connections transformed the world.

Student Task:

- Curate 5–7 “exhibits” showing turning points in global connection from prehistory to 1750 CE.
- Each exhibit includes an artifact or image (can be drawn or found), a description, and an explanation of how it changed global or regional history.
- Must include at least one from each unit.
- Present as a physical museum display, virtual exhibit, or slideshow.

Project 3: Global Citizen Yearbook – 1750 Edition

Big Idea: Students understand individuals as agents of historical change across diverse regions.

Student Task:

- Create a “yearbook” of 8–10 historical figures from Units 1–6.
- Include a “photo” (drawing or found image), a bio, major accomplishments, and superlatives like “Most Likely to Launch an Empire” or “Biggest Disruptor.”
- Must include diverse regions and cultures.
- Option: Include quotes, “social media profiles,” or fictional interviews.

Project 4: History Remix – Playlist of the Past

Big Idea: Students synthesize key themes in world history through storytelling and pop culture analogies.

Student Task:

- Create a 10-song playlist where each track represents a major development, theme, or group from Units 1–6 (e.g., “Empire State of Mind” for Rome, “Toxic” for Black Death).
- For each song, write a brief explanation (liner notes) connecting lyrics or tone to historical content.
- Present as a digital playlist, annotated Spotify list, or poster.

Project 5: “Connect the Dots” – Big History Web

Big Idea: Students see world history as an interconnected web rather than isolated facts.

Student Task:

- Design a web diagram or mind map showing 15–20 key ideas, people, or events from Units 1–6.
- Draw and explain connections between nodes (e.g., how the spread of religion impacted trade, or how empire expansion influenced cultural exchange).
- Include 3 mini-essays explaining the most important or surprising connections.