



Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



## DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.  
Superintendent of Catholic Schools



## DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

Barbara Forest, M.A.  
Courtney Gistorb, M.Ed.

Denese Carter, M.Ed.  
Tracy Bock, Ed.S.

# Modern World History



THE DIOCESE  
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## HOW TO USE THE CURRICULUM MAP

Social Studies Curriculum Maps are guides to social studies instruction. The Social Studies Curriculum Maps assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The four Curriculum Cycles for the year help pace instruction and ensure students have consistent coverage of the social studies content. The Cycle Duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events. Identified Compelling Question guide student inquiry during the curriculum cycle. This question guides the student's in the study of the content for the curriculum cycle. This question guides the student's in the study of the content for the curriculum cycle. The curriculum cycle is further broken down into topics. The Topics indicate the instructional focus of the curriculum cycle.

Each topic map contains these components:

- **Diocese of Alexandria Academic Standards**
- **Supporting questions** to guide the inquiry of each topic.
- **Vocabulary:** potential terms student must be familiar with and may struggle with during this topic. This list is not the sole list of terms students must learn or be able to apply while studying social studies.
- **Learning Targets** are the expected skills and concepts students are to know and be able to do by the end of each topic. The Learning Targets in the curriculum maps are starting points. The list is not exhaustive or exclusionary. The school, based on an analysis of student data, identifies the understandings, skills, and concepts that support these targets established by the school.
- **Instructional Resources** include resources that promote inquiry, student understanding, and mastery of skills.

## RESEARCH-BASED HIGH-YIELD PRACTICES FOR TIER 1 INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size in parentheses.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75)
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

# Modern World History



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## MODERN WORLD HISTORY Unit 1: INTRODUCTION AND SKILLS

<b>Topics:</b> <ul style="list-style-type: none"><li>• Themes of World History<sup>[SEP]</sup></li><li>• Themes of Geography<sup>[SEP]</sup></li><li>• Comparative World Religions</li><li>• Comparative Governments</li></ul>	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Ongoing teacher-created formative assessments</li><li>• Teacher-created summative assessments</li></ul>	<b>Duration:</b> 36 Days
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### FUNDAMENTAL SKILLS STANDARDS

#### Government and Civics

**SS-HS-1.1.1** Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, and dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals. DOK 3

#### Culture and Societies

**SS-HS-2.1.1** Students will explain how belief systems, knowledge, technology, and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2

#### Economics

**SS-HS-3.1.1** Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices. DOK 2

#### Geography

**SS-HS-4.1.1** Students will use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth's surface. DOK 3

#### Historical Perspective

**SS-HS-5.1.1** Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present). DOK 3

**SS-HS-5.1.2** Students will analyze how history is a series of connected events shaped by multiple cause-and-effect relationships, tying past to present. DOK 3

<b>Topic 1: THEMES OF WORLD HISTORY</b>	<b>Suggested Duration: 2 Days</b>
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**COMPELLING QUESTION(S):**

- How do we know about the past?

**VOCABULARY:** Power, Authority, Religious Systems, Ethical systems, Revolution, Interaction with Environment, Economics, Cultural Interaction, Empire Building, Science and Technology

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<p>I can explain how historians organize thinking about history around eight reoccurring themes:</p> <ul style="list-style-type: none"> <li>• Power and Authority<sup>[L]</sup><sub>[SEP]</sub></li> <li>• Religious and Ethical Systems</li> <li>• Revolution<sup>[L]</sup><sub>[SEP]</sub></li> <li>• Interaction with Environment</li> <li>• Economics<sup>[L]</sup><sub>[SEP]</sub></li> <li>• Cultural Interaction<sup>[L]</sup><sub>[SEP]</sub></li> <li>• Empire Building<sup>[L]</sup><sub>[SEP]</sub></li> <li>• Science and Technology</li> </ul> <p>(HS-5.1.1, HS-2.1.1, HS-3.1.1, HS-4.1.1, HS-5.1.1, HS-5.1.2)</p>	<ul style="list-style-type: none"> <li>• Introduce basic themes of World Civilizations.</li> <li>• Have students make concept maps or idea chart of each theme so that they are more familiar with each one.</li> <li>• Have students attempt to recall one event in history in each theme to gauge where students are, concerning prior knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• McDougal Littell, “Patterns of Interaction”</li> <li>• Glencoe, “World History: Modern Times”</li> <li>• Prentice Hall, “World History: The Modern Era”</li> <li>• <a href="https://www.studenthandouts.com/world-history/">https://www.studenthandouts.com/world-history/</a>- World History</li> <li>• <a href="http://worldhistoryforall.ss.ucla.edu/">http://worldhistoryforall.ss.ucla.edu/</a></li> </ul>

<b>Topic 2: Themes of Geography</b>	<b>Suggested Duration: 2 Days</b>
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**COMPELLING QUESTION(S):**  
 How can we use geography to help us learn about the past?

**VOCABULARY:** Location, Place, Region, Human-Environmental Interaction, Movement, absolute location, relative location, push factor, pull factor, map, equator, parallel, meridian, pole, hemisphere, International Date Line, Prime Meridian

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<p>I can explain how historians use the five themes of geography (location, place, human environmental interaction, region, and movement) in the study of World Civilizations. (HS-4.1.1)</p> <p>I can explain how the study of geography influences historical events and conditions. (HS-4.1.1, HS-5.1.1, HS-5.1.2)</p>	<ul style="list-style-type: none"> <li>• Have students brainstorm ways in which geography influences historical events and conditions.</li> <li>• Review the five themes of geography and give examples of each. Have students analyze how each example applies to the study of World Civilizations.</li> <li>• Map activity: Give students a blank world map; have students attempt to label significant features such as continents, oceans, the equator, prime meridian, Tropic of Cancer, Tropic of Capricorn, and International Date Line from memory (their mental maps).</li> </ul>	<ul style="list-style-type: none"> <li>• McDougal Littell, “Patterns of Interaction”</li> <li>• Glencoe, “World History: Modern Times”</li> <li>• Prentice Hall, “World History: The Modern Era”</li> <li>• <a href="http://worldhistoryforusall.ss.ucla.edu/">http://worldhistoryforusall.ss.ucla.edu/</a></li> </ul>

**Topic 3: COMPARATIVE WORLD RELIGIONS****Suggested Duration: 5 Days****COMPELLING QUESTION(S):**

- How do belief systems affect relationships, structures, patterns, and processes in a society?

**VOCABULARY:** Religion, monotheistic, polytheistic, belief, belief system**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

**SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, and genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-4.2.1** Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).

**SS-HS-4.2.3** Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).

**SS-HS-4.2.4** Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<p>I can identify the main beliefs of five major world religions (Christianity, Buddhism, Islam, Judaism, and Hinduism). (HS-2.1.1, HS-4.1.1, HS-4.2.1, HS- 5.1.1)</p> <p>I can analyze perceptions and perspectives of the five major religions in the modern world. (HS-2.1.1, HS-4.2.1, HS-4.2.3, HS-4.2.4, HS-5.1.1)</p> <p>I can compare and contrast polytheism and monotheism. (HS-2.1.1, HS-4.2.4, HS-5.1.1)</p> <p>I can describe how belief systems, knowledge, technology, and behavior patterns define cultures. (HS-2.1.1, HS-4.2.1, HS-4.2.3, HS-4.2.4, HS-5.1.1, HS-5.1.2)</p> <p>I can analyze historical perspectives of religions in terms of how they have affected and been affected by cultural issues and elements. (HS- 2.1.1, HS-4.2.1, HS-4.2.3, HS-4.2.4, HS-5.1.1, HS- 5.1.2)</p> <p>I can describe how the five major world religions have interacted and conflicted in the world. (HS-2.1.1, HS-2.3.1, HS- 2.3.2, HS-4.2.1, HS-4.2.3, HS-4.2.4, HS-5.1.1, HS-5.1.2)</p>	<ul style="list-style-type: none"> <li>• Divide students into five groups. Have each group research one of the world's leading religions/belief systems (founder, locations, beliefs, holidays, rites, holy books/writing, symbols, scared sites, leaders, etc. Groups can create a database for their religion. Each group should present findings to the class.</li> <li>• Have students complete retrieval charts focusing on major understandings from each of the religions as each group presents.</li> <li>• Have students compare and contrast the five major world religions. Specifically focus on similarities that could bring religions together and differences that can create conflict or competition in the world.</li> <li>• Map activity: Have students create a world map showing where the major religions are located today.</li> <li>• Define <i>monotheism</i> and <i>polytheism</i>. Have students give examples throughout history. Have students create graphic organizers showing the influence of a world religion on daily life. (Individual or groups).</li> <li>• Have students research recent and/or current events focused on religious conflict (e.g., Bosnia, Ireland, Middle East, Darfur, and Egypt).</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://hesselberg.weebly.com/uploads/9/7/7/9/97790882/worldreligions__4__2_.pdf">https://hesselberg.weebly.com/uploads/9/7/7/9/97790882/worldreligions__4__2_.pdf</a></li> <li>• <a href="https://study.com/academy/lesson/whats-the-difference-between-polytheism-and-monotheism.html">https://study.com/academy/lesson/whats-the-difference-between-polytheism-and-monotheism.html</a></li> <li>• <a href="https://hubpages.com/religion-philosophy/The-5-Major-Religions-of-the-World">https://hubpages.com/religion-philosophy/The-5-Major-Religions-of-the-World</a></li> <li>• <a href="http://worldhistoryforusall.ss.ucla.edu/">http://worldhistoryforusall.ss.ucla.edu/</a></li> <li>• <a href="https://en.wikipedia.org/wiki/Interfaith_dialogue">https://en.wikipedia.org/wiki/Interfaith_dialogue</a></li> </ul>

**Topic 4: Comparative Governments****Suggested Duration: 5 Days****COMPELLING QUESTION (S):**

• How effective are various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) in establishing order, providing security, and accomplishing common goals?

**VOCABULARY:** Government, authority, govern, social contract, democracy, republic, monarchy, constitution, parliament, assembly, house of representatives, representative, congress, totalitarianism, dictator, oligarchy, theocracy, kingdom, power, rights, communism

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

**SS-HS-1.1.2** Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, and U.S. Constitution). DOK 2

**SS-HS-2.2.1** Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

**SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, and genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-3.1.2** Students will explain how governments have limited budgets, so they must compare revenues to costs and consider opportunity cost when planning public projects.

**SS-HS-3.2.1** Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security, and growth in the modern world. DOK 2

**SS-HS-3.4.1** Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution, and consumption in the United States or the world. DOK 3

**SS-HS-3.4.3** Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<p>I can explain how various forms of government retain power, govern, and protect the rights of its citizens. (e.g., Communism, Monarchy, Democracy, Republic, Dictatorship, Oligarchy) (HS-1.1.1, HS-1.1.2, HS-2.2.1, HS-3.1.1, HS-5.1.1)</p> <p>I can compare purposes and sources of power of various forms of government. (HS-1.1.1, HS-2.1.1, HS-3.1.1)</p> <p>I can compare and contrast the characteristics of a dictatorship, democracy, republic, and monarchical governments. (HS-1.1.1, HS-2.1.1, HS-3.1.1, HS-3.2.1, HS-3.4.3, HS-5.1.1)</p> <p>I can analyze the strengths and weaknesses of different types of government. (HS-1.1.1, HS-2.1.1, HS-2.2.1, HS-3.2.1, HS-3.4.1, HS-5.1.1)</p> <p>I can examine conflicts within and among different governments and analyze their impacts on historical or current events. (HS-1.1.1, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-3.1.2, HS-3.4.1, HS-4.1.1, HS-5.1.1, HS-5.1.2)</p>	<ul style="list-style-type: none"> <li>• Brainstorm reasons why government is necessary.</li> <li>• Have students discuss common terms that will be used throughout government unit and rest of the course: <i>democracy; dictatorship; totalitarianism; republic; constitutional monarchy; absolute monarchy.</i></li> <li>• Have students create a comparison chart of sources of power and common characteristics of the following forms of government monarchy, democracy, dictatorship, and republic. Focus should center on how each form of government establishes order, provides security, and accomplishes common goals.</li> <li>• Discuss historical or current examples of each form of government and brainstorm any significant issues surrounding each example.</li> <li>• Discuss why different forms of government would come into conflict with one another.</li> <li>• Complete “Who Rules?” lesson plan from iCivics. (Requires free log in to access resources and lesson.)</li> </ul>	<ul style="list-style-type: none"> <li>• McDougal Littell, “Patterns of Interaction”</li> <li>• Glencoe, “World History: Modern Times”</li> <li>• Prentice Hall, “World History: The Modern Era”</li> <li>• <a href="https://quizlet.com/1886237/comparing-forms-of-government-flash-cards/">https://quizlet.com/1886237/comparing-forms-of-government-flash-cards/</a></li> <li>• <a href="http://worldhistoryforusall.ss.ucla.edu/">http://worldhistoryforusall.ss.ucla.edu/</a></li> </ul>

# Modern World History



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## MODERN WORLD HISTORY

### Unit 2: Emergence Of The Modern WORLD

<b>Topics:</b> <ul style="list-style-type: none"><li>• Renaissance</li><li>• Reformation</li><li>• The Muslim World Expands</li><li>• Ottoman and Safadi Empires</li><li>• Age of Exploration</li><li>• Japan Return to Isolation</li><li>• Absolutism</li></ul>	<b>Assessments:</b> <ul style="list-style-type: none"><li>▪ Ongoing teacher-created formative assessments</li><li>▪ Teacher-created summative assessments</li></ul>	<b>Duration:</b> 22 Days
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## FUNDAMENTAL SKILLS STANDARDS

### Government and Civics

**SS-HS-1.1.1** Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, and dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals. DOK 3

### Culture and Societies

**SS-HS-2.1.1** Students will explain how belief systems, knowledge, technology, and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2

### Economics

**SS-HS-3.1.1** Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices. DOK 2

### Geography

**SS-HS-4.1.1** Students will use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth's surface. DOK 3

### Historical Perspective

**SS-HS-5.1.1** Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present). DOK 3

**SS-HS-5.1.2** Students will analyze how history is a series of connected events shaped by multiple cause-and-effect relationships, tying past to present. DOK 3

**Topic 1: RENAISSANCE****Suggested Duration: 5 Weeks****COMPELLING QUESTION(S):**

How did the Renaissance signal a rebirth of Classical culture?

**VOCABULARY:** Humanism, secularism, individualism, Renaissance, perspective, classical, printing press, Gutenberg, Da Vinci, Michelangelo, Raphael, Italy, Byzantine, Medieval, Medici Family, Florence, Rome, Venice**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

**SS-HS-2.2.1** Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

**SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, and genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-3.4.2** Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world. DOK 2

**SS-HS-4.1.3** Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.

**SS-HS-4.2.1** Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).

**SS-HS-4.2.2** Students will explain how physical (e.g., climate, mountains, and rivers) and human characteristics (e.g., interstate highways, urban centers, and workforce) of regions create advantages and disadvantages for human activities in a specific place. DOK 2

**SS-HS-4.2.3** Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor)

**SS-HS-4.2.4** Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

**SS-HS-5.3.1** Students will explain how humans began to rediscover the ideas of the Classical Age (e.g., humanism, developments in art and architecture, literature, political theories) and to question their place in the universe during the Renaissance and Reformation. DOK 2

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<p>I can describe how artists of the Renaissance used painting, sculpting, and literature to describe the world around them. (HS.2.1.1, HS- 3.4.2, HS-4.2.2, HS-5.1.1, HS-5.3.1)</p> <p>I can identify and explain how the classical civilizations of Greece and Rome influenced Renaissance architecture and design. (HS-1.1.1, HS.2.1.1, HS-2.2.1, HS-3.4.2, HS-4.1.1, HS-4.1.3, HS-4.2.1, HS-4.2.2, HS-4.2.4, HS-5.1.1, HS-5.1.2, HS-5.3.1)</p> <p>I can describe the role <i>humanism</i> played in the belief systems of writers, scholars, artists of the Renaissance. (HS.2.1.1, HS-2.2.1, HS-2.3.1, HS- 2.3.2, HS-5.1.1, HS-5.1.2, HS-5.3.1)</p>	<ul style="list-style-type: none"> <li>• Have students chart various factors that contributed to the birth of the European Renaissance.</li> <li>• Discuss common vocabulary essential to understanding the Renaissance: <i>humanism, secularism, Renaissance, perspective</i> (art).</li> <li>• Complete a mapping exercise on Renaissance Europe (cities, trade routes, fairs, etc.)</li> <li>• Have students create a graphic organizer on critical terms, people, places, and names of art (paintings, books) of the Renaissance.</li> <li>• Guided reading on the three Italian masters (Leonardo Da Vinci, Michelangelo, Raphael) and discuss/view the artistic work of the three (slide presentation if possible).</li> <li>• Have students compare Classical, Medieval, and Renaissance art.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm">http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm</a> - (Click on title of period for primary sources; click on check mark for instructional resources.)</li> <li>• <a href="https://www.wdl.org/en/">https://www.wdl.org/en/</a> - World Digital Library</li> <li>• <a href="http://worldhistoryforall.ss.ucla.edu/">http://worldhistoryforall.ss.ucla.edu/</a></li> <li>• McDougal Littell, “Patterns of Interaction”</li> <li>• Glencoe, “World History: Modern Times,”</li> <li>• Prentice Hall “World History: The Modern Era”</li> <li>• Teachers Curriculum Institute, “History Alive Medieval World and Beyond,”</li> <li>• <a href="http://www.socialstudiescms.com/renaissance-and-reformation">http://www.socialstudiescms.com/renaissance-and-reformation</a></li> <li>• <a href="http://www.pbs.org/empires/medici/index.html">http://www.pbs.org/empires/medici/index.html</a></li> <li>• <a href="https://prezi.com/ukrcdtemedca/geography-of-the-renaissance/">https://prezi.com/ukrcdtemedca/geography-of-the-renaissance/</a></li> </ul>

<p>I can analyze how writings and theories of individualism and secularism challenged the way people viewed themselves and others during the Renaissance period. (HS.2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-4.2.3, HS-4.2.4, HS-5.1.1, HS-5.1.2, HS-5.3.1)</p> <p>I can compare and contrast the Renaissance in Southern Europe to the Renaissance in Northern Europe. (HS.2.1.1, HS-4.1.1, HS-4.1.3, HS-4.2.1, HS-4.2.2, HS-4.2.4, HS-5.1.1, HS-5.1.2, HS-5.3.1)</p>	<ul style="list-style-type: none"><li>• Have student's complete chart with critical information about Renaissance writers.</li><li>• Have students contrast differences between the Northern European and Italian Renaissance.</li><li>• Have students' research humanists, artists, and writers of the Northern Renaissance.</li><li>• Brainstorm the importance of the printing revolution and the significance of Johann Gutenberg.</li><li>• Discuss the impact of the Renaissance ideals upon society, politics, and religion.</li></ul>	
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**Topic 2: REFORMATION****Suggested Duration: 3 Days****COMPELLING QUESTION(S):**

- How do belief systems respond to the needs of individuals, structure society, and influence behavior?

**VOCABULARY:** Martin Luther, John Calvin, John Knox, Immanuel Kant, reform, abuses, indulgence, heresy, Diet of Worms, Ninety-five Theses, reformation, protestant, the Inquisition, Council of Trent, Counter Reformation

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

**SS-HS-2.2.1** Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

**SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, and genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-5.3.1** Students will explain how humans began to rediscover the ideas of the Classical Age (e.g., humanism, developments in art and architecture, literature, political theories) and to question their place in the universe during the Renaissance and Reformation. DOK 2

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<p>I can explain how ideas of the Classical Age (humanism) affected people’s perspectives during the Reformation. (HS-2.1.1, HS-2.2.1, HS- 2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2, HS-5.3.1)</p> <p>I can evaluate the causes and effects of the Protestant Reformation. (HS-2.1.1, HS-2.2.1, HS- 2.3.1, HS-2.3.2, HS-3.1.1, HS-4.1.1, HS-5.1.1, HS-5.1.2, HS-5.3.1)</p> <p>I can explain how the development of the printing press influenced the spread of religious ideas and the Reformation. (HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-4.1.1, HS-5.1.1, HS-5.1.2, HS-5.3.1)</p> <p>I can describe the reforms made by the Catholic Church in response to the Protestant Reformation. (HS-2.1.1, HS-2.2.1, HS-2.3.1, HS- 2.3.2, HS-3.1.1, HS-5.1.1, HS-5.1.2, HS-5.3.1)</p> <p>I can describe the impact the Inquisition had on the Reformation and Counter-Reformation. (HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS- 4.1.1, HS-5.1.1, HS-5.1.2, HS-5.3.1)</p>	<ul style="list-style-type: none"> <li>• Have students identify the abuses of the Catholic Church that led to the Protestant Reformation.</li> <li>• Research Martin Luther and create a time line and fact sheet profiling his life and impact on history.</li> <li>• Have students chart the critical information about the following Reformation leaders: John Calvin, Henry VIII, Ulrich Zwingli, Pope Leo X, Martin Luther</li> <li>• Have students’ research parts of the Catholic Reformation (Council of Trent, The Inquisition, witch-hunts, and the Jesuits) and determine whether they helped or hurt the image of the Catholic Church.</li> <li>• Students should examine the causes and effects of the Reformation and Counter-Reformation and determine what impact these movements had on religious intolerance and religious conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.historyteacher.net/APEuroCourse/APEuro_Main_Webli_nks_Page.htm">http://www.historyteacher.net/APEuroCourse/APEuro_Main_Webli_nks_Page.htm</a> - (Click on title of period for primary sources; click on check mark for instructional resources.)</li> <li>• <a href="https://www.wdl.org/en/">https://www.wdl.org/en/</a> - World Digital Library</li> <li>• <a href="http://worldhistoryforall.ss.ucla.edu/">http://worldhistoryforall.ss.ucla.edu/</a></li> <li>• McDougal Littell, “Patterns of Interaction”</li> <li>• Glencoe, “World History: Modern Times,”</li> <li>• Prentice Hall “World History: The Modern Era”</li> <li>• Teachers Curriculum Institute, “History Alive Medieval World and Beyond,”</li> <li>• <a href="http://www.learner.org/interactives/renaissance/index.html">http://www.learner.org/interactives/renaissance/index.html</a></li> <li>• <a href="http://worldhistory.mrdonn.org/reformation.html">http://worldhistory.mrdonn.org/reformation.html</a></li> <li>• <a href="http://www.pbs.org/empires/martinluther/class_lesson1.html">http://www.pbs.org/empires/martinluther/class_lesson1.html</a></li> </ul>

**Topic 3: THE MUSLIM WORLD EXPANDS- OTTOMAN AND SAFADI EMPIRES****Suggested Duration: 2 Days****COMPELLING QUESTION (S):**

- How did the Ottomans and Safadi Empires successfully expand their empires and spread Islamic culture?

**VOCABULARY:** Culture blending, Muslim, Islam, Constantinople, Byzantine Empire, Safadi Empire, Ottomans**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

- SS-HS-2.2.1** Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).
- SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, and genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2
- SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2
- SS-HS-3.3.1** Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences). DOK 2
- SS-HS-3.4.2** Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world. DOK 2
- SS-HS-3.4.3** Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2
- SS-HS-4.1.3** Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.
- SS-HS-4.2.1** Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).
- SS-HS-4.2.2** Students will explain how physical (e.g., climate, mountains, and rivers) and human characteristics (e.g., interstate highways, urban centers, and workforce) of regions create advantages and disadvantages for human activities in a specific place. DOK 2
- SS-HS-4.2.4** Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).
- SS-HS-4.3.1** Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 3
- SS-HS-4.3.2** Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity. DOK 2
- SS-HS-4.4.1** Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<p>I can explain how the Ottomans built a powerful empire, lasting 600 years. (HS-1.1.1, HS-2.1.1, HS- 2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.3.1, HS- 3.4.2, HS-3.4.3, HS-4.1.1, HS-4.1.3, HS-4.2.1, HS- 4.2.2, HS-4.2.4, HS-4.3.1, HS-4.3.2, HS-4.4.1, HS-5.1.1, HS-5.1.2)</p> <p>I can describe the cultural accomplishments of the Ottomans. (HS-2.1.1, HS-2.2.1, HS-4.1.1, HS- 4.1.3, HS-4.2.1, HS-4.2.2, HS-4.3.1, HS-4.3.2, HS-5.1.1, HS-5.1.2)</p> <p>I can explain how the Safadi Empire produced a rich, blended culture in Persia. (HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.3.1, HS-3.4.3, HS-4.1.1, HS-4.1.3, HS-4.2.1, HS-4.2.2, HS-4.2.4, HS-4.3.1, HS-4.3.2, HS-4.4.1, HS-5.1.1, HS-5.1.2)</p>	<ul style="list-style-type: none"> <li>• Define <i>culture blending</i>.</li> <li>• Have students chart the cultural blending that occurred in the Muslim Empires that produced a rich, complex culture.</li> <li>• Have students research aspects of the Muslim Empires that might have led to their success and legacies (e.g., use of gunpowder, highly structured social system, structured laws, cultural blending, imports and exports).</li> <li>• Map the growth and chronology of the Ottoman and Safadi Empires.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm">http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm</a> - (Click on title of period for primary sources; click on check mark for instructional resources.)</li> <li>• <a href="https://www.wdl.org/en/">https://www.wdl.org/en/</a> - World Digital Library</li> <li>• <a href="http://worldhistoryforall.ss.ucla.edu/">http://worldhistoryforall.ss.ucla.edu/</a></li> <li>• McDougal Littell, "Patterns of Interaction"</li> <li>• Glencoe, "World History: Modern Times,"</li> <li>• Prentice Hall "World History: The Modern Era"</li> <li>• <a href="http://www.iranchamber.com/history/safavids/safavids.php">http://www.iranchamber.com/history/safavids/safavids.php</a></li> <li>• <a href="http://www.bbc.co.uk/religion/religions/islam/history/safavidempire_1.shtml">http://www.bbc.co.uk/religion/religions/islam/history/safavidempire_1.shtml</a></li> <li>• <a href="https://www.historytoday.com/geoffrey-woodward/ottomans-europe">https://www.historytoday.com/geoffrey-woodward/ottomans-europe</a></li> <li>• <a href="https://www.slideshare.net/Emadsalih/middle-east-past-and-present">https://www.slideshare.net/Emadsalih/middle-east-past-and-present</a></li> </ul>

**Topic 4: AGE OF EXPLORATION****Suggested Duration: 5 Days****COMPELLING QUESTION (S):**

How did the Age of Exploration affect people in society and how they behaved in relation to other groups and their environment?

**VOCABULARY:** Exploration, trade, mercantilism, Columbian exchange, cartographer, circumnavigation, line of demarcation, caravel, astrolabe, colonies, push factor, pull factor, triangular sails, joint-stock company, Magellan, Columbus, Da Gama, market

## **DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

**SS-HS-2.2.1** Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

**SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, and genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-3.2.1** Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security, and growth in the modern world. DOK 2

**SS-HS-3.2.2** Students will describe economic institutions such as corporations, labor unions, banks, stock markets, cooperatives, and partnerships.

**SS-HS-3.2.3** Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return). DOK 2

**SS-HS-3.3.1** Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences). DOK 2

**SS-HS-3.3.2** Students will describe how specific financial and non-financial incentives often influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions).

**SS-HS-3.3.3** Students will explain how the level of competition in a market is largely determined by the number of buyers and sellers

**SS-HS-3.4.1** Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution, and consumption in the United States or the world. DOK 3

**SS-HS-3.4.2** Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world. DOK 2

**SS-HS-3.4.3** Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-4.1.2** Students will explain how mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study and the media bring new geographic information.

**SS-HS-4.1.3** Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.

**SS-HS-4.2.1** Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).

**SS-HS-4.2.2** Students will explain how physical (e.g., climate, mountains, and rivers) and human characteristics (e.g., interstate highways, urban centers, and workforce) of regions create advantages and disadvantages for human activities in a specific place. DOK 2

**SS-HS-4.3.1** Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 3

**SS-HS-4.3.2** Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity. DOK 2

**SS-HS-4.4.1** Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.

**SS-HS-5.3.2** Students will explain and give examples of how new ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and caused significant political, economic and social changes (disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world. DOK 2

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<p>I can explain how conflict among Europeans led to a quest for more land and trade outposts. (HS- 1.1.1, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS- 3.1.1, HS-3.2.1, HS-3.2.3, HS-3.3.1, HS-3.3.2, HS- 3.3.3, HS-3.4.3, HS-4.1.1, HS-4.2.1, HS.4.3.1, HS- 4.4.1, HS-5.1.1, HS-5.1.2, HS-5.3.2)</p> <p>I can explain and evaluate the motivations (gold, God, glory) for European explorers in searching for new trade routes and markets. (HS-2.1.1, HS- 2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.2.1, HS- 3.2.3, HS-3.3.1, HS-3.3.2, HS-3.3.3, HS-3.4.1, HS- 3.4.2, HS-3.4.3, HS-4.1.1, HS-4.1.3, HS-4.2.1, HS- 4.2.2, HS.4.3.1, HS-5.1.1, HS-5.1.2, HS-5.3.2)</p> <p>I can describe the concept of mercantilism and explain its practice in Europe during the 16<sup>th</sup> to 18<sup>th</sup> centuries. (HS-2.1.1, HS-2.2.1, HS-2.3.1, HS- 2.3.2, HS-3.1.1, HS-3.2.1, HS-3.2.2, HS-3.2.3, HS- 3.3.1, HS-3.3.3, HS-3.4.1, HS-3.4.2, HS-3.4.3, HS- 4.1.1, HS-4.2.1, HS-4.2.2, HS-5.1.1, HS-5.1.2, HS- 5.3.2)</p> <p>I can explain how the Age of Exploration laid the groundwork for a global economy. (HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.2.1, HS-3.2.3, HS-3.3.1, HS-3.4.1, HS-3.4.2, HS-3.4.3, HS-4.1.1, HS-4.1.2, HS-4.1.3, HS-4.2.2, HS.4.3.1, HS-5.1.1, HS-5.1.2, HS-5.3.2)</p>	<ul style="list-style-type: none"> <li>• Have students chart the major causes of the Age of Exploration. (Include long-term and immediate causes.)</li> <li>• Examine civilizations in Asia, Africa, and Central America. Discuss the state of the world during this period and determine factors that provided Europeans with the opportunity to dominate this age.</li> <li>• Have students use a world map and color-code landmasses showing where European countries established colonies or spheres of influence and chart the Columbian Exchange.</li> <li>• Have students participate in a simulation of what life was like on a transatlantic journey in the fifteenth century.</li> <li>• Using a two-column chart, list push/pull factors for those embarking on explorations.</li> <li>• Discuss factors (God, glory, colonies, power, etc.) that prompted Spain to finance explorations.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm">http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm</a> - (Click on title of period for primary sources; click on check mark for instructional resources.)</li> <li>• <a href="https://www.wdl.org/en/">https://www.wdl.org/en/</a> - World Digital Library</li> <li>• <a href="http://worldhistoryforall.ss.ucla.edu/">http://worldhistoryforall.ss.ucla.edu/</a></li> <li>• McDougal Littell, “Patterns of Interaction”</li> <li>• Glencoe, “World History: Modern Times,”</li> <li>• Prentice Hall “World History: The Modern Era”</li> </ul>

<p>I can explain the Columbian Exchange and its impact on global trade. (HS-2.1.1, HS-2.2.1, HS- 2.3.1, HS-2.3.2, HS-3.1.1, HS-3.2.1, HS-3.2.3, HS- 3.3.1, HS-3.3.2, HS-3.3.3, HS-3.4.1, HS-3.4.2, HS- 3.4.3, HS-4.1.1, HS-4.2.1, HS-4.2.2, HS.4.3.1, HS- 5.1.1, HS-5.1.2, HS-5.3.2)</p> <p>I can analyze how the growth of cities affected the spread of goods and services in Europe and Asia. (HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS- 3.1.1, HS-3.2.3, HS-3.3.1, HS-3.3.2, HS-3.3.3, HS- 3.4.3, HS-4.1.1, HS-4.1.3, HS-</p> <p>I can analyze the impact of new technologies (e.g., caravel, astrolabe, triangular sails) on exploration. (HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.4.2, HS-4.1.1, HS-4.1.2, HS- 4.3.2, HS-4.4.1, HS-5.1.1, HS-5.1.2, HS-5.3.2)</p>	<ul style="list-style-type: none"> <li>• Compare a joint-stock company with a corporation. Use concept map to define <i>mercantilism</i>.</li> <li>• Use a graphic organizer to chart the impact of European exploration on Europe, Americas, Africa, and China.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://exploration.marinersmuseum.org/">http://exploration.marinersmuseum.org/</a></li> <li>• <a href="http://www.timetoast.com/timelines/age-of-exploration-chaines-dsnyder-mms11-period-7">http://www.timetoast.com/timelines/age-of-exploration-chaines-dsnyder-mms11-period-7</a></li> <li>• <a href="http://www.socialstudiescms.com/age-of-exploration">http://www.socialstudiescms.com/age-of-exploration</a></li> </ul>
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**Topic 4: JAPAN RETURNS TO ISOLATION****Suggested Duration: 2 Days****COMPELLING QUESTION (S):**

- How did the Tokugawa regime unite Japan and begin a long history of isolation?

**VOCABULARY:** Feudal, Shogunate, Tokugawa Shogunate, samurai**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

**SS-HS-2.2.1** Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

**SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, and genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-3.2.1** Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security, and growth in the modern world. DOK 2

**SS-HS-3.2.2** Students will describe economic institutions such as corporations, labor unions, banks, stock markets, cooperatives, and partnerships.

**SS-HS-3.2.3** Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return). DOK 2

**SS-HS-3.3.1** Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences). DOK 2

**SS-HS-3.3.2** Students will describe how specific financial and non-financial incentives often influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions).

**SS-HS-3.3.3** Students will explain how the level of competition in a market is largely determined by the number of buyers and sellers

**SS-HS-3.4.1** Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution, and consumption in the United States or the world. DOK 3

**SS-HS-3.4.2** Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world. DOK 2

**SS-HS-3.4.3** Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-4.1.2** Students will explain how mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study and the media bring new geographic information.

**SS-HS-4.1.3** Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.

**SS-HS-4.2.1** Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).

**SS-HS-4.2.2** Students will explain how physical (e.g., climate, mountains, and rivers) and human characteristics (e.g., interstate highways, urban centers, and workforce) of regions create advantages and disadvantages for human activities in a specific place. DOK 2

**SS-HS-4.3.1** Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 3

**SS-HS-4.3.2** Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity. DOK 2

**SS-HS-4.4.1** Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.

**SS-HS-4.4.3** Students will explain how group and individual perspectives affects the use of natural resources (e.g., mineral extraction, land reclamation).

**SS-HS-5.3.2** Students will explain and give examples of how new ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and caused significant political, economic and social changes (disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world. DOK 2

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<p>I can describe how Japan went from a feudal warrior society to the rise of the Tokugawa Shogunate. (HS-1.1.1, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.2.1, HS-3.2.3, HS- 3.3.2, HS-3.4.1, HS-4.1.1, HS-4.1.3, HS-4.2.1, HS- 4.2.2, HS-4.3.1, HS-4.4.1, HS-4.4.3, HS-5.1.1, HS- 5.1.2, HS-5.3.2)</p> <p>I can explain how Tokugawa unified Japan and brought economic growth. (HS-1.1.1, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.2.1, HS-3.2.3, HS-3.3.1, HS-3.3.2, HS-3.3.3, HS-3.3.4, HS-3.4.1, HS-3.4.2, HS-3.4.3, HS-4.1.1, HS-4.1.3, HS-4.2.2, HS-4.3.1, HS-4.3.2, HS-4.4.1, HS-4.4.3, HS-5.1.1, HS-5.1.2, HS-5.3.2)</p> <p>I can analyze how Japan became an isolated country from the rest of the world. (HS-1.1.1, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS- 3.2.1, HS-3.3.2, HS-3.3.4, HS-3.4.1, HS-3.4.2, <sup>1</sup><sub>SEP</sub> HS-3.4.3, HS- 4.1.1, HS-4.1.3, HS-4.2.2, HS- 4.4.1, HS-4.4.3, HS-5.1.1, HS-5.1.2, HS-5.3.2)</p>	<ul style="list-style-type: none"> <li>• Create a feudal, social-structure chart to understand the make-up of Japanese society.</li> <li>• Research cultural aspects of Japanese society under Tokugawa Shogunate Report or present findings.</li> <li>• Examine quotes or samurai sayings to analyze the philosophy and ideas of Japanese society.</li> <li>• Create a time line of events from the beginning of the warrior class to an isolated country under Tokugawa Shogunate.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm">http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm</a> - (Click on title of period for primary sources; click on check mark for instructional resources.)</li> <li>• <a href="https://www.wdl.org/en/">https://www.wdl.org/en/</a> - World Digital Library</li> <li>• <a href="http://worldhistoryforusall.ss.ucla.edu/">http://worldhistoryforusall.ss.ucla.edu/</a></li> <li>• McDougal Littell, "Patterns of Interaction"</li> <li>• Glencoe, "World History: Modern Times,"</li> <li>• Prentice Hall "World History: The Modern Era"</li> <li>• <a href="http://afe.easia.columbia.edu/tps/1450_jp.htm">http://afe.easia.columbia.edu/tps/1450_jp.htm</a></li> <li>• <a href="http://www.timetoast.com/timelines/age-of-exploration-chaines-dsnnyder-mms11-period-7">http://www.timetoast.com/timelines/age-of-exploration-chaines-dsnnyder-mms11-period-7</a></li> <li>• <a href="http://resources.primarysource.org/japan/medievaljapan">http://resources.primarysource.org/japan/medievaljapan</a></li> <li>• <a href="https://study.com/academy/lesson/tokugawa-shogunate-history-economy-facts-timeline.html">https://study.com/academy/lesson/tokugawa-shogunate-history-economy-facts-timeline.html</a></li> </ul>

**Topic 4: ABSOLUTISM****Suggested Duration:** 5 Days**COMPELLING QUESTION (S):**

- How does the use of absolute power lead to questioning power?

**VOCABULARY:** Absolutism, absolute monarchy, divine right doctrine, nation state, colonies**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

**SS-HS-1.1.2** Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, and U.S. Constitution). DOK 2

**SS-HS-1.2.1** Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3

**SS-HS-1.3.2** Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure). DOK 2

**SS-HS-2.2.1** Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

**SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, and genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-3.1.2** Students will explain how governments have limited budgets, so they must compare revenues to costs and consider opportunity cost when planning public projects.

**SS-HS-3.2.1** Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security, and growth in the modern world. DOK 2

**SS-HS-3.2.2** Students will describe economic institutions such as corporations, labor unions, banks, stock markets, cooperatives and partnerships

**SS-HS-3.2.3** Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return). DOK 2

**SS-HS-3.3.1** Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences). DOK 2

**SS-HS-3.3.2** Students will describe how specific financial and non-financial incentives often influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions).

**SS-HS-3.3.3** Students will explain how the level of competition in a market is largely determined by the number of buyers and sellers.

**SS-HS-3.3.4** Students will explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, and regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace.

**SS-HS-3.4.1** Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution, and consumption in the United States or the world. DOK 3

**SS-HS-3.4.2** Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world. DOK 2

**SS-HS-3.4.3** Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-4.1.2** Students will explain how mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study and the media bring new geographic information.

**SS-HS-4.1.3** Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.

**SS-HS-4.2.3** Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).

**SS-HS-4.2.4** Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

**SS-HS-4.3.1** Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 3

**SS-HS-4.3.2** Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity. DOK 2

**SS-HS-4.4.3** Students will explain how group and individual perspectives affects the use of natural resources (e.g., mineral extraction, land reclamation).

**SS-HS-5.3.2** Students will explain and give examples of how new ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and caused significant political, economic and social changes (disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world. DOK 2

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<p>I can explain the concept of absolutism. (HS- 1.1.1, HS-2.1.1, HS-5.1.1, HS-5.3.2)</p> <p>I can explain the origins of the beliefs of absolute monarchy. (HS-1.1.1, HS-2.1.1, HS-5.1.1, HS- 5.3.2)</p> <p>I can explain how monarchs used the argument of divine right to justify their powers. (HS-1.1.1, HS-1.3.2, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2, HS-5.3.2)</p> <p>I can describe how European monarchs derived their power and authority. (HS-1.1.1, HS-1.2.1, HS-1.3.2, HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-3.4.3, HS-4.1.1, HS-5.1.1, HS-5.1.2, HS-5.3.2)</p> <p>I can analyze the impact absolute monarchs had on their countries and/or territories during their rule (e.g., Louis XIV, The Tudors, Peter the Great, Catherine the Great, Phillip I). (HS-1.1.1, HS-1.2.1, HS-1.3.2, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS-3.1.2, HS-3.3.4, HS-3.4.1, HS-3.4.3, HS-4.1.1, HS-4.2.3, HS-4.2.4, HS-4.3.1, HS-4.3.2, HS-4.4.3, HS-5.1.1, HS-5.1.2, HS-5.3.2)</p> <p>I can explain how distribution of resources and production of goods changed as monarchies changed in Europe. (HS-2.1.1, HS-2.2.1, HS-3.1.1, HS-3.1.2, HS-3.2.1, HS-3.2.2, HS-3.2.3, HS-3.3.1, HS-3.3.2, HS-3.3.3, HS-3.3.4, HS-3.4.1, HS-3.4.2, HS-3.4.3, HS-4.1.1, HS-4.1.2, HS-4.1.3, HS-4.3.1, HS-4.3.2, HS-4.4.3, HS-5.1.1, HS-5.1.2, HS-5.3.2)</p> <p>I can compare constitutional and absolute monarchies and provide examples of each from the 1500s. (HS-1.1.1, HS-1.1.2, HS-1.2.1, HS-1.3.2, HS-2.1.1, HS-2.2.1, HS-5.1.1, HS-5.1.2, HS-5.3.2)</p>	<ul style="list-style-type: none"> <li>• Have students chart the reasons why authority centralized in the age of Absolutism. Cite examples from the time.</li> <li>• Have students create a time line of major political events of the time.</li> <li>• Brainstorm the term <i>nation state</i>. Use concept chart to define.</li> <li>• Discuss how the riches from newly colonized areas fueled the fires of absolutism.</li> <li>• Compare and contrast the development of absolute monarchies in France and Spain.</li> <li>• Using a chart, have students note the effects that the rise of absolute monarchies and their competition for power had on the native peoples and civilizations of North and South America, Africa, Asia, and Australia.</li> <li>• Have students (in groups) debate/discuss the quote by Bishop Bossuet (the tutor to Louis XIV's son): "The royal throne is not the throne of a man, but the throne of God himself."</li> <li>• Conduct the <a href="#">Absolutism: A Concept Formation Lesson Plan</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm">http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm</a> - (Click on title of period for primary sources; click on check mark for instructional resources.)</li> <li>• <a href="https://www.wdl.org/en/">https://www.wdl.org/en/</a> - World Digital Library</li> <li>• <a href="http://worldhistoryforall.ss.ucla.edu/">http://worldhistoryforall.ss.ucla.edu/</a></li> <li>• McDougal Littell, "Patterns of Interaction"</li> <li>• Glencoe, "World History: Modern Times,"</li> <li>• Prentice Hall "World History: The Modern Era"</li> <li>• <a href="http://afe.easia.columbia.edu/tps/1450_jp.htm">http://afe.easia.columbia.edu/tps/1450_jp.htm</a></li> <li>• <a href="http://www.timetoast.com/timelines/age-of-exploration-chaines-dsnyder-mms11-period-7">http://www.timetoast.com/timelines/age-of-exploration-chaines-dsnyder-mms11-period-7</a></li> <li>• <a href="http://resources.primarysource.org/japan/medievaljapan">http://resources.primarysource.org/japan/medievaljapan</a></li> <li>• <a href="https://study.com/academy/lesson/tokugawa-shogunate-history-economy-facts-timeline.html">https://study.com/academy/lesson/tokugawa-shogunate-history-economy-facts-timeline.html</a></li> </ul>

# Modern World History



THE DIOCESE  
of ALEXANDRIA

## REASON AND REVOLUTION Unit 3: An Age Of Reason

<b>Topics:</b> Scientific Revolution Enlightenment	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Ongoing teacher-created formative assessments</li><li>• Teacher-created summative assessments</li></ul>	<b>Duration:</b> 40 Days
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### FUNDAMENTAL SKILLS STANDARDS

#### Government and Civics

**SS-HS-1.1.1** Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, and dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals. DOK 3

#### Culture and Societies

**SS-HS-2.1.1** Students will explain how belief systems, knowledge, technology, and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2

#### Economics

**SS-HS-3.1.1** Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices. DOK 2

#### Geography

**SS-HS-4.1.1** Students will use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth's surface. DOK 3

#### Historical Perspective

**SS-HS-5.1.1** Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present). DOK 3

**Topic 1: Scientific Revolution****Suggested Duration:** 7 Days**COMPELLING QUESTION (S):**

- How has advances in research, science, and technology had a significant impact on historical events?
- Why did scientific advancements create conflict between the secular and spiritual worlds?

**VOCABULARY:** Francis Bacon, Rene Descartes, Copernicus, Galileo, Newton, Harvey, science, revolution, scientific method**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

**SS-HS-2.2.1** Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

**SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, and genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-3.3.1** Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences). DOK 2

**SS-HS-3.4.2** Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world. DOK 2

**SS-HS-4.4.1** Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.

**SS-HS-5.3.2** Students will explain and give examples of how new ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and caused significant political, economic and social changes (disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world. DOK 2

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<p>I can explain how religious beliefs and the role of the church affected the way people viewed scientific discoveries and teachings during the Sixteenth and Seventeenth centuries. (HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2, HS-5.3.2)</p> <p>I can explain how the work of Bacon and Descartes led to a new way of thinking called the scientific method. (HS-2.1.1, HS-5.1.1, HS-5.1.2, HS-5.3.2)</p> <p>I can describe various scientific discoveries and their impact on society and culture. (HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.3.1, HS-3.4.2, HS-4.1.1, HS-4.4.1, HS-5.1.1, HS-5.1.2, HS-5.3.2)</p> <p>I can analyze the impact the scientific method had on other scientists and thinkers. (HS-2.1.1, HS-2.3.1, HS-2.3.2, HS-5.1.1, HS-5.1.2, HS-5.3.2)</p>	<ul style="list-style-type: none"> <li>• Have students describe the scientific method. How is it different from previous attempts at explaining the natural world?</li> <li>• Discuss the role Francis Bacon and Rene’ Descartes had on the scientific revolution.</li> <li>• How did Copernicus affect other scientists such as Brahe, Kepler, Galileo, Newton, and Harvey?</li> <li>• Use three- column chart to show (1) scientist, (2) discoveries, (3) importance/impact.</li> <li>• Create a time line showing advances in science.</li> <li>• Have students analyze the conflict between the ideas of the Scientific Revolution and the teachings of the Church. Was this conflict resolved?</li> <li>• Have students debate the impact and importance of scientific discoveries (theories and inventions) from this period in comparison with recent or 20<sup>th</sup> century scientific discoveries.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm">http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm</a> - (Click on title of period for primary sources; click on check mark for instructional resources.)</li> <li>• <a href="https://www.wdl.org/en/">https://www.wdl.org/en/</a> - World Digital Library</li> <li>• <a href="http://worldhistoryforall.ss.ucla.edu/">http://worldhistoryforall.ss.ucla.edu/</a></li> <li>• McDougal Littell, “Patterns of Interaction”</li> <li>• Glencoe, “World History: Modern Times,”</li> <li>• Prentice Hall “World History: The Modern Era”</li> <li>• Teachers Curriculum Institute, “History Alive Medieval World and Beyond”</li> <li>• <a href="http://www.socialstudiescms.com/enlightenment-and-scientific-revolution">http://www.socialstudiescms.com/enlightenment-and-scientific-revolution</a></li> <li>• <a href="http://hti.osu.edu/scientificrevolution/lesson_plans">http://hti.osu.edu/scientificrevolution/lesson_plans</a></li> <li>• <a href="http://www.bbk.ac.uk/boyle/teachers_are_a/keystage3/lesson02.pdf">http://www.bbk.ac.uk/boyle/teachers_are_a/keystage3/lesson02.pdf</a></li> </ul>

**Topic 2: Enlightenment****Suggested Duration: 7 Days****COMPELLING QUESTION(S):**

How did the new ideas of natural rights and social contract influence later revolutions in Europe and the Americas?

**VOCABULARY:** Enlightenment, Thomas Hobbes, John Locke, Baron De Montesquieu, natural rights, Voltaire, Rousseau, philosophies, checks and balances, separation of powers

**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

**SS-HS-1.1.2** Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, and U.S. Constitution). DOK 2

**SS-HS-1.2.1** Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). DOK 3

**SS-HS-1.2.2** Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." DOK 3

**SS-HS-1.3.1** Students will explain and give examples how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another. DOK 2

**SS-HS-1.3.2** Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure). DOK 2

**SS-HS-1.3.3** Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). DOK 3

**SS-HS-2.2.1** Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

**SS-HS-2.3.1** Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, and genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-2.3.2** Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2

**SS-HS-3.2.1** Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security, and growth in the modern world. DOK 2

**SS-HS-3.2.2** Students will describe economic institutions such as corporations, labor unions, banks, stock markets, cooperatives, and partnerships.

**SS-HS-3.2.3** Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return). DOK 2

**SS-HS-3.3.1** Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences). DOK 2

**SS-HS-3.3.2** Students will describe how specific financial and non-financial incentives often influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions).

**SS-HS-3.3.3** Students will explain how the level of competition in a market is largely determined by the number of buyers and sellers.

**SS-HS-3.3.4** Students will explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, and regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace.

**SS-HS-3.4.1** Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution, and consumption in the United States or the world. DOK 3

**SS-HS-4.1.3** Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.

**SS-HS-4.3.1** Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 3

**SS-HS-5.3.3** Students will analyze how an Age of Revolution brought about changes in science, thought, government and industry (e.g., Newtonian physics, free trade principles, rise of democratic principles, development of the modern state) that shaped the modern world, and evaluate the long-range impact of these changes on the modern world. DOK 3

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<p>I can describe and analyze the contributions of women to the Enlightenment. (HS-2.1.1, HS- 2.2.1, HS-5.1.1, HS-5.1.2, HS-5.3.3)</p> <p>I can explain the impact of the major ideas of the Enlightenment. (HS-1.1.1, HS-1.1.2, HS-1.2.1, HS- 1.2.2, HS-1.3.1, HS-1.3.2, HS-1.3.3, HS-2.1.1, HS- 2.2.1, HS-2.3.1, HS-2.3.2, HS-4.1.1, HS-4.1.3, HS- 4.3.1, HS-5.1.1, HS-5.1.2, HS-5.3.3)</p> <p>I can explain how new ideas in government represented a departure from European government systems. (HS-1.1.1, HS-1.1.2, HS- 1.2.1, HS-1.2.2, HS-1.3.1, HS-1.3.2, HS-1.3.3, HS- 2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-5.1.2, HS- 5.3.3)</p> <p>I can compare and contrast mercantilism and laissez-faire economic policies. (HS-1.1.1, HS- 2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-3.1.1, HS- (HS-1.1.1, HS-2.1.1, HS2.2.1, HS- 2.3.1, HS-2.3.2, HS-3.1.1, HS-3.1.2, HS- 3.4.3, HS-4.1.1, HS-4.1.3, HS-4.2.2, HS- 4.2.4, HS-5.1.1, HS-5.1.2, HS-5.2.5) 3.2.1, HS-3.2.2, HS-3.2.3, HS-3.3.1, HS- 3.3.2, HS- 3.3.3, HS-3.3.4, HS-3.4.1, HS- 5.1.2, HS-5.3.3)</p>	<ul style="list-style-type: none"> <li>• Have students research and report on how the age of Enlightenment affected government, women, music, literature, and monarchs.</li> <li>• Have students chart the key ideas that came out of the Enlightenment.</li> <li>• Review the ideas, scientists, and philosophers of the Enlightenment and the effects on society and culture.</li> <li>• Ask students "What is a natural right?" Discuss the evolution of this idea and how it transformed people's thinking of government</li> <li>• Have students make a chart comparing philosophies of Thomas Hobbes and John Locke.</li> <li>• Examine the main ideas of Voltaire, Montesquieu, and Rousseau. After studying all three, have students discuss what impact their ideas had on the development of U.S. principles, practices, and government.</li> </ul>	<p><a href="http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm">http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm</a> - (Click on title of period for primary sources; click on check mark for instructional resources.)</p> <p><a href="https://www.wdl.org/en/">https://www.wdl.org/en/</a> - World Digital Library</p> <p><a href="http://worldhistoryforall.ss.ucla.edu/">http://worldhistoryforall.ss.ucla.edu/</a></p> <p>McDougal Littell, "Patterns of Interaction"</p> <p>Glencoe, "World History: Modern Times,"</p> <p>Prentice Hall "World History: The Modern Era"</p> <p>Teachers Curriculum Institute, "History Alive Medieval World and Beyond"</p> <p><a href="http://www.socialstudiescms.com/enlightenment-and-scientific-revolution">http://www.socialstudiescms.com/enlightenment-and-scientific-revolution</a></p> <p><a href="https://wilsonsenlightenmentodyssey.weebly.com/">https://wilsonsenlightenmentodyssey.weebly.com/</a></p> <p><a href="http://www.historyguide.org/intellect/enlightenment.html">http://www.historyguide.org/intellect/enlightenment.html</a></p> <p><a href="http://www.historyguide.org/europe/reason.html">http://www.historyguide.org/europe/reason.html</a></p>

<p>I can evaluate the arguments of Enlightenment philosophers (e.g., Rousseau, Montesquieu, Hobbes, Locke, Voltaire) using primary sources. (HS-1.1.1, HS-1.1.2, HS-1.2.1, HS-1.2.2, HS-1.3.1, HS-1.3.2, HS-1.3.3, HS-2.1.1, HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-5.1.2, HS-5.3.3)</p> <p>I can analyze the benefits and limitations of separation of powers among branches of government. (HS-1.1.2, HS-1.2.1, HS-1.2.2, HS-2.1.1, HS-5.1.1, HS-5.3.3)</p> <p>I can analyze the effectiveness of Enlightenment thinking on natural rights. (HS-1.1.2, HS-1.3.1, HS-1.3.2, HS-2.1.1, HS-2.2.1, HS-5.1.2, HS-5.3.3)</p>		<p><a href="http://westerncivguides.umwblogs.org/2013/12/04/women-during-the-enlightenment-and-their-contributions/">http://westerncivguides.umwblogs.org/2013/12/04/women-during-the-enlightenment-and-their-contributions/</a></p> <p><a href="https://www2.ivcc.edu/gen2002/Women_from_the_Renaissance.htm">https://www2.ivcc.edu/gen2002/Women_from_the_Renaissance.htm</a></p> <p><a href="http://westerncivguides.umwblogs.org/2013/12/04/women-during-the-enlightenment-and-their-contributions/">http://westerncivguides.umwblogs.org/2013/12/04/women-during-the-enlightenment-and-their-contributions/</a></p>
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# Modern World History



THE DIOCESE  
of ALEXANDRIA

## REASON AND REVOLUTION Unit 4: AN AGE OF REVOLUTIONS

### Topics:

The Glorious Revolution<sup>[SEP]</sup>  
French Revolution and Napoleonic Era  
Industrial Revolution

### Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments

### Duration:

26 Days

## FUNDAMENTAL SKILLS STANDARDS

### Government and Civics

**SS-HS-1.1.1** Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, and dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals. DOK 3

### Culture and Societies

**SS-HS-2.1.1** Students will explain how belief systems, knowledge, technology, and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2

### Economics

**SS-HS-3.1.1** Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices. DOK 2

### Geography

**SS-HS-4.1.1** Students will use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth's surface. DOK 3

### Historical Perspective

**SS-HS-5.1.1** Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present). DOK 3

**SS-HS-5.1.2** Students will analyze how history is a series of connected events shaped by multiple cause-and-effect relationships, tying past to present. DOK 3

**Topic 1: THE GLORIOUS REVOLUTION****Suggested Duration:** 6 Days**COMPELLING QUESTION (S):**

- How did the ideas of the Enlightenment lead to the Age of Revolution?
- How did an Age of Revolution help contribute to the current social, political, and economic status of the world today?

**VOCABULARY:** Monarch, parliament, Magna Carta, Oliver Cromwell, English Civil War, Glorious Revolution, separation of church and state, Bill of Rights

**LEARNING TARGETS**

I can identify and describe the conflicts between the English monarch and Parliament.(HS-1.1.1, HS-2.2.1, HS-5.3.3)

I can explain the causes of unrest in England and the results of the English Civil War. (HS-2.3.1, HS- 5.1.2, HS-5.3.3)

I can describe the Restoration of the English monarchy and the “Glorious Revolution.” (HS-2.3.2, HS-5.3.4)

**POSSIBLE INSTRUCTIONAL STRATEGIES**

- In order to understand the origin of the civil war in England, students will research and describe the Magna Carta's main principles, the concept of the Divine Right of Kings, and Henry VIII's break with the Roman Catholic Church.
- Have students create a time line of the English Civil War, beginning with Charles I inheriting the throne.

**POSSIBLE RESOURCES**

- [http://www.historyteacher.net/APEuroCourse/APEuro\\_Main\\_Weblinks\\_Page.htm](http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm) (Click on title of period for primary sources; click on check mark for instructional resources.)
- <https://www.wdl.org/en/> - World Digital Library
- <http://worldhistoryforall.ss.ucla.edu/>
- McDougal Littell, “Patterns of Interaction”
- Glencoe, “World History: Modern Times,”
- Prentice Hall “World History: The Modern Era”
- <http://www1.umassd.edu/euro/2011papers/oday.pdf>
- <http://wars.mrdonn.org/powerpoints/glorious-revolution.html>

**Topic 2: FRENCH REVOLUTION AND NAPOLEONIC ERA****Suggested Duration: 10 Days****SUPPORTING QUESTION (S):**

- How did the ideas of the Enlightenment lead to the Age of Revolution?
- How did an Age of Revolution help contribute to the current social, political, and economic status of the world today?

**VOCABULARY:** Three estates, old order, Louis XIV, reactionary, conservative, moderate, liberal, radical, Versailles, Napoleon, Bastille, Congress of Vienna, Reign of Terror, Robespierre, National assembly exile, Elba

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<p>I can describe the <i>Old Order</i> and how it influenced the revolution in France (HS-5.1.2, HS- 5.3.3)</p> <p>I can explain how storming the Bastille affected France. (HS-5.1.2, HS-5.3.3)</p> <p>I can explain the “great fear” and the women’s march on Versailles. (HS-5.3.3)</p> <p>I can explain how the execution of Louis XVI affected the French Revolution. (HS-5.1.2, HS- 5.3.3)</p> <p>I can analyze the events and the aftermath of the Reign of Terror. (HS-5.1.2, HS-5.3.3)</p> <p>I can summarize how Napoleon restored power to France. (HS-1.1.2, HS-5.1.2, HS-5.3.3)</p>	<ul style="list-style-type: none"> <li>• Open with Louis XIV quote, "After me comes the deluge" Ask students to brainstorm the meaning.</li> <li>• Use continuum to help students define critical vocabulary terms: <i>reactionary</i>, <i>conservative</i>, <i>moderate</i>, <i>liberal</i>, and <i>radical</i>.</li> <li>• Use chart to list social, economic, and political privileges/rights of the First, Second, and Third estates.</li> <li>• Have students research the role women played in protests and the revolution.</li> <li>• Compare Constitution of 1791 to the U.S. Constitution.</li> <li>• Read excerpt from or watch part of Dickens' classic <i>A Tale of Two Cities</i>. Discuss viewpoints from different perspectives (royalist vs. commoner).</li> <li>• Have students speculate as to why the revolution shifts to the "left."</li> <li>• Have students illustrate aspects of the Reign of Terror (impact on culture, law, fashions, etc.).</li> <li>• Create a time line showing the events of the French Revolution.</li> <li>• Have students develop a time line annotating the rise and fall of Napoleon</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.historyteacher.net/APEuroCourse/APEuroMainWeblinksPage.htm">http://www.historyteacher.net/APEuroCourse/APEuro Main Weblinks Page.htm</a> - (Click on title of period for primary sources; click on check mark for instructional resources.)</li> <li>• <a href="https://www.wdl.org/en/">https://www.wdl.org/en/</a> - World Digital Library</li> <li>• <a href="http://worldhistoryforall.ss.ucla.edu/">http://worldhistoryforall.ss.ucla.edu/</a></li> <li>• McDougal Littell, “Patterns of Interaction”</li> <li>• Glencoe, “World History: Modern Times,”</li> <li>• Prentice Hall “World History: The Modern Era”</li> <li>• <a href="http://hti.osu.edu/history-lesson-plans/european-history/french-revolution">http://hti.osu.edu/history-lesson-plans/european-history/french-revolution</a></li> <li>• <a href="http://www.pbs.org/marieantoinette/index.html">http://www.pbs.org/marieantoinette/index.html</a></li> </ul>

<p>I can explain how Napoleon’s political and military actions led to his downfall. (HS-5.1.2, HS-5.3.3)</p> <p>I can explain how Napoleon was able to regain power in France and his eventual exile. (HS-5.1.2, HS-5.3.3)</p> <p>I can summarize the creation of the National Assembly. (HS-1.1.1, HS-5.3.3)</p> <p>I can explain the significance of the Congress of Vienna. (HS-5.3.3)</p>	<ul style="list-style-type: none"> <li>• Use a Venn diagram: Napoleonic Code vs. U.S. legal system.</li> <li>• Review Napoleonic Wars. Ask students to explain why the Continental System backfired.</li> <li>• Use maps to trace Napoleon's invasion of Russia. Brainstorm the impact of geography on this historical event.</li> <li>• Have students list the goals of the Congress of Vienna.</li> <li>• Discuss why the monarchs of Europe wanted to return to the Pre-Revolutionary past or status quo.</li> <li>• Have students Think-Pair-Share the concept of “balance of power.”</li> <li>• Chart the Principles of the Congress of Vienna. Use maps to compare Napoleonic Europe and Europe after the Congress of Vienna. Have students describe the boundary changes.</li> <li>• Have groups of students chart the political, economic, and social effects of the French Revolution.</li> <li>• Debate Topic: The French Revolution was more important than the American Revolution.</li> </ul>	
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**Topic 3: INDUSTRIAL REVOLUTION****Suggested Duration:** 10 Weeks**SUPPORTING QUESTION (S):**

- How did advances in technology change the way of life for most people in the Eighteenth century?

**VOCABULARY:** Industrialization, cottage industry, assembly line, socialism, unions, guilds, capitalism, communism, railroads, strike, boycott, blacklist, lockout, child labor, Adam Smith, corporation, joint-stock company

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<p>I can explain the beginnings of industrialization in Britain. (HS-3.3.1, HS-3.4.2, HS-5.1.2, HS-5.3.3)</p> <p>I can describe key inventions that furthered the Industrial Revolution. (HS-3.4.2, HS-5.3.3)</p> <p>I can identify improvements in transportation and their impact over time. (HS-5.3.3, HS-3.4.2)</p> <p>I can examine growing tensions between the middle and working classes. (HS-5.3.3, HS-2.3.1)</p> <p>I can identify thinkers and ideas that supported industrialization. (HS-5.3.3)</p> <p>I can explain the origins and main concepts of socialism and Marxism. (HS-3.2.1, HS-3.3.4, HS- 3.4.1, HS-5.3.3)</p> <p>I can describe the economic effects of industrialization. (HS-3.3.1, HS-5.1.2, HS-5.3.3)</p>	<ul style="list-style-type: none"> <li>• Have students explain the differences between the domestic system and the factory system. Emphasize how the factory system changed production.</li> <li>• Think-Pair-Share: Why was it necessary to build early factories near waterfalls? What other geographic features affected the location of factories?</li> <li>• Discuss why the textile industry led the way into the Industrial Revolution.</li> <li>• Think-Pair-Share: "Why did the Industrial Revolution begin in England?" Report ideas</li> <li>• Map Activity: Students name and label the major industrial cities in Great Britain and locate the areas of major natural resources.</li> <li>• Brainstorm the impact of machines on skilled labor.</li> <li>• Have student select the invention that they feel had the greatest impact on the Industrial Revolution. Each student should (1) create a Power Point presentation on the invention or (2) develop a diagram or model of the invention. In both cases, the student must explain to the class how the invention worked and what impact it had.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm">http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm</a> - (Click on title of period for primary sources; click on check mark for instructional resources.)</li> <li>• <a href="https://www.wdl.org/en/">https://www.wdl.org/en/</a> - World Digital Library</li> <li>• <a href="http://worldhistoryforall.ss.ucla.edu/">http://worldhistoryforall.ss.ucla.edu/</a></li> <li>• McDougal Littell, "Patterns of Interaction"</li> <li>• Glencoe, "World History: Modern Times,"</li> <li>• Prentice Hall "World History: The Modern Era"</li> <li>• <a href="http://hti.osu.edu/history-lesson-plans/european-history/industrial-revolution">http://hti.osu.edu/history-lesson-plans/european-history/industrial-revolution</a></li> <li>• <a href="http://www.historyguide.org/intellect/ind_rev.html">http://www.historyguide.org/intellect/ind_rev.html</a></li> <li>• <a href="http://www1.umassd.edu/ir/resources/">http://www1.umassd.edu/ir/resources/</a></li> </ul>

<p>I can explain the impact of railroads on British industry. (HS-3.4.2, HS-4.3.2, HS-4.4.1, HS- 5.1.2, HS-5.3.3)</p> <p>I can explain how the rise of unions and guilds affected the price of manufactured goods. (HS- 3.4.1, HS- 5.1.2, HS-5.3.3)</p> <p>I can compare and contrast economic systems of capitalism, socialism, and communism. (HS-3.2.1, HS-3.2.2, HS- 3.2.3)</p>	<ul style="list-style-type: none"><li>• Brainstorm ways that the innovations in the Industrial Revolution changed the lives of everyday people.</li><li>• Discuss conflict between industrialists and workers. Make a T-chart showing what each side wanted.</li><li>• Have students collect and compile photographs illustrating working conditions in Europe or/and the United States during the eighteenth and nineteenth centuries. Have students draw conclusions about working conditions based on this visual record.</li><li>• Play music that expresses ideas and opinions concerning labor (e.g., Sixteen Tons, Ballad of John Henry, Urban Blues.) Discuss the meanings of the lyrics and the tone of the music.</li></ul>	
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# Modern World History



THE DIOCESE  
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## AGGRESSION AND TURMOIL Unit 5: An Age Of Imperialism

<b>Topics:</b> Scramble for Africa <sup>[SEP]</sup> Imperialism in India Imperialism in Latin America	<b>Assessments:</b> <ul style="list-style-type: none"><li>Ongoing teacher-created formative assessments</li><li>Teacher-created summative assessments</li></ul>	<b>Duration:</b> 43 Days
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### FUNDAMENTAL SKILLS STANDARDS

#### **Government and Civics**

**SS-HS-1.1.1** Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, and dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals. DOK 3

#### **Culture and Societies**

**SS-HS-2.1.1** Students will explain how belief systems, knowledge, technology, and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2

#### **Economics**

**SS-HS-3.1.1** Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices. DOK 2

#### **Geography**

**SS-HS-4.1.1** Students will use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth's surface. DOK 3

#### **Historical Perspective**

**SS-HS-5.1.1** Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present). DOK 3

**SS-HS-5.1.2** Students will analyze how history is a series of connected events shaped by multiple cause-and-effect relationships, tying past to present. DOK 3

**Topic 1: Scramble for Africa****Suggested Duration: 6 Days****COMPELLING QUESTION (S):**

- How did European colonization of Africa affect colonization in other parts of the world?

**VOCABULARY:** Colonial rule, Boer War, Cecil Rhodes, Imperialism

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>▪ I can describe Africa before European domination. (HS-4.1.2, HS-5.3.4)</li> <li>▪ I can summarize the political, social, and economic motives of European colonizers and the factors that allowed them to control Africa. HS-5.1.2, HS-5.3.4)</li> <li>▪ I can analyze the impact of colonial rule in Africa. (HS-5.1.2, HS-5.3.4)</li> <li>▪ I can explain the different forms of colonial control. (HS-5.3.4)</li> <li>▪ I can identify the three groups that clashed over South Africa and explain the impact this had on colonization. (HS-2.3.1, HS-2.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the phrase, "White Man's Burden." Who coined the phrase and how did it represent the thinking of many Europeans?</li> <li>• Have students chart the factors that led to the new African imperialism, how European powers claimed territory in Africa, and how Africans resisted European imperialism.</li> <li>• Analyze primary source documents (journals, pictures, etc.) to examine multiple perspectives on imperialism in Africa (colonizers, colonized, leaders).</li> <li>• Using the Choices Program Unit, "Colonization in the Congo: Conquest, Conflict, and Commerce," have students debate and research how one of the richest countries in Africa became one of its most troubled.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm">http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm</a> - (Click on title of period for primary sources; click on check mark for instructional resources.)</li> <li>• <a href="https://www.wdl.org/en/">https://www.wdl.org/en/</a> - World Digital Library</li> <li>• <a href="http://worldhistoryforall.ss.ucla.edu/">http://worldhistoryforall.ss.ucla.edu/</a></li> <li>• McDougal Littell, "Patterns of Interaction"</li> <li>• Glencoe, "World History: Modern Times,"</li> <li>• Prentice Hall "World History: The Modern Era"</li> <li>• <a href="http://www1.umassd.edu/euro/2011papers/oday.pdf">http://www1.umassd.edu/euro/2011papers/oday.pdf</a></li> <li>• <a href="http://wars.mrdonn.org/powerpoint/s/glorious-revolution.html">http://wars.mrdonn.org/powerpoint/s/glorious-revolution.html</a></li> <li>• <a href="http://www.choices.edu/curriculum-unit/colonization-independence-africa/">http://www.choices.edu/curriculum-unit/colonization-independence-africa/</a></li> <li>• <a href="https://study.com/academy/lesson/effects-of-imperialism-in-africa.html">https://study.com/academy/lesson/effects-of-imperialism-in-africa.html</a></li> <li>• <a href="http://apworldhistory101.com/history-of-africa/imperialism/">http://apworldhistory101.com/history-of-africa/imperialism/</a></li> <li>• <a href="http://www.smplanet.com/teaching/imperialism/lesson-plan">http://www.smplanet.com/teaching/imperialism/lesson-plan</a></li> </ul>

**Topic 2: IMPERIALISM IN INDIA****Suggested Duration:** 6 Days**SUPPORTING QUESTION (S):**

- How did British imperialism give rise to nationalism in India?

**VOCABULARY:** Imperialism, Empire Building, colony, protectorate, concession, sphere of influence, Queen Elizabeth I, non-violent resistance, Gandhi, nationalism

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>• I can identify the changes that set the stage for British imperialism in India. (HS-2.2.1, HS-5.1.2, HS-5.3.4)</li> <li>• I can analyze the role the British East India Company played in British imperialism in India. (HS-3.4.3, HS-5.3.4)</li> <li>• I can describe what life was like in India when it became a British colony. (HS-2.1.1, HS-4.1.2, HS-4.2.1, HS-5.3.4)</li> <li>• I can analyze the relationship between British imperialism in India and the rise of nationalism in India (HS-2.3.1, HS-2.3.2, HS-5.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Have students brainstorm the meaning of imperialism and why countries would want to be imperialistic</li> <li>• Using a graphic organizer, have students show the causes of imperialism in India by the British: political, social, and economic.</li> <li>• Have students determine the difference between the types of imperialism: Colony, Protectorate, Concession, and Sphere of Influence. Which form of imperialism was India under during British control?</li> <li>• Debate the pros and cons of British imperialism in India from multiple perspectives.</li> <li>• Have students develop a chart showing the effects of imperialism in India: social, political, and economic.</li> <li>• Have students complete a cause-and-effect chart on the relationship between British imperialism in India and the rise of nationalism in India.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm">http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm</a> - (Click on title of period for primary sources; click on check mark for instructional resources.)</li> <li>• <a href="https://www.wdl.org/en/">https://www.wdl.org/en/</a> - World Digital Library</li> <li>• <a href="http://worldhistoryforall.ss.ucla.edu/">http://worldhistoryforall.ss.ucla.edu/</a></li> <li>• McDougal Littell, “Patterns of Interaction”</li> <li>• Glencoe, “World History: Modern Times,”</li> <li>• Prentice Hall “World History: The Modern Era”</li> <li>• <a href="http://www.smplanet.com/teaching/imperialism/lesson-plan">http://www.smplanet.com/teaching/imperialism/lesson-plan</a></li> <li>• <a href="https://www.youtube.com/watch?v=X9Nx3rZ_Fng">https://www.youtube.com/watch?v=X9Nx3rZ_Fng</a> - Imperialism in India</li> <li>• <a href="http://www.bbc.co.uk/history/british/empire_seapower/east_india_01.shtml">http://www.bbc.co.uk/history/british/empire_seapower/east_india_01.shtml</a></li> </ul>

**Topic 3: IMPERIALISM IN LATIN AMERICA****Suggested Duration:** 4 Days**SUPPORTING QUESTION (S):**

- How did Latin America’s colonial legacy shape its history?

**VOCABULARY:** Monroe Doctrine, Roosevelt Corollary, Mexican Revolution, mestizos, mulattos, peninsulas, creoles, Indians

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>• I can trace effects of the Monroe Doctrine and the Roosevelt Corollary on imperialism in Latin America. (HS-5.1.2, HS-5.3.4)</li> <li>• I can explain how colonizing Latin America would be appealing for the United States and European countries. (HS-3.1.2, HS-3.2.3, HS-5.1.2, HS-5.3.4)</li> <li>• I can describe the various power struggles in Mexico before and during the Mexican Revolution. (HS-2.3.1, HS-5.3.4)</li> <li>• I can document how foreign powers influenced Latin American economies. (HS-3.2.3, HS-5.1.2, HS-5.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Have students look at population data to indicate how Spanish colonial society was structured.</li> <li>• Define the terms <i>mestizos</i>, <i>mulattos</i>, <i>peninsulas</i>, <i>creoles</i>, <i>Indians</i>.</li> <li>• Using a graphic organizer, have students examine the reasons why European nations became involved in Latin America as well as the United States.</li> <li>• Discuss the impact the Monroe Doctrine and the Roosevelt Corollary had on imperialism in Latin America.</li> <li>• Chart the important events and people during the Mexican Revolution.</li> <li>• Create a cause-and-effect chart on how foreign powers influenced various Latin American economies. Discuss the impact imperialism, and the fight for independence, had on Latin American countries</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm">http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm</a> (Click on title of period for primary sources; click on check mark for instructional resources.)</li> <li>• <a href="https://www.wdl.org/en/">https://www.wdl.org/en/</a> - World Digital Library</li> <li>• <a href="http://worldhistoryforall.ss.ucla.edu/">http://worldhistoryforall.ss.ucla.edu/</a></li> <li>• McDougal Littell, “Patterns of Interaction”</li> <li>• Glencoe, “World History: Modern Times,”</li> <li>• Prentice Hall “World History: The Modern Era”</li> <li>• <a href="http://mrfarshtey.net/class/es/Imperialism-Latin_America.pdf">http://mrfarshtey.net/class/es/Imperialism-Latin_America.pdf</a></li> <li>• <a href="https://latinamerica1800s.weebly.com/overall-impacts-of-imperialism.html">https://latinamerica1800s.weebly.com/overall-impacts-of-imperialism.html</a></li> <li>• <a href="http://latinamericanhistory.oxfordre.com/view/10.1093/acrefore/9780199366439.001.0001/acrefore-9780199366439-e-41">http://latinamericanhistory.oxfordre.com/view/10.1093/acrefore/9780199366439.001.0001/acrefore-9780199366439-e-41</a></li> </ul>

# Modern World History



THE DIOCESE  
of ALEXANDRIA

## AGGRESSION AND TURMOIL Unit 6: World War I and Post World

<b>Topics:</b> Road to War <sup>[SEP]</sup> World War I <sup>[SEP]</sup> Russian Revolution Chinese Revolution Postwar Uncertainty	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Ongoing teacher-created formative assessments</li><li>• Teacher-created summative assessments</li></ul>	<b>Duration:</b> 27 Days
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### FUNDAMENTAL SKILLS STANDARDS

#### **Government and Civics**

**SS-HS-1.1.1** Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, and dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals. DOK 3

#### **Culture and Societies**

**SS-HS-2.1.1** Students will explain how belief systems, knowledge, technology, and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2

#### **Economics**

**SS-HS-3.1.1** Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices. DOK 2

#### **Geography**

**SS-HS-4.1.1** Students will use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth's surface. DOK 3

#### **Historical Perspective**

**SS-HS-5.1.1** Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present). DOK 3

**SS-HS-5.1.2** Students will analyze how history is a series of connected events shaped by multiple cause-and-effect relationships, tying past to present. DOK 3

**Topic 1: Road to War****Suggested Duration: 7 Days****COMPELLING QUESTION (S):**

- How did nationalism, militarism, imperialism, and isolationism lead to conflict?

**VOCABULARY:** Nationalism, Imperialism, Militarism, Alliances, Ottoman Empire, Austria-Hungry, Otto Von Bismarck, Balkan peninsula, Archduke Franz Ferdinand

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>• I can identify the political and military forces at work in Europe in the late 1800s.(HS-2.3.1, HS- 2.3.2, HS-5.3.4)</li> <li>• I can summarize the events that set World War I in motion. (HS-5.1.2, HS-5.3.4)</li> <li>• I can define and explain the impact of militarism, alliance system, imperialism, and nationalism. (HS-5.3.4)</li> <li>• I can explain how alliances of cooperation led to conflict in Eastern Europe and the Balkan Peninsula. (HS-2.3.2, HS-5.1.2, HS-5.3.4)</li> <li>• I can explain how the unification in Europe changed the governments of Europe. (HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-5.1.2)</li> <li>• I can explain how militarism, imperialism, alliances, and nationalism played a significant role in causing World War I. (HS-2.3.1, HS-2.3.2, HS-5.1.2, HS-5.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Review important terms: <i>Nationalism; Imperialism; Militarism; Alliances</i> and cite examples of each.</li> <li>• Use a graphic organizer to compare and contrast the unification of Italy and Germany.</li> <li>• Compare Bismarck and Cavour's methods of achieving unification.</li> <li>• Have students construct a chart illustrating the government of Germany under Bismarck. The chart will show each branch and it's powers</li> <li>• Have students look at multiple perspectives on the discontent in the Balkans.</li> <li>• Use a graphic organizer to show the causes for the decline of Bismarck, the Ottoman Empire, etc.</li> <li>• Have students hold a round-table discussion on "What challenges were faced by the new nationalistic countries?"</li> <li>• Discuss the role of the Catholic Church and the rise of nationalism.</li> <li>• Students develop graphic organizers illustrating the alliance systems in Europe: Who, When, Type.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm">http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm</a> - (Click on title of period for primary sources; click on check mark for instructional resources.)</li> <li>▪ <a href="https://www.wdl.org/en/">https://www.wdl.org/en/</a> - World Digital Library</li> <li>▪ <a href="http://worldhistoryforall.ss.ucla.edu/">http://worldhistoryforall.ss.ucla.edu/</a></li> <li>▪ McDougal Littell, "Patterns of Interaction"</li> <li>▪ Glencoe, "World History: Modern Times,"</li> <li>▪ Prentice Hall "World History: The Modern Era"</li> <li>▪ <a href="http://www.historyhome.co.uk/europe/causeww1.htm">http://www.historyhome.co.uk/europe/causeww1.htm</a></li> <li>▪ <a href="http://www.firstworldwar.com/origins/causes.htm">http://www.firstworldwar.com/origins/causes.htm</a></li> <li>▪ <a href="http://besthistorysites.net/modern-history/world-war-i/">http://besthistorysites.net/modern-history/world-war-i/</a></li> </ul>

**Topic 2: WORLD WAR I****Suggested Duration: 8 Days****SUPPORTING QUESTION (S):**

- How did the end of the war affect the Allied and Axis powers?
- How did World War I influence the economic, social, and political structure of the world?

**VOCABULARY:** Axis forces, Allied powers, war, trench warfare, stalemate, global war, propaganda, tanks, machine guns, mustard gas, Treaty of Versailles

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>▪ I can illustrate the spread of the conflict on a map of Europe. (HS-4.1.1, HS-5.3.4)</li> <li>▪ I can describe how natural features created advantages for the Allied and Axis forces in Europe. (HS-4.1.3, HS-4.2.2, HS-4.3.1, HS-5.3.4)</li> <li>▪ I can summarize the Allies' push to victory. (HS- 5.3.4)</li> <li>▪ I can identify how governments established wartime economies. (HS-2.3.1, HS-3.3.1, HS- 3.4.2, HS-3.4.3)</li> <li>▪ I can explain the significance of trench warfare. (HS-5.3.4)</li> <li>▪ I can explain the significance of the Battle on the Eastern Front. (HS-5.3.4)</li> <li>▪ I can explain the effects of the war. (HS-5.1.2)</li> <li>▪ I can explain events that led to the Treaty of Versailles. 9HS-5.1.2, HS-5.3.4)</li> <li>▪ I can analyze the issues that made the peace process difficult after World War I. (HS-2.3.2, HS- 5.3.4)</li> <li>▪ I can identify the effects of the Treaty of Versailles on European powers. (HS-5.1.2, HS- 5.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have students create a time line showing the events leading to the outbreak of World War I.</li> <li>▪ Brainstorm the difference between a limited war and a global or world war.</li> <li>▪ Have students create a graphic organizer showing the causes of World War I.</li> <li>▪ Develop headlines about events leading to World War I.</li> <li>▪ Have students complete a map activity: countries involved and location of major battles and fronts.</li> <li>▪ Students will create a chart or visual illustrating new technology in the war.</li> <li>▪ Have teams of students create a PowerPoint presentation about events, weapons, battles, people of World War I. Provide written instructions on how to create a power point presentation.</li> <li>▪ Group Work: Students will create multiple time lines: Events on the Western Front, Eastern Front, at Sea, and in the Middle East. They will discuss what was happening at the same time.</li> <li>▪ Discuss the role of propaganda in the war. Have students create posters, cartoons, songs, speeches, or editorials about World War I.</li> <li>▪ Students will create a T-chart showing issues at the peace conference and how they were settled.</li> <li>▪ Students will create a graphic organizer illustrating the effects of the war.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.historyteacher.net/APEuroCourse/APEuro Main Weblinks Page.htm">http://www.historyteacher.net/APEuroCourse/APEuro Main Weblinks Page.htm</a><sup>[L]</sup><sub>SEP</sub></li> <li>- (Click on title of period for primary sources; click on check mark for instructional resources.)</li> <li>▪ <a href="https://www.wdl.org/en/">https://www.wdl.org/en/</a> - World Digital Library</li> <li>▪ <a href="http://worldhistoryforall.ss.ucla.edu/">http://worldhistoryforall.ss.ucla.edu/</a></li> <li>▪ McDougal Littell, "Patterns of Interaction"</li> <li>▪ Glencoe, "World History: Modern Times,"</li> <li>▪ Prentice Hall "World History: The Modern Era"</li> <li>▪ <a href="https://www.bbc.co.uk/search?q=World+War+One">https://www.bbc.co.uk/search?q=World+War+One</a></li> <li>▪ <a href="http://www.nea.org/tools/lessons/60045.htm">http://www.nea.org/tools/lessons/60045.htm</a></li> <li>▪ <a href="http://besthistorysites.net/modern-history/world-war-i/">http://besthistorysites.net/modern-history/world-war-i/</a></li> <li>▪ <a href="https://educheer.com/world-war-i-league-of-nations/">https://educheer.com/world-war-i-league-of-nations/</a></li> <li>▪ <a href="http://mrwaddell.com/world/globaleffect.pdf">http://mrwaddell.com/world/globaleffect.pdf</a></li> </ul>

**Topic 3: Russian Revolution****Suggested Duration: 3 Days****SUPPORTING QUESTION (S):**

- How did conflict between revolutionaries and nationalists during World War I affect Russia and China?

**VOCABULARY:** Bolshevik, Karl Marx, Stalin, Lenin, Trotsky, totalitarianism, Czar, communism, socialism, democracy, Rasputin

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>• I can describe the autocratic methods of Alexander III and the economic changes under Nicholas II. (HS-1.1.1, HS-5.3.4)</li> <li>• I can summarize the Bolshevik Revolution and its outcome. (HS-5.3.4)</li> <li>• I can explain Lenin’s reforms and the rise of Stalin. (HS-3.2.1, HS-3.2.2, HS-5.1.2, HS-5.3.4)</li> <li>• I can define <i>totalitarianism</i>.</li> <li>• I can describe Stalin’s goal of transforming the Soviet Union into a totalitarian state. (HS-5.3.4)</li> <li>• I can summarize Stalin’s state-controlled economic programs. (HS-3.2.1, HS-3.2.2, HS-5.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Have students create a time line of Russian History, 1905-1945.</li> <li>• "The Russian Revolution was a war within a war." Have students discuss this quote and its accuracy.</li> <li>• Have students define <i>socialism</i>, <i>communism</i>, and <i>democracy</i>. Create a chart comparing/contrasting the three.</li> <li>• Have students create a Venn diagram showing life under Lenin and Stalin.</li> <li>• Have students create multimedia presentation about Rasputin, Nicholas II, Alexis, Alexandra, Lenin, Stalin, or Trotsky.</li> <li>• Have students watch a movie about the Russian Revolution or Russia during the 1920s and 1930s. After watching the movie, have them write a movie review with focus on the historical accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm">http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm</a> - (Click on title of period for primary sources; click on check mark for instructional resources.)</li> <li>• <a href="https://www.wdl.org/en/">https://www.wdl.org/en/</a> - World Digital Library</li> <li>• <a href="http://worldhistoryforall.ss.ucla.edu/">http://worldhistoryforall.ss.ucla.edu/</a></li> <li>• McDougal Littell, "Patterns of Interaction"</li> <li>• Glencoe, "World History: Modern Times,"</li> <li>• Prentice Hall "World History: The Modern Era"</li> <li>• <a href="https://www.bbc.co.uk/search?q=World+War+One">https://www.bbc.co.uk/search?q=World+War+One</a></li> <li>• <a href="http://www.nea.org/tools/lessons/60045.htm">http://www.nea.org/tools/lessons/60045.htm</a></li> <li>• <a href="http://besthistorysites.net/modern-history/world-war-i/">http://besthistorysites.net/modern-history/world-war-i/</a></li> <li>• <a href="https://educheer.com/world-war-i-league-of-nations/">https://educheer.com/world-war-i-league-of-nations/</a></li> <li>• <a href="http://mrwaddell.com/world/globaleffect.pdf">http://mrwaddell.com/world/globaleffect.pdf</a></li> </ul>

**Topic 4: Chinese Revolution****Suggested Duration: 3 Days****SUPPORTING QUESTION (S):**

- How did conflict between revolutionaries and nationalists during World War I affect Russia and China?

**VOCABULARY: Mao Zedong**

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>• I can describe the movement to modernize China, eventually leading to the overthrow of Imperial China. (HS-3.4.1, HS-4.3.1, HS-4.3.2, HS- 5.3.4)</li> <li>• I can explain how the new Republic in China experienced problems leading to the formation of the Chinese Communist Party. (HS-2.3.1, HS- 5.3.4)</li> <li>• I can analyze the conflict between the nationalists and communists in China and evaluate the outcome. (HS-2.3.2, HS-5.3.4)</li> <li>• I can evaluate the role Mao Zedong played in the Chinese Revolution. (HS-2.2.1, HS-2.3.1, HS-2.3.2, HS-5.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Create a class time line of important events in Chinese history from 1900 to 1940. Illustrate the importance of the fall of Imperial China, rise of the Republic, rise of the Communist Party, Chinese Civil War, and conflict between Japan and China.</li> <li>• Have students outline the goals of the new Chinese Republic. Have students rate how successful they were in achieving goals and the role World War I played in creating conflict between different groups in China.</li> <li>• Outline the arguments posed by the Nationalists and the Communists in China.</li> <li>• Create a cause-and-effect chart on the Civil War in China using primary sources.</li> <li>• Research Mao Zedong and the role he played in establishing a Communist China.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm">http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm</a> (Click on title of period for primary sources; click on check mark for instructional resources.)</li> <li>• <a href="https://www.wdl.org/en/">https://www.wdl.org/en/</a> - World Digital Library</li> <li>• <a href="http://worldhistoryforusall.ss.ucla.edu/">http://worldhistoryforusall.ss.ucla.edu/</a></li> <li>• McDougal Littell, “Patterns of Interaction”</li> <li>• Glencoe, “World History: Modern Times,”</li> <li>• Prentice Hall “World History: The Modern Era”</li> <li>• <a href="https://history.state.gov/milestones/1899-1913/chinese-rev">https://history.state.gov/milestones/1899-1913/chinese-rev</a></li> <li>• <a href="https://en.wikipedia.org/wiki/Xinhai_Revolution">https://en.wikipedia.org/wiki/Xinhai_Revolution</a></li> <li>• <a href="http://alphahistory.com/chinese-revolution/summary-chinese-revolution/">http://alphahistory.com/chinese-revolution/summary-chinese-revolution/</a></li> </ul>

**Topic 5: Post War Uncertainty****Suggested Duration:** 6 Days**SUPPORTING QUESTION (S):**

- How did the end of the war affect the Allied and Axis Powers?
- How did World War I influence the economic, social, and political structure of the world?

**VOCABULARY:** Bolshevik, Karl Marx, Stalin, Lenin, Trotsky, totalitarianism, Czar, communism, socialism, democracy, Rasputin

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>• I can trace the shift from democratic governments to dictatorships in Europe. (HS- 1.1.1, HS-5.1.2, HS-5.3.4)</li> <li>• I can describe Mussolini’s creation of a Fascist state in Italy. (HS-1.1.1, HS-5.1.2, HS-5.3.4)</li> <li>• I can discuss the rise of Hitler, the Nazis, and extension of Hitler’s power. (HS1.1.1, HS-2.2.1, HS-5.1.2, HS-5.3.4)</li> <li>• I can summarize the events that led to the financial collapse of the U.S. economy. (HS-3.3.1, HS-3.3.3, HS-3.4.3, HS-5.1.2, HS-5.3.4)</li> <li>• I can analyze the worldwide effects of the Great Depression. (HS-2.3.1, HS-2.3.2, HS-3.3.1, HS- 3.4.1, HS-3.4.3, HS-5.1.2, HS-5.3.4)</li> <li>• I can identify the problems faced by the Weimar Republic.(HS-5.1.2, HS-5.3.4)</li> <li>• I can describe conditions in Europe that led to the emigration of thousands of people from Eastern Europe to Great Britain, France, and other western European nations. (HS3.1.1, HS-3.3.1, HS-3.4.1, HS3.4.2, HS-3.4.3, HS-5.1.2, HS-5.3.4)</li> <li>• I can describe the impact of World War I on postwar Europe and Asia. (HS-5.1.2, HS-5.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Have students brainstorm ways in which dictators obtain power.</li> <li>• Have students create time lines showing the rise of Hitler and/or Mussolini.</li> <li>• Have students create a chart comparing the ideas of Mussolini and Hitler.</li> <li>• Have students discuss the political and economic reasons for Hitler and Mussolini's rise to power.</li> <li>• Have students write and present "Meet the Press" television program in which they interview Hitler or Mussolini.</li> <li>• Have students research the Internet for examples of totalitarian propoganda posters or pictures. Discuss how Hitler and Mussolini used them in their rise to power.</li> <li>• Have students define <i>anti-Semitism</i> and <i>genocide</i>. They will discuss how Hitler used these to further his rise to power.</li> <li>• Have students complete a map activity showing the spread of fascism in Europe, 1919 to 1939.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm">http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm</a> - (Click on title of period for primary sources; click on check mark for instructional resources.)</li> <li>• <a href="https://www.wdl.org/en/">https://www.wdl.org/en/</a> - World Digital Library</li> <li>• <a href="http://worldhistoryforusall.ss.ucla.edu/">http://worldhistoryforusall.ss.ucla.edu/</a></li> <li>• McDougal Littell, “Patterns of Interaction”</li> <li>• Glencoe, “World History: Modern Times,”</li> <li>• Prentice Hall “World History: The Modern Era”</li> <li>• <a href="https://www.facinghistory.org/">https://www.facinghistory.org/</a></li> <li>• <a href="https://www.history.com/topics/armenian-genocide">https://www.history.com/topics/armenian-genocide</a></li> <li>• <a href="http://www.choices.edu/curriculum-unit/confronting-genocide-never/">http://www.choices.edu/curriculum-unit/confronting-genocide-never/</a></li> <li>• <a href="http://www.choices.edu/curriculum-unit/end-wars-world-war-league-nations-debate/">http://www.choices.edu/curriculum-unit/end-wars-world-war-league-nations-debate/</a></li> <li>• <a href="https://educheer.com/world-war-i-league-of-nations/">https://educheer.com/world-war-i-league-of-nations/</a></li> </ul>

# Modern World History



THE DIOCESE  
of ALEXANDRIA

## A CHANGING WORLD LANDSCAPE Unit 7: World War II

<b>Topics:</b> War in Europe <sup>[SEP]</sup> The Holocaust <sup>[SEP]</sup> War in the Pacific <sup>[SEP]</sup> Europe and Japan in Ruins	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Ongoing teacher-created formative assessments</li><li>• Teacher-created summative assessments</li></ul>	<b>Duration:</b> 15 Days
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### FUNDAMENTAL SKILLS STANDARDS

#### Government and Civics

**SS-HS-1.1.1** Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, and dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals. DOK 3

#### Culture and Societies

**SS-HS-2.1.1** Students will explain how belief systems, knowledge, technology, and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2

#### Economics

**SS-HS-3.1.1** Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices. DOK 2

#### Geography

**SS-HS-4.1.1** Students will use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth's surface. DOK 3

#### Historical Perspective

**SS-HS-5.1.1** Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present). DOK 3

**SS-HS-5.1.2** Students will analyze how history is a series of connected events shaped by multiple cause-and-effect relationships, tying past to present. DOK 3

**Topic 1: War in Europe****Suggested Duration:** 5 Days**COMPELLING QUESTION (S):**

- How did aggression in Europe lead to world conflict?
- How did World War II influence Europe and Japan's economic, political, and social systems?

**VOCABULARY:** Adolf Hitler, Benito Mussolini, D-Day, Normandy, unrestricted warfare, Luftwaffe, RAF, London, Berlin, Charles De Gaulle, Franklin Roosevelt, Winston Churchill, neutrality Third Reich, invasion, Rhineland, Maginot Line, reparations, demilitarize

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>▪ I can summarize the events that led to World War II. (HS-5.3.4)</li> <li>▪ I can explain the fall of France and its impact on the Allies. (HS-5.1.2, HS-5.3.4)</li> <li>▪ I can describe American aid to the Allies. (HS- 5.3.4)</li> <li>▪ I can explain how the terms of the Treaty of Versailles contributed to the unrest in Europe and World War II. (HS-5.3.4)</li> <li>▪ I can describe how European leaders attempted to compromise to hold off war in Europe. (HS- 5.3.4, HS-2.3.1, HS-2.3.2)</li> <li>▪ I can analyze how German aggression affected the economies of Europe. (HS-3.3.1, HS-3.4.3, HS- 5.3.4)</li> <li>▪ I can describe the impact that German governmental policy had on the economy of Germany and occupied countries. (HS-3.4.1, HS- 3.4.3)</li> <li>▪ I can explain the physical barriers to the war for both the Allied and Axis forces. (HS-4.2.2, HS- 5.1.2, HS-5.3.4)</li> <li>▪ I can analyze the actions that led to the entry of the United States in World War II. (HS-5.1.2, HS- 5.3.4)</li> <li>▪ I can summarize the events that led to the surrender of Italy and Germany (HS-5.1.2, HS- 5.3.4)</li> <li>▪ I can explain the political consequences of the Allied victory in postwar Europe. (HS-5.1.2, HS- 5.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have students discuss the causes of World War II in Europe.</li> <li>▪ Have students create a graphic organizer (flow chart, time line) showing the acts of aggression by Germany and Japan leading to World War II.</li> <li>▪ Have students create a database showing the countries involved in World War II, which side they fought with, when they entered, political and military leaders, major events in which they participated.</li> <li>▪ Have students do an oral history project. They will interview a veteran or family member who lived during and remembers World War II. They can either videotape or audiotape the interview and then develop a feature article for the newspaper from it.</li> <li>▪ Have students create a database of primary sources showing the major events, battles of World War II in the European theatre.</li> <li>▪ Have students create visuals (posters, bulletin boards) about new weapons, technology, events, or military leaders of World War II.</li> <li>▪ Have students create a collection of wartime music, speeches, news reports, film clips.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.historyteacher.net/APEuroCourse/APEuroMainWeblinksPage.htm">http://www.historyteacher.net/APEuroCourse/APEuro Main Weblinks Page.htm</a> - (Click on title of period for primary sources; click on check mark for instructional resources.)</li> <li>▪ <a href="https://www.wdl.org/en/">https://www.wdl.org/en/</a> - World Digital Library</li> <li>▪ <a href="http://worldhistoryforusall.ss.ucla.edu/">http://worldhistoryforusall.ss.ucla.edu/</a></li> <li>▪ McDougal Littell, “Patterns of Interaction”</li> <li>▪ Glencoe, “World History: Modern Times,”</li> <li>▪ Prentice Hall “World History: The Modern Era”</li> <li>▪ <a href="https://www.facinghistory.org/">https://www.facinghistory.org/</a></li> <li>▪ <a href="https://www.facinghistory.org/purchase-hhb">https://www.facinghistory.org/purchase-hhb</a></li> <li>▪ <a href="http://besthistorysites.net/ww2/">http://besthistorysites.net/ww2/</a></li> <li>▪ <a href="http://teachinghistory.org/history-content/ask-a-historian/25268">http://teachinghistory.org/history-content/ask-a-historian/25268</a></li> <li>▪ <a href="http://www.history-of-american-wars.com/causes-of-world-war-2.html">http://www.history-of-american-wars.com/causes-of-world-war-2.html</a></li> <li>▪ <a href="http://www.pbs.org/thewar/resource.s.htm">http://www.pbs.org/thewar/resource.s.htm</a></li> </ul>

**Topic 2: Holocaust****Suggested Duration: 5 Days****SUPPORTING QUESTION (S):**

How does resentment toward others lead to genocide?

**VOCABULARY:** NAZI, Adolf Hitler, SS, Judaism, Jewish, Kristallnacht, Final Solution, Aryan, master race, genocide, eugenics, perpetrator, victim, bystander, up stander, resistance, ghetto, concentration camp, Gestapo, Nuremberg Trials, Human rights

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>▪ I can explain how instability in the Weimar Republic led to anti-Semitism and discrimination. (HS-2.3.1, HS-5.1.2, HS-5.3.4)</li> <li>▪ I can explain how the Nazis persecuted the Jews. (Nuremberg Laws to the Final Solution) (HS2.3.1, HS-5.2.4)</li> <li>▪ I can define genocide</li> <li>▪ I can analyze the impact of the Nuremberg Laws upon international human rights policy. (HS- 5.1.2, HS-5.3.5)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have students read primary source accounts of Jews living in Germany during the rise of the Nazis. Illustrate the progression of persecution of Jews and other minority groups living in Germany.</li> <li>▪ Create a time line showing the events leading to The Final Solution.</li> <li>▪ Chart the political, economic, social factors during the Weimar Republic that led to the rise of the Nazi party and their platform of a true Aryan Nation.</li> <li>▪ Analyze the Nuremberg laws and their role in creating a culture of isolation and discrimination.</li> <li>▪ Create a map of the number and locations of concentration camps to illustrate how the Nazi regime’s policies of discrimination and persecution and death affected many people.</li> <li>▪ Read primary source documents on The Nuremberg trial and its implications to human-rights issues.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.historyteacher.net/APEuroCourse/APEuro_Main_WebInks_Page.htm">http://www.historyteacher.net/APEuroCourse/APEuro_Main_WebInks_Page.htm</a> - (Click on title of period for primary sources; click on check mark for instructional resources.)</li> <li>▪ <a href="https://www.wdl.org/en/">https://www.wdl.org/en/</a> - World Digital Library</li> <li>▪ <a href="http://worldhistoryforall.ss.ucla.edu/">http://worldhistoryforall.ss.ucla.edu/</a></li> <li>▪ McDougal Littell, “Patterns of Interaction”</li> <li>▪ Glencoe, “World History: Modern Times,”</li> <li>▪ Prentice Hall “World History: The Modern Era”</li> <li>▪ <a href="http://www.choices.edu/curriculum-unit/confronting-genocide-never/">http://www.choices.edu/curriculum-unit/confronting-genocide-never/</a></li> <li>▪ <a href="http://besthistorysites.net/ww2/">http://besthistorysites.net/ww2/</a></li> <li>▪ <a href="https://www.history.com/topics/world-war-ii/the-holocaust">https://www.history.com/topics/world-war-ii/the-holocaust</a></li> <li>▪ <a href="http://factsforkids.net/the-holocaust-facts-for-kids/">http://factsforkids.net/the-holocaust-facts-for-kids/</a></li> <li>▪ <a href="http://www.historyplace.com/worldwar2/holocaust/timeline.html">http://www.historyplace.com/worldwar2/holocaust/timeline.html</a></li> <li>▪ <a href="http://fcit.usf.edu/Holocaust/timeline/timeline.htm">http://fcit.usf.edu/Holocaust/timeline/timeline.htm</a></li> </ul>

**Topic 3: War in the Pacific****Suggested Duration: 5 Days****SUPPORTING QUESTION (S):**

How did Japanese expansionism lead to war in Asia?

How did World War II influence Europe and Japan's economic, political, and social systems?

**VOCABULARY:** Japan, Pearl Harbor, island hopping, kamikaze pilots, atolls, Iwo Jima, nuclear, atomic bomb, Enola Gay, Hiroshima, Nagasaki, fallout, Midway atoll

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>▪ I can explain how Japanese expansionism led to war with the Allies in Asia. (HS-5.1.2, HS-5.3.5)</li> <li>▪ I can describe Japan's early battle successes. (HS- 5.3.5)</li> <li>▪ I can summarize the Allied battle strategy for the Pacific. I can explain how effective it was in winning the war (HS-2.3.2, HS-4.2.2, HS-4.4.1, HS- 5.1.2, HS-5.3.5)</li> <li>▪ I can explain how the Allies were able to stop Japanese expansion. (HS-2.3.2, HS-5.3.4)</li> <li>▪ I can analyze the debate of the use of the atomic bomb in Japan. (HS-5.3.4)</li> <li>▪ I can describe how occupation and defeat affected civic and political life in Japan. (HS-2.1.2, HS-5.1.2, HS-5.3.5)</li> <li>▪ I can describe Japan's postwar constitution. (HS- 1.1.2, HS2.2.1, HS-5.3.5)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Map Activity: Have students complete a map of the Pacific Theatre showing major battles.</li> <li>▪ Students create political cartoons about the acts of aggression by Japan.</li> <li>▪ The students discuss how the Japanese invasion of China changed the positions of the Allies.</li> <li>▪ Students discuss the bombing of Pearl Harbor. How did this act draw the U.S. into the war?</li> <li>▪ Students construct a Venn diagram illustrating the effects of World War II on Asia.</li> <li>▪ Students create a mural showing the war in Asia and the Pacific.</li> <li>▪ Students search the Internet for war propaganda: movies, music, posters related to U.S. feelings toward Japan. Discuss these and then have students create their own propaganda.</li> <li>▪ Have students create spreadsheets showing the death toll and expense of the war on various countries.</li> <li>▪ Have students debate the use of the atomic bomb on Japan.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm">http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm</a> - (Click on title of period for primary sources; click on check mark for instructional resources.)</li> <li>▪ <a href="https://www.wdl.org/en/">https://www.wdl.org/en/</a> - World Digital Library</li> <li>▪ <a href="http://worldhistoryforall.ss.ucla.edu/">http://worldhistoryforall.ss.ucla.edu/</a></li> <li>▪ McDougal Littell, "Patterns of Interaction"</li> <li>▪ Glencoe, "World History: Modern Times,"</li> <li>▪ Prentice Hall "World History: The Modern Era"</li> <li>▪ <a href="http://www.choices.edu/curriculum-unit/challenge-nuclear-weapons/">http://www.choices.edu/curriculum-unit/challenge-nuclear-weapons/</a></li> <li>▪ <a href="http://besthistorysites.net/ww2/">http://besthistorysites.net/ww2/</a></li> <li>▪ <a href="http://www.historyplace.com/unitedstates/pacificwar/timeline.htm">http://www.historyplace.com/unitedstates/pacificwar/timeline.htm</a></li> <li>▪ <a href="http://archive.boston.com/bigpicture/2009/08/hiroshima_64_years_ago.html">http://archive.boston.com/bigpicture/2009/08/hiroshima_64_years_ago.html</a></li> <li>▪ <a href="https://www.youtube.com/watch?v=6_1rzp2YVxQ">https://www.youtube.com/watch?v=6_1rzp2YVxQ</a> - World War II in Pacific</li> <li>▪ <a href="https://www.youtube.com/watch?v=SzR95ZIXFfw">https://www.youtube.com/watch?v=SzR95ZIXFfw</a> - World War II in the Pacific</li> </ul>

# Modern World History



THE DIOCESE  
of ALEXANDRIA

## A CHANGING WORLD LANDSCAPE Unit 7: The Cold War and Global Perspective

<b>Topics:</b> The Cold War 1945 to 1989 Global Interdependence	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Ongoing teacher-created formative assessments</li><li>• Teacher-created summative assessments</li></ul>	<b>Duration:</b> 22 Days
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### FUNDAMENTAL SKILLS STANDARDS

#### **Government and Civics**

**SS-HS-1.1.1** Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, and dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals. DOK 3

#### **Culture and Societies**

**SS-HS-2.1.1** Students will explain how belief systems, knowledge, technology, and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2

#### **Economics**

**SS-HS-3.1.1** Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices. DOK 2

#### **Geography**

**SS-HS-4.1.1** Students will use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth's surface. DOK 3

#### **Historical Perspective**

**SS-HS-5.1.1** Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present). DOK 3

**SS-HS-5.1.2** Students will analyze how history is a series of connected events shaped by multiple cause-and-effect relationships, tying past to present. DOK 3

**Topic 1: The Cold War 1945 to 1989****Suggested Duration:** 15 Days**COMPELLING QUESTION (S):**

- How did the conflicts between economic systems and the restructuring of alliances affect the world from 1945 to 1989?
- Why did nations in Africa, Asia, and Europe struggle for independence post-World War II?

**VOCABULARY:** United Nations, NATO, Warsaw Pact, Iron Curtain, domino theory, communism, Cold War, Korea, Vietnam, Space Race, Sputnik, Middle East, Palestine, Marshall Plan, Truman Doctrine, Nuclear Age, Atomic weapons, Soviet Union, Cuban Missile Crisis, SALT I, SALT II, ICBMs, historical change, regionalism, Southeast Asia

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>▪ I can explain the reason for U.S. involvement as a part of the United Nations peacekeeping forces in Korea and Vietnam. (HS-5.3.5)</li> <li>▪ I can describe how advancements in technology and science affect the Cold War and the Nuclear Age. (HS-5.3.5)</li> <li>▪ I can describe the consequences of the Korean War. (HS-2.3.1, HS-2.3.2, HS-5.1.2, HS-5.3.5)</li> <li>▪ I can summarize the causes and effects of the Vietnam War and its aftermath. (HS-5.1.2, HS- 5.3.5)</li> <li>▪ I can identify Cold War conflicts in the Middle East. (HS-2.3.1, HS-4.2.4, HS-5.3.5)</li> <li>▪ I can explain how cooperation among member nations strengthened the United Nations, NATO, and Warsaw Pact. (HS2.3.2, HS-5.3.5)</li> <li>▪ I can describe how international cooperation and compromise led to ending conflict in many regions of the world. (HS-2.3.2, HS-5.3.5, HS- 5.3.6)</li> <li>▪ I can summarize the changes in the communist world that led to the breakup of the Soviet Union and the easing of Cold War tensions. (HS-2.3.1, HS-2.3.2, HS-5.1.2, HS-5.3.5, HS-5.3.6)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have students discuss the causes of World War II in Europe.</li> <li>▪ Have students create a graphic organizer (flow chart, time line) showing the acts of aggression by Germany and Japan leading to World War II.</li> <li>▪ Have students create a database showing the countries involved in World War II, which side they fought with, when they entered, political and military leaders, major events in which they participated.</li> <li>▪ Have students do an oral history project. They will interview a veteran or family member who lived during and remembers World War II. They can either videotape or audiotape the interview and then develop a feature article for the newspaper from it.</li> <li>▪ Have students create a database of primary sources showing the major events, battles of World War II in the European theatre.</li> <li>▪ Have students create visuals (posters, bulletin boards) about new weapons, technology, events, or military leaders of World War II.</li> <li>▪ Have students create a collection of wartime music, speeches, news reports, film clips.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="http://streaming.discoveryeducation.com/teacherCenter/lessonPlans/pdfs/9-12SocialStudies_PostWorldWarIIEurope_NATOAndTheWarsawPact.pdf">http://streaming.discoveryeducation.com/teacherCenter/lessonPlans/pdfs/9-12SocialStudies_PostWorldWarIIEurope_NATOAndTheWarsawPact.pdf</a></li> <li>▪ <a href="http://www.choices.edu/curriculum-unit/challenge-nuclear-weapons/">http://www.choices.edu/curriculum-unit/challenge-nuclear-weapons/</a></li> <li>▪ <a href="http://www.choices.edu/curriculum-unit/conflict-korean-peninsula-north-korea-nuclear-threat/">http://www.choices.edu/curriculum-unit/conflict-korean-peninsula-north-korea-nuclear-threat/</a></li> <li>▪ <a href="http://www.choices.edu/curriculum-unit/challenge-nuclear-weapons/">http://www.choices.edu/curriculum-unit/challenge-nuclear-weapons/</a></li> <li>▪ <a href="http://www.choices.edu/curriculum-unit/cuban-missile-crisis-considering-place-cold-war-history/">http://www.choices.edu/curriculum-unit/cuban-missile-crisis-considering-place-cold-war-history/</a></li> <li>▪ <a href="http://www.choices.edu/curriculum-unit/limits-power-united-states-vietnam/">http://www.choices.edu/curriculum-unit/limits-power-united-states-vietnam/</a></li> <li>▪ <a href="http://www.choices.edu/curriculum-unit/global-controversy-u-s-invasion-iraq/">http://www.choices.edu/curriculum-unit/global-controversy-u-s-invasion-iraq/</a></li> <li>▪ <a href="http://teachinghistory.org/history-content/ask-a-historian/25268">http://teachinghistory.org/history-content/ask-a-historian/25268</a></li> <li>▪ <a href="http://www.history-of-american-wars.com/causes-of-world-war-2.html">http://www.history-of-american-wars.com/causes-of-world-war-2.html</a></li> <li>▪ <a href="http://www.pbs.org/thewar/resources.htm">http://www.pbs.org/thewar/resources.htm</a></li> </ul>

**Topic 2: Global Interdependence****Suggested Duration:** 7 Days**SUPPORTING QUESTION (S):**

- How do interdependence and terrorism shape the world in the twentieth and twenty-first centuries?

**VOCABULARY:** Xenophobia, interdependence, globalization, terrorists, cooperation, conflict, competition, compromise

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> <li>▪ I can describe the effects of terrorist acts on the safety and security of countries around the world. (HS-5.3.6)</li> <li>▪ I can provide examples of terrorism from the 20th and 21st centuries. (HS-5.3.6)</li> <li>▪ I can explain how conflict in political thought and opinions led to increased uneasiness in the world. (HS-2.2.1, HS-5.3.6,)</li> <li>▪ I can explain how terrorism affects economic systems and trade across the world. (HS-3.3.1, HS-3.3.4, HS-3.4.3, HS-5.1.2, HS-5.3.6)</li> <li>▪ I can analyze the role globalization has played in creating compromise and cooperation in the world today. (HS-2.3.1, HS-2.3.2, HS-3.4.3, HS- 3.4.2, HS-5.3.6)</li> <li>▪ I can analyze the role globalization has played in creating conflict and competition in the world today. (HS-2.3.1, HS-2.3.2, HS-3.4.2, HS-3.4.3, HS- 5.2.1, HS-5.3.6)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Trace the roots of certain terrorist organizations. Chart the origin, goals, conflicts, areas of the world where they reside and target. Research attempts to disband or target these organizations by governments or organizations.</li> <li>▪ Compare and contrast political thoughts that have led to conflicts around the world (terrorist organizations, regional, or civil war throughout the war).</li> <li>▪ Have students chart the main threats to peace in the world in the post-Cold War era. Have student’s research regions that have experienced regional conflict, and explain how the international community has helped or hurt these situations.</li> <li>▪ Define globalization as a class. List how globalization influences local, state, national, or international policies.</li> <li>▪ Debate whether globalization has brought about more peace or conflict in the world. Students justify their responses with real-world examples.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.choices.edu/curriculum-unit/challenge-nuclear-weapons/">http://www.choices.edu/curriculum-unit/challenge-nuclear-weapons/</a></li> <li>▪ <a href="http://www.choices.edu/curriculum-unit/conflict-korean-peninsula-north-korea-nuclear-threat/">http://www.choices.edu/curriculum-unit/conflict-korean-peninsula-north-korea-nuclear-threat/</a></li> <li>▪ <a href="http://www.choices.edu/curriculum-unit/challenge-nuclear-weapons/">http://www.choices.edu/curriculum-unit/challenge-nuclear-weapons/</a></li> <li>▪ <a href="http://www.choices.edu/curriculum-unit/cuban-missile-crisis-considering-place-cold-war-history/">http://www.choices.edu/curriculum-unit/cuban-missile-crisis-considering-place-cold-war-history/</a></li> <li>▪ <a href="http://www.choices.edu/curriculum-unit/limits-power-united-states-vietnam/">http://www.choices.edu/curriculum-unit/limits-power-united-states-vietnam/</a></li> <li>▪ <a href="http://www.choices.edu/curriculum-unit/global-controversy-u-s-invasion-iraq/">http://www.choices.edu/curriculum-unit/global-controversy-u-s-invasion-iraq/</a></li> <li>▪ <a href="http://www.imf.org/external/np/exr/center/students/hs/think/lesson1.pdf">http://www.imf.org/external/np/exr/center/students/hs/think/lesson1.pdf</a></li> </ul>