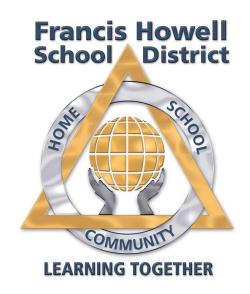# Modern World History Grade 10

Curriculum

Board Approved:
June 15, 2017

Francis Howell School District

Mission Statement

The mission of the Francis Howell School District is to prepare students today for success tomorrow.

Vision Statement

Every student will graduate with college and career readiness skills.

Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

10th Grade Modern World History Course Rationale

Students understand the present more thoroughly when they understand the roots of today's world in light of their knowledge of the past. World History explores the development of civilizations over time and the relationships between the past and events taking place today. Focusing on significant social, economic, and political movements of the past and their relationship to the world today, World History provides an overview of major ideals, attitudes, values, beliefs, and expectations that characterize areas and eras of the world throughout history.

10th Grade Modern World History Course Description

This course will explore the heritage of the Renaissance in Europe, the rise and fall of monarchies and the ensuing political and industrial revolutions. Students will also investigate imperialism, the world wars of the twentieth century, and the sociopolitical realities of the modern world. Students will analyze the interaction and mutual influence occurring between civilizations as well as the technological and intellectual developments that have had a major impact on world civilizations.

10th Grade Modern World History Board Approved Textbook

Title:	"World History: The Modern Era"
Publisher:	Prentice Hall, copyright 2011
ISBN:	978-0-13-372394-6
Replacement Cost:	$90.00 (2012, subject to change)

Modern World History Curriculum Team

Curriculum Committee

Barb Riti	Francis Howell Central
Don Lober	Francis Howell Central
Zach Fettig	Francis Howell North
Kimberly Coil	Francis Howell North
Holly Baker	Francis Howell High
Michael Enright	Francis Howell High
Mark Henley	Francis Howell High

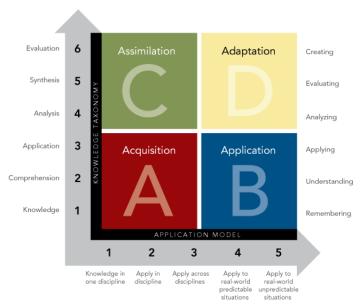|	
Social Studies Content Leader	Erin Thurston
Director of Student Learning	Dr. Chris Greiner
Chief Academic Officer	Nicole Whitesell
Superintendent	Dr. Mary Hendricks-Harris

Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the Rigor and Relevance Framework and 21st Century Skills. Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.

The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs.   The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem
-solving.

Standards

Standards aligned to this course can be found:

Social Studies Grade Level Expectations
https://dese.mo.gov/sites/default/files/curr-mls-standards-ss-6-12-sboe-2016.pdf
When referencing standards in this document, we have ommitted the "9-12.WH" prefix.

College and Career Readiness Anchor Standards for Literacy
http://www.corestandards.org/ELA-Literacy/

National Educational Technology Standards
https://www.iste.org/standards/standards/for-students-2016

Units & Standards Overview

Semester 1 **Semester 2**

Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Emergence of the Global Age	**Age of Revolutions**	**Progression Towards Modern Era**	**The Modern Era**
PE Assessment: **5.PC.C, 1.CC.E, 3.GS.B,** W1, ISTE 3a-d	PE Assessment: **3.GS.B,** ISTE 3a, ISTE 3b	PE Assessment: **2.EC.A, 1.G.A**	PE Assessment: **1.CC.E**, ISTE 6a
2.PC.C, 2.CC.C, 2.GS.B, 2.PC.B, **5.PC.C**, **1.CC.E**, 3.CC.A, **2.EC.A**, 3.CC.B, 3.GS.A, 3.G.A, 3.G.B, 3.EC.C, **3.GS.B**, 5.G.B 5.G.C, ISTE 3a-d,ISTE 6b, ISTE 7b	1.CC.A, 2.GS.A, **3.GS.B**, 4.GS.B, 5.GS.A, 5.GS.B, 3.CC.C, 5.EC.B, 1.GS.A, 1.PC.A, 3.CC.A, 4.CC.C, 4.GS.A, 4.EC.A, 5.EC.A, 2.PC.A, 2.PC.C, 3.PC.D, 4.PC.A, 4.PC.C, 1.CC.B, 1.GS.B, 1.GS.C, **1.G.A**, 1.G.B, 1.G.C, 2.GS.B,3.GS.A, **3.GS.B**, 5.GS.A, 5.GS.B, 1.PC.B, 2.G.A, 2.G.B, 4.G.A, 4.G.B, 3.PC.C, 4.PC.D, 5.PC.D,5.PC.E, ISTE 3a, ISTE 3b, ISTE 7b	4.EC.B, 4.G.C, 3.PC.C, 4.G.A, 1.PC.B, 4.PC.B, 4.CC.E, **2.EC.A**, 2.PC.A, 3.EC.C,5.CC.A, 5.EC.B, 4.CC.E, **1.G.A**, 3.CC.B, 4.CC.B, **3.GS.B**, ISTE 3a, ISTE 3b, ISTE 7b	1.CC.A, 5.CC.B, 4.G.C, 5.GS.B, 4.PC.B, 1.GS.C, 4.CC.C, 4.G.B, **3.GS.B,** 5.GS.A, 4.CC.D, 1.GS.A, 1.GS.B,5.G.A,**1.CC.E**,**1.G.A**, 3.GS.A, 2.PC.A,5.CC.C,5.PC.E, 4.GS.C, 4.G.A, 3.PC.A, 4.PC.C, 4.PC.D, 5.PC.A,5.PC.D, 2.G.A, 5.G.D, **5.PC.C**, ISTE 3c**,** ISTE 6a, ISTE 6d, ISTE 7b,

Course Map

	Unit Description	**Unit Timeline**	**PE Summary**	**PE Standards**
Semester 1	Unit 1 Topics: Major World Religions, Key Middle Age events, Renaissance, Reformation, Exploration, and Isolation Description: This unit describes how the world transitions from the Middle Ages into the 1st Global Age by examining intellectual, religious, and economic revolutions that occur during the Renaissance, Reformation, and Age of Exploration. The unit also explains the huge role that religion plays throughout World History, including how it leads to some different national policies in Asia when compared to their European counterparts as they start to continuously interact.	8 weeks	Historical Figure Bracket Challenge Students will choose from a list of 17 historic figures from Unit I to answer the following prompt. They will research individuals for their political, social, religious, and/or cultural significance. Students will develop an argument and create a product such as an Infographic, written blog, multi-media presentation and post their presentation on a discussion board, such as Glogster, Schoology, Google Classroom, etc. to be commented on by classmates to narrow brackets down to the Final Four which will be presented in class where a final vote will be conducted. **Prompt:** Who is the most historically significant person of the First Global Age?	**5.PC.C** **1.CC.E** **3.GS.B**
Semester 1	Unit 2 Topics: Absolutism, Scientific Revolution, Enlightenment, and French Revolution/Napoleon Description: This unit explains how Europe goes through sweeping political changes caused primarily by the unforeseen consequences of the Age of Exploration/Commercial Revolution and Scientific Revolution.	8 weeks	Absolutism Resume: Students will identify the characteristics of absolute rulers. Students will then be assigned an absolute ruler to research their specific reign. Students will create a resume for an Absolute ruler that demonstrates why that ruler would be the best ruler for the new nation of Schwarzburg-Sondershausen. Students will also respond to interview questions either in a group setting or individual setting to justify the validity of their ruler.	**3.GS.B**
Semester 2	Unit 3 Topics: Industrial Revolution, Nationalism, and Imperialism Description: This unit describes how new needs and technologies lead to certain Western nations industrializing and eventually extending their power and influence across Africa and Asia with severe consequences.	8 weeks	Scramble for Africa: Students will simulate the scramble for Africa by analyzing maps of the time period and synthesizing information in order to predict outcomes of European imperialism. Students will take turns using a political map of Africa in 1880 to claim 1" by 1" portions of the map of Africa until the entire continent has been claimed. Then, students will analyze a physical map to evaluate gains such as fertile farmland, coastlines, deserts, water sources, etc. and how the territory will benefit or hinder them in the future. Next,	**2.EC.A** **1.G.A**

			students will use an economic map to analyze the natural resources available to determine the economic success of their colony. Next, students will study a distribution map to determine the language of tribal groups in their colony as they relate to artificial territorial boundaries created by the imperialistic nation. Next, students will use a political map of Africa in 1913 to predict the consequences of European Imperialism as they relate to the areas colonized. Lastly, students will synthesize evidence from all the maps and correlate the accuracy of the message presented in the political cartoon.	
Semester 2	Unit 4 Topics: World War I, Russian Revolution, Totalitarianism, World II, and Modern Regional Issues Post-World War II Description: The Industrial and Imperialistic Ages lead to massive global conflicts. This unit describes these major World Wars and their aftermath. The unit also examines key current issues and their connections to the recent past.	8 weeks	Current Issues - Past/Present Historical Connection: In this assessment, students will be asked to continue and expand their historical thinking from their 3rd quarter performance task. Students will research the origins of a Modern World History problem. Students will be given a list of current places and problems to choose from by the teacher. The goal is for the students to connect the Industrial Revolution and the Age of Nationalism and Imperialism to current major world problems and issues (Ex's - Independence of Africa and Asia; Partitioning of India and Palestine, etc). Final products can vary: CEI - where the claim, is in part, constructed by the student with assistance from the teacher's prompt. Students can complete a "Cause and Consequence for an Effect" chart. Students can post their CEI on Schoology, Glogster, or another "blog" site. Students can create a Powerpoint effectively using past historical events and images to tell the story of a country's current reality.	**1.CC.E**

Bold standards indicate Priority Standards.

Unit 1: Emergence of the Global Age

Content Area: Social Studies	**Course:** Modern World History	**UNIT:** Emergence of the Global Age

Unit Description: This unit describes how the world transitions from the Middle Ages into the 1st Global Age by examining intellectual, religious, and economic revolutions that occur during the Renaissance, Reformation, and Age of Exploration. The unit also explains the huge role that religion plays throughout World History, including how it leads to some different national policies in Asia when compared to their European counterparts as they start to continuously interact.	**Unit Timeline:** ● World Religions-1 week ● Renaissance and Reformation-3 weeks ● Exploration and Isolation-4 weeks

DESIRED Results

Transfer Goal - Students will be able to independently use their learning to develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings – *Students will understand that… (Big Ideas)*
1. Economic and political systems are structured to meet the needs and wants of different societies.
2. Regional and global trade networks impact world populations.
3. Changes in a society can often be traced to a specific significant event, or turning point.
4. Religion can be a guiding force for political change or conquest.
5. Belief systems can both unite and divide people.
6. Individuals can influence world events.
7. Cultural diffusion and physical geography affect history.

Essential Questions: *Students will keep considering…*   ● What accounts for the similarities and differences among organized religions?   ● How do people, events, and discoveries shape political, religious, economic, and cultural institutions?   ● How does individual questioning create a shift in collective thinking?

Students will know/understand…..	Standard	Students Will Be Able to…..	Standard
World Religions ● Similarities and differences between Hinduism, Confucianism and Buddhism ● Similarities and differences between Judaism, Christianity and Islam ● Similarities and differences between monotheism and polytheism	2.PC.C	Analyze the historic development of Islam as well as the expansion of Christianity, Islam, Hinduism and Buddhism in order to explain their transformation and roles in conflict and cooperation.	2.PC.C
Key High Middle Age Events ● Causes and effects of the Crusades and 100 Years War ● Causes and effects of the Black Death ● Significant characteristics of the Middle Ages 　○ Feudalism 　○ Catholicism 　○ Manorialism 　○ Scholasticism **Renaissance** ● Commercial prosperity in Italy assists in the development of the Italian city-states and leads to the Renaissance (Causes of the Renaissance)	2.CC.C	Explain how the Crusades, Scientific Revolution, Black Death, and the resulting exchanges that followed impacted Europe and led to the Renaissance.	2.CC.C
	2.GS.B	Explain the influence of the classical revival on governmental systems including their source of power, how leaders are selected, and how decisions are made.	2.GS.B
R **enaissance** ● The development of humanism and perspective are key characteristics of the Renaissance ● Similarities and differences between the Middle	2.PC.B	Analyze the intellectual, architectural, and artistic achievements of the Renaissance resulting from the rebirth of Classical ideas.	2.PC.B
	5.PC.C	**Analyze the technological, intellectual, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status quo.**	**5.PC.C**

Ages and the Renaissance (intellectually and artistically)			

Reformation
● Causes and consequences of the Protestant Reformation
  ○ Questioning authority leads to struggles within the Catholic Church
  ○ Religious conflict leads to new branches of Christianity being created in Europe that don't recognize the Pope as the spiritual authority for Christianity
  ○ Religious disputes lead to wars and more secular control of society
	1.CC.E	**Analyze the causes and consequences of a specific problem in world history post c.1450 as well as the challenges and opportunities faced by those trying to address the problem.**	**1.CC.E**

	3.CC.A	Analyze the historical context of the Protestant Reformation and Scientific Revolution to explain new ways of thinking, and explain their social, political and economic impact.	3.CC.A
Exploration	**2.EC.A**	**Analyze the flow of goods and ideas along ocean and overland trade routes to explain their contributions to economic success or failures of societies in Europe, Africa, Middle East, India, the Americas and China.**	**2.EC.A**

● Causes and consequences of European exploration and colonization
● European knowledge of the world greatly expanded through improved navigation and technology
● European motivations for exploring the seas
  ○ the search for spices, then gold and silver
  ○ Goods, Gold, God, and Glory
● Interactions among Africans, Asians, Americans, and Europeans in the Western & Eastern Hemisphere
  ● Portuguese exploration; outposts in Africa
  ● Spain in the Americas; conquistadores; missions
	3.CC.B	Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas.	3.CC.B

	3.GS.A	Describe how governments and institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world.	3.GS.A
	3.G.A	Analyze physical geography to explain the availability and movement of resources.	3.G.A
	3.G.B	Describe major changes in patterns of migration and human settlement in Africa, Asia, and the Americas resulting from European expansion.	3.G.B

● Trans-Atlantic Slave Trade, triangular trade, "middle passage" ○ Demands for slave labor in the Americas; sugar ● Columbian Exchange: plants, animals, technology, disease ● Commercial Revolution ○ Development and characteristics of mercantilism ○ Rising internal production in agriculture and commerce in Europe **Isolation** ● Great Ming naval expeditions and expansion of trade across the Indian Ocean (Zheng He) ● Effects of the arrival of Europeans on Chinese policy ● Chinese turn inward; restrictions of expeditions, trade, and merchants ● Chinese culture: role of women, kowtow ● Traditional Chinese civilization under challenge; European influences			
● Effects of the arrival of Europeans on Japan ● After feudal disorder, Japan reunified under Tokugawa Shogunate ● Hostility to Western influences; Japanese Christians persecuted ● Trade and travel cut; ban on seagoing vessels; Nagasaki open to Dutch	3.EC.C	Describe how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations.	3.EC.C
Key Historical Figures ● Religion: Abraham, Jesus of Nazareth, Muhammad, Buddha; Renaissance: Medicis, Leonardo da Vinci, Michelangelo, Dante Alighieri, Machiavelli, Johannes (Jan) Gutenberg, Erasmus, Thomas More, William Shakespeare, Elizabeth I; Reformation: Martin Luther, Pope Leo X (the	**3.GS.B**	**Analyze the style and function of a leader to determine his/her impact on a governmental system.**	**3.GS.B**
	5.G.B	Explain how technology has reduced barriers and expanded people's capacity to make use of, or modify, the physical environment.	5.G.B

Papacy), John Calvin, John Knox, the Anabaptists, Ignatius Loyola, Henry VIII; Exploration: Prince Henry, Bartolomeu Dias, Vasco da Gama, Isabella of Spain, Christopher Columbus, Hernando Cortez, Montezuma II, Francisco Pizarro, Atahualpa, Bartolomé de las Casas; Isolation: Zheng He, Tokugawa Ieyasu	5.G.C	Evaluate the relationship between technological and scientific advancements and increasing global interaction.	5.G.C		
	ISTE 3a-d	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	ISTE 3a-d		
	ISTE 6b	Students publish or present content that customizes the message and medium for their intended audiences.	ISTE 6b		
	ISTE 7b	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.	ISTE 7b		
	W1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	W1		
	W7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W7		
	W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W8		

Unit 1: Assessment

EVIDENCE of LEARNING

Understanding	Standards	Unit Performance Assessment:	R/R Quadrant
4, 5, 6	**5.PC.C** **1.CC.E** **3.GS.B** W1 W7 W8 ISTE 3a-d	**Description of Assessment Performance Task(s):** Historical Figuer Bracket Challenge Students will choose from a list of 17 historic figures from Unit I to answer the prompt below. They will research individuals for their political, social, religious, and/or cultural significance. Students will develop an argument and create a product such as an Infographic, written blog, multi-media presentation and post their presentation on a discussion board, such as Glogster, Schoology, Google Classroom, etc. to be commented on by classmates to narrow brackets down to the Final Four which will be presented in class where a final vote will be conducted. **Prompt:** Who is the most historically significant person of the First Global Age? **Teacher will assess:** ● Achievements of modern era and determine how society reflects and challenges the status quo ● Causes and consequences of a specific problem, and challenges and opportunities faced by those trying to address the problem ● Style and function of a leader and his/her impact on a governmental system ● Argumentation ● Presentation ● Research process **Performance:** **Mastery:** Students will show mastery when they have effectively created a digital flyer effectively explaining the historical significance of the person they have selected for the project. **Scoring Guide**	C **21 Century** Critical Thinking Communication

Unit 1: Sample Activities

	SAMPLE LEARNING PLAN	

Understanding	Standards	Major Learning Activities:	Instructional Strategy:	R/R Quadrant: 21C:
4, 5	2.PC.C	1. Activity: World Religions Graphic Organizer Students will complete a graphic organizer comparing and contrasting major world religions. First, students will use information from sources such as History Alive to create a Venn Diagram or other graphic organizer to compare and contrast the basic beliefs and tenets, including symbolism, of the three monotheistic religions. Then students will compare and contrast non-monotheistic religions' basic beliefs and tenets, including symbolism. Students will share information with a shoulder partner or group to clarify information and create comprehensive graphic organizers. ● Objective: Students will explore the similarities and differences of monotheistic and non-monotheistic religions to understand how they shaped world cultures.	Identifying similarities and differences Non-linguistic representation	C Collaboration Critical Thinking
3, 6, 7	**5.PC.C** 2.PC.B ISTE 7b	2. Activity: Medieval Art vs. Renaissance Art Teacher will discuss with students the characteristics, such as perspective, technique, subjects, of both Medieval and Renaissance art and architecture. Students will review art specific vocabulary such as - perspective, fresco, Romanesque, Gothic. Then the teacher will show the class a powerpoint of artwork from both the Medieval and Renaissance periods as the basis of comparison between the two styles. Students will create collaborative notes via a Google Doc by listing the name of the artwork, artist, and whether it is categorized as Medieval or Renaissance and why. ● Objective: Students will be able to compare the characteristics between Medieval and Renaissance art and architecture.	summarizing and note taking identifying similarities and differences	A Critical Thinking

3, 4, 5, 6	**1.CC.E** 3.CC.A ISTE 7b	3. Activity: _Luther_ (2003) Viewing Guide During discussion/lecture about the Reformation, the teacher will utilize movie clips from _Luther_ about the struggles Martin Luther encountered in his attempts to reform the Catholic Church leading to the Reformation and diffusion of Christianity. Students will answer reflective questions about the role of Luther and events of the time period via an online discussion such as Today's Meet, Schoology, Google Classroom, or All Write Round Robin as they watch. ● Objective: Students will be able to describe the evolution of events that led to the Protestant movement.	Cues & Questions	C Critical Thinking Communication
2,3,7	**2.EC.A** 3.G.A ISTE 6d	4. Activity: Columbian Exchange Visual Students will, either on their own or with a partner, create a visual representation such as a Google Drawing, Infographic, poster, or multimedia presentation. This visual will be a <u>color</u> replica of the process of exchanging goods from the Eastern Hemisphere to the Western Hemisphere and visa versa. Students will create the four continents/two hemispheres and draw arrows going each direction. FILL the paper with the images. Include fruits, vegetables, plants, animals, and diseases for each direction of the exchange. Students should have symbols for most of them but may create lists for the diseases and animals. As an extension, teachers could pose questions about the impact of Columbian Exchange or students could include Triangular Trade in addition to Columbian Exchange. ● Objective: Students will demonstrate understanding of the major impact of exploration on the movement of food and disease.	Non-linguistic representation	C Collaboration Communication
1, 6	**3.GS.B**	5. Activity: Governmental, Religious, and Social Leaders	Summarizing	C

	W1	Students will answer the prompt: "What characteristics make a good leader?" by listing on idea on each post-it (Jot Thoughts). Student groups will then discuss each characteristic and rank them from most influential to least influential. Then, teachers will lecture over various governmental and social leaders of the periods in history who had a significant impact on the governmental system in their country, impacted the governmental system of other countries, or had some other significant contribution to society at that time. Students will process the information by ranking leaders discussed based on their criteria of a good leader. Students will write a micro-argument for the most influential leader. ● Objective: Students will understand the impact of certain leaders.	and Notetaking Cooperative Learning Argumentative Writing	Critical Thinking Collaboration

Unit 1: Resources

UNIT RESOURCES

Teacher Resources:
   ● Textbook: Pearson: *Modern World History* (subject to change)
   ● Textbook resources from Pearson: *Modern World History* or McDougall Littell: *Patterns of Interaction*
   ● *Da Vinci and the Code He Lived By*
   ● *Luther*
   ● DBQ Project Resources
   ● History Alive - World History (Comparing World History's Major Religions)

Student Resources:
   ● Textbook: Pearson: *Modern World History* (subject to change)
   ● Textbook resources from Pearson: *Modern World History* or McDougall Littell: *Patterns of Interaction*
   ● Handouts from Teacher

Vocabulary: **Monotheism** - religion where 1 god is worshipped **Polytheism** - religion where more than 1 god is worshipped **Feudalism** - A political, economic, and social institution that existed in medieval Europe in which people worked and fought for nobles who gave them protection and land in return. System was primarily determined hereditarily **Crusades** - Middle Age holy wars launched by European Christians to recapture holy land in the Middle East controlled by Muslims. The

Crusades started in the late 11 century and lasted through the end of the 13th century

Black Death/Bubonic Plague - epidemic disease that started in the 14th century in Asia and spread to Europe killing anywhere from 1/3rd to 2/3rds of populations impacted

Renaissance - The cultural rebirth that occurred in Europe from roughly the fourteenth through the middle of the seventeenth centuries, based on the rediscovery of the literature of Greece and Rome. ... **Renaissance** means "rebirth" or "reawakening."

Humanism - intellectual belief that the focus of educational study should be on human beings and the world humans live in

Perspective - art technique used by Renaissance artists to help make artwork 3d and more realistic looking

Vernacular - everyday language of the people

Indulgences - practice sometimes used by the Catholic Church where the faithful can make financial payments to excuse parishioners time in Purgatory

Protestant - people who "protested" the Catholic Church and the spiritual authority of the Pope.

Lutherans - Protestant group where followers practiced the teachings of Martin Luther

Calvinists - Protestant group where followers practiced the teachings of John Calvin

Predestination - Calvinist belief that God already knows who is going to heaven and who isn't

Presbyterians - Protestant group where followers practiced the teachings of John Knox

Anabaptists - Protestant group where followers believed in adult baptism and living in isolated, secluded communities

Columbian Exchange - the global transfer of goods, people, animals, ideas, and diseases between Old and New World started by Columbus

Mercantilism - Economic philosophy where a country establishes colonies to help self-sufficiency and a constant flow of money to the Mother Country

Triangular Trade - Economic trade pattern between Europe, Africa, and the Americas created during this era that primarily helped European mother countries profit.

Middle Passage - the 2nd leg of Triangular Trade where Europeans obtained African slaves and transported them for sale in the Americas

Commercial Revolution - an economic revolution created during the Age of Exploration caused by new sources of wealth found by Europeans in the Americas and Asia

Isolationism - a type of foreign policy where a country participates minimally in world affairs. During this era, the Chinese and Japanese eventually created isolationist policies to help restrict the amount of European influences in their respective countries

Unit 2: Age of Revolution

Content Area: Social Studies	Course: Modern World History	UNIT: Age of Revolution

Unit Description:	Unit Timeline:
This unit explains how Europe goes through sweeping political changes caused primarily by the unforeseen consequences of the Age of Exploration/Commercial Revolution and Scientific Revolution.	- Absolutism-1 week - Scientific Revolution and Enlightenment-2 weeks - Revolutions: French, Latin American-4 weeks

DESIRED Results

Transfer Goal - Students will be able to independently use their learning to develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings – *Students will understand that… (Big Ideas)*
1. Monarchs believed their power to rule came from belief in divine right.
2. belief systems can both unite and divide people.
3. new technologies can change people, places and regions.
4. there is a connection between the thinking of the Scientific Revolution and the Enlightenment.
5. Enlightenment theories challenged the belief of Divine Right and Absolutism.
6. changes in a society can often be traced to a specific significant event or turning point.
7. individuals can influence world events.
8. economic and political systems are structured to meet the needs and wants of different societies.
9. Life is a constant struggle between continuity and change.

Essential Questions: *Students will keep considering…*
- How did new discoveries and science impact society?
- Why were new ideas of thinkers, aided by the technological advancements in communication, able to influence economic, political and social systems?
- How rulers affect the lives of their citizens?

Students will know/understand…..	Standard	Students Will Be Able to…..	Standard
Absolutism ● An absolute monarch is an unlimited form of government in which the king or queen has unlimited power and authority, often backed by the concept of divine right. ● Absolute monarchs abused their power at the expense of the people, which led Enlightenment thinkers to question their right to rule. ● Similarities and differences between the absolute rulers of Spain, France, England, Prussia, Austria, Russia. ● Key contributors: Philip II, Cardinal Richelieu, Louis XIV, James I,Charles I, Oliver Cromwell, Peter the Great,Thomas Hobbes	1.CC.A	Create and use tools to analyze a chronological sequence of related events in world history.	1.CC.A
	2.GS.A	Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.	2.GS.A
	3.GS.B	**Analyze the style and function of a leader to determine his/her impact on a governmental system.**	**3.GS.B**
	4.GS.B	Compare and contrast limited and absolute governments and the extend of their impact on individuals and society.	4.GS.B
	5.GS.A	Compare and contrast evolving governmental systems, including monarchy, theocracy, totalitarianism and representative government, to determine their impact on society.	5.GS.A
	5.GS.B	Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.	5.GS.B
	3.CC.C	Explain the challenges and benefits of large land empires including those found in Russia, China, and the Middle East.	3.CC.C
	5.EC.B	Evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change over time.	5.EC.B
Scientific Revolution and Enlightenment ● The discoveries of the Scientific Revolution, especially the "scientific method", impacted every aspect of European society. ● Enlightenment thinkers, encouraged by the	1.GS.A	Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history post c. 1450.	1.GS.A

discoveries of the Scientific Revolution, proposed new ideas for government. ● Effects of the Enlightenment: laws of nature, reason, harmony, and progress ● Key contributors: Nicolaus Copernicus, Galileo Galilei, Francis Bacon, Rene Descartes, Isaac Newton, Andreas Vesalius, William and Mary, John Locke, Voltaire, Montesquieu, Rousseau, Denis Diderot, Mary Wollstonecraft, Adam Smith, Catherine the Great, Frederick the Great, Hapsburg Dynasty, Maria Teresa	1.PC.A	Using a world history lens, describe how people's perspectives shaped the sources/artifacts they created.	1.PC.A
	3.CC.A	Analyze the historical context of the Protestant Reformation and Scientific Revolution to explain new institutions and ways of thinking, and explain their social, political, and economic impact.	3.CC.A
	4.CC.C	Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty.	4.CC.C
	4.GS.A	Analyze the key of ideas of Enlightenment thinkers to explain the developments of ideas such as natural law, natural rights, social contract, due process, and separation of powers.	4.GS.A
	4.EC.A	Analyze the origins and characteristics of laissez-faire, markets mixed, and command economic systems to determine their effects on personal, social, and political decisions.	4.EC.A
	5.EC.A	Analyze economic systems such as market, mixed, and command to determine their impact on economic growth, labor markets, rights of citizens, the environment, and resource allocation in and among regions.	5.EC.A
	2.PC.A	Explain how scientific and technological advancements impacted the interconnectedness within and among regions.	2.PC.A
	2.PC.C	Analyze the historic development of Islam as well as the expansion of Christianity, Islam, Hinduism, and Buddhism in order to explain their transformations and roles in conflict and cooperation.	2.PC.C

	3.PC.D	Trace the development and impact of religious reform on exploration, interactions, and conflicts among various groups and nations.	3.PC.D
	4.PC.A	Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo.	4.PC.A
	4.PC.C	Analyze social and educational reform movements to determine their impact on the challenges brought about by revolutions.	4.PC.C
Revolutions ● Causes and effects of revolutions in France and Latin America. 　○ Struggle between social classes ● Key contributors: Louis XVI, Marie Antoinette, Maximillien Robespierre, Jean-Paul Marat, Napoleon Bonaparte, Klemens von Metternich, Toussaint L'Ouverture, Simon Bolivar, Jose de San Martin, Miguel Hidalgo	1.CC.B	Explain connections between historical context and people's perspectives at the time in world history.	1.CC.B
	1.GS.B	Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.	1.GS.B
	1.GS.C	Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.	1.GS.C
	1.G.A	**Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010.**	**1.G.A**
	1.G.B	Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.	1.G.B
	1.G.C	Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.	1.G.C
	2.GS.B	Explain the influence of the classical revival on governmental systems including their source of power, how leaders are selected, and how decisions are made.	2.GS.B

3.GS.A	Describe how governments and institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world.	3.GS.A
3.GS.B	**Analyze the style and function of a leader to determine his/her impact on a governmental system.**	**3.GS.B**
5.GS.A	Compare and contrast evolving governmental systems, including monarchy, theocracy, totalitarianism and representative government, to determine their impact on society.	5.GS.A
5.GS.B	Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.	5.GS.B
1.PC.B	Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	1.PC.B
2.G.A	Analyze physical geography to explain how regions are connected or isolated from each other.	2.G.A
2.G.B	Compare and contrast geographic regions by examining the cultural characteristics of European, African, Asian, and American societies.	2.G.B
4.G.A	Explain how and why places changed as a result of revolutions and why various people perceive the same place in varied ways.	4.G.A
4.G.B	Extrapolate the push-pull factors created by revolutions to determine their impacts on population distribution, settlements, and migrations.	4.G.B
3.PC.C	Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.	3.PC.C

4.PC.D	Analyze political, social, cultural, artistic, and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation.	4.PC.D
5.PC.D	Analyze the causes and effects of the changing roles of class, ethnicity, race, gender, and age.	5.PC.D
5.PC.E	Distinguish the power and responsibilities of citizens and institutions to address and solve world problems c. post 1450.	4.PC.E
ISTE 3a ISTE 3b	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students: a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources	ISTE 3a ISTE 3b
ISTE 7b	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students: a. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.	ISTE 7b
W1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	W1
W7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W7

	R1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	R1
	R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	R2
	R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	R8

Unit 2: Assessment

		EVIDENCE of LEARNING	

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment</u>: **Description of Assessment Performance Task(s):**	<u>**R/R Quadrant**</u>
1,2,5,7,9	**3.GS.B** W1 W7 R8 ISTE 3a ISTE 3b	Students will identify the characteristics of absolute rulers. Students will then be assigned an absolute ruler based on their choice to research the ruler's specific reign. Students will create a resume for an Absolute ruler that demonstrates why that ruler would be the best ruler for the new nation of Schwarzburg-Sondershausen. Students will also respond to interview questions either in a group setting or individual setting to justify the validity of their ruler. **Teacher will assess:** ● Characteristics of absolute rulers. ● The possible impact of that the specific ruler could have upon the new nation. ● Creation of a resume demonstrating those characteristics that make the ruler a successful ruler for our new nation. ● Specific accomplishments of individual rulers. <u>**Performance:**</u> **Mastery:** Students will show an understanding of the characteristics that a ruler must possess in order to be considered a successful ruler. Students will discuss why such characteristics would be best for the creation of our new nation. Students will show an understanding of how and why an absolute ruler governs their people. Students will demonstrate how a ruler's authority affects their citizens everyday life. **Scoring Guide**	C **21 Century** critical thinking communication creativity

Unit 2: Sample Activities

	SAMPLE LEARNING PLAN			

Understanding	**Standards**	**Major Learning Activities:**	**Instructional Strategy:**	**R/R Quadrant: 21C:**
1, 7, 8	**3.GS.B** 5.GS.A R1 R2	1. Activity: Primary Source Analysis of Louis XIV Teachers will provide students with a primary source Louis XIV wrote to his son. As students read the primary source, they are to annotate the "tips" Louis XIV tries to provide his son on how to be an effective Absolute Monarch. ● Objective: Students will be able to identify key policies Absolute Monarchs utilized to be effective autocrats.	Cues and questions Summarizing and note-taking	C Critical thinking
1, 6, 7, 9	1.CC.A **3.GS.B** 4.GS.B	2. Activity: Absolutism Concept Web/Map Students will create a concept web representing Absolutism. They will create a 11x14 (or similar) piece of paper or an electronic version via Mind Mapping with their main idea written in the middle. Next, students will "spoke" four supporting ideas off of the main idea creating quadrants to put four supporting themes which represent Absolutism. These can be concepts or people. Then students should add at least four drawings or pictures in each quadrant to display the themes/ideas they are using to demonstrate how it supports the main idea of Absolutism. Upon completion, students will have a visual representation of contributing factors or people to Absolutism. ● Objective: Students will be able to analyze contributing factors which allowed Absolute Monarchies to have unlimited power.	Advance Organizer Non-Linguistic Representation	C Critical Thinking Creativity
4,5,8,9	**3.GS.B** 4.GS.A 1.CC.B R1 R2	3. Activity: Enlightenment Thinkers DBQ (from DBQ Project World History Mini-Q's) Students are to analyze passages from the following Enlightenment philosophers: Locke, Rousseau, Voltaire, Montesquieu, Smith, and Wollstonecraft and create a thesis statement that answers the following prompt: "What was the main idea of	Frontloading Cues and questions	D Critical Thinking

		the Enlightenment philosophers?" Students will read each passage first and answer document analysis questions. Students then will collaborate with a partner to discuss the similarities that exists between all of the documents. Finally, students will create their thesis statement and share it with classmates either through a post-it on the door or electronically on Google Classroom or Schoology Discussion board for feedback. ● Objective: Students will be able to effectively communicate an idea by creating an effective thesis statement.	Identifying Similarities and Differences Generating and testing hypothesis	Collaboration
	ISTE 7b			
1, 6, 8, 9	1.CC.B 1.GS.B 1.GS.C 2.GS.B **3.GS.B** 1.PC.B 3.PC.C 5.PC.D	4. Activity: French Revolution Simulation Teachers will utilize an activity such as History Alive to simulate the stages of the French Revolution. The activity actively engages students to work through the build up to revolution, show the inequities of life between the Estates, then the fervor of the Revolution as it led to Robespierre and later the Directory and Napoleon. The process begins with the majority of students working as peasants to "make" wheat which will later be taxed by the nobility, clergy, and crown. After the inequities of the Estates are demonstrated, students will move into the beginnings of the revolution by forming the Estates General and attempting to bring legislation to the King under the Constitution of 1791. ● Objective: Students will understand the stages of the French Revolution by gaining first hand experiences of the hardships and emotions various groups felt during the historical period.	Providing Practice Generating And Testing Hypothesis	D Communication

Unit 2: Resources

UNIT RESOURCES

Teacher Resources:
- Textbook: Pearson: *Modern World History* (subject to change)
- Textbook resources from Pearson: *Modern World History* or McDougall Littell: *Patterns of Interaction*
- DBQ Project Resources
- *Land of the Tsar's*
- *Peter the Great: The Tyrant Reformer*

- *The Man In the Iron Mask*
- History Alive (French Revolution)
- DBQ Project Mini-Q's Book 2

Student Resources:
- Textbook: Pearson: *Modern World History* (subject to change)
- Textbook resources from Pearson: *Modern World History* or McDougall Littell: *Patterns of Interaction*
- Handouts from Teacher

Vocabulary:

Absolutism - type of government where an Absolute Monarch has supreme power with little to no checks and balances to restrict that power

Monarchy - type of government where the executive of the country is determined hereditarily by a royal blood lineage

Divine Right of Kings - theory used by Absolute Monarchs to justify their supreme authority. Rationale was that since you don't question God, and the king is divinely chosen by God to run the country, you don't question the king. In Asia a similar theory existed called Mandate from Heaven

Constitutional Monarchy - a limited government where the monarch acts as the country's executive, but shares power with some sort of legislative body. Most Enlightenment philosophers preferred this type of government over Absolute Monarchy

Intendants - middle class professionals hired by the Bourbon kings of France to help the king run the country. The use of these intendants created loyal government workers and became a part of an absolutism blueprint to help the French kings during this era limit the power of French nobles by giving intendants their jobs

Versailles - French Bourbon palace finished by Louis XIV. Became a visible symbol for Absolute Monarchy

St. Petersburg - city built by Peter the Great. It symbolized both Peter the Great's absolute power as tsar of Russia and his goal of westernizing Russia

Scientific Revolution - era during the 1st Global Era where new scientific inventions lead to important scientific discoveries and methods that helped humans better understand the human body and that natural world humans live in

Enlightenment - era inspired by the "scientific" method where philosophers created the social sciences to experiment and debate which political, economic, and social institutions where best for a people. The philosophers often disagreed with how things were done in the present and past and aspired through the writing and debates to promote change for the future

Philosophe - or philosopher, was an "enlightened" thinker who used a scientific way of thinking to help him or her better understand the world in which humans lived and interacted

Revolution - an event that leads to something changing in a significant way. Revolutions can be political, economic, religious, scientific, and/or social

Glorious Revolution - a political revolution in England in 1688-1689. It is "glorious" because it was relatively bloodless and because it created a Constitutional Monarchy. The new king and queen signed the English Bill of Rights into law which created a limited government

Physics, Chemistry, Economics, Anatomy - new disciplines and fields created by the scientists of the Scientific Revolution

Scientific Method - scientific procedure popularized by Bacon and Descartes during the Scientific Revolution where scientists used questioning, hypothesizing, observation, data collection, and data analysis to find possible answers to scientific questions

Unit 3: Progression Towards Modern Era

Content Area: Social Studies	Course: Modern World History	UNIT: Progression Towards Modern Era

Unit Description:	Unit Timeline:
This unit describes how new needs and technologies lead to certain Western nations industrializing and eventually extending their power and influence across Africa and Asia with severe consequences.	● Industrial Revolution and Its Effects-3 weeks ● Nationalism and Imperialism-4 weeks

DESIRED Results

Transfer Goal - Students will be able to independently use their learning to develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings – *Students will understand that… (Big Ideas)*
1. Economic and political systems are structured to meet the needs and wants of different societies.
2. Physical and human geography affect people and places.
3. Technological change affects people and places.
4. Changes in a society can often be traced to a specific significant event or turning point.
5. Individuals can influence world events.
6. Belief systems can both unite and divide people.

Essential Questions: *Students will keep considering…*
- How does technology change society and how nations interact with one another in a global setting?
- How do differences between cultures lead to conflict?
- How can interpreting maps, graphs, political cartoons, and historical artifacts further understanding of an era and its peoples?
- How is an individual (people or nations) capable of influencing world events?

Students will know/understand…..	Standard	Students Will Be Able to…..	Standard
Industrial Revolution and Its Effects Preconditions in England and western Europe that make industrialization possible: ● Agricultural Revolution ● Advancements in transportation ● Availability of natural resources	4.EC.B	Examine the connections among natural resources, entrepreneurship, innovation, labor and capital to determine their effects on an economy in Europe, Africa, Asia and the Americas.	4.EC.B
Technological advances and inventors	4.G.C	Explain the significance of new technologies in expanding people's capacity to modify the physical environment and their intended and unintended consequences.	4.G.C
Effects of the Industrial Revolution ● Changes in work and life ● Class changes; new upper middle class of industrialists, bankers, merchants, new factory working masses	3.PC.C	Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.	3.PC.C
Outcomes of the Industrial Revolution ● The new factory city (example: Manchester)	4.G.A	Explain how and why places changed as a result of revolutions and why various people perceive the same place in varied ways.	4.G.A
● Consequences of industrialization: ideologies; classes and social movements; liberalism, socialism, Marxism, anti-Semitism; Europe-wide revolutions of 1830-1848; classes, ideologies in conflict	1.PC.B	Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	1.PC.B
Key contributors: James Watt, Adam Smith, Thomas Malthus, David Ricardo, Samuel Smiles, Jeremy Bentham, John Stuart Mills, Robert Owen, Charles Fourier, Karl Marx, Frederick Engels, Charles Darwin,	3.PC.C	Assess changing ideas of class, ethnicity, race, gender and age to affect a person's roles in society and social institutions.	3.PC.C

Sigmund Freud			
	4.PC.B	Analyze new technologies and new forms of energy to determine their effects on the lives of individuals, groups, and societal organization.	4.PC.B
Nationalism and Imperialism Effects of Nationalism and the demand for reform ● Unification of Italy ● Unification of Germany	4.CC.E	Evaluate the impact of nationalism on existing and emerging peoples and nations post c. 1450.	4.CC.E

Reasons for imperialism
● Economic interests
   ○ Resources
   ○ Markets
   ○ Investment
   ○ cheap labor
● Social/humanitarian
   ○ Ideological
     ■ Assimilation
     ■ Paternalism
     ■ Racism
     ■ Social Darwinism
   ○ Religious
● Political
   ○ Competition between countries for power/prestige
   ○ Rise of military
   ○ Nationalism
● Exploratory
   ○ Progress in science, medicine, technology
	2.EC.A	**Analyze the flow of goods and ideas along ocean and overland trade routes to explain their contributions to economic success or failures of societies in Europe, Africa, Middle East, India, the Americas and China.**	**2.EC.A**

	2.PC.A	Explain how scientific and technological advancements impacted the interconnectedness within and among regions.	2.PC.A
	3.EC.C	Describe how new sources of wealth, resulting from increasing global interactions impacted cultures and civilizations.	3.EC.C
	5.CC.A	Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences.	5.CC.A
	5.EC.B	Evaluate the response of individuals, groups and governments to economic, environmental, health and medical challenges to understand how systems change and evolve over time.	5.EC.B
Independence movement in Ireland	4.CC.E	Evaluate the impact of nationalism on existing and	4.CC.E

		emerging peoples and nations post c. 1450.	
Effects of Imperialism on Specific Regions ● European colonialism and rivalries in Africa, Asia, the Middle East	**1.G.A**	**Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c. 1450-2010.**	**1.G.A**
	3.CC.B	Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa and the Americas.	3.CC.B
	5.CC.A	Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences.	5.CC.A
"Opening" of Japan to the West Meiji era moves from feudalism to industrialism 　　○ New Japanese political and social system based on Western models 　　○ Russo-Japanese War; first non-European victory over a European power 　　○ Japanese emperor as the nation's integrating figure	3.CC.B	Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa and the Americas.	3.CC.B
	5.CC.A	Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences.	5.CC.A
● Defeat and humiliation of China in the Opium War ● Taiping Rebellion: anti-Manchu, anti-foreign ● Defeat and discredit in Sino-Japanese War, 1894-95 ● Boxer Rebellion: anti-Christian, anti-foreign ● Nationalist revolution ends the Manchu dynasty in 1911; Sun Yat-sen fails to unify China	3.CC.B	Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa and the Americas.	3.CC.B
	5.CC.A	Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences.	5.CC.A
● Sepoy Rebellion results in direct British control of India ● British-educated Indian leaders form the nationalist movement	3.CC.B	Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa and the Americas.	3.CC.B
	4.CC.B	Evaluate the impact of nationalism on existing and	4.CC.B

		emerging peoples and nations post c. 1450.	
	5.CC.A	Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences.	5.CC.A
● French in West Africa battle a 20-year resistance	3.CC.B	Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa and the Americas.	3.CC.B
● Zulu wars against the British in South Africa	3.CC.B	Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa and the Americas.	3.CC.B
	5.CC.A	Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences.	5.CC.A
● Ethiopians defeat Italian invaders in 1896 and remain independent.	3.CC.B	Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa and the Americas.	3.CC.B
	5.CC.A	Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences.	5.CC.A
Key contributors: Nationalism: Camillo di Cavour, Giuseppe Garibaldi, Otto von Bismarck, Imperialism: Menelek II, Ram Mohun Roy, Dowager Empress Cixi, Meiji Emperor Mutsuhito, Leopold II, Cecil Rhodes, Dr. David Livingstone	**3.GS.B**	**Analyze the style and function of a leader to determine his/her impact on a governmental system.**	**3.GS.B**
	ISTE 1c	Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	ISTE 1c

	ISTE 2b	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.	ISTE 2b
	W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W2

Unit 3: Assessment

EVIDENCE of LEARNING

Understanding	Standards	Unit Performance Assessment:	R/R Quadrant
1, 2, 6	**2.EC.A** **1.G.A** W2	**Description of Assessment Performance Task(s):** Students will simulate the scramble for Africa by analyzing maps of the time period and synthesizing information in order to predict outcomes of European imperialism. Students will take turns using a political map of Africa in 1880 to claim 1" by 1" portions of the map of Africa until the entire continent has been claimed. Then, students will analyze a physical map to evaluate gains such as fertile farmland, coastlines, deserts, water sources, etc. and how the territory will benefit or hinder them in the future. Next, students will use an economic map to analyze the natural resources available to determine the economic success of their colony. Next, students will study a distribution map to determine the language of tribal groups in their colony as they relate to artificial territorial boundaries created by the imperialistic nation. Next, students will use a political map of Africa in 1913 to predict the consequences of European Imperialism as they relate to the areas colonized. Lastly, students will synthesize evidence from all the maps and correlate the accuracy of the message presented in the political cartoon. **Prompt:** In a written reflection, draw a conclusion regarding the validity of the message presented in	C **21 Century** Critical Thinking Collaboration Communication

the cartoon. What was the impact of imperialism on Africa? What changed culturally, economically, and politically?

Teacher will assess:
- Use and analysis of a variety of maps
- Analyze how the division of Africa contributes to economic success and failures in Europe and Africa.
- Analyze political cartoon.
- Synthesize information to explain the impact of European Imperialism in Africa.

<u>Performance:</u>
Mastery:
Students will demonstrate mastery with a 70% or greater scored on the reflective writing piece submitted. **Scoring Guide**

Unit 3: Sample Activities

	SAMPLE LEARNING PLAN	

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
2, 3	4.G.C 4.G.A 4.PC.B ISTE 1c ISTE 2a	1. Activity: The Urban Game This activity is designed to give students a thorough understanding of the impact of Industrialization on the landscape of England. It will give students a basic understanding of the Enclosure Movement, Industrialization, and how technology impacted the way towns evolved into cities and made way for factories and a change in the way people produced goods. The teacher will give students a large piece of chart paper (approx. 20x25) and direct students to clear their desks of everything but a PENCIL and chart paper. Students need to be aware that they will be listening to oral instructions and will need to work quickly. Students will create a rural village by adding houses, roads,	Non-Linguistic Representation Advance Organizer Cues & Questions	B Critical Thinking Creativity

		churches, etc. and, over the course of time, will continue to add more and more buildings, remove trees, enclose lands, and eventually create an industrial urban center. Upon completion, students will assess their work in the activity by answering opinion-based questions which ask the student to explain why things developed the way they did. They may provide answers to these questions in an online forum and give constructive comments on statements made by classmates. ● Objective: Students will know how small rural villages changed over time to large urban industrial centers.		
1	1.PC.B ISTE 1c ISTE 2b	2. Activity: Communism, Socialism, Capitalism simulation Students will be asked to identify different aspects of Communism, Socialism, and Capitalism. The students are required to be in Communist, Socialist, or Capitalist style government. At the end of the simulation, the students will figure out which group everyone is in and the differences in each. Also, students will complete a conclusion or follow-up assignment. Students may discuss the differences between the governance systems in an online forum provided by the teacher or other students. The simulation requires 6 puzzles (ages 3-7) and candy for two rounds of play. ● Objective: Students will be able to demonstrate the differences between the three and how governments are involved in each.	Identifying Similarities & Differences	B Collaboration Critical Thinking
1, 4, 6	4.CC.E	3. Activity: Create a Country Teachers will provide the opportunity for students to create symbolism for a nation that has just freed itself from foreign rule (imperialism) in order to apply knowledge of nationalism. For the new government, the students will create a symbol to demonstrate what the new country stands for and the spirit of its people. "Your country is free. What kind of national symbol will you design?" Teachers may wish to show examples from McDougall-Littel's Patterns of Interaction, pg. 222. ● Objective: Students will be able to evaluate the impact of nationalism on a newly freed existing nation as it emerges into a modern independent society.	Non-Linguistic Representation	B Critical Thinking Creativity

1, 2, 3	**2.EC.A 1.G.A** 3.CC.B 5.CC.A	4. Activity: Mapping Imperialism Teachers will provide students with a blank Eastern Hemisphere Outline Map of the Imperial Period. Students will (in pairs, small groups, or individually) create a color coded map of the Imperial Nations in Europe (Britain, France, Belgium, Germany, Italy, Spain, Portugal) and correspond those colors to their Imperial colonies (Africa, Middle East, India, East Asia). Next, students will draw an arrow from the colony to the mother country and on that arrow they will write the natural resources they were sending to the mother country for use in their factories. Once the map is complete, students will individually write a paragraph describing how the colonies were impacted by this system. (Infrastructure improvements while depleting the colony of its natural resources or forcing them to grow cash crops.) Then they will analyze how this further impacted the colonies when the mother country forced its colonies to purchase the finished goods from them (sometimes not allowing them to produce any of the same goods themselves.) ● Objective: Students will understand the flow of goods and ideas along ocean and overland trade routes in order to explain their contributions to economic success and failure of societies in Europe, Africa, Middle East, India, and East Asia.	Non-Linguistic Representation Advance Organizer Identifying Similarities & Differences Cooperative Learning	C Critical Thinking

Unit 3: Resources

UNIT RESOURCES
Teacher Resources: ● Textbook: Pearson: *Modern World History* (subject to change) ● Textbook resources from Pearson: *Modern World History* or McDougall Littell: *Patterns of Interaction* ● DBQ Project Resources
Student Resources: ● Textbook: Pearson: *Modern World History* (subject to change) ● Textbook resources from Pearson: *Modern World History* or McDougall Littell: *Patterns of Interaction* ● Handouts from Teacher

- Colored Pencils

Vocabulary:

Enclosure Movement - process begun in England on the eve of the Industrial Revolution where landowners began enclosing their land with fences to help protect it from usage due to population growth. The impact is that this eventually leads to less common land being available for small poor farmers to use

Agricultural Revolution - revolution in England on the eve of the Industrial Revolution where new techniques and inventions helped lead to fewer farmers per capita being needed to produce more food for England's growing population

Crop Rotation - farming technique utilized in the Agricultural Revolution where farmers rotated crops planted every year to help farmers maintain production while not causing fields to become infertile

Urbanization - process caused by industrialization where large groups of people from rural areas started moving to urban areas for a variety of reasons, but primarily to find industrial work

Industrialization - process where the manufacture of goods moves from cottage industries to factories and from hand tools to complex machines. The primary impact is that more manufactured goods are produced.

Assimilation - The process by which a person or persons acquire the social and psychological characteristics of a group. Assimilation was a goal European imperialist nations hoped to accomplish in their African and Asian colonies because the imperialists viewed their Western ways as superior

Nationalism - The strong belief that the interests of a particular nation-state are of primary importance. Also, the belief that a people who share a common language, history, and culture should constitute an independent nation, free of foreign domination. During the 19th century, a wave of nationalism swept throughout Europe

Imperialism - a policy where a stronger nation uses war or the threat of war to gain control over a weaker nation for either political, economic, and/or social gain. During the 19th and early 20th centuries, several industrialized Western nations adopted imperialist policies to create worldwide empires

Paternalism - philosophy associated with the Age of Imperialism where the imperialist nation viewed itself as the parent, and the natives that they controlled as children. As a result, the natives basic needs were taken care of, but the natives weren't given full or sometimes any rights

Social Darwinism - philosophy associated with the Industrial Revolution and the Age of Imperialism where competition between businesses and countries was encouraged, but that the "strongest" would survive and flourish. It was used to justify the creation of economic monopolies and worldwide empires.

Colonies, Protectorates, Spheres of Influence, and Economic Imperialism - the forms of imperialism utilized by the imperialist nations during the Age of Imperialism

Indirect Control - A colonial form of imperialist government where the colonial power gives the natives limited self-rule, though the colonies are run using the imperialist nation's rules

Direct Control - A colonial form of imperialist government where the colonial power runs the colony using government appointees from the imperialist country and where the goal of the imperialist country is assimilation

Sepoy Rebellion - Sepoy/Indian led rebellion against British East India Company indirect rule in the middle of the 19th century. The result was British victory. Another key result was that the British government took direct control over the Indian sub-continent

Opium Wars - wars fought between the British and the Qing Government of China in the 1800's. The British win the wars and force the Qing

to sign the Treaty of Nanjing

Extraterritorial Rights - rights gained by the British from the Treaty of Nanjing. It made British merchants exempt from Chinese laws. It's impact is that it allowed British merchants to bring opium to China without getting arrested

Taiping and Boxer Rebellions - rebellions in China during the 19th century caused by both imperialism and the weakness of the Qing Government of China. the Qing are victorious in both rebellions due to foreign assistance

Treaty of Kanagawa - treaty between the US and Japan during the 19th century that ended Japan's Closed Country Policy

Meiji Era - era in Japanese history in the late 19th century where Japanese rapidly westernized its military and economy. It started with the replacement of the shogun with the emperor as the executive of Japan's political system. It ended with Japan become a world power, winning in both the Sino-Japanese War and the Russo-Japanese War

Unit 4: The Modern Era

Content Area: Social Studies	**Course:** Modern World History	**UNIT:** The Modern Era

Unit Description:	**Unit Timeline:**
The Industrial and Imperialistic Ages lead to massive global conflicts. This unit describes these major World Wars and their aftermath. The unit also examines key current issues and their connections to the recent past.	- World War I-2 weeks - Russian Revolution-1 week - Between the Wars-1 week - World War II-2 weeks - Postcolonialism-3 weeks

DESIRED Results

Transfer Goal - Students will be able to independently use their learning to develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings *– Students will understand that… (Big Ideas)*
1. Conflicts between nations and/or people are inevitable.
2. Belief systems can both unite and divide people.
3. Individuals influence world events.
4. New technologies can change people, places, and regions.
5. Changes in society can often be traced to a specific significant event, or turning point.

Essential Questions: *Students will keep considering…*
- How should groups and/or nation-states treat one another?
- How can leaders influence world events?
- What kind of technologies can change people, places, and regions?

Students will know/understand…..	Standard	Students Will Be Able to…..	Standard
World War I Causes of WW I (MANIA) ● Geography ● Ethnicity ● Alliances ● Arms races ● Economic and colonial rivalries ● National aims in conflict ● Nationalism ● Imperialism ● Assassination of Franz Ferdinand	1.CC.A	Create and use tools to analyze a chronological sequence of related events in world history.	1.CC.A
	5.CC.B	Trace the origins, and relationships among the world wars, revolutions, and global conflicts of the twentieth century to determine their impacts on the world today.	5.CC.B
● Military plans and new technologies led to stalemate and slaughter.	4.G.C	Explain the significance of new technologies in expanding people's capacity to modify the physical environment and their intended and unintended consequences.	4.G.C
● Conflicts and compromises of the Paris Conference, Treaty of Versailles, and the League of Nations ● New nations in Eastern and Central Europe ● Key Contributors: Woodrow Wilson, Georges Clemenceau, David Lloyd George, Wilhelm II	5.GS.B	Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.	5.GS.B
	4.PC.B	Analyze the process of globalization to determine its effects on global conflict and cooperation.	4.PC.B
Russian Revolution ● emancipation of serfs, radicalism, autocracy, pogroms ● Long-term social unrest in Russia erupted in revolutions: 1905, Spring (March)Revolution, and October (Bolshevik) Revolution. ● Key contributors: Tsar Alexander II, Tsar Nicholas II, Tsarina Alexandra of Russia, Gregor Rasputin, Leon Trotsky, Karl Marx, Vladimir Lenin	1.GS.C	Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.	1.GS.C
	4.CC.C	Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty.	4.CC.C

	4.G.B	Extrapolate the push-pull factors created by revolutions to determine their impacts on population distribution, settlements, and migrations.	4.G.B
Between the Wars ● Militarism and Totalitarian ● The role of propaganda in totalitarian systems ● Italy: fascism in theory and practice, Mussolini, "march on Rome," the drive for empire; Ethiopia ● Germany: inflation, depression weaken Weimar; Hitler and the Nazis theory, tactics, takeover, terror, murder; anti-Semitic persecution ● Soviet Union: rise of Stalin; collectivization of agriculture; forced industry, purges and terror, Gulags ● Japan: Hirohito, Tito autocracy, militarism, aggression; Manchuria, Rape of Nanking	**3.GS.B**	**Analyze the style and function of a leader to determine his/her impact on a governmental system.**	**3.GS.B**
	5.GS.A	Compare and contrast evolving governmental systems, including monarchy, theocracy, totalitarianism and representative government, to determine their impact on society.	5.GS.A
Events and Factors Leading Up to WWII ● Rise of militarism and totalitarian states in the West and East ● Policy of Appeasement ● Treaty of Versailles ○ Aggressions unanswered: failure of the League of Nations ● Immediate causes of war - Poland and Pearl Harbor	4.CC.C	Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty.	4.CC.C
	4.CC.D	Analyze responses and reactions to revolutions in order to predict future conflicts.	4.CC.D
	5.GS.B	Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.	5.GS.B
World War II Life in Nazi Europe ● The Holocaust, forced labor camps, Ghettos, deportation of Jews; Resistance movements in Germany	1.GS.A	Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history post c.1450.	1.GS.A
	1.GS.B	Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.	1.GS.B

World War II: its course and human costs ● Key contributors: Neville Chamberlain, Joseph Stalin, Winston Churchill, Emperor Hirohito, Hideki Tojo ● Holocaust ● The Atomic Bomb ● D-Day	1.CC.A	Create and use tools to analyze a chronological sequence of related events in world history.	1.CC.A
	3.GS.B	**Analyze the style and function of a leader to determine his/her impact on a governmental system.**	**3.GS.B**
	4.G.C	Explain the significance of new technologies in expanding people's capacity to modify the physical environment and their intended and unintended consequences.	4.G.C
	5.G.A	Analyze physical geography to explain the availability and movement of resources.	5.G.A
	ISTE 3c	Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	ISTE 3c
Aftermath of WWII ● Outcome of Nuremberg trials ● Reconstruction and democratization of Japan ● Establishing the United Nations ● Superpowers emerge and differences develop between allies	**1.CC.E**	**Analyze the causes and consequences of a specific problem in world history post c.1450 as well as the challenges and opportunities faced by those trying to address the problem.**	**1.CC.E**
	1.G.A	**Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010.**	**1.G.A**
	3.GS.A	Describe how governments and institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world.	3.GS.A
Post-Colonialism ● War, loss and globalization dissolved European authority in Africa, Asia, and the Middle East	2.PC.A	Explain how scientific and technological advancements impacted the interconnectedness within and among regions. Analyze major demographic patterns to determine their effect on the human and physical systems.	2.PC.A

	5.CC.C	Analyze the varying process of colonization and decolonization to compare their impact on and legacies in the world today.	5.CC.C
	5.PC.E	Distinguish the powers and responsibilities of citizens and institutions to address and solve world problems c.post 1450.	5.PC.E
East Asia ● Key contributors: Mao Zedong, Chiang Kai-shek (Jiang Jieshi), Chinese Communist Revolution ● reasons for Communist victory and Nationalist loss with exile to Taiwan ● changes in Chinese society ● Cultural Revolution ● Massacre in Tiananmen Square	4.GS.C	Compare and contrast government systems resulting from political revolutions.	4.GS.C
	4.G.A	Explain how and why places changed as a result of revolutions and why various people perceive the same place in varied ways.	4.G.A
South Asia - India ● Leaders and conditions in new nations: India, Pakistan, Kashmir, Bangladesh; use of non-violent civil disobedience ● Key contributors: Mohandas Gandhi, Jawaharlal Nehru	3.PC.A	Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict.	3.PC.A
	4.PC.C	Analyze social and educational reform movements to determine their impact on the challenges brought about by revolutions.	4.PC.C
Africa ● Independence won by European colonies in Africa ● Key contributors: Nelson Mandela, Desmond Tutu, F.W. DeKlerk ● South Africans fought to overcome apartheid imposed by minority white government: ● Tactics and heroes of the movement ● Persistence of nationalism, militarism, and civil war, ethnic cleansing (ex. Rwanda, Hutu/Tutsi)	4.PC.D	Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation.	4.PC.D
	5.PC.A	Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts.	5.PC.A
	ISTE 6d	Publish or present content that customizes the message and medium for their intended audiences.	ISTE 6d

Middle East ● Key contributors: Yasser Arafat, Hosni Mubarak, Ayatollah Khamenei, Saddam Hussein, Anwar Sadat ● New states and conflict in the Middle East: founding of Israel, the Palestinian issue, intifada, wars involving Israel, democracy vs. authoritarian rule, invasion of Kuwait and Desert Storm, wars in Iraq and Afghanistan ● Persistence of nationalism, militarism, and civil war, ethnic cleansing (ex. Armenia)	**3.GS.B**	**Analyze the style and function of a leader to determine his/her impact on a governmental system.**	**3.GS.B**
	5.PC.A	Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts.	5.PC.A
	5.PC.D	Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c.1450.	5.PC.D
Balkan Peninsula ● Persistence of nationalism, militarism, and civil war, ethnic cleansing (ex. Yugoslavia)	5.PC.A	Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts.	5.PC.A
Concerns of the Future: ● Terrorism; religious fundamentalism; resource allocation; environmental, energy, epidemic and population challenges	2.G.A	Analyze physical geography to explain how regions are connected or isolated from each other.	2.G.A
	5.G.D	Analyze major demographic patterns to determine their effect on the human and physical systems.	5.G.D
	5.PC.C	**Analyze the technological, intellectual, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status quo.**	**5.PC.C**
	ISTE 6a	Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	ISTE 6a
	ISTE 7b	Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.	ISTE 7b
	W1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	W1

	R1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	R1
	R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	R2

Unit 4: Assessment

EVIDENCE OF LEARNING

Understanding	Standards	Unit Performance Assessment:	R/R Quadrant

1, 3, 5	**1.CC.E**
	ISTE 6a
	W1
		Description of Assessment Performance Task(s):
		In this assessment, students will be asked to continue and expand their historical thinking from their 3rd quarter performance task. Students will research the origins of a Modern World History problem. Students will be given a list of current places and problems to choose from by the teacher. The goal is for the students to connect the Industrial Revolution and the Age of Nationalism and Imperialism to current major world problems and issues (Ex's - Independence of Africa and Asia; Partitioning of India and Palestine, etc). Final products can vary: CEI - where the claim, is in part, constructed by the student with assistance from the teacher's prompt. Students can complete a "Cause and Consequence for an Event" chart. Students can post their CEI on Schoology, Glogster, or another "blog" site. Students can create a multimedia presentation effectively using past historical events and images to tell the story of a country's current reality.
		
		    Teacher will assess:
		     ● Student Research
		     ● Ability of student to connect the current problem with a past event(s)
		     ● Student final product
		Performance:
		    Mastery:
		When students have effectively analyzed the causes and consequences of a specific problem in modern world history as well effectively analyzed the challenges faced by those trying to address the problem.
			D
			
			21 Century
			
			critical thinking

Scoring Guide:
4-3-2-1

4 - Student has researched a modern world history problem and effectively used at least 2 sources in accurately identifying the problem's cause.
3 - Student has researched a modern world history problem and used at least 1 source in accurately identifying the problem's cause.
2 - Student has researched a modern world history problem and has not adequately identified the problem's cause.
1 - Student has identified a modern world history problem but has not identified a cause.

Unit 4: Sample Activities

SAMPLE LEARNING PLAN

Understanding	Standards	Major Learning Activities:	Instructional Strategy:	R/R Quadrant: 21C:
1, 3, 5	**1.CC.E** **3.GS.B** 5.GS.A R1 R2	1. Activity: World War I Blame Game Students will examine primary source documents to determine who is most responsible for starting World War I. The intention is to show several countries, groups, and individuals turned this into a world-wide conflict. Teachers can modify this assignment and jigsaw it where each student in a group becomes a resident expert on the 1 primary source they were assigned and share out their findings with the group. ● Objective: Students will be able to use primary sources to create a complex thesis answering the prompt: Who is MOST responsible for starting World War I. Textbook Reading Chapter 14, Section 1 Primary Sources - Blank Check, Letters between Czar Nicholas II and Kaiser Wilhelm II, Austro-Hungarian Ultimatum to Serbian, Serbian Reply to Ultimatum, Crime of the Ages Political Cartoon	Ques and Questions Front loading Identifying Similarities and Differences	D creativity collaboration critical thinking

1,2,3,5	**1.CC.E** 4.PC.D 5.PC.A ISTE 6d	2. Activity: Clip(s) from "Hotel Rwanda" - Genocide OR "Cry Freedom" - South African Apartheid Teacher will show clips from one or both of the movies and have students complete an assignment such as the Hotel Rwanda Questions and/or Cry Freedom Questions. Students could use information to participate in an online discussion board on Schoology or other source with a thematic question posted by the teacher or another student. • Objective: Students will understand issues relating oppression such as genocide and apartheid.	Cues and Questioning	C Critical Thinking Communication Collaboration
1, 3,4	1.GS.A 1.GS.B R1 R2 ISTE 3c	3. Activity: Holocaust Research Students will research one of the following topics: *The SS St. Louis*, Wannsee Conference (final solution), Dr. Josef Mengele, or Kovno Ghetto Uprising. Working in groups, students will use Publisher to create and pitch their commemorative Holocaust magazine cover for selection. • Objective: Students will understand how various groups were impacted by events within the Holocaust. Students will be able to defend their magazine cover by providing evidence to illustrate the ideas of the Holocaust.	Summarizing & Note-taking Nonlinguistic Representation	D Creativity Communication
1,2,3,4	**1.CC.E** 2.G.A 5.G.D **5.PC.C** W1 ISTE 7b	4. Activity: Modern Problems of the Non-Western World Suggested Topics: Clean Water, Malaria, AIDS, China's One-Child Policy, Available Medical Care, Infanticide, Women's Rights/Issues, Zika, Drug Trade, Poverty, Social Class Issues, Civil War Issues, etc… per teacher approval. • Objective: Students will identify modern issues that are plaguing the Non-Western world and will analyze the impact of these issues on the people of a certain region. • Students will create an infographic on their chosen topic and then will participate in a virtual gallery walk. This will be done by researching a teacher approved topic and using the websites https://piktochart.com or https://infogr.am. Students will then participate in a virtual gallery walk where they will identify the issues, problems caused by the issues and possible solutions to the following issues. • The following chart should be used to help guide the students	Cues and Questioning Summarizing and Note-taking Cooperative Learning	D Critical Thinking Communication Collaboration

		understanding. ● Chart ● To complete the activity there can be a teacher led discussion about the possible solutions the students identified.		
1, 2, 6	**1.CC.E** 4.PC.C 4.PC.D 5.PC.A	5. Activity: Clip from "Gandhi" - Indian Independence/Non-Violent Resistance Teacher will show clips from the movie *Gandhi* and have students answer these Film Questions. Students could also participate in a class or small group discussion after answering the questions in order to demonstrate their understanding of the film clips and how they relate to actual historical events. ● Objective: Students will understand the challenges Indian people faced in order to gain independence from Britain and the creation of the new nations of Pakistan and India in order to understand Gandhi's non-violent resistance and his role in shaping South Asia in the first half of the twentieth century.	Cues and Questions	C Critical Thinking Communication
1, 4, 5	4.G.A 4.PC.C 4.PC.D 4.PC.A R1	6. Activity: Amritsar Massacre, Soweto Massacre, & Tiananmen Square Massacre Compare and Contrast After reading and watching clips about the three massacres, students will create a Venn Diagram or some other graphic organizer to describe the similarities and differences between these three events in three different places at three different times in the twentieth century. ● Objective: Students will identify similarities and differences between cultural conflicts of the non-western world.	Summarizing and Note-taking	B Critical Thinking

Unit 4: Resources

UNIT RESOURCES

Teacher Resources:
● Textbook: Pearson: *Modern World History* (subject to change)
● Textbook resources from Pearson: *Modern World History* or McDougall Littell: *Patterns of Interaction*
● DBQ Project Resources

- Clips from:
  - *Gandhi*
  - *Hotel Rwanda*
  - *Cry Freedom*

Student Resources:
- Textbook: Pearson: *Modern World History* (subject to change)
- Textbook resources from Pearson: *Modern World History* or McDougall Littell: *Patterns of Interaction*
- Handouts from Teacher
- https://piktochart.com
- https://infogr.am

Vocabulary:
Archduke Franz Ferdinand - Austro-Hungarian heir whose assassination by the Black Hand helped trigger World War I
Black Hand - Southern Slav terrorist group whose goal was to unite Serbia and Bosnia together as Yugoslavia in the late 19th/early 20th Century. Their actions lead to the death of Franz Ferdinand and triggered World War I
Gavrilo Princip - Black Hand member that killed Franz Ferdinand and his wife in Sarajevo, Bosnia
Kaiser Wilhelm II - German Emperor during World War I
Czar Nicholas II - Russian Emperor during World War I (cousin of Kaiser Wilhelm II)
Triple Entente - pre-World War I alliance that included Russia, England, and France
Triple Alliance - pre-World War I alliance that included Germany, Austria-Hungary, and Italy
Major **Allied Powers** - Russia, England, France, and eventually the US and Italy
Major **Central Powers** - Germany, Austria-Hungary, and the Ottoman Empire
Schlieffen Plan - Germany military plan to fight World War I which simply involved fighting and defeating France 1st, then focusing on Russia 2nd
Armistice - cease fire (occurred on November 11, 1918)
Paris Peace Conference - post World War I peace conference that created the Treaty of Versailles
Treaty of Versailles - main peace treaty that ends World War I. It treated the defeated Central Powers, harshly
War-guilt Clause - Article 231 of the Treaty of Versailles that forced Germany to accept blame for causing World War I
14 Points - US President Woodrow Wilson's pre-Paris Peace Conference manifesto on what should be included in the peace process that ends World War I
Big Four - the leaders of the 4 most important Allied countries at the Paris Peace Conference: Britain, France, Italy, and the US
Mandates - when the defeated Central Powers were forced to give up their colonies to the victorious Allied Powers by the Treaty of Versailles
League of Nations - organization thought up by US President Woodrow Wilson that was created by the Treaty of Versailles to be an international congress to solve important world problems and prevent future world wars. It did not include the US or Russia, and its inability to create an army to enforce its decisions made it weak and ineffective in preventing World War II
Treaty of Brest-Litovsk - treaty that ended the military conflict between Germany and Russia during World War I. The Germans took land from

Russia that was not given back to Russia during the Paris Peace Conference

Vladimir Lenin - Russian Marxist who, with German assistance, leads the successful November 1917 Russian Revolution, which will overthrow the Duma and provisional government of Russia and help create the Soviet Union

Russian Civil War - Civil War created in Russia by the November 1917 Russian Revolution where the Russian Marxists which eventually gain complete control over Russia

Bloody Sunday - peaceful Russian protesters, wanting to take their concerns to the Czar at his palace at the end of the unsuccessful Russo-Japanese War, were fired upon by the Czar's troops, killing many. Though Czar Nicholas II was not present or did not order the shooting, his was forced, in response to the events, to create the Duma.

Rasputin - a Russian peasant whose relationship with the Czar and the royal family of Russia will help lead to the Russian Revolution

Joseph Stalin - Soviet premier who will end up eventually replacing Lenin as political leader of the Soviet Union. His totalitarian rule will help quickly increase the military and industrial strength of the Soviet Union. Unfortunately his totalitarian rule will lead to the deaths of millions in his own country as enemies of the state while also helping spearhead the beginnings of World War II

Adolf Hitler - Nazi dictator of Germany from the early 1930's throughout World War II

Benito Mussolini - Fascist dictator of Italy from the early 1920's throughout most of World War II

Nazi's - Fascist political party in Germany that will create a totalitarian state led by Hitler during the World War II era

Blackshirts - Fascist supporters of Mussolini in Italy during the "between the wars" era

Totalitarianism - type of government where the government completely controls the public and private lives of its citizens. The state is supreme in totalitarian regimes and individual rights must be sacrificed in order for the state to thrive. Nazi Germany, Fascist Italy and Japan, and the Soviet Union were the important totalitarian regimes that will help start World War II

Nazi-Soviet Non-aggression Pact - secret political deal between Hitler and Stalin before the beginning of World War II to initially make Germany and the Soviet Union allies by dividing up which parts of Eastern Europe were to be gained by conquest by Germany and the Soviet Union. The secret deal helped provide assurance to both Hitler and Stalin that they could begin World War II without having to worry about initially fighting each other

Appeasement - foreign policy strategy where an aggressive nation is given something in order to keep world peace in tact. The Allied Powers used appeasement during the 1930's to keep peace between the Axis and Allied Powers. The Munich Conference is the best example of this policy at work, where Germany was given control over the Sudetenland in Czechoslovakia. Appeasement is viewed during this era as a failure as it only delayed the beginning of World War II and gave the Axis Powers much needed time to bolster its military strength

Blitzkrieg - German military strategy in World War II. Literally, it means "lightning war." The Nazi's used surprise and overwhelming force to defeat the enemy. Typically it involved an aerial bombardment, deployment of paratroopers behind enemy lines, tank attacks, followed up by infantry charges to overwhelm the enemy

Axis Powers - Germany, Italy, Japan

Allied Powers - Britain, France, and eventually the Soviet Union and the USA

Island-hopping - US strategy to defeat Japan in the Pacific during World War II. Instead of capturing every Japanese-controlled island, the US would only conquer important islands in helping the US getting within striking distance of Japan

Operation Barbarossa - military invasion of the Soviet Union by Nazi Germany. It makes the Soviet Union an Allied Power in the World War II

Kristallnacht - "Night of Broken Glass" - Nazi led pogrom against Jews before the beginning of World War II and the Holocaust. It foreshadows future Nazi plans to exterminate the world's Jews

Holocaust/Final Solution - Nazi plan and attempt to exterminate all of the world's "undesirables," which included Jews, Gypsies, Communists, homosexuals, and disabled persons
Nuremberg Trials - post World War II trials held by the international community to punish the individuals responsible for planning and carrying out the Holocaust/Final Solution. It was supposed to send a message that genocide will not go unpunished and that people can be punished for following orders that are known to be immoral/evil
Hiroshima/Nagasaki, Japan - the first 2 cities in history to be attacked by nuclear weapons/bombs
United Nations - international organization created after World War II to replace the failed League of Nations
Gandhi - Indian Independence leader who used civil disobedience as a successful strategy
Apartheid - South African policy where racism and segregation were legalized.
Nelson Mandela - South African civil rights leader who helped lead the long and but eventually successful fight to end apartheid in South Africa. Became the president of South Africa once apartheid ended
Chinese Civil War - event interrupted by World War II, which resumed after World War II's completion. Civil war which saw Chinese capitalists, led by Chiang Kai-shek, fight for control of China against Chinese communists, led by Mao Zedong. Eventually the communists win, forcing the capitalists to the island of Taiwan. The communists win primarily because they gain popular support amongst China's peasants
Cultural Revolution - attempt by Mao Zedong to use China's youth to help increase Mao's power while also making it more "communist." Professions in China that Mao viewed as too traditional/educated, like actors and teachers, were to be sent to "re-education" work camps by Mao's Red Guards so that they could appreciate the manual labor of the true working class
Tiananmen Square - massive Chinese protest against the totalitarian rule of Chinese communists. The protests were eventually violently repressed by the Chinese government. However, in the aftermath, a secret deal was made between the government and the Chinese people were economically China would become more privatized and capitalist, while politically, China would remain totalitarian and controlled by China's Communist Party
Arab-Israeli Conflict - Middle-Eastern conflict started by the UN after its creation of Israel after World War II. The two sides are those who support the creation of a Jewish state in its religious homeland, and those who support the creation of a Palestinian state in that same area
Iron Curtain - a term used to describe the Cold War in Europe, coined by British PM Churchill. It describes the physical divide between Europe's communist and noncommunist countries that led to a diplomatic divide