



Comprehensive Curriculum

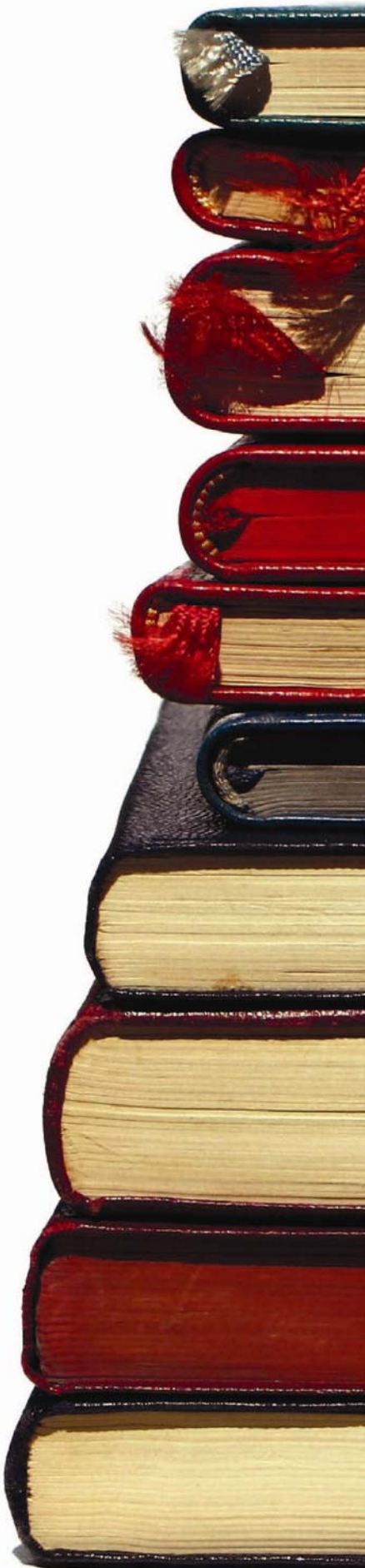
Revised 2008

World History



Louisiana Department of
EDUCATION

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World History

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Louisiana Comprehensive Curriculum, Revised 2008 **Course Introduction**

The Louisiana Department of Education issued the *Comprehensive Curriculum* in 2005. The curriculum has been revised based on teacher feedback, an external review by a team of content experts from outside the state, and input from course writers. As in the first edition, the *Louisiana Comprehensive Curriculum*, revised 2008 is aligned with state content standards, as defined by Grade-Level Expectations (GLEs), and organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning. The order of the units ensures that all GLEs to be tested are addressed prior to the administration of *iLEAP* assessments.

District Implementation Guidelines

Local districts are responsible for implementation and monitoring of the *Louisiana Comprehensive Curriculum* and have been delegated the responsibility to decide if

- units are to be taught in the order presented
- substitutions of equivalent activities are allowed
- GLEs can be adequately addressed using fewer activities than presented
- permitted changes are to be made at the district, school, or teacher level

Districts have been requested to inform teachers of decisions made.

Implementation of Activities in the Classroom

Incorporation of activities into lesson plans is critical to the successful implementation of the Louisiana Comprehensive Curriculum. Lesson plans should be designed to introduce students to one or more of the activities, to provide background information and follow-up, and to prepare students for success in mastering the Grade-Level Expectations associated with the activities. Lesson plans should address individual needs of students and should include processes for re-teaching concepts or skills for students who need additional instruction. Appropriate accommodations must be made for students with disabilities.

New Features

Content Area Literacy Strategies are an integral part of approximately one-third of the activities. Strategy names are italicized. The link ([view literacy strategy descriptions](#)) opens a document containing detailed descriptions and examples of the literacy strategies. This document can also be accessed directly at <http://www.louisianaschools.net/1de/uploads/11056.doc>.

A *Materials List* is provided for each activity and *Blackline Masters (BLMs)* are provided to assist in the delivery of activities or to assess student learning. A separate Blackline Master document is provided for each course.

The *Access Guide to the Comprehensive Curriculum* is an online database of suggested strategies, accommodations, assistive technology, and assessment options that may provide greater access to the curriculum activities. The *Access Guide* will be piloted during the 2008-2009 school year in Grades 4 and 8, with other grades to be added over time. Click on the *Access Guide* icon found on the first page of each unit or by going directly to the url <http://mconn.doe.state.la.us/accessguide/default.aspx>.



World History
Unit 1: Renaissance, Reformation, Scientific Revolution, and Age of Enlightenment
(1350–1770 A.D.)

Time Frame: Approximately five weeks



Unit Description

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

Student Understandings

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

Guiding Questions

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

Unit 1 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
History: Historical Thinking Skills	
1.	Construct and utilize a timeline to explain and analyze historical periods in world history (H-1A-H1)
2.	Compare historical periods or historical conflicts in terms of similar issues, actions, or trends in world history (H-1A-H1)
3.	Contrast past and present events or ideas in world history, demonstrating awareness of differing political, social, or economic context (H-1A-H1)
4.	Analyze change or continuity in areas of the world over time based on information in stimulus material (H-1A-H1)
9.	Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues (H-1A-H3)
10.	Determine when primary and/or secondary sources would be most useful when analyzing historical events (H-1A-H3)
18.	Analyze causes and effects in historical and contemporary world events, using a variety of resources.
World History	
21.	Identify demographic, economic, and social trends in major world regions (H-1C-H7)
22.	Describe key features of the Renaissance, Reformation, Scientific Revolution, and the Age of Enlightenment (H-1C-H7)
28.	Describe the major ideas of philosophers and their effects on the world (H-1C-H10)

Sample Activities

Activity 1: The World Prior to the Renaissance (GLEs: 1, 2, 3, 4)

Materials List: Events for the Parallel Timelines BLM, newsprint or poster paper, colored markers, overhead projector (optional)

Have students create four parallel timelines of the main historical events in the four major areas of the world from 5000 B.C. to 1500 A.D. to help them understand that no event in history, such as the Renaissance, occurs in isolation, but rather, is influenced by prior events, nature, and the human impact. The four timelines should depict important events in Africa and the Near East, Europe, Asia, and the Americas. Divide the class into four or five groups each assigned to one of the areas of the world (two groups may be needed for Asia with one group addressing the Ancient Times and another group the Middle Ages). A list of the major events in each world area can be found in the Events for the Parallel Timelines BLM. Newsprint or poster paper can be used to create the timelines. Each group should research the events of their assigned area and place those events within the correct time interval on a timeline divided into two sections for the Ancient

Times and Middle Ages. Guidelines should be established to ensure that the time intervals are the same distance on the four timelines to make it easy to compare and contrast the various time periods (e.g., every 1000 years is one inch apart). Each of the four timelines should be completed in a different color to help emphasize the different areas of the world.

The four timelines should be posted, one under the other, where all students can view them. Taking turns, each member of a group should assist in presenting a short summary of the events on their timelines.

After all timelines have been posted and presented, have students work in pairs to compare and contrast the historical periods in terms of similar issues, events, or trends. The students should demonstrate an awareness of differing political, social, or economic contexts. Have the pairs of students share their findings with the whole class. The teacher should record the feedback on the board or overhead projector and lead the class in a discussion of the findings.

After the class discussion, have each student write a reflection of a *SPAWN* prompt ([view literacy strategy descriptions](#)) in a *learning log* ([view literacy strategy descriptions](#)).

SPAWN is an acronym that stands for five categories of writing options (Special Powers, Problem Solving, Alternative Viewpoints, What If? and Next). *SPAWN* prompts are used to help prepare students to learn new information about a given topic or reflect on what has been learned. Using these categories, numerous thought-provoking and meaningful prompts related to the topic of the Renaissance can be created. For example, an “Alternate Viewpoint” *SPAWN* prompt could ask students to reflect on John Locke’s “natural rights of man” from the point of view of a peasant versus the point of view of the monarchy. A “Special Powers” *SPAWN* prompt could ask students to imagine that they are a peasant (or serf) during the time of the Renaissance that has been given the power to change one thing in his or her world. What would they change? These prompts should elicit thoughtful and critical written responses by students.

Learning logs are special notebooks that students keep in content classrooms to record ideas, questions, reactions, and new understandings. Documenting ideas in a log about content being studied forces students to “put into words” what they know or do not know about a specific topic. This process offers a reflection of understanding that can lead to further study and alternative learning paths. It combines writing and reading with content learning.

Below is a “Problem Solving” *SPAWN* prompt for student reflection:

We have been studying and researching many key events in history prior to the period known as the Renaissance. Which event(s) do you believe motivated the people of the 15th Century to be willing to step out of their comfort zones to become very adventurous and challenge the status quo?

Allow about ten minutes for students to write their responses in their *learning logs*. Have students share their reflections with the class, justifying their choices.

Ask students to reflect on events in the world today that would cause them to be willing to step out of their comfort zones and stand up for their own theories or beliefs. This can be done as a class discussion, a pair-share activity, or a journal entry into students' *learning logs*.

Activity 2: The Renaissance: A Distinct Contrast to the Middle Ages (GLEs: 4, 9, 22)

Materials List: three examples of Renaissance art, three writings or biographies of Renaissance humanists, three Renaissance literary selections, Renaissance Split-Page Notetaking BLM, overhead projector (optional)

Use an overhead projector, blackboard, or computer program (e.g., *Inspiration*®) to *brainstorm* ([view literacy strategy descriptions](#)) the major characteristics of the Middle Ages in the areas of religion, art, economics, social classes, and government. Be sure to include the following characteristics:

- the Roman Catholic Church dominated both spiritual and political areas of life,
- art was dominated by religious icons,
- feudalism was the main economic system,
- society consisted of three major social classes (nobles, serfs, and religious), and
- empires were ruled by emperors or kings who ruled according to the “divine right of kings.”

Brainstorming can be used as an effective method to activate prior knowledge of what the students already know about a topic. This strategy also helps to set a purpose for reading that is more motivating than more traditional introductions. Students are better able to understand what they know and connect to the prior knowledge of their classmates. Comprehension is more difficult if prior knowledge is not activated before reading a specific passage or listening to a lecture on some content topic.

After the teacher reviews the differences between primary and secondary sources, provide students with three examples of Renaissance art (e.g., DaVinci, Michelangelo, Raphael); three writings by or biographies of Renaissance humanists (e.g., Petrarch, Erasmus, Machiavelli, More, Rabalais); and three literary selections (e.g., play synopses, sonnets, or favored soliloquies by Shakespeare). Have them explore these primary and secondary sources in groups, working toward articulating what they perceive to be true about life and thinking in the Renaissance, especially those views that were in direct contrast to the major beliefs and practices of the Middle Ages. Solicit observations from each group and discuss their findings with the class. Ask the students which sources, primary or secondary, were the most helpful in forming their perceptions of this time period and why.

As each group shares its perceptions, students will use *split-page notetaking* ([view literacy strategy descriptions](#)) to record student observations. *Split-page notetaking* is a strategy that assists students in organizing their notes and helps to encourage active reading, listening, and summarizing. It provides a visual study guide for student use when preparing for a test. Students organize their page into two columns. The left column (usually about a third of the page) is used to record the main themes or ideas. The right column (about two-thirds of the page) is for notes or to record the details associated with each main theme or idea. (See Split-Page Notetaking Guide BLM.)

After all groups have presented their observations, compare student findings. Compile a class list of the perceived characteristics of the Renaissance. This will be used later to compare their perceptions with what they discover in their research and study of this historical period.

Activity 3: Renaissance (GLEs: 9, 10, 18, 21, 22)

Materials List: Renaissance and Reformation Vocabulary Chart BLM

Do a *vocabulary self-awareness chart* ([view literacy strategy descriptions](#)) with the students to introduce the historical periods of the Renaissance and Reformation. Many of the relevant terms related to these historical periods are not everyday terms with which most students are familiar. A *vocabulary self-awareness chart* (see sample below) provides students with an opportunity to consciously and individually learn and develop the vocabulary they must know in order to understand this period. The teacher can use the words on the Renaissance and Reformation Vocabulary Chart BLM and add other words that are considered important in the research. Students rate their understanding of each word with either a “+” (understand well), a “√” (limited understanding or unsure), or a “-” (don’t know). Students should refer to the chart as they progress through the content to update their understandings of the new words. The teacher can check the chart to assess students and provide additional instruction for those students who continue to have difficulty learning key vocabulary. (See BLM.)

Word	+	√	-	Example	Definition
Renaissance					
Humanism					
Secular					

Review the definition of *Renaissance* – “rebirth” – an age of intellectual and artistic revival centered in the classical antiquity of Greek and Roman literature that began about 1350 A.D. and lasted until 1650 A.D. The teacher or students should form research committees to use primary and secondary resources to explore the important aspects of the Renaissance, such as the causes and effects of this historical event, where it began and why, why it was successful, what it accomplished, how it was diffused throughout Europe, what the major differences were between the Italian Renaissance and the

Northern Europe Renaissance, and its impact on religion, economics, social classes, and government. Other topics to be explored may include the following:

- leaders of the Italian states (e.g., Sforza, Cosimo de Medici, Lorenzo de Medici)
- early humanists (e.g., Petrarch, Erasmus, Machiavelli, More, Rabalais, etc.)
- artists (e.g., Da Vinci, Michelangelo, Donatello, Raphael, Brunelleschi, etc.)
- Northern Europe (e.g., Shakespeare, Chaucer, van Eyck, Dürer)
- demographic trends (e.g., bubonic plague, growth of cities)
- economic trends (e.g., development of banking, increase in trade)
- social trends (e.g., rise of the middle class)

Have the groups present their materials in a variety of formats, including multimedia where appropriate. Ask them also to address their use of resources and whether primary or secondary sources were most useful. After the presentations, in small groups, have students analyze the use of the term “Renaissance” to refer to this historical period. Have students come together in a large group to share their findings. The teacher should present the compilation of perceptions about the Renaissance from the last activity and have the students create a *graphic organizer* ([view literacy strategy descriptions](#)) comparing and contrasting their perceptions about the Renaissance to the information obtained in their research.

Graphic organizers are visual representations or illustrations of verbal information. They help students connect ideas and see relationships between different pieces of information. *Graphic organizers* can be used to elicit prior knowledge, compare and contrast, organize information, sequence events, describe key parts of a whole, show causes and effects of an event, etc.

Activity 4: Significant Personalities of the Renaissance (GLEs: 21, 22)

Materials List: Renaissance Personality Data Chart BLM, outline map of Europe in 1500 A.D.

After students read their text or conduct online research on the Renaissance, have them create lists of the major Renaissance personalities and their contributions. The following are examples of the personalities that should be included.

Petrarch	Giotto	Dante	Da Vinci
Ghiberti	Brunelleschi	Donatello	Masaccio
Boccaccio	Machiavelli	Michelangelo	Jan van Eyck
Dürer	Raphael	Castiglione	Gutenberg
More	de Pizan	Chaucer	Donatello
Shakespeare			

The students should gather their research data about Renaissance personalities on a *graphic organizer* ([view literacy strategy descriptions](#)) like the sample below (see BLM).

Renaissance Personality	Place	Area of Contribution	Name of Work	Significance	Year
Petrarch	Avignon	Literature	<i>Canzoniere - sonnets to Laura</i>	Humanized heroines; great lyric poet	1368
Chaucer	London	Literature	<i>The Canterbury Tales</i>	Artistic legitimacy of the vernacular English language	1380

Using an outline map of Europe ([click here for outline map of western Europe](#)), have students locate all the places mentioned on the Renaissance Personality Data Chart BLM, placing a separate dot around the location (“Place”) for each personality listed. Students should analyze the map and summarize their findings (e.g. Renaissance began in Italy and spread to other European countries, most of the great artists were found in the Italian city-states, many of the great writers were from England, only a few cities in Europe were great centers of art and literature, etc).

Then ask students to produce a presentation of “Around the World in 80 Seconds.” Have the students work in groups to examine a particular area of the world outside of Europe and prepare a *PowerPoint*[®], parallel timelines, or story board of events occurring in the rest of the world during the Renaissance, identifying demographic, economic, and social trends in the other world regions. Each group should present their findings to the entire class and the teacher should lead a class discussion of information presented.

Activity 5: Reformation and Counter-Reformation (GLE: 22)

Materials List: overhead projector (optional)

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

- early church critics (e.g., Jan Hus, John Wycliffe)
- prominent reformers (e.g., Desiderius Erasmus, Martin Luther, Henry VIII, John Calvin, John Knox)
- Counter-Reformation (e.g., Ignatius of Loyola, Girolamo Savonarola, Charles Borromeo, Francis de Sales, Teresa of Avila)
- key events (e.g., Posting of 95 Theses, Diet of Worms, Council of Trent, The Inquisition)
- key groups (e.g., Lutherans, Calvinists, Anabaptists, Jesuits, Huguenots)
- religious conflicts (e.g., Thirty Years War)
- map of the Reformation and Counter-Reformation ([click here for map](#))

As the research committees make their presentations, students should record the information using *split-page notetaking* ([view literacy strategy descriptions](#)). To help students organize the information presented, have them set up three different pages with the following headings for the left columns: “Key Personalities of the Reformation and Counter-Reformation,” “Key Events of the Reformation and Counter-Reformation” and

“Key Groups of the Reformation and Counter-Reformation.” Remind students that these will make great study guides for the unit test by folding the left column back as they try to associate the key words with the descriptions in the right columns.

Ask students, in pairs, to summarize the origin, causes, and effects of the Reformation and the Counter-Reformation. Have students share their summaries with the class as the teacher records the information on the board or overhead projector.

Have the students associate people and events with a movement toward free will and individualism (capitalism and democracy) in northern Europe. Possible topics could include the following:

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

Write the following *SPAWN* ([view literacy strategy descriptions](#)) prompt on the blackboard or overhead and give the students at least five minutes to respond to the questions in their journal.

Do you believe the Protestant Reformation would still have occurred if Martin Luther had not posted and distributed his Ninety-Five Theses? Why or Why not?

Have students share their opinions with the class.

Activity 6: Science and Rational Thought (GLE: 22)

Materials List: composition by Mozart, CD or tape player for music, photographs of the solar system depicting elliptical orbiting of the planets, synopsis or primary text of Locke’s writings about social contract

Provide students with a composition by Mozart to which they will listen, a demonstration of the apple falling and the principle of gravity by Newton, photographs of the sky and a brief explanation of Kepler’s work, and a synopsis or primary text of Locke’s writing about the social contract theory. Then have students explore these in groups, working toward articulating what they perceive to be true about life and thinking in the Scientific Revolution and the Age of Enlightenment (e.g., different perceptions about the role of government, questioning the Church’s teachings on the laws of nature and the universe, music was more entertaining instead of technical, etc.). Have them make comparisons as they go between this age and the ages of the Renaissance and Reformation.

Activity 7: Scientific Revolution (GLE: 22)

Materials List: Scientific Revolution Personalities BLM

Have students read about the Scientific Revolution in their textbooks, teacher handouts, or online resources. As the students read, have them list the causes and effects of the Scientific Revolution along with its impact on the church, art, and the community. Brainstorm a list of the major personalities that contributed to the Scientific Revolution along with the fields of their contributions. The list should include the following:

Francis Bacon	Rene Descartes	Nicholas Copernicus
Galileo Galilei	Isaac Newton	Tycho Brahe
Johannes Kepler	Andreas Vesalius	William Harvey
Margaret Cavendish	Maria Winkelmann	Antoine Lavoisier
Antony van Leeuwenhoek	Robert Hooke	Robert Boyle
Benjamin Franklin		

Assign student pairs to research the major personalities of the Scientific Revolution and create presentations to be shared with the class. Their research should include native origin, the area of contribution, scientific contribution, and any published works of the assigned personality. As each pair presents the information on their assigned personality, data can be recorded on a graphic organizer like the one below (see Scientific Revolution Personalities BLM).

Personality	Native Origin	Area of Contribution	Scientific Contribution	Published Works
Copernicus	Poland	astronomy	heliocentric theory	<i>On the Revolutions of the Heavenly Spheres</i>
Kepler	German	astronomy	laws of planetary motion	<i>The Harmony of the Worlds</i>

Activity 8: The Enlightenment: The Age of Reason (GLEs 22, 28)

Materials List: publishing program or 5 x 8 index cards for creating trading cards

Have students read about the period known as “The Enlightenment” in their textbook or from online resources provided by the teacher. Working in pairs, ask the students to summarize the main beliefs challenged by the Enlightenment writers and philosophers, explain why the Enlightenment is also called the “Age of Reason,” and explain how Enlightenment ideas were spread (e.g., salons, Diderot’s encyclopedias). Students should share their responses with the class.

The teacher should lead students in a *brainstorming* ([view literacy strategy descriptions](#)) session to list the key personalities and the key ideas they contributed to this period. The following personalities should be listed:

- Rene Descartes (rationalism)
- Thomas Hobbes (social contract)
- John Locke (social contract, natural rights of man)
- Jean-Jacques Rousseau (government responsible for equality of society)
- Baron de Montesquieu (separation of powers)
- Voltaire (justice, religious tolerance, liberty)
- Mary Wollstonecraft (equal rights for women)
- Adam Smith (laissez-faire economics in a free market economy)
- Cesare Beccaria (equal justice)

Working in small groups, have students create trading cards for an assigned personality of the Enlightenment. The cards can be created with a publishing program or with a 5 x 8 index card. Each trading card should contain the following information:

Name of personality	Nationality
Picture of the personality	Profession
One significant quote from published work	Name of published works
One or two interesting facts about the person	Key idea(s) contributed

The groups should exchange the cards and record the information in their notebooks until all the cards have been shared with each group. Below is an example of a trading card.

<table border="1"> <tr> <td style="text-align: center;">Philosopher's Name</td> </tr> <tr> <td style="text-align: center;">Picture of Philosopher</td> </tr> <tr> <td>Nationality: Profession:</td> </tr> </table>	Philosopher's Name	Picture of Philosopher	Nationality: Profession:	<table border="1"> <tr> <td>Key Contribution:</td> </tr> <tr> <td>Published Work(s):</td> </tr> <tr> <td>Significant quote from published work:</td> </tr> <tr> <td>One or two interesting facts about the philosopher:</td> </tr> </table>	Key Contribution:	Published Work(s):	Significant quote from published work:	One or two interesting facts about the philosopher:
Philosopher's Name								
Picture of Philosopher								
Nationality: Profession:								
Key Contribution:								
Published Work(s):								
Significant quote from published work:								
One or two interesting facts about the philosopher:								

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

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

The teacher should lead the class in a discussion of the impact of the Enlightenment on government, economics, art, music, literature, architecture, and religion. Ask students to share their observations as to what they perceive to be the most important legacy of the Enlightenment and why. Students should relate the legacy to their lives today.

Sample Assessments

General Guidelines

- Students should be monitored during all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Student investigations should be evaluated with a rubric and, when possible, students should assist in the development of the rubrics used.
- Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive exams assessing the GLEs from the unit should consist of the following:
 - a variety of formats for objective, convergent test items
 - depth of knowledge at various stages of Bloom's taxonomy
 - LEAP-like constructed response items
 - open-ended response items requiring supporting evidence
 - test items aligned to the verbiage of the GLEs

General Assessments

- In small groups, students can create a timeline depicting the major personalities and their contributions to the Renaissance, Reformation, Scientific Revolution, and the Age of Enlightenment. Each group should analyze the timeline and summarize their conclusions (e.g., the Renaissance period preceded and sparked the other periods). The groups should share their findings with the class. The timelines can be assessed for accuracy.
- Working in pairs, students will create two *graphic organizers* ([view literacy strategy descriptions](#)) depicting the causes and effects of the Renaissance on one and the causes and effects of the Reformation on the other. Have students compare and contrast the two *graphic organizers* and note any possible connections between the two periods (e.g., invention of the printing press during the Renaissance made the Bible available to more people for study and reflection which contributed to people questioning the Roman Catholic Church). The *graphic organizers* can be turned in to the teacher to assess for accuracy.

- Divide the class into cooperative groups with four members in each to create a video of one of the personalities studied in this unit. Each member of the group will have one of the following roles: scriptwriter, cameraman, interviewer, historical figure. The entire group will participate in the research of the historical figure and then each person will complete their assigned task to complete the video. The video will then be presented to the class for both peer evaluation and teacher evaluation. Scoring criteria should be distributed to students prior to the assignment.

Activity-Specific Assessments

- Activities 4, 5, 7 or 8: Students can create *PowerPoint*[®] slides on various Renaissance personalities in Activity 4, Reformation personalities in Activity 5, personalities from the Scientific Revolution in Activity 7, and/or personalities of the Age of Enlightenment in Activity 8. The *PowerPoint*[®] should include important information about each personality along with graphics depicting their contributions to these periods (e.g., pictures of art or inventions, excerpts from writings, etc.). The class should be required to take notes as each student presents his/her *PowerPoint*[®] slides. See the Sample *PowerPoint*[®] Rubric BLM for a sample rubric to grade the presentations for content and visual appeal. The “Weight” column emphasizes the value given to each criteria of the rubric. Accurate content should always carry the most weight in the final grade. If computers are not available, the teacher can substitute narrative essays for the *PowerPoint*[®] presentation.
- Activity 5: Students can be assessed on the oral presentations of the Protestant Reformation topics using the Sample Oral Presentation Rubric BLM or another rubric created by the teacher and the students. Each member of the group should be required to present a portion of the information and then the entire group should be prepared to answer questions asked by their classmates.
- Activity 5: To facilitate a deeper understanding of the Protestant Reformation, the students will conduct a re-enactment of Martin Luther’s trial before the Diet of Worms in Germany. Research committees should be assigned to investigate the various issues and the stand taken by the Church and Martin Luther on each of the issues. Every student should be assigned a specific role in the trial and criteria should be established to assess each student’s participation.

World History

Unit 2: Exploration and Expansion (1450–1770)

Time Frame: Approximately four weeks



Unit Description

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

Student Understandings

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

Guiding Questions

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

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

Unit 2 Grade-Level Expectations (GLEs)

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

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

Sample Activities

Note: Unit 2 makes references throughout to “reporter.” This instructional strategy represents a long-term approach to student writing throughout this unit, including a student newspaper to which students regularly contribute by news writing, editorial writing, and perhaps even cartooning and illustrating where appropriate. Students should also critique their writing-to-learn assignments. Video news reports may enhance the activity.

Activity 1: The World in Comparison (GLEs: 6, 14, 17, 21)

Materials List: publishing program for newspaper format or video camera for TV commentary format, *Split-Page Notetaking* Guide: TV Commentary BLM

As a way to introduce students to the culturally diverse world, establish a class newspaper or TV commentary that can report on important sites around the world. Assign students in pairs to serve as reporters from cities representing a range of cultures (e.g. Delhi, India; Damascus, Syria; Beijing, China; Mexico City, Mexico; London, England; Paris, France; Madrid, Spain; Lisbon, Portugal; Rome, Italy; Venice, Italy; Constantinople, Turkey; Moscow,

Russia; Accra, Ghana; Cuzco, Peru, or make your own list). Ask reporters to research, using a variety of sources, what is contemporary to that site in 1450, 1550, 1650, and 1750. The reports should identify demographic, economic, political, and social trends in each of the major world regions. Assign one member of the reporting pair as editor to review writings/oral reporting for accuracy before printing/presenting the information for release. The other reporter of the pair will prepare the newspaper/commentary for printed or oral release.

If the TV commentary format is used, while one pair of students is presenting the other students should use *split-page notetaking* ([view literacy strategy descriptions](#)) to record the information for further reference (see the *Split-Page Notetaking* Guide: TV Commentary BLM). If the newspaper format is used, copies of each newspaper should be distributed to every student along with the *split-page notetaking* blackline master. Have the students compare notes with a partner. The teacher should answer any questions and provide clarification.

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

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

Have students incorporate original political cartoons into the newspapers or TV commentary depicting the attitudes of the conquerors, Native Americans, African slaves, Chinese, Indians, or the Europeans.

Activity 2: Nationalism and Nation-States (GLEs: 7, 24)

Materials List: map of Europe in 1500 illustrating the nation-states

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

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

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

Have reporters represent new nations in Western Europe and develop news items (visual, written, or oral) illustrating how and why their country became involved in explorations of the New World, Africa, the Indian Ocean, and ultimately the Far East.

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

Activity 3: Historical Timelines (GLEs: 1, 52)

Materials List: newsprint or poster paper for timelines

Assign groups to a particular area of the globe (Europe, Africa, Middle East, Asia, or the Americas) to research principal developments, inventions and discoveries that affected their assigned area between 1450 and 1770. Have the students create timelines depicting the principal developments, inventions, and discoveries of each area. Provide students with specific guidelines in developing timelines to ensure that all the time areas are the same distance apart (e.g., every 100 years should be two inches apart). Display all the timelines, one under each other, as parallel timelines.

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

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

Activity 4: Mapping World Trade Routes in 1450 (GLEs: 18, 19)

Materials List: map of Eurasia in 1450 A.D., map of Atlantic World in 1700 A.D.

Provide students with a map of the trade routes in Eurasia by 1450 A.D. ([Trade Routes in Eurasia 1450 AD](#)). Ask students to locate places important in the silk and spice trade, including the Silk Road, Arab trade routes, Italian city-states, and Constantinople. Have the students respond to the following stimulus statement: Why do you think the fall of Constantinople (1453) had such an impact on Europe? After giving students enough time to respond, have them share their answers, first with a partner, and then with the entire class. Students should verify answers by reading selections of student text or internet research on the following topics: spice trade, Silk Road, Arab trade routes, Italian city-states, and Constantinople. Have students write a summary of the causes and effects of the economic and social impact of each of these on Europe, Africa, Middle East, and China.

Provide students with an outline map centered on the Atlantic Ocean in 1700 ([Slave Trade Routes of the Atlantic World in 1700](#)). Ask students to locate trade routes between West Africa, the Caribbean, and English America. After a lecture on the origin and development of the transatlantic slave trade, in small groups, have students discuss why this trade was important to New England traders, Caribbean sugar planters, and English slavers. Each group should write a short summary of the importance and consequences of this trade to each of the three main groups involved in the slave trade. A leader in each group should share the group's summary with the class. As each group leader presents its summary, have the other students in the class take notes using a *split-page notetaking* ([view literacy strategy descriptions](#)) format for each of the three main groups: New England traders, Caribbean sugar planters, and the British slavers.

Students should draw a line from top to bottom on a sheet of paper approximately two to three inches from the left edge of the sheet of notepaper. The main groups of New England traders, Caribbean sugar planters, and English slavers should appear in the left column and students should take notes about each in the right column. Have students share their notes with another student. Class discussion of the presentation should follow with students asking for clarification of any discrepancies in their notes.

Activity 5: Age of Explorers (GLEs: 1, 20, 25)

Materials List: Explorers' Chart BLM, newsprint or posters for timeline, colored markers or pencils

Have the students read about the Age of Exploration in their text or online (see internet links on the Age of Exploration in the resource section at the end of this unit). Use *brainstorming* ([view literacy strategy descriptions](#)) to create a list of the important fifteenth- and sixteenth-century European explorers (such as Dias, da Gama, Columbus, Vespucci, Cabot, Cartier, Champlain, Magellan, Cook, Cortes, Prince Henry, Drake, Polo, Pizzaro, etc.) indicating the country they represented and the lands explored, areas claimed, and the reason(s) behind

their explorations. Students may gather data on a *graphic organizer* ([view literacy strategy descriptions](#)) like the following (see Explorers' Chart BLM):

Explorers' Chart

Name of Explorer	Year(s)	Country of Origin	Area(s) Claimed	Reason Behind Exploration

Have students create a timeline depicting the Age of Exploration. Create color-coded flags to denote the different countries with the explorer's name and area he claimed to mark the date of the discovery. For example, all the French explorations could be colored blue with the individual name of the explorer and what land he claimed denoted on each flag placed on the timeline. After the timeline is complete, have students study the timelines and draw some conclusions about the Age of Exploration (e.g. Spain dominated the early years of exploration in the New World with claims throughout the Americas, whereas France and England started much later and claimed lands mainly in North America).

Have students read about Prince Henry the Navigator from various sources: text, handouts, online, etc. Conduct a whole class discussion of his technological innovations in shipbuilding and navigation and explain how these affected European voyages of exploration, conquest, and colonization.

Have students working in pairs choose one of the explorers, write a brief biography, and present the information to the class. The presentation should note the explorer's country of birth, country for which he sailed, economic status, religious affiliation, position in society and discoveries. After all the presentations, brainstorm and create a list of the motivations behind the various explorations. Have students write a brief journal entry expressing which of the motivations they believe was the main driving force behind the Age of Exploration and state the reasons behind their decision.

Activity 6: Religious Diffusion, Native Americans, and Cultural Change (GLEs: 5, 6, 7, 8, 11, 25)

To introduce this activity, write the following an alternative-viewpoints *SPAWN* prompt ([view literacy strategy descriptions](#)) on the board or an overhead transparency:

Imagine you are a missionary traveling to the New World in the 1600s. Why is it important for you to convert Native Americans and how do you plan to communicate with people who speak an unknown language? Does it make a difference if you are a Spanish or English missionary?

Allow students ten minutes to write their answers. Have the students share their answers with the class.

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

- Why did Europeans assume that Native Americans should live like Europeans?
- Did Europeans have a right to attempt the destruction of the Native American culture?
- Did Europeans have a right to claim lands in the New World?

Have each group present its perspectives to the class.

Assign each group a particular culture in a specific geographical area (e.g. New England colonies; New France; Spanish colonies in the Caribbean, Mexico, South America, or southwestern North America; Dutch colonies; or Portuguese colonies) that was part of European exploration in the New World and have them propose and defend an alternative course of action to address the issue of colonization. Have them evaluate the positive and negative implications of colonization of the Americas.

Use the *RAFT* ([view literacy strategy descriptions](#)) writing strategy to conclude this activity. This literacy strategy is a form of writing that allows students to demonstrate information learned by giving them the freedom to project themselves into unique roles and look at the content from different perspectives. By incorporating these unique roles and perspectives, *RAFT* writing helps students to explain processes, describe a point of view, envision a potential job or assignment, or solve a problem. This form of writing should be both creative and informative.

Ask each group to compose the following *RAFT*:

R – Role: Native American perspective

A – Audience: king of a European country

F – Form: letter to the king

T – Topic: propose and defend an alternative course of action to colonization, evaluating the positive and negative implications.

Student groups should orally present their letters to the class. Display the *RAFT* letters on a thematic bulletin board.

Activity 7: Mercantilism, Labor, and Slave Trade (GLEs: 11, 19)

Materials List: outline maps of the Atlantic World in 1700, diagrams of slave ships, colored pencils or markers

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

Mercantilism was the driving force behind colonial trade policy. Ask the class to work in small groups to explain and then report their responses to the following:

- Why were the English and French so insistent upon limiting products made in the colonies?
- What might have been the result had mercantilism been successful and the English had acquired all the gold?

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

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

Discuss consequences of the transatlantic slave trade. The discussion must include the following:

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

Ask students to locate, on an outline map of the Atlantic World in 1700 ([Atlantic World of 1700 AD](#)), slave ports on the west coast of Africa and common delivery ports in the New World. Using the maps and information in student texts or teacher-provided handouts, have the students draw at least three of the common “triangular trade routes” between Africa, the New World, and Europe. Use a different color for each trade route and label the goods transported along each route. Working in pairs or small groups have the students write brief explanations of how each trading group benefited from the triangular trade system across the Atlantic Ocean (e.g., Plantation owners in the West Indies and “Southern” colonies in America benefited by obtaining cheap labor, New England colonies benefited from the sale of ships and molasses, African traders received manufactured goods and rum from British traders, etc.). Have students in pairs or small groups share their explanations with the whole class.

Provide students with diagrams of slave ships ([picture of slave ship 1](#) and [picture of slave ship 2](#)). Have students relate the design of the slave ships to the death toll of slaves during the Middle Passage across the Atlantic Ocean.

Activity 8: Changing World Politics: Analyzing Colonial Patterns 1450–1770 (GLEs: 6, 23)

Materials List: political map of the world in 1450, map of colonial claims in 1550, map of colonial claims in 1650, map of European claims in 1750

Lecture on European colonization in the New World. After the lecture students should be provided with a series of maps or atlases of world history for class study. Include world political maps for

- the known world in 1450 ([known world in 1450 AD](#)),
- colonial claims in 1550 ([Colonial Claims in 1550 AD](#)),
- colonial claims in 1650 ([Colonial Claims in 1650 AD](#)), and
- European colonies in 1750 ([European Colonies in 1750 AD](#)).

Have students study and compare the four maps in order to make observations of changes in colonial patterns. To facilitate the class discussion, ask the following questions:

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

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

- Portuguese—Angola, Mozambique, Goa, Macao, Brazil
 - Why were the Portuguese so successful early on in India and China?
 - Why were the Portuguese unable to maintain this vast empire?
 - Why did the Portuguese have so few claims in the New World?
- French—Louisiana, Canada, Caribbean
 - Why was French control in North America so expansive?
 - Why was the French influence less than that of the English?
 - Why did the French have better relations with the Native Americans than England and Spain?
- Dutch—South Africa, Indonesia (Spice Islands)
 - Why were the Dutch so active in trade and colonization in the early years of the Age of Exploration?
 - Why were wars with the English destructive to the Dutch colonial empire?
- British—American colonies, Caribbean, India

- Why were the British such avid colonizers?
- How did private companies (e.g., the Hudson Bay Company and the British East India Company) promote the British empire?
- Spanish—Central and South America, Philippines, Africa
 - Why were the Spanish handicapped by the discovery of so much gold in the New World?
 - How were the Spanish able to maintain so vast an empire for so long?
 - What signaled the decline of Spain’s dominance of the New World?

Have students role-play a discussion among explorers of each nation listed above; have them argue for their national interests as well as their personal ones. Also, have them critique their approaches to colonialism. After all arguments are presented, have students respond to the following journal prompt: I believe _____(European country) was the most humane in their treatment of the native people they conquered because.....

Activity 9: Effects of Colonization (GLEs: 11, 25, 26, 27)

Materials List: Colonization Chart BLM, map of world languages, map of world religions

Based on information gathered through teacher lecture and/or student research, have the students complete a *graphic organizer* ([view literacy strategy descriptions](#)), indicating the areas colonized by Spain, France, and England and the purpose and consequences of this colonization. (See Colonization Chart BLM and sample below)

European Country	Areas Colonized	Purpose of Colonization	Consequences
Spain	North and South America Caribbean	Self-sustaining colonies convert natives to Christianity; expand absolute power of the monarchy; acquire gold and precious metals	Political: Continued dominance by the Church-Inquisition; colonies failed to benefit from changes taking place in Europe and English colonies
			Social: No development of middle class at home or in colonies; rigid social class system
			Economic: Gold flooded Spain creating inflation in 1550

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

Ask half the students to assume the role of reporters in Delhi to describe the impact of British colonization in the region. The response must include the Raj, British plantation agriculture, impact on Hindus, Islam, and the East Indian Company. Ask the other half of the students to

assume the role of reporters for Beijing to describe why the British had limited impact on China and Japan before 1750. Review and discuss these news reports collectively.

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

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

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

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

Then working in small groups have students compare and contrast two or more things such as China versus Europe in 1500; treatment of the Native Americans by the French, English, and Spanish; or positive and negative aspects of European colonization around the world.

Activity 10: Case Study on Colonialism (GLEs: 3, 4, 18, 23)

Materials List: current news information on Haiti, historical information on Haiti

Provide students with the most up-to-date news information on Haiti, or have them research it independently through reliable online news organizations. Have students locate Haiti on one of the maps in their text or on a displayed world map in the classroom. Then have students look at the history of Haiti starting with Columbus landing there. In groups, have them construct a timeline that establishes what happened and when, as well as who was involved. Then have each group contrast the past and present of Haiti, demonstrating awareness of the differing political, social, and economic contexts. After presenting that information to the class, discussion could encompass the following:

- Why are none of the original natives of Haiti a part of the current population?
- What conclusions can be made about colonialism in this part of the world?
- What are the problems indigenous to this area as a result of colonialism?
- Critique Jean Bertrand Aristide's role in addressing the problems in Haiti, as well as the American role in addressing the problems of Haiti.

- How would Haiti have been different if the slave traders had never touched its shores?
- What has changed, and what has remained the same in Haiti?

After the class discussion have students complete the following *RAFT* ([view literacy strategy descriptions](#)) writing assignment:

R – Role of a concerned citizen

A – Audience is the Secretary General of the United Nations

F – Form will be a letter

T – Topic: “What should be done in Haiti now?”

Ask students to take on the role of a concerned citizen that is disturbed about the current situation in Haiti. Have them write a letter addressed to the Secretary General of the United Nations. If they do not know who the current Secretary General is, have them look it up in a current periodical or on the internet. The letter should address the student’s concerns and solutions to the problems in present-day Haiti. Students should exchange their *RAFTs* to check for accuracy and logic.

Sample Assessments

General Guidelines

- Students should be monitored during all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
 - a variety of formats for objective, convergent test items
 - depth of knowledge at various stages of Bloom’s taxonomy
 - LEAP-like constructed response items
 - open-ended response items requiring supporting evidence
 - test items aligned to the verbiage of the GLEs.

General Assessments

- Using a publishing program, students will create a newspaper from all the written reports throughout the unit. Students can devise separate sections pertaining to colonization, scientific discoveries and inventions, exploration, world politics, lifestyles around the world, etc. Graphics and political cartoons can be added to enhance the newspaper's appeal. Each student should have at least one entry in the newspaper noted with a byline. The teacher and students should list the criteria for grading the final product. The majority of the points should reflect the accuracy of information presented.
- Students can be assigned a formal essay or journal writings on the teacher-selected topics. Examples: a) Compare and contrast the treatment of the Native Americans in the New World by the English, French, Spanish, and Dutch in respect to religion, government, economics, and integration of cultures; b) Explain the impact of at least five major innovations or inventions on the Age of Exploration.
- Have students label maps with color-coded trade and exploration routes. The name of the explorer and the year(s) should be marked on the routes. Grade students on the accuracy of the information they provide on the maps.

Activity-Specific Assessments

- Activity 1: Have student assess newspapers for accuracy and write a “corrections” column that could be published in a subsequent edition for items they found erroneous.
- Activity 2: The Venn diagram can be graded for accuracy of information presented in the diagram.
- Activity 3: Timelines can be graded for the accuracy of information presented. After the class analysis of the various timelines displayed, the teacher can assign a written reflection of the significance of the various innovations, inventions, and discoveries depicted on the timelines. Reflections can be graded for accuracy and supporting information.
- Activity 8: After the role-playing activity, students should individually critique the various nations' and explorers' approaches to colonialism through journaling. The journaling entries should be graded according to the supporting evidence presented.

Resources

- List of websites on the early European explorers:
<http://panorama.harrison.k12.co.us/mcdowell/Webpage/explorers.htm>
- Good chart of the explorers:
<http://www.mce.k12tn.net/explorers/explorers.htm>
- Good site for quizzes:
http://www.mce.k12tn.net/explorers/explorers_start.htm
- Biographies, timelines, etc.:
<http://www.mariner.org//educationalad/ageofex>
- Extensive list of explorers associated with sponsoring countries:
<http://www.chenowith.k12.or.us/tech/subject/social/explore.html>

World History

Unit 3: Political Revolutions (1750-1899)

Time Frame: Approximately four weeks



Unit Description

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

Student Understandings

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

Guiding Questions

1. Can students construct a timeline to explain and analyze historical periods in world history?
2. Can students compare historical conflicts in terms of similar issues, actions, or trends in world history?
3. Can students interpret or analyze data in a map, table, or graph to explain historical factors or trends?
4. Can students analyze or interpret historical events, ideas, or issues in world history?
5. Can students analyze causes and effects in historical and contemporary world events, using a variety of sources?
6. Can students describe the major ideas of philosophers and their effects on the world?
7. Can students identify causes and evaluate effects of major political revolutions since the seventeenth century?
8. Can students describe how the American Revolution differed from the French Revolution and the impact both had on world political developments?

Unit 3 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
History: Historical Thinking Skills	
1.	Construct a timeline to explain and analyze historical periods in world history (H-1A-H1)
2.	Compare historical periods or historical conflicts in terms of similar issues, actions, or trends in world history (H-1A-H1)
7.	Analyze or interpret a given historical event, idea, or issue in world history (H-1A-H2)
15.	Interpret or analyze historical data in a map, table, or graph to explain historical factors or trends (H-1A-H4)
18.	Analyze causes and effects in historical and contemporary world events, using a variety of resources (H-1A-H6)
World History	
28.	Describe the major ideas of philosophers and their effects on the world (H-1C-H10)
29.	Identify causes and evaluate effects of major political revolutions since the seventeenth century (H-1C-H10)
30.	Describe how the American Revolution differed from the French Revolution and the impact both had on world political developments (H-1C-H10)

Sample Activities

Activity 1: Change and Enlightenment (GLEs: 1, 7, 28, 29)

Materials List: chart paper or poster board for timelines, selected readings from Adam Smith’s *Wealth of Nations* and Malthus’ *Essay on Population*, cardstock or construction paper for bumper stickers

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

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

Working in pairs or small groups, have students analyze the timelines for trends and relationships between the growth of ideas and the emergence of revolutions (e.g. influence of Locke’s social contract theory on the English colonists’ rebellion against Great Britain).

Ask students, in pairs, to research and develop brief biographical sketches for one or more of the following philosophers: Thomas Hobbes, David Hume, Jeremy Bentham, John Locke, Baron de Montesquieu, Jean-Jacques Rousseau, Voltaire, Adam Smith, Thomas Jefferson,

Thomas Paine, and Benjamin Franklin. The biographies must include the following:

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

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

Provide selected readings from Adam Smith's *Wealth of Nations*. Ask students to explain what he means by the "invisible hand" controlling markets and prices. How is this idea related to natural law? ([Adam Smith's Wealth of Nations](#))

Introduce the Malthusian doctrine on population. Have students explain Malthus' population theory and explain whether or not he advocated natural law principles. Have students explain why they believe Malthus' theory was correct or incorrect. ([Malthus' Essay on Population](#))

Using a publishing program, word processor, or card stock, have students create bumper stickers to represent each of the philosophers studied in this unit (e.g., I Think↔I Am for Rene Descartes) Students may work individually, in pairs, or in small groups. Students should display their bumper stickers and have the rest of the class guess the philosopher to which the students have referred.

Conclude this activity with the following journal stem: Which philosopher in this unit most closely resembles your own personal philosophy on life and why?

Activity 2: Absolutism verses the Natural Rights of Man (GLEs: 7, 28)

Materials List: excerpts from Jacques Bossuet's *Divine Right of Kings*, Machiavelli's *The Prince*, and John Locke's *Two Treatises on Government*; Absolute Monarchy Split-Page Notetaking Guide BLM

Provide students with excerpts from Jacques Bossuet's *Divine Right of Kings* ([Divine Right of Kings excerpt](#)) and Machiavelli's *The Prince* ([The Prince excerpt](#)). Working in pairs or small groups, have the students read the selections and write a summary of Bossuet's and Machiavelli's concept of autocratic government. Ask the students to relate these philosophies to the justification of absolute monarchies in Prussia, Russia, and Spain. As each group shares their summary with the class, the other students should use *split-page notetaking* ([view literacy strategy descriptions](#)) to record information about the philosophers and their works. On the left side of the page students should list the philosophers and their

works. Using the right side of the page, the students should take notes concerning the relationships of the philosophies to the justification of the absolute monarchies in Prussia, Russia, and Spain (see the Absolute Monarchy Split-Page Notetaking Guide BLM).

After the summaries have been presented, the teacher should lead a class discussion asking students to hypothesize how and why an individual or group might revolt against an autocratic government. Also, demonstrate for students how they can use their *split-page notetaking* for review by covering information in one column and using the information in the other to recall the covered information. Students can also quiz each other over the content of their notes in preparation for quizzes and other class activities.

The teacher should conduct a short review of the natural rights theory of the “Enlightened” philosophers. Then provide students with an excerpt from John Locke’s *Two Treatises on Government* ([Two Treatises on Government excerpt - Book II #131](#)) and ask them to read and discover how Locke applied the natural rights theory to the role and purpose of government.

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

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

Each group should choose one or two representatives to defend their perspective on the role and purpose of government using a debate format. After both sides have presented their defense to the class, the students should write a reflection in their journals explaining which side they believe presented the better argument.

Activity 3: Absolutism in Early Modern Europe (GLEs: 28, 29)

Materials List: Enlightened Despots Chart BLM

Ask students to read about the reigns of Frederick the Great (Prussia), Peter the Great (Russia), and Louis XIV (France). Using student input, guide discussion illustrating the plight of the peasants, the power of the nobility, the centralization of authority, militarism, the suppression of enlightened philosophies, and free will. Provide a *graphic organizer* ([view literacy strategy descriptions](#)) for student notes, such as the following (see the Enlightened Despots BLM):

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

Conclude with a discussion of the following summarizing questions:

- How did absolute monarchs achieve power?
- How did they protect their power from the people?
- How might an absolute monarchy exist and survive today?
- What advice would Machiavelli give an absolute monarch of today?

Activity 4: Early Modern European Revolutions (GLEs: 18, 29, 30)

Materials List: Early Modern Revolutions Process Guide BLM, Sample Comparison Essay Rubric BLM

Have students use the following guiding question for exploratory reading: How might the rule of an absolute monarch create major political revolution?

Ask students to read about the Glorious Revolution in England, the American Revolution, and the French Revolution. Working in pairs, students should use a *process guide* ([view literacy strategy descriptions](#)) to help assimilate, think critically about, and apply new knowledge concerning the causes, significant events, consequences, and the impact that each revolution had on world political developments (see Early Modern Revolutions Process Guide BLM).

Process guides are used to produce application in the areas of thinking and reasoning. They can help to build students' comprehension within a wide range of different formats. They are used to stimulate students' thinking during or after reading, listening, or involvement in any area of content instruction. These guides help students focus on important information and ideas. They help to make reading and listening more effective and engaging. Students must read and think about the information, not just simply skim or scan for answers to complete the activity.

Divide students into groups of three or four and have them compare their answers. Each group should come to a consensus as to the correct answers for each category. The teacher should lead a class discussion on each revolution and students should make necessary corrections on their process guides. Have students volunteer their answers to the guiding question in the beginning of this activity. Students should understand that all three revolutions were sparked by a dissatisfaction with the reigning monarch. This activity should culminate in a written essay comparing and contrasting the three revolutions (see the Sample Comparison Essay Rubric BLM).

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

Write the following quotations on the chalkboard:

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

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

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

- principles and philosophies underlying each Revolution
- previous experience with governing and governments
- consequences of both revolutions

Ask the class to create *graphic organizers* ([view literacy strategy descriptions](#)) or charts that compare and contrast the following:

- the importance of the English Bill of Rights (1688) to the Declaration of Independence (1776) and
- the American Bill of Rights (1789) to the French Declaration of the Rights of Man and the Citizen (1789).

Then divide students into groups to research and discuss the following questions:

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

Each group should share their answers with the class. The teacher should lead a class discussion on each of the questions and the students should arrive at a consensus about the correct answers.

Activity 6: Reaction, Reform, and Revolution in Europe (1799-1899) (GLEs: 1, 29)

Materials List: chart paper for storyboards option or *PowerPoint*® software, banner paper or newsprint for timelines, bulletin board materials, *Inspiration*® software (optional)

Divide the students into cooperative groups of three or four. Each group should be assigned one of the topics below and create a storyboard or *PowerPoint*® presentation based on their research to present to the class. All students will be responsible for the historical information presented by each group. After all the groups have presented their information, each group will create a timeline of the major events in Europe from 1799 to 1899.

Topics for presentations:

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

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

Ask students to compare the various revolutions in terms of similar issues, actions, and trends in world history by creating a *graphic organizer* ([view literacy strategy descriptions](#)) or using a graphic organizer program such as *Inspiration*®.

To conclude this unit, have the students respond to the "Problem Solving" *SPAWN* ([view literacy strategy descriptions](#)) prompt by journaling in their *learning logs* ([view literacy strategy descriptions](#)). *SPAWN* is an acronym that stands for five categories of writing options (Special Powers, Problem Solving, Alternative Viewpoints, What If? and Next). *SPAWN* prompts are used to help prepare students to learn new information about a given

topic or reflect on what has been learned. The purpose of the *SPAWN* prompt in this activity is to elicit extended thinking that relates the problems of revolutions in this unit to revolutions today. The *SPAWN* prompt below can be written on the board or an overhead projector. When students finish responding to the prompt, allow them to read their responses to a partner or the whole class. These responses can serve to stimulate discussion about the best possible solutions to the problem.

Revolutions still take place throughout the world as people struggle against injustice and the dictators who relentlessly violate the natural rights of man. There are Americans who believe the United States should be the “Big Brother” of the world who protects the rights of people everywhere against oppressive governments. U. S. involvement in foreign countries is very costly to the American people, both economically and in terms of the loss of lives (especially those of our soldiers). Other Americans believe that the U.S. should not become involved with other countries’ problems but should concentrate American resources in taking care of U.S. domestic problems such as healthcare and poverty, which are a different form of oppression. What solutions to the above dilemma would you propose to your Congressman?

Sample Assessments

General Guidelines:

- Students should be monitored during all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
 - a variety of formats for objective, convergent test items
 - depth of knowledge at various stages of Bloom’s taxonomy
 - LEAP-like constructed response items
 - open-ended response items requiring supporting evidence
 - test items aligned to the verbiage of the GLEs.

General Assessments

- The students can journal several times during the unit. The following are sample journal stems:
 - Do you believe that all people should be guaranteed a democratic government? Why or why not?
 - Do the people of a nation have the right to rebel against their government? Explain your answer.
 - Explain how wars are sometimes wars of words before they become wars of weapons. Give specific examples.
- Using a publishing program, word processor or card stock, have students create trading cards for any of the personalities discussed in this unit. Trading cards should be posted on a bulletin board entitled “The Enlightenment and Revolutions.” Students can use the displayed cards as a source of information when preparing for the unit exam.
- Have the students place the revolutions and philosophers of this unit on a timeline. Ask them to draw conclusions about the impact of the philosophers on the revolutions. Timelines should be assessed for the accuracy of information presented.

Activity-Specific Assessments

- Activity 1: Student research groups may create *PowerPoint*® presentations or give oral presentations on the biographical sketches of the philosophers (see sample rubric in the BLM section of Unit 1).
- Activity 4: Students will turn in the completed process guide and the teacher will assess the guides for accuracy after the information has been discussed in class. This will assess students’ attention in a large group discussion by requiring them to edit their data for accuracy.
- Activity 4: The comparison essay should be assessed as the product of this activity. A rubric should be designed by the teacher and/or students to assess the essay. See the Sample Comparison Essay Rubric BLM.
- Activity 6: Have students create a timeline of the major events in Europe between 1750 and 1899. The timelines should include the various revolutions, political upheavals, changes in the French governments, and reform actions. Criteria created and distributed to the students should be used to assess the timelines.

World History

Unit 4: Agricultural, Commercial, and Industrial Revolutions

Time Frame: Approximately two weeks



Unit Description

This unit focuses on the impact of the agricultural, commercial, and industrial revolutions. Expanding population, growing industrial economies, and the resulting social transformations will be explored.

Student Understandings

Students describe the characteristics of the agricultural, commercial and industrial revolutions and analyze their impact. Students compare and contrast the three revolutions after explaining the causes and effects of each revolution. Students understand how the expansion of industrial economies resulted in global social transformation.

Guiding Questions

1. Can students describe the four major characteristics of the Agricultural Revolution that occurred in England and Western Europe and analyze its effects on population growth, industrialization, and patterns of landholding?
2. Can students explain the cause and effects of the Commercial Revolution and its impact on industrialization?
3. Can students explain why the Industrial Revolution began in England?
4. Can students explain the causes and effects of the Industrial Revolution?
5. Can students describe the expansion of the Industrial Revolution to Western Europe, the United States and Asia?
6. Can students describe the expansion of industrial economies and the resulting social transformations throughout the world?
7. Can students identify demographic, economic, and social trends in major world regions?

Unit 4 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Historical Thinking Skills	
1.	Construct a timeline to explain and analyze historical periods in world history (H-1A-H1)
World History	
18.	Analyze causes and effects in historical and contemporary world events, using a variety of resources (H-1A-H6)
21.	Identify demographic, economic, and social trends in major world regions (H-1C-H7)
31.	Describe the characteristics of the agricultural revolution that occurred in England and Western Europe and analyze its effects on population growth, industrialization, and patterns of landholding (H-1C-H11)
32.	Describe the expansion of industrial economies and the resulting social transformations throughout the world (e.g., urbanization, change in daily work life) (H-1C-H11)

Sample Activities

Activity 1: Social Conditions in the Pre-Industrial Age (GLE: 21)

Materials List: chart paper (optional)

Introduce the unit by having the students simulate a household in which no one is employed and there is no income for the family. Ask students, assuming roles as head of the household, to explain what they would do to provide for their family. List student comments on the board (e.g., contact Salvation Army, ask church for help, go to social services for support). Did those alternatives exist for families in the eighteenth century? List options they might have had (e.g., steal for survival, beg for food, send children to do hard work at low pay, poach livestock belonging to nobility). Ask the class to develop responses to the following questions:

- Why was unemployment not a problem under feudalism?
- What was the social role of the Roman Catholic Church under feudalism?
- How did free will and the equal rights of man influence social services?
- How did capitalism promote individual responsibility without a safety net?
- What did laborers do when thrown off their land?

Have the students use what they learned about the Enlightenment and the Age of Reason to articulate what the characteristics of an agricultural revolution might be and analyze what its potential effects might be on population growth, industrialization, and patterns of landholding. As the students generate a list of characteristics, the teacher should record them on the board or chart paper. Keep the list posted as a reference for students to use to

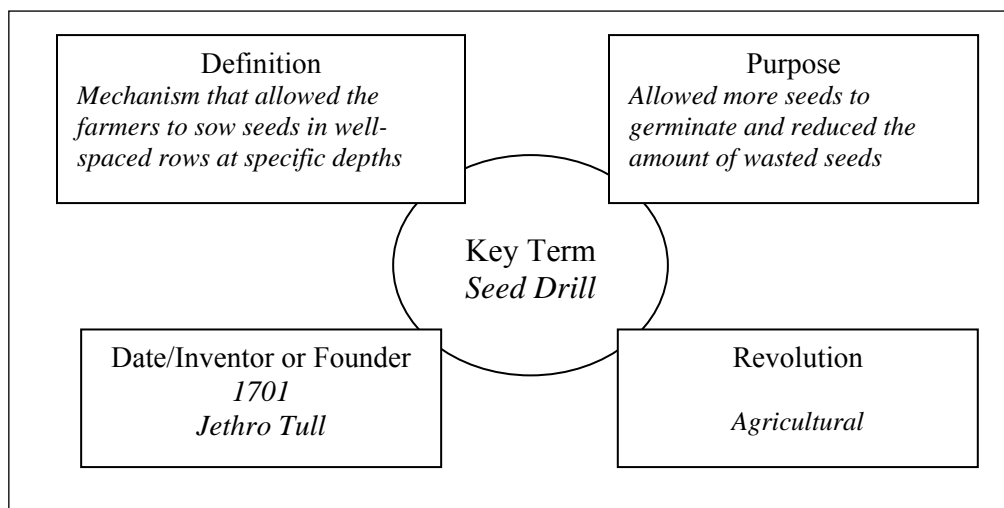
ascertain how close their predictions were to actuality as the agricultural revolution is studied in the next activity.

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

Materials List: thirty 5 x 8 index cards, chart paper or newsprint for timeline, Vocabulary Cards-Group Assignments BLM, Internet (optional)

To develop students' knowledge of key vocabulary, have them create *vocabulary cards* ([view literacy strategy descriptions](#)) for terms related to the agricultural, commercial, and industrial revolutions. Divide the class into six groups of four (adjust groups for the number of students in the class). Distribute five 5 x 8 index cards and the Vocabulary Cards-Group Assignments BLM to each group. Ask the students to follow the teacher's directions in creating a sample *vocabulary card*. On the board, place a targeted word in the middle of the card, as in the example below. Ask the students to provide a definition of the word and write it in the appropriate space. Have the students provide a date and the inventor or founder associated with the word in the appropriate space. Invite the students to find out the purpose associated with each term and write it in the appropriate space. The last block of the *vocabulary cards* is reserved for the name of the revolution with which each term is associated. Explain to students how that block will be completed as the unit progresses.

Once the sample card has been created, ask each group of students to make their own cards for the terms listed on the Vocabulary Card BLM. Each group will work on their assigned terms. Allow each group to review the words and hold each other accountable for accurate information on the cards. Once the group has had time to review their words, have them exchange their *vocabulary cards* with another group. Continue exchanging until all groups have manipulated all the *vocabulary cards*. The *vocabulary cards* will then be displayed on a "Word Wall" in the classroom to allow students to refer to the vocabulary terms throughout the unit for review.



Now, have the students investigate England and Western Europe at the time of the Agricultural Revolution by reading selected passages in their text or through Internet research. Ask students to describe the four most important developments that impacted the Agricultural Revolution: Enclosure Movement, mechanization (seed drill, iron plough), selective breeding, and the four-field crop rotation system. The impact of New World products (Columbian Exchange) entering Europe should be explored. Have students describe the characteristics of the Agricultural Revolution in terms of population growth, industrialization, family size, child labor and patterns of landholding. Lastly, they should compare how close their predictions in Activity 1 were to actual conditions.

Have students read about the Commercial Revolution in their textbooks or through reading articles on the Internet. Ask the students to describe the main characteristics of the important developments contributing to the Commercial Revolution (new banking systems, bills of exchange, double-entry bookkeeping, joint-stock companies, stock exchanges, entrepreneurship and investment). Have students explain why the Commercial Revolution began in the Italian city-states and what caused its spread throughout Europe and eventually the world.

Ask students to write an informal, quick essay explaining how the Commercial and Agricultural Revolutions contributed to the rise of industrialism. The students should include at least two contributions of both revolutions in their essays. Contributions of the Commercial Revolution could include the following examples: joint-stock companies allowed the risk of financing factories and labor force to be spread among many; new banking systems allowed entrepreneurs to borrow money and coordinate their financial exchanges; bills of exchange facilitated the trading of goods between cities and countries; and double-entry bookkeeping allowed for accurate tracking of complicated finances of a company. Contributions of the Agricultural Revolution could include the following examples: increased production of foodstuff provided the necessities of the laborers living in the cities to work in factories; large families, previously needed to work the farms, became a ready labor force for the factories; as the patterns of landholding merged toward an enclosure system, displaced farmers became factory laborers; and children provided a cheap source of labor for the factories.

Activity 3: Industrial Revolution (GLEs: 1, 21, 32)

Materials List: chart paper or newsprint for timeline, Inventions of the Industrial Revolution BLM, outline map of the world, resources on cultural geography, colored markers

Before reading about and researching the Industrial Revolution, have students generate questions they have about the Industrial Revolution by responding to a *SQPL* (Student Questions for Purposeful Learning) prompt ([view literacy strategy descriptions](#)). An *SQPL* prompt is designed as a stimulus that will cause students to wonder about or question an event or happening. Write the *SQPL* prompt below on the board or chart paper to encourage students to start thinking about the Industrial Revolution.

The Industrial Revolution greatly affected all the lives of the people in every aspect of the societies it touched.

Working in pairs, have students think of at least two questions they have about the Industrial Revolution based on the *SQPL* prompt. Ask the students to share their questions with the class and then write them on the board or chart paper. Any question asked more than once should be marked with an asterisk to signify that it is an important question. Add your own questions to the list if you think there are gaps. Keep the questions posted throughout the study of the Industrial Revolution.

Tell students to listen carefully for the answers to their questions as the Industrial Revolution is studied. Stop whenever information is presented that answers one of the student-generated questions and ask the students if they heard the answer to any of their questions. Allow students to confer with a partner before responding. Continue the process until all information about the Industrial Revolution has been presented. Go back and check which questions may still need to be answered. Remind students they should ask questions before learning something new, then listen and look for the answers to their questions.

Ask students to create a timeline of events that includes the major elements of the agricultural, commercial, and industrial revolutions. The timeline should span the 16th century to the 19th century and include items such as banking systems, double-entry bookkeeping, bills of exchange, stock exchanges, joint-stock companies, Columbian Exchange, crop rotation, Enclosure Movement, commercial farms, steam-driven water pump, steam engine, flying shuttle, spinning jenny, water frame, first factory, spinning mules, cotton gin, steam-driven carriage, the railroad, interchangeable parts, assembly line, and first company town (teachers may add to the list). Have students draw conclusions about the order of the events on the timeline.

Ask students to create a *graphic organizer* ([view literacy strategy descriptions](#)) that lists important inventors (inventions) preceding and during the Industrial Revolution (e.g., Newcomen, Watt, Kay, Hargreaves, Arkwright, Crompton, Whitney, Trevithick, Stephenson, Wedgwood, Owen). The listings in a *graphic organizer* should include the inventor and country of origin, the invention or discovery, and its impact on the industrial revolution (see *Inventions of the Industrial Revolution BLM*).

Ask students to explain why the Industrial Revolution began in England. Their statements should include references to the physical geography of central England (including energy resources), the Enclosure Movement, cottage industries, and capitalist thought fostered during the Age of Reason. Introduce the concept of *demographic transition* using line graphs and/or population pyramids (consult a cultural geography text for examples). Illustrate the demographic transition through the following:

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

Provide maps of Europe that show how the Industrial Revolution spread from England to continental Europe ([click here for map of European industrialization](#)). Provide students with an outline map of the world. Have them research when different countries of the world became industrialized by coloring the map with different colors for different centuries. Ask the students to draw conclusions about the spread of industrialization throughout the world.

Provide maps illustrating colonial empires of 1815 ([click here for map of Colonial Empires of 1815](#)). In guided discussion, ask students to explain how industrial competition affected

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

Have students research the population data for England from 1500 to 2000 AD and create a demographic model. Ask students to use the demographic model to explain changes in population. Students should use their knowledge of working conditions during the Industrial Revolution to explain changes in the demographic transition.

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

After completing all the activities above, have students compare and contrast the impact of the Industrial Revolution on society during the 19th century with their perception of the impact of the Computer Revolution on society in the 20th century. For example, the Industrial Revolution made more products readily available to consumers and the Internet has also increased the number of products available to consumers. People became better connected through the transportation networks needed to get resources to the factories in the 19th century, and today people are even more connected through the information highway of the Internet. In contrast, during the 19th century, workers had to leave their homes to work in the factories, but today many people can work at home through their computer and even earn college credits.

Activity 4: Working Conditions in Early Industries (GLE: 32)

Materials List: readings about the social conditions in Great Britain in the 1800s (see “Resources” at the end of the unit)

Ask students to create a list of working conditions and wages they expect to receive when they enter the work force. Make certain that working age, work safety, benefits, and wages are explored. Create a classroom list of student comments. Provide readings (portions of Dickens’ *Oliver Twist* would be useful) about social conditions in the United Kingdom about 1800 (see “Resources” at the end of this unit). The readings should emphasize conditions for

women and children working in mines and factories. Compile a second list of students' comments about working conditions in 1800. Ask the class to compare the two lists while answering important questions such as the following:

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

Have students read about working conditions in the United States in the 1800s in their textbook, through Internet research, or readings provided by the teacher. Ask students to write a short essay comparing and contrasting the working conditions in England with the working conditions in the United States factories. The teacher should lead the class in a discussion of the working conditions today for women and children. Ask the students to find out what U. S. programs and international organizations oversee the working conditions of women and children today.

Activity 5: Industrial Revolution and Reform (GLEs: 18, 32)

Materials List: poster paper or card stock for signboards, crayons or markers for signboards

Have students create a chart listing the causes and effects of the Industrial Revolution as a review of the previous activities. A teacher-led discussion of the student cause-and-effect charts should eventually focus on the effects of the Industrial Revolution that resulted in poor living and working conditions that sparked social reforms in the nineteenth and early twentieth centuries. Working in groups of three or four, have each group of students research the major social reform movements in Great Britain and the United States, using a variety of resources. Assign each group one of the following reform movements:

- Extension of male suffrage
- Women's suffrage
- Child labor reform
- Abolition of slavery
- Prison reform
- Public education
- Rise of labor unions to reform working conditions and wages

Each group will compare and contrast the social movements in Great Britain and the United States, indicating the leaders, laws passed, and time frames of the reform movements. The groups will present their research to the class. During the presentations, the rest of the class will use *split-page notetaking* ([view literacy strategy descriptions](#)) to record the information presented. The students should divide their paper into two columns and list the events in the left column and record the notes on each event in the right column of each page. The teacher will correct any misinformation presented to ensure accurate study notes.

Then have students create signboards that they could have used as a part of a protest demonstration reflecting changes that these reform movements would bring about in the political and economic systems of the time (e.g., wages, working conditions, price controls, extended voting rights, worker benefits). Poster paper or card stock can be used to create the signboards. Signboards should be displayed around the classroom.

Activity 6: Communism Versus Capitalism (GLE: 21)

Materials List: Economic Systems Word Grid BLM, *Forbes*' list of the wealthiest people, Publisher[©] software program (if available), and abbreviated readings by Adam Smith, Karl Marx, and Robert Owens

Have students refer to the Word Wall in Activity 2 to review the following key terms: capitalism, socialism, communism, entrepreneurs, and factors of production. Students should also define mixed economy, collective ownership, and incentives. Working in pairs, have students complete a *word grid* ([view literacy strategy descriptions](#)) clarifying the characteristics of capitalism, mixed economy, socialism, and communism. *Word grids* help students learn important concepts related to key terminology by delineating their basic characteristics in relation to similar terms. Having a deeper knowledge of the meaning of key terms enables students to understand the application of the vocabulary in its historical use. The most effective *word grids* are those students create themselves, but they should start with the Economic Systems Word Grid BLM. As students adjust to using *word grids*, the teacher should encourage them to create their own *word grids*. Students should place a “yes” or “no” in each column for each characteristic as in the BLM sample below. Allow time for students to quiz each other over the information on the grids in preparation for tests and other class activities.

Basic Characteristics	Capitalism	Mixed Economy	Socialism	Communism
Privately owned enterprise	Yes	Yes	No	No
State-owned enterprise	No	Yes	Yes	No

Provide the *Forbes*' list of the richest people in the world ([click here for list of billionaires by rank](#)). Ask students to research the top ten billionaires on the list and consider their countries of origin and how they achieved their wealth. Focus discussion on Bill Gates, including the following questions:

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

Provide abbreviated readings or allow students to research the ideas of Adam Smith, Karl Marx and Robert Owen on the Internet (see the “Resource” list at the end of this unit). In guided discussion explore questions such as:

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

Using the political-economic spectrum chart below, ask students to compare the economic systems and corresponding political systems associated with each. Ask students to define each system and respond to questions such as these:

- Could democracy exist in a communist system? Why or why not?
- Could dictators promote capitalism? Why or why not?
- Could there be a socialist democracy? Why or why not?
- What is a mixed economy? Could an absolute monarchy promote a mixed economy? Why or why not?
- Where should the United States be placed on the political-economic spectrum?

Teacher Note: The teacher should make it clear to students that political systems and economic systems on the extreme ends of the spectrum have very little in common and would be very difficult, if not impossible, to support each other. Use this basic premise when addressing the above questions.

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

In small groups of two or three, have students create a summary statement that succinctly distinguishes between communism and capitalism. Tell them it should be succinct enough to become a bumper sticker and to make careful language choices. Using a publishing program, such as Publisher[®], have the students create a bumper sticker to represent communism and one to represent capitalism. Display the bumper stickers in the classroom.

Sample Assessments

General Guidelines

- Students should be monitored during all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.

- Student investigations should be evaluated with a rubric and, when possible, students should assist in the developing of the rubrics used.
- Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive exams assessing the GLEs from the unit should consist of the following:
 - a variety of formats for objective, convergent test items
 - depth of knowledge at various stages of Bloom’s taxonomy
 - LEAP-like constructed response items
 - open-ended response items requiring supporting evidence
 - test items aligned to the verbiage of the GLEs.

General Assessments

- Use the vocabulary cards created in Activity 2 or some type of quiz game to review the key vocabulary and events of the agricultural, commercial, and industrial revolutions. Log student participation as a performance assessment.
- Have students write an informal essay about the relationship between the Age of Exploration, the Scientific Revolution, and the Age of Enlightenment to the commercial, agricultural, and industrial revolutions. The essays should touch upon ideas such as the increased trade bringing prosperity to Europe which required new banking practices, new products such as turnips and potatoes leading to crop rotation and increased livestock, enlightened thinking leading to an openness to new ideas and innovations that impacted the industrial revolution, etc. Assessment of the essay should be based upon criteria distributed to the students prior to the assignment.
- Have students create another graphic organizer of the top inventions of their lifetime and compare the impact of those inventions on society today to the impact of the inventions of the Industrial Revolution upon society during the 18th and 19th centuries.

Activity-Specific Assessments

- Activity 3: Have students submit their timelines. Assess the timelines for the accuracy of the information presented.
- Activity 4: Have students submit their essays comparing and contrasting working conditions in the United States and England. Assess essays on the accuracy of information presented.
- Activity 5: Have students submit signboards for teacher assessment. Assessment criteria should be distributed to students at the beginning of the activity to assure impartial grading. Students can role-play the perspectives of the laborers and

management on the issues depicted on the signboards. Teachers can log student participation on a student chart.

Resources:

Links to working conditions of England in the 1800s:

- <http://www.megaessays.com/viewpaper/55055.html> - England's labor reports - 1800s
- http://www.ourwardfamily.com/victorian_london.htm - living and working conditions of 19th century England – Victorian England
- <http://www.fidnet.com/~dap1955/dickens/twist.html> - summary of Oliver Twist
- http://www.dickens-literature.com/Oliver_Twist/index.html - copy of Oliver Twist that can be read online
- <http://www.spartacus.schoolnet.co.uk/REVhistoryIR2.htm> - links to various articles about the Industrial Revolution in the United Kingdom

Links to works by Adam Smith, Karl Marx, and Robert Owens:

- <http://www.adamsmith.org/smith/won-index.htm> - complete text of the *Wealth of Nations* by Adam Smith
- <http://www.blupete.com/Literature/Biographies/Philosophy/Smith.htm> - biography and quotes of Adam Smith
- <http://www.spartacus.schoolnet.co.uk/TUmarx.htm> - article about and additional links to Karl Marx
- http://en.wikipedia.org/wiki/Karl_Marx - article about Karl Marx
- http://en.wikipedia.org/wiki/Robert_Owen - article about Robert Owen
- <http://www.spartacus.schoolnet.co.uk/IRowen.htm> - article about Robert Owen

World History

Unit 5: Nations and Empires (1750–1914)

Time Frame: Approximately two weeks



Unit Description

This unit focuses on European imperialism in Africa, Asia, and the Americas in the late 18th century, the 19th century, and the early 20th century. United States expansion and imperialism along with Japanese imperialism are also addressed. The third focus of this unit is how the force of nationalism repeatedly changed the map of the world.

Student Understandings

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

Guiding Questions

1. Can students describe the development of the nation-states of Italy and Germany?
2. Can students describe the motives, major events, and effects of Western European imperialism in Africa, Asia, and the Americas?
3. Can students use a map to identify the extent of European territorial expansion?
4. Can students use a map to identify the extent of American territorial expansion?
5. Can students use a map to identify the extent of Japanese territorial expansion?
6. Can students interpret a political cartoon depicting imperialism?
7. Can students analyze causes and effects in historical and contemporary world events, using a variety of resources?

Unit 5 Grade-Level Expectations

GLE #	GLE Text and Benchmarks
Historical Thinking Skills	
14.	Interpret a political cartoon depicting an historical event, issue, or perspective (H-1A-H4)
18.	Analyze causes and effects in historical and contemporary world events, using a variety of resources (H-1A-H6)
World History	
24.	Describe the development of nation-states and major world powers. (H-1C-H8)
33.	Describe the motives, major events, and effects of Western European imperialism in Africa, Asia, and the Americas (H-1C-H12)
34.	Using a map, identify the extent of European and American territorial expansion (H-1C-H12)

Sample Activities

Activity 1: Reaction and Revolution in Europe (GLE: 24)

Materials List: Reaction and Revolution BLM

To introduce the unit, have students review the definitions of *conservatism*, *liberalism*, and *nationalism*. Working in pairs, have the students create a *word grid* ([view literacy strategy descriptions](#)) that will help them compare and contrast the three ideologies (see sample below). Students should include the following characteristics in the *word grids* (they may add more):

- based upon tradition and social order
- based upon a community of common language, customs, institutions, and traditions
- political loyalty to the nation rather than a particular leader or political unit
- protection of basic rights is the chief political belief
- organized religion is crucial to societal order
- want religious toleration for all and separation of church and state
- freedoms should be guaranteed by a written agreement
- individual rights are secondary to social order
- obedience to political authority
- people should be as free as possible from government restraint
- based on a common set of political beliefs
- demand the right of peaceful opposition to the government
- each nationality is entitled to its own government and nation-state

Characteristics	Conservatism	Liberalism	Nationalism
Based upon tradition and social order	√		
Want religious toleration for all and separation of church and state		√	
Political loyalty to the nation rather than a leader or political unit			√

Student pairs should share their grids with the class as the teacher checks the grids for accuracy. After all *word grids* have been presented, ask students to discuss whether these characteristics still apply today to people who consider themselves conservatives, liberals, or nationalists. Allow time for students to quiz each other over the information on the grids in preparation for tests and other class activities.

The following topics should be presented through teacher lecture or through oral presentations by small group research teams:

- Prince Metternich and the Congress of Vienna;
- Concert of Europe and the principle of intervention;
- Forces of conservatism in 19th century Europe;
- Forces of liberalism in 19th century Europe;
- Forces of nationalism in 19th century Europe;
- Revolutions of 1830 in France, Belgium, Poland, and Italy;
- Revolutions of 1848 in France, the German states, the Austrian Empire, and the Italian states.

During the teacher lectures or student presentations, students should use *split-page notetaking* ([view literacy strategy descriptions](#)) to organize the information (see the Reaction and Revolution BLM for organizational structure of the notes).

Activity 2: Nationalism in the Americas, Australia, and New Zealand (GLEs: 24, 34)

Materials List: outline map of the United States, poster boards

To introduce the activity, have students review the definitions of *nation-states* and *nationalism*. Have students list the common factors that cause a group of people to want to become independent and establish a new nation (e.g., common language, culture, ethnicity, etc.). Write the list on the board or display it where the students can see it as they continue with this activity and Activity 3. Ask students if they know of any group(s) in the news trying to create an independent nation today (e.g., Palestinians, Chechnyans, Basques, Kurds, Quebecois).

The spirit of nationalism can be manifested in several ways. Independence movements to establish new nations and expansionism to pursue a nation's growth and power are two of the most common manifestations of nationalism. During the 19th century, the United States extended its borders from the Atlantic Ocean to the Pacific Ocean in an expansionist

movement that became known as “Manifest Destiny.” Have students use an outline map of the United States ([click here for an outline map of the United States](#)) to trace territorial expansion during the 19th century starting with the Louisiana Purchase and ending with the Gadsden Purchase.

Nationalism was severely tested in the United States with a civil war between the Northern states and Southern states from 1861 to 1865. The teacher should review the major causes, Abraham Lincoln’s purpose for preventing the secession of additional Southern states and the breakup of the Union, and the effects of the war on nationalism in the United States.

Now, have students, working in small groups, research the following topics:

- self-rule in British colonies (Canada, Australia, and New Zealand);
- Mexican independence;
- Central America’s independence;
- South American independence (Argentina, Venezuela, Colombia, Chile, and Brazil).

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

The term “Manifest Destiny,” in the 19th century, characterized the philosophy of the expansionists and nationalists in the United States who felt the country should extend “from sea to shining sea.” Have students create poster boards that reflect the spirit of nationalism in Canada, Australia, New Zealand, Mexico, and the countries of Central and South America.

Activity 3: Nationalism in Europe (GLEs: 18, 24)

Materials List: Internet access (optional), map of Europe in 1815, map of Europe in 1914

Review the common factors that cause a group of people to want to become independent and establish a new nation (e.g., common language, culture, ethnicity, etc.) displayed in the classroom in Activity 2. Working in pairs, have students research the unification of both Italy and Germany using their textbook or the Internet. They may gather data on a *graphic organizer* ([view literacy strategy descriptions](#)) like the following:

	Italy	Germany
Key people involved and their roles in unification		
Key events affecting unification		
Problems facing the new nation		
Impact of unification of each new nation on the balance of power in Europe		

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

Teacher lecture should cover the declines of the Austrian Empire (Dual-Monarchy), the Ottoman Empire, and the empire of the czars in Russia. The following is a list of topics that should be discussed:

- Austrian Empire: Carlsbad Decrees, Ethnic Problems, Revolt of 1848, Compromise of 1867, Dual Monarchy;
- Ottoman Empire: decline of the Ottoman Empire between 1699 and 1850, Crimean War, Balkan Wars, and the Young Turks movement; and
- Russian Empire of the czars: Decembrist Revolt, Reforms of Alexander II, Pogroms, Russo-Japanese War, Bloody Sunday and the Revolution of 1905, October Manifesto.

Class discussion conducted after the teacher lecture should center on how nationalism impacted events in each area of Europe.

Create groups of three or four students and then distribute to them two maps: the map of Europe in 1815 ([click here for a map of Europe in 1815](#)) and the map of Europe in 1914 ([click here for a map of Europe in 1914](#)). Have each group study the maps and write a summary of how political boundaries in Europe changed between 1815 and 1914. Ask them to indicate which changes they believe were the result of nationalism.

Activity 4: Imperialism in Africa, Asia, and Oceania (GLEs: 14, 18, 33)

Materials List: Imperialism Chart BLM, copies of Rudyard Kipling’s poem “White Man’s Burden,” copies of political cartoons on imperialism

The teacher should review the definition of *imperialism* and then have the students *brainstorm* ([view literacy strategy descriptions](#)) reasons why nations developed imperialistic policies. Student responses should be recorded where students can view the list throughout this activity. Some of the rationalizations for imperialism should include:

- spread of the Industrial Revolution led nations to expand their territorial holdings as a defensive strategy;
- strategic trading routes demanded possession of coaling stations and fortifications around the world;
- the pressure of growing population alone was sufficient reason to open new lands for colonization and resources; and
- many Americans believed that it was their manifest destiny to expand the boundaries of the United States.

Form student groups of two or three to investigate and be responsible for presenting information to the class on the actions related to imperialist policies (1850-1918) listed

below. Student research groups should be formed in such a way as to assure all the main topics in imperialism are covered. More events can be added or used to replace actions from this list as long as the four main areas are covered. Tell the students that they will be called on randomly to come to the front of the room to be “*esteemed professors*” (variation of *professor know-it-all*) ([view literacy strategy descriptions](#)) and present the information on their assigned topics. Each group should prepare several questions to ask the class to assess the other students’ knowledge of the information presented. The *esteemed professors* should also be prepared to answer the questions they generated along with questions from the class they will be called upon to answer. Each group will become the experts on the topics they research. The teacher will be the facilitator in this activity and monitor all presentations and class discussions for accuracy. Allow each group ample time to research their topics. When the research is complete, distribute the Imperialism Chart (see BLM) for the various events/actions so class members can take notes as imperialist policies and actions are presented.

To add novelty to this strategy, let the “esteemed professors” put on a tie, graduation cap and gown, a lab coat, use a clipboard or other symbol of professional expertise. Ask the students to stand shoulder-to-shoulder during the presentation and invite questions from the other groups after their presentation. The group should huddle as a team to discuss possible answers to the class questions, then return to their positions and give the answers in complete sentences. Each member of the group can state part of the sentence until it is complete or take turns answering the different questions. After they have addressed the class questions, they may ask their prepared questions and elicit answers from the class. Once this process is completed the teacher should call on another team and let them present. The entire process should be repeated until all groups have had a chance to present. The teacher should ask any necessary questions of each group to ensure that all necessary material is covered. The *esteemed professors* should be held accountable for correct information.

- The Race for Africa
 - Livingstone, Stanley, Leopold II of Belgium, and the Congo
 - Egypt and Suez
 - German colonies in southwest Africa
 - Cape to Cairo territory
 - Italy in North Africa
- The Race for Asia
 - British East India Company (Indian Rebellion of 1857)
 - French Indo-China
 - Spheres of influence in China
 - Open Door Policy
 - Opium War and Hong Kong
- Americans and the Pacific
 - Opening of Japan
 - Spanish-American War
 - Hawaii and Samoa
- Japan Expands Outward
 - Korea

- Taiwan
- South Sakhalin Island
- Russo-Japanese War

Distribute copies of Rudyard Kipling’s poem “White Man’s Burden” ([click here for copy of Kipling's poem](#)). Have students take turns reading the poem aloud to the class. Teacher-led class discussion of the poem should focus on Kipling’s rationalization of imperialism.

Distribute copies of political cartoons that focus on imperialism. Two political cartoons that may be used are “White Man’s Burden” ([click here for cartoon based on White Man's Burden](#)) and “Scramble for Africa” ([click here for cartoon on the Scramble for Africa](#)). There are many other cartoons in textbooks and on the internet. Teachers may choose any two political cartoons. Working in pairs or small groups of three or four, have the students study the political cartoons. Have each group or student pair compose a short paragraph expressing their interpretation of the cartoons. They should also indicate whether the cartoons expressed pro-imperialistic or anti-imperialistic sentiments.

Divide the class into pro-imperialistic forces and anti-imperialistic forces and have them debate the question of whether the policy of imperialism is ever justified.

Activity 5: Mapping Colonialism and Imperialism (GLE: 34)

Materials List: historical atlases or copies of world maps showing European colonies in 1750, 1850, and 1900

Using a historical atlas, ask students to compare world maps showing European colonies and territorial claims in 1750, 1850, and 1900. Ask students to describe and explain reasons for territorial changes in Africa, South Asia, Southeast Asia, East Asia, the Americas, and the South Pacific. Ask students to explain how competition for empires created the danger of war around the world. Copies of the above maps can be located at:

- ([colonization map in 1750](#))
- ([western world colonization map in 1850](#))
- ([eastern world colonization map in 1850](#))
- ([world colonization map in 1900](#))

Working in pairs, ask students to complete the following *RAFT writing* ([view literacy strategy descriptions](#)) activity:

- Role:** News reporters/interviewees
- Audience:** Television audience
- Form:** TV spots and/ or commentaries
- Topic:** Views of imperialism from the perspective of different societies around the world – students should make clear who they are interviewing and provide well-researched and developed questions and answers.

The teacher may want to assign different areas of the world to each student pair. Each student pair should perform their TV commentary for the class. Students should listen for accuracy and logic in their classmates' *RAFTs*.

Sample Assessments

General Guidelines:

- Students should be monitored during all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Student investigations should be evaluated with a rubric and, when possible, students should assist in the developing of the rubrics used.
- Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive exams assessing the GLEs from the unit should consist of the following:
 - a variety of formats for objective, convergent test items
 - depth of knowledge at various stages of Bloom's taxonomy
 - LEAP-like constructed response items
 - open-ended response items requiring supporting evidence
 - test items aligned to the verbiage of the GLEs.

General Assessments

- Have the students create a newspaper section entitled *Nationalism and Imperialism: A Worldwide Phenomenon*. Students can use information gathered in all the activities to write articles about the impact of nationalism and imperialism around the world. Encourage students to find or draw their own political cartoons pertaining to imperialism to insert in the newspaper. Working in small groups, students can read the articles and correct any historical errors. A publishing program can be used to create the actual newspaper section.
- Oral presentations by groups and individuals conducted throughout this unit can be assessed using the oral presentation rubric found in the Unit 1 BLM section.
- Have students create timelines depicting all the events studied in this unit and color code the events according to nations. Ask students to analyze the timeline in terms of the amount of activity in the various nations. Assess the timelines for accuracy of information.

Activity-Specific Assessments

- Activity 2: The poster boards can be assessed for creativity and for the accurate depiction of nationalism in each of the newly independent nations. Assessment criteria should be established prior to the assignment and distributed to the students if grades will be given.
- Activity 4: Each “*esteemed professor*” ([view literacy strategy descriptions](#)) group can be assessed on the accuracy of information presented to the class. The oral presentation rubric in the Unit 1 BLM section could be used.
- Activity 5: Assess the *RAFT writing* ([view literacy strategy descriptions](#)) activity for the accuracy of the questions and answers presented in the TV commentaries.

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

Time Frame: Approximately seven weeks



Unit Description

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

Student Understandings

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

Guiding Questions

1. Can students debate a historical point of view, with supporting evidence, on an issue or event that occurred in World War I, the Great Depression, or World War II?
2. Can students interpret or analyze historical data in a map, table, or graph to explain historical factors or trends?
3. Can students explain the causes and the effects of World War I?
4. Can students describe the origins, major events, and peace settlements of World War I from multiple international perspectives?
5. Can students describe the causes and consequences of the Russian Revolution of 1917?
6. Can students explain how art, literature, and intellectual thought reflected changes brought about by World War I?
7. Can students explain the causes and consequences of global depression following World War I?
8. Can students describe the political, social, and economic conditions leading to the rise of totalitarianism in the Soviet Union, Germany, Italy, Japan, and Spain?
9. Can students describe the causes and effects of World War II?
10. Can students describe the origins, major events, and peace settlements of World War II, including important decisions made at wartime conferences?
11. Can students explain the consequences of World War II as a total war?
12. Can students describe how the map of Europe was changed after World War I and World War II?

Unit 6 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
History: Historical Thinking Skills	
1.	Construct a timeline to explain and analyze historical periods in world history (H-1A-H1)
2.	Compare historical periods or historical conflicts in terms of similar issues, actions, or trends in world history (H-1A-H1)
4.	Analyze change or continuity in areas of the world over time based on information in stimulus material (H-1A-H1)
5	Describe multiple perspectives on an historical issue or event in world history (H-1A-H2)
7.	Analyze or interpret a given historical event, idea, or issue in world history (H-1A-H2)
8.	Debate a historical point of view, with supporting evidence, on an issue or event in world history (H-1A-H1)
9.	Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues (H-1A-H2)
15.	Interpret or analyze historical data in a map, table, or graph to explain historical factors or trends (H-1A-H4)
18.	Analyze causes and effects in historical and contemporary world events, using a variety of resources (H-1A-H6)
World History	
35.	Describe the origins, major events, and peace settlements of World War I from multiple international perspectives (H-1C-H13)
36.	Describe the causes and consequences of the Russian Revolution of 1917 (H-1C-H13)
37.	Explain how art, literature, and intellectual thought reflect changes brought about by World War I (e.g., Freud, Einstein) (H-1C-H13)
38.	Explain the causes and consequences of global depression following World War I (e.g., rise of totalitarian systems) (H-1C-H13)
39.	Describe the political, social, and economic conditions leading to the rise of totalitarianism in the Soviet Union, Germany, Italy, Japan, and Spain (H-1C-H13)
40.	Describe the origins, major events, and peace settlements of World War II, including important decisions made at wartime conferences (H-1C-H13)
41.	Explain the consequences of World War II as a total war (e.g., occupation of defeated powers, Nuremberg trials, Japanese war trials, Cold War, NATO, Warsaw Pact) (H-1C-H13)

Sample Activities

Activity 1: Mapping the Great War (World War I) (GLEs: 1, 8, 15, 18, 35)

Materials List: World War I Vocabulary Self-Awareness Chart BLM, Road to World War I Timeline BLM, World War I Causes and Effects BLM, crayons or colored pencils

To introduce this activity, have students complete the World War I *Vocabulary Self-Awareness Chart BLM* ([view literacy strategy descriptions](#)). (See the BLM.) The *vocabulary self-awareness* chart will list many of the relevant terms related to World War I that are not everyday terms with which most students are familiar. Students rate their understanding of each word with either a “+” (understand well), a “√” (limited understanding or unsure), or a “-” (don’t know). Students should refer to the chart as they progress through the World War I content to update their understandings of the vocabulary. The teacher can check the charts throughout the study of World War I to assess student knowledge and provide additional instruction for students who continue to experience difficulty learning the key vocabulary. Key vocabulary should include: *militarism*, trench warfare, conscription, mobilization, total war, war of attrition, propaganda, genocide, contraband, u-boats, home front, Western front, armistice, belligerent, *reparations*, and mandates.

Word	+	√	-	Example	Definition
militarism					
trench warfare					

Have students *brainstorm* ([view literacy strategy descriptions](#)) causes of conflicts between people (e.g., envy, jealousy, power, racial issues, conformity, revenge, insulting a family member or close friend, etc.). Ask students to predict which of these causes would most likely culminate in a physical altercation. Working in pairs, have students research and list the causes of the “Great War” (nationalism, *militarism*, imperialism, *balance of power alliances*, *arms race*, *assassination of Ferdinand*). Distribute the World War I Causes and Effects BLM and ask the students to record the causes in the blocks on the left side (the right side will be completed in another activity). (See the BLM.) Students should then correlate the two lists noting the similarities in causes of conflicts between people and countries.

Distribute the Road to World War I Timeline BLM. (See the BLM.) Working in small groups of three or four, have students study the vertical timeline of events and communications from the date of Austrian Archduke Francis Ferdinand’s assassination to the formal declaration of war by Austria against Serbia and Russia (June 28, 1914 to August 6, 1914). Historians have long debated which European nation was most responsible for starting World War I (Austria or Germany). Ask the students to debate the issue of which country was the most responsible for starting World War I according to the information on the timeline. After deciding whether Austria or Germany was the most responsible, have each group create another timeline of the events that support their opinions. Each group should present their timelines to the class with specific supporting evidence written below the

timelines. A teacher-led class discussion should emphasize the assassination of Francis Ferdinand as the trigger that ignited the Great War and that the underlying causes of nationalism, militarism, imperialism, alliances, and the arms race set the stage for the World War I. Each of these underlying causes should be thoroughly discussed with the class.

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

Have students, using a map of World War I battle sites ([click here for a World War I battle map](#)), locate the following: Paris, Tannenberg, Verdun, Marne, Somme, Ypres, and Gallipoli. Ask the students to use their textbook or the Internet to investigate these battle sites and note the significance of each during the Great War. Students should use *split-page notetaking* ([view literacy strategy descriptions](#)) to organize the information on each battle. The left one-third of the paper should contain the name of the battle, while all the significant information about the battle should be recorded on the right side of the paper. The teacher should remind the students that folding back part of the paper allows for an effective method of studying the material for an assessment.

A teacher-led class discussion of the battles should explain why the majority of historians have stated that World War I was a new kind of war, like none other before it. Discussion topics should include the following:

- war strategies of the Central Powers and the Allied Powers,
- new forms of warfare,
- new weapons,
- the various fronts of the war, and
- World War I as a total war and war of attrition (include the death toll).

After reading about trench warfare in student texts, the Internet, or teacher handouts, have students complete the following *RAFT writing* ([view literacy strategy descriptions](#)) to assist them in gaining a realistic perspective on the problems with trench warfare, which was taking a heavy death toll and demoralizing the average soldier:

Role: A young French newly-promoted general

Audience: Commander of the Allied Forces, Marshall Ferdinand Foch

Form: Letter addressed to Marshall Foch

Topic: Strategy to stop the stalemate of trench warfare

Solicit student volunteers to share their letters with the class. Allow the class to debate the viability of each strategy presented.

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

Materials List: World War I Personalities BLM

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

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

A volunteer from each group will then deliver those talking points to the entire class, role-playing his/her persona. The rest of the group will field questions from the class regarding this figure. As information about each World War I figure is presented, students should organize the presented data on a *graphic organizer* ([view literacy strategy descriptions](#)) (see the World War I Personalities BLM). The teacher should explain how the *graphic organizer* will help students visually associate the different personalities with specific roles, events, and their impact on the war.

Activity 3: Russian Revolution of 1917 (GLEs: 1, 8, 36)

Materials List: chart paper or poster paper for timeline, access to the Internet (optional)

Have students use their textbooks, teacher handouts, or the Internet to read about the *Russian Revolution of 1917*. As the students read about the Russian Revolution they should use *split-page notetaking* ([view literacy strategy descriptions](#)) to organize the significant information about the personalities, events, and locations listed below. Key personalities, events, and locations should be written on the left side of the page while important information about each should be recorded on the right side of the page. Students should check their notes for accuracy as the teacher leads a class discussion on each of the topics and their significance to the Russian Revolution of 1917. Once completed, allow time for students to quiz each other over the content of their notes in preparation for tests and other class activity.

- Nicholas II
- Grigori Rasputin
- Alexander Kerensky

- *Vladimir Ilyich Lenin*
- Leon Trotsky
- *Treaty of Brest Litovsk*
- Petrograd
- Siberia
- Poland
- Ukraine

Have students list and explain the consequences of the Russian Revolution. Their list should evolve as a result of answering the following questions:

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

Ask students to create a timeline displaying important events in Russia from the onset of World War I to the creation of the USSR (e.g., March Revolution of 1914, October Revolution of 1914, Russian Civil War, creation of USSR, etc.). Solicit volunteers to share their timelines with the class and explain the importance of the events on their timeline.

When completed, have the class informally discuss the following questions:

- Was Lenin justified in closing down the elected assembly in 1918?
- Why was the Russian Revolution a significant turning point in world history?
- What impact did it have on global affairs?
- Why did the Russian Revolution fail to achieve its goals to defeat capitalism?
- What are the weaknesses of a centrally planned economy?
- What are the weaknesses of a totalitarian state?

Activity 4: Armistice and The Treaty of Versailles (GLEs: 4, 5, 7, 18, 35)

Materials List: World War I Causes and Effects BLM (first distributed in Activity 1), Treaty of Versailles BLM, political maps of Europe in 1914 and 1924

Have students investigate the causes of the entry of the United States into World War I. Students should record the causes in a student-created cause-and-effect chart (unrestricted submarine warfare, the Zimmermann Note, and the sinking of the *Lusitania* should be among the listed causes). The effects part of the chart should be completed by listing the various impacts the United States entry had on the war (e.g., fresh troops to relieve the war-weary European soldiers, opening of the German blockade to allow supplies to reach the Allies, boost to Allied morale, etc.).

Have students investigate the events listed below that pertain to the end of World War I.

Information about each event should be solicited from various students in a teacher-led class discussion.

- German Offensive of 1918 on the Western Front
- Second Battle of the Marne
- Withdrawal of Russia from the war in early 1918
- Allied Offensive of 1918 and the crossing of the Hindenburg Line
- Armistice of November 11, 1918

Working in pairs or small groups, have students read through the provisions of the *Treaty of Versailles* and evaluate the impact (success or failure) of each provision. Provide each student with a chart (see the Treaty of Versailles BLM) to record notes from the analysis. Ask students from each group to share their answers with the class (see the example of answers below). Particular emphasis should be placed on the reparations and *war-guilt* clauses imposed on Germany.

Provisions of the Treaty	Conditions of Settlement	Prediction of Success
Germany surrenders all colonies	Colonies become League of Nations mandates	Severely limits Germany's access to resources
Rhineland demilitarized	15 year occupation under French control	French presence on German soil creates resentment

Now, have students list the provisions of Woodrow Wilson's "Fourteen Points" peace plan to end World War I ([Wilson's Fourteen Point Speech 1918](#)). Ask the students to compare and contrast the Treaty of Versailles with Wilson's "Fourteen Points" by using a Venn diagram or some other *graphic organizer* ([view literacy strategy descriptions](#)).

Have students investigate the United States' reaction to the Treaty of Versailles and then answer the following questions:

- Why was Wilson unable to persuade the United States Senate to ratify the Treaty of Versailles?
- What was the Senate's specific opposition to membership in the *League of Nations*?
- How did the United States make its peace with Germany and the other Central Powers?

Have students investigate how the Treaty of Versailles was viewed in various countries (France, Germany, Austria, Poland, Czechoslovakia, etc.).

Using political maps of Europe in 1914 and in 1924 ([click here for maps of Europe in 1914 and 1924](#)), have students analyze the different boundary changes after World War I. Ask the students to study the maps and answer the following questions:

- How did the post-World War I boundary changes contribute to the differing views of European countries toward the Treaty of Versailles?
- How did the boundary changes reflect the role of nationalism in World War I?

World War I demonstrated how nationalism could be a very powerful force for change. Ask students how nationalism impacted the United States after September 11, 2001. Have students support their answers with specific examples of nationalism.

Have students complete the World War I Causes and Effects BLM that was started in Activity 1 by filling in the effects of World War I in the boxes on the right side. Ask the students to respond to the following prompt in their *learning logs* ([view literacy strategy descriptions](#)): Which effect do you believe had the greatest impact on the world and why? After students reflect on the question in their *learning logs*, solicit volunteers to share their responses with the class.

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

Materials List: Internet access (optional)

Assign student research groups of three or four members to describe the cultural contributions of one (or more) important person(s) in the fields listed below. Students should use their text, teacher-provided resources and/or the Internet to conduct their research. Each group will orally report their research to the class. Remind each group to prepare several questions to ask the class to assess their knowledge of the information presented and to be prepared to answer any questions asked by their classmates. The teacher should also be reminded that he or she is the facilitator of the activity and should monitor all presentations and discussions for accuracy and individual student participation. The guiding premise of students' research is to identify how the various areas of art, literature, science, and intellectual thought reflected changes brought about by World War I.

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

During group presentations, the other students should take notes and be prepared to answer and ask questions during the class discussions following each presentation.

Activity 6: Global Depression (GLEs: 18, 38)

Materials List: Global Depression Opinionnaire BLM, overhead projector (optional), chart paper

Provide students with the Global Depression *Opinionnaire* BLM ([view literacy strategy descriptions](#)) that will encourage them to take a position on the budgetary and monetary policies of a government. (See the BLM.) *Opinionnaires* are used to promote critical

understanding of content area concepts by activating and building on relevant prior knowledge. They are used to build interest and motivation to learn more about a particular topic. *Opinionnaires* force students to take positions and to defend those positions, therefore giving a good snapshot of students’ background knowledge about a topic. The emphasis is not on the correctness of their opinions but rather on students’ point of view.

The procedure for using an *opinionnaire* is to create opinion-like statements about the topic of study. Emphasis is on students’ point of view. Students will work in groups of two to read and discuss each statement. They will record the reasons for their opinions. This promotes language production, activates prior knowledge, and leads to engaged reading, listening, and discussion. Students are then asked to share their opinions on each statement. Divide the class into two separate groups, the supporters and the non-supporters. Ask the two groups to debate the statements and allow any students who have changed their minds to move to the other group following the discussion.

The global depression that followed World War I had many causes. Among the causes were questionable governmental monetary and budgetary decisions. Have students respond to the Global Depression *Opinionnaire* BLM by following the procedures described in the above paragraph.

What Are Your Opinions about the Monetary and Budgetary Policies of Governments

Directions: After each statement, write SA (strongly agree), A (agree), D (disagree), or SD (strongly disagree). Then in the space provided, briefly explain the reasons for your opinions.

1. A government should be able to simply print more money to offset inflationary periods.

_____ Reasons:

2. A government should be able to tax the rich in order to help distribute the wealth and provide services to the poor and disabled. _____

Reasons:

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

Great Britain	Germany
Demanded payment of reparations in British pounds.	Needed to acquire British pounds to pay reparations
Refused entry of German goods that were in competition with domestic goods	Produced industrial goods in competition with Great Britain

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

Tell students to assume they are living in Germany in 1923 and the unemployment rate is nearing thirty percent. The government starts printing money to encourage spending to stimulate production. Have the students articulate the following in discussion or in writing:

- What happens when the supply of money exceeds the amount of goods available to buy?
- Have students recall what happened when vast amounts of gold flowed into Spain in the early sixteenth century (Inflation of 1550).

In Germany in 1923, prices increased by high percentages *daily*. Have the students answer the following questions:

- What happens to people’s savings during this kind of situation?
- Would you rather spend than save?
- Would you rather have the goods or the money?

Have students use their textbooks, teacher handouts, or online resources to investigate the causes and effects of the Global Depression that impacted the entire world during the decades preceding World War II. After sufficient time has passed, have students generate a list of the causes and effects of the Global Depression and record them on student-created charts. A class discussion of the causes and effects should be teacher-facilitated to ensure student understanding.

Write the following journal stem on the blackboard or overhead and ask the students to respond to the prompt in their *learning logs* ([view literacy strategy descriptions](#)). Ask students to share their answers with the class.

Which of the causes of the Global Depression was the most important contributing factor and why?

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

- An American farmer notices high prices on wheat as World War I breaks out in 1914. He responds by borrowing money to increase the size of his farm. He continues to increase production as prices remain high. In 1921 the price of wheat drops by seventy percent as European farmers can now feed their own nations.

- The British government needs food to supply troops fighting Germany. They borrow money (which increases the supply of money) to pay for American food. The war ends with the British government in heavy debt. What happens to the British supply of money?
- Germany loses the war and faces debt (paying reparations). Why is inflation an easy way to pay off debt? What happens to workers and consumers when the government prints money to pay off debts easily?

Once this content is covered, be sure to have students return to their opinionnaires and make revisions to their initial responses, if necessary. Hold a brief class discussion based on students' revised responses to the opinionnaire.

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

Materials List: Three-Part Venn Diagram BLM, chart paper (optional)

Divide the class into five groups and ask each to describe the political, social, and economic conditions that led to the *rise of totalitarianism* in each of the following situations:

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

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

- worldwide depression
- absence of democratic traditions
- reactions to Karl Marx and Communism
- *xenophobia, racism, and anti-Semitism*
- intense nationalism and glorification of the state
- *international aggression* and motives for expansion

Working in small groups of two or three, ask the students to use chart paper to create a three-part Venn diagram (or use the Three-Part Venn Diagram BLM) to compare and contrast fascism in Italy, Germany, and Japan. Post the Venn diagrams around the room and have each group make a short presentation on their diagram. The class should compare the Venn diagrams for similarities and differences.

The teacher should lead a class discussion on modern-day remnants of totalitarianism around the world. China, Cuba, Belarus, North Korea and Venezuela are some examples that could be included in the investigation of modern-day remnants of totalitarianism.

Activity 8: Causes and Major Personalities of World War II (GLEs: 18, 40)

Materials List: World War II *Vocabulary Self-Awareness* Chart, World War II Personalities Chart

To introduce World War II have students complete a *vocabulary self-awareness chart* ([view literacy strategy descriptions](#)) of terms related to the war (see the World War II *Vocabulary Self-Awareness Chart* BLM and the sample below). Many of the relevant terms related to this historical period are not everyday terms with which students are familiar. Ask the students to rate their understanding of each word with either a “+” (understand well), a “√” (limited understanding or unsure), or a “-” (don’t know). Remind students that they should refer to the chart as they progress through the content to update their understandings of the new terminology. The teacher should check the chart to assess students and provide additional instruction for those who continue to have difficulty learning the key vocabulary. Key vocabulary should include: demilitarized, *appeasement*, isolationism, *blitzkrieg*, *sitzkrieg* (phony war), sanctions, *Luftwaffe*, partisans, death camps, concentration camps, *Einsatzgruppen*, collaborators, *kamikaze*, Holocaust, internment, “Final Solution,” *Axis Powers*, and *Allied Powers*.

Word	+	√	-	Example	Definition
demilitarized					
appeasement					

Have students create a *split-page notetaking* ([view literacy strategy descriptions](#)) guide to record the significance of the key events related to the causes of World War II as the teacher lectures on each of the following topics:

- global depression,
- rise of totalitarian dictators (Hitler, Mussolini, Franco, Stalin),
- Japan’s invasion of Manchuria,
- Italy’s invasion of Ethiopia,
- Germany in the Rhineland,
- Japan’s invasion of China
- the Sudeten Crisis,
- the *Anschluss*,
- the *Munich Conference* and the *failure of appeasement*,
- the *Rome-Berlin Axis*,
- the *Non-Aggression Pact*, and
- Hitler’s demands for the Polish Corridor and Danzig.

In the left column of the page, students should list the event and date. In the right column, students should record why the event was a contributing cause of the war. Encourage students to use the *split-page notetaking* guide as a study tool by folding back one side of the page and practicing associating the significance of the event with the name of the event.

Assign student research groups consisting of two or three members. Using their text, teacher-provided resources or the Internet, have students investigate the World War II personalities listed below:

- Neville Chamberlain
- Winston Churchill
- Adolph Hitler
- Benito Mussolini
- Joseph Stalin
- Charles de Gaulle
- Hideki Tojo
- Chiang Kai-shek
- Erwin Rommel
- Dwight D. Eisenhower
- Douglas MacArthur
- Harry S Truman
- Franklin D. Roosevelt

Each research group should give a brief description of the assigned personality, the person's role in World War II, a list of major events in which the person was involved, and the significance of that person's role in World War II. As each group reports their findings to the class, students should record the information in a *graphic organizer* ([view literacy strategy descriptions](#)) like the sample below (see the World War II Personalities Chart BLM).

WWII Personality	Role in WWII	Major Events of WWII	Significance of the person's role in WWII
Neville Chamberlain	Prime Minister of Great Britain	Munich Pact	Policy of appeasement with Hitler
Adolf Hitler	Leader of the Axis Powers/Dictator of Germany	Involved with all acts of German aggression on the European and African Fronts	Driving force behind all of Germany's aggressive actions

Activity 9: Major Battles of World War II (GLEs: 1, 40)

Materials List: World War II Key Military Events BLM, chart or poster paper, colored markers, World War II Battles Chart BLM, *PowerPoint*® software (optional), Internet access (optional), historical atlas (optional)

Distribute copies of the World War II Key Military Events BLM, chart or poster paper, and two different colored markers to student groups consisting of three or four members. Using student textbooks or the Internet, have each group look up the dates of the battles to create parallel timelines depicting the Axis attacks and victories in one color on the first timeline and then the Allied counterattacks and victories in another color on the second timeline. Ask

the students to study the two timelines and determine when the war turned in favor of the Allies.

Working in cooperative groups that include a research manager, graphics manager, and technical manager, students will research the *significant battles of World War II* and present the information to the class. The creation of the presentation may be an in-school or home project. Groups can be given a choice as to which medium they want to use for their presentations: storyboard, movie commentary, or *PowerPoint*® presentation. The research manager would be responsible for obtaining the required factual information on the assigned battle(s). The graphics manager would be responsible for downloading pictures of the battles and maps. The technical manager would be responsible for creating the storyboard, movie, or *PowerPoint*®. Required information should include the following:

- name and date of the battle,
- map of the battle’s location,
- significant generals for both the Allied and Axis Powers,
- military strategy behind the battle,
- interesting statistics of the battle,
- at least one photograph of the battle (or video clip),
- outcome of the battle (Allied or Axis victory), and
- the significance of the battle to the war.

The teacher may include any of the battles found on the World War II Key Military Events BLM but the following are considered to be among the most significant battles of World War II: *invasion of Poland*, fall of Paris, Battle of Britain, Pearl Harbor, Stalingrad, El Alamein, invasion of Sicily, Coral Sea, Midway, Guadalcanal, Okinawa, *Normandy (D-Day)*, Battle of the Bulge, Berlin, Hiroshima, and Nagasaki.

Student groups will be called on randomly to come to the front of the room to be “*esteemed professors*” (variation of *professor know-it-all*) ([view literacy strategy descriptions](#)) and present the information on their assigned battles. Each group should prepare several questions to ask the class to assess their peers’ knowledge of the information presented. The *esteemed professors* should also be prepared to answer the questions generated by their classmates. Each group will become the experts on the battles they research. The teacher will be the facilitator in this activity and monitor all presentations and class discussions for accuracy. All students will be responsible for the information presented and should record their notes on a *graphic organizer* ([view literacy strategy descriptions](#)) like the sample below (see the World War II Battles Chart BLM).

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

Using a historical atlas or the World War II maps found in the student textbook or online, ask students to identify and describe the military expansion of the Axis Powers during the first half of the war and compare that to the areas occupied by the Allied Powers at the end of the war. Ask students to make predictions about the power of the Axis Powers after World War II. The teacher should also lecture on *V-E Day*, *V-J Day* and the *resistance movements* (e.g., France, Poland).

Activity 10: The Holocaust and Middle East Peace Pursuit (GLEs: 9, 40, 41)

Materials List: chart paper (optional), Internet access (optional), map of Europe in 1945 depicting the location of concentration and death camps, excerpts of testimonials of Holocaust survivors, various primary and secondary sources on the Holocaust

Before reading about and investigating the *Holocaust*, have students generate questions about the Holocaust by responding to a *SQPL* (*Student Questions for Purposeful Learning*) prompt ([view literacy strategy descriptions](#)). Write the following *SQPL* prompt on the board:

Hitler’s “final solution” has been viewed by many historians as the most evil crime ever committed.

Working in small groups of two or three, ask the students to generate several questions they have about the Holocaust. Have each group share their questions with the class while someone records the questions on the board or chart paper. Any question asked more than once should be marked with some symbol to signify it is an important question. The teacher should add more questions if it is felt that there are major gaps. Keep the questions posted throughout the study of the Holocaust and refer to them whenever information is presented that answers one of the student-generated questions. Periodically, ask students if they heard an answer to one of the posted questions and allow students to confer with someone next to them before responding.

Have students use primary and secondary sources (e.g., textbooks, class lectures, encyclopedias, excerpts from diaries and/or testimonials of Holocaust survivors, reliable Internet sites) to research information about the Holocaust. Below are some suggested Internet sites for student research:

[United States Holocaust Memorial Museum](#)

[Fortunoff Video Archive of Holocaust Testimonials at Yale University](#)

[Southern Institute's Louisiana Survivors' Testimonials at Tulane University](#)

Below are suggested writings from Holocaust survivors of *concentration and death camps*:

- *Night* by Elie Wiesel,
- *Because of Romek* by David Faber, and
- *I have Lived a Thousand Years* by Livia Britton-Jackson.

Clips from the following movies could be useful resources: *Night*, *The Grey Zone*, *Schindler’s List* and *The Pianist*.

Holocaust research should address the *SQPL* questions along with the following questions:

- Who were Heinrich Himmler and Reinhard Heydrich?
- What is the meaning of “holocaust” and why was it associated with this incident of genocide?
- Who were the *Schutzstaffel* and the *Einsatzgruppen*?
- Who were the collaborators?
- What was Kristallnacht?
- What was the Warsaw Ghetto?
- What was the difference between concentration camps and death camps?
- What was the Final Solution?
- What rationalization did the Nazis use to justify the Holocaust?
- What other people were targeted in the Holocaust besides the Jews?
- How were the Nazis able to systematically implement these atrocities?
- Why did the rest of the world not intervene sooner?
- What were the consequences of the discovery of these atrocities?

A teacher-led class discussion should facilitate the answers to all *SQPL* questions along with the above guiding questions. After the class discussion, ask students to write a reflection on whether the primary or secondary sources had the greatest effect on their perception of the Holocaust.

Provide students with a map of Europe in 1945 depicting concentration and death camps ([click here for map of concentration and death camps during WWII](#)) and ask them to analyze the significance of the location of the different types of camps (e.g., most of the death camps were located in Poland instead of in Germany).

Have students examine the most recent articles online or in the news about the Israeli-Palestinian conflict and articulate how this situation has roots in the Holocaust. Have students then engage in a debate about the degree to which the U.N. is responsible for helping establish peace in the Middle East and to what degree the U.S. should offer support in the Middle East peace process.

Working in small groups, ask the students to research incidents of genocide since World War II (e.g., Cambodia, Bosnia, Rwanda, the Congo, Sudan, Iraq, etc). Each group should make a short presentation of their research to the class. Ask students to discuss the following statement:

Supporting Israel’s determination to prevent its destruction by its Arab neighbors and to bring international attention to genocide, the United States has instituted a “Holocaust Remembrance Day.” Why do you think it is so important to never forget what happened to the Jews in Europe during World War II?

Activity 11: Atomic Warfare (GLE: 41)

Materials List: excerpts from *Hiroshima* by John Hersey (optional), destruction and casualty data from the bombings of Nagasaki and Hiroshima

Have students examine and debate the moral dilemma facing Harry S. Truman when he decided to drop *atomic bombs* on Hiroshima and Nagasaki. If possible, provide students with excerpts from the book *Hiroshima* by John Hersey. Provide data on the destruction caused in Nagasaki and Hiroshima along with the great number of civilian casualties. Ask the students to imagine being on the President's advisory staff at that time. Ask the class to respond to the following questions:

- Why would President Truman hesitate in dropping atomic bombs?
- Why would he decide to use the ultimate weapon?
- Why has his decision been criticized?
- What might he have done differently and why?

The Truman Library website would be a great source of information for this activity ([click here for the Truman Library primary documents on the atomic bomb](#)).

Ask the students to respond to the following question in their *learning logs* ([view literacy strategy descriptions](#)):

How has the world accepted or failed to accept Truman's decision to use the atomic bomb against Japan?

Solicit student volunteers to share their answers. Remind students that the information in their *learning logs* can appear on their unit test and on quizzes.

Activity 12: Wartime Diplomacy (GLEs: 40, 41)

Materials List: World War II Conferences Chart BLM

World War II made diplomacy and meetings difficult for leaders of the Allied Nations. Have the students read about the wartime conferences listed below.

- the *Atlantic Charter* conference
- *Casablanca*
- Tehran
- *Yalta*
- *Potsdam*
- San Francisco

Information can be organized on the World War II Conference Chart BLM. See the sample of this BLM below:

Date	Conference	Countries/Leaders Involved	Purpose	Impact of Conference
1941	Atlantic Charter	Great Britain: Churchill United States: F. Roosevelt	Set goals for fighting World War II	Later became known as “A Declaration of the United Nations” when 26 nations signed a similar agreement. These nations became known as the Allies. They united to fight against the Axis Powers.

A teacher-led class discussion on the conferences should confirm the accuracy of information about each conference, explaining what was accomplished and the implications of the decisions made.

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

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

Activity 13: Consequences of World War II (GLEs: 2, 40, 41)

Have students list the details of the peace settlements of World War II, stating the important decisions that were made as a result, including the creation of the state of Israel. Ask the students to list and discuss the consequences of World War II (e.g., United Nations, occupation forces in Europe and Japan, war crimes trials, end of colonialism throughout the world, creation of Israel caused a continuous Middle East peace crisis, Cold War, NATO, Warsaw Pact, etc.).

Ask the students to evaluate the effects of World War I versus the effects of World War II on the American people. Why were the effects of one war greater than the other on the United States?

Challenge the class to discuss the following questions:

- Would the world community today permit another totalitarian dictator to assume power and threaten neighboring peoples? What about Saddam Hussein and his

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

Sample Assessments

General Guidelines

- Students should be monitored during all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Student investigations should be evaluated with a rubric and when possible, students should assist in the developing of the rubrics used.
- Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive exams assessing the GLEs from the unit should consist of the following:
 - a variety of formats for objective, convergent test items
 - depth of knowledge at various stages of Bloom's taxonomy
 - LEAP-like constructed response items
 - open-ended response items requiring supporting evidence
 - test items aligned to the verbiage of the GLEs

General Assessments

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

another threat to the world like it did in the first half of the 20th century. Ask students to make supporting statements to their predictions.

Activity-Specific Assessments

- Activity 2: Working in small groups of two or three, have each group prepare “talking points” from the perspective of the historical figures listed in Activity 2 in relation to their roles in World War I. A volunteer from each group should deliver the talking points to the class, role-playing his/her figure’s persona. The rest of the group will field questions from the class regarding the historical figure.
- Activity 5: In this activity individual students are assigned an important person who contributed to the philosophical or cultural changes in the Twentieth Century. Each student should make an oral presentation based on his or her research. A sample rubric for scoring oral presentations can be found in the Resource section of Unit 2.
- Activity 9: Battle presentations can be assessed for the accuracy of information presented. *PowerPoint*® presentations can be assessed using the Sample *PowerPoint*® rubric in Unit 1, while the Sample Oral Presentation rubric in Unit 1 can be used for the commentary format. The teacher and students can agree on criteria to be used if the storyboard format is assessed.

World History

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

Time Frame: Approximately five weeks



Unit Description

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

Student Understandings

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

Guiding Questions

1. Can students explain the major differences in the political ideologies and values of the Western democracies versus those of the Soviet bloc and how they led to the development of the Cold War?
2. Can students describe the causes of major Cold War crises and military conflicts and their effects on the world?
3. Can students analyze and compare the development of Communism in the Soviet Union and with that in China?
4. Can students describe the end of colonial rule in Asia, Africa, the Americas, and the Middle East?
5. Can students describe the role of the United Nations in the contemporary world?
6. Can students describe multiple perspectives on an historical issue or event in world history?
7. Can students analyze and evaluate the credibility of a given historical document in terms of its source or unstated assumptions?
8. Can students analyze source material to identify opinion or propaganda and persuasive techniques?
9. Can students construct a narrative summary of an historical speech or address?
10. Can students analyze the point of view of an historical figure or group in world history?
11. Can students interpret a political cartoon depicting an historical event, issue, or perspective?

Unit 7 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
History: Historical Thinking Skills	
1.	Construct a timeline to explain and analyze historical periods in world history (H-1A-H1)
5.	Describe multiple perspectives on an historical issue or event in world history (H-1A-H2)
6.	Analyze the point of view of an historical figure or group in world history (H-1A-H2)
12.	Analyze and evaluate the credibility of a given historical document (e.g., in terms of its source, unstated assumptions) (H-1A-H4)
13.	Analyze source material to identify opinion or propaganda and persuasive techniques (H-1A-H4)
14.	Interpret a political cartoon depicting an historical event, issue, or perspective (H-1A-H4)
16.	Construct a narrative summary of an historical speech or address (H-1A-H4)
18.	Analyze causes and effects in historical and contemporary world events, using a variety of resources (H-1A-H6)
World History	
42.	Explain major differences in the political ideologies and values of the Western democracies versus the Soviet bloc and how they led to development of the Cold War (H-1C-H14)
43.	Describe the causes and effects of major Cold War crises and military conflicts on the world (H-1C-H14)
44.	Analyze and compare the development of Communism in the Soviet Union and China (H-1C-H14)
45.	Describe the end of colonial rule in Asia, Africa, the Americas, and the Middle East (H-1C-H14)
46.	Describe the role of the United Nations in the contemporary world (H-1C-H14)

Sample Activities

Activity 1: Churchill and Stalin (GLEs: 5, 6, 12, 13, 16, 42)

Materials List: Cold War Vocabulary Self-Awareness Chart BLM, excerpt from Winston Churchill’s Iron Curtain speech, excerpt from Josef Stalin’s response to Churchill’s Iron Curtain speech

To introduce this unit, have the students complete the Cold War *Vocabulary Self-Awareness Chart* ([view literacy strategy descriptions](#)). (See the BLM.) The *vocabulary self-awareness* chart will list many of the relevant terms related to the Cold War that are not everyday terms with which most students are familiar. Students rate their understanding of each word with either a “+” (understand well), a “√” (limited understanding or unsure), or a “–” (don’t

know). Students should refer to the chart as they progress through the Cold War content to update their understandings of the vocabulary. The teacher can check the charts throughout the study of the Cold War to assess student knowledge and provide additional instruction for students who continue to experience difficulty learning the key vocabulary.

Word	+	√	-	Example	Definition
Cold War					
superpower					

Distribute copies of excerpts from Churchill’s Iron Curtain speech to half of the class ([click here for a copy of Churchill's Iron Curtain speech](#)). To the other half of the class, distribute copies of excerpts from Josef Stalin’s reply to Churchill’s speech ([click here for a copy of Stalin's response to Churchill](#)). Ask each student to read the excerpt they receive and write a narrative summary of the speech analyzing the point of view of its presenter. In the narrative summaries have students identify the following:

- use of opinion, propaganda and/or persuasive techniques;
- credibility of the sources;
- unstated assumptions of each man; and
- the perspective each man held on the post-World War II world.

When the narrative summaries are complete, divide the class into pairs of students, one with a summary of Churchill’s speech and one with a summary of Stalin’s response. Have each pair of students complete a “Think-Pair-Share” metacognitive activity using the procedure below. It is important that all students understand that they must respect each other’s opinions in this activity.

- Step 1: Have each student read their partner’s summary
- Step 2: Without exchanging words, each student will write a short reflection of their partner’s summary (5 to 10 minutes)
- Step 3: Student pairs will exchange papers and silently read the partner’s reflection of their summary, and then write a second reflection based upon the partner’s first reflection (3 to 5 minutes)
- Step 4: Exchange papers once more and allow the students to silently complete a third reflection based upon the second reflection (3 to 5 minutes)
- Step 5: Allow each pair of students to discuss their summaries and reflections with each other (5 to 8 minutes)

After the “Think-Pair-Share” activity, bring the students back together as a whole class and solicit volunteers to read their summaries. The teacher should lead a class discussion of the opposing points of views of Churchill and Stalin, which culminated in a Cold War that lasted over forty years.

Activity 2: Cold War Ideology (GLEs: 14, 42)

Materials List: political cartoon depicting the beginning of the Cold War, Ideologies of Free World and Soviet Bloc Nations BLM, overhead projector (optional), poster board or paper, colors or colored markers

Distribute copies or project a picture of a political cartoon depicting the beginning of the Cold War ([click here for political cartoon of Soviet Union taking over Eastern Europe](#)). Ask the students to write down two or three statements about the meaning of the cartoon including the main character(s) and the main event depicted. Solicit volunteers to share their interpretations with the class. From the cartoon, ask the students to predict who will be the main countries fighting the Cold War.

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

- Why did the Soviets act to prevent free movement of peoples within their satellite countries and the Soviet Union?
- Why did the Soviets limit access by Western peoples to their satellites and the Soviet Union?
- Why did Winston Churchill call the invisible borders between the Soviet satellite nations and the rest of Western Europe the Iron Curtain?
- Why did the United States advocate a *policy of containment* during the Cold War?

Distribute the Ideologies of Free World and Soviet Bloc Nations BLM to the students (see the sample below).

Ideologies	Free World	Soviet Bloc
Rights of the people	Individual rights guaranteed	Collective rights guaranteed
Type of economy	Market economy	Command economy
Political parties	Political parties compete for power	Communist party controls the state

The Cold War was a war of ideology where propaganda was the most important factor in this war of words. A teacher-led class discussion should review the various types of propaganda and their definitions ([click here for review of propaganda techniques](#)). The seven main types of propaganda are bandwagoning, card stacking, glittering generalities, name calling, plain folks, testimonials, and transfer. Other types of propaganda and their descriptions can be found at the website link above.

Working in cooperative groups of three or four students, ask the students to create

propaganda posters or political cartoons expressing both ideologies of the Cold War. Have the groups indicate the type of propaganda they are using in their posters or cartoons. Each group should present their posters or cartoons to the class and explain how they expressed the two ideologies of the Cold War. The posters should then be displayed in the classroom.

Activity 3: Cold War Events and Policies (GLEs: 1, 18, 43)

Materials List: Cold War Personalities BLM, Internet access (optional), chart paper or newsprint for timelines, markers, Cold War Causes and Effects BLM, Cold War Timelines BLM

Assign individuals or student pairs one of the Cold War personalities listed below. Have the students write a letter of introduction, explaining the person’s role in the era of the Cold War.

- Joseph Stalin (Soviet satellites/*Berlin Crisis*)
- Harry S. Truman (Truman Doctrine)
- George C. Marshall (Marshall Plan)
- George Kennan (containment policy)
- Dwight D. Eisenhower (domino theory/Korean War)
- John Dulles (circle of containment/NATO/*SEATO*/CENTO/ANZUS)
- *Nikita Khrushchev* (peaceful coexistence/*Berlin Wall*)
- John F. Kennedy (Bay of Pigs/Cuban Missile Crisis)
- Robert McNamara (MAD and deterrence policies)
- Richard Nixon (*détente*, *realpolitik*)
- Ronald Reagan (evil empire/SDI-Star Wars)
- Leonid Brezhnev (Brezhnev Doctrine)
- George H. W. Bush (collapse of communism in Eastern Europe and the USSR)
- Mikhail Gorbachev (*glasnost/perestroika*/collapse of the Soviet Union)

The student(s) should read their letters to the class. The class should record information about each personality on a *graphic organizer* ([view literacy strategy descriptions](#)) like the sample below (see Cold War Personalities BLM).

Personality	Event/Contribution	Impact
Joseph Stalin	Soviet satellites/ <i>Berlin Crisis</i>	Tensions between USSR, Western Europe, and U.S. / NATO created

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

Using textbooks, online resources or teacher handouts, have the students read about the various crises or military conflicts of the Cold War listed below. The teacher should lead the class in a discussion of each crisis or military conflict. The students should use *split-page notetaking* ([view literacy strategy descriptions](#)) to record important information about each event. The crisis or military conflict should be written on the left one-third of the paper and the important information about each event should be recorded on the right side of the paper. Allow students time to use their *split-page notetaking* papers as a study guide or review by folding back either the right or left side of the papers and practicing recalling important information found on the other side.

- Greek Civil War
- Berlin Crisis (blockade/airlift)
- Nuclear Arms Race (MAD, *ICBMs*, deterrence, Test Ban Treaty, SALT I, ABM Treaty, SALT II)
- *Chinese Civil War* (Nationalists versus Communists)
- Korean Conflict
- Containment (NATO, ANZUS, SEATO, etc.)
- 1956 Crises (Hungary, Poland, Suez Canal)
- Vietnam Civil War
- *Belgian Congo*
- Bay of Pigs Incident
- Cuban Missile Crisis (*Fidel Castro*)
- *Berlin Wall*
- Resistance in Czechoslovakia
- *Vietnam Conflict* (U.S. involvement in Vietnam)
- Afghanistan
- *Space race* (Sputnik)
- Reunification of Germany (1989)
- Secession of the Baltic states (1990)

Working in pairs or groups of three, have the students construct a vertical timeline of the events of the Cold War. The events should include: end of WWII, Truman Doctrine, Berlin Crisis, Greek Civil War, Marshall Plan, Chinese Civil War, Resistance in Hungary, Resistance in Czechoslovakia, NATO, Vietnam Civil War, Bay of Pigs, Cuban Missile Crisis, Korean Conflict, Berlin Wall, Suez Crisis, Warsaw Pact, ANZUS, SEATO, CENTO, Belgian Congo, Afghanistan, Sputnik, H-Bomb, China falls to Communism, reunification of Germany, secession of the Baltic states, and break-up of the Soviet Union. Ask the students to construct a second vertical timeline with the leaders of the United States to the left of the events timeline and a third timeline of the leaders with the Soviet Union on the right side of the events timeline (see the Cold War Timelines BLM). Have the students compare the three timelines and analyze the relationship of the events of the Cold War with the leaders of the two superpowers. Ask students to share their observations with the class.

Now that students have studied the major personalities and events of the Cold War, have them complete a “Cause and Effect” chart on the Cold War (see the Cold War Causes and Effects BLM). Elicit student responses for both the causes and the effects of the Cold War.

The teacher should monitor these responses for accuracy. The causes should include: disagreements between Allies at the wartime conferences, differing U.S. and Soviet economic and political systems, different goals of the Allies for postwar Germany and the countries of Eastern Europe, Soviet expansion of communism, and U.S. resistance to Soviet aggression. The effects should include: political struggles over communism around the world, military conflicts, the arms race, increased military spending, and the threat of nuclear war. Remind students that they will have to describe the causes and effects of the major Cold War crises and military conflicts on the world, not just list them.

Activity 4: Communism in the USSR and China in the 20th Century (GLEs: 1, 44)

Materials List: chart paper and markers for parallel timelines

Working in small groups of two or three, ask students to research the important political events, ideologies, and leadership changes in the rise and fall of Communism in the USSR and its rise in the People's Republic of China. Divide up the topics listed below and assign each group the leaders, the ideologies, or the key events in the Soviet Union or China to research. Ask students to compare the impact of World War I and World War II on each nation and its development as a communist nation. Have students explain how each leader, ideology, or event contributed to the rise or decline of communism in each country and the impact on the Cold War. Using "esteemed professors" (variation of *professor know-it-all* strategy – [view literacy strategy descriptions](#)), have each group report their information to the class. The rest of the class should take notes during the group presentations and all students should be held responsible for the information presented.

The main events, ideologies, and political leaders for the USSR should include the following:

- Vladimir Lenin, Josef Stalin, Nikita Khrushchev, Leonid Brezhnev, Mikhail Gorbachev, Boris Yeltsin
- Russian Revolution, Five Year Plans, WWI, WWII, Soviet bloc, Cold War, Stalin's Purges
- Détente, peaceful coexistence, glasnost, perestroika

The main events and political leaders for the People's Republic of China should include the following:

- Sun Yat-sen, Mao Zedong, Chiang Kai-shek, Deng Xiaoping
- WWI, WWII, Long March, Great Leap Forward
- China's seizure of Tibet in 1959
- Cultural Revolution, shelling of Taiwan, Korean Conflict, Nixon's visit
- Open break with the Soviets
- Admission of the People's Republic of China in 1971 to the United Nations/replaced Taiwan on the Security Council
- Tiananmen Square, 1989
- Peaceful acquisition of Hong Kong in 1997 and Macao in 1999

Have the students create parallel timelines with key leaders and events in the Soviet Union on one timeline and the key leaders and events in China on the other timeline. Conduct a teacher-led classroom discussion of the timelines, asking students to make comparisons between the two Communist societies on the basis of:

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

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

Materials List: chart paper or poster board for visual aids; markers or colors; maps of the Middle East, Pacific, Southeast Asia, India, Africa, Caribbean, and Central and South America

Working in cooperative groups of three or four, ask students to choose (or assign them) one of the topics listed below. Students should create a visual aid to help them illustrate and explain how nationalism and/or religion contributed to the creation of independent countries after World War II. Have each group present their information to the class. The rest of the class should be held responsible for all information presented.

- The mandate system established after World War I was phased out after World War II. With the end of the mandate system, new nations emerged in the Middle East. Prepare maps of the Middle East showing territorial changes, the new nations (e.g., Trans-Jordan became Jordan, United Arab Emirates and Kuwait), and the special case of Israel.
- The United Nations Trusteeship system replaced the old mandate system of the League of Nations. Trusteeships were placed over former Japanese possessions in the Pacific and other colonies in Southeast Asia and in the East Indies. Prepare maps of these regions to show countries that achieved independence from the Trusteeship program (e.g., Myanmar, Indonesia, Malaysia, Singapore, Papua New Guinea, Fiji, Philippines, etc.) The Trusteeship program came to an end in 1994 when all Trust Territories had acquired the right of self-determination.
- *Mahatma Gandhi* led a massive resistance and nonviolent movement against British rule in India. Describe the course of this peaceful revolution and how it impacted the region. Explanations must include how religious differences produced different countries.
- Asia underwent turbulent changes after World War II as nationalism swept the continent. Prepare two political maps of Asia before and after World II to show the emergence of independent nations (e.g., Pakistan, Bangladesh, Philippines, Bhutan, Sikkim, Sri Lanka, Indonesia, New Guinea, Korea, countries of Indochina).
- Ask students to prepare three political maps of Africa for 1800, 1900, and 2000. The maps should indicate the growth of colonies and the emergence of new countries with dates of independence. Fifty nations became independent after World War II. Be sure to include information on the new nations formed (e.g., Zaire or the Belgian Congo, Ghana, Zimbabwe, Malawi, Zambia).

- On a hemispheric map of the Americas, ask students to indicate (with dates) the emergence of new countries after World II (e.g., Guyana, Surinam, Jamaica, Belize, etc.). Have them identify and explain reasons European and American possessions remain dependent (e.g., Virgin Islands, Puerto Rico, Martinique, St. Martin, French Guiana, Cayman Islands, etc.).

Activity 6: United Nations (GLE: 46)

Materials List: current Almanac, Internet access (optional)

Working in small cooperative groups research the formation, purpose, and role of the United Nations. Have each group list and describe the basic functions of each branch of the United Nations (Secretariat, General Assembly, Security Council, Economic and Social Council, International Court of Justice, and the Trusteeship Council - [click here for United Nations website](#)). Ask students to respond to the following question:

Why is the General Assembly of the United Nations called the “Town Meeting of the World”?

Ask students to explain the role of the United Nations in each of the following actions:

- Cold War conflicts (Korean Conflict, Vietnam Conflict)
- Post-Cold War conflicts (Kuwait, Iraq, UN no-fly zones, weapons inspectors)
- peacekeeping (Israeli/Palestinian Conflict, Kashmir, Croatia, Bosnia, Western Sahara, Sudan, Kosovo, Cyprus, Lebanon, Pakistan, Haiti, Ethiopia, Middle East, etc.)
- humanitarian efforts (UNESCO, WHO, and UNICEF)
- world economic efforts (IMF and WTO)

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

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

Sample Assessments

General Guidelines

- Students should be monitored during all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Student investigations should be evaluated with a rubric and, when possible, students should assist in the developing of the rubrics used.
- Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive exams assessing the GLEs from the unit should consist of the following:
 - a variety of formats for objective, convergent test items
 - depth of knowledge at various stages of Bloom's taxonomy
 - LEAP-like constructed response items
 - open-ended response items requiring supporting evidence
 - test items aligned to the verbiage of the GLEs.

General Assessments

- Have each student create an ABC booklet of the Cold War by choosing either personalities or events of the Cold War starting with different letters of the alphabet and dedicating an entire page of basic information about each entry. The booklets should be assessed for the accuracy of the content and the total number of entries. Grading criteria should be distributed to all students at the beginning of the project.
- Have the students create a mind map or web of the main events and personalities of the Cold War. This can be done using a program such as *Inspiration*® or *Publisher*®. It can also be completed using chart paper or newsprint. The mind maps or webs can be assessed for accuracy of information and should be displayed in the classroom as visual organizers of information.
- Provide students with a blank political map of the world. Have the students color-code the Soviet bloc and its allies along with the United States and its allies according to the member nations of NATO, the Warsaw Pact, SEATO, CENTO, Rio Pact, and ANZUS. Ask the students to analyze the map and respond to the journal stems:
 - To what extent do you consider the Cold War to be another type of world war?
 - In your opinion, how effective are/were all of the post-WWII alliances in preventing a third world war that could destroy the world as we know it?

Activity-Specific Assessments

- Activity 2: Working in pairs, assign each group of students one of the ideological issues from the Ideologies of Free World and Soviet Bloc Nations BLM chart. Ask them to develop a defense for the issue and be ready to debate it with the opposing view. For example, one pair of students will defend the market economy while a second pair will defend the command economy. Set up a debate format for all teams to follow. Use peer evaluation to determine which side of each issue presented the best defense.
- Activity 3: The letters of introduction can be assessed for the accuracy of information and the use of the proper format for a personal letter.
- Activity 5: Have students create a visual aid to help them illustrate and explain how nationalism and/or religion contributed to the creation of independent countries indicated in any of the six choices. Students should be encouraged to use a variety of mediums to create their visuals (collages, picture storyboards, *PowerPoint*[®], etc.). Assessment criteria should be established at the onset of this activity and distributed to students.

World History

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

Time Frame: Approximately four weeks

Unit Description

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

Student Understandings

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

Guiding Questions

1. Can students construct a timeline to explain and analyze historical periods in world history?
2. Can students interpret a political cartoon depicting an historical event, issue, or perspective?
3. Can students interpret or analyze historical data in a map, table, or graph to explain historical factors or trends?
4. Can students analyze cause and effects in historical and contemporary world events, using a variety of resources?
5. Can students analyze the consequences of the breakup of the Soviet Union on the world?
6. Can students describe terrorist movements in terms of their proliferation and impact on politics and societies?
7. Can students describe the progress and status of democratic movements and civil rights around the world?
8. Can students explain the political, social, and economic significance of growing interdependence in the global economy?
9. Can students describe and evaluate the significance and possible consequences of major technological innovations and trends?
10. Can students analyze information about a current economic system undergoing change (e.g., command economy to mixed economy, traditional economy to industrial economy, developing countries to developed countries)?
11. Can students describe the role of the United Nations in the contemporary world?

Unit 8 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
History: Historical Thinking Skills	
1.	Construct a timeline to explain and analyze historical periods in world history (H-1A-H1)
9.	Evaluate and use multiple primary and secondary materials to interpret historical facts, ideas, or issues (H-1A-H3)
14.	Interpret a political cartoon depicting an historical event, issue, or perspective (H-1A-H4)
15.	Interpret or analyze historical data in a map, table, or graph to explain historical factors or trends (H-1A-H4)
18.	Analyze causes and effects in historical and contemporary world events, using a variety of resources (H-1A-H6)
World History	
46.	Describe the role of the United Nations in the contemporary world (H-1C-H14)
47.	Analyze the consequences of the breakup of the Soviet Union on the world (H-1C-H15)
48.	Describe terrorist movements in terms of their proliferation and impact on politics and societies (e.g., Arab-Israeli Conflict, Afghanistan) (H-1C-H15)
49.	Describe the progress and status of democratic movements and civil rights around the world (H-1C-H15)
50.	Explain the political, social, and economic significance of the growing interdependence in the global economy (H-1C-H15)
51.	Analyze information about a current economic system undergoing change (e.g., command economy to mixed economy, traditional economy to industrial economy, developing countries to developed countries) (H-1C-H15)
52.	Describe and evaluate the significance and possible consequences of major technological innovations and trends (H-1C-H15)

Sample Activities

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

Materials List: banner paper or newsprint to create a mural, colored markers, glue, scissors, pictures of the various events and symbols of the Cold War, Internet access (optional), newsprint or poster paper for timelines

Working in groups of three or four, ask the students to create a mural that reflects life during the Cold War in the Soviet Union and the relationship between the two superpowers of the U.S. and the Soviet Union. Divide up the years between 1945 and 1991 according to the number of groups created and ask each group to create a mural of that time period (e.g., all Cold War events between 1945 and 1951, etc.) Have each group explain all the elements of their mural to the class. As each group completes the presentation of their mural, tape the

murals together into one large mural and display it in the classroom. Examples of what could be included on the murals are: map of the Soviet satellite nations, pictures of the Berlin Wall, pictures of the Bay of Pigs incident, pictures of missile sites during the Cuban Missile Crisis, closed churches in the Soviet Union, political cartoons depicting armed secret police and lack of freedom of speech in the Soviet Union and its satellites, Soviet tanks rolling into Czechoslovakia and Hungary, depiction of the Iron Curtain, create headlines of the policies of the Truman Doctrine vs. the Brezhnev Doctrine, etc.

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

Using textbooks, the Internet, and/or teacher handouts, have students research the breakup of the Soviet Union. They should begin their investigation with the appointment of Mikhail Gorbachev as General Secretary of the Communist Party in 1985 and ending with the creation of the Commonwealth of Independent States (CIS) in 1991. Working in small groups, ask students to create a timeline of the events leading up to the disintegration of the Soviet Union in 1991. The timelines should be displayed and analyzed by the class, who check the accuracy of events and dates. Events on the timeline should include: Gorbachev's rise to power, Solidarity in Poland, Gorbachev cutting the Soviet military, Hungarian reforms, reversal of the Brezhnev Doctrine, listing of the Soviet satellites and when their communist governments toppled, fall of the Berlin Wall, unification of Germany, Baltic Republics declaring their independence, coup attempt against Gorbachev, Soviet republics declaring their independence, and the formation of the C.I.S. The students should use *split-page notetaking* ([literacy strategy descriptions](#)) during a teacher-led class discussion to record their notes on each of the events contained on the timelines. The events should be written on the left side of the page and the significant information about each event recorded on the right side of the page. Ask the students to further analyze the timelines and make predictions on the political, social, and economic impacts of the breakup of the Soviet Union on the world. Solicit student volunteers to share their predictions and discuss them as a class.

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

Materials List: New Countries Created From the Former Soviet Union BLM, pre-1991 map of the fifteen former republics of the Soviet Union, map of the world after 1991, overhead projector (optional)

Display or distribute copies of a pre-1991 map of the fifteen former republics of the Soviet Union ([click here for map of the Soviet Union](#)). Using the atlas in the student textbook or a current wall map of the world, ask the students to identify all the countries that emerged from the former Soviet Union. Have them use a data chart, such as the following, to list the language, ethnicity, and religion of the new republics (see the New Countries Created From the Former Soviet Union BLM and the sample below):

Country	Ethnicity	Religion	Language
Ukraine	Ukrainian, Russian	Ukrainian Orthodox	Ukrainian, Russian
Armenia	Armenian	Armenian Church	Armenian
Estonia	Estonians	Lutherans, Russian Orthodox	Estonian, Russian

Ask students to examine the data chart and make generalizations about patterns from the data. The following questions can be used to guide student discussion of the patterns:

- Where are the new Islamic countries located?
- Where are the Russian Orthodox countries located?
- Why were varying languages a problem in the former Soviet Union?
- Why did the Soviet Union deem it necessary to “russify” these diverse peoples prior to 1991?

During a class discussion, ask students to predict the major problems faced by the newly independent satellite nations and former republics of the Soviet Union. The teacher should create a comprehensive list of problems on the board or on an overhead transparency. Divide the class into cooperative groups of three or four members and assign each group one or two countries to research and determine the accuracy of their predictions. They should also indicate whether or not the countries are still having problems and what has happened to the culture and language of the satellites and republics of the former Soviet Union. If some of the same problems exist today, ask the students to suggest possible solutions. Each group should present their research to the class, and all students should use *split-page notetaking* ([view literacy strategy descriptions](#)) to record the information. The countries should be listed on the left side of the page, while the notes about each country should be recorded on the right side of the page. Students should be reminded that *split-page notetaking* allows them to fold back one side of the page to facilitate studying the recorded material in preparation for a quiz or test.

Activity 3: Arab-Israeli and Middle East Conflicts (GLE: 48)

Materials List: chart paper (optional), Arab-Israeli and Middle East Conflicts BLM

Before reading about and investigating the *Arab-Israeli conflicts*, have students generate questions about this topic by responding to a *SQPL* (*Student Questions for Purposeful Learning*) prompt ([view literacy strategy descriptions](#)). Write the following *SQPL* prompt on the board:

“Palestine is the cement that holds the Arab world together, or it is the explosive that blows it apart.” (Yasser Arafat, 1974)

Working in small groups of two or three, ask students to generate several questions they have about the Arab-Israeli conflict. Have each group share their questions with the class while someone records the questions on the board or chart paper. Any question asked more than once should be marked with some symbol to signify it is an important question. The teacher

should add more questions if it is felt that there are major gaps. Keep the questions posted throughout the study of the Arab-Israeli conflicts and refer to them whenever information is presented that answers one of the student-generated questions. Ask students if they heard an answer to one of the posted questions and allow the students to confer with someone next to them before responding.

Have students read about the creation of the state of Israel after World War II in their textbooks or teacher handouts. Divide the class into three groups. Ask one third of the class to investigate the Arab-Israeli conflict as a Palestinian and to be prepared to debate this viewpoint, and another third of the class to do the same as an Israeli. Then ask the final third to investigate the conflict as a neutral party and to be prepared to mediate discussion between the Palestinians and Israelis. In their investigations, have each group respond to the following questions:

- Who are the Zionists and what role did they play in this conflict?
- When the British controlled the Palestinian region, were the Jewish rebels freedom fighters or terrorists when they destroyed British hotels?
- Since Israel is an established state, are their Palestinian opponents freedom fighters or terrorists?
- What is the role of religion in promoting terrorism in the Middle East?

Set up the class with the desks or chairs in a large semicircle and have students discuss their group's viewpoints on the questions. Make sure the mediation group is placed between the two opposing viewpoints. After each opposing viewpoint is made, the mediation group should make its suggestions for mediating disputes between the Palestinians and the Israelis.

Next, divide the class into groups of two or three students to research the specific events associated with the Arab-Israeli and Middle East tensions that are listed below:

- First Arab-Israeli War
- Suez Crisis
- Baghdad Pact
- Pan-Arabianism and Islamic Fundamentalism
- Six Day War
- Yom Kippur War
- Palestinian Intifada
- Iranian Revolution
- Iran-Iraq War
- Persian Gulf War
- Iraq War

For each event students should research and present the major personalities involved, and give a short summary of the event, the outcome of the event, and how each event is directly associated with the Arab-Israeli conflict. Using the format of the “*esteemed professors*” (variation of *professor know-it-all* – [view literacy strategy descriptions](#)), have each group report their information to the class. Remind each group of “*esteemed professors*” to be ready to address questions from their classmates and to ask questions that will assure their classmates understand the material presented. All students should be held responsible for

information presented and the basic information from each of the presentations may be recorded on a chart like the sample below (see the Arab-Israeli and Middle East Conflicts BLM).

Event	Leaders	Short Summary	Outcome	Association to Arab-Israeli Conflict
First Arab-Israeli War	David Ben-Gurion	Arab countries of Egypt, Syria, Lebanon, Transjordan, and Iraq invaded Israel and fought to reclaim Palestinian land.	Arab armies soundly defeated	Beginning of the Arab-Israeli conflict that would continue until today

After the different groups have presented their information to the class, a teacher-led class discussion should focus on the current status of the Arab-Israeli conflict.

Activity 4: Terrorism (GLEs: 14, 18, 48)

Materials List: Internet (optional), newspapers and magazines (optional)

Have students write a definition of *terrorism* in their own words and then solicit student volunteers to share their definitions with the class. The teacher should record the key words on the board and then assist the class in determining an accurate definition of terrorism. Key elements of the definition should include: use or threatened use of force or violence against people or property; intention of the act is to intimidate or coerce individuals, societies, or governments; and the purpose of the act is often for ideological or political reasons.

Working in groups of three or four students, assign each group one of the events listed below to research and determine the causes and effects of their assigned event. Using the criteria of the class-created definition of terrorism, ask each group to determine whether their assigned event would be considered an act of terrorism.

- United States Embassy in Beirut, Lebanon
- Chechnya and Russia
- Darfur in Western Sudan (Janjaweed and Sudan Liberation Movement)
- Kashmir (Indian-Pakistani Conflict)
- Sri Lanka (Tamil uprising)
- Kosovo-Serbia
- World Trade Center (1993)
- Timothy McVeigh/Oklahoma Federal Building (1995)
- Twin Towers/Pentagon (9/11/01)

Using specific evidence from their research on the above topics, a teacher-led class discussion should focus on the following questions:

- Why is terrorism so much more prevalent and dangerous today?
- How is the availability of weapons a serious problem?
- How did the Cold War make weaponry so available to terrorists?

Have students find recent political cartoons about terrorism using newspapers, magazines, or the Internet. Students can also be encouraged to draw their own political cartoons about terrorism. Ask students to share their cartoons with the class and explain what points the cartoonists are trying to make about terrorism. The cartoons should be posted around the classroom for visual reinforcement.

The teacher should define *religious fundamentalism* as religious thought and practice based on the literal interpretation of religious texts such as the Bible or the Qur'an and sometimes in anti-modernist movements in some religions (e.g., Iranian Revolution). The teacher should also differentiate between religious fundamentalism and *religious extremism* (considered to be an irrational, unjustifiable, or otherwise unacceptable religious ideology according to the greater civil society). Have the students read about the activities listed below and explain how religious extremism may be partly responsible for the actions. Ask them to also determine if the following situations could be defined as terrorism according to the definition of terrorism they created above.

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

Guide a discussion dealing with the concept of religious toleration and religious extremism. Students should be able to explain why diversity is not an acceptable concept for religious extremists.

Activity 5: Human Rights and the U.N. (Using Primary Documents) (GLEs: 9, 46, 49)

Materials List: copy of the “Universal Declaration of Human Rights” amendment to the United Nations Charter, Internet (optional)

Ask the class to read the “Universal Declaration of Human Rights” amendment ([click here for "Universal Declaration of Human Rights"](#)) to the United Nations Charter (1948), regarding human rights guaranteed to all peoples under the charter. Eleanor Roosevelt made significant contributions to this “*Human Rights*” amendment. Have the students use the Internet or teacher handouts to research her contributions and complete a *learning log* ([view literacy strategy descriptions](#)) entry entitled: “Eleanor: Champion of the Forgotten People.” Remind students that they should review the reflections in their *learning logs* because they are a good source of “open response” questions for their tests, and also a great opportunity to express their opinions.

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

- civil rights legislation (United States in the 1960s)
- U.N. actions against genocide (Rwanda/Burundi)
- trade (*economic*) *sanctions* in opposition to *apartheid* (South Africa)
- U.N. embargo against Serbia (genocide in Bosnia)
- U.N. actions by UNIFEM in Afghanistan (women’s rights)

Ask the class to create a rating system or rubric of their own design to use with their examination and assessments of the above actions by the United States or the United Nations. After assessing the impact, each group should present their findings to the class. *Split-page notetaking* ([view literacy strategy descriptions](#)) can be used to record the presented information of each group. The event should be written on the left side of the page, while the assessment information should be recorded on the right side of the page. Give students time to review the information with other students and to fold back one side of the page to help in studying the information for a test.

Activity 6: Building Global Markets (GLE: 50)

Materials List: Global Markets *Vocabulary Self-Awareness* BLM; Internet, almanacs or world atlases to research global trading trends

To introduce this unit, have the students complete the Global Markets *Vocabulary Self-Awareness* BLM ([view literacy strategy descriptions](#)). (See this BLM and the sample below.) The *vocabulary self-awareness* chart will list many of the relevant terms related to global markets that are not everyday terms with which most students are familiar. Students will rate their understanding of each word with either a “+” (understand well), a “√” (limited understanding or unsure), or a “–” (don’t know). Students should refer to the chart as they progress through the content on global markets to update their understandings of the vocabulary. The teacher can check the charts throughout the study of global markets to assess student knowledge and provide additional instruction for students who continue to experience difficulty learning the key vocabulary.

Word	+	√	–	Example	Definition
Global interdependence					
Protectionism					

Words included in the *vocabulary self-awareness* chart are *global interdependence*, *protectionism*, *tariffs*, *balanced trade*, *favorable balance of trade*, *unfavorable balance of trade*, *trade deficits*, *free trade*, *economic imperialism*, *developed countries*, and *developing countries*. Upon completion of the chart, if students have very little knowledge of the

vocabulary needed for this activity, the teacher should review the basic economic principles of global trade.

Have students use almanacs, world atlases, textbooks or the Internet to research global trading trends and indicate which major countries have trade deficits, balanced trade, or a favorable balance of trade. A great Internet site for students to research current information on trade is the World Trade Organization website (<http://www.wto.org>). Ask the students to give examples of developed countries and developing countries. What effect does each of these types of countries have on global trade?

The teacher should guide a class discussion on economic imperialism, protectionism, tariffs, balanced trade, favorable balance of trade, and trade deficits, asking students to explain who benefits and who loses under protectionism. Who benefits most from free trade? Who benefits the least from free trade?

The United States and the *European Union* have debated the issue of free trade on several occasions. French farmers are paid a subsidy to keep prices of their products low and their incomes high. American farmers object—why? Americans have relatively high tariffs on imported steel. Europeans object—why? Ask students to write a short prediction on the role of free trade in the twenty-first century. The teacher should ask for students to volunteer their predictions with their classmates. A teacher-led class discussion should focus on the problems associated with free trade agreements (e.g., NAFTA).

Working in groups of three or four students, have students research and write a similar prediction for the global effect of the large regional economic markets of NAFTA (North American Free Trade Agreement), MERCOSUR (trade block between Argentina, Brazil, Uruguay, and Paraguay), European Union (trade block of European countries), ACS (Association of Caribbean States), and ASEAN (Association of Southeast Asian Nations). Ask each of the groups to share their predictions with the class. A teacher-led class discussion should focus on the impact of these regional economic markets on global trade.

Activity 7: Natural Resources and Restraint of Trade (GLE: 50)

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

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

After discussing the above questions, ask the class to come to a consensus about whether

OPEC is a form of *economic imperialism*. Now, have the students complete the following *RAFT* ([view literacy strategy descriptions](#)) writing assignment:

R – Role of a concerned citizen

A – Audience is the newspaper readers

F – Form will be a letter to the editor

T – Topic: “Is OPEC a form of economic imperialism?”

Ask students to take on the role of concerned citizens who are disturbed about the current situation with OPEC and the high price of oil. Students might write a letter to the editor of a local newspaper. The letter should express the student’s viewpoint of OPEC as a form of economic imperialism. Students should exchange their *RAFTs* to check for accuracy and logic. The *RAFT* letters to the editor should be displayed in the classroom.

Activity 8: China and World Economic Forces (GLE: 51)

Materials List: article on China’s economy by the Foundation for Economic Education, current map of China

Review the following characteristics of a *command economy*:

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

Have the students compare and contrast China’s command economy under Mao Zedong and China’s modern economic policies under Deng Xiaoping and Hu Jintao (e.g., free enterprise zones and Hong Kong and Macao having a separate status since their incorporation into China in 1997 and 1999 respectively). Topics to be researched for the comparison and contrast are: use of Soviet-style five-year plans for industrial development, the Great Leap Forward economic plan, the Cultural Revolution, the Four Modernizations program, Tiananmen Square Massacre, free enterprise zones, and the special status of Hong Kong and Macao ([link to an article on China's economy by the Foundation for Economic Education](#)). Using a current map of China ([click here for map of China](#)), ask the students to locate China’s free enterprise zones (Shenzhen, Zhuhai, Xiamen, Shanton, Hong Kong, and Macao), noting their location away from the political and cultural center of Beijing. Ask students what major incident occurring in June of 1989 probably contributed to the location of these remote economic zones (Tiananmen Square Massacre). Ask the class to make predictions about the impact that the market forces of demand, supply, and price will have on a totalitarian state such as China. Request student volunteers to share their predictions with the class.

Activity 9: Technology and Modern Society (GLE: 52)

Materials List: chalkboard

A hallmark of the twentieth century has been the rapid growth of new technologies. Scientific discoveries have altered all factors of life from medicine to nuclear power. Ask students to interview parents/guardians and make a list items in their homes that did *not* exist when their parents/guardians were teenagers. Have the students share their lists with the class while someone records a comprehensive list on the board. Ask the students to predict and list new items that they believe will be in their homes when they are the age of their parents/guardians. Have the students rank the comprehensive list of items on the board from most to least important. The list might include changes in the following:

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

Ask students to identify positive and negative aspects of newer technologies (e.g., the Internet has great potential for democracy but also for the invasion of privacy). A teacher-led class discussion should focus on the impact of this new technology upon education expectations, future job opportunities, health care, life expectancy, privacy issues, etc. Have students reflect upon future technology by responding to the following prompt:

Which future technological advance do you anxiously await and why? Which future technological advance do you most dread and why?

The teacher should ask student volunteers to share their answers with the class.

Activity 10: Student Predictions (GLE: 52)

Materials List: *PowerPoint*® software (optional)

As a closing activity, ask the students, working in groups of three or four, to write predictions in the form of a creative commentary called “A Century in Review.” Each group should write about the following topics at the close of the twenty-first century and discuss what they believe will happen in each:

- a Palestinian state
- defeat of terrorism
- European unity
- world peace
- medical advances
- advances in energy

- end of hunger in the world
- advances in communication and transportation

The groups may report their predictions in the form of an oral TV commentary, a cartoon strip, a booklet, or a *PowerPoint*® presentation. Each group should share their “A Century in Review” project with the class. A teacher-led discussion following the presentations should focus on which predictions are the most realistic and why.

Sample Assessments

General Guidelines

- Students should be monitored during all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Student investigations should be evaluated with a rubric and, when possible, students should assist in the development of the rubrics used.
- Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive exams assessing the GLEs from the unit should consist of the following:
 - a variety of formats for objective, convergent test items
 - depth of knowledge at various stages of Bloom’s taxonomy
 - LEAP-like constructed response items
 - open-ended response items requiring supporting evidence
 - test items aligned to the verbiage of the GLEs

General Assessments

- Provide students with political maps of Europe and Asia in 1945 and a current world map. Ask students to compare the map of 1945 to the current world map and then reflect on the following questions through journal writing. Where are most of the communist countries located today? What do they predict would happen if communism fails in China? What do they think are some of the factors that keep communism alive in China and other Asian countries when it has failed in so many other places?
- Ask students to compare the first half of the 20th Century characterized by nationalistic wars and revolutions to the second half of the 20th Century characterized by wars and revolutions motivated by ideology (communism vs. democracy), racism, and religion. Which half of the 20th Century was more devastating to humanity? Have

the students write an opinion essay supporting their choice with specific details. The teacher and students should jointly create criteria to assess the essays.

- After *brainstorming* ([view literacy strategy descriptions](#)) a list of at least ten questions comparing life fifty years ago to now (questions should focus on advances in technology, medicine, communication, mobility, transportation, military destruction, religious ideology, morality, economic trends, and luxuries), have the students use the list to obtain oral histories from family and friends over the age of fifty. Use the information obtained from the interviews to write articles for a special edition newspaper entitled “Life Then and Now: A Century of Progress!” The teacher and students should jointly create criteria to assess the essays.

Activity-Specific Assessments

- Activity 1: The murals of the Cold War should be assessed on the accuracy of the pictures and symbolism chosen for the events during each time period assigned to a group.
- Activity 4: Have students write an informal essay with the following focus, using specific evidence from their research on the assigned topics in this activity:
 - Why is terrorism so much more dangerous today?
 - How is the availability of weapons a serious problem?
 - How did the Cold War make weaponry so available to terrorists?

Criteria for the informal essay should be established and distributed to the students before the essay is assessed.

- Activity 7: Students and the teacher should devise specific criteria for assessing the letter to the editor. The criteria for the letter to the editor should be distributed to all students before they are assessed.