

COURSE	MP1 Units	MP2 Units	MP3 Units	MP4 Units
World History (all levels)	1,2,3	4,5,6	7,8,9	10,11

<i>Unit</i>	<i>Essential Questions</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Assessment</i>
<p>#1 Renaissance, Reformation, Age of Discovery, Scientific Revolution, Absolutism</p>	<p>What causes change? How has religion influenced history? What happens when cultures collide? How and why do beliefs change? How are all religions the same? What happens when cultures collide? What is power? What forms does it? What assumptions do different groups hold about power, authority, government, and the law? How strong should government be?</p>	<p>Italy's role in the start and spread of the Renaissance. Impact of Renaissance art on the modern world. Rise of the middle class New ideas of the Scientific Revolution and the subsequent conflict with the Catholic Church. Explain the new developments in Renaissance Art. Recognize the need for reform in the Catholic Church by identifying causes for discontent. Evaluate the impact the Protestant Reformation had on the rest of Europe. Political stagnation in Europe due to absolutism. Technological advances Factors contributing to European discovery of land in the Western Hemisphere. Resulting impact on both New and Old Worlds Absolute monarchs from France, Britain, and Russia Political, social, economic consequences of absolutism</p>	<p>Read and Identify nations on a map. Understand how new technology and scientific finding impacted history. Take notes Read charts/graphs Analyze primary sources and secondary sources Define new vocabulary Analyze social, political, and cultural change. Apply problem solving to develop solutions. Formulating questions with multiple perspectives</p>	<p>Tests and quizzes Biography Project Historical Head for Renaissance Columbian Exchange Menu Blog question Map Zap Letter and editorial writing</p>

Standards/ Strands

Resources

6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.2.12.A.2.c - Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).

6.2.12.B.2.a - Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance.

6.2.12.B.2.b - Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.

6.2.12.C.2.a - Relate the development of more modern banking and financial systems to European economic influence in the world.

6.2.12.D.2.a - Determine the factors that led to the Renaissance and the impact on the arts.

6.2.12.D.2.b - Determine the factors that led to the Reformation and the impact on European politics.

6.2.12.D.2.c - Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.

6.2.12.D.2.d - Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.D.2.e - Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

“World History Connections to Today – The Modern Era” ” by Elisabeth Ellis and Anthony Esler

Primary resources:
Cellini “The King Orders a Saltcellar”
Liselotte von der Pfalz: “A Busy Day at the Sun King’s Court”
Galileo/Kepler: “Does the Earth Move?”
Prince Shcherbatov: “A Criticism of Catherine the Great”

<http://www.learner.org/interactives/renaissance/>

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

<http://www.pbs.org/empires/medici/index.html>

http://mv.vatican.va/3_EN/pages/MV_Visite.html

<http://www.pbs.org/empires/martinluther/>

<http://www.pbs.org/wnet/sixwives/>

<http://www.pbs.org/wgbh/nova/physics/galileo-experiments.html>

Clips from Guns Germs and Steel Part 1
<http://www.pbs.org/gunsgermsteel/>

<http://www.pbs.org/conquistadors/>

<http://en.chateauversailles.fr/homepage>

Interactive Map
http://www.yourchildlearns.com/europe_map.htm

<http://www.kreml.ru/en/collection/preamble/>

http://www.hermitagemuseum.org/html_En/index.html

<i>Unit</i>	<i>Essential Questions</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Assessment</i>
#2 Enlightenment	<p>How do past experiences and ideas shape new ideals?</p> <p>Why do we need government?</p> <p>How much power should a leader have in order to make a government strong and law abiding?</p> <p>How can abuse of power be avoided?</p> <p>What are the roles and responsibilities of government?</p> <p>How are governments created, structured, maintained and changed?</p> <p>Should the government regulate the economy?</p> <p>How does the process of supply and demand affect the prices of goods and services?</p> <p>Do natural rights apply to all members of society?</p>	<p>Enlightenment thinkers challenged existing ideas about politics and economics and sparked reforms.</p> <p>European philosophers laid the ground work for the future experimental American government.</p> <p>Age of reason and the role of salons</p> <p>Mercantilism vs. laissez faire economics.</p> <p>Natural laws apply to all people – not just kings and nobles.</p> <p>Key figures of the Enlightenment</p> <p>Results of the Enlightenment regarding future revolutions</p> <p>Competing social and political philosophies</p>	<p>Read and Identify nations on a map.</p> <p>Understand how new technology and scientific finding impacted history.</p> <p>Take notes</p> <p>Read charts/graphs</p> <p>Analyze primary sources and secondary sources</p> <p>Define new vocabulary</p> <p>Analyze social, political, and cultural change.</p> <p>Apply problem solving to develop solutions.</p> <p>Formulating questions with multiple perspectives</p>	<p>Tests and Quizzes</p> <p>Interview Activity- discussion groups create three critical thinking questions for an Enlightenment philosopher. They then choose the best question to give to a different group to answer in detail.</p> <p>Presentations are given to the whole class.</p> <p>Compare/contrast two philosophers using Internet research and then write their own philosophy on the same topics.</p> <p>RAFT on Enlightened thinkers</p> <p>Debate the issue of censorship</p>
<i>Standards/ Strands</i>				<i>Resources</i>
<p>6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>6.2.12.A.2.a - Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.</p> <p>6.2.12.A.2.b - Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society.</p> <p>6.2.12.C.2.a - Relate the development of more modern banking and financial systems to European economic influence in the world.</p> <p>6.2.12.D.2.d - Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p>				<p>“World History Connections to Today – The Modern Era” ” by Elisabeth Ellis and Anthony Esler</p> <p>Primary Sources: Rousseau/Wollstonecraft: “Education Views” US Constitution: “Preamble” “Declaration of Independence” Voltaire: “The Best of European Society” Smith: “Wealth of Nations” Marx: “Communist Manifesto”</p>

<i>Unit</i>	<i>Essential Questions</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Assessment</i>
#3 French Revolution and other Revolutions	Can fundamental political change ever be peaceful? What is a revolution? What causes people to revolt? Are revolutions inevitable? How are governments created, structured, maintained and changed? How can abuse of power be avoided? Does history make the man or does the man make history? (ie Napoleon) How does the legacy of earlier groups/individuals influence subsequent generations?	Effects of government on its citizens Causes and effects of French Revolution. Estate system in prerevolutionary France Stages of the revolution Key figures of the revolution. Rise and Fall of Napoleon Trace the growth of independence movements and the rejection of colonialism in Latin America. Congress of Vienna and its impact on European revolutions Differentiate between different political philosophies (liberals/conservatives) Effect of nationalism on revolutionary movements.	Read and Identify nations on a map. Understand how new technology and scientific finding impacted history. Take notes Read charts/graphs Analyze primary sources and secondary sources Define new vocabulary Analyze social, political, and cultural change. Apply problem solving to develop solutions. Formulating questions with multiple perspectives	Choice Board on French Revolution Tests, Quizzes and Writing assignments Mock Trial for Louis XVI & Marie Antoinette
	<i>Standards/ Strands</i>			<i>Resources</i>
	6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. 6.2.12.A.3.a - Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions. 6.2.12.A.3.b - Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America. 6.2.12.A.3.c - Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution. 6.2.12.A.3.d - Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities. 6.2.12.A.3.e - Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government. 6.2.12.A.3.f - Compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America, and evaluate the degree to which each movement achieved its goals. 6.2.12.B.3.a - Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914. 6.2.12.B.3.c - Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.			“World History Connections to Today – The Modern Era” ” by Elisabeth Ellis and Anthony Esler Primary Sources: Princess Marie-Therese Charlotte de France: “The Royal Family in Prison” “Declaration of Rights of Man and Citizen” Napoleon: “Looking Back” De Stael/Ney: “Two Views of Napoleon” Carl Schurz: “A Movement for Democracy” Belgrano/Bolivar: “Why Latin Americans Wanted Independence” Film Clips: “Marie Antoinette” “The Man In the Iron Mask”

6.2.12.C.3.f - Determine the extent to which Latin American political independence also brought about economic independence in the region.

6.2.12.D.3.a - Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

6.2.12.D.3.e - Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

Video:
“Napoleon: A Biography”

French Revolution History Channel Video
<http://www.youtube.com/watch?v=aZtEsLMY5uQ>

Clips from Marie Antoinette

Napoleon
<http://www.pbs.org/empires/napoleon/>

http://www.bbc.co.uk/history/interactive/games/waterloo/index_embed.shtml

<i>Unit</i>	<i>Essential Questions</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Assessment</i>
#4 Industrial Revolution	~What factors are necessary for industrialization to occur in a society? ~How does industrialization impact society? How does industrialization create a need for reform? ~Why was the industrial revolution really a social revolution? ~Who were the winners and who were the losers of the Industrial Revolution? ~How did the Industrial Revolution change economics/society/politics in Europe in the 19 th century? ~In what ways does industrialism change economics in a society? ~How does industrialism change politics? ~Does industrialism cause or prevent wars? ~How does new technology affect the economy and society?	Agricultural Revolution Population Explosion Energy revolution Causes of western Europe’s early industrialism and how this led to world domination. How the Industrial Revolution impacted society and strengthened the middle class. Different economic philosophies (laissez faire vs. communism) Laborer’s rights Environmental impacts Urbanization Medical and scientific developments (inventions) Expansion of global markets	Read and Identify nations on a map. Understand how new technology and scientific finding impacted history. Take notes Read charts/graphs Analyze primary sources and secondary sources Define new vocabulary Analyze social, political, and cultural change. Apply problem solving to develop solutions. Formulating questions with multiple perspectives	Tests and Quizzes Digital project. Choice of Movie, Glogster, Voice Thread on Industrial Revolution Child Labor Debate Analysis of Karl Marx and Adam Smith Pros and Cons of Industrial Revolution

<i>Standards/ Strands</i>	<i>Resources</i>
<p>6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>6.2.12.A.3.e - Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p> <p>6.2.12.A.3.f - Compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.</p> <p>6.2.12.B.3.b - Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.</p> <p>6.2.12.C.3.a - Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.</p> <p>6.2.12.C.3.c - Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.</p> <p>6.2.12.C.3.d - Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.</p> <p>6.2.12.D.3.a - Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.</p> <p>6.2.12.D.3.b - Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.</p>	<p>“World History Connections to Today – The Modern Era” by Elisabeth Ellis and Anthony Esler</p> <p>Primary Sources: Fanny Kemble: “Riding the Liverpool-Manchester Line”: Malthus: “Essay on the Principle of Population” Andre Cuchot: “The People of Paris Earn a Living” Carlyle/Mendelssohn: “Looking at London in the 1820s”</p> <p>http://www.bbc.co.uk/history/british/victorians/launch_ani_spinning_mill.shtml</p>

<i>Unit</i>	<i>Essential Questions</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Assessment</i>
<p>#5 Nationalism and Democracy 1815-1914</p>	<p>Why have maps of Europe changed over the past two centuries? What makes a nation a nation? What causes people to revolt? Are revolutions inevitable? Does nationalism bring a nation together or does it tear it apart? How do differing political philosophies (conservatism, liberalism, nationalism) impact a nation’s development? Who were the winners and who were the losers in the Nationalist Era? How does nationalism affect the formation of new nations and the dissolution of old empires? Does nationalism have a positive or negative effect on society? Why? How does industrialism and nationalism interact?</p>	<p>Effects of Congress of Vienna Define nationalism, liberals and conservatives with examples. Define democracy with examples. Compare/contrast opposing governmental and economic systems (ie: socialism, communism, totalitarianism) Impact industrialization has on all forms of government. Unification of Germany and Italy Impact of nationalism on the breakup of historical empires such as Austria, Ottoman 19th Century Russian social structure Democratic and social reforms including women/labor rights How nationalism unites and divides countries and society.</p>	<p>Read and Identify nations on a map. Understand how new technology and scientific finding impacted history. Take notes Read charts/graphs Analyze primary sources and secondary sources Define new vocabulary Analyze social, political, and cultural change. Apply problem solving to develop solutions. Formulating questions with multiple perspectives</p>	<p>RAFT on German nationalism Tests and Quizzes Essay: evaluate the positiv/negative consequences of nationalism in Europe.</p>

<p>What beliefs and policies make up a democratic nation? How do democracies adopt to nationalistic challenges?</p>	<p>How nationalism can lead to economic and social reforms.</p>		
<i>Standards/ Strands</i>			<i>Resources</i>
<p>6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>6.2.12.A.3.a - Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.</p> <p>6.2.12.A.3.c - Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.</p> <p>6.2.12.A.3.e - Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p> <p>6.2.12.C.3.b - Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.</p> <p>6.2.12.C.3.c - Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.</p> <p>6.2.12.D.3.a - Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.</p>			<p>“World History Connections to Today – The Modern Era” ” by Elisabeth Ellis and Anthony Esler</p> <p>Primary Source Readings: Feodor Dostoyevsky: “The Execution in Semyonovsky Square” Henry Mayhew: “The London Street Markets” Mazzini: “Letter to Sir James Graham”</p>

<i>Unit</i>	<i>Essential Questions</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Assessment</i>
<p>#6 Age of Imperialism</p>	<p>Why have maps of Europe changed over the past two centuries? What makes a nation a nation? What causes people to revolt? Are revolutions inevitable? Does nationalism bring a nation together or does it tear it apart? How do differing political philosophies (conservatism, liberalism, nationalism) impact a nation’s development? Who were the winners and who were the losers in the Nationalist Era?</p>	<p>~the extent to which racism and religion were both a cause and consequence of imperialism and the impact of imperialism from multiple perspectives. ~Nations interact with each other through trade, treaties and the use of force. ~Explain the main patterns of global changes in colonizing Africa, Middle East and Asia. ~Opium Wars</p>	<p>Read and Identify nations on a map. Understand how new technology and scientific finding impacted history. Take notes Read charts/graphs Analyze primary sources and secondary sources Define new vocabulary Analyze social, political, and cultural change. Apply problem solving to develop solutions.</p>	<p>Political Cartoon on Imperialism Reading analysis on benefits of British rule Test and Quizzes Fact finding project on present day Africa</p>

<p>How does nationalism affect the formation of new nations and the dissolution of old empires? Does nationalism have a positive or negative effect on society? Why? How does industrialism and nationalism interact? What beliefs and policies make up a democratic nation? How do democracies adopt to nationalistic challenges?</p>	<p>~Taiping Rebellion ~Boxer Rebellion ~Meiji Restoration ~Methods of imperial control ~Challenges to imperial control ~A nation’s foreign policy changes to ensure that the nation’s interests are protected and advanced. ~The need for resources and markets promotes expansion and may lead to some degree of conflict. ~Cultural values and beliefs affect relations among individuals, groups, institutions, and political states. ~Local, national, and international relationships are affected by economic transactions. ~Culture is both a unifying and divisive force in human relations.</p>	<p>Formulating questions with multiple perspectives</p>	
<i>Standards/ Strands</i>		<i>Resources</i>	
<p>6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>6.2.12.A.3.g - Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.</p> <p>6.2.12.B.3.a - Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.</p> <p>6.2.12.C.3.b - Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.</p> <p>6.2.12.C.3.c - Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.</p> <p>6.2.12.C.3.d - Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.</p> <p>6.2.12.C.3.e - Assess the impact of imperialism on economic development in Africa and Asia.</p> <p>6.2.12.D.3.d - Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.</p> <p>6.2.12.D.3.e - Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.</p>		<p>“World History Connections to Today – The Modern Era” by Elisabeth Ellis and Anthony Esler</p> <p>Clips from Guns Germs and Steel Part 3</p> <p>Primary Sources: Chamberlain/Hobson: “Two Views of British Imperialism” Livingstone: “Imperialism in Africa” Kipling: “The Whiteman’s Burden” Marti: “Our America”</p> <p>Political Cartoon: Puck Magazine: “The Great Powers Divide China”</p> <p>Film Clips: “The Last Samurai” “Cry Freedom”</p>	

<i>Unit</i>	<i>Essential Questions</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Assessment</i>
<p>#7 WWI and Russian Revolution</p>	<p>Why do nations go to war? How has modern technology changed the face of war and how has this led to nations looking for alternatives to war? How can peace treaties plant the seeds for future conflicts? Can fundamental political change ever be peaceful? What is a revolution? What causes people to revolt? Are revolutions inevitable? How are governments created, structured, maintained and changed?</p>	<p>Four main causes of WWI. Technology greatly impacted the number of casualties. Why the US got involved in this war. Treaty of Versailles laid the groundwork for future conflict (WW II). Propaganda impacts nationalism and a country's war effort. Russian Revolution was fought for political and economic reasons. Differences between democracy/capitalism and totalitarian/communism governmental and economic systems. Life under totalitarian government (Stalin and Lenin).</p>	<p>Read and Identify nations on a map. Understand how new technology and scientific finding impacted history. Take notes Read charts/graphs Analyze primary sources and secondary sources Define new vocabulary Analyze social, political, and cultural change. Apply problem solving to develop solutions. Formulating questions with multiple perspectives</p>	<p>Letter or Poem from the Trenches Tests and Quizzes Propaganda Analysis "Rewrite" the Treaty of Versailles Activity Russian Revolution Choice Board</p>
<i>Standards/ Strands</i>				<i>Resources</i>
<p>6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>6.2.12.B.4.a - Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.</p> <p>6.2.12.C.4.c - Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.</p> <p>6.2.12.D.4.a - Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.</p> <p>6.2.12.D.4.b - Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations</p> <p>6.2.12.D.4.c - Assess the causes of revolution in the 20th century and determine the impact on global politics.</p> <p>6.2.12.D.4.d - Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.</p> <p>6.2.12.D.4.g - Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of "total war"</p> <p>6.2.12.D.4.f - Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.</p>				<p>"World History Connections to Today – The Modern Era" by Elisabeth Ellis and Anthony Esler Modern Marvels:How Industrial Revolution changed war</p> <p>Primary Source Readings: Kathe Kollwitz: "War Diary" Yevgeny Yevtushenko: "Growing Up in Stalin's Russia" Kollontai: "Petition to the Provisional Government" "The Treaty of Versailles" Evelyn Blucher: "The Home Front – An English Wife in Berlin" Erich Maria Remarque: "All Quiet on the Western Front" Captain Charles S. Normington: "A Letter from Paris" WW I Propaganda Posters</p> <p>Literature:</p>

Rupert Brooke: "The Soldier"
Wilfred Owen: "Dulce et Decorum Est"

Music :

Metallica : « One »

Film Clips : Reds
Animal Farm
Dr. Zhivago

<http://www.youtube.com/watch?v=RyvARdu3jKg>

Legends of the Fall battle scene

<http://www.youtube.com/watch?v=VYWlhwmvg7g>

Joyeux Noel movie clip

http://www.youtube.com/watch?v=-M_kH4PEbUI

PBS the Great War

<http://www.pbs.org/greatwar/>

First World War.com

<http://firstworldwar.com/>

Readings on German's response to Treaty of Versailles.

Clips from 1918

<http://films.nfb.ca/paris-1919/>

Secrets of the Romanovs

<http://www.youtube.com/watch?v=2cjcD8KvXFE&feature=related>

Causes of Russian Revolution

<http://www.youtube.com/watch?v=mMGrIwLj7gU>

What is Communism? Powerpoint

nited Streaming Life Under Stalin

Readings about Life Under Stalin

<i>Unit</i>	<i>Essential Questions</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Assessment</i>
<p>#8 <i>Nationalism and Revolution 1914-1939</i></p>	<p>What makes a nation a nation? What causes people to revolt? Are revolutions always violent? Does history make the man or does the man make history? How do economic, political, and social developments lead to a shift in a country's identify? How and why did Japan become a major economic and military power? How does conflict promote change in a nation's identify? Why would citizens allow their government to increase its power during poor economic times and how does that impact the future of the nation? How much power should a leader have in order to make a government strong and law abiding? How can abuse of power be avoided?</p>	<p>Definition of nationalism, fascism, totalitarianism. Latin America's struggle for change. Nationalist struggles in Middle East, India and Africa. Process by which China moved from a republic to a communist government. Reasons for the failure of the League of Nations and the Treaty of Versailles. Fascism rising in Japan, Italy and Germany. Appeasement vs. militarism.</p>	<p>Read and Identify nations on a map. Understand how new technology and scientific finding impacted history. Take notes Read charts/graphs Analyze primary sources and secondary sources Define new vocabulary Analyze social, political, and cultural change. Apply problem solving to develop solutions. Formulating questions with multiple perspectives</p>	<p>Tests and Quizzes Reading and rewriting meaning of Gandhi quotes. After reading about various groups fighting for power in China, students decide which group would be the best to lead China and explain why. Essay: Evaluate positive/negative consequences of nationalism after WWI (Gandhi, Mussolini, Mao Zedong)</p>
<i>Standards/ Strands</i>				<i>Resources</i>
<p>6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>6.2.12.A.4.a - Explain the rise of fascism and spread of communism in Europe and Asia. 6.2.12.A.4.b - Compare the rise of nationalism in China, Turkey, and India. 6.2.12.A.4.c - Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese. 6.2.12.A.4.d - Assess government responses to incidents of ethnic cleansing and genocide 6.2.12.B.4.c - Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East. 6.2.12.C.4.a - Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice. 6.2.12.C.4.d - Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period. 6.2.12.D.4.c - Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics. 6.2.12.D.4.e - Compare how Allied countries responded to the expansionist actions of Germany and Italy.</p>				<p>"World History Connections to Today – The Modern Era" by Elisabeth Ellis and Anthony Esler</p> <p>Primary Sources: Edgar Snow: "The Long March Across China"</p> <p>News Article: Victor Lonturo "Gandhi – Man of Peace"</p> <p>Film Clips from: <u>Gandhi</u> <u>Last Emperor</u></p> <p>Long March Film http://www.youtube.com/watch?v=LeLuSGkXpdE</p>

6.2.12.D.4.h - Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
 6.2.12.D.4.i - Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
 6.2.12.D.4.j - Analyze how the social, economic, and political roles of women were transformed during this time period.
 6.2.12.D.4.k - Analyze how the arts represent the changing values and ideals of society
 6.2.12.D.5.b - Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.

<i>Unit</i>	<i>Essential Questions</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Assessment</i>
<p>#9</p> <p><i>WW II and Holocaust</i></p>	<p>~Is it true that those who don't learn from history are doomed to repeat it? ~Why do people fight? ~How should guilt be assigned in cases of genocide? ~How does conflict promote change in a nation's identify? ~Why would citizens allow their government to increase its power during poor economic times and how does that impact the future of the nation? ~What is a war crime? ~Does technology help or harm the ability for nations to remain at peace? ~Was the USA's decision to drop the atomic bomb a viable option to end the war? ~Is there a global common good or just the common good of the most powerful? ~Is world peace possible or desirable? ~What is the cost of world peace? ~What role does the media and government propaganda play in promoting wars? ~Can persecution and discrimination of minorities be controlled if the government is the perpetrator? ~Must prejudice result in violence?</p>	<p>The goals and conflicts of the Axis vs. Allies in WW II. Totalitarian Difference between Communism and Fascism Identify the leaders of WWII: Roosevelt, Churchill, Mussolini, Hitler, Tojo, Stalin, Jiang Jieshi and the reasons the above leaders chose to go to war. Technological advancements in weaponry and new battle strategies that result in huge numbers of casualties and deaths including the Atomic Bomb. Definition of genocide and what makes the Holocaust so unique. Formation of the United Nations and its purpose in world politics.</p>	<p>Read and Identify nations on a map. Understand how new technology and scientific finding impacted history. Take notes Read charts/graphs Analyze primary sources and secondary sources Define new vocabulary Analyze social, political, and cultural change. Apply problem solving to develop solutions. Formulating questions with multiple perspectives</p>	<p>Tests and Quizzes</p> <p>Compare and Contrast censorship of the Nazi's to US Fundamentalist's of <u>Harry Potter</u> (Is Book Burning Protected by Our First Amendment Rights)</p> <p>Venn Diagram comparing and contrasting Communism and Fascism</p>

<i>Standards/ Strands</i>	<i>Resources</i>
<p>6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>6.2.12.A.4.a - Explain the rise of fascism and spread of communism in Europe and Asia.</p> <p>6.2.12.A.4.c - Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.</p> <p>6.2.12.A.4.d - Assess government responses to incidents of ethnic cleansing and genocide</p> <p>6.2.12.B.4.b - Determine how geography impacted military strategies and major turning points during World War II.</p> <p>6.2.12.B.4.d - Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.</p> <p>6.2.12.C.4.b - Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).</p> <p>6.2.12.C.4.c - Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.</p> <p>6.2.12.C.4.d - Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.</p> <p>6.2.12.D.4.d - Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.</p> <p>6.2.12.D.4.e - Compare how Allied countries responded to the expansionist actions of Germany and Italy.</p> <p>6.2.12.D.4.f - Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.</p> <p>6.2.12.D.4.g - Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war”</p> <p>6.2.12.D.4.i - Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</p> <p>6.2.12.D.4.j - Analyze how the social, economic, and political roles of women were transformed during this time period.</p> <p>6.2.12.D.4.k - Analyze how the arts represent the changing values and ideals of society</p> <p>6.2.12.D.4.l - Assess the cultural impact of World War I, the Great Depression, and World War II.</p>	<p>“World History Connections to Today – The Modern Era” ” by Elisabeth Ellis and Anthony Esler</p> <p>Primary Sources: Joseph Goebbels: “Propaganda” William Shirer: “Berlin Diary” Anne Frank” “Diary of Anne Frank” Telegram From Eisenhower: “German Concentration Camps”</p> <p>Film Clips From: <u>Life is Beautiful</u> <u>Night</u> <u>Swing Kids</u> United Streaming on Rise of Hitler http://player.discoveryeducation.com/index.cfm?guidAssetId=1dbb2e64-7d11-4195-8031-0414250972a0</p> <p>Reading Life Under Nazis</p> <p>Risk your own Life? Defining and Assessing Responsibility for the Holocaust Hiroshima Remembered http://hiroshima-remembered.com/</p>

<i>Unit</i>	<i>Essential Questions</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Assessment</i>
<p>#10 <i>Cold War</i></p>	<p>How do economic and political differences lead to conflict between nations? How does fear impact government spending? Did the Cold War ultimately have a positive or negative impact on the world? To what extent does the media and propaganda shape world opinion and foreign policy? What global problems result from the tension between world powers? How does technology cause or prevent war? How does technology change war?</p>	<p>US and USSR became dominant and opposing powers after WW II: NATO, Warsaw Pact, Marshall Plan, Truman Doctrine. How the “Iron Curtain” divided Europe for 46 years. US tried to contain spread of communism. Arms race led to mutually assured destruction. Cold War became less hostile during détente. China moved toward closer ties to the west. The fall of USSR’s dominance. Cold War ended but legacy lives on.</p>	<p>Read and Identify nations on a map. Understand how new technology and scientific finding impacted history. Take notes Read charts/graphs Analyze primary sources and secondary sources Define new vocabulary Analyze social, political, and cultural change. Apply problem solving to develop solutions. Formulating questions with multiple perspectives</p>	<p>Tests and Quizzes Cold War Storybook Project Cold War Simile Project Letter from the Cold War I-Search Paper: Cold War in Latin America</p>
<i>Standards/ Strands</i>				<i>Resources</i>
<p>6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>6.2.12.A.5.a - Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances, and periodic military clashes.</p> <p>6.2.12.B.5.a - Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.</p> <p>6.2.12.B.5.b - Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.</p> <p>Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.</p> <p>6.2.12.C.5.b - Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.</p> <p>6.2.12.C.5.c - Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.</p> <p>6.2.12.C.5.e - Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.</p>				<p>“World History Connections to Today – The Modern Era” ” by Elisabeth Ellis and Anthony Esler</p> <p>Primary Source Readings: Vaclav Havel: “The Power of the Powerless” Aleksandr Solzhenitsyn: “The Gulag Archipelago, 1918-1956”</p> <p>Film Clips: “Thirteen Days” “War Games”</p> <p>The Cold War Museum http://coldwar.org/</p> <p>Marshall Plan Berlin Airlift Video http://www.youtube.com/watch?v=H-4vE6DCLeU&feature=related</p> <p>Berlin Wall Video http://www.youtube.com/watch?v=nc5MbnvTqY</p>

Collapse of the Soviet Union
http://news.bbc.co.uk/1/hi/english/static/in_depth/europe/2001/collapse_of_ussr/default.stm

<i>Unit</i>	<i>Essential Questions</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Assessment</i>
<p>#11 Modern World and Global Challenges</p>	<p>How did the growth and spread of religious beliefs impact established civilization? What role or purpose does religion / spirituality serve in a culture? What role can religion play in national policy? How do dictators affect global affairs? What role can ethnicity play in regional interactions? How does economic interdependence impact the global community? How can nations demonstrate empathy? What is terrorism? What are the justifications behind terrorism? How did the rise of totalitarianism lead to world conflict, violation of human rights, and genocide? Does technology help or harm the ability of a living thing to survive? Is there a global common good or just the common good of the most powerful? Is world peace possible or desirable? What is the cost of world peace? Why and how should the global environment be protected? What factors lead nations into and away from conflict? What is the role of international agreements and organizations in international relationships? What role does human rights play in international relations? What current issues are crucial to the world and what nation/regional</p>	<p>Examine, compare and contrast the impact of Buddhism, Hinduism, Islam, and Judeo-Christian beliefs and their effects on the world. Identify the impacts of decolonization on Africa and Asia. Examine the Arab-Israeli conflicts including the partition of Palestine, creation of Israel, the PLO and Hamas, and the attempts at peace. Determine the economic and political interdependency in the modern era (OPEC, EU, UN, G8). Identify the influences of new technology: nuclear energy and arms, internet, alternative energy sources. Evaluate the negative impacts on the global community of various genocides and ethnic cleansings, modern terrorism and environmental concerns such as global warming.</p>	<p>Read and Identify nations on a map. Understand how new technology and scientific finding impacted history. Take notes Read charts/graphs Analyze primary sources and secondary sources Define new vocabulary Analyze social, political, and cultural change. Apply problem solving to develop solutions. Formulating questions with multiple perspectives</p>	<p>Tests and Quizzes Primary sources study of Tiananmen Square Protest – articles & Photos Debate on Arab-Israeli conflict Current events report on conflict in the Middle East. Current Events report on nuclear power conflict that involves both Iran and North Korea. I-Search paper on one of the world's major religions. Paper: Current Events comparison on nationalism in Balkan region</p>

characteristics are important to understanding them?
 What are the consequences if nations do not accept their responsibilities to the global community?

Standards/ Strands

Resources

6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.2.12.A.5.b - Analyze the structure and goals of the United Nations and evaluate the organization’s ability to solve or mediate international conflicts.

6.2.12.A.5.c - Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence

6.2.12.A.5.d - Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.

6.2.12.A.5.e - Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

6.2.12.B.5.c - Determine the impact of migration on way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.

6.2.12.B.5.d Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.

6.2.12.B.5.e - Assess the role of boundary disputes and limited natural resources as sources of conflict.

6.2.12.C.5.c Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

6.2.12.C.5.d - Determine the challenges faced by developing nations in their efforts to compete in a global economy.

6.2.12.C.5.e Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.

6.2.12.C.5.f - Assess the impact of the European Union on member nations and other nations.

6.2.12.C.5.g - Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.

6.2.12.D.5.a - Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

6.2.12.D.5.c - Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

6.2.12.D.5.d - Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.

6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.

6.1.12.A.16.a Analyze the relationships and tensions between national sovereignty and global interest in matters such

“World History Connections to Today – The Modern Era” ” by Elisabeth Ellis and Anthony Esler

Primary Source Readings:
 Rachel Carson: “Silent Spring”
 E.O. Wilson: “The Diversity of Life”
 Fida Karisik: “A Family in Sarajevo”
 Hanan Ashrawi: “This Side of Peace”
 Major K: “Diary of an Iraq War Soldier”
 “Preamble to NAFTA”
 Osama bin Laden: “Response to 9/11”
 George W. Bush: “Response to 9/aa Attacks”

News Article:
 Sara Rimer: “A Camp Sows the Seeds of Peace”

Film Clips from: [Hotel Rwanda](#),
[Dr. Strangelove](#),

as territory, economic development, use of natural resources, and human rights.

6.1.12.A.16.b Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.

6.1.12.A.16.c Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.

6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.

6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.