

Course Title – World Cultures

Implement start year – 2014-2015

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Unit #2, topic – Europe/Russia

Students will be able to independently use their learning to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues in Europe and Russia. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

6.2.12.B.1.a

Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

6.2.12.A.2.a

Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.

6.2.12.A.2.b

Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society.

6.2.12.A.2.c

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

6.2.12.B.2.a

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills

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

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

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

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

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

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

Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
6.2.12.A.3.a

Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.
6.2.12.A.3.c

Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
6.2.12.A.3.d

Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.
6.2.12.B.3.a

Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
6.2.12.B.3.b

Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.
6.2.12.C.3.b

Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
6.2.12.D.3.a

Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

- Productivity and Accountability
- Leadership and Responsibility

<p>6.2.12.C.4.b Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).</p> <p>6.2.12.A.5.a Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances, and periodic military clashes</p> <p>6.2.12.B.5.b Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.</p> <p>6.2.12.C.5.f Assess the impact of the European Union on member nations and other nations.</p>	
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> Political, economic, geographic, and social differences shape culture and life in the world.</p> <p><i>EU 2</i> Colonization has had long term political, economic, and cultural consequences throughout the world.</p> <p><i>EU 3</i> A region's historical events affect its present and future relationships.</p> <p><i>EU 4</i> Differences among governmental systems have contributed to alliances and conflicts around the world.</p> <p><i>EU 5</i> Globalization results in cultural exchanges both positive and negative.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How did the artists of the Renaissance shape Western art and culture in the following centuries? • How did the Age of Exploration contribute to early globalization? • What impact has the Reformation had on future religious conflict around the world? • How did the ideas of Enlightenment philosophers shape political systems in the West? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What effect did European colonization have on the rest of the world? • Why did Europeans pursue an imperialistic policy? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How did the ideas of the 18th century shape the French Revolution? • What impact has industrialization had on Europe and its international relations? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How did nationalism and different governmental systems lead to

	<p>WWI and WWII?</p> <p><i>EU 5</i></p> <ul style="list-style-type: none"> • What effect did European culture have on Russia's development? • How did European contact influence culture around the world? • Why were WWI and WWII such influential events globally? • Has it been advantageous for the Europeans to unify economically and culturally?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The causes and effects of the Renaissance and Reformation • The effects of changes in the Catholic Church's political power in Europe • The causes, effects and influences of the Enlightenment <p><i>EU2</i></p> <ul style="list-style-type: none"> • The motivations for colonization • The methods of colonization • The locations of European empires • The long term effects of colonization both in Europe and internationally • The connections between the Industrial Revolution and 20th century imperialism <p><i>EU3</i></p> <ul style="list-style-type: none"> • The causes and effects of the French Revolution • The origins and consequences of the balance of power in 19th century Europe • The causes and effects of the Industrial Revolution <p><i>EU 4</i></p> <ul style="list-style-type: none"> • The definitions of the 20th century "-isms" • The causes and effects of WWI and WWII • The international impact of WWII in the formation of modern Europe and its relations with the rest of the world • The development of the bipolar world <p><i>EU 5</i></p>	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <ul style="list-style-type: none"> • Read and analyze primary source documents to determine different points of view (EU 1, EU 2, EU 3, EU 4, EU 5). • Analyze European society post-Renaissance (EU 1). • Compare and contrast European society before and after the Enlightenment (EU 1). • Determine how the power of the Church changed post-Reformation (EU 1). • Evaluate the causes and effects of European imperialism (EU 2). • Map the locations of European influence around the world during the Era of Imperialism (EU 2). • Reflect on the changes to imperialism as a result of the Industrial Revolution (EU 2). • Illustrate how the ideals of the Enlightenment were evidenced in the French Revolution (EU 3). • Evaluate the effects of the Industrial Revolution on modernizing European societies and their colonies' societies (EU 3). • Map physical and political features of Europe (EU3, EU 4). • Define, compare and contrast the 20th century "-isms" (EU 4). • List the causes, effects and implications of WWI and WWII on the international community (EU 4). • Recognize the impact of the Cold War in Europe in the development of the bipolar war (EU 4). • Compare and contrast the policies of key Tsars in the development of Russia (EU 5). • Analyze how Russia changed as a result of the Russian Revolution (EU 5). • Exhibit European cultural aspects found globally (EU 5). • Infer how European economic unification has changed society

- The development of the Russian identity in connection to westernization
- The effects of Eurocentrism in global cultural development
- The steps involved in the creation of the European Union

(EU5)

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Essays
- Quizzes
- Tests
- Presentations
- Research Projects

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Teacher notes and PowerPoint presentations defining key terms and timelines. (A)
- Complete maps of physical and political features of Europe. (A)
- Identify and analyze various European artworks in connection to time period characteristics. (M)
- Mock the debate between Martin Luther and Johann Eck. (M)
- Create a 95 Theses document to address issues within your school. (T)
- Create a comparison chart of the characteristics of the different Protestant faiths from this period. (M)
- Identify the key figures of the time period. (A)
- View appropriate clips of "Crash Course in World History with John Green". (A)
- View appropriate clips of The History Channel's "Russia: Land of the Tsars". (A)
- Read and discuss excerpts from Locke, Voltaire and Rousseau. (M)
- Write a letter as a citizen of the newly formed United States to a French cousin sitting in the National Assembly in the year 1789. Offer suggestions to the process of developing a new enlightened society. (T)
- Complete a DBQ on the causes of the French Revolution. (M)
- Analyze various images of the rise of and impact of the Industrial Revolution in Europe. (M)
- Create a chart of the causes and effects of European imperialism. (A)
- Map European imperial conquests. (A)
- View and discuss the film "Children of Beslan". (M)
- Create a Venn diagram of the 20th century "-isms". (A)
- List the causes and long range effects of the World Wars. (A)
- Plan a trip and develop a tourist journal of major European landmarks and cultural aspects. Teacher will assign locations and specific travel budgets. (T)

