

Comprehensive Curriculum

World History

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World History
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World History

Unit 1: Exploration and Expansion (1450–1770)

Time Frame: Approximately four weeks

Unit Description

This unit focuses on exploration and expansion by European powers in Africa, the Americas, and Asia. Trade and technological innovations are related to the success of exploration and expansion of European powers.

Student Understandings

Students understand that Europeans expanded overseas through conquest and colonization. Students explain the origin, development, and consequences of the transatlantic slave trade. Students describe the ways in which technological innovation was related to the success of exploration, conquest, and colonization. Students explain how European powers achieved the goal of colonization of the Americas and Africa as well as establishment of commercial trade in Asia. Students examine major changes in political boundaries and how they were affected by European powers.

Guiding Questions

1. Can students construct a timeline to explain and analyze historical periods in world history?
2. Can students analyze the point of view of an historical figure or group in world history?
3. Can students analyze or interpret a given historical event, idea, or issue in world history?
4. Can students evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues?
5. Can students propose and defend alternative courses of action to address an historical or contemporary issue and evaluate their positive and negative implications?
6. Can students conduct historical research using a variety of resources to answer historical questions related to world history and present that research in appropriate formats?
7. Can students analyze causes and effects in historical and contemporary world events, using a variety of resources?
8. Can students explain the origins, developments, and consequences of the transatlantic slave trade between Africa and the Americas and Europe?

9. Can students identify major technological innovations in shipbuilding, navigation, and naval warfare and explain how these technological advances were related to European voyages of exploration, conquest, and colonization?
10. Can students identify demographic, economic, and social trends in major world regions?
11. Can students describe major changes in world political boundaries between 1450 and 1770 and assess the extent and limitations of European political and military power in Africa, Asia, and the Americas as of the mid-eighteenth century?
12. Can students describe the development of nation-states and major world powers?
13. Can students describe the goals and consequences of European colonization in the Americas?
14. Can students describe the European commercial penetration of Asia and the impact on trade?
15. Can students identify the influence of European economic power within Africa and its impact on other parts of the world?
16. Can students describe and evaluate the significance and possible consequences of major technological innovations and trends?

Unit 1 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
History: Historical Thinking Skills	
1.	Construct a timeline to explain and analyze historical periods in world history (H-1A-H1)
3.	Contrast past and present events or ideas in world history, demonstrating awareness of differing political, social, or economic context (H-1A-H1)
4.	Analyze change or continuity in areas of the world over time based on information in stimulus material (H-1A-H1)
6.	Analyze the point of view of an historical figure or group in world history (H-1A-H2)
7.	Analyze or interpret a given historical event, idea, or issue in world history (H-1A-H2)
8.	Debate an historical point of view, with supporting evidence, on an issue or event in world history (H-1A-H1)
11.	Propose and defend alternative courses of action to address an historical or contemporary issue, and evaluate their positive and negative implications (H-1A-H4)
17.	Conduct historical research using a variety of resources to answer historical questions related to world history and present that research in appropriate format(s) (visual, electronic, written) (H-1A-H5)
18.	Analyze causes and effects in historical and contemporary world events, using a variety of resources (H-1A-H6)

GLE #	GLE Text and Benchmarks
World History	
19.	Explain the origins, developments, and consequences of the transatlantic slave trade between Africa and the Americas and Europe (H-1C-H6)
20.	Identify major technological innovations in shipbuilding, navigation, and naval warfare, and explain how these technological advances were related to European voyages of exploration, conquest, and colonization (H-1C-H6)
21.	Identify demographic, economic, and social trends in major world regions (H-1C-H7)
23.	Describe major changes in world political boundaries between 1450 and 1770 and assess the extent and limitations of European political and military power in Africa, Asia, and the Americas as of the mid-eighteenth century (H-1C-H8)
24.	Describe the development of nation-states and major world powers (H-1C-H8)
25.	Describe the goals and consequences of European colonization in the Americas (H-1C-H9)
26.	Describe the European commercial penetration of Asia and the impact on trade (H-1C-H9)
27.	Identify the influence of European economic power within Africa and its impact on other parts of the world (H-1C-H9)
52.	Describe and evaluate the significance and possible consequences of major technological innovations and trends (H-1C-H15)

Sample Activities

Note: Unit 1 makes references throughout to “reporter.” This instructional strategy represents a long-term approach to student writing throughout this unit, including a student newspaper to which students regularly contribute by news writing, editorial writing, and perhaps even cartooning and illustrating where appropriate. Students should also critique their writing-to-learn assignments. Video news reports may enhance the activity.

Activity 1: The World in Comparison (GLEs: 17, 21)

Establish a class newspaper or TV commentary that can be reported from important sites around the world. Assign students in pairs to serve as reporters from cities representing a range of cultures (e.g., Delhi, Damascus, Beijing, Mexico City, London, Paris, Madrid, Lisbon, Rome, Venice, Constantinople, Moscow, Accra, Cuzco, or make your own list) .Ask reporters to research, using a variety of sources, what is contemporary to that site in 1450, 1550, 1650, and 1750. Have reporters represent new nations in Western Europe and develop news items (visual, written, or oral) illustrating how and why their country became involved in explorations of the New World, Africa, the Indian Ocean, and ultimately the Far East. They should also identify demographic, economic, and social trends in these major world regions. Assign one member of the reporting pair as editor to review writings/oral reporting for accuracy before printing/presenting the information for release.

Conduct an overview of comparisons throughout the world with students contributing ideas in open discussion from their newspapers. The following topics could be included:

- The Roman Catholic Church and the emerging reform movements
- The population pressures and the growth of cities
- The rise of national identities in Spain, Portugal, France, and England
- The domination of trade by Italian city-states and their promotion of the Renaissance
- The development of a thriving economy in Mogul India through trade with Southeast Asia and East Africa
- The development of a thriving Ming Dynasty in China and its trading of goods along the Silk Routes
- The trade between West African kingdoms and North Africa and with the Middle East
- The thriving economies of the Aztecs and Incas in the Americas

Have students assess newspapers for accuracies and write a “corrections” column that could be published in a subsequent issue for items they find erroneous.

Encourage students to incorporate political cartoons into the newspapers depicting the attitudes of the conquerors, Native Americans, African slaves, Chinese, Indians, or the Europeans.

Activity 2: Historical Timelines (GLEs: 1, 52)

Assign groups to a particular area of the globe (Europe, Africa, Middle East, Asia, or the Americas) to research principal developments, inventions and discoveries that affected their assigned country between 1450 and 1770. Provide timelines on which students can place the events.

Have the students discuss how these separate timelines for Europe, Africa, Middle East (SW Asia), Asia, and the Americas provide for instant comparison of major technological innovations and trends around the world. Timelines and/or reported items could be posted for different world regions. Students should describe and evaluate the significance and possible consequences of these major innovations and trends.

Have students debate collectively a “World’s Top Ten” list of the most significant inventions and discoveries in the world that are representative in value to the whole world. In small groups, have the students list some of the consequences and impact of the modern inventions upon our world today. Each group should share their list with the class.

Activity 3: Mapping Trade Routes in 1450 and the Age of Explorers (GLEs: 18, 19, 20)

Provide students with an outline map of Eurasia (circa 1450). Ask students to locate places important in the silk and spice trade, including the Silk Road, Arab trade routes, Italian city-

states, and Constantinople. Then have them write on the back of the map why the fall of Constantinople (1453) had such an impact on Europe.

Provide students with an outline map (circa 1700) centered on the Atlantic Ocean. Ask students to locate trade routes between West Africa, the Caribbean, and English America. Then have them write on the back of the map why this trade was important to New England traders, Caribbean sugar planters, and English slavers.

Have the students create lists of fifteenth- and sixteenth-century European explorers (such as Dias, da Gama, Columbus, Vespucci, Cabot, Cartier, Champlain, Magellan, Cook, Cortes, Prince Henry, Drake, Polo, Pizzaro, etc.), indicating the country they represented and the lands explored, innovations, or discoveries they made. They may gather data on a graphic organizer like the following:

Explorer	Dates	Country of Origin	Discovery

Ask them to read about these explorers and write a brief autobiography on one of the explorers responsible for major technological innovations in shipbuilding, navigation, or naval warfare. Explain how these technological advances were related to European voyages of exploration, conquest, and colonization.

Activity 4: Religious Diffusion, Native Americans, and Cultural Change (GLEs: 6, 7, 8, 11)

Ask students to assume the role of missionaries traveling to the New World in 1600. Have them analyze the point of view of this group in world history by asking the following:

- Why is it important for you to convert Native Americans?
- Does it make any difference to your motivations if you are Spanish or English?
- How do you plan to communicate with people who speak an unknown language?

Native Americans had an established social and political system when they first came into contact with Europeans. Divide the class into small groups of three or four members. Using evidence to support their point of view, have the groups debate the following:

- Why did Europeans assume that Native Americans should live like Europeans?
- What happened to Native American cultures?
- Did Europeans have a right to claim lands in the New World?
- Have the groups argue this situation from the perspectives of both Europeans and Native Americans. Each group should present their perspectives to the class.

Now, from a Native American perspective, assign each group a particular culture in a specific geographical area (e.g., New England colonies, New France, Spanish colonies in the Caribbean or Mexico) that was a part of European exploration in the New World and have

them propose and defend an alternative course of action to address the issue of colonization, evaluating the positive and negative implications.

Activity 5: Mercantilism, Labor, and Slave Trade (GLEs: 11, 19)

Spain acquired vast quantities of gold and silver from the New World. Ask students to hypothesize through discussion where the Spanish would secure goods they wished to consume. What happens to prices if consumers (wealthy Spanish) have more money to spend than there are products to consume? What is the relationship between inflation and the supply of money?

Mercantilism was the driving force behind colonial trade policy. Ask the class to work in small groups to explain and then report out by group their responses to the following: Why were the English and French so insistent upon limiting products made in the colonies? What might have been the result had mercantilism been successful and the English had acquired all of the gold?

In India, the British found a large supply of skilled laborers who could be employed for tea and jute plantations at very low wages. Ask the class to informally debate the economic merits of the following:

- slave labor
- cheap skilled labor
- debt peonage (indentured servitude)

Ask students to discuss consequences of the transatlantic slave trade. The discussion must include the following:

- morality of slavery
- rigid social class systems
- disruption of African communities
- mixed cultures of the Caribbean area (African, European, and Native American)

Ask students to locate, on a map of Africa, slave ports on the west coast of Africa and common delivery ports in the New World. Provide students with diagrams of slave ships. Have students relate the design of the slave ships to the death toll of slaves during the Middle Passage across the Atlantic Ocean.

Activity 6: Changing World Politics: Analyzing Colonial Patterns 1450–1770 (GLE: 23)

Provide a series of maps or atlases of world history for class study. Include world political maps for

- the known world in 1450,
- colonial claims in 1550,
- colonial claims in 1650, and
- European colonies in 1750.

Ask students to describe changes in the colonial patterns. To facilitate discussion, ask the following questions:

- How did the defeat of the Spanish Armada impact colonial empires?
- Why were the English so aggressive in establishing colonies?
- Why were the Dutch and the English competitors?
- Why were the Portuguese doomed to decline as a colonial power?
- Why were the Dutch so active in navigation and commerce?

Based on a map of European colonies in 1750, ask students to explain the location of the following colonial claims:

- Portuguese—Angola, Mozambique, Goa, Macao, Brazil
 - Why were the Portuguese so successful early in India and China? Why were they unable to maintain this vast empire?
- French—Louisiana, Canada, Caribbean
 - Why was French control in North America so expansive? Why was their influence less than that of the English?
- Dutch—South Africa, Indonesia (Spice Islands)
 - Why were the Dutch so active in trade and colonies? Why were wars with the English destructive of their colonial empire?
- British—American colonies, Caribbean
 - Why were the British such avid colonizers? How did private companies (e.g., the Hudson Bay Company) promote the empire?
- Spanish—Central and South America, Philippines, Africa
 - Why were the Spanish handicapped by the discovery of so much gold?
 - Why was Germany absent from the race for colonies?

Have students role-play a discussion among explorers of each nation listed above; have them argue for their national interests as well as their personal ones. Also, have them critique their approaches to colonialism.

Activity 7: Case Study on Colonialism (GLEs: 3, 4, 23)

Provide students with the most updated news information on Haiti, or have them research it independently through reliable online news organizations. Then have students look at the history of Haiti starting with Columbus landing there. In groups, have them construct a timeline that establishes what happened and when, as well as who was involved. Then have each group contrast the past and present of Haiti, demonstrating awareness of the differing political, social, and economic contexts. Then, having presented that information to the class, discussion could encompass the following:

- Why are none of the natives of Haiti a part of the current population?
- What conclusions can we make about colonialism in this part of the world?

- What are the problems indigenous to this area as a result of colonialism?
- Critique Jean Bertrand Aristide’s role in addressing the problems in Haiti, as well as the American role in addressing the problems of Haiti.
- How would Haiti have been different if the slave traders never touched its shores?
- What has changed, and what has remained the same in Haiti?

Have students draft a letter, collectively or as individuals, with the United Nations as audience that addresses the topic “What Should Be Done in Haiti Now.”

Activity 8: Nationalism and Nation-States (GLE: 24)

Review the definition of a *nation*—a people sharing culture and language occupying a specific region. Then review the definition of a *state*—an area bounded by a single government. Finally, define *nation-state*. Ask students if they can think of a country that has more than one nation within its boundaries. Ask them if they can name a nation today that does not have a state.

Provide a map of Europe in 1500 illustrating the creation of nation-states. Ask students to explain: Why were Germanic peoples so divided? Why did now-meaningless social class structures such as feudalism last so long in the Holy Roman Empire? Ask students to describe the importance of the following:

- In Spain: the Reconquista, expulsion of the Moors and Jews, union of Aragon/Castile
- In England: Henry II, Magna Carta, Hundred Years War, rise of Parliament
- In France: Philip Augustus, Hundred Years War, Joan of Arc, removal of English claims

Ask students to research what was happening in 1500 in China and come up with a list of five to ten important events in that time period that defined them as a nation-state. Then have them complete a Venn diagram to compare what was happening in Europe versus what was happening in China at the same time and make some conclusions about the similarities and differences between these peoples and cultures at this relative point in time.

Activity 9: Effects of Colonization (GLEs: 25, 26, 27)

Ask students to complete the chart below.

European Country	Areas Colonized	Purpose of Colonization	Consequences
Spain	North and South America Caribbean	Self-sustaining colonies Convert natives to Christ Expand absolute power of the monarchy Acquire gold and precious metals	Political: Continued dominance by the Church-Inquisition; colonies failed to benefit from changes taking place in Europe and English colonies. Social: No development of middle class at home or in colonies; rigid social class system Economic: Gold flooded Spain creating inflation in 1550
France	Louisiana Haiti Canada Indochina	Agricultural wealth made colonization less attractive to French citizens Controlled territory for raw materials supplied by native peoples Tropical areas developed a plantation economy in sugar and cotton	Political: Always more interested in politics on the continent, involvement in wars cost them most of their colonies – Louisiana, Haiti, Canada Social: French respected the Native Americans, often marrying their women and assimilating into their culture. Successful colony in Quebec, but few overall. Economic: Established fishing settlements that fed the nation; fortified the St. Lawrence in support of the fur trade.
English	North America India Indonesia Australia	Enclosure movement made it easy to attract settlers to the New World Joint-stock companies combined adventurers, settlers and profits Colonies supplied raw materials for emerging factory systems	Political: Rights of Englishmen made colonists increasingly independent. Social: Mobility between classes became increasingly based upon wealth instead of birth. Economic: Successful colonization became an important element of trade – cotton and tobacco; colonies competed with the Mother Country and opposed mercantilism.
Dutch			
Portuguese			

When completed, guide discussion comparing the interests (goals) of the colonizing nations and their impact on the New World. Later add the Dutch and the Portuguese, asking students to explain why their impact was minor in the Americas although important in their early exploration of Africa, India, and Indonesia.

Ask half of the students to assume the role of reporters in Delhi to describe the impact of British colonization in the region. The response must include the Raj, British plantation agriculture, impact on Hindus, Islam, East Indian Company. Ask the other half of the students to assume the role of reporters for Beijing to describe why the British had limited impact on China and Japan before 1750.

Review and discuss these news reports collectively.

Then provide students with a linguistic map of the world today. Ask them to explain how those particular patterns of language were created. Follow with a religious map of the world and ask them to explain why religious change occurred in some areas and not in others (e.g., Spanish colonies versus India).

Finally, conduct a discussion where students express their opinions about the Age of Exploration and Colonization. Make a list of positive and negative aspects of European colonization including the following:

- spread of technology
- commercialization of agriculture (plantations)
- disease
- proselytizing religion (religious conversion)
- political traditions
- slavery

Divide the class into two groups to discuss the positive and negative aspects of European colonization. One group will view colonization through the eyes of European colonizers and the other group will view colonization through the eyes of native people being colonized. They can discuss any of the above-mentioned aspects of colonization.

Sample Assessments

General Guidelines

- Students should be monitored during all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Student investigations should be evaluated with a rubric.
- When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the type of products that result from the student activities.

General Assessments

- Using a publishing program, the students will create a newspaper from all the written reports throughout the unit. Students can devise separate sections pertaining to colonization, scientific discoveries and inventions, exploration, world politics, lifestyles around the world, etc. Graphics and political cartoons can be added to enhance the newspaper's appeal. Each student should have at least one entry in the newspaper noted with a byline. A rubric should be devised by the teacher and students to grade the newspaper.
- Students can create a timeline depicting the Age of Exploration. Color-coded flags denoting the different countries and containing the explorer's name and area he claimed can be used to mark the date of the discovery. For example, all the French explorations could be colored blue with the individual name of the explorer and what land he claimed denoted on each flag placed on the timeline. After the timeline is complete, have students draw some conclusions about their timelines.
- The students can be assigned a formal essay or journal writings on the teacher-selected topics. Examples: a) Compare and contrast the treatment of the Native Americans in the New World by the English, French, Spanish, and Dutch in respect to religion, government, economics, and integration of cultures; b) Explain the impact of at least five major innovations or inventions on the Age of Exploration.
- Have students label maps with color-coded trade and exploration routes. The name of the explorer and the year(s) should be marked on the routes.

Activity-Specific Assessments

- Activity 2: Student groups are to create separate timelines for each of their assigned areas listed in Activity 2 (Europe, Africa, Middle East, Asia, or the Americas). Each timeline should include major developments, inventions, and discoveries associated with their area between 1450 and 1770. The groups should present their timelines and display them to the class. Students should go back to their groups and evaluate the significances and possible consequences of the major innovations and trends depicted in the timelines. One member of each group will then share the group's findings with the class while the teacher compiles all the responses on the board, overhead transparency, or some displayed area.
- Activity 6: Have students role-play a discussion among explorers from Portugal, France, England, Spain, and The Netherlands (Dutch). They should argue their national interests as well as their personal interests to colonialism. After the role-play, all students should individually critique the various nations' and explorers' approaches to colonialism through journaling.
- Activity 8: Working in small groups have students create a Venn diagram to compare and contrast two or more things such as China versus Europe in 1500, treatment of the Native Americans by the French, English, and Spanish or positive and negative aspects of European colonization around the world.

Resources

- **Age of Exploration:** Activity 3
<http://panorama.harrison.k12.co.us/mcdowell/Webpage/explorers.htm> - list of websites on the early European explorers
<http://www.mce.k12tn.net/explorers/explorers.htm> - good chart of the explorers
http://www.mce.k12tn.net/explorers/explorers_start.htm - good site for quizzes
<http://www.mariner.org/educationalad/ageofex> - biographies, timelines, etc.
<http://www.chenowith.k12.or.us/tech/subject/social/explore.html> - extensive list of explorers associated with sponsoring countries
- **Economic Concepts:** Activity 5
<http://mobiletel2.mobiletel.com/~sal/>
- **China in 1500:** Activity 8
<http://www.yutopian.com/history/ming.html> - timeline of events in China and the world during Ming Dynasty
- **World History Maps:** Activity 3 and Activity 6
<http://www.maps.com/reference/history/whistory> - variety of world history maps
www.euratlas.com – historical maps of Europe
<http://www.freeeliterature.com/AtripThroughTime/Files%20and%20Maps/A%20Literary%20Trip%20Through%20Time.htm> - world history maps

World History
Unit 2: Renaissance, Reformation, and Scientific Revolution (1450–1770)

Time Frame: Approximately four weeks

Unit Description

The focus of this unit is on major developments in intellectual thought and the resulting political, social, economic, artistic, and religious changes in world regions.

Student Understandings

Students understand key features of the Renaissance, Reformation, Scientific Revolution, and Age of Enlightenment. Students identify major trends of change in world regions.

Guiding Questions

1. Can students identify demographic, economic, and social trends in major world regions?
2. Can students describe key features of the Renaissance, Reformation, Scientific Revolution, and the Age of Enlightenment?
3. Can students determine when primary and/or secondary sources would be most useful in analyzing historical events?
4. Can students define the term Renaissance and explain why the term was used to describe this historical period?
5. Can students explain the causes and effects of the Renaissance and its impact upon history then and now?
6. Can students explain the role the Renaissance spirit played in sparking the Scientific Revolution and the Age of Exploration?
7. Can students identify the major artistic, literary, and intellectual figures of the Renaissance and explain the significance of their achievements?
8. Can students describe the origin, causes, and effects of the Reformation?
9. Can students compare and analyze the beliefs and ideas of the leading Protestant reforms?
10. Can students summarize the reforms and the intent of the Church's Counter-Reformation?
11. Can the students identify the key players of the Scientific Revolution and the impact of their discoveries on the world then and now?

Unit 2 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
History: Historical Thinking Skills	
1.	Construct and utilize a timeline to explain and analyze historical periods in world history (H-1A-H1)
9.	Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues (H-1A-H3)
10.	Determine when primary and/or secondary sources would be most useful when analyzing historical events (H-1A-H3)
18.	Analyze causes and effects in historical and contemporary world events, using a variety of resources.
World History	
21.	Identify demographic, economic, and social trends in major world regions (H-1C-H7)
22.	Describe key features of the Renaissance, Reformation, Scientific Revolution, and the Age of Enlightenment (H-1C-H7)

Sample Activities

Activity 1: The Renaissance (GLE: 22)

Use a graphic organizer or computer program (e.g., *Inspiration*®) to brainstorm the major characteristics of the Middle Ages in the areas of religion, art, economics, social classes, and government. Be sure to include the following characteristics: the Catholic Church dominated both spiritual and political areas of life, art was dominated by religious icons, feudalism was the main economic system, society consisted of only three social classes (nobles, serfs, and religious), and empires were ruled by emperors or kings who ruled according to the “divine right of kings.”

Provide students with three examples of art by Da Vinci, three readings by or about early humanists (including Petrarch), and three literary selections (play synopses, sonnets, or favored soliloquys by Shakespeare). Have them explore these in groups, working toward articulating what they perceive to be true about life and thinking in the Renaissance.

Activity 2: Renaissance (GLEs: 9, 10, 21, 22)

Review the definition of *Renaissance* – “rebirth” – an age of intellectual and artistic revival centered in the classical antiquity of Greek and Roman literature. The teacher or students should form research committees to use primary and secondary resources to explore aspects of the Renaissance, such as where it began and why, why it was successful, what it accomplished, how it was diffused throughout Europe and what the major differences were

between the Italian Renaissance and the Northern Europe Renaissance. Topics to be explored include the following:

- early humanists (e.g., Petrarch)
- artists (e.g., Da Vinci)
- Northern Europe (e.g., Shakespeare)
- demographic trends (e.g., bubonic plague)
- economic trends (e.g., development of banking)
- social trends (e.g., rise of the middle class)

Have the groups present their materials in a variety of formats, including multimedia where appropriate. Ask them also to address their use of resources and whether primary or secondary sources were most useful. After the presentations, in small groups, have students analyze the use of the term “Renaissance” to refer to this historical period. Have students come together in a large group to share their findings.

Have the students create lists of the major Renaissance personalities and their contributions. The following are examples of the personalities that should be included: Petrarch, Giotto, Dante, Da Vinci, Columbus, Ghiberti, Brunelleschi, Donatello, Masaccio, Boccaccio, Machiavelli, Michelangelo, Desprey, Dufrey, Raphael and Shakespeare. They may gather data on a graphic organizer like the following:

Renaissance Personality	Place	Area of Contribution	Name of Work	Significance	Year
Petrarch	Avignon	Literature	<i>Canzoniere</i> - <i>sonnets to Laura</i>	Humanized heroines; great lyric poet	1327
Giotto	Florence	Painting	<i>Adoration of the Magi</i>	Three-dimensional, lifelike quality to paintings	1334

Using a map of Europe, have students locate all the places mentioned on the above chart placing a separate dot around the location for each personality listed. Students should analyze the map and summarize their findings.

Then ask students to produce a performance of “Around the World in 80 Seconds.” Have each group examine a particular area of the world outside of Europe and prepare a video or live re-enactment of events occurring in the rest of the world during the Renaissance, identifying demographic, economic, and social trends in the other world regions.

Activity 3: Reformation (GLEs: 9, 21, 22)

Form student research committees to research and present information on Reformation topics, including the following:

- early church critics (e.g., John Hus)
- map of Europe where leading reformers were located

- prominent reformers (e.g., Martin Luther, Henry VIII, John Calvin)
- Counter-Reformation (e.g. Ignatius of Loyola)
- religious conflicts (e.g., Thirty Years War)
- map of the Reformation and Counter-Reformation

Ask students, in pairs, to summarize the origin, causes, and effects of the Reformation. Have students associate people and events with a movement toward free will and individualism (capitalism and democracy) in northern Europe. Possible topics include the following:

- collecting information on Gutenberg and movable type
- illustrating a verse of the Bible similar to work in Church monasteries
- preparing a biographical sketch of a religious reformer
- explaining how annulment and divorce were serious issues for the Church (e.g. Henry VIII and Sir Thomas More of England)
- comparing pictures of Puritan churches with Roman Catholic cathedrals and explaining why they were so different
- producing a TV interview with the Pope about church reforms

Then ask students to produce a globe illustration for which each small group examines a particular area of the world outside of Europe and prepares an illustration of the most significant event they perceive that occurred in the rest of the world during the Reformation. Have them identify demographic, economic, and social trends in the other world regions in an informal narrative essay attached to the illustration.

Activity 4: Science and Rational Thought (GLE: 22)

Provide students with a composition by Mozart to which they listen, a demonstration of the apple falling and principle of gravity by Newton, photographs of the sky and a brief explanation of Kepler's work, and a synopsis or primary text of Locke's writing about social contract theory. Then have students explore these in groups, working toward articulating what they perceive to be true about life and thinking in the Scientific Revolution and the Age of Enlightenment. Have them make comparisons as they go between this age and the ages of the Renaissance and Reformation.

Activity 5: Scientific Revolution and the Enlightenment (GLEs: 21, 22)

Assign student groups to research the Scientific Revolution and the Enlightenment. Have each group present reports on the following topics:

- art and music (e.g., Mozart)
- physics and astronomy (e.g., Newton, Kepler)
- astronomy (e.g., Kepler)
- medicine (e.g., Harvey)
- philosophy and natural law (e.g., Locke)
- economics (e.g., Adam Smith)

Assign pairs of students to enhance the study of the Age of Enlightenment by

- explaining Benjamin Franklin’s experiment with electricity,
- reproducing copies of Galileo’s illustrations of future machines,
- interviewing a music teacher on the work of Mozart and/or Bach,
- reading excerpts from Diderot’s *Encyclopedia* and explaining how it exemplifies Enlightenment thought,
- investigating Turnip Townsend and crop rotation, and
- relating Boyle’s work to James Watt’s development of steam power.

Then have students work in pairs to research and write a letter to Benjamin Franklin from an imaginary explorer who visited areas of the world outside of Europe during this period of time. This explorer writes from a particular area to record his or her observations of demographic, economic, and social trends.

Sample Assessments

General Guidelines

- Students should be monitored during all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Student investigations should be evaluated with a rubric.
- When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the type of products that result from the student activities.

General Assessments

- In small groups, students can create a timeline depicting the major personalities and their contributions to the Age of Discovery (incorporate timeline from Unit 1), Renaissance, Reformation, Scientific Revolution, and the Age of Enlightenment. Each group should analyze the timeline and summarize their conclusions (e.g., the Renaissance period preceded and sparked the other periods). The groups should share their findings with the class. The teacher and students can create a rubric to grade the timelines.
- Working in pairs, the students create two graphic organizers depicting the causes and effects of the Renaissance on one and the causes and effects of the Reformation on the other. Have students compare and contrast the two graphic organizers and note any possible connections between the two periods (e.g., invention of the printing press during the Renaissance made the Bible available to more people for study and reflection which contributed to people questioning the Catholic Church).

- Divide the class into cooperative groups with four members to create a video of one of the personalities studied in this unit. Each member of the group will have one of the following roles: script writer, cameraman, interviewer, historical figure. The entire group will participate in the research of the historical figure and then each person will complete their assigned task to complete the video. The video will then be presented to the class for both peer evaluation and teacher evaluation. A scoring rubric should be created by the teacher and students as a collaborative effort.

Activity-Specific Assessments

- Activity 2 or Activity 5: Students can create *PowerPoint*[®] slides on various Renaissance personalities in Activity 2 or personalities from the Scientific Revolution and Age of Enlightenment in Activity 5. The *PowerPoint*[®] should include important information about each personality along with graphics depicting their contributions to these periods (e.g., pictures of art or inventions, excerpts from writings, etc.). The class should be required to take notes as each student presents his/her *PowerPoint*[®] slides. There is a sample rubric to grade *PowerPoint*[®] presentations in the Resource section of this unit. If computers are not available, the teacher can substitute narrative essays for the *PowerPoint*[®] presentation.
- Activity 3: Students can be required to make an oral presentation of their globe illustration in Activity 3. Each member of the small group can present a part of the information contained in the informal narrative essay. The small group should be graded with a rubric that gives points for both the globe illustration and the oral presentation. Students and teacher may want to design the rubric together. There is a rubric sample for an oral presentation in the “Resource” section of this unit.
- Activity 3: To facilitate a deeper understanding of the Protestant Reformation the students will conduct a re-enactment of Martin Luther’s trial before the Diet of Worms in Germany. Research committees should be assigned to investigate the various issues and the stand taken by the Church and Martin Luther on each of the issues. Every student should be assigned a specific role in the trial and a rubric should be designed to assess each student’s participation.

Resources

The following are sample rubrics to score *PowerPoint*[®] and oral presentations. The point values and criteria can easily be adapted to any *PowerPoint*[®] project. The teacher and students should agree on the criteria to be used when constructing their own rubric and the total point value for each criteria. Students should have a copy of the rubric at the beginning of the project to use as a guide. The first sample is the *PowerPoint*[®] rubric.

Power Point Rubric

	Superstar 4	Good 3	Average 2	Poor 1
Required Elements Points ____	Presentation contains all required elements outlined on project sheet	Presentation is missing one or two required elements	Presentation is missing three required elements	Presentation is missing four or more elements
Content Points ____	Information is accurate and comes from at least one primary source	Some of the information does not fit the project but primary source is used	At least one bit of information is inaccurate and primary sources were not used	Some information is inaccurate and no primary sources are used.
Text Elements Points ____	Fonts are easy-to-read and point size varies appropriately for text and headlines. Use of italics, bold, and indentations enhances the readability.	Most of the fonts are easy-to-read, but in a few places the use of fonts, bold, italics, long paragraphs, color, or busy backgrounds affect readability	Overall readability is difficult because of lengthy paragraphs, too many different fonts, backgrounds, overuse of italics and bold	Text is extremely difficult to read with long blocks of text, small point size of fonts, and inappropriate contrast of colors
Layout Points ____	Layout is pleasing to the eye and has appropriate use of headings and subheadings	The layout uses vertical and horizontal white space appropriately	Layout has some structure but appears cluttered or too busy	Layout is cluttered, confusing, and does not use spacing and headings to enhance readability
Citations Points ____	All sources of information are properly cited	Most information is cited but some pictures, graphics, and photos lack citation	More than half the information has no citations in the presentation	No citations for information, graphics, pictures, and photos
Graphics, Sound, Animation Points ____	Graphics, sound, and/or animation, using proper size and resolutions, enhance the content of the presentation. At least one original image is used.	Some of the graphics, sound, and/or animations seem to be unrelated to the content theme and contributes little enhancement to the concepts	Many of the graphics, sound, and/or animations are unrelated to the content or concepts.	Graphics, sound, and/or animation are unrelated to the content and do not enhance understanding
Writing Mechanics Points ____	Text is written with no errors in grammar, punctuation, capitalization, and spelling.	Text is written with no more than two errors in grammar, punctuation, capitalization, and spelling.	Text is written with no more than three errors in grammar, punctuation, capitalization, and spelling.	There are four or more errors in grammar, punctuation, capitalization, and spelling.

The following is a sample rubric for oral presentations:

	1	2	3	4
Group Participation	Only one member of the group presents the battle information	Two members of the group present battle information	All three members present battle information	All three members assist one another throughout the presentation
Subject Knowledge	Student does not have a grasp of the information and cannot answer questions.	Student appears uncomfortable with information and can only answer basic questions.	Student is comfortable with information, but fails to elaborate on questions.	Student demonstrates full knowledge of battles and elaborates on answers.
Eye Contact	Student reads all of the presentation and has no eye contact with audience	Student occasionally uses eye contact, but reads most of the information	Student maintains eye contact most of the time, but still reads notes.	Student maintains eye contact with audience and seldom returns to notes.
Elocution	Student mumbles, mispronounces terms, and speaks too softly for students in the back of class to hear.	Student's voice is low, incorrectly pronounces terms and audience in back of class has difficulty hearing the presentation.	Student's voice is clear and pronounces most words correctly. Most members of the audience can hear presentation.	Student uses a clear voice and correctly pronounces terms so that all the audience hears the presentation.
Length of Presentation	Too long or too short; six or more minutes above or below allotted time.	Within four minutes of the allotted time +/-	Within three minutes of allotted time +/-	Within two minutes of the allotted time +/-

World History
Unit 3: Political Revolutions (1750-1914)

Time Frame: Approximately four weeks

Unit Description

This unit focuses on how major ideas of philosophers resulted in political revolutions throughout the world.

Student Understandings

Students understand the causes and effects of major political revolutions. Students describe how the American Revolution differed from the French Revolution and the impact both had on world political development.

Guiding Questions

1. Can students construct a timeline to explain and analyze historical periods in world history?
2. Can students describe the major ideas of philosophers and their effects on the world?
3. Can students identify causes and evaluate effects of major political revolutions since the seventeenth century?
4. Can students describe how the American Revolution differed from the French Revolution and the impact both had on world political developments?

Unit 3 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
History: Historical Thinking Skills	
1.	Construct a timeline to explain and analyze historical periods in world history (H-1A-H1)
2.	Compare historical periods or historical conflicts in terms of similar issues, actions, or trends in world history (H-1A-H1)
15.	Interpret or analyze historical data in a map, table, or graph to explain historical factors or trends (H-1A-H4)
World History	
28.	Describe the major ideas of philosophers and their effects on the world (H-1C-H10)

GLE #	GLE Text and Benchmarks
29.	Identify causes and evaluate effects of major political revolutions since the seventeenth century (H-1C-H10)
30.	Describe how the American Revolution differed from the French Revolution and the impact both had on world political developments (H-1C-H10)

Sample Activities

Activity 1: Machiavellian Concepts Versus the Natural Rights of Man (GLE: 28)

Provide students with copies of *The Prince* to read particular selections or in entirety. Students should then write an outline of Machiavelli's concept of autocratic government and how his ideas justified absolute monarchies in feudal Prussia, Russia, and Spain.

Ask students to hypothesize on how an individual or group might revolt against autocratic government and why.

Ask students, in pairs, to research and develop brief biographical sketches for one or more of the following philosophers: Hobbes, Locke, Montesquieu, Rousseau, Voltaire, Adam Smith, and Jefferson. The biographies must include the following:

- country of origin
- dates and names of major works
- belief about the role of government
- beliefs about rights of the individual
- narrative summaries of one or more short readings from each philosopher

Use these short biographical reports as springboards to discuss each philosopher's contribution to the Enlightenment and the Age of Reason. The teacher should document student responses on some type of graphic organizer on the board, overhead transparency, or computer generated program such as *Inspiration*®. Have students make predictions on the impact of these contributions through journaling.

Divide the students into two groups: (1) defenders of Machiavelli and (2) defenders of the philosophers who supported the rights of man. They should address the following questions:

- What is natural law?
- Can humans practice rational thought?
- Should these ideas be suppressed under Christendom?
- Why are these ideas suppressed under absolute monarchs?
- Why did the Reformation and Renaissance in England and France foster the application of natural law to human behavior and society?

Activity 2: Absolutism in Early Modern Europe (GLE: 29)

Ask students to read about the reigns of Frederick the Great (Prussia), Peter the Great (Russia), and Louis XIV (France). Using student input, guide discussion illustrating the plight of peasants, the power of nobility, the centralization of authority, militarism, the suppression of enlightened philosophies, and free will. Provide charts for student notes, such as the following:

Characteristics	Louis XIV	Frederick the Great	Peter the Great
How did the monarch centralize power?			
How did he react to the notion of natural rights of man?			
What was the plight of the peasants?			
How did he exploit the church and religion?			
How did he make use of military power?			

Conclude with a discussion of the following summarizing questions: How did absolute monarchs achieve power? How did they protect their power from the people? How might an absolute monarchy exist and survive today? What advice would Machiavelli give an absolute monarch of today?

Activity 3: Early Modern European Revolutions (GLEs: 29, 30)

Have students use the following guiding question for exploratory reading: How might the rule of an absolute monarch create major political revolution? Ask students to read about the Glorious Revolution in England, the American Revolution, and the French Revolution. Each student should be prepared to discuss the causes, significant events, and consequences, particularly the impact that each revolution had on world political developments. As the students read about the various revolutions, they may collect data on a graphic organizer like the following:

	Glorious Revolution	American Revolution	French Revolution
Causes			
Significant Events			
Consequences			
Impact on World Political Developments			

Divide the students into groups of three or four and have them compare their answers. Discussion should culminate in a group-written essay of comparison of the three revolutions.

Activity 4: Change and Enlightenment (GLEs: 1, 28, 29)

Ask students to create a series of timelines from 1400–1800, illustrating the growth of ideas and the emergence of revolutions, such as

- events in the Reformation and Counter-Reformation to 1648;
- prominent artists and musicians to 1800;
- prominent scientists to 1800;
- prominent philosophers to 1800; and
- revolutions to 1800.

Provide selected readings from Adam Smith’s *Wealth of Nations*. Ask students to explain what he means by the “invisible hand” controlling markets and prices. How is this idea related to natural law? Introduce the Malthusian doctrine on population. Did Malthus advocate natural law principles? Was Malthus correct?

Activity 5: Revolutions Are Not the Same (GLEs: 2, 15, 30)

Write the following quotations on the chalkboard:

- “All men are created equal.” (Jefferson)
- “Man is born free and everywhere he is in chains.” (Rousseau)
- “I do not agree with the words you say but will defend with my life your right to say them.” (Voltaire)
- “L’Etat, c’est moi.” (Louis XIV)

Ask students to interpret each quotation. Ask them to consider how the quotes are similar and different. How do these quotes relate to our Bill of Rights or the English Bill of Rights?

Compare the American Revolution to the French Revolution regarding the following:

- principles and philosophies underlying each Revolution
- previous experience with governing and governments
- consequences of both revolutions (impact on South American revolutions)

Ask the class to create a graphic organizer/chart that compares and contrasts the following: the importance of the English Bill of Rights (1688) to the Declaration of Independence (1776), the American Bill of Rights (1789), and the French Declaration of the Rights of Man and the Citizen (1789). Then divide students into groups (e.g., British, French, American, South American) to role-play a debate on questions such as the following:

- Why did the English end up as a constitutional monarchy instead of a republic?
- Why was Thomas Jefferson important as the French wrote their Declaration of Rights?
- Why was the American Revolution successful in achieving and maintaining constitutional government while the French Revolution was violent and unstable?
- Trace the impact of the American Revolution on the emerging republics in Central and South America.
- Why was the American Revolution copied so widely?
- Why did revolution in the former Spanish colonies fail to achieve democracy and stability as it had in English America?

Activity 6: Reaction, Reform, and Revolution in Europe (1799-1899) (GLE: 29)

Divide the students into cooperative groups of three or four. Each group should be assigned one of the topics below and create a storyboard or *PowerPoint*® presentation based on their research to present to the class. All students will be responsible for the historical information presented by each group. After all the groups have presented their information, each group will create a timeline of the major events in Europe from 1799 to 1875.

Topics for presentations:

- France under Napoleon Bonaparte (1799-1815)
- Congress of Vienna and the Concert of Europe (1815-1822)
- Revolts in Latin America and Greece (1820s)
- European Conservatism: 1815-1830 (Tories in Great Britain, Restoration in France, Prince Metternich's role in the Italian States, Spain, and Central Europe)
- Revolutions of 1830
- Reform Movement in Great Britain: 1830-1850
- Revolutions of 1848
- France's Political Struggles: 1848-1899 (Second Empire: Crimean War and the Franco-Prussian War and the Third Republic: Constitution of 1875)

Have students reflect on the decisions made at the Congress of Vienna. Ask them to define and

apply the concepts fostered by the Congress in explaining selected political events in Europe between 1815 and 1899. The list of events might include student unrest in 1848, British abolition of slave trade, the Reform Bill of 1832, Napoleon III, Latin America's revolt against European control. Ask students to present their findings in class discussion and come to a consensus about the definition of the terms *conservatism*, *liberalism*, *democracy*, *nationalism*, *reactionary*, and *reform* to create a bulletin board for prominent display and reference in the room.

Ask students to compare the various revolutions in terms of similar issues, actions, and trends in world history by creating a graphic organizer or using a graphic organizer program such as *Inspiration*®

Sample Assessments

General Guidelines:

- Students should be monitored during all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Student investigations should be evaluated with a rubric.
- When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the type of products that result from the student activities.

General Assessments

- The students will journal two or three times during the unit. The following are sample journal stems:
 - Which philosopher in this unit most closely resembles your own personal philosophy on life and why?
 - Do you believe that all people should be guaranteed a democratic government? Why or why not?
 - Do the people of a nation have the right to rebel against their government? Explain your answer.
 - Explain how wars are sometimes a war of words before they become a war of weapons. Give specific examples.
- Using a publishing program, word processor or card stock, have students create bumper stickers to represent each of the philosophers studied in this unit. (e.g., I Think ↔ I Am for Rene Descartes) Students may work individually, in pairs, or small groups. Students should display their bumper stickers and have the rest of the class guess the philosopher from the bumper sticker.
- Have the students place the revolutions and philosophers of this unit on a timeline. Ask them to draw conclusions about the impact of the philosophers on the revolutions.

Activity-Specific Assessments

- Activity 1: Student research groups may create *PowerPoint*® presentations or give oral presentations on the biographical sketches of the philosophers (see sample rubrics in the resource section of Unit 2).
- Activity 1: Divide the class into two groups: (1) defenders of Machiavelli and (2) defenders of John Locke. Each group of students should address the five questions listed in the unit in this activity. Then each group should choose one member to role-play a debate between Machiavelli and Locke based on those five questions.
- Activity 2: The students will turn in the completed chart in this activity which the teacher will assess for accuracy after the information has been discussed in class. This will assess students' attention in a large group discussion by requiring them to edit their data for accuracy.
- Activity 3: The group-written comparison essay should be assessed as the product of this group activity. A rubric should be designed by the teacher and/or students to assess the essay. (sample rubric follows this section)
- Activity 6: Have students create a timeline of the major events in Europe between 1799 and 1850. The timelines should include the various revolutions, political upheavals, changes in the French governments, and reform actions. The following is a sample rubric for a comparison essay.

	5	4	3	2	1
1. Purpose of the essay is clearly expressed in the thesis statement.					
2. Similarities and differences are easily distinguished in the essay.					
3. The essay offers enough details to support the thesis statement.					
4. The essay has a strong conclusion that reinforces the main idea of the essay.					
5. Sentences are clear and concise.					
6. Sentences are free from errors in usage, punctuation, and spelling.					
7. Correct verb tense is used throughout the essay					
8. Proper manuscript form is used.					

Resources

- **Age of Enlightenment and Machiavelli** – Activity 1
<http://www.constitution.org/mac/prince.txt> - *The Prince* by Machiavelli
<http://www.the-prince-by-machiavelli.com> – Biography of Machiavelli
<http://history.evansville.net/enlighte.html#People> – Good site for Age of Enlightenment
- **Adam Smith's *Wealth of Nations*** – Activity 4
<http://www.econlib.org/library/Smith/smWNtoc.html> - index by chapter of Adam Smith's *Wealth of Nations*
- **Thomas Malthus' "Essay on Population"** – Activity 4
<http://www.blupete.com/Literature/Biographies/Philosophy/Malthus.htm> - Thomas Malthus' biography and "Essay on Population"

World History
Unit 4: The Industrial Revolution (1750-1914)

Time Frame: Approximately two weeks

Unit Description

This unit focuses on the agricultural revolution, the expansion of industrial economies, and the resulting social transformation.

Student Understandings

Students understand how the expansion of industrial economies resulted in global social transformation. Students explain the characteristics of the agricultural revolution and analyze its impact.

Guiding Questions

1. Can students identify demographic, economic, and social trends in major world regions?
2. Can students describe the characteristics of the agricultural revolution that occurred in England and Western Europe and analyze its effects on population growth, industrialization, and patterns of landholding?
3. Can students describe the expansion of industrial economies and the resulting social transformations throughout the world?

Unit 4 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
World History	
21.	Identify demographic, economic, and social trends in major world regions (H-1C-H7)
31.	Describe the characteristics of the agricultural revolution that occurred in England and Western Europe and analyze its effects on population growth, industrialization, and patterns of landholding (H-1C-H11)
32.	Describe the expansion of industrial economies and the resulting social transformations throughout the world (e.g., urbanization, change in daily work life) (H-1C-H11)

Sample Activities

Activity 1: Social Conditions in the Industrial Age (GLE: 31)

Introduce the unit by having the students simulate a household in which no one is employed and there is no income for the family. Ask students, assuming roles as head of the household, to explain what they would do to provide for their family. List student comments on the board (e.g., contact Salvation Army, ask church for help, go to social services for support). Did those alternatives exist for families in the nineteenth century? List options they might have had (e.g., steal for survival, beg for food, send children to do hard work at low pay, poach livestock belonging to nobility). Ask the class to develop responses to the following questions: Why was unemployment *not* a problem under feudalism? What was the social role of the Roman Catholic Church under feudalism? Did Protestant churches have a similar responsibility in nineteenth-century Europe? Why did free will and the equal rights of man influence social services? How did capitalism promote individual responsibility without a safety net? What did laborers do when thrown off their land because of capitalism?

Have the students use what they learned about the Enlightenment and the Age of Reason to articulate what the characteristics of an agricultural revolution might be and analyze what its potential effects might be on population growth, industrialization, and patterns of landholding. Then have the students investigate England and Western Europe at the time of the agricultural revolution. Ask the students to describe the characteristics of the agricultural revolution in terms of population growth, industrialization, and patterns of landholding and to ascertain how close their predictive analysis was to actuality.

Activity 2: Agricultural & Commercial Revolutions Give Rise to Industrialism (GLEs: 21, 31)

Trace the origins of the Industrial Revolution in the eighteenth century through earlier important revolutions. Ask students to read about and describe important developments in the

- Commercial Revolution (Italian city-states)—new banking systems, bills of exchange, double-entry bookkeeping, stock exchanges, joint-stock companies promoting risk and investment
- Agricultural Revolution—New World products entered Europe and Old World farm animals were shipped to New World, crop rotation, the Enclosure Movement, commercial farms, growth of cities, large families and child labor

Ask students to write an informal, quick essay explaining how the Commercial and Agricultural Revolutions contributed to the rise of industrialism.

Activity 3: Working Conditions in Early Industries (GLE: 32)

Ask students to create a list of working conditions and wages they expect to receive when they

enter the work force. Make certain that working age, work safety, benefits, and wages are explored. Create a classroom list of student comments. Provide readings (portions of Dickens' *Oliver Twist* would be useful) about social conditions in the United Kingdom about 1800. The readings should emphasize conditions for women and children working in mines and factories. Compile a second list of students' comments about working conditions in 1800. Ask the class to compare the two lists while answering important questions such as the following:

- What was a subsistence wage in 1800?
- How does that compare with minimum wage today?
- Why did businesses keep wages low?
- Why did families send their children into the workplace?
- Why didn't social institutions (churches) intervene to help families?

Activity 4: Industrialism (GLEs: 21, 32)

Ask students to create a graphic organizer or a timeline that lists important inventors (inventions) preceding and during the Industrial Revolution (e.g., Newcomen, Watt, Kay, Hargreaves, Arkwright, Crompton, Whitney, Trevithick, Stephenson, Wedgwood, Owen). The listings in a graphic organizer should include the inventor and country of origin, the invention or discovery, and its impact on industrial production. The timeline would include the inventor, the country of origin, and the invention or discovery.

Ask students to explain why the Industrial Revolution began in England. Their statements should include references to the physical geography of middle England (including energy resources), the Enclosure Movement, cottage industries, and capitalist thought.

Introduce the concept of *demographic transition* using line graphs and/or population pyramids (consult a cultural geography text for examples). Illustrate the demographic transition through the following:

- Stage I—high birth and death rate; population is balanced
- Stage II—high birth rate and declining death rate; population increases rapidly
- Stage III—declining birth rate and declining death rate; population growth slows
- Stage IV—low birth rate and death rate; population is balanced

Provide maps of Europe and the world that show how the Industrial Revolution spread from England to northern Europe and to North America. Provide maps illustrating colonial empires about 1815. In guided discussion, ask students to explain how industrial competition affected

- wages and working conditions in Europe and America;
- immigration of Europeans to America;
- workers and planters in India, Chile, and China; and
- the growth of empires in Africa and Asia.

Provide population data for England from 1500 to 2000. Ask students to use the demographic model to explain changes in population. Ask students to use their knowledge of working conditions during the Industrial Revolution to explain changes in the demographic transition. Why did people in pre-modern England often have large families? Why did people in industrial

England come to have smaller families? How were large families a social security system at one time and a burden later in cities? Why did the death rate decrease in nineteenth century England? How did the growth of modern medicine influence changes in population?

On an outline map of nineteenth century India, ask students to produce a map illustrating railroad building (British) and plantation agriculture (tea and jute). Ask students to produce a summary paragraph in response to the following question: Was the Industrial Revolution a positive or negative experience on life in India? Defend your answer.

Activity 5: Communism Versus Capitalism (GLE: 21)

Provide abbreviated readings on the ideas of Adam Smith and Karl Marx. In guided discussion explore questions such as:

- What did Marx mean by *communism* and *socialism*?
- What did Smith mean by the *invisible hand*?
- Who was Robert Owen, and what was *utopian socialism*?
- Why did communism take hold in Russia?
- How does Russian communism differ from Marxist communism?

Provide the Forbes list of the richest people in the world. Ask students to consider their countries of origin and how they achieved their wealth. Focus discussion on Bill Gates, including the following questions:

- How did he earn his wealth?
- Should he be rewarded for his ideas and innovations?
- In a free society, should individual wealth be limited?
- How do taxes affect the wealth of rich and poor?
- What do we mean by *social security* today?
- Why did America embrace capitalism?

Ask students to compare political and economic systems, using the following graphic organizer:

Liberal						Reactionary
Democracy	← →	Representative Democracy	← →	Absolute Monarchy	← →	Totalitarian Dictatorship
Capitalism	← →	Mixed Economy	← →	Socialism	← →	Communism

Ask students to define each system and respond to questions such as these: Could democracy exist in a communist system? Could dictators promote capitalism? Could there be a socialist democracy? What is a mixed economy? Ask them to locate the United States on the political-economic spectrum.

Have students create a summary statement that succinctly distinguishes between communism and capitalism. Tell them it should be succinct enough to become a bumper sticker and to make careful language choices. They can be invited to make these statements into actual bumper stickers.

Activity 6: Industrial Revolution and Reform (GLE: 32)

Conduct reviews of living and working conditions as the industrial age began. Ask students to investigate reform movements of the nineteenth century (e.g., child labor laws, rise of labor unions, prison reform, and public education). Then have students create signboards that they could have used as a part of a protest demonstration reflecting changes that these reform movements would bring about in the political and economic systems of the time (e.g., wages and price controls, extended voting rights).

Sample Assessments

General Guidelines

- Students should be monitored during all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Student investigations should be evaluated with a rubric.
- When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the type of products that result from the student activities.

General Assessments

- Ask students to create a timeline of events that includes the major elements of the commercial revolution, the agricultural revolution and the industrial revolution. The timeline should span the 16th century to the 19th century and include items such as banking systems, bills of exchange, stock exchanges, joint-stock companies, Columbian Exchange, crop rotation, Enclosure Movement, commercial farms, steam-driven water pump, steam engine, flying shuttle, spinning jenny, water frame, first factory, spinning mules, cotton gin, steam-driven carriage, the railroad, and first company town. Have students draw conclusions about the order of the events on the timeline.
- Ask students to create a graphic organizer of the same events in the first sample assessment, but add the country of origin and the event's impact on society. The graphic organizer could be set up as follows:

Event	Date	Country of Origin	Impact on Society

Have students make conclusions about why certain events happened in a particular country first.

- Have students write an informal essay about the relationship between the Age of Exploration, the Scientific Revolution, and the Age of Enlightenment to the commercial, agricultural, and industrial revolutions. The essays should touch upon ideas such as the increased trade bringing prosperity to Europe which required new banking practices, new products such as turnips and potatoes leading to crop rotation and increased livestock, enlightened thinking leading to an openness to new ideas and innovations that impacted the industrial revolution, etc. The teacher and students can create a rubric to grade the essay or use this activity as an informal assessment of student learning.

Activity-Specific Assessments

- Activity 4: After completing all the activities, have students compare and contrast the impact of the Industrial Revolution on society during the 19th century with their perception of the impact of the Computer Revolution on society in the 20th century. For example, the Industrial Revolution made more products readily available to consumers and the Internet has also increased the number of products available to consumers. People became better connected through the transportation networks needed to get resources to the factories in the 19th century, and today people are even more connected through the information highway of the Internet. In contrast, during the 19th century workers had to leave their homes to work in the factories, but today many people can work at home through their computer and even earn college credits.
- Activity 5: In small groups of two or three have students create a summary statement that succinctly distinguishes between communism and capitalism. Tell them it should be succinct enough to become a bumper sticker and to make careful language choices. Using a publishing program such as Print Shop or Publisher, have the students create a bumper sticker to represent communism and one to represent capitalism.
- Activity 6: Have students create signboards that could be used as part of a protest demonstration reflecting changes that the 19th century reform movements brought about in the political and economic systems (e.g., wages, working conditions, price controls, extended voting rights, worker benefits). Students can role-play the perspectives of the laborers and management on the issues depicted on the signboards.

World History
Unit 5: Nations and Empires (1750–1914)

Time Frame: Approximately three weeks

Unit Description

This unit focuses on European imperialism in Africa, Asia, and the Americas and how the force of nationalism repeatedly changed the map of the world.

Student Understandings

Students understand the motives, major events, and effects of Western European imperialism. Students explain how nationalism changed the map of the world. Students use geographic tools to identify the extent of European and American territorial expansion.

Guiding Questions

1. Can students describe the motives, major events, and effects of Western European imperialism in Africa, Asia, and the Americas?
2. Can students use a map to identify the extent of European territorial expansion?
3. Can students describe the development of the nation-states of Italy and Germany?

Unit 5 Grade-Level Expectations

GLE #	GLE Text and Benchmarks
World History	
24.	Describe the development of nation-states and major world powers. (H-1C-H8)
33.	Describe the motives, major events, and effects of Western European imperialism in Africa, Asia, and the Americas (H-1C-H12)
34.	Using a map, identify the extent of European and American territorial expansion (H-1C-H12)

Sample Activities

Activity 1: Reaction and Nationalism in Europe and the United States (GLE: 24)

To introduce the unit, have students review the definitions of *nation-states* and *nationalism*. Have students list the common factors that cause a group of people to want to become

independent and establish a new nation (e.g., common language, culture, ethnicity, etc.). Write the list on the board or display it where the students can see it as they continue with this activity. Ask students if they know of any group(s) in the news trying to create an independent nation today (e.g., Palestinians, Chechnya). Working in pairs, have students research the unification of both Italy and Germany. Tell them to keep in mind the displayed list of common factors created earlier. They may gather data on a graphic organizer like the following:

Country:	Italy	Germany
Key people involved and their roles in unification		
Key events affecting unification		
Problems facing the new nation		

Have each pair of students write a comparison essay on the unification processes of Italy and Germany noting the similarities and the differences. Each pair should share their essay with the class and then have an open class discussion of the findings.

Create groups of three or four members and have them research the following topics:

- Self-rule in British colonies (Canada, Australia, and New Zealand)
- United States Manifest Destiny
- Decline of the Austrian Empire (Dual-Monarchy)
- The Empire of the Czars (Russia)

Ask students to write summary reports on each of the topics listed above. Each member of the team should orally present the summaries to the class. Have the class discuss how nationalism impacted the events in each of the six areas researched.

The phrase *Manifest Destiny* characterized the philosophy of the expansionists in the United States who felt the country should extend “from sea to shining sea.” Have students create poster boards that reflect the spirit of nationalism in Canada, Australia, New Zealand, the Austrian Empire, and Russia.

Activity 2: Imperialism in Africa, Asia, and Oceania (GLE: 33)

Form student pairs to investigate and be responsible for leading class discussion on the following actions related to imperialist policies (1875-1918):

- The Race for Africa
 - Livingstone, Stanley, Leopold II of Belgium, and the Congo
 - German colonies in southwest Africa
 - Cape to Cairo territory
 - Italy in North Africa
- The Race for Asia
 - English East India Company
 - French Indo-China
 - Spheres of influence in China

- Open Door Policy
- Opium War and Hong Kong
- Americans and the Pacific
 - Opening of Japan
 - Dutch East India Company
 - Spanish American War
 - Hawaii and Samoa

Teacher Note: Many more events can be added or used to replace actions from this list.

Construct charts for each of these regions so class members can take notes as imperialist policies and actions are presented. The charts might appear as follows:

The Race for Africa

Action/Event	Imperial Policy	Causal Events	Consequences
Belgian Congo			
Egypt and Suez			

Conduct informal class debates on one or more of the following issues involved in imperialism. This might be a useful exercise to assess student knowledge and understanding of imperialism.

- Kipling’s writings asserted that colonization was the “white man’s burden.”
- Spread of the Industrial Revolution led nations to expand their territorial holdings as a defensive strategy.
- Strategic trading routes demanded possession of coaling stations and fortifications around the world.
- The pressure of growing population alone was sufficient reason to open new lands for colonization and resources.
- Many Americans believed that it was their manifest destiny to expand the boundaries of the United States.

Activity 3: Mapping Colonialism and Imperialism (GLE: 34)

Using a historical atlas, ask students to compare world maps showing European colonies and territorial claims in 1750, 1850, and 1915. Ask students to describe and explain reasons for territorial changes in Africa, South Asia, Southeast Asia, East Asia, the Americas, and the South Pacific. Ask students to explain how competition for empires created the danger of war around the world.

Ask students to work as reporters/interviewees in pairs from around the world to report views of imperialism from the perspective of that society. These should be filmed as TV spots and/or commentaries, and students should make clear whom they are interviewing and provide well-researched and developed questions and answers.

Sample Assessments

General Guidelines:

- Students should be monitored during all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Student investigations should be evaluated with a rubric.
- When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the type of products that result from the student activities.

General Assessments

- Have the students create a newspaper section entitled *Nationalism and Imperialism: A Worldwide Phenomenon*. Students can use information gathered in all the activities to write articles about the impact of nationalism and imperialism around the world. Encourage students to find or draw their own political cartoons pertaining to imperialism to insert in the newspaper. Working in small groups, students can read the articles and correct any historical errors. A publishing program can be used to create the actual newspaper section.
- Oral presentations by groups and individuals conducted throughout this unit can be assessed using the oral presentation rubric found in the “Resource” section of Unit 2.
- Have students create timelines depicting all the events studied in this unit and color code the events according to nations. Ask students to analyze the timeline in terms of the amount of activity in the various nations.

Activity-Specific Assessments

- Activity 1: The phrase “Manifest Destiny” characterized the philosophy of the expansionists in the United States who felt the country should extend “from sea to shining sea.” Have students create poster boards that reflect the spirit of nationalism in Canada, Australia, New Zealand, the Austrian Empire, and Russia.
- Activity 2: Conduct informal class debates on the issues listed in this activity. In each debate one student should take the imperialistic philosophy and the other the anti-imperialistic stand. Limit each debate to 5 minutes, 2.5 minutes for each side of the issue. Use peer evaluation to determine which student was more effective in presenting his/her case.

- Activity 3: Ask students to work as reporters/interviewees in pairs from around the world to report views of imperialism from the perspective of that society. These should be filmed as TV spots and/or commentaries, and students should make clear whom they are interviewing and provide well-researched and developed questions and answers.

Resources

- **Historical Maps:** Activity 3
<http://www.maps.com/reference/history/whistory> - variety of world history maps
<http://www.bartleby.com/67/m0.html> - colonial maps throughout the world

World History
Unit 6: Totalitarianism and Global Conflict (1900–1945)

Time Frame: Approximately six weeks

Unit Description

This unit focuses on the rise of totalitarianism in Europe and resulting global conflicts. The unit emphasizes the causes and effects of World War I, the Great Depression, and World War II along with the social, economic, and political impact of these events on societies in Europe and America.

Student Understandings

Students understand conditions that led to world conflicts, the deciding events in the conflicts, and the consequences of war from multiple perspectives.

Guiding Questions

1. Can students describe the origins, major events, and peace settlements of World War I from multiple international perspectives?
2. Can students describe the causes and consequences of the Russian Revolution of 1917?
3. Can students explain how art, literature, and intellectual thought reflect changes brought about by World War I?
4. Can students explain the causes and consequences of global depression following World War I?
5. Can students describe the political, social, and economic conditions leading to the rise of totalitarianism in the Soviet Union, Germany, Italy, Japan, and Spain?
6. Can students describe the origins, major events, and peace settlements of World War II, including important decisions made at wartime conferences?
7. Can students explain the consequences of World War II as a total war?

Unit 6 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
History: Historical Thinking Skills	
8.	Debate a historical point of view, with supporting evidence, on an issue or event in world history (H-1A-H1)
15.	Interpret or analyze historical data in a map, table, or graph to explain historical factors or trends (H-1A-H4)

GLE#	GLE Text and Benchmarks
World History	
35.	Describe the origins, major events, and peace settlements of World War I from multiple international perspectives (H-1C-H13)
36.	Describe the causes and consequences of the Russian Revolution of 1917 (H-1C-H13)
37.	Explain how art, literature, and intellectual thought reflect changes brought about by World War I (e.g., Freud, Einstein) (H-1C-H13)
38.	Explain the causes and consequences of global depression following World War I (e.g., rise of totalitarian systems) (H-1C-H13)
39.	Describe the political, social, and economic conditions leading to the rise of totalitarianism in the Soviet Union, Germany, Italy, Japan, and Spain (H-1C-H13)
40.	Describe the origins, major events, and peace settlements of World War II, including important decisions made at wartime conferences (H-1C-H13)
41.	Explain the consequences of World War II as a total war (e.g., occupation of defeated powers, Nuremberg trials, Japanese war trials, Cold War, NATO, Warsaw Pact) (H-1C-H13)

Sample Activities

Activity 1: Mapping the Great War (GLEs: 8, 15, 35)

To introduce this unit have students brainstorm causes of conflicts between people (e.g., envy, jealousy, power, racial issues, conformity, revenge, insulting a family member or close friend, etc.). Ask students to predict which of these causes would most likely culminate in a physical altercation. Working in pairs, have students research and list the causes of the Great War (nationalism, militarism, imperialism, systems of alliances, assassination of Ferdinand). Students should then correlate the two lists noting the similarities in causes of conflicts between people and countries.

Have students create a vertical timeline of events and communications from the date of Francis Ferdinand’s assassination to the formal declaration of war by Austria against Serbia (June 28, 1914 to July 28, 1914). Historians have long debated which European nation was most responsible for starting World War I (Austria or Germany). Ask the students to study the timeline of events and then debate this issue. They should make supporting statements for their opinions.

Provide political outline maps of Europe and the world in 1914 for the students. Working in pairs or small groups, have the students color or shade the maps illustrating the nations allied against one another (including colonial territories) and the neutral countries. A legend should be created on both maps depicting the colors or shading used for each group of nations (Central Powers, Allied Powers, neutral countries). Ask the groups to respond to the question: How did colonization make this a world war?

Have students, using maps of Europe, locate the following: Paris, Tannenberg, Verdun, Marne, Somme, Ypres, and Gallipoli and investigate them in order to note the significance of each of these locations during the Great War.

Activity 2: Meeting the Major Figures of the Great War (GLE: 35)

In small groups, have students prepare “talking points” for each of the following figures’ perspective in relation to World War I. They should address the origins, major events, and peace settlements of World War I.

- Alfred von Schlieffen
- Helmuth von Moltke
- Joseph Jacques Joffre
- Henri-Philippe Petain
- Georges Clemenceau
- David Lloyd George
- Woodrow Wilson
- Vittorio Orlando
- William II
- Nicholas II
- Ferdinand Foch

A volunteer from each group will then deliver those talking points, role-playing his/her persona. The rest of the group will field questions from the class regarding this figure. Whenever appropriate, students should use the following terms in their talking points: *belligerent*, *propaganda*, *war of attrition*, *trench warfare*, *contraband*.

Ask students to explain, after their presentations, how World War I was a new kind of war. Have them address objectives, strategy, weapons, and technology in their explanation.

Have students create their own strategy for avoiding a stalemate in trench warfare and present that action plan to their classmates.

Activity 3: The Treaty of Versailles (GLE: 35)

Ask students to read through the provisions of the Treaty of Versailles and evaluate the impact (success or failure) of each provision. Provide a chart to record notes from the analysis for example:

Provisions of the Treaty	Conditions of Settlement	Prediction of Success

How was the treaty viewed in various countries (e.g., United States, France, Germany, Poland, Czechoslovakia, etc.)? Compare and contrast the Treaty of Versailles with Wilson's proposed Fourteen Points. Why was Wilson unable to get the United States Senate to approve the Treaty of Versailles?

Ask other students to create maps of Europe illustrating national boundaries that changed as a result of the Treaty of Versailles. Ask students to respond to the question: How does this map emphasize the role that nationalism played as new countries emerged?

Activity 4: Russian Revolution of 1917 (GLEs: 8, 36)

Ask some students to investigate and prepare to role-play the major players in the Russian Revolution, including the following:

- Nicholas II
- Grigori Rasputin
- Alexander Kerensky
- Vladimir Ilyich Lenin
- Leon Trotsky

Ask other students to prepare a map and lead a discussion on the significance of the following locations:

- Petrograd
- Siberia
- Poland
- Ukraine

Have other students list and explain the consequences of the Russian Revolution. Their list should include the following:

- How did the absolutism of Russian monarchs contribute to the rise of communism and totalitarianism?
- What is provisional government, and how does it relate to this revolution?
- What is communism, and how does it relate to this revolution?
- Why did the Russians accept the totalitarian rule of Communist dictators?
- How did the Russian Revolution change feudal society (e.g., collective farms and central planning of the Russian economy)?

Have another group of students create a timeline displaying important events in Russia from the onset of World War I to the creation of the USSR and explain the importance of the events on the timeline (e.g., March Revolution of 1917, October Revolution of 1917, Russian Civil War, creation of USSR, etc.). When completed, have the class informally debate the following questions:

- Was Lenin justified in closing down the elected assembly in 1918?
- Why is the Russian Revolution a significant turning point in world history?
- What impact did it have on global affairs?

- Why did the Russian Revolution fail to achieve its goals to defeat capitalism?
- What was (is) the weakness of a centrally planned economy?
- What is the weakness of a totalitarian state?

Activity 5: Enlightenment in the Twentieth Century (GLE: 37)

Assign individuals to research and describe the cultural contributions of one (or more) important person(s) in the following fields and orally report their work to the class. A guiding premise should be to identify how these areas reflect changes brought about by World War I.

- Architecture: Louis Sullivan, Frank Lloyd Wright
- Music: Louis Armstrong (jazz), Claude DeBussy (classical)
- Art: Picasso (Cubism), Matisse (Impressionism)
- Science: Planck (Quantum theory), Einstein (relativity)
- Psychology: Freud (psychoanalysis), John B. Watson (behaviorism)
- Literature: Steinbeck, Aldous Huxley
- Film: D. W. Griffiths, *Birth of a Nation*

Activity 6: Global Depression (GLE: 38)

Review the economic aspects of the Treaty of Versailles. Ask students to define *reparations* and explain how Britain and France used them to punish Germany for its “war guilt.” Present to students an economic model illustrating the failure of reparations and trade restrictions, such as:

Great Britain	Germany
Demanded payment of reparations in British pounds.	Needed to acquire British pounds to pay reparations
Refused entry of German goods that were in competition with domestic goods	Produced industrial goods in competition with Great Britain
German reparations payments in pounds increased the supply of money in England without an increase in goods.	Had to purchase pounds with German marks—reducing the amount of money in Germany to purchase goods
Experienced inflated prices (inflation) as too much money chases too little product	Experienced deflated prices as too little money was available to buy goods produced (deflation)
The loss of German colonies after WWI greatly hindered Germany’s ability to generate resources to buy pounds.	Germany, without adequate resources to buy pounds to pay reparations, printed money to pay their bills, creating inflation.

Tell students to assume that they are living in Germany in 1933 and the unemployment rate is nearing thirty percent. The government starts printing money to encourage spending to stimulate production. Have them articulate the following in discussion or in writing: What happens when the supply of money exceeds the amount of goods available to buy? Have students recall what

happened when vast amounts of gold flowed into Spain in the early sixteenth century (Inflation of 1550). In Germany in 1933, prices increased by high percentages *daily*. What happens to people's savings during this kind of situation? Would you rather spend than save? Would you rather have the goods or the money?

Have students investigate further, in groups, to create an economic model that explains graphically the causes and consequences of global depression following World War I. (Be sure to provide students with The Circular Flow of Goods and Services model and an appropriate explanation of how changes in economic flows affect services, and facilitate their understanding of how that brought about the Great Depression.)

Ask students to reflect on what happened to individuals caught in this situation and describe the following impacts on the economy:

- An American farmer notices high prices on wheat as WWI breaks out 1914. He responds by borrowing money to increase the size of his farm. He continues to increase production as prices remain high. In 1921 the price of wheat drops by seventy percent as European farmers can now feed their nations.
- British government needs food to supply troops fighting Germany. They borrow money (increases supply of money) to pay for American food. The war ends with heavy debt. What happens to the British supply of money?
- Germany loses the war and faces debt (paying reparations). Why is inflation an easy way to pay off debt? What happens to workers and consumers when the government prints money to pay off debts easily?

Ask students to explain the causes and consequences of the Great World Depression.

Activity 7: Rise of Totalitarianism in the World after World War I (GLE: 39)

Divide the class into five groups, each to describe events that led to one of the following situations:

- collapse of the Weimar Republic and the rise of Hitler and Nazism
- military dominance (Tojo) in Japan over the monarchy
- rise of Franco in Spain
- rise of Mussolini in Italy
- rise of Stalin in the Soviet Union

After each group has reported, ask the class to consider common elements leading to the rise of totalitarian societies and engage in a debate in which the class attempts to rate the following in order of impact, greatest to least:

- worldwide depression
 - absence of democratic traditions
 - reactions to Karl Marx and Communism
 - xenophobia, racism, and anti-Semitism
 - intense nationalism and glorification of the state

- aggression and motives for expansion

Activity 8: Causes of World War II (GLE: 40)

Have students create a two-column history journal that shows the significance of the key events relating to the causes of World War II: Great Depression, rise of totalitarian dictators (Hitler, Mussolini, Franco, Stalin), Japan in Manchuria, Italy in Ethiopia, Germany in the Rhineland, the Sudeten Crisis, the Anschluss, Munich Pact, Rome-Berlin Axis, Non-Aggression Pact, Hitler demands Polish Corridor and Danzig. In column one, they should list the event and date. In column two, they should write why the event was important in causing the war.

Have students create a second two-column history journal that shows significant people relating to World War II: Chiang Kai-shek, Benito Mussolini, Haile Selassie, Francisco Franco, Adolf Hitler, Joseph Stalin, Neville Chamberlain, Winston Churchill, Charles de Gaulle, and Franklin D. Roosevelt. In column one, they should list a brief description of who this person was. In column two, they should write of the significance of this person's role in World War II. They should include the role that each played in the origins and major events of the war. The journal can be expanded by adding Harry Truman and the major generals of the Axis and Allied Powers as the unit progresses through World War II. This activity can be extended to include roles in the wartime conferences and peacetime settlements as those topics are addressed.

Activity 9: Conduct of World War II (GLE: 40)

Using a historical atlas, ask students to identify and describe (1) military expansion of the Axis Powers, (2) Allied counterattacks, and (3) areas occupied by the Allied Powers at the end of the war. Working in cooperative groups of three or four, have students research the significant battles of World War II to make presentations to the class. Significant battles of World War II include: Invasion of Poland, Fall of Paris, Battle of Britain, Pearl Harbor, Stalingrad, El Alamein, Invasion of Sicily, Coral Sea, Midway, Guadalcanal, Okinawa, Normandy, Battle of the Bulge, Berlin, Hiroshima and Nagasaki. Information on the battles can be gathered on a graphic organizer like the following:

Battle	Date	Significant Generals	Military Strategy	Outcome	Significance of the Battle to war
El Alamein	Oct-Nov 1942	Allied- Montgomery Axis- Rommel	Allies wanted to prevent German access to Arabian oil	Allied Victory	Axis powers forced out of Egypt and then northern Africa- kept Germans from capturing Arabian oil

Have students comment on the three most important decisions made on the part of the Allied forces during the wartime conferences (I am removing this statement here because Activity 13 covers the wartime conferences).

Activity 10: Wartime Atrocities (GLEs: 40, 41)

Have students list the details of the peace settlements of WWII, listing the important decisions that were made as a result. Describe the origins, major events, and peace settlements of World War II, in particular including the state of Israel.

Challenge the class to discuss the following questions:

- Would the world community today permit another totalitarian dictator to assume power and threaten neighboring peoples? What about Saddam Hussein and his invasions of Iran and Kuwait?
- Would the world community today permit ethnic cleansing like that undertaken in World War II Germany? What about atrocities committed in Rwanda and Burundi?
- What should be the policy of the United Nations in dealing with expansion-driven dictators for whom there are documented human rights violations? What should be American policy? Should U.N. and U.S. policy be the same? Why or why not?

Activity 11: The Holocaust and Middle East Peace Pursuit (GLEs: 40, 41)

Have students take virtual tours via the Internet of Holocaust museums and other appropriately reliable sites. The United State Holocaust Memorial Museum is an excellent source of information found at www.ushmm.org. Provide students with a map of Europe in 1945 and ask them to use different symbols to represent German concentration camps and German death camps. Have students analyze the significance of the location of the different types of camps (most of the death camps are located in Poland). They should also read/view excerpts of *The Diary of Anne Frank*, *Schindler's List*, and *Night* to create reader response journals for discussion of social and political conditions under Nazism (e.g., Kristallnacht, Warsaw Ghetto, Holocaust, concentration camps, and genocide). Guiding questions should be: Why did the Nazis conduct these practices? How were they able to systemically implement these atrocities? Why did the rest of the world not intervene sooner? What were the consequences of the discovery of these atrocities? Then have students examine the most recent articles online or in the news about the Israeli-Palestinian conflict and articulate how this situation has roots in the Holocaust.

Have students then engage in a debate about the degree to which the U.N. is responsible for helping establish peace in the Middle East and to what degree the U.S. should offer support in the Middle East peace process.

After reviewing Clinton's role in the Middle East peace process, have students comment on the short and long-term impact of that role and what they perceive is the next step, if any, for the current administration.

Activity 12: Atomic Warfare (GLE: 41)

Have students examine and debate the moral dilemma facing Harry S. Truman when he decided to drop atomic bombs on Hiroshima and Nagasaki. Provide students with excerpts from the book

Hiroshima if possible. Provide data on the destruction caused in Nagasaki and Hiroshima along with the great number of civilian casualties. Ask the students to imagine being on the President's advisory staff at that time. Ask the class to respond to the following questions: Why would President Truman hesitate in dropping atomic bombs? Why would he decide to use the ultimate weapon? Why has his decision been criticized? What might he have done differently and why?

Activity 13: Wartime Diplomacy (GLEs: 40, 41)

WWII made diplomacy and meetings difficult for leaders of the Allied Nations. Assign students to role-play prominent figures at wartime conferences, explaining what was accomplished and the implications of their decisions at

- the Atlantic Charter conference;
- Casablanca;
- Yalta; and
- Potsdam.

Conduct a summary discussion relating wartime conferences to postwar actions or inaction, including the following:

- formation of a United Nations organization;
- end of colonialism;
- absence of a collective peace treaty;
- occupation forces in Europe and Japan;
- Nuremberg trials;
- Japanese war trials;
- Cold War;
- NATO; and
- Warsaw Pact.

Sample Assessments

General Guidelines

- Students should be monitored during all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Student investigations should be evaluated with a rubric.
- When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the type of products that result from the student activities.

General Assessments

- Working in small groups of two or three, have students draw or use a timeline program to create a comprehensive timeline of all the major events studied in this unit from the assassination of the Archduke Francis Ferdinand in 1914 to Japan's formal surrender in 1945. Each group should write a brief descriptive summary of each major event and its effects upon the world.
- Provide maps of the world after World War I and after World War II. Working in pairs, ask students to analyze the two maps and summarize the changes in the world as a result of the two world wars. Ask students to make predictions on the stability of Europe after World War II.
- Have the students write an essay comparing and contrasting the causes and effects of World War I and World War II. Germany was the aggressor in both world wars. Have students conclude their essays by predicting whether or not Germany will ever pose another threat to the world like it did in the first half of the 20th century. Ask students to make supporting statements to their predictions.

Activity-Specific Assessments

- Activity 2: Working in small groups of two or three, have each group prepare “talking points” for the perspective of the historical figures listed in Activity 2 in relation to their roles in World War I. A volunteer from each group should deliver the talking points to the class, role-playing his/her figure's persona. The rest of the group will field questions from the class regarding the historical figure.
- Activity 5: In this activity individual students are assigned an important person that contributed to the Enlightenment of the Twentieth Century. Each student should make an oral presentation based on their research. A sample rubric for scoring oral presentations can be found in the Resource section of Unit 2.
- Activity 6: Working in cooperative groups of three or four members, have students create an economic model that explains graphically the causes and consequences of the global depression following World War I. (Be sure to provide students with The Circular Flow of Goods and Services model and an appropriate explanation of how changes in economic flows affect services, and facilitate their understanding of how that brought about the Great Depression.) Allow each group to present that economic model and explain it to the class.
- Activity 9: Working in cooperative groups that include a research manager, graphics manager, and technical manager, students will research the significant battles of World War II and present the information to the class. The creation of the presentation may be an in-school or home project. Groups can be given a choice as to which medium they want to use for their presentations: storyboards, movie commentary, or *PowerPoint*® presentation. The research manager would be responsible for the basic information as outlined in the activity. The graphics manager would be responsible for downloading

pictures of the battles and maps. The technical manager would be responsible for creating the storyboard, movie, or *PowerPoint*®. The class will fill in the sample graphic organizer for all battles presented as each group delivers their information.

World History
Unit 7: Changing World of Superpowers (1945–Present)

Time Frame: Approximately five weeks

Unit Description

This unit focuses on major differences in political ideology and how those differences led to the Cold War. The unit also examines the role of the United Nations in the world today.

Student Understandings

Students understand how political ideological differences led to the Cold War. Students learn to analyze Cold War crises and military conflicts. Students compare the development of Communism in different countries. Students explain how the rise of nationalism ended colonial rule. Students describe the role of the United Nations in the world.

Guiding Questions

1. Can students explain major differences in the political ideologies and values of the Western democracies versus the Soviet bloc and how they led to the development of the Cold War?
2. Can students describe the causes and effects of major Cold War crises and military conflicts on the world?
3. Can students analyze and compare the development of Communism in the Soviet Union and China?
4. Can students describe the end of colonial rule in Asia, Africa, the Americas, and the Middle East?
5. Can students describe the role of the United Nations in the contemporary world?

Unit 7 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
History: Historical Thinking Skills	
5.	Describe multiple perspectives on an historical issue or event in world history (H-1A-H2)
12.	Analyze and evaluate the credibility of a given historical document (e.g., in terms of its source, unstated assumptions) (H-1A-H4)
13.	Analyze source material to identify opinion or propaganda and persuasive techniques (H-1A-H4)

GLE#	GLE Text and Benchmarks
16.	Construct a narrative summary of an historical speech or address (H-1A-H4)
World History	
42.	Explain major differences in the political ideologies and values of the Western democracies versus the Soviet bloc and how they led to development of the Cold War (H-1C-H14)
43.	Describe the causes and effects of major Cold War crises and military conflicts on the world (H-1C-H14)
44.	Analyze and compare the development of Communism in the Soviet Union and China (H-1C-H14)
45.	Describe the end of colonial rule in Asia, Africa, the Americas, and the Middle East (H-1C-H14)
46.	Describe the role of the United Nations in the contemporary world (H-1C-H14)

Sample Activities

Activity 1: Churchill and Stalin (GLEs: 5, 12, 13, 16, 42)

Have students construct a summary of Churchill's Iron Curtain speech, which can be found at <http://www.fordham.edu/halsall/mod/churchill-iron.html>. Then have them read Stalin's reply to Churchill (<http://www.fordham.edu/halsall/mod/1946stalin.html>), and ask them to analyze the point of view of the two speeches and to identify the use of opinion or propaganda and persuasive techniques. Ask them also to evaluate the credibility of these sources, including questions such as: What unstated assumptions does each man have? Why might or might not each be considered credible? What different perspectives did each man hold on the postwar world?

Activity 2: Superpower Competition (GLE: 42)

Ask student to define a *superpower* (a powerful nation which influences a bloc of allies), satellite countries (Soviet bloc of eastern European countries forced to align with the U.S.S.R.) and *Cold War* (a war of ideology without actual armed conflict). Ask the students to name the two main superpowers that emerged from World War II and whose conflicting ideologies caused the Cold War. Working in pairs or small groups, direct the students to compare the ideologies of these two countries.

Ideologies	Free World	Soviet bloc
Rights of the people	Individual rights guaranteed	Collective rights guaranteed
Type of economy	Market economy	Command economy
Political Parties	Political parties compete for power	Communist party controls state
Rights of minority groups	Defends rights of minorities	Suppressed minority opinions
Allies	Allied with other free nations	Controlled satellite nations
Type of government	Democratic	Totalitarian
Religion	Freedom of religion	Atheist
The press	Free press	Controlled press

Ask students to respond to the following questions:

- Why did the Soviets act to prevent free movement of peoples within their satellite countries and the Soviet Union?
- Why did they limit Western peoples' access to their satellites and the Soviet Union?
- Why did Winston Churchill call the invisible borders between the Soviet satellite nations and the rest of Western Europe the Iron Curtain?

Activity 3: Cold War Events and Policies (GLE: 43)

Have students write a letter of introduction for each of the following persons, explaining their role in the era of the Cold War:

- Joseph Stalin (Soviet satellites/Berlin Crisis)
- Harry S. Truman (Truman Doctrine)
- George C. Marshall (Marshall Plan)
- Nikita Khrushchev (Peaceful Coexistence/Berlin Wall)
- John F. Kennedy (Bay of Pigs, Cuban Missile Crisis)
- Richard Nixon (*détente*, *realpolitik*)
- Ronald Reagan (evil empire, SDI-Star Wars)
- Leonid Brezhnev (Brezhnev Doctrine)
- George H. Bush (collapse of communism in Eastern Europe and the USSR)
- Mikhail Gorbachev (*glasnost*, *perestroika*)

Have students make sure that these introductions include the following terms whenever appropriate: *superpower*, *cold war*, *satellite*, *iron curtain*, *containment*, *arms race*, *Soviet bloc*.

Conduct a guided discussion of a world divided into two armed camps after 1945. Ask students to discuss the role of nuclear testing and weaponry, problems of neutral nations, and satellite and buffer states. Ask them to define and explain why *détente* and *peaceful coexistence* became important terms in a world divided by ideologies. Ask students to define Third World countries and to discuss their role in the Cold War.

Organize the students into pairs or groups of three to determine and explain the connection between the following crises and military conflicts and the Cold War:

- Berlin Crisis (blockade/airlift)
- Nuclear Arms Race (MAD policy)
- Warsaw Pact
- Chinese Civil War (Nationalists versus Communists)
- Belgian Congo
- Dulles—Circle of Containment—NATO, SEATO, CENTO
- Cuban missile crisis (Fidel Castro)
- Korean Conflict
- Vietnam Conflict
- Afghanistan
- Space race

Each group should report out to the class, and each student should maintain a log or two-column journal of these items and notations about the explanation of connections to the Cold War.

Activity 4: Communism in the USSR and China in the 20th Century (GLE: 44)

Ask students to create timelines illustrating important political events and leadership changes in the rise and decline of Communism in the USSR and the Peoples Republic of China. Statements describing the events and leaders will be keyed to the timeline. Ask students to compare the impact of WWI and WWII on each nation and its development as a Communist nation. The timeline for the USSR should include the following:

- Lenin, Stalin, Khrushchev, Brezhnev, Gorbachev, Yeltsin
- Russian Revolution, Five Year Plans, WWI, WWII
- Soviet Bloc, Cold War
- Détente, peaceful coexistence, glasnost, perestroika

The timeline for the Peoples Republic of China should include the following:

- Sun Yat-sen, Mao Zedong, Chiang Kai-shek, Deng Xiaoping
- WWI, WWII, Long March, Great Leap Forward
- Cultural Revolution, Shelling of Taiwan, Korean Conflict, Nixon's visit
- Open break with the Soviets, Tiananmen Square

Conduct classroom discussion, asking students to make comparisons between the two Communist societies on the basis of:

- aggressive actions;
- totalitarian rule;
- rights of individuals; and
- economic decisions.

Activity 5: Decline of Colonialism and Empires (GLE: 45)

Ask students to choose (or assign them) one of the following topics. Students should create a visual aid to help them to illustrate and explain how nationalism and/or religion caused the creation of independent countries.

- The mandate system established after World War I was phased out after World War II. With the end of the mandate system, new states emerged in the Middle East. Prepare maps of the Middle East showing territorial changes, the new nations (e.g., Trans-Jordan became Jordan, United Arab Emirates and Kuwait), and the special case of Israel.
- The UN Trusteeship system replaced the old mandate system of the League of Nations. Trusteeships were placed over former Japanese possessions in the Pacific and other colonies in Southeast Asia, and the East Indies. Prepare maps of these regions to show countries that achieved independence from the Trusteeship program (e.g., Myanmar, Indonesia, Malaysia, Singapore, Papua New Guinea, Fiji, Philippines, etc.)
- Mahatma Gandhi led a massive resistance and nonviolent movement against British rule in India. Describe the course of this peaceful revolution and how it impacted the region. Explanations must include how religious differences produced different countries.
- Asia underwent turbulent changes after World War II as nationalism swept the continent. Prepare two political maps of Asia before and after World II to show the emergence of independent nations (e.g., Pakistan, Bangladesh, Philippines, Bhutan, Sikkim, Sri Lanka, Indonesia, New Guinea, Korea, countries of Indochina).
- Ask students to prepare three political maps of Africa for 1800, 1900, and 2000. The maps should indicate the growth of colonies and the emergence of new countries with dates of independence. Fifty nations became independent after World War II. Be sure to include information on the new nations formed (e.g.; Zaire (Belgian Congo), Ghana, Zimbabwe, Malawi, Zambia).
- On a hemispheric map of the Americas, ask students to indicate (with dates) the emergence of new countries after World II (e.g., Guyana, Surinam, Jamaica, etc.). Have them identify and explain reasons for European and American possessions that remain dependent (e.g., Virgin Islands, Puerto Rico, Martinique, St. Martin, French Guiana, etc.)

Activity 6: United Nations (GLE: 46)

Working in small, cooperative groups research the formation and purpose of the United Nations. Have each group list and describe the basic functions of each branch of the United Nations (Secretariat, General Assembly, Security Council, Economic and Social Council, International Court of Justice, and the Trusteeship Council). Ask students: Which branch of the U.N. is called the “Town Meeting of the World?” Trace the role of the U.N. since 1945 and ask students to explain the U.N. role in the following actions:

- Cold War conflicts (Korea Conflict, Vietnam Conflict)
- Post Cold War conflicts (Kuwait, Iraq, UN no-fly zones, weapons inspectors)

- peacekeeping (Israeli/Palestinian Conflict, Kashmir, Croatia, Bosnia)
- humanitarian efforts (UNESCO, WHO, and UNICEF)
- world economic efforts (IMF and WTrO)

Ask students to evaluate the successes and failures of the Security Council (vetoes and membership issues) and the General Assembly to address world issues. Have the students compare the U.N. to the first international peace organization, the League of Nations. Ask students to speculate on why the League was so ineffective compared to the U.N.

Ask students to hold a mock United Nations session to address solutions within their scope toward a current situation in the world in need of intervention. Students should be prepared to represent the viewpoints of specific countries represented in that session on that particular topic. (Afghanistan, Iraq, and Haiti can provide opportunity for recent historical debates about decision-making.)

Sample Assessments

General Guidelines

- Students should be monitored during all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Student investigations should be evaluated with a rubric.
- When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the type of products that result from the students' activities.

General Assessments

- Working in pairs or groups of three, have the students construct a timeline of the events of the Cold War. They should include: end of WWII, Truman Doctrine, Berlin Crisis, Greek War of Independence, Marshall Plan, NATO, Vietnam, Lebanon, Bay of Pigs, Cuban Missile Crisis, Korean War, Berlin Wall, Suez Crisis, Warsaw Pact, ANZUS, SEATO, CENTO, Belgian Congo, Afghanistan, Sputnik, H-Bomb, China falls to Communism, and end of the Soviet Union. Ask students to construct a second timeline of the leaders of the United States and the Soviet Union from 1945 to 1991. The second timeline should be vertical with the United States on one side and the Soviet Union on the other. Have the students compare the two timelines and analyze the relationship of the events of the Cold War with the leaders of the two superpowers. Ask students to share their observations with the class.
- The Cold War was a war of ideology where propaganda is a very important element in this war of words. Working in cooperative groups of three or four students, ask

- each group to create propaganda posters or political cartoons expressing both ideologies of the Cold War. Have the groups indicate the type of propaganda they are using in their posters or cartoons. Each group should present their posters or cartoons to the class and explain how they express the two ideologies of the Cold War. A peer evaluation rubric could be used to assess the posters or cartoons.
- Provide students with an outline, political map of the world. Have the students color-code the Soviet Bloc and its allies along with the United States and its allies according to the member nations of NATO, the Warsaw Pact, SEATO, CENTO, Rio Pact, and ANZUS. Ask the students to analyze the map and respond to the journal stem: To what extent do you consider the Cold War to be another type of world war? How effective do you think all the alliances are to preventing a World War III that could destroy our world as we know it?

Activity-Specific Assessments

- Activity 2: Working in pairs, assign each group one of the ideological issues from the Chart in Activity 2. Ask them to develop a defense for the issue and be ready to debate it with the opposing view. For example, one pair of students will defend the market economy while a second pair will defend the command economy. Set up a debate format for all teams to follow. Use peer evaluation to determine which side of each issue presented the best defense.
- Activity 3: Have students write a letter of introduction for one of the people listed in this activity (Joseph Stalin, Harry Truman, George Marshall, Nikita Khrushchev, John Kennedy, Richard Nixon, Ronald Reagan, Leonid Brezhnev, George H. Bush, and Mikhail Gorbachev). The letter must address the role each man played in the Cold War using the following terms when appropriate: *superpower*, *cold war*, *satellite*, *iron curtain*, *containment*, *arms race*, and *bloc*. Have the students share their letters with the class. Use the Louisiana Guide to Statewide Assessment's rubric for grading a letter.
- Activity 5: After students have chosen or been assigned one of the four topics in this activity, they should create a visual aid to help them illustrate and explain how nationalism and/or religion caused the creation of independent countries. Students should be encouraged to use a variety of mediums to create their visuals (collages, picture storyboards, *PowerPoint*[®], etc.). A rubric which includes creativity and the effectiveness of the visual should be used to grade the presentations.

World History
Unit 8: Contemporary World Trends and Issues (1945–Present)

Time Frame: Approximately four weeks

Unit Description

The unit focuses on the end of the Cold War and emerging challenges in the contemporary world such as economic interdependence, technological innovations, and terrorism.

Student Understandings

Students understand the consequences of the breakup of the Soviet Union, growing economic interdependence in the world, significance of major technological innovations and trends, and challenges of the emerging terrorist movement.

Guiding Questions

1. Can students analyze the consequences of the breakup of the Soviet Union on the world?
2. Can students describe terrorist movements in terms of their proliferation and impact on politics and societies?
3. Can students describe the progress and status of democratic movements and civil rights around the world?
4. Can students explain the political, social, and economic significance of the growing interdependence in the global economy?
5. Can students describe and evaluate the significance and possible consequences of major technological innovations and trends?
6. Can students analyze information about a current economic system undergoing change (e.g., command economy to mixed economy, traditional economy to industrial economy, developing countries to developed countries)?

Unit 8 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
History: Historical Thinking Skills	
1.	Construct a timeline to explain and analyze historical periods in world history (H-1A-H1)
9.	Evaluate and use multiple primary and secondary materials to interpret historical facts, ideas, or issues (H-1A-H3)

GLE #	GLE Text and Benchmarks
14.	Interpret a political cartoon depicting an historical event, issue, or perspective (H-1A-H4)
15.	Interpret or analyze historical data in a map, table, or graph to explain historical factors or trends (H-1A-H4)
World History	
46.	Describe the role of the United Nations in the contemporary world (H-1C-H14)
47.	Analyze the consequences of the breakup of the Soviet Union on the world (H-1C-H15)
48.	Describe terrorist movements in terms of their proliferation and impact on politics and societies (e.g., Arab-Israeli Conflict, Afghanistan) (H-1C-H15)
49.	Describe the progress and status of democratic movements and civil rights around the world (H-1C-H15)
50.	Explain the political, social, and economic significance of the growing interdependence in the global economy (H-1C-H15)
51.	Analyze information about a current economic system undergoing change (e.g., command economy to mixed economy, traditional economy to industrial economy, developing countries to developed countries) (H-1C-H15)
52.	Describe and evaluate the significance and possible consequences of major technological innovations and trends (H-1C-H15)

Sample Activities

Activity 1: Life after the Cold War (GLEs: 1, 47)

Ask students to create a mural that reflects life during the Cold War in the Soviet Union and the relationship between the two superpowers of the U.S. and the Soviet Union. Examples could include: map of the Soviet satellite nations, the Berlin Wall, Bay of Pigs, Cuban Missile Crisis, closed churches in the Soviet Union, political cartoons of armed secret police and lack of freedom of speech, Soviet tanks rolling into Czechoslovakia and Hungary, depiction of the Iron Curtain, Truman Doctrine vs. Brezhnev Doctrine, etc.

Then have students tear off pieces of the mural as a symbol of the fall of the Berlin Wall which designates the beginning of the end of the Cold War. Each student should keep a piece of the mural as they reflect upon the breakup of the Soviet Union and the end to the Cold War.

Next, have students research the breakup of the Soviet Union. They should begin their investigation with the appointment of Mikhail Gorbachev as General Secretary of the Communist Party in 1985 to the creation of the Commonwealth of Independent States (CIS) in 1991. Working in small groups, ask students to create a timeline of the events leading up to the disintegration of the Soviet Union in 1991. The timelines should be displayed and analyzed by the class, checking for the accuracy of events and dates. (Events on the timeline should include: Gorbachev's rise to power, Solidarity in Poland, Gorbachev cuts Russian military, Hungarian reforms, Brezhnev Doctrine reversed, list of the Soviet satellites and when communist

governments toppled, fall of the Berlin Wall, unification of Germany, Baltic Republics declare independence, coup attempt against Gorbachev, Soviet republics declare independence, C.I.S. is formed) The whole class should then create a second mural that demonstrates an analysis of the consequences of the break-up of the Soviet Union on the world.

Activity 2: Collapse of the Soviet Empire (GLEs: 15, 47)

On a political map of Eurasia, ask students to identify all the countries that emerged from the former Soviet Union. Ask them to use a data retrieval chart, such as the following examples, to list the language, ethnicity, and religion of the new republics:

Country	Ethnicity	Religion	Language
Ukraine	Cossack	Russian Orthodox	Slavic
Armenia	Armenian	Armenian Church	Armenian
Uzbekistan	Uzbeks	Islamic	Uzbek
Estonia	Estonians	Lutherans	Estonian, Russian

Ask students to generalize about patterns from the data. Where are the new Islamic countries located? Where are the Russian Orthodox countries located? Why were varying languages a problem in the former Soviet Union? Why did the Soviet Union attempt to “russify” these peoples?

As a class, ask the students to predict the major problems faced by the newly independent satellite nations and former republics of the Soviet Union. The teacher should create a comprehensive list on the board or overhead transparency. Divide the class into cooperative groups of three or four members and assign each group one or two countries to research and determine how accurate their predictions were. They should also indicate whether or not the countries are still having those problems. If so, they should suggest possible solutions.

Activity 3: Terrorism (GLEs: 14, 48)

Ask students to research one of a series of conflicts and describe causes and effects of terrorist activity, including the following:

- Chechnya and Russia
- Kashmir (Indian-Pakistani Conflict)
- Sri Lanka (Tamil uprising)
- Kosovo-Serbia
- World Trade Center (1993)
- Twin Towers/Pentagon—9/11

Have students find recent political cartoons about terrorism. Ask them to explain what points the cartoons are trying to make about terrorism.

Have students write an informal essay with the following focus, using specific evidence from their research on the above topics: Why is terrorism so much more dangerous today? How is the availability of weapons a serious problem? How did the Cold War make weaponry so available to terrorists?

Activity 4: Arab-Israeli Conflict (GLE: 48)

Ask one third of the class to investigate the conflict as a Palestinian and be prepared to debate this viewpoint. Ask another third of the class to do the same as an Israeli. Then, ask the final third to investigate the conflict and be prepared to mediate discussion between the Palestinians and Israelis. Ask students to respond to the following questions: Who are the Zionists and what role did they play in this conflict? When the British controlled the Palestinian region, were Jewish rebels, freedom fighters or terrorists when they destroyed British hotels? Since Israel is an established state, are the Palestinian opponents, freedom fighters or terrorists? What is the role of religion in promoting terrorism?

Activity 5: Religion and Terrorism (GLE: 48)

Ask students to explain how religious fundamentalism may be partly responsible for

- bombing planned parenthood clinics in the United States
- Taliban rule in Afghanistan
- Shiite Muslim fundamentalists in Iran
- Shiite Muslims and other religious factions in Iraq

Guide discussion dealing with the concept of religious toleration and religious fundamentalism. Students should be able to explain why diversity is not an acceptable concept to religious fundamentalists.

Activity 6: Human Rights and the U.N. (Using Primary Documents) (GLEs: 9, 46, 49)

Ask the class to read the “Universal Declaration of Human Rights” amendment to the United Nations Charter (1948) regarding human rights guaranteed to all peoples under the charter. Eleanor Roosevelt made significant contributions to this “Human Rights” amendment. Ask students to research her contributions and complete a journal entry entitled: “Eleanor: Champion of the Forgotten People.”

Reform movements have been active around the world trying to secure equal rights for women, protect children, oppose racism, and eliminate hunger. Ask students to work together in small groups to assess the impact and success of the following items as they pertain to the charter:

- civil rights legislation (1960s United States)
- U.N. actions against genocide (Rwanda/Burundi)
- trade (economic) sanctions in opposition to apartheid

- U.N. embargo against Serbia (genocide in Bosnia)
- U.N. actions of UNIFEM in Afghanistan (women’s rights)

Ask the small groups to use a rating system and rubric of their own design to reflect their examination and assessments. Groups should be able to explain and defend their assessments.

Activity 7: Building Global Markets (GLE: 50)

Ask students to define *global interdependence, protectionism, tariffs, balanced trade, favorable balance of trade, unfavorable balance of trade, trade deficits, developed countries, and developing countries*. . Have the students research global trading trends and indicate which major countries have trade deficits, balanced trade, or a favorable balance of trade? Ask the students to give examples of developed countries and developing countries? What effect does each type of country have on global trade?

Guide discussion of protectionism, tariffs, balanced trade, favorable balance of trade, and trade deficits, asking students to explain who benefits and who loses under protectionism. Who benefits most from free trade? Who benefits the least from free trade?

The United States and the European Union have debated the issue of free trade on several occasions. French farmers are paid a subsidy to keep prices of their products low and their incomes high. American farmers object—why? Americans have relatively high tariffs on imported steel. Europeans object—why?

Ask students to write a short prediction on the role of free trade in the twenty-first century (succinct as a horoscope).

Have student pairs research and then write a similar prediction for the global effect of the large regional economic markets of NAFTA (North American Free Trade Agreement), MERCOSUR (trade block between Argentina, Brazil, Uruguay, and Paraguay), European Union (trade block of European countries), ACS (Association of Caribbean States), and ASEAN (Association of Southeast Asian Nations).

Activity 8: Natural Resources and Restraint of Trade (GLE: 50)

Have students explain how restraint of trade and price fixing is often an advantage for countries with monoeconomies (single resource suppliers). Trace the development of OPEC, asking students to explain the following:

- Does OPEC operate as an oligopoly or near monopoly?
- How does controlling the supply of oil influence price?
- How does controlling the supply of oil impact developing countries dependent upon oil as an energy source?
- Why would OPEC oppose efforts toward energy efficiency in the United States?

- Why do monoeconomies suffer greatly when oil prices decline?

Ask the class to come to a consensus about whether OPEC is a form of economic imperialism and to draft a letter to the editor of a major newspaper explaining that viewpoint.

Activity 9: China and World Economic Forces (GLE: 51)

Introduce the following characteristics of a command economy:

- The government decides what will be produced (sets wages and prices).
- The government decides how much (many) goods will be produced.
- The government decides how the goods will be produced.

Ask students to contrast China under Mao Zedong (1960) and China today with free enterprise zones and Hong Kong as a separate status since its incorporation into China in 1997. Ask them to locate these areas on a map, noting their location away from the political and cultural center of Beijing. Ask the class to make predictions about the impact that market forces (demand, supply, and price) will have on a totalitarian state.

Activity 10: Technology and Modern Society (GLE: 52)

A hallmark of the twentieth century has been the rapid growth of new technologies. Scientific discoveries have altered all factors of life from medicine to nuclear power. Ask students to list items in their homes that did *not* exist when their parents were teenagers. Ask them to predict and list new items that will be in their homes when they are the age of their parents. Ask students to rank items on their lists from most to least important. The lists might include changes in the following:

- communications (radio, television, computer chips, satellites, Internet)
- medical advancements (vaccines, DNA, human genome project)
- transportation (high speed rail, supersonic flight, rocketry)
- military destruction (nuclear weapons, germ/gas warfare, ICBMs, space race)
- home comforts (intelligent appliances, improved building materials and fabrics)

Ask students to identify positive and negative aspects of newer technologies (e.g., the Internet has great potential for democracy but also invasion of privacy).

Activity 11: Student Predictions (GLE: 52)

As a closing activity, ask class members to write individual predictions in a creative commentary called “A Century in Review,” in which they write about the following items at the close of the twenty-first century and discuss what happened in each:

- a Palestinian state
- defeat of terrorism

- spread of democracy
- European unity
- world peace
- medical advances
- advances in energy
- End of hunger in the world
- Advances in communication and transportation

Sample Assessments

General Guidelines

- Students should be monitored during all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Student investigations should be evaluated with a rubric.
- When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the type of products that result from the students' activities.

General Assessments

- Provide students with a political map of Eurasia in 1945 and an outline map of Eurasia in 2000. Have the students identify the new, independent countries that resulted from the end of the Cold War and the break-up of the Soviet Union by coloring them all the same color. Now have students choose a different color to represent the new countries that resulted from the fall of communism in Yugoslavia. Students should choose a third color to represent nations that are still under communist influence. Ask students to compare the map of 1945 to the color-coded map of 2000 and then reflect on the following questions through journal writing. Where are most of the communist countries located today? What do they predict would happen if communism fails in China? What do they think are some of the factors that keep communism alive in China and other Asian countries when it has failed in so many other places?
- Ask the students to compare the first half of the 20th Century characterized by nationalistic wars and revolutions to the second half of the 20th Century characterized by wars and revolutions motivated by ideology (communism vs. democracy), racism, and religion. Which half of the 20th Century was more devastating to humanity? Have the students write an opinion essay supporting their choice with specific details. The teacher and students should jointly create a rubric to assess the essays.

- Have the students brainstorm a list of at least 10 questions comparing life 50 years ago to now. The questions should focus on advances in technology, medicine, communication, mobility, transportation, military destruction, religious ideology, morality, economic trends, and luxuries. This list will be used to obtain oral history from family and friends over the age of 50 through the interview process. Students should record in writing or electronically responses to the questions. Use the information obtained from the interviews to write articles for a special edition newspaper entitled “Life Then and Now: A Century of Progress!”

Activity-Specific Assessments

- Activity 1: The murals of before and after the Cold War should be assessed on the accurate symbolism of the events and aesthetic appeal to an outside observer. Does the symbolism stand out and make a person think? Will the mural cause a person to stop and examine the symbolism? The teacher should provide a rubric for assessing the murals. (Remember to assess the first mural before the students are allowed to tear it apart.)
- Activity 3: Have students write an informal essay with the following focus, using specific evidence from their research on the assigned topics in this activity. Why is terrorism so much more dangerous today? How is the availability of weapons a serious problem? How did the Cold War make weaponry so available to terrorists?
- Activity 8: Ask the class to come to a consensus about whether OPEC is a form of economic imperialism. Then have each student draft a letter to the editor of a major newspaper explaining that viewpoint. Students and the teacher should devise a rubric for assessing the letter to the editor.
- Activity 11: Ask students to write individual predictions in a creative commentary or in a cartoon strip called “A Century in Review,” in which they write about or depict what happens at the close of the 21st Century in each of the following:
 - a Palestinian state
 - defeat of terrorism
 - spread of democracy
 - European unity
 - world peace
 - medical advances
 - advances in energy
 - end of hunger in the world
 - advances in communication and transportation

Have students present their commentaries or cartoon strips to the class in an oral presentation format. Use peer and teacher evaluations for the assessment.