

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING
ENHANCED SCOPE AND SEQUENCE



World History and Geography:
1500 A.D. (C.E.) to the Present

Commonwealth of Virginia
Department of Education

Copyright © 2010

by the

Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120
www.doe.virginia.gov

All rights reserved. Reproduction of these materials for instructional purposes in public school classrooms in Virginia is permitted.

Superintendent of Public Instruction

Patricia I. Wright

Assistant Superintendent for Instruction

Linda M. Wallinger

Office of Standards, Curriculum, and Instruction

Mark R. Allan, Director

Betsy S. Barton, History and Social Science Specialist

Beverly M. Thurston, History and Social Science / International Education Coordinator

Edited, designed, and produced by the CTE Resource Center

Margaret L. Watson, Administrative Coordinator

Bruce B. Stevens, Writer/Editor

Richmond Medical Park

2002 Bremo Road, Lower Level

Richmond, Virginia 23226

Phone: 804-673-3778

Fax: 804-673-3798

Web site: www.cteresource.org

The CTE Resource Center is a Virginia Department of Education grant project administered by Henrico County Public Schools.

NOTICE

The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, age, political affiliation, veteran status, or against otherwise qualified persons with disabilities in its programs and activities.

Table of Contents

Acknowledgments	vii
Introduction	viii
Political, Cultural, and Economic Conditions about 1500 A.D. (C.E.).....	1
Standard(s) of Learning	1
Sample Resources.....	3
Session 1: Mapping the Political Boundaries about 1500 A.D. (C.E.).....	4
Session 2: Mapping the World’s Major Religions in 1500 A.D. (C.E.).....	5
Session 3: Mapping the World’s Major Trade Routes in 1500 A.D. (C.E.).....	6
Session 4: Analyzing Products and Transportation in 1500 A.D. (C.E.).....	7
Session 5: Arts, Literature, and Ideas of the Renaissance	8
Session 6: Comparing Medieval and Renaissance Art.....	9
Session 7: Review of the Renaissance World.....	10
Session 8: Review of the World Religions	11
Session 9: Assessment.....	12
Attachment A: Notes on Trade Routes.....	13
Attachment B: Medieval and Renaissance Works of Art.....	14
Attachment C: Sample Assessment Items	15
The Reformation.....	16
Standard(s) of Learning	16
Sample Resources.....	18
Session 1: Causes of the Reformation	19
Session 2: The Reformers: Hero or Zero?	20
Session 3: Mapping the Reformation	21
Session 4: Results of the Reformation.....	22
Session 5: Assessment.....	23
Attachment A: Notes on the Reformation	24
Attachment B: Notes on the Reformation—Answer Key	25
Attachment C: “The Reformers: Hero or Zero?” Score Sheet.....	26
Attachment D: Sample Assessment Items	27
Age of Discovery	28
Standard(s) of Learning	28
Sample Resources.....	30
Session 1: The Spice Trade	31
Session 2: The Conquistadors.....	32
Session 3: Colonies and Trading Posts.....	33
Session 4: The Columbian Exchange	34
Session 5: Review of Explorers.....	35
Session 6: Assessment.....	36
Attachment A: Sample Assessment Items	37
Impact of Global Trade on Regional Civilizations	38
Standard(s) of Learning	38
Sample Resources.....	40
Session 1: Trade and the Ottoman Empire	41
Session 2: Trade and the Mughal Empire.....	42
Session 3: Chinese and Japanese Trade.....	43
Session 4: African Trade	44
Session 5: Mercantilism and the Commercial Revolution	45
Session 6: Assessment.....	46

Attachment A: Sample Assessment Items	47
Scientific, Political, Economic, and Religious Changes.....	48
Standard(s) of Learning	48
Sample Resources.....	51
Session 1: The Scientific Revolution.....	53
Session 2: Absolute Monarchies in France and Russia	54
Session 3: Absolute Monarchy in England.....	55
Session 4: The Enlightenment Thinkers.....	56
Session 5: The Enlightenment and the French Revolution.....	57
Session 6: The Impact of the Enlightenment on the Arts and Technology	58
Session 7: Review of Enlightenment Thinkers.....	59
Session 8: Assessment.....	60
Attachment A: Sample Assessment Items	61
Latin American Revolutions.....	62
Standard(s) of Learning	62
Sample Resources.....	64
Session 1: Latin America in 1800.....	65
Session 2: The Colonial System in Latin America.....	66
Session 3: The Impact of the American and French Revolutions; Mexican Revolution.....	67
Session 4: Toussaint L’Ouverture and Simón Bolívar	68
Session 5: The Monroe Doctrine	69
Session 6: Assessment.....	70
Attachment A: Vocabulary Brainstorming.....	71
Attachment B: Map of South America before Independence.....	72
Attachment C: Independence Movements of Latin America	73
Attachment D: Toussaint L’Ouverture and Simón Bolívar Venn Diagram	74
Attachment E: Sample Assessment Items	75
Political and Philosophical Developments in Europe.....	76
Standard(s) of Learning	76
Sample Resources.....	78
Session 1: The Napoleonic Code and the Congress of Vienna.....	79
Session 2: The Rise of Nationalism.....	80
Session 3: Unifications of Italy and Germany	81
Session 4: Assessment.....	82
Attachment A: Sample Assessment Items	83
The Industrial Revolution.....	84
Standard(s) of Learning	84
Sample Resources.....	87
Session 1: Introduction to the Industrial Revolution	88
Session 2: The Origin of the Industrial Revolution	89
Session 3: The Impact of the Industrial Revolution on Industrialized Countries.....	90
Session 4: Life During the Industrial Revolution	91
Session 5: Innovations and Inventions of the Industrial Revolution	92
Session 6: The Rise of Communism.....	93
Session 7: The Impact of the Industrial Revolution on Workers.....	94
Session 8: The Growth of Labor Unions	95
Session 9: Researching the Impact of Labor Unions.....	96
Session 10: Imperialism.....	97
Session 11: Responses of Colonized Peoples during the Nineteenth Century	98
Session 12: Assessment.....	99

Attachment A: Sample Assessment Items	100
World War I.....	101
Standard(s) of Learning	101
Sample Resources.....	103
Session 1: The Causes of World War I.....	104
Session 2: European Political Boundaries in 1914	105
Session 3: Important Figures of World War I	106
Session 4: Trench Warfare of World War I.....	107
Session 5: New Weaponry in World War I	108
Session 6: Russia from 1914 to 1917	109
Session 7: The Russian Revolution	110
Session 8: The Treaty of Versailles, part 1	111
Session 9: The Treaty of Versailles, part 2.....	112
Session 10: Assessment	113
Attachment A: Sample Assessment Items	114
The Interwar Period.....	115
Standard(s) of Learning	115
Sample Resources.....	117
Session 1: The League of Nations	118
Session 2: The Worldwide Depression.....	119
Session 3: The Rise of Dictatorships	120
Session 4: Assessment.....	122
Attachment A: Sample Assessment Items	123
World War II.....	124
Standard(s) of Learning	124
Sample Resources.....	127
Session 1: Causes, Major Events, and Major Figures of World War II	128
Session 2: The Holocaust and Other Genocides.....	129
Session 3: Outcomes of World War II.....	130
Session 4: Assessment.....	131
Attachment A: Sample Assessment Items	132
Major Events of the Second Half of the Twentieth Century	133
Standard(s) of Learning	133
Sample Resources.....	135
Session 1: Beginnings of the Cold War, 1945–1948.....	136
Session 2: Early Events of the Cold War.....	137
Sessions 3–7: Later Events of the Cold War	138
Session 8: Selected World Leaders	139
Session 9: Assessment.....	140
Attachment A: Beginnings of the Cold War, 1945–1948.....	141
Attachment B: Early Events of the Cold War	142
Attachment C1: NATO vs. Warsaw Pact – Research Sheet.....	143
Attachment C2: Korean War – Research Sheet.....	144
Attachment C3: Vietnam War – Research Sheet.....	145
Attachment C4: Berlin Wall – Research Sheet.....	146
Attachment C5: Cuban Missile Crisis – Research Sheet.....	147
Attachment C6: Communist Buildup in China – Research Sheet	148
Attachment D: Selected World Leaders	149
Attachment E: Sample Assessment Items	150

Independence Movements in India, Africa, and the Middle East	151
Standard(s) of Learning	151
Sample Resources.....	154
Session 1: Movements toward Independence from European Imperial Powers.....	155
Session 2: Mohandas Gandhi	156
Session 3: The Independence Movement in Africa, part 1	157
Session 4: The Independence Movement in Africa, part 2.....	158
Session 5: The Middle East Mandate System.....	159
Session 6: The Roles of Golda Meir and Gamal Abdul Nasser.....	160
Session 7: Assessment.....	161
Attachment A: Notes on Indian Independence	162
Attachment B: Middle East Mandate System Notes	163
Attachment C: Sample Assessment Items	164
Major World Religions	165
Standard(s) of Learning	165
Sample Resources.....	167
Session 1: Introduction to Judaism, Christianity, and Islam.....	168
Session 2: Investigation of Judaism and Christianity	169
Session 3: The Five Pillars of Islam	170
Session 4: Introduction to Buddhism and Hinduism	171
Session 5: Buddhist Beliefs and Leaders.....	172
Session 6: Mapping the Five Major World Religions	173
Session 7: Assessment.....	174
Attachment A: Five Pillars of Islam	175
Attachment B: Sample Assessment Items	176
Conditions in Developed and Developing Nations	177
Standard(s) of Learning	177
Sample Resources.....	180
Session 1: Developed and Developing Nations.....	181
Session 2: Economic Development of Nations	182
Session 3: Factors Affecting Economic Development	183
Sessions 4 and 5: World Population Forum	184
Session 6: Economic Interdependence	185
Session 7: The Impact of Terrorism	186
Session 8: Assessment.....	187
Attachment A: Notes on Developed vs. Developing Nations	188
Attachment B: Economic Development Chart	189
Attachment C: World Population Forum.....	190
Attachment D: Economic Interdependence	191
Attachment E: Examples of International Terrorism.....	192
Attachment F: International Terrorism Data Questions and Activities	193
Attachment G: International Terrorism Data Charts	194
Attachment G: International Terrorism Data Charts, continued.....	195
Attachment H: Web Quest on Terrorism in the Modern Era.....	196
Attachment I: Sample Assessment Items	197

Acknowledgments

Larry I. Bland, Ph.D.
George C. Marshall Foundation

Barbara Daniels
Manassas City Public Schools

Robert A. Dansey
Rockingham County Public Schools

Rachel DiStasio
Spotsylvania County Public Schools

Agnes Dunn (retired)
Stafford County Public Schools

Mark L. Ingerson
City of Salem Public Schools

Rebecca Mills
Spotsylvania County Public Schools

David M. Self, Ph.D.
Chesapeake City Public Schools

Introduction

The *History and Social Science Standards of Learning Enhanced Scope and Sequence* is intended to help teachers align their classroom instruction with the History and Social Science Standards of Learning that were adopted by the Board of Education in January 2008. The *Enhanced Scope and Sequence* is organized by topics from the original *History and Social Science Standards of Learning Scope and Sequence* document and includes the content of the Standards of Learning and the essential knowledge and skills found in the *History and Social Science Standards of Learning Curriculum Framework 2008*. In addition, the *Enhanced Scope and Sequence* provides teachers with sample lesson plans aligned with the essential knowledge and skills in the *Curriculum Framework*.

School divisions and teachers may use the *Enhanced Scope and Sequence* as a resource for developing sound curricular and instructional programs. These materials are intended as examples of how the knowledge and skills might be presented to students in a sequence of lessons that have been aligned with the Standards of Learning. Teachers who use the *Enhanced Scope and Sequence* should correlate the essential knowledge and skills with available instructional resources as noted in the materials and determine the pacing of instruction as appropriate. This resource is not a complete curriculum and is neither required nor prescriptive, but it can be a useful instructional tool.

As stated above, the *Enhanced Scope and Sequence* is organized into units by topics found in the original *History and Social Science Standards of Learning Scope and Sequence* document. Each organizing topic contains the following:

- A related History and Social Science Standard(s) of Learning
- The essential understandings, knowledge, and skills that define the designated Standard(s) of Learning, as presented in the *History and Social Science Standards of Learning Curriculum Framework 2008*
- Related sample Internet resources
- Lesson sessions containing various instructional activities and a list of required materials
- Handouts to accompany some of the instructional activities
- Sample assessment items covering the entire organizing topic

ORGANIZING TOPIC

Political, Cultural, and Economic Conditions about 1500 A.D. (C.E.)

Standard(s) of Learning _____

- WHII.2 The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by
- a) locating major states and empires;
 - b) describing artistic, literary, and intellectual ideas of the Renaissance;
 - c) describing the distribution of major religions;
 - d) analyzing major trade patterns;
 - e) citing major technological and scientific exchanges in the Eastern Hemisphere.

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world.

Identify geographic features important to the study of world history.

Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms.

Analyze trends in human migration and cultural interaction.

Content

Explain that by 1500 A.D. (C.E.), major states and empires had developed in various regions of the world.

Identify on a world political map the location of the following major states and empires in the Eastern Hemisphere about 1500 A.D. (C.E.):

- England
- France
- Spain
- Russia
- Ottoman Empire
- Persia
- China
- Mughal India
- Songhai Empire

Identify on a world political map the location of the following major states and empires in the Western Hemisphere about 1500 A.D. (C.E.):

- Incan Empire
- Aztec Empire

Explain that new intellectual and artistic ideas that developed during the Renaissance marked the beginning of the modern world.

Summarize the nature and progression of the Renaissance, using the following information as a guide:

- “Rebirth” of classical knowledge; “birth” of the modern world
- Spread of the Renaissance from the Italian city-states to northern Europe

Summarize contributions of the Renaissance, as follows:

- Accomplishments in the visual arts: Michelangelo, Leonardo da Vinci
- Accomplishments in literature (sonnets, plays, essays): Shakespeare
- Accomplishments in intellectual ideas (humanism): Erasmus

Explain that by 1500 A.D. (C.E.), the five world religions had spread to many areas of the Eastern Hemisphere.

Identify the location of the five world religions in 1500 A.D. (C.E.), as follows:

- Judaism: Concentrated in Europe and the Middle East
- Christianity: Concentrated in Europe and the Middle East
- Islam: Parts of Asia, Africa, and southern Europe
- Hinduism: India and part of Southeast Asia
- Buddhism: East and Southeast Asia

Explain that by 1500 A.D., major regional trade patterns had developed that linked Africa, the Middle East, Asia, and Europe.

Identify the following traditional trade patterns about 1500 A.D. (C.E.) that linked Europe with Asia and Africa:

- Silk Routes across Asia to the Mediterranean basin
- Maritime routes across the Indian Ocean
- Trans-Saharan routes across North Africa
- Northern European links with the Black Sea
- Western European sea and river trade
- South China Sea and lands of Southeast Asia

Explain the importance of the major trade patterns about 1500 A.D. (C.E.) as the means of providing an exchange of products and ideas.

Explain that by 1500 A.D. (C.E.), technological and scientific advancements had been exchanged among cultures of the world.

Describe the following technological and scientific advancements that were made and exchanged along trade routes by 1500 A.D. (C.E.):

- Paper, compass, silk, porcelain (China)
- Textiles, numeral system (India and Middle East)
- Scientific knowledge—medicine, astronomy, mathematics

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Leonardo da Vinci.” Metropolitan Museum of Art. New York.

http://www.metmuseum.org/toah/hd/leon/hd_leon.htm. This site provides an image of “The Last Supper” and a brief description of that painting and the “Mona Lisa.”

“Michelangelo Images.” *College at Oneonta*. State University of New York. College at Oneonta. Oneonta, NY.

http://employees.oneonta.edu/farberas/arth/arth213/michelangelo_images.html. This site contains images of sculptures and paintings by Michelangelo, including *David*, the *Pieta*, and portions of the ceiling of the Sistine Chapel.

Outline Maps: Education Place. Houghton Mifflin Harcourt Company. <http://www.eduplace.com/ss/maps/>. This site provides outline maps that may be printed and used in the classroom.

“Sites on Shakespeare and the Renaissance.” *Internet Shakespeare Editions*. University of Victoria. British

Columbia, Canada. <http://web.uvic.ca/shakespeare/Annex/ShakSites1.html>. This site provides links for sites on Shakespeare and the Renaissance, such as gateways, teaching resources, criticism, and history.

Session 1: Mapping the Political Boundaries about 1500 A.D. (C.E.) _____

Materials

- Outline map of the world showing the boundaries of the following major states and empires about 1500 A.D. (C.E.): England, France, Spain, Russia, Ottoman Empire, Persia, China, Mughal India, Songhai Empire, Incan Empire, Aztec Empire
- Colored pencils and/or markers
- Outline map of the world showing the locations of major deserts and rivers of the world, including the following:
 - Deserts: Sahara, Gobi, Kalahari, Arabian
 - Rivers: Amazon, Mississippi, Danube, Rhine, Dniester, Nile, Congo, Zambezi, Niger, Indus, Ganges, Huang He, Chang, Mekong, Xi
- Outline map of the world showing the locations of major bodies of water and mountains, including the following:
 - Oceans: Atlantic, Pacific, Arctic, Indian
 - Seas: Caribbean, Mediterranean, North, Baltic, Arabian, Caspian, Aral, Black, Red, South China
 - Gulfs/Bays: Persian, Mexico, Bengal, Aden
 - Mountains: Andes, Rockies, Appalachians, Sierra Madres, Atlas, Pyrenees, Alps, Ural, Himalayas, Caucasus
- Textbook or other instructional resources
- Web sites for maps, such as *Outline Maps: Education Place* at <http://www.eduplace.com/ss/maps/>

Instructional Activities

1. Explain the importance of understanding the world as it looked about 1500 A.D. (C.E.). Display an outline map of the world showing the boundaries of the states and empires listed above, and ask students to identify their locations, writing the names in the proper locations as they are identified.
2. Distribute colored pencils and copies of an outline map of the world that reflects states and empires about 1500 A.D. (C.E.). Instruct students to use the textbook and other resources provided to develop a color-coded map reflecting the boundaries of the states and empires at that time. Have students put a key to the colors on the back of the map in order to foster studying, using a flash-card-like technique. If desired, have students compare and study their maps in pairs. Display one of these maps, and have the class identify the states and empires by color.
3. Distribute additional copies of an outline map of the world, and have students use the textbook or other instructional resources to number each state and empire and create a key to the numbers on the back. Have students compare their maps in pairs, and again, display one of these maps, and have the class identify the states and empires by number.
4. If time permits, conduct a review of all three maps.
5. Assign a teacher-selected reading or other reinforcement activity.

Session 2: Mapping the World's Major Religions in 1500 A.D. (C.E.) _____

Materials

- Outline map of the world
- Colored pencils and/or markers
- Textbook and other instructional resources
- A six-sided die
- Web sites for maps, such as *Outline Maps: Education Place* at <http://www.eduplace.com/ss/maps/>

Instructional Activities

1. Distribute copies of an outline map of the world and colored pencils. Instruct students to use the textbook and other instructional resources to develop a color-coded map reflecting the location of the five major world religions about 1500 A.D. (C.E.). Have students put a key to the colors on the back of the map in order to foster studying, using a flash-card-like technique. If desired, have students work in pairs, or work with the whole class to color code a map. Have students take a few minutes to study this map alone or in pairs. Together as a class, practice locating the five religions on a displayed map.
2. If time permits, split students into groups of three. Have each group study all four maps—the one from the previous step, and the three from the previous session. Allow five to seven minutes for this process. Explain that you will roll a die to see which person on each team will be chosen to identify the locations on a map. Each student must pick two different numbers between 1 and 6 so that all six sides of the die are taken. Rapidly go through each team, rolling the die to choose the person, and have him/her identify locations on one of the maps. Give one point for each correct location (or 10 points for a correct map). Play as many rounds as desired or as time allows.
3. Assign a teacher-selected reading or other reinforcement activity.

Session 3: Mapping the World's Major Trade Routes in 1500 A.D. (C.E.) _____

Materials

- Outline map of the world
- Colored pencils and/or markers
- Attachment A: Notes on Trade Routes
- Web sites such as the following:
 - *Outline Maps: Education Place* at <http://www.eduplace.com/ss/maps/>
 - *Asia Society*. <http://www.askasia.org/teachers> (Search “silk roads”)

Instructional Activities

1. Distribute copies of an outline map of the world and colored pencils. Display an outline map, and direct students in the development of a map depicting major trades routes about 1500 A.D. (C.E.), including the following:
 - Silk Routes across Asia to the Mediterranean basin
 - Maritime routes across the Indian Ocean
 - Trans-Saharan routes across North Africa
 - Northern European links with the Black Sea
 - Western European sea and river trade
 - South China Sea and lands of Southeast AsiaHave the class consider one route at a time, explaining its importance. Have students locate which empires the trade route helped connect and tell why the route got its name. Direct students to complete each trade route in a different color and create a key to the colors.
2. Display Attachment A. Direct students to take notes in question-answer format, as follows:
 - Draw a vertical line down a sheet of paper about a third of the way from the left edge.
 - On the left side of the line, write questions; on the right, the corresponding answers.Explain to students that their notes will be easy to study from by covering up the answers on the right side with another sheet of paper and trying to answer the questions.
3. Assign a teacher-selected reading or other reinforcement activity.

Session 4: Analyzing Products and Transportation in 1500 A.D. (C.E.) _____

Materials

- Outline map of the world
- Textbook or other instructional resources
- Colored pencils and/or markers
- Web sites for maps, such as *Outline Maps: Education Place* at <http://www.eduplace.com/ss/maps/>

Instructional Activities

1. Distribute copies of an outline map of the world and colored pencils. Direct students to use notes from the previous session, the trade route map, the textbook, and other instructional resources to develop a map that includes indications of the following:
 - Colored pictures of all major products and ideas exchanged about 1500 A.D. (C.E.).
 - Products located on trade routes or in empires of origin (arrows can show directions in which they were moved—mainly to Europe)
 - Modes of transportation (ship, foot, caravan)
 - Locations of empires, trades routes, and any major geographical features that were obstacles to trade (e.g., the Sahara and Gobi deserts).Creating a sample map first is recommended so students understand the process. Also, empires should be located but not colored so as not to interfere with the colored pictures of products and ideas.
2. Assign a teacher-selected reading or other reinforcement activity.

Session 5: Arts, Literature, and Ideas of the Renaissance

Materials

- 5 x 8 inch index cards
- Colored pencils
- Electronic presentation of the “ARTISTIC” mnemonic
- Web sites such as the following:
 - “Michelangelo Images.” http://employees.oneonta.edu/farberas/arth/arth213/michelangelo_images.html
 - “Sites on Shakespeare and the Renaissance.” <http://web.uvic.ca/shakespeare/Annex/ShakSites1.html>

Instructional Activities

1. Assign a short reading selection that explains what the Renaissance was. Review the selection with the class. Explain that the Renaissance was a flowering of artistic, literary, and intellectual ideas and that its leading figures studied and were influenced by ancient Greece and Rome. Explain that trade led to an increase of wealth among Europeans, who spent a significant amount of their money on entertainment (plays, paintings, essays, sonnets). Hence, increase in trade led directly to the Renaissance. Relate this concept to trade routes just introduced, using the map to locate Italy and show its proximity to major trade routes.
2. Distribute index cards and colored pencils. Explain that students will be learning a mnemonic (memory device) to help them remember the important ideas and people of the Renaissance. Instruct students to write, “The Renaissance was very ‘ARTISTIC’ ” on the unlined side of the card. Have them add colorful symbolic illustrations to the card, perhaps drawing an artist’s paintbrush and pallet, a brain, and books to represent the Renaissance.
3. Instruct students to turn their card to the lined side and write the mnemonic ARTISTIC vertically down the left-hand side, as shown below. Go over the mnemonic one letter at a time, discussing each concept and having students copy the notes next to the appropriate letters, as shown:
 - A – Arrival (birth) of the modern world
 - R – Rebirth of ancient Greek and Roman cultures
 - T – The Renaissance started in Italian city-states.
 - I – Italian artists (Michelangelo, da Vinci)
 - S – Sonnets, essays, plays (Shakespeare)
 - T – The Renaissance spread to Northern Europe.
 - I – Individualism stressed (humanism)
 - C – Church corruption criticized (Erasmus—humanist)
4. Assign a teacher-selected reading or other reinforcement activity.

Session 6: Comparing Medieval and Renaissance Art

Materials

- Electronic presentation of Renaissance and Medieval art. Ask the art teacher for help in acquiring slides, or create an electronic slide show with images from the Internet. The images should be arranged in random order so that Medieval and Renaissance works of art are intermixed. Works by Renaissance artists Michelangelo and Leonardo da Vinci should be stressed, especially the following works: *The Last Supper*, the *Mona Lisa*, the ceiling of the Sistine Chapel, and the sculpture *David*.
- Equipment for showing electronic presentation
- Attachment B: Medieval and Renaissance Works of Art
- Textbook or other instructional resource that briefly explains how Medieval and Renaissance works of art differ
- Web sites for locating art images, such as the following:
 - “Michelangelo Images.” http://employees.oneonta.edu/farberas/arth/arth213/michelangelo_images.html
 - “The Mona Lisa.” <http://www.ibiblio.org/wm/paint/auth/vinci/joconde/>
 - “Leonardo da Vinci.” http://www.metmuseum.org/toah/hd/leon/hd_leon.htm

Instructional Activities

1. Administer a quiz on the “ARTISTIC” mnemonic by instructing students to either write out the mnemonic or create an illustration representing each letter of the mnemonic.
2. Give a reading assignment from the textbook or other resource that briefly explains the differences between Medieval and Renaissance works of art. As a class, create a chart that lists the qualities of each, based on the reading assignment.
3. Explain that students are now going to become “art analysis experts” by analyzing each work of art in an electronic presentation of Renaissance and Medieval works of art. Based on the characteristics just studied (e.g., flat, cartoon-like, emotionless = Medieval; three-dimensional, life-like, emotional, detailed = Renaissance), students will decide whether each work is Medieval or Renaissance. Stress the paintings and sculptures of Michelangelo and Leonardo da Vinci. An option is to have students write down their analyses for future assessment, using the chart found on Attachment B.
4. As an alternative assignment, have students work in pairs to find examples of Medieval and Renaissance art on the Internet. Have them save their images into an electronic presentation for assessment.
5. Assign a teacher-selected reading or other reinforcement activity.

Session 7: Review of the Renaissance World

Materials

- Materials to play a selected game (e.g., Jeopardy®, Bingo)
- Video on the Renaissance (e.g., biography of Michelangelo, Shakespeare, or Leonardo da Vinci)
- Teacher-created video-viewing guide (see instructions below)

Instructional Activities

1. Conduct a review of the world about 1500 A.D. (C.E.). An option is to use a game of the teacher's choice to review this Organizing Topic's concepts.
2. Distribute copies of the video-viewing guide, and go over it with the students. Then, show a selected video on the Renaissance. Have students use the video-viewing guide while watching and immediately following the showing in order to summarize important points, make connections, and draw conclusions. Have students compare what they have learned in class to what is shown in the video.

To create a video-viewing guide for students, follow the steps below:

1. Play the video. As you note important information, pause the video, and write a question that corresponds to the information you want students to remember. An effective way to do this is to quote the video directly (you may have to replay the scene to do this) and omit the information you want students to learn, so that they can fill in the blanks.
2. Continue this process until you have watched the entire video.
3. Aim for a total of 25 to 30 questions.
4. At the end, you may also wish to add a few open-ended directives that encourage the students to think critically about the video as a whole and to summarize important points, make connections, and draw conclusions. For example, you may wish to assign these open-ended directives to help students, as appropriate:
 - Compare and contrast selected concepts or images from different parts of the video.
 - Consider the causes and/or effects of events presented in the video.
 - Relate the concepts in the video to concepts studied in previous organizing topics or in previous grades.
 - Make connections between concepts, practices, or events in the video to such things in the present day.

Session 8: Review of the World Religions

Materials

- Teacher-created flash cards for each of the five world religions, identifying the religion's founder, location (both originally and today), holy text, symbol, holy site, and beliefs
- Teacher-created index cards, each card showing only one element of one of the five world religions

Instructional Activities

1. Conduct a review of the world religions, using the world religion flash cards previously created.
2. Hand each student a card showing only one element of one of the five world religions. Have students define the religions on the cards they received by finding the other appropriate cards and gathering together into groups—a Christian group, a Jewish group, a Muslim group, etc. The flash cards identifying all elements of each religion should be held by the teacher and used as a guide only if necessary.
3. Once the representative religious groups are formed, have groups share the facts about their religion as based on their collection of cards.
4. Alternatively, you may write the name of each religion on the board, hand each student a card showing only one element of one of the five religions, and have each student place his/her card under the appropriate religion on the board, using tape. When all cards have been placed, hold a class discussion to determine whether every card is correctly placed.

Session 9: Assessment

Materials

- Attachment C: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment C, and have students complete the assessment.

Attachment A: Notes on Trade Routes

<p>1. Why were regional trading patterns important about 1500 A.D. (C.E.)?</p>	<p>The exchange of products and ideas</p>
<p>2. What technological and scientific advancements were exchanged by about 1500 A.D. (C.E.)?</p>	<p>Paper, compass, silk, porcelain (China) Textiles (India) Numeral system, astronomy, mathematics, medicine (Middle East)</p>
<p>3. What products were traded on the Silk Routes?</p>	<p>Paper, compass, silk, porcelain</p>
<p>4. What products were traded on Trans-Saharan routes?</p>	<p>Gold, salt</p>
<p>5. What products were traded on South China Sea routes?</p>	<p>Spices</p>
<p>6. What products were traded on Indian Ocean routes?</p>	<p>Spices, textiles</p>
<p>7. What products were traded on European routes?</p>	<p>Products and ideas from Asia</p>

Attachment B: Medieval and Renaissance Works of Art

Title of Work of Art	Artist	Characteristics of Work of Art	Renaissance	Medieval

Attachment C: Sample Assessment Items

An asterisk (*) indicates the correct answer.

<p>1. A humanist would most likely tell someone to A start their own trading business. B study poetry, philosophy, and history.* C support the Inquisition and the Pope. D reject Christianity entirely.</p> <p>2. Who was a well-known Renaissance author of sonnets? A Michelangelo B Shakespeare* C Erasmus D Luther</p> <p>3. Michelangelo painted A the <i>Mona Lisa</i>. B a portrait of King Philip II. C <i>Praying Hands</i>. D the ceiling of the Sistine Chapel.*</p> <p>4. The movement of humanism studied the ancient cultures of A Greece and Rome.* B Egypt and Palestine. C Africa and India. D Persia and China.</p> <p>5. What were the approximate dates of the Renaissance? A 500–900 A.D. (C.E.) B 900–1350 A.D. (C.E.) C 1350–1600 A.D. (C.E.)* D 1600–1800 A.D. (C.E.)</p> <p>6. Where did the Renaissance begin? A Italy* B England C France D Spain</p>	<p>7. What does <i>renaissance</i> mean? A reconstruction B resurrection C rebellious D rebirth*</p> <p>8. Which of the following is NOT a characteristic of Renaissance art? A life-like gestures and action B religious and secular themes C very flat and unrealistic style* D human emotions and feelings</p> <p>9. Leonardo de Vinci painted A the dome of St. Peter’s Cathedral. B <i>The Last Supper</i>.* C <i>Praying Hands</i>. D the library of Pope Julius II.</p> <p>10. Who best represented the humanist philosophy of the Renaissance? A Shakespeare B Erasmus* C Cervantes D Luther</p> <p>11. The Songhai Empire traded A coffee and ceramics. B silk and tea. C gold and salt.* D textiles.</p> <p>12. Which of the following was NOT a Chinese good desired by Europeans? A Wool* B Porcelain C Paper D Silk</p>
---	--

ORGANIZING TOPIC

The Reformation

Standard(s) of Learning

- WHII.3 The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by
- a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I;
 - b) describing the impact of religious conflicts, the Inquisition, and Catholic Reformation on society and government actions;
 - c) describing changing cultural values, traditions, and philosophies, and assessing the role of the printing press.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.

Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms.

Analyze trends in human migration and cultural interaction.

Content

Explain that for centuries, the Roman Catholic Church had little competition in religious thought and action. The resistance of the Church to change led to the Protestant Reformation, which resulted in the birth of new political and economic institutions.

Summarize the following conflicts that challenged the authority of the Church in Rome:

- Merchant wealth challenged the Church’s view of usury.
- German and English nobility disliked Italian domination of the Church.
- The Church’s great political power and wealth caused conflict.
- Church corruption and the sale of indulgences were widespread and caused conflict.

Summarize the beliefs of Martin Luther, John Calvin, Henry VII, and Elizabeth I. Use the following information as a guide:

- Martin Luther (The Lutheran tradition)
 - Views: Salvation by faith alone, Bible as the ultimate authority, all humans equal before God
 - Actions: 95 theses, birth of the Protestant Church
- John Calvin (the Calvinist tradition)
 - Views: Predestination, faith revealed by living a righteous life, work ethic
 - Actions: Expansion of the Protestant Movement
- King Henry VIII
 - Views: Dismissed the authority of the Pope in Rome
 - Actions: Divorced; broke with Rome; headed the national church in England; appropriated lands and wealth of the Roman Catholic Church in England

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

- “Henry VIII.” *The Catholic Encyclopedia*. <http://www.newadvent.org/cathen/07222a.htm>. This site provides information on the life of King Henry VIII and his influence on the church from the Catholic perspective.
- “Henry VIII (1509–47 A.D.).” *Britannia*. <http://www.britannia.com/history/monarchs/mon41.html>. This site provides information on the life and significance of King Henry VIII.
- “Henry VIII (r. 1509–1547).” *Kings and Queens of England (to 1603)*. Official Web Site of the British Monarchy. <http://www.royal.gov.uk/output/Page19.asp>. This site provides information on King Henry VIII.
- “Huguenots.” *The Catholic Encyclopedia*. <http://www.newadvent.org/cathen/07527b.htm>. This site provides information on the history of the church from the Catholic perspective.
- “Huguenot: French Protestant.” *Encyclopedia Britannica*. <http://www.britannica.com/EBchecked/topic/275000/Huguenot>. This site provides information on the history of the church.
- Internet Modern History Sourcebook*. Fordham University. <http://www.fordham.edu/halsall/mod/map16rel.gif>. This site contains a map of the religious divisions in Europe during the time of the Reformation.
- “John Calvin.” *The Catholic Encyclopedia*. <http://www.newadvent.org/cathen/03195b.htm>. This site provides information on the role of John Calvin in the Reformation from the Catholic perspective.
- “Martin Luther.” *Washington State University*. <http://wsu.edu/~dee/REFORM/LUTHER.HTM>. This site gives information on Martin Luther and other Reformation figures.
- “Nantes, Edict of.” *Infoplease*. <http://www.infoplease.com/ce6/history/A0834814.html>. This site provides information on the establishment and subsequent revocation of the Edict of Nantes.
- Project Wittenberg*. <http://www.iclnet.org/pub/resources/text/wittenberg/wittenberg-home.html>. This site contains links to works by and about Martin Luther.
- “The Reformation.” *The Catholic Encyclopedia*. <http://www.newadvent.org/cathen/12700b.htm#I>. This site provides information on the causes, the reformers, the spread, and the consequences of the Reformation from the Catholic perspective.
- “Reformation Europe.” *Internet Medieval Sourcebook*. Fordham University Center for Medieval Studies. <http://www.fordham.edu/halsall/mod/modsbook02.html>. This site provides information on the Reformation.
- “Reformation Map.” *SchoolHistory.co.uk*. <http://www.schoolhistory.co.uk/year8links/elizabeth/reformationmap.pdf>. This site contains an outline map of Europe and the British Isles during the time of the Reformation.
- “Religion, Wars of.” *Infoplease. The Columbia Electronic Encyclopedia*, 6th ed. 2002. <http://www.infoplease.com/ce6/history/A0841497.html>. This site contains information on the causes and effects of the religious wars in France from 1562 to 1598.
- “The Wars of Religion.” *Discovery and Reformation. World Civilizations: An Internet Classroom and Anthology*. Washington State University. <http://www.wsu.edu/%7Edee/REFORM/WARS.HTM>. This site contains information on the causes and effects of the religious wars in France from 1562 to 1598.

Session 1: Causes of the Reformation

Materials

- News article on a current issue in which the author calls for reform
- Selected reading on the causes and effects of the Reformation
- Teacher-prepared guided reading questions
- Attachment A: Notes on the Reformation
- Attachment B: Notes on the Reformation—Answer Key
- Web sites such as the following:
 - “Edict of Nantes.” <http://www.infoplease.com/ce6/history/A0834814.html>
 - “Huguenots.” <http://www.newadvent.org/cathen/07527b.htm>
 - “Reformation Europe.” <http://www.fordham.edu/halsall/mod/modsbook02.html>
 - “The Reformation.” <http://www.newadvent.org/cathen/12700b.htm#I>
 - “Wars of Religion.” <http://www.infoplease.com/ce6/history/A0841497.html>

Instructional Activities

1. Display the term *reform*, and instruct students to define it. Brainstorm modern examples of issues students feel are in need of reform. Instruct students to read a news article about a topical issue that some suggest is in need of reform (e.g., tax laws). Select any topic that will guide student understanding of the discontent felt by citizens when something is or seems to be unfair. Continue with the discussion by asking students questions such as “What causes people to demand reform? How are citizens affected when they perceive unfairness?”
2. Assign a selected reading on the causes, principal reformers, and effects of the Reformation, using some prepared questions to guide their reading. Have them also use the textbook or other instructional resources to identify the causes—i.e., the conditions leading to the Reformation. After students have finished reading, emphasize in class discussion that issues and forces for change included Church corruption and increased education resulting from humanist scholarship and the use of the vernacular in writings. As literacy improved, so did people’s desire to question nature and authority.
3. Distribute copies of Attachment A, and guide students in completing the “Immediate Causes” section by prompting correct answers to leading questions. Have them illustrate their notes with symbols or pictures that give meaning to the notes (e.g., they might draw a dollar sign next to the term *usury* to help them remember interest on a loan). Direct students to place the unfinished handout in a notebook. They will continue to complete the notes as they participate in the following sessions. This process will assist their review of the information.

Session 2: The Reformers: Hero or Zero?

Materials

- Attachment C: “The Reformers: Hero or Zero?” Score Sheet
- Materials for creating posters
- Internet access
- Web sites such as the following:
 - “Henry VIII.” <http://www.newadvent.org/cathen/07222a.htm>
 - “Henry VIII.” <http://www.britannia.com/history/monarchs/mon41.html>
 - “Henry VIII.” <http://www.royal.gov.uk/output/Page19.asp>
 - “John Calvin.” <http://www.newadvent.org/cathen/03195b.htm>
 - “Project Wittenburg (Martin Luther).” <http://www.iclnet.org/pub/resources/text/wittenberg/wittenberg-home.html>

Instructional Activities

1. Have students participate in the activity “The Reformers: Hero or Zero?” as follows:
 - Divide students into groups of four, and have each group decide amongst themselves who will read about Martin Luther, who will read about John Calvin, who will read about Henry VII, and who will read about Elizabeth I. Have students record notes on Attachment C while reading, and then share notes with their group.
 - Instruct each group to create four 8½ x 11 inch posters, one for each of the reformers. Allow students to search Web sites for primary source documents and incorporate those references into the posters. Posters should include the following information:
 - Side 1 = HERO* (reasons the person was loved)
 - Details from the reading that explain what the person believed and did, and why the person was considered a hero and by whom. (e.g., King Henry VIII defied the Pope!)
 - At least one illustration depicting the person’s beliefs or actions
 - Side 2 = ZERO* (reasons the person was disliked)
 - Details from the reading that explain why the Catholic Church would have called this person a zero—what their objection would have been to his/her teachings and actions. (e.g., A church official has responded to the heretic by _____ because _____.)
 - At least one illustration (possibly a political cartoon) depicting reasons for and/or results of the dislike
 - Allow time for groups to share their posters. As a class, evaluate posters for content and presentation. Provide a rubric based on the activity description, and assign points for each component or category.
2. Instruct students to write the name of one reformer and one of his/her actions. If the action is a cause of the Reformation, have students name one effect of the action. One strategy is to have students write their responses on scrap paper and hand them in as “tickets out the door.”
3. Instruct the students to illustrate their class notes, using symbols and pictures they draw themselves or images downloaded from the Internet.

Session 3: Mapping the Reformation

Materials

- Attachment A: Notes on the Reformation
- Outline map of Europe
- Web sites such as the following:
 - “Reformation Map.” <http://www.schoolhistory.co.uk/year8links/elizabeth/reformationmap.pdf>
 - “Religious Division.” <http://www.fordham.edu/halsall/mod/map16rel.gif>
- Selected reading on the religious wars
- Teacher-created guided reading activity on the wars of religion
- Textbook or other instructional resources

Instructional Activities

1. For review, list the reformers from the previous session on the board. In another location on the board, randomly list their beliefs and/or actions. Instruct students to match each person with his/her actions and/or beliefs. One strategy is to prepare sentence strips with magnets on the back so that students can come up and physically move the information.
2. Have students complete “The Reformers” section of Attachment A. As they are writing the information, walk around to check for the illustrations assigned in the previous session.
3. Provide an outline map of Europe to each student. Guide students through the process of drawing the boundaries of the countries and labeling and coloring the map as it might have appeared at the time of the Reformation.
 - Draw the boundaries for and label France, Switzerland, Holy Roman Empire, Spain, and England.
 - Draw a dot for the cities of London, Paris, Bordeaux, Avignon, Rome, Geneva, Worms, Erfurt, and Wittenberg.
 - Color the water blue.
 - Color the areas that were mostly Catholic in pink.
 - Color the areas that were Lutheran in green.
 - Color the area that was Calvinist in yellow.
 - Draw small triangles where Huguenot minorities lived.
 - Draw small squares where Presbyterian minorities lived.
4. Lead a class discussion about the map, using the questions below:
 - Where were most of the Catholics located? (Southern Europe)
 - Where were most of the Protestants located? (Northern Europe)
 - Where was the residence of the Pope? (Rome)
 - What conclusion can be made about the location of Protestants in relation to the location of the head of the church of Rome? (The farther away from Rome, the more likely it was that the people were Protestant.)
 - What nation or territory was most likely to have a war over religion? Give facts using data from the map.
5. Assign a reading selection on the religious wars. Use the textbook and other related materials such as Web sites to create a guided reading activity on the wars of religion. After students have read the selection, using the guided reading activity, discuss the religious wars in class.

Session 4: Results of the Reformation

Materials

- Story from the Inquisition showing the human side of the Reformation
- Attachment A: Notes on the Reformation
- Attachment B: Notes on the Reformation—Answer Key

Instructional Activities

1. Lead a class discussion of the immediate and long-term results of the Reformation, using Attachment B and students' notes as a guide.
2. Select a story from the Inquisition that shows the human side of the Reformation. Ancillary texts or independent publications will need to be consulted. As a class, read and discuss the story, and examine what insights it offers about life during the Inquisition.
3. Have students complete the “Immediate Results” and “Long-Term Results” sections of Attachment A.

Session 5: Assessment

Materials

- Attachment D: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment D, and have students complete the assessment.

Attachment A: Notes on the Reformation

Immediate Causes

- _____ challenged the Church's view of _____.
- _____ and _____ nobility disliked _____ domination of the Church.
- The Church's great _____ and _____ caused conflict.
- Church corruption and the _____ were widespread and caused conflict.

The Reformers

A. Martin Luther

- believed in _____ by _____.
- posted the _____.
- contributed to the birth of the _____.

B. John Calvin

- believed in _____.
- expanded the _____.

C. King Henry VIII

- _____ of the Pope in Rome.
- _____ and _____; then broke with the Catholic Church.
- formed the _____ of _____.

D. Queen Elizabeth I

- associated with the _____ Church.
- showed _____ for _____.
- Her rule was known for victory over the _____ in _____.

Immediate Results

A. Germany

- North: Princes converted to _____, ending _____ authority in their states.
- The _____ family remained with the Catholic Church.
- War between the _____ and _____ resulted in devastating loss (known as the _____ War)

B. England

- _____ ended bloodshed and united the British Isles under the Anglican Church.
- The rise of Reformation contributed to the growth of _____.

C. France

- The _____ (Henry IV) granted Protestant Huguenots freedom of worship with the _____ of _____.
- _____ changed the focus of the _____ War from a religious to a _____ one.

D. Catholic Reformation

- Both _____ and _____ dissented before Luther did.
- The Catholic Church mounted the _____ to reassert its _____.
- The _____ of _____ reaffirmed most Church doctrine and practices.
- The Society of Jesus (_____) was founded to spread _____ around the world.
- The _____ was used to reinforce Catholic doctrine.

Long-Term Results

Changing cultural values and traditions during the Reformation caused

- growth of _____.
- growth of _____.
- growth of _____.

Attachment B: Notes on the Reformation—Answer Key

Immediate Causes

- Merchant wealth challenges the church's view of usury.
- German and English nobility disliked Italian domination of the Church.
- The Church's great political power and wealth caused conflict.
- Church corruption and the sale of indulgences were widespread and caused conflict.

The Reformers

- A. Martin Luther
 - believed in salvation by faith alone.
 - posted the 95 theses.
 - contributed to the birth of the Protestant church.
- B. John Calvin
 - believed in predestination.
 - expanded Protestant movement.
- C. King Henry VIII
 - dismissed authority of the Pope in Rome.
 - divorced and remarried; then broke with the Catholic Church.
 - formed the Church of England.
- D. Queen Elizabeth I
 - associated with the Anglican Church.
 - showed tolerance for dissenters.
 - Her rule was known for victory over the Spanish Armada in 1588.

Immediate Results

- A. Germany
 - North: Princes converted to Protestantism, ending papal authority in their states.
 - The Hapsburg family remained with the Catholic Church.
 - War between the Protestants and Catholics resulted in devastating loss (known as the Thirty Years' War).
- B. England
 - Elizabeth I ended bloodshed and united the British Isles under the Anglican Church.
 - The rise of Reformation contributed to the growth of capitalism.
- C. France
 - The Catholic monarch (Henry IV) granted Protestant Huguenots freedom of worship with the Edict of Nantes.
 - Cardinal Richelieu changed the focus of the Thirty Years' War from a religious to a political one.
- D. Catholic Reformation
 - Both Huss and Wycliffe dissented before Luther did.
 - The Catholic Church mounted the Counter-Reformation to reassert its authority.
 - The Council of Trent reaffirmed most Church doctrine and practices.
 - The Society of Jesus (The Jesuits) was founded to spread Catholic doctrine around the world.
 - The Inquisition was used to reinforce Catholic doctrine.

Long-Term Results

Changing cultural values and traditions during the Reformation caused

- growth of secularism.
- growth of individualism.
- growth of religious tolerance.

Attachment C: “The Reformers: Hero or Zero?” Score Sheet _____

Name: _____ **Date:** _____

1. As you read, make notes about the reformer.
2. After reading, share your notes with your group.

Reformer: _____			
Life	Beliefs/Teachings	Actions	Catholic Church Response
Include the following kinds of information: <ul style="list-style-type: none"> • Country of origin • Important dates 	Name his teachings, using specific vocabulary from the readings.	What did this person do that made him a leader?	Why would the Catholic church have had a problem with this person?

Attachment D: Sample Assessment Items

An asterisk (*) indicates the correct answer.

<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <ul style="list-style-type: none"> • Salvation by faith alone • Bible is the ultimate authority • All humans are equal before God </div> <ol style="list-style-type: none"> 1. Who expressed the beliefs listed in the box above? A John Calvin B King Henry VIII C Martin Luther* D Louis XIV 2. John Calvin, a French theologian, advocated that God had preordained the fate of all people. This was called A nirvana. B reincarnation. C predestination.* D karma. 3. The Anglican Church became a national church throughout the British Isles under A Henry VIII. B Elizabeth I.* C Charles V. D Philip II. 4. The Thirty Years' War was a conflict between A England and Russia. B Christians and Muslims. C Protestants and Catholics.* D France and Italy. 5. Ignatius Loyola established what order of monks? A Benedictines B Jesuits* C Dominicans D Templars 	<ol style="list-style-type: none"> 6. Cardinal Richelieu changed the focus of the Thirty Years' War from a religious conflict to a A cultural conflict. B economic conflict. C political conflict.* D social conflict. 7. The church court established to reinforce Catholic doctrine was A the Council of Trent. B the Inquisition.* C the Schism. D the Society of Jesus. 8. Freedom of worship was granted to the Huguenots through the A Diet of Worms. B Council of Trent. C Edict of Nantes.* D Peace of Augsburg. 9. The primary reason that the North German princes supported Martin Luther was A cultural. B social. C economic.* D religious. 10. The group formed to reform the Catholic Church was the A Council of Trent.* B Inquisition. C Schism. D Society of Jesus.
--	---

ORGANIZING TOPIC

Age of Discovery

Standard(s) of Learning _____

- WHII.4 The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by
- a) explaining the roles and economic motivations of explorers and conquistadors;
 - b) describing the influence of religion;
 - c) explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas;
 - d) defining the Columbian Exchange including its impact on native populations;
 - e) mapping and explaining the triangular trade;
 - f) describing the impact of precious metal exports from the Americas.

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.

Identify geographic features important to the study of world history.

Analyze trends in human migration and cultural interaction.

Content

Explain that the expanding economies of European states stimulated increased trade with markets in Asia. With the loss of Constantinople in 1453, European nations fronting the Atlantic sought new maritime routes for trade.

Summarize the following factors contributing to the European discovery of lands in the Western Hemisphere:

- Demand in Europe for gold, spices, and natural resources
- Support for the diffusion of Christianity
- Political and economic competition between European empires
- Innovations of European and Islamic origins in navigational arts
- Pioneering role of Prince Henry the Navigator

Explain the roles of important explorers and conquistadors in the establishment of overseas empires and decimation of indigenous populations, using the following information as a guide:

- Portugal: Vasco da Gama
- Spain: Christopher Columbus, Hernando Cortez, Francisco Pizarro, Ferdinand Magellan
- England: Francis Drake
- France: Jacques Cartier

Explain that one motive for exploration was to spread the Christian religion.

Explain how the expansion of European empires into the Americas, Africa, and Asia affected religion in those areas.

Summarize the means of diffusion of Christianity, using the following information as a guide:

- Migration of colonists to new lands
- Influence of Catholic and Protestant colonists, who carried their faith, language, and cultures to new lands
- Conversion of indigenous peoples

Explain that Europeans migrated to new colonies in the Americas, creating new cultural and social patterns.

Explain that Europeans established trading posts and colonies in Africa and Asia.

Summarize the effect of European migration and settlement on the Americas, Africa, and Asia, using the following information as a guide:

- Americas
 - Expansion of overseas territorial claims and European emigration to North and South America
 - Demise of Aztec and Inca empires
 - Legacy of a rigid class system and dictatorial rule in Latin America
 - Forced migration of Africans who had been enslaved
 - Colonies' imitation of the culture and social patterns of their parent countries
- Africa
 - European trading posts along the coast
 - Trade in slaves, gold, and other resources
- Asia
 - Colonization by small groups of merchants (India, the Indies, China)
 - Influence of trading companies (Portuguese, Dutch, British)

Explain that the discovery of the Americas by Europeans resulted in an exchange of products and resources between the Eastern and Western Hemispheres.

Describe the Columbian Exchange between European and indigenous cultures, using the following information as a guide:

- Western Hemisphere agricultural products, such as corn, potatoes, and tobacco, changed European lifestyles.
- European horses and cattle changed the lifestyles of American Indians.
- European diseases, such as smallpox, killed many American Indians.

Summarize the impact of the Columbian Exchange, using the following information as a guide:

- Shortage of labor to grow cash crops led to the use of African slaves.
- Slavery was based on race.
- European plantation system in the Caribbean and the Americas destroyed indigenous economies and damaged the environment.

Explain that the European nations established a trade pattern known as the triangular trade and exported precious metals from the Americas.

Explain that the triangular trade linked Europe, Africa, and the Americas through the trade of slaves, sugar, and rum.

Describe the impact of precious metal exports from the Americas, using the following information as a guide:

- Gold and silver exported to Europe and Asia
- Impact on indigenous empires of the Americas
- Impact on Spain and international trade

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Age of Exploration Time Line. The Mariners Museum. <http://www.mariner.org/educationalad/ageofex/>. This site contains information on exploration from ancient times to the present.

Conquistadors. Public Broadcasting System. <http://www.pbs.org/opb/conquistadors/home.htm>. This site about the conquistadors in the Western Hemisphere includes links to a timeline and a teaching guide. Links within the site will take students to information on the cultures of the Americas before and after European conquest. Web site timelines require Flash® technology, but the text information can stand on its own.

Historical Maps of the World. The University of Texas at Austin. http://www.lib.utexas.edu/maps/historical/history_world.html. This site provides access to historical maps.

“The Middle Passage.” *Africans in America, PBS online.* <http://www.pbs.org/wgbh/aia/part1/1p277.html>. This site provides information and pictures on the middle passage.

Schuessler, Raymond. *Ferdinand Magellan: The greatest voyager of them all.* <http://muweb.millersville.edu/~columbus/data/art/SCHUES01.ART>. This site provides another historical account of Magellan’s voyage.

“The Sea-Route to India and Vasco da Gama.” *The European Voyages of Exploration.* http://www.acs.ucalgary.ca/applied_history/tutor/eurvoya/vasco.html. This site about da Gama and Portuguese traders includes interactive maps and extensive information.

Strassmann, Patty. *The Influence of Spice Trade on the Age of Discovery.* <http://muweb.millersville.edu/~columbus/papers/strass-1.html>. This is an extensive discussion of the spice trade that goes well beyond the SOL.

The Trading Game. Oklahoma State University Cooperative Extension Service. <http://agweb.okstate.edu/fourh/aic/lessons/less3-4/trading.pdf>. This game is designed for fourth graders but could be altered for older students.

Session 1: The Spice Trade

Materials

- Outline map of the world
- Colored pencils and/or markers
- Selected spices to use for smelling (and tasting) (CAUTION: Spice allergies are rare but could be present in a student. Do not select spices to which students could be allergic, such as anis, caraway, celery seed, coriander, curry, fennel, garlic, mustard, paprika, saffron.)
- Small plastic zip bags
- Web sites such as the following:
 - *The Influence of Spice Trade on the Age of Discovery.* <http://muweb.millersville.edu/~columbus/papers/strass-1.html>
 - *Geographic Spice Index.* http://www.uni-graz.at/~katzer/engl/spice_geo.html

Instructional Activities

1. Display a picture of a fifteenth-century European home or village, and ask the students to describe the contents of the kitchen or cooking area. Instruct them to consider the following questions and issues:
 - What are the most striking features about this kitchen? If you were to visit, what modern convenience would you miss the most?
 - Discuss the fifteenth-century diet and the desire of people to make their food taste better.
2. Assign an appropriate reading selection on the spice trade, using selections identified in the textbook and/or at the Web site listed above.
3. Briefly discuss the causes for and effects of controlling a piece of the spice trade, profit motives, risks, and benefits.
4. After the discussion, have students create a “Spice Map” of the world that shows the areas of production for the selected spices. Follow the directions below for this activity:
 - Place the spices in plastic zip bags for easy access to smell (and taste).
 - Make a series of stations around the classroom, each with a different spice. Include saffron (Mediterranean basin), cinnamon (Spice Islands and India), black pepper (Spice Islands and India), and cloves (Southeast Asia).
 - Have students label on their outline map of the world the continents of Europe, Africa, Asia, North American, and South America; the countries of England, France, Spain, Portugal, and The Netherlands; and all oceans.
 - Direct students to visit each spice station, smell (and taste: use caution!) the spice, and label the appropriate location on their maps with a symbol for the spice.
 - On the same map, have students locate the routes of the explorers Columbus, Magellan, da Gama, Drake, and Cartier.
 - The completed maps should include symbols for the spices, color-keyed routes for the explorers, and explanation of the symbols and colors in the map key.
5. Have students compare the exploration routes with the desired spices. Brainstorm conclusions that this comparison suggests.
6. Assign a teacher-selected reading or other reinforcement activity.

Session 2: The Conquistadors

Materials

- Internet access
- Textbook or other instructional resources on the Aztecs, Incas, and the conquistadors
- Web sites such as *Conquistadors*. <http://www.pbs.org/opb/conquistadors/home.htm>

Instructional Activities

1. Direct students to research print and electronic resources containing information on the impact of the conquistadors, including missionaries. If students do not have Internet access, information from the Web site listed above could be downloaded and provided, along with other selected information. Have students also use information found in the textbook or other instructional resources.
2. After students have gathered information and taken notes on it, direct them to create a series of five journal entries from the perspective of a native. Provide them with a rubric for evaluation of the journal, such as the following:
 - Completeness: Five entries of 150 to 200 words each = 30 points
 - Accuracy: Events and facts based on factual evidence from the readings = 30 points
 - Illustrations = 10 points
 - Mechanics: Grammar, spelling, and punctuation = 30 points

Session 3: Colonies and Trading Posts

Materials

- Textbook or other instructional resources
- Map showing colonies and trading posts, available at Web sites such as *Historical Maps of the World*.
http://www.lib.utexas.edu/maps/historical/history_world.html
- Colored pencils and/or markers

Instructional Activities

1. Select a reading from the textbook or other instructional resource that explains where Europeans established colonies and trading posts and the impact these had on all involved—i.e., the indigenous people, the explorers, and the people of the countries from which the explorers came.
2. Display a map showing colonies and trading posts in the Americas, Africa, and Asia during the European Age of Discovery, and ask questions that will require students to analyze the map.
3. Direct students to draw a map showing these colonies and trading posts. Have them color-code the locations of these outposts according to the countries that possessed them.
4. Lead a class discussion based on the reading assignment to analyze the impact these colonies and trading posts had on
 - indigenous peoples
 - explorers
 - Europeans.
5. Display the following questions, and have students respond:
 - Which European countries established colonies around the world?
 - Who were the monarchs of these countries?
 - What was the role of each of these monarchs in colonization?
 - What were the reasons for colonization?
 - What risks were involved for the country establishing colonies?

Session 4: The Columbian Exchange

Materials

- Textbook and other instructional resources
- Internet access
- Colored pencils and/or markers
- Web sites such as the following:
 - *The Columbian Exchange*. http://www.historynow.org/06_2007/historian2.html
 - *The Middle Passage*. <http://www.pbs.org/wgbh/aia/part1/1p277.html>

Instructional Activities

1. Assign a reading on the Columbian Exchange, using a resource such as the Web site listed above.
2. Prompt student discussion with the following questions:
 - What items were exchanged?
 - What impact did colonial rule have on the labor force? (Possible responses: Natives died; slaves were imported.)
 - What impact did colonization have on culture?
3. Instruct students to map the triangular trade pattern that embraced the Atlantic Ocean. On each leg of the triangle, have them list the items traded. Discuss the relationship between “mother country” and “colony.” Based on the information on the map, have students decide what can be determined.
4. Have students explore resources on the Web, such as the Web site listed above, and printed materials to develop a project on the Middle Passage. Allow students sufficient time to read resources extensively. Projects may be electronic such as using presentation software or a Web site, or in a more conventional format, such as creating a poster or report.
5. Put students into groups of four or five, and direct students within each group to present their projects to each other. Small groups can work well for students to ask questions of each other and share discoveries.
6. Evaluate student projects in terms of the following factors:
 - Accurate and complete content, incorporating the following:
 - Explanation of the triangular trade, including the Middle Passage as a part of the triangular trade
 - Details of the ordeal, including plight of the slaves from capture to sale in the west
 - Appropriate illustrations
 - References to primary sources
 - Effective presentation and good writing skills, including the following:
 - Attractive format and appearance
 - Correct mechanics: grammar, spelling, and punctuation

Session 5: Review of Explorers

Materials

- Teacher-made flash cards of the major sixteenth-century explorers (For each explorer, create four cards, each card containing one of the following: name, country for which he sailed, where he went, what he discovered. Make as many sets of four cards as needed so that each student may receive one card.)

Instructional Activities

1. Conduct a review of the explorers, using flash cards. Hand each student one card. Have students find their “matches” and gather together in groups of four to make complete four-card sets.
2. Once all four-card sets are formed, have groups share information about their explorer based on their flash cards.

NOTE: An alternate procedure for this activity is to place a card with each explorer’s name on the board. Then, hand each student a card (with either country, where, or what), and have students place their cards, one at a time, under the appropriate name. Once all cards have been placed, review them with the class to check whether all of them are in the correct places.

Session 6: Assessment

Materials

- Attachment A: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment A, and have students complete the assessment.

Attachment A: Sample Assessment Items

An asterisk (*) indicates the correct answer.

<p>1. Which of the following factors contributed to the discovery of lands in the Western Hemisphere? A Economic competition between European empires* B Support for the spread of Islam C Spanish desire for prison colonies D Asian demand for tobacco</p> <p>2. Which explorer was from Portugal? A Jacques Cartier B Vasco da Gama* C Hernando Cortez D Francis Drake</p> <p>3. European migration to the Americas resulted in A the demise of the Aztec, Maya, and Inca empires.* B the establishment of democratic rule in Latin America. C the diffusion of the American culture back to Europe. D Asian trading posts along the Americas.</p> <p>4. The impact of the Columbian Exchange included A the death of many American Indians from smallpox.* B the introduction of small farm animals from the Americas to Europe. C the exchange of products such as porcelain and silk. D an improvement in the environment in the Caribbean as a result of the plantation system.</p> <p>5. Ferdinand Magellan explored for A Portugal. B Spain.* C England. D France.</p>	<p>6. Which explorer received credit for establishing the first permanent colonies in the Americas? A Cortez B Pizarro C Columbus* D Magellan</p> <p>7. The second person to circumnavigate the globe was A Cartier B da Gama C Cortez D Drake*</p> <p>8. Where were the majority of seventeenth-century African slaves sent in the New World? A Caribbean Islands* B Brazil C Mexico D Canada</p> <p>9. The global transfer of plants, animals, disease, and food, between the Eastern and Western hemispheres during the colonization of the Americas is called the A Middle Passage. B Columbian Exchange.* C Triangular Trade. D Inter-hemisphere Exchange.</p> <p>10. All of the following were reasons for exploration EXCEPT A God. B gold. C glory. D grain.*</p>
--	--

ORGANIZING TOPIC

Impact of Global Trade on Regional Civilizations

Standard(s) of Learning _____

- WHII.5 The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by
- a) describing the location and development of the Ottoman Empire;
 - b) describing India, including the Mughal Empire and coastal trade;
 - c) describing East Asia, including China and the Japanese shogunate;
 - d) describing Africa and its increasing involvement in global trade;
 - e) describing the growth of European nations, including the Commercial Revolution and mercantilism.

Essential Understandings, Knowledge, and Skills _____

Correlation to
Instructional Materials

Skills *(to be incorporated into instruction throughout the academic year)*

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.

Identify geographic features important to the study of world history.

Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms.

Analyze trends in human migration and cultural interaction.

Content

Explain that the Ottoman Empire emerged as a political and economic power following the conquest of Constantinople.

Explain that the Ottomans brought much Muslim territory in Southwest Asia and North Africa under their rule.

Identify the location of the Ottoman Empire and describe its expansion and development, using the following information as a guide:

- Original location of the Ottoman Empire
 - Asia Minor
- Expansion and extent of the Ottoman Empire
 - Southwest Asia
 - Southeastern Europe, Balkan Peninsula
 - North Africa
- Development of the Ottoman Empire
 - Capital at Constantinople renamed Istanbul
 - Islamic religion as a unifying force that accepted other religions
 - Trade in coffee and ceramics

Explain that descendants of the Mongols, the Muslim Mughal (Mogul) rulers, established an empire in northern India.

Explain that the Mughal Empire traded with European nations.

Explain that much of southern India remained independent and continued international trade.

Identify that the Mughal Empire was located in northern India.

Identify contributions of Mughal rulers, using the following information as a guide:

- Spread of Islam into India
- Art and architecture: Taj Mahal
- Establishment of European trading outposts
- Influence of Indian textiles on British textile industry

Summarize India's trade with European nations, using the following information as a guide:

- Portugal, England, and the Netherlands competed for the Indian Ocean trade by establishing coastal ports on the Indian subcontinent.
- Southern India traded silks, spices, and gems.

Explain how the Chinese and Japanese attempted to limit the influence of European merchants, using the following information as a guide:

- China
 - Creation of foreign enclaves to control trade
 - Imperial policy of controlling foreign influences and trade
 - Increase in European demand for Chinese goods (tea, porcelain)
- Japan
 - Characterized by powerless emperor controlled by military leader (shogun)
 - Adopted policy of isolation to limit foreign influences

Explain that the exportation of slaves and demand for imported goods began to alter traditional economic patterns in Africa.

Describe the process of how Africa became involved in foreign trade. Use the following information as a guide:

- African exports
 - Slaves (triangular trade)
 - Raw materials (ivory, gold)
- African imports
 - Manufactured goods from Europe, Asia, and the Americas
 - New food products (corn, peanuts)

Explain that European maritime nations competed for overseas markets, colonies, and resources, creating new economic practices, such as mercantilism, linking European nations with their colonies.

Describe mercantilism as an economic practice adopted by European colonial powers in an effort to become self-sufficient and based on the theory that colonies existed for the benefit of the mother country.

Summarize the role of the Commercial Revolution and mercantilism in the growth of European nations, using the following information as a guide:

- European maritime nations competed for overseas markets, colonies, and resources.
- A new economic system emerged:
 - New money and banking systems were created.
 - Economic practices such as mercantilism evolved.
 - Colonial economies were limited by the economic needs of the mother countries.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

The Mughal Empire. Washington State University.

<http://www.wsu.edu:8080/~dee/MUGHAL/MUGHMAP.HTM>.

<http://wsu.edu/~dee/MUGHAL/CONTENTS.HTM>. These sites provide a map of and information about the Mughal Empire.

Taj Mahal: Memorial to Love. Public Broadcasting Service.

http://www.pbs.org/treasuresoftheworld/a_nav/taj_nav/main_tajfrm.html.

http://www.pbs.org/treasuresoftheworld/a_nav/taj_nav/tajnav_level_1/1mughal_tajfrm.html. These sites provide information on the Taj Mahal and the Mughal Empire.

Welcome to Istanbul. Princeton University. http://www.princeton.edu/~asce/const_95/const.html. This site provides access to information on Istanbul (Constantinople).

Session 1: Trade and the Ottoman Empire

Materials

- Timeline and brief history of the Ottoman Empire
- Outline map of Europe, Asia, and Africa
- Textbook and/or other readings about the Ottoman Empire
- Web sites such as *Istanbul*. http://www.princeton.edu/~asce/const_95/const.html

Instructional Activities

1. Write the term *Ottoman Empire* on the board. Ask students to share what they know about this empire. Display their responses.
2. Provide a timeline of the Ottoman Empire, along with a brief outline of the empire's history. Review both handouts with the class.
3. Distribute copies of an outline map of Europe, Asia, and Africa. Instruct students to represent the extent of the Ottoman Empire on the map by drawing its boundaries. Instruct them to label the present-day countries included in the territory that made up the Ottoman Empire.
4. Instruct students to identify the location of Constantinople on their map and label it with a star to indicate that it was the capital of the Ottoman Empire. Then, instruct them to draw a line through the name *Constantinople* and write in *Istanbul*. Explain that the city was renamed to reflect the new ruling power.
5. Instruct students to draw a large symbol of the Muslim faith on the map. Also instruct them to draw smaller symbols for the other religions that were *accepted* within the Ottoman Empire.
6. Explain to students that the Ottoman Empire was involved in the trade of coffee and ceramics. Instruct students to draw symbols on the map to reflect these products.
7. Assign a teacher-selected reading or other reinforcement activity.

Session 2: Trade and the Mughal Empire

Materials

- Timeline and brief history of the Mughal Empire
- Outline map of India
- Pictures of the Taj Mahal
- Samples of art from the Mughal Empire
- Samples of Indian textiles
- Web sites such as the following:
 - *Mughal Empire*. <http://www.wsu.edu:8080/~dee/MUGHAL/MUGHMAP.HTM>
 - *Taj Mahal*. http://www.pbs.org/treasuresoftheworld/a_nav/taj_nav/main_tajfrm.html

Instructional Activities

1. Write the term *Mughal Empire* on the board. Ask students to share what they know about this empire. Display their responses.
2. Provide a timeline of the Mughal Empire, along with a brief outline of the empire's history. Review both handouts with the class.
3. Distribute copies of an outline map of India. Instruct students to represent the extent of the Mughal Empire on the map by drawing its boundaries.
4. Direct students to draw a symbol on the map to reflect the spread of Muslim Mughal rule into northern India.
5. Display pictures of the Taj Mahal. Provide a brief history of this structure, or instruct students to research the history, using available resources, and write a paragraph on the history of the Taj Mahal.
6. Provide time for students to research examples of art from the Mughal Empire and to create a list of this artwork. Display samples of the artwork around the classroom.
7. Ensure that students understand what textiles are. Explain that Indian textiles influenced the British textile industry. Provide examples of this influence. Instruct students to draw symbols of the British flag on the map to reflect this trade.
8. Explain that Portugal, England, and the Netherlands competed with each other for the Indian Ocean trade by establishing coastal ports on the Indian subcontinent. Instruct students to draw the flags for these countries along the coast of India.
9. Assign a teacher-selected reading or other reinforcement activity.

Session 3: Chinese and Japanese Trade

Materials

- Outline map of Asia
- Drawings of Chinese porcelain
- Textbook and/or other readings about Chinese and Japanese trade
- Class notes

Instructional Activities

1. Distribute copies of an outline map of Asia, and instruct students to label China and Japan on the map.
2. Display the following facts, and discuss them with the students:
 - China and Japan sought to limit the influence and activities of European merchants.
 - European demand for Chinese goods, such as tea and porcelain, increased.Ask students to explain why these countries wanted to limit trade, and how they limited it. Instruct students to draw ships in the water and label them with the words *tea* and *porcelain* to indicate this trade.
3. Provide drawings of Chinese porcelain. Discuss the reasons why Europeans wanted this product so much when it first became available to them. Discuss why people today might want porcelain. Have the reasons changed much over time?
4. Instruct students to use available resources to research the term *shogun*. Direct students to prepare a brief paper explaining the role of shoguns in Japan.
5. Assign a teacher-selected reading or other reinforcement activity.

Session 4: African Trade

Materials

- Outline map of the world
- Textbook and/or other readings about African trade

Instructional Activities

1. Explain that the competition for trade led to the African slave trade, and discuss why this is so.
2. Distribute copies of an outline map of the world. Explain the triangular trade. Instruct students to indicate the goods being traded by drawing arrows that indicate the direction of trade and drawing pictures of the types of products traded.
3. Assign a teacher-selected reading or other reinforcement activity.

Session 5: Mercantilism and the Commercial Revolution

Materials

- Class notes
- Textbook or other instructional resources about mercantilism and the Commercial Revolution

Instructional Activities

1. Write the term *mercantilism* on the board. Instruct students to use the textbook or other instructional resources to develop a definition of this term.
2. Discuss as a class the competition for trade among European nations.
3. Display the following facts, and conduct a discussion of each as it is displayed:
 - European maritime nations competed with each other for overseas markets, colonies, and resources.
 - A new economic system emerged:
 - New money and banking systems were created.
 - Economic practices such as mercantilism evolved.
 - Colonial economies were limited by the economic needs of the mother country.
4. Assign a teacher-selected reading or other reinforcement activity.

Session 6: Assessment

Materials

- Attachment A: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment A, and have students complete the assessment.

Attachment A: Sample Assessment Items

An asterisk (*) indicates the correct answer.

<p>1. The Ottoman Empire spread to A the Balkan Peninsula.* B China. C America. D the Italian peninsula.</p> <p>2. Istanbul, formerly named Constantinople, was the capital of A the Mughal Empire. B China. C the Ottoman Empire.* D India.</p> <p>3. The Taj Mahal was a contribution of A the Ottoman Empire. B Japan. C the Mughal Empire.* D China.</p> <p>4. Military leaders, called shoguns, ruled A China. B North Africa. C Japan.* D Asia Minor.</p> <p>5. The West African empires traded slaves and what other goods? A Gold and salt* B Gold and ivory C Salt and pepper D Ivory and onyx</p>	<p>6. What is mercantilism? A The idea that a nation’s power is related to its wealth and needs a favorable balance of trade with its colonies.* B The idea that a nation needs to strongly equip its colonies to defend themselves in case of foreign attack. C The idea that the religion of a colony should differ from the religion of the mother country. D The idea that a colony should be self-sufficient and able to provide for itself.</p> <p>7. With the fall of the Byzantine Empire to the Ottoman Turks in 1453, the capital city of Constantinople was renamed A Baghdad. B Istanbul.* C Kyoto. D London.</p> <p>8. Which was the largest Muslim Empire in the 1500s? A Ottoman* B Mughal C Ming D West African</p> <p>9. The two empires that were isolationist were A Ottoman and Mughal. B Mughal and West African. C Ming and Tokugawa.* D Tokugawa and Mughal.</p> <p>10. In Japan, the Dutch were allowed to trade from A Tokyo. B Nagasaki.* C Hiroshima. D Okinawa.</p>
--	--

ORGANIZING TOPIC

Scientific, Political, Economic, and Religious Changes

Standard(s) of Learning _____

- WHII.6 The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by
- a) describing the Scientific Revolution and its effects;
 - b) describing the Age of Absolutism, including the monarchies of Louis XIV and Peter the Great;
 - c) assessing the impacts of the English Civil War and the Glorious Revolution on democracy;
 - d) explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States;
 - e) describing the French Revolution;
 - f) describing the expansion of the arts, philosophy, literature, and new technology.

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. _____

Use artifacts and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. _____

Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. _____

Analyze trends in human migration and cultural interaction. _____

Content

Explain that, with its emphasis on reasoned observation and systematic measurement, the Scientific Revolution changed the way people viewed the world and their place in it. _____

Identify pioneers of Scientific Revolution, using the following information as a guide:

- Nicolaus Copernicus developed heliocentric theory. _____
- Johannes Kepler discovered planetary motion. _____
- Galileo Galilei used telescope to support heliocentric theory. _____
- Isaac Newton formulated law of gravity. _____
- William Harvey discovered circulation of the blood. _____

Summarize the importance of the Scientific Revolution, using the following information as a guide:

- Emphasis on reason and systematic observation of nature _____
- Formulation of the scientific method _____
- Expansion of scientific knowledge _____

Explain that the Age of Absolutism takes its name from a series of European monarchs who increased the power of their central governments. _____

Summarize the following characteristics of absolute monarchies:

- Centralization of power _____
- Concept of rule by divine right _____

Identify the effect two absolute monarchs had on their countries, using the following information as a guide:

- Louis XIV of France: Palace of Versailles as a symbol of royal power
- Peter the Great of Russia: Westernization of Russia

Explain that political democracy rests on the principle that government derives power from the consent of the governed. The foundations of English rights include the jury trial, the Magna Carta, and common law. The English Civil War and the Glorious Revolution prompted further development of the rights of Englishmen.

Summarize how the English Civil War and the Glorious Revolution promoted the development of the rights of Englishmen. Use the following information as a guide:

- Oliver Cromwell and the execution of Charles I
- The restoration of Charles II
- Development of political parties/factions
- Glorious Revolution (William and Mary)
- Increase of parliamentary power and decrease of royal power
- English Bill of Rights of 1689

Explain that Enlightenment thinkers believed that human progress was possible through the application of scientific knowledge and reason to issues of law and government.

Explain that Enlightenment ideas influenced the leaders of the American Revolution and the writing of the Declaration of Independence.

Describe the Enlightenment, using the following information as a guide:

- Applied reason to the human world, as well as to the rest of the natural world
- Stimulated religious tolerance
- Fueled democratic revolutions around the world

Identify some Enlightenment thinkers and their ideas, using the following information as a guide:

- Thomas Hobbes's *Leviathan*: Humans exist in a primitive "state of nature" and consent to government for self-protection.
- John Locke's *Two Treatises on Government*: People are sovereign and consent to government for protection of natural rights to life, liberty, and property.
- Montesquieu's *The Spirit of Laws*: The best form of government includes a separation of powers.
- Jean-Jacques Rousseau's *The Social Contract*: Government is a contract between rulers and the people.
- Voltaire: Religious toleration should triumph over religious fanaticism; separation of church and state.

Explain how philosophers of the Enlightenment influenced thinking on political issues.

Use the following information as a guide:

- Political philosophies of the Enlightenment fueled revolution in the Americas and France.
- Thomas Jefferson's Declaration of Independence incorporated Enlightenment ideas.
- The Constitution of the United States of America and the Bill of Rights incorporated Enlightenment ideas.

Explain that the ideas of the Enlightenment and French participation in the American Revolution influenced the French people to view their government in new ways. They overthrew the absolute monarchy and established a new government.

Explain causes of the French Revolution, using the following information as a guide:

- Influence of Enlightenment ideas
- Influence of the American Revolution

Summarize events of the French Revolution, using the following information as a guide:

- Storming of the Bastille
- Reign of Terror

Summarize outcomes of the French Revolution, using the following information as a guide:

- End of the absolute monarchy of Louis XVI
- Rise of Napoleon

Explain that the sixteenth, seventeenth, and eighteenth centuries brought many changes in the arts, literature, and political philosophy.

Explain that the Age of Reason witnessed inventions and innovations in technology that stimulated trade and transportation.

Identify some representative composers, artists, philosophers, and writers of these three centuries, using the following information as a guide:

- Johann Sebastian Bach: Baroque composer
- Wolfgang Amadeus Mozart: Classical composer
- Voltaire: Philosopher
- Miguel de Cervantes: Novelist
- Eugène Delacroix: Painter (transition to the Romantic School of the nineteenth century)

Identify characteristics of new schools of art and forms of literature during these three centuries, using the following information as a guide:

- Paintings depicted classical subjects, public events, natural scenes, and living people (portraits).
- New forms of literature evolved, such as the novel (e.g., Cervantes' *Don Quixote*).

Identify improved technologies that were important to European economies during these centuries:

- All-weather roads improved year-round transport and trade.
- New designs in farm tools increased productivity (agricultural revolution).
- Improvements in ship design lowered the cost of transport.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

The Avalon Project at Yale Law School. http://avalon.law.yale.edu/17th_century/england.asp. This site provides a copy of the English Bill of Rights.

Cervantes Project. Texas A&M University. <http://www.csdl.tamu.edu/cervantes/V2/CPI/index.html>. This site includes biographical information on Cervantes, as well as images and texts. Site is in Spanish, but viewers may select the English version.

“The Copernican Model: A Sun-Centered Solar System.” The University of Tennessee. <http://csep10.phys.utk.edu/astr161/lect/retrograde/copernican.html>. This article provides information on Copernicus and the heliocentric system.

“Duc de Saint-Simon: The Court of Louis XIV.” *Modern History Sourcebook.* <http://www.fordham.edu/halsall/mod/17stsimon.html>. This site provides information on the reign of Louis XIV.

“Founding Documents.” *The Constitution Society.* http://www.constitution.org/cs_found.htm. This site offers free copies of the U.S. Constitution and other founding documents.

“French Revolution.” *Internet Modern History Sourcebook.* <http://www.fordham.edu/halsall/mod/modsbook13.html>. This site provides information on the French Revolution.

“Isaac Newton.” *Eric Weisstein’s Book of Scientific Biography.* WolframResearch. <http://scienceworld.wolfram.com/biography/Newton.html>. This site provides biographical information on Isaac Newton.

“Jean-Jacques Rousseau.” *The European Enlightenment.* Washington State University. <http://www.wsu.edu/~dee/ENLIGHT/ROUSSEAU.HTM>. This site provides biographical information on Jean-Jacques Rousseau.

“Johann Sebastian Bach.” *Classical Music Pages.* <http://w3.rz-berlin.mpg.de/cmp/bachjs.html>. This site contains a brief biography of Johann Sebastian Bach.

“Johannes Kepler.” *The Galileo Project.* Rice University. <http://es.rice.edu/ES/humsoc/Galileo/People/kepler.html>. This site provides information on Johannes Kepler and Galileo.

“John Locke.” *The History of Western Philosophy.* Oregon State University. <http://oregonstate.edu/instruct/phl302/philosophers/locke.html>. This site provides biographical information on John Locke.

“Montesquieu: The Spirit of the Laws, 1748.” *Modern History Sourcebook.* <http://www.fordham.edu/halsall/mod/montesquieu-spirit.html>. This site provides information on the life and writing of Montesquieu.

“Thomas Hobbes.” *The History of Western Philosophy.* Oregon State University. <http://oregonstate.edu/instruct/phl302/philosophers/hobbes.html>. This site provides biographical information on Thomas Hobbes.

“Toussaint L’Ouverture.” *Africans in America: Brotherly Love.* Public Broadcasting Service. <http://www.pbs.org/wgbh/aia/part3/3h326.html>. This site provides information on Toussaint L’Ouverture.

“William III and Mary II.” *Britannia.* <http://www.britannia.com/history/monarchs/mon51.html>. This site provides information on the reign of William III and Mary II.

- “William Harvey: On the Motion of the Heart and Blood in Animals, 1628.” *Modern History Sourcebook*. <http://www.fordham.edu/halsall/mod/1628harvey-blood.html>. This site provides access to information on the work of William Harvey.
- “Wolfgang Amadeus Mozart.” *Classical Music Pages*. <http://w3.rz-berlin.mpg.de/cmp/mozart.html>. This site contains a brief biography of Wolfgang Amadeus Mozart.

Session 1: The Scientific Revolution

Materials

- Drawings of Copernicus' and Kepler's views of the universe
- Textbook and/or other readings about the Scientific Revolution
- Internet and/or print resources on Copernicus, Galileo, Kepler, Newton, Hubble telescope, Harvey
- Web sites such as the following:
 - "The Copernican Model: A Sun-Centered Solar System."
<http://csep10.phys.utk.edu/astr161/lect/retrograde/copernican.html>
 - "Johannes Kepler." Information on Kepler and Galileo.
<http://es.rice.edu/ES/humsoc/Galileo/People/kepler.html>
 - "William Harvey: On the Motion of the Heart and Blood in Animals, 1628."
<http://www.fordham.edu/halsall/mod/1628harvey-blood.html>
 - "Isaac Newton." <http://scienceworld.wolfram.com/biography/Newton.html>

Instructional Activities

1. Divide the class into groups of three or four. Display the following names on the board, and instruct each group to research what each individual contributed to the foundation of the Scientific Revolution: Nicolaus Copernicus, Johannes Kepler, Galileo Galilei, Isaac Newton, William Harvey.
2. Have each group report their findings to the class. As items are mentioned, use technology to display a list of them and have students take notes. Make sure to include the following: Copernicus's heliocentric theory, based on observation (empiricism), changed the belief that the earth is the center of the universe to the knowledge that the sun is the center of the universe. This use of reasoning and observation are important components of the scientific method. Copernicus, however, thought the orbits of the planets were perfect concentric circles but realized that this was not correct. Kepler used mathematics to prove that the orbits were elliptical and not concentric. This use of math as proof is also an important component of the scientific method.
3. Display drawings of Copernicus' and Kepler's views of the universe, and have students compare them. Direct students to arrange themselves in the classroom to illustrate both Copernicus's and Kepler's version of the universe.
4. Point out that Galileo used the telescope to support the proof of the heliocentric theory. Proving a hypothesis is another important component of the scientific method.
5. Direct students to compare these historic discoveries with those of the Hubble telescope in our time. Ask them whether they think the Hubble telescope is changing our concept of the universe today. Encourage students to suggest ways the heliocentric theory impacted society at the time of the Scientific Revolution. Make sure students understand that the heliocentric theory made people feel less secure, challenged their accepted beliefs, and caused the Church to feel threatened.
6. Newton developed the process known as the scientific method and used it to formulate his law of universal gravitation (law of gravity). His formulation of the law of gravity is a paradigm that perfectly illustrates the concept of the scientific method.
7. Ask students to explain the law of gravity, and review the concept with them. Ask students to work in small groups to determine the effect this law had on science when it was conceived time. Also, ask students to suggest ways the development of the scientific method affected society. Possible answers may include that the development of the scientific method led to less superstition, more discoveries, better education, and concern by the Church about losing its influence and power.
8. William Harvey's discovery of blood circulation was an important breakthrough in the medical field. It also illustrates the inductive and deductive components of the scientific method. Ask students to explain why Harvey was interested in this area of science. Ask them to suggest what impact his discovery had on later discoveries.

Session 2: Absolute Monarchies in France and Russia

Materials

- Pictures and information on Versailles
- Internet access
- Video on Peter the Great
- Teacher-prepared video-viewing guide (see p. 10)
- Web site such as “Louis XIV.” <http://www.fordham.edu/halsall/mod/17stsimon.html>

Instructional Activities

1. Ask students to make a list of those characteristics that they think an absolute monarchy would have. Display their responses. Provide prompts to guide student responses. Answers may include the fact that all power is centralized in one person (the monarch) and a belief in the divine right of kings.
2. Discuss Louis XIV and the obstacles he had to overcome to attain absolutism. Include information on his achievements of subduing the French nobles, gaining control of the Church, and eliminating the legislative body (Estates General). Explain why each of these three achievements represented a victory over an obstacle to absolutism. For example, the nobles had their own taxes and courts, and the king could not be absolute if these practices continued. The Church had its own courts and taxes, and these forms of control would limit the king if they were allowed to continue. A legislature with powers to raise money or pass laws would prevent the power of the king from being absolute.

Schedule a research session for students to research Versailles and prepare a brief essay on how it became a symbol of Louis XIV’s absolutism. If the media center or computer lab is not available, provide resources in class. This could possibly be a graded activity.

Display a picture of Versailles, and ask students to suggest elements or characteristics of the palace that illustrate power. Provide information on its size and cost and the length of time it took to build, as well as other facts that suggest enormous power.

3. Discuss with students the dual goal of Peter the Great of Russia to achieve absolutism and westernize Russia at the same time. Explain that for decades, Russia had closed her western borders, and the people had cultivated eastern characteristics, such as wearing long robes, growing beards, and eating with their hands. Peter, who had traveled to the west as a young man, admired western society. When he became Tsar, he began the process of forcing his people to adopt the culture of western societies. He also built western-style cities, such as St. Petersburg.
4. Distribute copies of the video-viewing guide, and go over it with the students. Then, show the selected video on Peter the Great. Have students use the video-viewing guide while watching and immediately following the showing in order to summarize important points, make connections, and draw conclusions.
5. Direct students to write a brief essay explaining why they think Peter had “Great” as part of his title. Responses may include that he created a more modern nation, expanded land size, expelled Sweden from the continent, and westernized Russia.
6. Ask students what impact absolute monarchies had on their countries in this time period. Responses may include the following:
 - Conflicts with other countries for power
 - Conflict over trade throughout the world
 - Desire for power on the part of certain groups
 - Little or no say in government by the common people
 - Large bureaucracies to run the country
 - More centralization
 - More unity
 - Large armies

Session 3: Absolute Monarchy in England

Materials

- Internet access
- Rules for a mock trial
- Copy of the English Bill of Rights
- Web sites such as the following:
 - *English Bill of Rights*. <http://www.yale.edu/lawweb/avalon/england.htm>
 - “William III and Mary II.” <http://www.britannia.com/history/monarchs/mon51.html>

Instructional Activities

1. Discuss the development of absolutism under the Stuart monarchy. Divide the class into groups of three or four, and instruct each group to list things they think made the English kings absolute. Possible responses may include the following: Ruled for many years without parliament; often dismissed parliament; imposed taxes on the people in violation to the Magna Carta; denied habeas corpus to the nobility. Have students search the Internet for the comment of James I about the divine rights of kings.
2. Discuss how Cromwell came to power and the reasons for the execution of Charles I. Assign a group of students to prepare an “indictment” of Charles I. Then, conduct a mock trial of Charles I, and have students research their roles before playing them.
3. Explain how political parties came into existence during this time period. Explain that the Tory party supported the king’s policies and the Whig party supported parliament. Ask students to share two reasons they might have supported the Tories at this time and two reasons they might have supported the Whigs. Possible reasons for support of the Tories might include that clergy and military income came from the monarchy, and that it initially appeared as though the king would win. Possible reasons for support of the Whigs might include illegal taxation and strong support of the rule of law.
4. Discuss with students reasons for the Restoration, such as the following:
 - Cromwell had no true successor.
 - Cromwell’s rule had also been dictatorial.
 - Charles’s children may have learned a lesson about fairer ways to rule.
5. Explain the reasons for the Glorious Revolution, such as the following:
 - Charles II proclaimed he was a Catholic and could not be head of the Church of England (the Anglican Church).
 - Charles II was ruling like a dictator.
 - Charles II violated the agreement that he would not be an absolute monarch.
6. Discuss how William and Mary’s rise to power established a constitutional monarchy in England as the powers of parliament increased with the signing of the English Bill of Rights.
7. Obtain a copy or summary of the English Bill of Rights (see Web site listed above). Instruct students to explain in a brief essay how the various points lessened absolutism in England.

Session 4: The Enlightenment Thinkers

Materials

- Copies of or excerpts from *Two Treatises on Government*, *Spirit of the Laws*, and *The Social Contract*
- Copies of the Declaration of Independence and the United States Constitution
- Web sites such as the following:
 - “John Locke.” <http://oregonstate.edu/instruct/phl302/philosophers/locke.html>
 - “Montesquieu: The Spirit of the Laws, 1748.” <http://www.fordham.edu/halsall/mod/montesquieu-spirit.html>
 - “The European Enlightenment: Jean-Jacques Rousseau.” <http://www.wsu.edu/~dee/ENLIGHT/ROUSSEAU.HTM>

Instructional Activities

1. Review the following beliefs of Enlightenment thinkers:
 - All the world runs by natural laws, such as the law of supply and demand in economics.
 - The scientific method is used to find these natural laws.
 - All people can be educated.
 - Sovereignty rests with the people.
 - Government should ensure separation of church and state.
 - Government is whatever the people want; a contract is made whereby government protects natural rights of life, liberty, and property.
2. To ensure that students know John Locke’s role in influencing Enlightenment thinkers, explain that Locke believed in the “contract theory of government” and held that sovereignty rests with the people. He opposed absolutism. Refer to his book, *Two Treatises on Government* for excerpts that support these basic concepts.
3. Discuss other Enlightenment thinkers, including the following:
 - Montesquieu: He wrote *Spirit of the Laws* in which he called for separation of powers as a feature of the best form of government.
 - Jean-Jacques Rousseau: He wrote *The Social Contract* in which he discussed majority rule and the belief that government is a contract between rulers and the people.
 - Voltaire: He stated that religious toleration should triumph over religious fanaticism, and he believed in separation of church and state.
4. Have students find statements in the Declaration of Independence and United States Constitution that were influenced by the Enlightenment thinkers. The Constitutional Society provides free copies of these documents on the Web at http://www.constitution.org/cs_found.htm.

Session 5: The Enlightenment and the French Revolution

Materials

- Picture of the Bastille
- Web sites such as the following:
 - “The French Revolution.” <http://www.fordham.edu/halsall/mod/modsbook13.html>
 - “John Locke.” <http://oregonstate.edu/instruct/phl302/philosophers/locke.html>
 - “Montesquieu: The Spirit of the Laws, 1748.” <http://www.fordham.edu/halsall/mod/montesquieu-spirit.html>
 - “Toussaint L’Ouverture.” <http://www.pbs.org/wgbh/aia/part3/3h326.html>

Instructional Activities

1. Discuss with the class how ideas of the Enlightenment thinkers influenced the French Revolution. Responses may include that many philosophers, such as Locke and Montesquieu, opposed the absolutist type of government that France had. Montesquieu called for separation of powers, which restricted absolutism.
2. Discuss with the students the role of the fall of the Bastille and the Reign of Terror in the French Revolution. Discussion should include the following information:
 - The Bastille was a political prison for individuals who opposed the absolutism of the monarchy, and its fall was a symbolic beginning of the revolution.
 - Bastille Day, July 14th, is similar to July 4th in the United States.
 - The Reign of Terror was an attempt to equalize every person and create a republic.
 - Because all people were considered equal under the law, noble titles were eliminated and all people were called citizens.
3. Display a picture of the Bastille, and ask students to write a paragraph describing their observations.
4. Ask students to suggest possible outcomes of the French Revolution. Responses should include the following:
 - The execution of Louis XVI
 - War with neighboring countries, who feared this revolution would spread to them
 - The rise of Napoleon as a strong figure who could bring order out of chaos.
5. Assign a teacher-selected reading or other reinforcement activity.

Session 6: The Impact of the Enlightenment on the Arts and Technology _____

Materials

- Internet and/or print resources on the works of writers Voltaire and Cervantes, composers Bach and Mozart, and painters Reynolds and Delacroix
- Internet and/or print resources on inventions and new technology of the time
- Web sites such as the following:
 - “Johann Sebastian Bach.” <http://w3.rz-berlin.mpg.de/cmp/bachjs.html>
 - *Cervantes Project*. <http://www.csdl.tamu.edu/cervantes/V2/CPI/index.html>
 - “Wolfgang Amadeus Mozart.” <http://w3.rz-berlin.mpg.de/cmp/mozart.html>

Instructional Activities

1. Explain how the Enlightenment affected the arts. Include the fact that Enlightenment leaders believed in order and balance, and this transferred to the arts of the period. Explain that Enlightenment leaders believed in toleration, a philosophy that was apparent in literature of the time, such as Voltaire’s *Candide*.
2. Discuss the achievements of representative Enlightenment-era composers, artists, philosophers, and writers of these three centuries.
 - Johann Sebastian Bach: Baroque composer
 - Wolfgang Amadeus Mozart: Classical composer
 - Sir Joshua Reynolds: Painter
 - Voltaire: Philosopher
 - Miguel de Cervantes: Writer (novelist)

Ask students how the work of each of the above reflected Enlightenment beliefs. For example, Cervantes’s *Don Quixote* reflected a search for balance. A writing assignment could be a brief paper on how Cervantes’s writings reflected a search for order and balance. In the area of music, students could write on how the structures of the compositions of Bach or Mozart were models of order and balance. In the area of visual art, students might examine the art of Reynolds and how it typifies the “Grand Style” in painting, which depended on idealization of the imperfect as it strove to portray ideal order, balance, and proportion.

3. Discuss the impact of the Age of Reason. Include information on the impact the Scientific Revolution and the Enlightenment had on inventions and new technology. Information should include the following:
 - Improvements in ship design
 - New designs for farm tools
 - Invention of all-weather roads
4. Ask students to explain the impact of the Scientific Revolution and the Age of Reason on trade and commerce. Responses should emphasize that better roads improved trade.
5. Display some art works by Eugène Delacroix, pointing out that he was an artist who led the transition to the Romantic School of the nineteenth century. Point to examples that support the fact that rather than order and balance, Delacroix’s goals were to portray his dramatic, often exotic, content with an expressive passion that placed an emphasis on color and movement. These were also goals of the Romantic painters who followed after Delacroix.

Session 7: Review of Enlightenment Thinkers

Materials

- Teacher-made flash cards of the Enlightenment thinkers (For each thinker, create four cards, each card containing one of the following: name, native country, title of his most famous book, his most important beliefs. Make as many sets of four cards as needed so that each student may receive one card.)

Instructional Activities

1. Conduct a review of the Enlightenment thinkers, using flash cards. Hand each student one card. Have students find their “matches” and gather together in groups of four to make complete four-card sets.
2. Once all four-card sets are formed, have groups share information about their thinker based on their flash cards.

NOTE: An alternate procedure for this activity is to place a card with each thinker’s name on the board. Then, hand each student a card (with either country, book title, or beliefs), and have students place their cards, one at a time, under the appropriate name. Once all cards have been placed, review them with the class to check whether all of them are in the correct places.

Session 8: Assessment

Materials

- Attachment A: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment A, and have students complete the assessment.

Attachment A: Sample Assessment Items

An asterisk (*) indicates the correct answer.

<p>1. John Locke is closely associated with which belief?</p> <p>A Absolute monarchs are the best form of government.</p> <p>B The church should always be obeyed regardless of its message.</p> <p>C A government should be a contract made by the people.*</p> <p>D The people never have a right to revolt against the government.</p> <p>2. Johannes Kepler is known as a pioneer of the Scientific Revolution for his</p> <p>A development of the heliocentric theory.</p> <p>B formulation of the law of gravity.</p> <p>C use of the telescope to support the heliocentric theory.</p> <p>D discovery of planetary motion.*</p> <p>3. Peter the Great was a monarch of</p> <p>A France.</p> <p>B England.</p> <p>C Prussia.</p> <p>D Russia.*</p> <p>4. The principle that government derives power from the consent of the governed is represented through</p> <p>A communism.</p> <p>B democracy.*</p> <p>C socialism.</p> <p>D oligarchy.</p> <p>5. The development of the rights of Englishmen included</p> <p>A an increase in royal power.</p> <p>B the end of political factions.</p> <p>C the rise to power of Charles I.</p> <p>D the establishment of common law.*</p>	<p>6. The Enlightenment thinker who wrote <i>The Social Contract</i> was</p> <p>A Voltaire.</p> <p>B John Locke.</p> <p>C Jean-Jacques Rousseau.*</p> <p>D Montesquieu.</p> <p>7. Which was NOT an application of Enlightenment thinking?</p> <p>A Reason was applied to the human world, not just the natural world.</p> <p>B Religious tolerance was encouraged.</p> <p>C The Scientific Revolution was begun.*</p> <p>D Democratic revolutions around the world were fueled.</p> <p>8. The first reigning monarch to face a public trial and execution was</p> <p>A James I.</p> <p>B Charles II.</p> <p>C Henry VIII.</p> <p>D Charles I.*</p> <p>9. The separation of powers found in the United States Constitution comes from the writings of which Enlightenment thinker?</p> <p>A Hobbes</p> <p>B Locke</p> <p>C Montesquieu*</p> <p>D Voltaire</p> <p>10. The reign of which monarch gave England its first constitutional monarchy?</p> <p>A Charles II</p> <p>B James II</p> <p>C Mary II*</p> <p>D Elizabeth I</p>
--	--

ORGANIZING TOPIC

Latin American Revolutions

Standard(s) of Learning _____

- WHII.7 The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by
- a) describing the colonial system as it existed by 1800;
 - b) identifying the impact of the American and French revolutions on Latin America;
 - c) explaining the contributions of Toussaint L’Ouverture and Simón Bolívar;
 - d) assessing the impact of the Monroe Doctrine.

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. _____

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. _____

Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. _____

Analyze trends in human migration and cultural interaction. _____

Content

Explain that Latin American revolutions of the nineteenth century were influenced by the clash of European cultures in the development of governments and ruling powers. _____

Explain that Spanish conquests in Latin America saw the rapid decline of native populations and introduction of slaves from Africa. Conquistadors were given governmental authority by the crown, becoming known as viceroys. _____

Describe the characteristics of the colonial system in Latin America, using the following information as a guide:

- Colonial governments mirrored the home governments. _____
- Catholicism had a strong influence on the development of the colonies. _____
- A major element of the economy was the mining of precious metals for export. _____
- Major cities were established as outposts of colonial authority: _____
 - Havana _____
 - Mexico City _____
 - Lima _____
 - São Paulo _____
 - Buenos Aires _____

Describe the rigid class structure of the colonies, using the following information as a guide:

- Viceroys / colonial officers _____
- Creoles _____
- Mestizos _____

Explain that the American and French revolutions took place in the late 1700s. Within twenty years, the ideas and examples of these revolutions influenced the people of Latin America to establish independent nations, most notably in Haiti and Mexico.

Describe the influence of the American and French revolutions on Latin America, using the following information as a guide:

- Slaves in Haiti rebelled, abolished slavery, and won independence.
- Father Miguel Hidalgo started the Mexican independence movement.
- French, Spanish, and Portuguese colonies gained independence.

Identify the following selected countries that gained independence during the 1800s:

- Mexico
- Haiti
- Colombia
- Venezuela
- Brazil

Explain that the contributions of Toussaint L’Ouverture and Simón Bolívar led to the development of independent states in Latin America in the nineteenth century.

Describe the contributions of Toussaint L’Ouverture, using the following information as a guide:

- Former slave who led Haitian rebellion against French
- Defeated the armies of three foreign powers: Spain, France, and Britain

Describe the contributions of Simón Bolívar, using the following information as a guide:

- Native resident who led revolutionary efforts
- Liberated the northern areas of Latin America

Explain that after the American Revolution, the United States wished to prevent foreign interference in America. The Monroe Doctrine was issued in 1823, alerting European powers that the American continents should not be considered for any future colonization.

Describe the impact of the Monroe Doctrine, using the following information as a guide:

- The Monroe Doctrine was issued by President James Monroe in 1823.
- Latin American nations were acknowledged to be independent.
- The United States would regard as a threat to its own peace and safety any attempt by European powers to impose their system on any independent state in the Western Hemisphere.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Monroe Doctrine, 1823.” *Office of the Historian*. U.S. Department of State.

<http://history.state.gov/milestones/1801-1829/Monroe>. This site gives information on the Doctrine.

“Simón Bolívar.” <http://www.embavenez-us.org/kids.venezuela/simon.bolivar.htm>. This site provides an overview of Bolívar’s life and his role in the revolutions he led in Latin America.

“Toussaint L’Ouverture.” *Africans in America: Brotherly Love*. Public Broadcasting Service.

<http://www.pbs.org/wgbh/aia/part3/3h326.html>. This site provides information on Toussaint L’Ouverture.

Session 1: Latin America in 1800

Materials

- Chart paper
- Attachment A: Vocabulary Brainstorming
- Attachment B: Map of South America before Independence

Instructional Activities

1. Ask students to explain why the Western Hemisphere is called “Western” and which continents and oceans are included in it. Have students brainstorm what they already know about Latin American, and write responses on a chart.
2. Distribute Attachment A, and direct students to complete the organizer and save it for revisiting at the completion of this unit of study.
3. Distribute Attachment B, and guide students in identifying and labeling the Spanish and the Portuguese territories in 1800. Include identification of New Granada, Rio de La Plata, and unsettled areas. Instruct students to keep the map for reference as the unit progresses.
4. Explain that for more than 300 years, from 1492 to 1800, European countries, primarily Spain and Portugal, established colonies to provide raw materials and trade for the benefit of the mother countries. Spanish conquests in Latin America saw the rapid decline of native populations and introduction of slaves from Africa. Conquistadors were given governmental authority by the crown, and they became known as viceroys. The Spanish and the Portuguese governments imposed the same Roman Catholic religion on the native peoples, but they brought different colonial languages. The Latin American revolutions of the nineteenth century were influenced by the clash of European cultures in the development of governments and ruling powers.

Session 2: The Colonial System in Latin America

Materials

- Attachment C: Independence Movements of Latin America
- Teacher-developed class notes

Instructional Activities

1. Ask students to describe the characteristics of the colonial system in Latin America, including the following:
 - Colonial governments in Latin America mirrored the home governments.
 - Latin American colonies were strongly influenced by Roman Catholicism.
 - Mining precious metals was a major element of the economies of the colonies.
 - Major cities were established in Latin America as outposts.
2. Distribute Attachment C, and have students locate the following cities on the map:
 - Havana
 - Mexico City
 - Lima
 - São Paulo
 - Buenos Aires

Tell students that they will add additional information to this map in lessons to come.

3. Lead a class discussion about the rigid class structures that existed in the Latin American colonies. Include in the discussion the roles of viceroys and other colonial officers, Creoles, and Mestizos. Discuss how the class system compared to the manor system in medieval Europe.

Session 3: The Impact of the American and French Revolutions; Mexican Revolution ____

Materials

- Attachment C: Independence Movements of Latin America
- Teacher-selected reading about the Mexican Revolution

Instructional Activities

1. Explain that the ideals of the Enlightenment, which had inflamed revolutionary thought in the United States and France in the late 1700s, quickly spread to the Latin American colonies. Within 20 years, the ideas and examples of the revolutions in the United States and France influenced the people of Latin America to begin their own revolutionary movements. Revolutions in the Americas were commonly led by native-born North or South Americans of European background. (Creoles). These leaders were typically well educated and wealthy and were able to rally the population to the cause of independence. The Napoleonic domination of Spain made the Spanish powerless to stop these independence movements. Eventually independence came to Spanish, Portuguese, and French colonies.
2. Have student retrieve Attachment C and identify on the map the location of the following countries that gained independence during the 1800s:
 - Mexico
 - Haiti
 - Colombia
 - Venezuela
 - Brazil
3. Inform students that Father Miguel Hidalgo, a liberal priest, started the Mexican independence movement. He encouraged Mestizos and Indians to revolt against the Spanish landlords. Assign a teacher-selected reading about the revolt, the execution of Hidalgo, and the subsequent success of the Mexican Revolution. Have students take notes on the reading.
4. Assign a teacher-selected reading or other reinforcement activity.

Session 4: Toussaint L'Ouverture and Simón Bolívar

Materials

- Textbook and/or other instructional resources about Toussaint L'Ouverture and Simón Bolívar
- Attachment D: Toussaint L'Ouverture and Simón Bolívar Venn Diagram
- Teacher-selected reading about the revolutions in Haiti and northern South America

Instructional Activities

1. Explain that the contributions of Toussaint L'Ouverture and Simón Bolívar led to the development of independent states in Latin America in the nineteenth century. Toussaint L'Ouverture was a former slave who led Haitians to rebel against French rule. The Haitians defeated the armies of three foreign powers: Spain, France, and Britain. Haiti was free until L'Ouverture's death, when it fell into despotism.
2. Explain that Simón Bolívar liberated the northern areas of South America. He was a native-born resident who led revolutionary efforts throughout the region. He tried during the 1820s to bring various colonies together under a federal constitution modeled after that of the United States. The plan failed because of the differences of the Latin American peoples.
3. Distribute Attachment D. Instruct students to use the textbook and/or other instructional resources to gather information about Toussaint L'Ouverture and Simón Bolívar. Then, have students compare and contrast the two revolutionary leaders by displaying their findings on the Venn diagram.
4. Assign a teacher selected reading about the revolutions in Haiti and northern South America.

Session 5: The Monroe Doctrine

Materials

- Attachment A: Vocabulary Brainstorming
- Teacher-created vocabulary activities

Instructional Activities

1. Explain that after the American Revolution, the United States wished to prevent foreign interference in the Americas. The Monroe Doctrine, issued by President James Monroe in 1823, alerted the European powers that the American continents should not be considered for any future colonization.
2. Discuss the following aspects and tenets of the Monroe Doctrine:
 - The Monroe Doctrine was also backed by the British government.
 - Latin American nations were acknowledged to be independent.
 - The United States would regard as a threat to its own peace and safety any attempt by European powers to impose their system on any independent state in the Western Hemisphere.
 - The United States would not interfere in European affairs.
 - The document continues to be a cornerstone of American foreign policy.
3. Have students create a political cartoon showing the purpose of the doctrine.
4. Highlight new vocabulary from the unit by one of the following game activities:
 - Bingo
 - Matching (like Memory)
 - Who Knows...
 - Word Wall (Each student is given a different word to define, illustrate, and use in a sentence.)
5. As a review activity, ask students to revisit Attachment A and write a different word in each box, particularly trying to think of words relating to the Latin American independence movements. Review the resulting words with the class.

Session 6: Assessment

Materials

- Attachment E: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment E, and have students complete the assessment.

Attachment A: Vocabulary Brainstorming

In each box, write a word relating to Latin America and beginning with that letter of the alphabet. Save the organizer for after you complete the unit of study.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				

Attachment B: Map of South America before Independence

“New map of South America from the latest authorities”
From Samuel Lewis’ Atlas, 1817



Source: Old Book Art, http://www.gallery.oldbookart.com/main.php?g2_itemId=13728. Image in public domain.

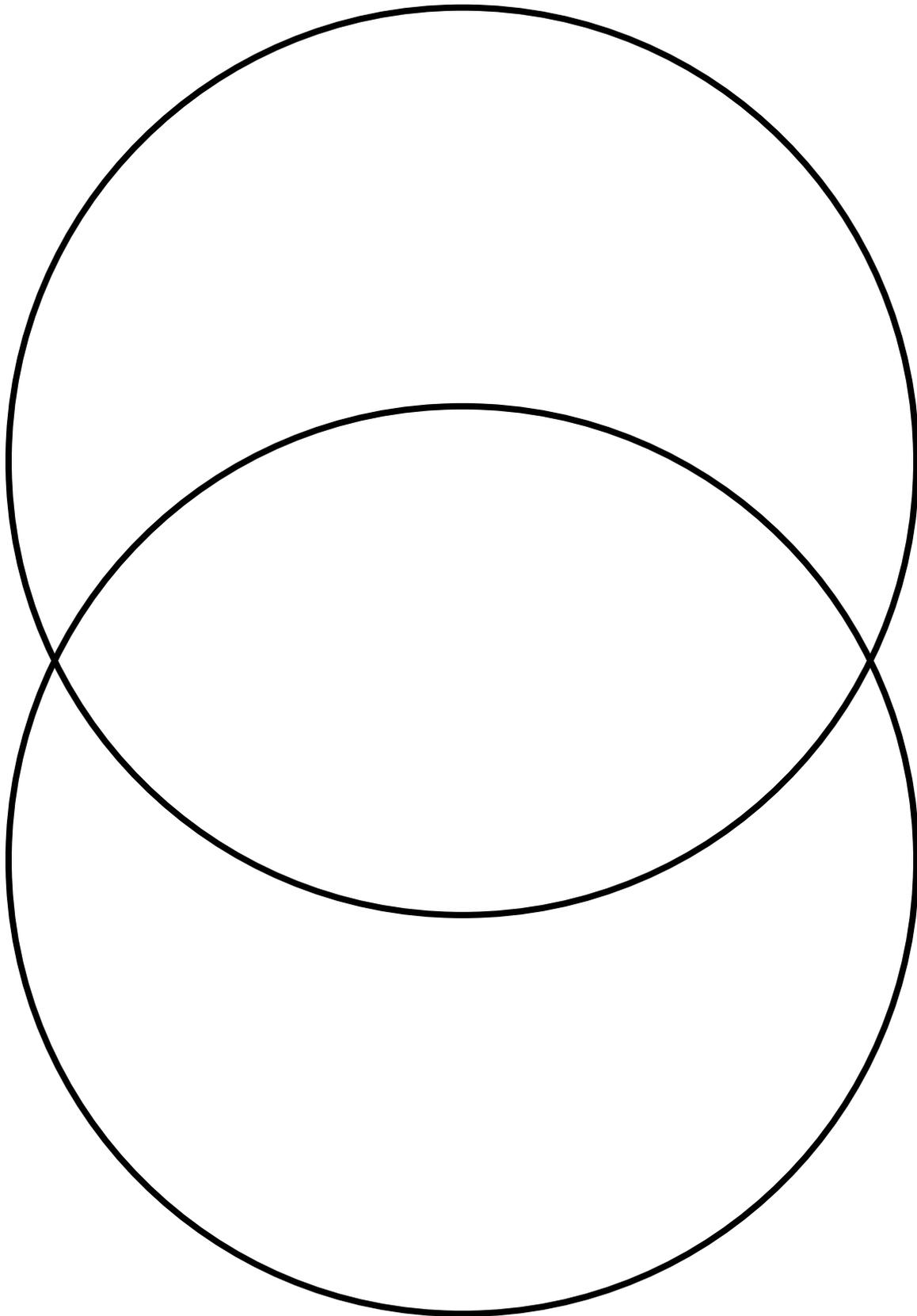
Attachment C: Independence Movements of Latin America

Name: _____ Date: _____

1. Label the nations of South America, Central America, and the Caribbean that are shown on the map.
2. Simón Bolívar led successful revolts in Bolivia, Panama, Colombia, Ecuador, and Venezuela. Color those nations yellow.
3. Jose de San Martín led successful revolts in Argentina and Chile. Color those nations light green.
4. Both liberated Peru. Color Peru red.
5. Toussaint L'Ouverture liberated Haiti. Label Haiti, and color it orange.



Attachment D: Toussaint L'Ouverture and Simón Bolívar Venn Diagram _____



Attachment E: Sample Assessment Items

An asterisk (*) indicates the correct answer.

1. **Who led a successful revolution in Haiti to free Haitians from French rule?**
 - A Toussaint L'Ouverture*
 - B Simón Bolívar
 - C Napoleon Bonaparte
 - D Jose de San Martin

2. **Who led a successful revolution in the northern area of South America, eventually having a country named after him?**
 - A Toussaint L'Ouverture
 - B Simón Bolívar*
 - C Napoleon Bonaparte
 - D Father Miguel Hidalgo

3. **Viceroy were**
 - A religious officials.
 - B priests.
 - C explorers.
 - D colonial officials.*

4. **Which nation claimed the region extending from Mexico through South America?**
 - A France
 - B Spain*
 - C Portugal
 - D The Netherlands

5. **The European colonies in the Americas**
 - A established new and independent cultures and social patterns.
 - B followed the cultural and social patterns of the indigenous peoples.
 - C imitated the cultures and social patterns of their parent countries.*
 - D established a unified cultural and social pattern for all to follow.

6. **The United States issued the Monroe Doctrine because**
 - A there was conflict over who would control Latin America.*
 - B American merchants had found rich markets in Africa.
 - C the United States opposed the Spanish king.
 - D the United States wanted colonies in South America.

The World



7. **The country located at number 1 on the map above is**
 - A Mexico.*
 - B Columbia.
 - C Venezuela.
 - D Brazil.

8. **Revolutions in Latin America were influenced by**
 - A the Renaissance.
 - B the Crusades.
 - C the Civil War in Spain.
 - D the French Revolution.*

9. **Who started the Mexican independence movement?**
 - A Father Miguel Hidalgo*
 - B Simón Bolívar
 - C Jose de San Martin
 - D Toussaint L'Ouverture

ORGANIZING TOPIC

Political and Philosophical Developments in Europe

Standard(s) of Learning

- WHII.8 The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by
- a) assessing the impact of Napoleon and the Congress of Vienna, including changes in political boundaries in Europe after 1815;
 - b) describing unsuccessful revolutions on the continent and political reform in the United Kingdom;
 - c) explaining events related to the unification of Italy and the role of Italian nationalists;
 - d) explaining events related to the unification of Germany and the role of Bismarck.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.

Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms.

Analyze trends in human migration and cultural interaction.

Content

Explain that the French Revolution left a powerful legacy for world history: secular society, nationalism, and democratic ideas.

Summarize the legacy of Napoleon, using the following information as a guide:

- Unsuccessful attempt to unify Europe under French domination
- Napoleonic Code
- Awakening of feelings of national pride and growth of nationalism

Explain that the Congress of Vienna attempted to restore Europe as it had been before the French Revolution and Napoleonic conquests.

Summarize the legacy of the Congress of Vienna, using the following information as a guide:

- “Balance of power” doctrine
- Restoration of monarchies
- New political map of Europe
- New political philosophies (liberalism, conservatism)

Explain that the rise of nationalism was a powerful force behind European politics during the nineteenth century.

Explain that widespread demands for political rights led to revolutions and legislative actions in Europe.

Explain that national pride, economic competition, and democratic ideals stimulated the growth of nationalism.

Explain that the terms of the Congress of Vienna led to widespread discontent in Europe, especially in Italy and the German states. Unsuccessful revolutions in 1848 increased nationalistic tensions.

Explain that in contrast to continental Europe, the United Kingdom expanded political rights through legislative means and made slavery illegal in the British Empire.

Explain that Italy and Germany became nation-states long after the rest of Europe.

Explain the following events related to the unification of Italy and the role of Italian nationalists:

- Count Cavour unified northern Italy.
- Giuseppe Garibaldi joined southern Italy to northern Italy.
- The Papal States (including Rome) became the last to join Italy.

Explain the following events related to the unification of Germany and the role of Bismarck:

- Otto von Bismarck led Prussia in the unification of Germany through war and by appealing to nationalist feelings.
- Bismarck's actions were seen as an example of *Realpolitik*, which justifies all means to achieve and hold power.
- The Franco-Prussian War led to the creation of the German state.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

The Anthony P. Campanella Collection of Giuseppe Garibaldi. University of South Carolina.

<http://www.sc.edu/library/spcoll/hist/garib/garib.html>. This site provides access to information on Giuseppe Garibaldi.

“The Civil Code.” *The Napoleon Series*. http://www.napoleon-series.org/research/government/c_code.html. This site provides brief background and an English translation of the Napoleonic Code.

“Count Cavour.” *Encyclopedia of 1848 Revolutions*. Ohio University.

<http://www.ohiou.edu/~Chastain/ac/cavour.htm>. This site provides information on Count Cavour.

Encyclopedia of 1848 Revolutions. Ohio University. <http://www.ohiou.edu/~Chastain/contents.htm>. This site contains many articles about various events and figures of the Revolutions of 1848.

“Napoleon.” *Revolution and After: Tragedies and Farces*. Washington State University.

<http://www.wsu.edu/~dee/REV/NAPOLEAN.HTM>. This site provides information on Napoleon and the Congress of Vienna.

“Otto von Bismarck.” *Encyclopedia of 1848 Revolutions*. Ohio University.

<http://www.ohiou.edu/~Chastain/ac/bism.htm>. This site contains information on Otto von Bismarck.

“Papal States.” *Encyclopedia of 1848 Revolutions*. Ohio University.

<http://www.ohiou.edu/~Chastain/ip/papalsta.htm>. This site contains information on the Papal States.

“What was the Congress of Vienna?” *The Napoleon Series*.

<http://www.pvhs.chico.k12.ca.us/~bsilva/projects/congress/vienessy.html>. This site presents the causes, events, and results of the Congress of Vienna.

Session 1: The Napoleonic Code and the Congress of Vienna

Materials

- Internet and/or print resources on the Napoleonic Code and the Congress of Vienna
- Map of Europe just before the Congress of Vienna
- Map of Europe just after the Congress of Vienna
- Web sites such as the following:
 - “The Civil Code.” Napoleonic Code. http://www.napoleon-series.org/research/government/c_code.html
 - “What was the Congress of Vienna?”
<http://www.pvhs.chico.k12.ca.us/~bsilva/projects/congress/vienessy.html>

Instructional Activities

1. Introduce the Napoleonic Code by asking students whether they can remember any other law codes in history. Possible responses are Hammurabi’s Code, the Ten Commandments, and the Law Code of Justinian. Direct students to find several characteristics of the Napoleonic Code from available resources, including the Internet, if possible. Characteristics may include that the code was pro business, especially on contracts, and that it discriminated against women.
2. Instruct students to annotate a map or develop a chart to identify other legacies of Napoleon, including growth of nationalism and educational reforms.
3. Discuss the Congress of Vienna of 1815. Explain that this was a meeting of the victorious powers after Napoleon’s exile whose objective was to settle the many issues arising from the French Revolutionary Wars, the Napoleonic Wars, and the dissolution of the Holy Roman Empire. The decisions the participants had to make included whether to keep Napoleon’s reforms or undo many of them and how to redraw the map of Europe after Napoleon’s military conquests. Describe some of the key persons involved in the Congress of Vienna, such as Metternich, Talleyrand, and Tsar Alexander I of Russia. Have students conduct research on the process of the Congress. Then, have them reenact the Congress of Vienna.
4. Distribute maps of Europe just before and just after the Congress of Vienna. Have students note the changes—i.e., how the map of Europe was redrawn. Explain that absolute monarchies were placed back on their thrones, a practice that represented the doctrine of conservatism. Review the meanings of *conservatism* and *liberalism*, explaining that conservatism is characterized by a desire for little or no change or a return to old values, while liberalism is characterized by a desire for change. Relate these two opposing philosophies to the balance of power that resulted from the Congress of Vienna. Explain that these are the legacies of the Congress of Vienna.

Session 2: The Rise of Nationalism

Materials

- Internet and/or print resources on the Revolutions of 1848
- Web site such as *Encyclopedia of 1848 Revolutions*. <http://www.ohiou.edu/~Chastain/contents.htm>

Instructional Activities

1. Explain to the students the reasons for the rise in nationalism in the 1800s in Europe. Reasons may include the following:
 - National pride
 - Economic competition
 - Democratic ideals
 - Influence of certain writers, such as Goethe
2. Brainstorm with students a list of things that would cause them to have feelings of national pride.
3. Explain how the agreements at the Congress of Vienna stirred nationalistic feelings as well as discontent. Points may include the following:
 - The agreements conflicted with the rising desire for democracy.
 - Different ethnic groups were spread throughout several countries (e.g., Slavs could be found in Germany, Austria, Russia, and Italy).
 - The agreements did not appeal to the increasing number of supporters of liberalism, who were found among the middle class, college students, and factory workers.
4. Discuss the various revolts against the decisions made at the Congress of Vienna, such as the Revolutions of 1848. Include the reason for the revolutions, the major happenings, and the impact they had.
5. Explain how Great Britain was able to avoid the revolutionary events on the continent in the early to mid-1800s. Information should include the following:
 - Britain was no longer an absolute monarchy, so the people already had a say in their government.
 - Britain already had begun some reforms, such as abolishing slavery and expanding political reforms (e.g., the Reform Bill of 1832, which expanded the electorate).
6. Direct students to make a chart comparing Great Britain and France in the period between 1815 and 1848. When they are finished, have them share their charts with the class to create a large class chart detailing this comparison.

Session 3: Unifications of Italy and Germany

Materials

- Outline map of Italy
- Pre-unification map of Germany
- Political cartoon about Bismarck, available on the Internet
- Web sites such as the following:
 - Map of Europe in the Nineteenth Century. <http://www.fsmitha.com/h3/map36pol.html>
 - “Count Cavour.” <http://www.ohiou.edu/~Chastain/ac/cavour.htm>
 - *The Anthony P. Campanella Collection of Giuseppe Garibaldi.* <http://www.sc.e.du/library/spcoll/hist/garib/garib.html>
 - “Papal States.” <http://www.ohiou.edu/~Chastain/ip/papalsta.htm>
 - “Otto von Bismarck.” <http://www.ohiou.edu/~Chastain/ac/bism.htm>

Instructional Activities

1. Discuss with students the unification of Italy, including the following information:
 - Count Cavour, the Sardinian (Piedmont) minister, was responsible for unifying northern Italy under the Piedmont monarchy.
 - Garibaldi, a nationalistic leader of the “red shirts” in southern Italy, overthrew the monarch in that area. Even though he preferred a republic, he turned the area over to Cavour, leaving the Papal States as the last holdout.
 - In 1870, the Papal States were forced to join the unification, leaving them only with what is today the Vatican.Distribute copies of an outline map of Italy, and instruct students to draw on the map the different Italian states and annotate when each state entered the unification process.
2. Discuss with students the unification of Germany, including the following information:
 - Otto von Bismarck, the “Iron Chancellor” of Prussia, led the unification process for Germany around the state of Prussia.
 - Bismarck’s actions reflected the Machiavellian *Realpolitik* belief, which justifies all means to achieve and hold power.
 - The Franco-Prussian War of 1870 was the final step in the German unification process and helped lay the foundation for World War I, in which France was punished severely and lost territory to Germany.Have students look at a European map prior to the unification of Germany and locate Prussia. If the textbook does not have this map, visit <http://www.fsmitha.com/h3/map36pol.html>.
3. Display a political cartoon relating to Bismarck, and have students analyze it as a group activity.
4. Instruct students to predict the impact of the unification of Italy and Germany on European politics. Possible responses may include the following:
 - The unification introduced two more major powers into Europe.
 - Italy and Germany now must compete with other countries that have a head start on industrial and colonial development. To counteract this inequality and unite Germany, Bismarck will mastermind and win the Franco-Prussian War.
 - France will seek revenge for the Franco-Prussian War.
 - Alliance systems may develop in Europe.
 - Military buildups will occur among competing European nations.

Session 4: Assessment

Materials

- Attachment A: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment A, and have students complete the assessment.

Attachment A: Sample Assessment Items

An asterisk (*) indicates the correct answer.

<p>1. The Congress of Vienna A supported Napoleon’s attempt to unify Europe. B restored European monarchies.* C established democracies in Europe. D reaffirmed the existing European political boundaries.</p> <p>2. The unification of southern Italy was accomplished by A Count Cavour. B Bismarck. C Giuseppe Garibaldi.* D Napoleon.</p> <p>3. The Franco-Prussian War led to A an independent France. B an alliance between France and Prussia. C the establishment of an independent Prussia. D the creation of a German state.*</p> <p>4. What was the significance of the Code of Napoleon? A It was the first European constitution. B It was adopted by all European countries within ten years. C It established a series of rights and laws that did not rely on earlier customs.* D It specified a return to a limited monarchy in France.</p> <p>5. Attempting to restore Europe as it had been before the French Revolution and Napoleonic conquests, the Congress of Vienna left a legacy of two new political philosophies, liberalism and A socialism. B conservatism.* C imperialism. D anarchism.</p>	<p>6. Otto von Bismarck coined this term to describe his political philosophy of “doing what works instead of what would be ideal.” A <i>Zollverein</i> B <i>Realpolitik</i>* C <i>Junker</i> D <i>Mein</i></p> <p>7. The Congress of Vienna tried to accomplish all of the following tasks EXCEPT A compensation for damages. B restoring legitimate monarchs. C restoring balance of power. D returning Napoleon as leader.*</p> <p>8. What leader of the Congress of Vienna opposed the formation of a unified Italian state? A Count Camillo de Cavour B Otto von Bismarck C Clemens von Metternich* D Giuseppe Garibaldi</p> <p>9. The “red shirts” under Garibaldi defeated opponents using guerilla warfare, a military style best described as A large groups of well armed men fighting in the open. B a duel between commanders. C small groups striking enemies unexpectedly.* D fighting in a jungle.</p>
--	---

ORGANIZING TOPIC

The Industrial Revolution

Standard(s) of Learning

- WHII.9 The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by
- a) citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes;
 - b) explaining the emergence of capitalism as a dominant economic pattern, and subsequent development of socialism and communism;
 - c) describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement;
 - d) explaining the rise of industrial economies and their link to imperialism and nationalism;
 - e) assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.

Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms.

Analyze trends in human migration and cultural interaction.

Content

Explain that the Industrial Revolution began in England and spread to the rest of Western Europe and the United States.

Explain that with the Industrial Revolution came an increased demand for raw materials from the Americas, Asia, and Africa.

Explain that advancements in technology produced the Industrial Revolution, while advancements in science and medicine altered the lives of people living in the new industrial cities. Cultural changes soon followed.

Explain how the Industrial Revolution produced changes in culture and society.

Summarize the Industrial Revolution, using the following information as a guide:

- Originated in England because of her natural resources (e.g., coal, iron ore) and the invention and improvement of the steam engine
- Spread to Europe and the United States
- Role of cotton textile, iron, and steel industries
- Relationship to the British Enclosure Movement
- Rise of the factory system and demise of cottage industries
- Rising economic powers that wanted to control raw materials and markets throughout the world

Explain why the spread of industrialism to Europe and the United States accelerated colonialism and imperialism.

Summarize the following technological advancements that helped produce the Industrial Revolution:

- Spinning jenny: James Hargreaves
- Steam engine: James Watt
- Cotton gin: Eli Whitney
- Process for making steel: Henry Bessemer

Summarize the following advancements in science and medicine:

- Development of smallpox vaccination: Edward Jenner
- Discovery of bacteria: Louis Pasteur

Summarize the impact of the Industrial Revolution on industrialized countries, using the following information as a guide:

- Population increase
- Increased standards of living for many but not all
- Improved transportation
- Urbanization
- Environmental pollution
- Increased education
- Dissatisfaction of working class with working conditions
- Growth of the middle class

Explain that capitalism and market competition fueled the Industrial Revolution. Wealth increased the standard of living for some.

Explain that social dislocations associated with capitalism produced a range of economic and political ideas, including socialism and communism.

Summarize the emergence of capitalism as a dominant economic pattern, using the following information as a guide:

- Adam Smith's *Wealth of Nations*
- Role of market competition and entrepreneurial abilities
- Impact on standard of living and the growth of the middle class
- Dissatisfaction with poor working conditions and the unequal distribution of wealth in society

Summarize the subsequent development of socialism and communism, using the following information as a guide:

- Karl Marx's *The Communist Manifesto* (written with Friedrich Engels) and *Das Kapital*
- Response to the injustices of capitalism
- Importance to communists of redistribution of wealth

Explain that agricultural economies were based on the family unit. The Industrial Revolution had a significant impact on the structure and function of the family.

Summarize the nature of work in the factory system, using the following information as a guide:

- Family-based cottage industries displaced by the factory system
- Harsh working conditions with men competing with women and children for wages
- Child labor that kept costs of production low and profits high
- Owners of mines and factories who exercised considerable control over the lives of their laborers

Summarize the impact of the Industrial Revolution on slavery:

- The cotton gin increased demand for slave labor on American plantations.
- The United States and Britain outlawed the slave trade and then slavery.

Summarize the following social effects of the Industrial Revolution:

- Women and children entering the workplace as cheap labor
- Introduction of reforms to end child labor
- Expansion of education
- Women’s increased demands for suffrage

Summarize the rise of labor unions, using the following information as a guide:

- Encouraged worker-organized strikes to demand increased wages and improved working conditions
- Lobbied for laws to improve the lives of workers, including women and children
- Wanted workers’ rights and collective bargaining between labor and management

Explain that industrial nations in Europe needed natural resources and markets to expand their economies.

Explain that nationalism motivated European nations to compete for colonial possessions. European economic, military, and political power forced colonized countries to trade on European terms. Industrially produced goods flooded colonial markets and displaced their traditional industries. Colonized peoples resisted European domination and responded in diverse ways to Western influences.

Explain that European nations competed to control Africa and Asia to secure their own economic and political success.

Describe the following forms of imperialism:

- Colonies
- Protectorates
- Spheres of influence

Explain that imperialism spread economic, political, and social philosophies of Europe throughout the world.

Explain that resistance to imperialism took many forms, including armed conflict and intellectual movements.

Summarize imperialism in Africa and Asia, using the following information as a guide:

- European domination
- European conflicts carried to the colonies
- Christian missionary efforts
- Spheres of influence in China
- Suez Canal
- East India Company’s domination of Indian states
- American opening of Japan to trade

Summarize the following responses of colonized peoples:

- Armed conflicts (e.g., events leading to the Boxer Rebellion in China)
- Rise of nationalism (e.g., first Indian nationalist party founded in the mid-1800s)

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Adam Smith.” *The History of Economic Thought*. New School University.

<http://cepa.newschool.edu/het/profiles/smith.htm>. This site contains links to resources about Adam Smith’s life and works.

Bessemer, Henry. *Sir Henry Bessemer, F.R.S.* <http://www.history.rochester.edu/ehp-book/shb/>. This site contains an autobiography of Henry Bessemer.

“Boxer Rebellion.” *Internet Modern History Sourcebook*. <http://www.fordham.edu/halsall/mod/1900Fei-boxers.html>. This site provides information on the Boxer Rebellion.

Carnegie, Andrew. *James Watt*. <http://www.history.rochester.edu/steam/carnegie/>. This site provides a biography of James Watt.

Cohn, David V. “The Life and Times of Louis Pasteur.” http://www.labexplorer.com/louis_pasteur.htm. This site provides the keynote address of the Centennial Celebration of the death of Pasteur, which was sponsored jointly in 1996 at the University of Louisville by the University, the Pasteur Institute of Paris, and the Alliance Française de Louisville.

Edward Jenner Museum. <http://www.jennermuseum.com>. This site contains information about Edward Jenner’s life and contributions.

Eli Whitney Museum. <http://www.eliwhitney.org/main.htm>. This site contains information about Eli Whitney’s life and inventions.

“Karl Marx.” *The History of Economic Thought*. New School University.

<http://cepa.newschool.edu/het/profiles/marx.htm>. This site contains links to resources about Karl Marx.

Outline Maps: Education Place. Houghton Mifflin Harcourt Company. <http://www.eduplace.com/ss/maps/>. This site provides outline maps that may be printed and used in the classroom.

“The Rise of Labor.” *Freedom: A History of Us*. <http://www.pbs.org/wnet/historyofus/web09/segment6.html>.

This site contains information on the rise of labor unions from the Picture History and Educational Broadcasting Corporation.

Session 1: Introduction to the Industrial Revolution

Materials

- 5 x 8 inch index cards
- Colored pencils and/or markers

Instructional Activities

1. Have students brainstorm what they know about the Industrial Revolution. Display their responses, and briefly discuss them to lead into the study of the Industrial Revolution.
2. Distribute index cards and markers. Direct students to write on the lined side of the card: “The Industrial Revolution of the nineteenth century caused social and environmental changes.” Instruct students to draw a picture on the other side of the card that reflect their idea of technological advancements during the Industrial Revolution. Explain that they will develop study cards as they work through the unit on the Industrial Revolution.
3. Allow students to share their drawings and explain what they mean.
4. Assign a teacher-selected reading or other reinforcement activity.

Session 2: The Origin of the Industrial Revolution

Materials

- Teacher-developed class notes
- Pictures or slides of advancements of the Industrial Revolution: spinning jenny, steam engine, cotton gin, steel-making process, smallpox vaccination, discovery of bacteria
- Outline political map of the world (see *Outline Maps: Education Place* at <http://www.eduplace.com/ss/maps/>)
- 5 x 8 inch index cards

Instructional Activities

1. Discuss the origin of the Industrial Revolution, using class notes containing the following information from the Curriculum Framework for Standard WHII.9a, as well as pictures of advancements that helped produce the Industrial Revolution:
 - Industrial Revolution
 - Originated in England because of her natural resources (e.g., coal, iron ore) and the invention and improvement of the steam engine
 - Spread to Europe and the United States
 - Role of cotton textile, iron, and steel industries
 - Relationship to the British Enclosure Movement
 - Rise of the factory system and demise of cottage industries
 - Rising economic powers that wanted to control raw materials and markets throughout the world
 - Technological advancements that helped produce the Industrial Revolution
 - Spinning jenny: James Hargreaves
 - Steam engine: James Watt
 - Cotton gin: Eli Whitney
 - Process for making steel: Henry Bessemer
 - Advancements in science and medicine
 - Development of smallpox vaccination: Edward Jenner
 - Discovery of bacteria: Louis Pasteur
2. Distribute copies of an outline map of the world, and instruct students to annotate the map with pictures that reflect the various advancements as they are introduced. Have them place each picture in the appropriate country to illustrate the origin of the innovation.
3. Instruct students to draw pictures on their index cards to illustrate the advancements covered in this session and to write the names of the advancements and their inventors on the other side of the cards.
4. Assign a teacher-selected reading or other reinforcement activity.

Session 3: The Impact of the Industrial Revolution on Industrialized Countries _____

Materials

- Teacher-developed class notes

Instructional Activities

1. Have students brainstorm inventions or innovations that could be introduced today to make life easier.
2. Encourage students to suggest what the world would be like without the various innovations of the Industrial Revolution.
3. Discuss the impact of the Industrial Revolution on industrialized countries, using teacher-developed class notes that include the following:
 - Impacts of the Industrial Revolution on industrialized countries:
 - Population increase
 - Increased standards of living for many but not all
 - Improved transportation
 - Urbanization
 - Environmental pollution
 - Increased education
 - Dissatisfaction of working class with working conditions
 - Growth of the middle class
4. Assign a teacher-selected reading or other reinforcement activity.

Session 4: Life During the Industrial Revolution

Materials

- Video on the Industrial Revolution
- Teacher-prepared video-viewing guide (see p. 10)

Instructional Activities

1. Distribute copies of the video-viewing guide, and go over it with the students. Then, show the selected video. Have students use the video-viewing guide while watching and immediately following the showing in order to summarize important points, make connections, and draw conclusions.
2. Have students discuss the images and the concepts they emphasize. Ask students how seeing images reinforced or changed their own mental pictures of life during the Industrial Revolution.
3. Assign a teacher-selected reading or other reinforcement activity.

Session 5: Innovations and Inventions of the Industrial Revolution _____

Materials

- Access to the Internet and/or the media center

Instructional Activities

1. Have students research innovations and inventions of the Industrial Revolution in the media center and/or on the Internet. Instruct students to produce a two-page essay on a teacher-assigned topic and to cite Web and/or other resources used in their essay.
2. Assign a teacher-selected reading or other reinforcement activity.

Session 6: The Rise of Communism

Materials

- Video on the rise of communism in Europe
- Teacher-prepared video-viewing guide (see p. 10)

Instructional Activities

1. Ask students to define *capitalism*, *socialism*, and *communism* in their own words. After a few minutes encourage students to share their definitions with the class.
2. Introduce Adam Smith's and Karl Marx's economics concepts. Encourage students to suggest the positive and negative aspects of these concepts. Explain the impact Karl Marx's *The Communist Manifesto* had on Europe.
3. Distribute copies of the video-viewing guide, and go over it with the students. Then, show the selected video. Have students use the video-viewing guide while watching and immediately following the showing in order to summarize important points, make connections, and draw conclusions.
4. Have students discuss any new insights they may have gotten from the video. Ask them why they think communism developed. Ask them why they think communism exists in some countries today. Ask them why a country might turn away from communism.
5. Assign a teacher-selected reading or other reinforcement activity.

Session 7: The Impact of the Industrial Revolution on Workers

Materials

Instructional Activities

1. Ask students to share information about the work environment of their parents (or from their own work experience). Encourage students to suggest ways current workers are protected by laws. If students do not have ideas about this, suggest safety laws, minimum wage, family leave act, and workers' compensation. Explain that these protections have not always been in place. Provide a description of the nature of work in factories during the nineteenth century.
2. Discuss the impact the Industrial Revolution had on slavery.
3. Discuss the impact the Industrial Revolution had on the organization of labor unions.
4. Assign a teacher-selected reading or other reinforcement activity.

Session 8: The Growth of Labor Unions

Materials

- Video on the rise and growth of labor unions
- Teacher-prepared video-viewing guide (see p. 10)

Instructional Activities

1. Discuss how the Industrial Revolution changed society by introducing reforms to end child labor, expanding education, and increasing demands for women's suffrage.
2. Distribute copies of the video-viewing guide, and go over it with the students. Then, show the selected video. Have students use the video-viewing guide while watching and immediately following the showing in order to summarize important points, make connections, and draw conclusions.
3. Discuss the video, including the following information about labor unions:
 - Their organization of strikes
 - Their lobbying efforts to promote laws protecting workers
 - Their campaigns for workers' rights
 - Their use of collective bargaining
4. Assign a teacher-selected reading or other reinforcement activity.

Session 9: Researching the Impact of Labor Unions

Materials

- Internet access
- Web site such as “The Rise of Labor.” <http://www.pbs.org/wnet/historyofus/web09/segment6.html>

Instructional Activities

1. Have students research labor unions on the Internet. Direct students to produce a one-page paper based on their findings, which explains the impact of labor unions.
2. As time allows, have students share their findings about the impact of labor unions.

Session 10: Imperialism

Materials

Instructional Activities

1. Ask students what they remember about the reasons England and other European countries established overseas colonies like the English colonies in North America.
2. Lead a class discussion on imperialism, specifically nineteenth-century European imperialism. Discuss how imperialistic movements in the nineteenth century were influenced by the Industrial Revolution. Discuss the various forms of imperialism, including colonies, protectorates, and spheres of influence. Discuss European imperialism in Africa and Asia.
3. Assign a teacher-selected reading or other reinforcement activity.

Session 11: Responses of Colonized Peoples during the Nineteenth Century _____

Materials

Instructional Activities

1. Ask students to remember how the American colonies responded to British colonial rule in the 1700s. Encourage them to list the reasons for the colonists' response. Also, ask students to remember how Great Britain responded to the colonists' demand for independence.
2. Discuss with the class the responses of colonized, subjected peoples around the world during the nineteenth century.
3. Assign a teacher-selected reading or other reinforcement activity.

Session 12: Assessment

Materials

- Attachment A: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment A, and have students complete the assessment.

Attachment A: Sample Assessment Items

An asterisk (*) indicates the correct answer.

1. **Who developed the smallpox vaccination?**

- A James Watt
- B Edward Jenner*
- C Louis Pasteur
- D Henry Bessemer

2. **The Industrial Revolution made an impact on the industrialized countries of the world by**

- A increasing the rural population.
- B decreasing the population.
- C improving transportation.*
- D causing worldwide depression.

3. **Adam Smith, in his work *Wealth of Nations*, contributed to the development of capitalism by**

- A defending the idea of free markets.*
- B suggesting that government limit competition.
- C promoting the benefits of communism.
- D supporting the theories of socialism.

- Women and children entered the workplace as cheap labor.
- Reforms were introduced to end child labor.
- Women increased their demand for suffrage.
- Harsh working conditions were commonplace.

4. **The information in the box above represents the impact of**

- A Karl Marx.
- B The British Enclosure Movement.
- C Friedrich Engels.
- D The Industrial Revolution.*

- Colonies
- Protectorates
- Spheres of influence

5. **The items in the box above are forms of**

- A democracies.
- B communism.
- C monarchies.
- D imperialism.*

6. **Which was NOT a reason for imperialism to develop?**

- A Nationalism
- B Industrial Revolution
- C Religious fervor
- D Isolationism*

7. **In 1853, Matthew Perry used naval power to force Japan to**

- A trade with the U.S.*
- B end the opium trade.
- C cut off trade with Europe.
- D end colonization of Korea.

8. **What German economist/philosopher is credited with the idea of communism?**

- A Adam Smith
- B James Watt
- C Karl Marx*
- D Adolf Hitler

9. **According to communism, history is dominated by the struggle between what two groups?**

- A the bourgeoisie and the proletariat*
- B the bourgeoisie and the democrats
- C the proletariat and the republicans
- D the democrats and the republicans

10. **Eli Whitney's cotton gin increased the demand in the American South for**

- A slaves.*
- B cotton.
- C wheat.
- D coal.

ORGANIZING TOPIC

World War I

Standard(s) of Learning _____

- WHII.10 The student will demonstrate knowledge of the worldwide impact of World War I by
- a) explaining economic causes, political causes, and major events and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;
 - b) explaining the outcomes and global effect of the war and the Treaty of Versailles;
 - c) citing causes and consequences of the Russian Revolution.

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. _____

Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. _____

Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. _____

Content

Explain that World War I (1914–1918) was caused by competition among industrial nations in Europe and a failure of diplomacy. The war transformed European and American life, wrecked the economies of Europe, and planted the seeds for a second world war. _____

Summarize the following causes of World War I:

- Alliances that divided Europe into competing camps _____
- Nationalistic feelings _____
- Diplomatic failures _____
- Imperialism _____
- Competition over colonies _____
- Militarism _____

Summarize the following major events of World War I:

- Assassination of Austria’s Archduke Ferdinand _____
- United States enters war _____
- Russia leaves the war _____

Identify the following major leaders of World War I

- Woodrow Wilson _____
- Kaiser Wilhelm II _____

Summarize the following outcomes and global effects of World War I:

- Colonies’ participation in the war, which increased demands for independence _____
- End of the Russian Imperial, Ottoman, German, and Austro-Hungarian empires _____
- Enormous cost of the war in lives, property, and social disruption _____

Summarize the following terms of the Treaty of Versailles:

- Forced Germany to accept guilt for war and loss of territory and to pay reparations _____
- Limited the German military _____

- League of Nations

Explain how Russia erupted in revolution while fighting World War I.

Explain that Tsarist Russia entered World War I as an absolute monarchy with sharp class divisions between the nobility and the peasants. The grievances of workers and peasants were not resolved by the Tsar. Inadequate administration in World War I led to revolution and an unsuccessful provisional government. A second revolution by the Bolsheviks created the communist state that ultimately became the U.S.S.R.

Summarize the following causes of the 1917 Russian revolutions:

- Defeat in war with Japan in 1905
- Landless peasantry
- Incompetence of Tsar Nicholas II
- Military defeats and high casualties in World War I

Summarize the rise of communism in Russia, using the following information as a guide:

- Bolshevik Revolution and civil war
- Vladimir Lenin's New Economic Policy (NEP)
- Joseph Stalin, Lenin's successor

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Duffy, Michael. *firstworldwar.com: a multimedia history of world war one*. <http://www.firstworldwar.com/>. This site covers many events before, during, and after World War I.

“The Treaty of Versailles.” *History Learning Site*. http://www.historylearningsite.co.uk/treaty_of_versailles.htm. This site gives information about World War I and the Treaty of Versailles.

“Tsar Nicholas II.” *About.com: Twentieth Century History*. <http://history1900s.about.com/cs/nicholasii/>. This site contains links to resources about Tsar Nicholas II.

“Woodrow Wilson.” *The White House*. <http://www.whitehouse.gov/history/presidents/ww28.html>. This official White House site provides information on President Woodrow Wilson.

Session 1: The Causes of World War I

Materials

- 5 x 8 inch index cards
- Colored pencils
- Electronic presentation of the “MANIACS” mnemonic
- Pictures, posters, and/or other materials to reinforce the causes of WWI
- Teacher-selected resources

Instructional Activities

1. Have students brainstorm what they know about World War I. Display their responses, and briefly discuss their ideas to lead into the study of World War I.
2. Distribute index cards and colored pencils. Explain that students will be learning a mnemonic (memory device) to help them remember the causes of World War I. Instruct students to write, “World War I was caused by ‘MANIACS’!” on the unlined side of the card. Have them add colorful symbolic illustrations to the card, perhaps drawing some flags and symbols of war.
3. Instruct students to turn their card to the lined side and write the mnemonic MANIACS vertically down the left-hand side, as shown below. Go over the mnemonic one letter at a time, discussing each cause and asking appropriate questions. Display pictures, posters, an electronic presentation, or other materials to reinforce content. As each cause is discussed, have students copy the notes next to the appropriate letters, as shown:
 - M – Militarism
 - A – Alliances divided Europe into competing camps
 - N – Nationalistic feelings (desire for war)
 - I – Imperialism
 - A – Alliances caused diplomatic failures
 - C – Competition over colonies in Africa/Asia
 - S – Serbian assassination of Archduke Ferdinand
4. If times permits, have pairs of students practice recalling the mnemonic verbally. Alternatively, instruct students to write out the mnemonic four or more times in preparation for a quiz in the next session.

Session 2: European Political Boundaries in 1914

Materials

- Teacher-prepared quiz on the “MANIACS” mnemonic
- Outline of a map showing the European political boundaries in 1914
- Textbook and other instructional resources on Europe in 1914
- Colored pencils or markers
- Video about the causes of World War I, including the assassination of Archduke Ferdinand
- Teacher-prepared video-viewing guide (see 10)

Instructional Activities

1. Distribute the map of 1914 Europe. Instruct students to use the textbook and other instructional resources to develop a numbered map reflecting the European boundaries in 1914. Specifically, have them identify the boundaries of France, Great Britain, Russia, Germany, Austria-Hungary, Serbia, and the Ottoman Empire. One strategy is to have them put the key to the numbers on the back of the map in order to aid studying using a flash-card-type technique. You may find it effective to have students work in pairs. Display a map and number key, and identify the countries along with the students.
2. Pass out colored pencils or markers. Review the fact that alliances divided Europe into two competing camps at this time: the Allies (France, Great Britain, Russia) and the Central Powers (Germany, Austria-Hungary, Ottoman Empire). Instruct students to choose a color for each of the two alliances and color in each country based on the alliance to which it belonged. Again, have them create a key to the colors on the back of the map to foster studying.
3. Distribute copies of the video-viewing guide, and go over it with the students. Then, show the selected video. Have students use the video-viewing guide while watching and immediately following the showing in order to summarize important points, make connections, and draw conclusions.

Session 3: Important Figures of World War I

Materials

- 3 x 5 inch index cards with holes punched in top left corners
- Colored pencils or markers
- Electronic presentation of notes about the five important WWI figures listed below
- Textbook or other instructional resources
- Internet access
- Video clips about the WW I figures
- Teacher-selected resources

Instructional Activities

1. Distribute colored pencils or markers and five 5 x 8 inch index cards to each student. Introduce these five important World War I figures:
 - Archduke Franz Ferdinand
 - Kaiser Wilhelm II
 - Tsar Nicolas II
 - Woodrow Wilson
 - Vladimir Lenin

Direct students to create “Biography Cards” for these historical figures by listing one name on one side of a card and writing on the other side teacher-prepared notes about that person (country, position, goal, importance). Alternatively, you may have students research the needed information themselves, using the textbook or other instructional resources and/or Internet sites.

2. If times permits, show video clips about some or all of the historical figures. Have students identify new information from the video and add it to their cards, if possible.
3. Assign a teacher-selected reading or other reinforcement activity.

Session 4: Trench Warfare of World War I

Materials

- Electronic slide presentation of World War I trench warfare
- Recording of dramatic war-like music and/or sounds of war
- Video or movie showing trench warfare (see school library or other local library)
- Teacher-prepared video-viewing guide (see p. 10)
- Map showing location of the Western Front
- Poetry, diaries, or passages from novels that detail life in the trenches
- Teacher-selected resources

Instructional Activities

1. Explain that the class will be role-playing World War I soldiers in a combat situation. (Be sensitive to students who may have family serving in combat when choosing this activity).
 - Arrange the room in two opposite rows of desks in such a way as to emulate trenches.
 - Set a projector in the middle, which should be identified as “No Man’s Land.”
 - Have students sit or crouch on the floor in the “trenches.”
 - Show the electronic slide presentation with war sounds playing.
 - Read excerpts from poetry, diaries, or novels that detail life in the trenches.
 - After the slideshow, talk about experiences that soldiers had, and explain how trench warfare differed from the types of warfare used in previous wars.
2. Distribute copies of the video-viewing guide, and go over it with the students. Then, show clips from a movie or documentary depicting the horrors of trench warfare, and have students use the video-viewing guide as they watch. Have students discuss the concepts, sounds, and images from the presentation.
3. Assign a teacher-selected reading or other reinforcement activity.

Session 5: New Weaponry in World War I

Materials

- Internet access
- Print resources on new weapons of war
- Chart listing the five major new types of weapons of World War I
- Teacher-selected resources

Instructional Activities

1. Have students use the library and/or Internet to research the following five major new types of weapons of World War I:
 - submarine
 - machine gun
 - poison gas
 - tank
 - airplane

Have students take notes on the impact each type of weapon had on World War I, including which side used the weapon first and how the weapon may have changed the strategies of warfare. Be sure students understand that the German use of submarines led the United States to enter into the war on the Allied side in 1917.

2. Instruct students to write an essay on the new weaponry in World War I. Remind them to be sure to cite Web sites and other resources used, using an acceptable footnote style.
3. Assign a teacher-selected reading or other reinforcement activity.

Session 6: Russia from 1914 to 1917

Materials

- Electronic presentation with notes on Russia in 1917
- Video on Tsar Nicholas II
- Teacher-prepared video-viewing guide (see p. 10)

Instructional Activities

1. Conduct a brainstorming session on the reasons that the French Revolution took place in 1789. Challenge students to recall all the facts they have studied, and use technology to display a list of their responses. Continue with a discussion of the general reasons why people might revolt against their government. Also, have students brainstorm terms and people they know related to Russia in 1917 (answers will probably include communism, Peter the Great, Tsar, Soviet Union, Lenin, Stalin, Romanov family, Anastasia). Explain the great significance of World War I to Russia and how Russia erupted in revolution while fighting World War I.
2. Discuss with students the events and conditions in Russia from 1914 to 1917, including the following information:
 - The government was an absolute monarchy (comparable to France in 1789).
 - Sharp class divisions existed between the nobility and the peasants (comparable to France in 1789).
 - The peasants were landless.
 - The Tsar did not resolve the grievances of the peasants and workers (comparable to treatment of the Third Estate in France).
 - Tsarist Russia was defeated and humiliated in war with Japan in 1905.
 - Tsar Nicolas II proved to be incompetent as a leader.
 - Russia suffered many military defeats and high casualties in World War I, in part because many soldiers did not have weapons.
 - Inadequate administration in World War I led to revolution and an unsuccessful democratic provisional government (1917).
 - A second revolution by the Bolsheviks created the communist state that ultimately became the U.S.S.R.
3. Distribute copies of the video-viewing guide, and go over it with the students. Then, show a video detailing the failings of Tsar Nicholas II, and have students use the video-viewing guide as they watch. Discuss major concepts and events depicted in the presentation.
4. Assign a teacher-selected reading or other reinforcement activity.

Session 7: The Russian Revolution

Materials

- 5 x 8 inch index cards
- Colored pencils
- Electronic presentation of the “REVOLT” mnemonic
- Pictures, posters, and/or other materials to reinforce the causes of the Russian Revolution
- Teacher-selected resources

Instructional Activities

1. Conduct a brainstorming session on the word *communism*. Display a list of their responses and the meaning of the word. Review what was learned in Session 6 about the situation in Russia by 1917.
2. Distribute index cards and colored pencils. Explain that students will be learning a mnemonic (memory device) to help them remember the causes of the Russian Revolution. Instruct students to write, “Tsar Nicolas II’s incompetence caused the Bolshevik ‘REVOLT’ in 1917.” on the unlined side of the card. Have them add colorful symbolic illustrations to the card, perhaps drawing flags, banners, and protest signs and/or pasting on images of Tsar Nicholas II and Vladimir Lenin.
3. Instruct students to turn their card to the lined side and write the mnemonic REVOLT vertically down the left-hand side, as shown below. Go over the mnemonic one letter at a time, discussing each cause and explaining its importance. Display pictures, posters, an electronic presentation, or other materials to reinforce content. As each cause is discussed, have students copy the notes next to the appropriate letters, as shown:
 - R – Russia lost to Japan in 1905.
 - E – Every landless peasant demanded land.
 - V – Violence broke out over bread shortage and military defeats.
 - O – Overthrow of provisional government was led by Bolsheviks.
 - L – Lenin created communist U.S.S.R. (Stalin was his successor).
 - T – The New Economic Policy (NEP) of Lenin allowed some capitalism.
4. Instruct students to write out the mnemonic four or more times for practice to prepare for a quiz in the next session.

Session 8: The Treaty of Versailles, part 1

Materials

- Teacher-prepared quiz on the “REVOLT” mnemonic
- 5 x 8 inch index cards
- Colored pencils
- Electronic presentation of the “RAW” mnemonic
- Pictures, posters, and/or other materials to reinforce the punishing impact of the Treaty of Versailles on Germany
- Teacher-selected resources

Instructional Activities

1. Display the following question: “How should you treat someone you just beat in a fight?” Have students share answers. Ask them whether they would change their answer if the other person started the fight. Ask whether they would change their answer if the other person did lots of damage. Then, continue discussion based on answers to the following questions: “How is the defeated person likely to act in the future if you treat him or her respectfully and mercifully? How is he likely to act if you rub defeat in his face and treat him horribly?” Make an analogy to a sporting event and the difference between good and bad sportsmanship. Discussion is key for understanding how best to treat a defeated foe.
2. Distribute index cards and colored pencils. Explain that students will be learning a mnemonic (memory device) to help them remember the punishing impact of the Treaty of Versailles on Germany. Instruct students to write, “Germany felt the Treaty of Versailles was a ‘RAW’ Deal!” on the unlined side of the card. Have them add colorful symbolic illustrations to the card, perhaps drawing national flags and symbols of punishment.
3. Instruct students to turn their cards to the lined side and write the mnemonic RAW vertically down the left-hand side, as shown below. Go over the mnemonic one letter at a time, discussing each impact of the treaty and explaining its importance. Display pictures, posters, video clips, an electronic presentation, and/or other materials to reinforce content. As each punishment is discussed, have students copy the notes next to the appropriate letters, as shown:
 - R – Reparations were demanded of Germany.
 - A – Allies took German land and limited German military.
 - W – War’s total guilt was forced on Germany.
4. Have students make predictions about what will happen as a result of the Treaty of Versailles.
5. Instruct students to write out the mnemonic four or more times for practice to prepare for a quiz in the next session.

Session 9: The Treaty of Versailles, part 2

Materials

- Teacher-developed quiz on the “RAW” mnemonic
- Library and/or Internet access
- Video on the Treaty of Versailles
- Teacher-prepared video-viewing guide (see p. 10)
- Teacher-selected resources

Instructional Activities

1. Have students use the library and/or Internet to research the Treaty of Versailles. Students should take notes on specific articles that pertain to the following:
 - Germany’s war guilt
 - Limitation of the German military
 - Reparations that Germany was forced to pay
 - Creation of new political boundaries in Europe, reflecting land taken from Germany to make Poland
2. Distribute copies of the video-viewing guide, and go over it with the students. Then, show the selected video. Have students use the video-viewing guide while watching and immediately following the showing in order to summarize important points, make connections, and draw conclusions. (Alternatively, conduct another teacher-selected activity).

Session 10: Assessment

Materials

- Attachment A: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment A, and have students complete the assessment.

Attachment A: Sample Assessment Items

An asterisk (*) indicates the correct answer.

<p>1. What are the dates for World War I? A 1900–1905 B 1905–1909 C 1914–1918* D 1929–1932</p> <p>2. The leader of Germany during World War I was A Nicholas II. B Wilhelm II.* C Adolf Hitler. D Archduke Ferdinand.</p> <p>3. What was the “spark” that started World War I? A Germany’s invasion of France B The sinking of the Lusitania C The assassination of Archduke Ferdinand* D The murder of Russian Tsar Nicolas II</p> <p>4. The leader of the Bolsheviks before the revolution was A Vladimir Lenin.* B Joseph Stalin. C Franz Ferdinand. D Tsar Nicholas II.</p> <p>5. The Treaty of Versailles was especially harsh against which participant in the war? A Germany* B Great Britain C France D Russia</p> <p>6. Which country joined the Allies in 1917? A United States* B Japan C Canada D Italy</p> <p>7. Which term means “money paid for war damages?” A Reparations* B Collective bargaining C Credit D Ransom</p> <p>8. Which is NOT a cause of World War I? A Communism* B Imperialism C Militarism D Failure of diplomacy</p>	<p>9. The Treaty of Versailles did all of the following EXCEPT A set up the League of Nations. B give all of Germany’s eastern territory to Russia.* C force Germany to pay reparations. D limit Germany’s military.</p> <p>10. The U.S. President during World War I was A Franklin D. Roosevelt. B Harry Truman. C Teddy Roosevelt. D Woodrow Wilson.*</p> <p>11. The leader of Russia during World War I was A Tsar Alexander II. B Tsar Nicholas II.* C Vladimir Lenin. D Joseph Stalin.</p> <p>12. Before World War I, Russia had this form of government. A Parliamentary democracy B Absolute monarchy* C Representative democracy D Oligarchy</p> <p>13. Which is NOT a reason the Russian Revolution took place? A There was anger over military defeats during World War I. B Japan defeated Russia in the Russo-Japanese War. C The Russian legislature was executing anyone who opposed it.* D Landless peasants wanted to own their own property.</p> <p>14. Lenin’s New Economic Policy (NEP) A forced peasants to give their food to the communists. B allowed capitalism in order to give incentives for food production.* C rapidly industrialized Russia. D gave free education to all citizens.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>1. “What! This isn’t peace! This is just a truce for 20 years!” (Marshal Foch, 1919)</p> <p>at gain. for many ty is</p> </div>
---	--

ORGANIZING TOPIC

The Interwar Period

Standard(s) of Learning

- WHII.11 The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by
- a) describing the League of Nations and the mandate system;
 - b) citing causes and assessing the impact of worldwide depression in the 1930s;
 - c) examining events related to the rise, aggression, and human costs of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identifying their major leaders, i.e., Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito, and Hideki Tojo.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.

Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms.

Analyze trends in human migration and cultural interaction.

Content

Explain that after World War I, international organizations and agreements were established to avoid future conflicts.

Describe the League of Nations and the reasons it failed, using the following information as a guide:

- International cooperative organization
- Established to prevent future wars
- United States not a member
- Failure because it did not have power to enforce its decisions

Explain the mandate system, using the following information as a guide:

- During World War I, Great Britain and France agreed to divide large portions of the Ottoman Empire in the Middle East between themselves.
- After the war, the “mandate system” gave Great Britain and France control over the lands that became Iraq, Transjordan, and Palestine (British controlled), and Syria and Lebanon (French controlled).
- The division of the Ottoman Empire through the mandate system planted the seeds for future conflicts in the Middle East.

Explain that a period of uneven prosperity in the decade following World War I (the 1920s) was followed by worldwide depression in the 1930s. Depression weakened Western democracies, making it difficult for them to challenge the threat of totalitarianism.

Summarize the following causes of the worldwide depression following World War I:

- German reparations

- Expansion of production capacities and dominance of the United States in the global economy
- High protective tariffs
- Excessive expansion of credit
- Stock Market Crash of 1929

Summarize the impact of the worldwide depression following World War I, using the following information as a guide:

- High unemployment in industrial countries
- Bank failures and collapse of credit
- Collapse of prices in world trade
- Nazi Party's growing importance in Germany; Nazi Party's blame of European Jews for economic collapse

Explain that economic disruptions following World War I led to unstable political conditions. Worldwide depression in the 1930s provided opportunities for the rise of dictators in the Soviet Union, Germany, Italy, and Japan.

Explain that a communist dictatorship was established by Vladimir Lenin and continued by Joseph Stalin in the Soviet Union.

Describe the U.S.S.R. under Joseph Stalin during the Interwar Period, using the following information as a guide:

- Entrenchment of communism
- Stalin's policies: Five-year plans, collectivization of farms, state industrialization, secret police
- Great Purge

Explain that the Treaty of Versailles worsened economic and political conditions in Europe and led to the rise of totalitarian regimes in Italy and Germany.

Describe Germany under Adolf Hitler during the Interwar Period, using the following information as a guide:

- Inflation and depression
- Democratic government weakened
- Anti-Semitism
- Extreme nationalism
- National Socialism (Nazism)
- German occupation of nearby countries

Describe Italy under Benito Mussolini during the Interwar Period, using the following information as a guide:

- Rise of fascism
- Ambition to restore the glory of Rome
- Invasion of Ethiopia

Explain that Japan emerged as a world power after World War I and conducted aggressive imperialistic policies in Asia.

Describe Japan under Hirohito and Hideki Tojo during the Interwar Period, using the following information as a guide:

- Militarism
- Industrialization of Japan, leading to drive for raw materials
- Invasion of Korea, Manchuria, and the rest of China

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

- “America from the Great Depression to World War II.” *American Memory*. The Library of Congress. <http://memory.loc.gov/ammem/fsowhome.html>. This site provides access to photographs from the Great Depression Era.
- “Benito Mussolini: What Is Fascism, 1932.” *Modern History Sourcebook*. <http://www.fordham.edu/halsall/mod/mussolini-fascism.html>. This site contains information on Benito Mussolini and Fascism.
- Boemeke, Manfred F., Gerald D. Feldman, and Elisabeth Glaser, ed. “The Treaty of Versailles: A Reassessment after 75 Years.” The University of Virginia. <http://www.people.virginia.edu/~sas4u/versailles.htm>. This site offers an outline of the major themes of a 1998 book on the Treaty of Versailles, edited by Boemeke, et al., and published by Cambridge University Press. The site also contains related Web links related to the Treaty of Versailles.
- DeLong, J. Bradford. “The Great Crash and the Great Slump.” *Slouching Towards Utopia?: The Economic History of the Twentieth Century*. The University of California at Berkeley. http://econ161.berkeley.edu/TCEH/Slouch_Crash14.html. This site contains information on the Great Depression.
- “Emperor Hirohito (1901-1989).” *People and Events*. Public Broadcasting Service. <http://www.pbs.org/wgbh/amex/macarthur/peopleevents/pandeAMEX97.html>. This site contains information on Emperor Hirohito.
- “A German View of the Treaty of Versailles.” John Jay College of Criminal Justice. <http://web.jjay.cuny.edu/~jobrien/reference/ob94.html>. This site contains an article by Brockdorff-Rantzau, German Foreign Minister, representing the German view of the Treaty of Versailles.
- Hitler: The Rise of Evil*. Columbia Broadcasting Service (CBS). http://cbs.com/specials/rise_of_evil. This site contains information on Adolf Hitler.
- “Joseph Stalin.” *BBC*. http://www.bbc.co.uk/history/historic_figures/stalin_joseph.shtml. This site contains information on Joseph Stalin.
- League of Nations Photo Archive*. Indiana University. <http://www.indiana.edu/~league/photos.htm>. This site contains photos and other information on the League of Nations.
- “League of Nations Statistical and Disarmament Documents.” *Government Publications and Maps*. Northwestern University. <http://www.library.northwestern.edu/govpub/collections/league/background.html>. This site contains information on the League of Nations.
- “The Razor.” *The Axis Power Leaders and Their Influence*. University of South Dakota. http://www.usd.edu/honors/HWB/hwb_u/tojo2.html. This site contains information on Hideki Tojo.
- Songs of the Great Depression*. College of Staten Island Library. <http://www.library.csi.cuny.edu/dept/history/lavender/cherries.html>. This site contains the lyrics of three songs of the Great Depression Era.

Session 1: The League of Nations

Materials

- Textbook or other instructional resources
- Information on the League of Nations
- Video on the League of Nations
- Teacher-prepared video-viewing guide (see p. 10)
- World map of the Interwar Period

Instructional Activities

1. Introduce the League of Nations by outlining its creation. Make sure to include that it was an international cooperative organization whose purposes were to prevent future wars and to administer the colonies of the defeated countries through the mandate system.
2. Divide the students into groups. Instruct them to use the textbook or other instructional resources to determine the reasons for the failure of the League of Nations. When they are finished, have groups list these reasons without using the resources or notes. Have groups share their lists with the class to make a class list, making sure to include the following information:
 - The United States was not a member.
 - The League did not have power to enforce its decisions.
 - Major divisions existed among countries after World War I.
 - Strong isolationism existed after WWI among the democracies.
3. Ask students to suggest reasons why the United States did not join the League of Nations. Responses may include the following:
 - America did not sign the Treaty of Versailles ending the war.
 - Strong feelings of isolationism were pervasive in America.
 - Political feuding was taking place between President Wilson and Senate Majority Leader Lodge.
4. Distribute copies of the video-viewing guide, and go over it with the students. Then, show the selected video. Have students use the video-viewing guide while watching and immediately following the showing in order to summarize important points, make connections, and draw conclusions.
5. Display a world map of the Interwar Period, and point out specific areas as they are discussed. Explain that the League of Nations created the mandate system. Mandates were territories formerly controlled by nations that had been defeated, principally Germany and the Ottoman Empire. Under the mandate systems, various Allied Powers were to govern these lands until they were able to stand on their own. Great Britain and France were to administer most of the mandates in the Middle East, thereby establishing their foothold in that region. These mandates included Iraq, Transjordan, and Palestine, which were now to be governed by Britain, and Syria and Lebanon, which were now to be governed by France. However, the policy became increasingly controversial as the foreign administration of these lands stretched on longer and longer.

Session 2: The Worldwide Depression

Materials

- List of economic terms with definitions (optional)
- Resources for pictures depicting the impact of the worldwide depression

Instructional Activities

1. Discuss with the students the causes of the worldwide depression, including the following information:
 - German reparations that led to high inflation: because Germany was required to pay for the cost of World War I, it printed large amounts of money to do this, causing the value of its currency to decline.
 - Expansion of production capacities and dominance of the United States in the global economy
 - High protective tariffs
 - Excessive expansion of credit
 - Stock Market Crash of 1929
 - European economies never recovered from WWI
2. Ask students whether they can explain how inflation weakens a currency, why overproduction leads to layoffs, and why protective tariffs hurt an economy. Then, use technology to display the following list of economic terms. Direct students to define the terms, or provide a handout with the definitions:
 - *runaway inflation*: As prices rise, the value of the currency declines; soon things become so expensive that people cut back on their buying, which leads to companies cutting back, which leads to layoffs of employees.
 - *protective tariffs*: When countries place high tariffs on imported goods, other countries retaliate, leading to a “tariff war.” As a result, jobs are lost in the import-export businesses.
 - *overproduction*: When companies overproduce, inventory accumulates and production is cut back, leading to layoffs of employees.
 - *rapid rise in stock prices*: When stock prices go up rapidly, buying stock increases until many stocks become overvalued and a panic occurs, dropping prices too quickly and wiping out many people’s investments.
3. Explain that the economic disruptions following World War I led to unstable political conditions. Worldwide depression in the 1930s provided opportunities for the rise of dictators in the Soviet Union, Germany, Italy, and Japan. Have students work in groups to develop a list of the impact or results of the worldwide depression. Then, have the groups share their lists, and display their answers. Responses may include the following:
 - High unemployment in industrial countries
 - Bank failures and collapse of credit
 - Collapse of prices in world trade
 - Nazi Party’s growing importance in Germany; Nazi Party’s blame of European Jews for economic collapse
 - Weakening of the democracies as they struggled to cope with the economic losses of homes
 - Popularity of fascism and its relation to National Socialism
4. Instruct students to create a chart on the worldwide depression, showing its causes and the impact. This can be used for their interactive notebook or as a review activity.
5. Instruct students to gather pictures of the time period that show the impact of the worldwide depression. Provide resources for students to search.

Session 3: The Rise of Dictatorships

Materials

(None)

Instructional Activities

1. Discuss with students the reasons why dictatorships arose in the Soviet Union, Germany, Italy, and Japan between WWI and WWII. Include the following topics in the discussion:

- Economic crises
- Problems associated with the Treaty of Versailles
- Rise of Lenin and later Stalin in the U.S.S.R.
- Quick rise of economic and political power in Japan

Explain that in an economic crisis as severe as the worldwide depression, people will more likely turn to governments to solve problems; democracies are slow to react as public and legislative debates have to take place before action. Germany felt humiliated because of the Treaty of Versailles, and Hitler offered to restore national pride to Germany. Mussolini did the same for Italy.

2. Discuss the U.S.S.R. under Stalin, including the following:

- *Five-year plans*: Goals were set for heavy industry (e.g., steel industry) to produce quotas that were to be met in five years. Medals and other awards were handed out as incentives to meet such goals.
- *Collectivization*: Peasants were forced to give up their individual farms and become workers for the state on what were called collective farms.
- *Great Purge*: Those who disagreed with Stalin were either sent to gulags (soviet prisons) or simply disappeared when the secret police came knocking on their doors in the night. Many of these people were convicted, with little or no evidence, of treason against the state.
- *police state*: A secret police organization was established to monitor everyone and everything in the U.S.S.R.

Have students predict the results of the above actions by Stalin. Responses may include the following:

- Loss of civil liberties and civil rights
- Creation of a totalitarian state
- Revolt by farmers and the elimination of several million of them
- Fast creation of an industrial state

3. Ask students to pretend they are teenagers in Germany in the 1920s, and instruct them to write an essay or diary entry detailing life at that time period.

4. Discuss Germany under Hitler, including the following:

- The failure of previous governments to address the country's economic problems (inflation and depression), thus allowing Hitler's rise to power
- The anti-Semitism of the Nazis
- The meaning of Nazism (National Socialism): A dictatorship that allows private ownership
- Hitler's takeover of many European countries based on the claim that he needed to make a homeland for his Third Reich

5. Discuss Italy under Mussolini, including the following:

- The rise of fascism
- Ambition to restore the glory of Rome
- Invasion of Ethiopia

6. Discuss Japan under Hirohito and Hideki Tojo during the Interwar Period, including the following:

- The rise of militarism (Japan became a highly-armed military state.)
- Industrialization of Japan, leading to a drive for raw materials. Japan's need for raw materials, especially oil, brought Japan into conflict with America.
- The invasion of Korea, Manchuria, and the rest of China to procure raw materials and conquer old enemies

- The roles of Hirohito and Tojo (Hirohito was thought of as a divine emperor. When the military general Tojo took power, he kept the emperor because of this perceived divinity. Japan consequently also became a totalitarian state.)
7. Have students create a chart listing these four totalitarian states and the characteristics and actions of each.

Session 4: Assessment

Materials

- Attachment A: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment A, and have students complete the assessment.

Attachment A: Sample Assessment Items

An asterisk (*) indicates the correct answer.

<p>1. A major result of collectivization in the U.S.S.R. was to</p> <p>A increase development of heavy industry. B eliminate large number of peasant farmers.* C bring about capitalistic reforms. D assist the rise of the evolutionary socialists.</p> <p>2. The League of Nations, established to prevent future wars, failed because</p> <p>A it did not have the power to enforce its decisions.* B Germany refused to cooperate with its policies. C member nations did not support United States membership. D Russia declared war against the Austro-Hungarian Empire.</p> <p>3. Following World War I, the system established to administer colonies of defeated powers was known as the</p> <p>A Alliance System. B Congress of Vienna. C Papal System. D Mandate System.*</p> <p>4. One cause of the worldwide depression following World War I was</p> <p>A high protective tariffs.* B failure of banks to expand credit opportunity. C low unemployment. D industry failure to produce enough supply to satisfy demand.</p> <p>5. The Treaty of Versailles resulted in all of the following EXCEPT</p> <p>A payment of reparations by Germany. B resolution of ethnic tensions.* C reduction in the size of Germany's army. D stripping Germany of its colonies.</p>	<p>6. France and Great Britain engaged in a policy of appeasement during the 1930s in hopes of avoiding war with what country and its leader?</p> <p>A U.S.S.R. and Stalin B Germany and Wilhelm II C Germany and Hitler* D U.S.S.R. and Lenin</p> <p>7. The worldwide depression of the 1920s and 1930s led, in Germany and Italy, to the rise of</p> <p>A totalitarian dictators.* B stable economies. C concentration camps. D organized crime.</p> <p>8. All of the following are reasons for the worldwide depression EXCEPT</p> <p>A quotas and high protective tariffs. B the expansion of credit. C the Stock Market Crash of 1929. D the discovery of gold in Alsace-Lorraine.*</p> <p>9. The Fourteen Points adopted into the Treaty of Versailles was drawn up by</p> <p>A George Clemenceau of France. B Woodrow Wilson of the United States.* C David Lloyd George of Great Britain. D Vittorio Orlando of Italy.</p> <p>10. Which nations administered territorial mandates in the Middle East under the League of Nations?</p> <p>A Japan and China B Great Britain and the United States C France and Great Britain* D Germany and the Soviet Union</p>
--	---

ORGANIZING TOPIC

World War II

Standard(s) of Learning

- WHII.12 The student will demonstrate knowledge of the worldwide impact of World War II by
- a) explaining economic and political causes, describing major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George C. Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito;
 - b) examining the Holocaust and other examples of genocide in the twentieth century;
 - c) explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948).

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.

Identify geographic features important to the study of world history.

Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms.

Analyze trends in human migration and cultural interaction.

Content

Explain that many economic and political causes led to World War II. Major theaters of war included Africa, Europe, Asia, and the Pacific Islands. Leadership was essential to the Allied victory.

Summarize the following economic and political causes of World War II:

- Aggression by totalitarian powers of Germany, Italy, and Japan
- Nationalism
- Failures of the Treaty of Versailles
- Weakness of the League of Nations
- Appeasement
- Tendencies towards isolationism and pacifism in Europe and the United States

Summarize the following major events of World War II:

- German invasion of Poland
- Fall of France
- Battle of Britain
- German invasion of the Soviet Union
- Japanese attack on Pearl Harbor
- D-Day (Allied invasion of Europe)
- Atomic bombs dropped on Hiroshima and Nagasaki

Identify and describe the following major leaders of World War II:

- Franklin D. Roosevelt: U.S. president
- Harry Truman: U.S. president after death of President Roosevelt
- Dwight D. Eisenhower: Allied Commander in Europe
- Douglas MacArthur: U.S. general
- George C. Marshall: U.S. general
- Winston Churchill: British prime minister
- Joseph Stalin: Soviet dictator
- Adolf Hitler: Nazi dictator of Germany
- Hideki Tojo: Japanese general
- Hirohito: Emperor of Japan

Explain that there had been a climate of hatred against Jews in Europe and Russia for centuries.

Define the term *genocide* as the systematic and purposeful destruction of a racial, political, religious, or cultural group.

Summarize the following elements leading to the Holocaust:

- Totalitarianism combined with nationalism
- History of anti-Semitism
- Defeat in World War I and economic depression blamed on German Jews
- Hitler's belief in the master race
- Final solution: Extermination camps, gas chambers

Explain that various instances of genocide occurred throughout the twentieth century.

Describe the following other examples of genocides:

- Armenians by leaders of the Ottoman Empire
- Peasants, government and military leaders, and members of the elite in the Soviet Union by Joseph Stalin
- The educated, artists, technicians, former government officials, monks, and minorities by Pol Pot in Cambodia
- Tutsi minority by Hutu in Rwanda

Explain that the outcomes of World War II included the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the establishment of international cooperative organizations.

Summarize the following outcomes of World War II:

- Loss of empires by European powers
- Establishment of two major powers in the world: The United States and the U.S.S.R.
- War crimes trials
- Division of Europe, Iron Curtain
- Establishment of the United Nations
- Universal Declaration of Human Rights
- Marshall Plan
- Formation of North Atlantic Treaty Organization (NATO) and Warsaw Pact

Describe the war crimes trials.

Describe the efforts for reconstruction of Germany, using the following information as a guide:

- Democratic government installed in West Germany and West Berlin
- Germany and Berlin divided among the four Allied powers
- Emergence of West Germany as economic power in postwar Europe

Describe the efforts for reconstruction of Japan, using the following information as a guide:

- United States occupation of Japan under MacArthur's administration

- Democracy and economic development _____
- Elimination of Japan's military offensive capabilities; guarantee of Japan's security by the United States _____
- Emergence of Japan as dominant economy in Asia _____

Identify the following international cooperative organizations created after World War II:

- United Nations _____
- North Atlantic Treaty Organization (NATO) _____
- Warsaw Pact _____

Identify the Universal Declaration of Human Rights, using the following information as a guide:

- Established and adopted by members of the United Nations _____
- Provided a code of conduct for the treatment of people under the protection of their government _____

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Armenian National Institute. <http://www.armenian-genocide.org>. This site provides information on the Armenian Genocide in the early decades of the twentieth century.

Bio.: True Story. A&E Television Networks. <http://www.biography.com/>. This site provides biographical information on famous people. Click on “Biography Search,” enter a person’s name, and click “Go.”

Cambodian Genocide Program. Yale University. <http://www.yale.edu/cgp>. This site provides information on the Cambodian Genocide of 1975–1979.

The Internet Court of Justice Considers Genocide. University of Cincinnati. <http://homepages.uc.e.du/thro/genocide/intro/introduction.html>. This site provides information on Bosnia’s charges of genocidal crimes against Yugoslavia in the 1990s.

Jones, Tamara. “U.N. Court Orders Yugoslavia to Prevent Genocide in Bosnia.” *Los Angeles Times*. <http://www-tech.mit.edu/V113/N19/yugoslavia.19w.html>. This site presents an article detailing the U.N. court orders against Yugoslavia intending to prevent genocide in Bosnia.

National WWII Memorial, Washington D.C. <http://www.wwiimemorial.com/default.asp?page=home.asp>. This site provides information and photos of the National World War II Memorial.

“Rwanda: How the genocide happened.” *BBC News*. <http://news.bbc.co.uk/1/hi/world/africa/1288230.stm>. This site provides information about the 1994 genocide in Rwanda.

The United States Holocaust Memorial Museum. <http://www.ushmm.org/>. This site provides information on the Holocaust.

Virginia Holocaust Museum. <http://www.va-holocaust.com/>. This Web site offers numerous materials concerning the Holocaust.

World War II Poster Collection. Northwestern University Library. <http://www.library.northwestern.edu/govpub/collections/wwii-posters/>. This site provides 300 posters from the World War II era. A CD containing the posters can be purchased for a cost-recovery fee.

Session 1: Causes, Major Events, and Major Figures of World War II

Materials

- Maps of Germany and the U.S.S.R. during World War II

Instructional Activities

1. Discuss the major causes of World War II, making sure to include the following:
 - Aggression by the totalitarian powers of Italy, Germany, and Japan
 - Italy invaded Ethiopia.
 - Germany invaded Austria and Poland.
 - Japan invaded Manchuria, China, and Korea and attacked Pearl Harbor.
 - Nationalism as expressed in Nazism and fascism
 - Failures of the Treaty of Versailles
 - The treaty failed to include most of Wilson’s Fourteen Points.
 - The treaty punished Germany.
 - The treaty did not include self-determination.
 - Weakness of the League of Nations
 - The League could not stop the aggression of dictatorships.
 - The United States was not a member of the League.
 - Appeasement by the democracies. (Appeasement is a policy especially associated with Great Britain and Prime Minister Chamberlain. It technically meant appeasing Hitler when he demanded certain territories and trusting him when he said his demands would be limited to only German areas.)
 - Tendencies towards isolationism and pacifism in Europe and the United States

Instruct students to make a chart of the above information.
2. Discuss with the students the major events of World War II, including the following:
 - Germany invaded Poland, causing Great Britain and France to declare war.
 - Germany invaded France, and France fell.
 - Germany next aimed at Britain, but the air Battle of Britain prevented its planned invasion.
 - Germany violated the nonaggression pact with the Soviet Union and invaded.
 - Japan’s attack on Pearl Harbor brought America into the war.
 - D-Day, the Allied invasion of Europe at the beaches of Normandy, France, began the defeat of Germany.
 - The dropping of atomic bombs on Hiroshima and Nagasaki precipitated the end of the war with Japan.
3. Ask the students to suggest reasons Hitler invaded the U.S.S.R. Allow them to look at maps and discuss in small groups. Possible responses include, “Hitler wanted the oil fields and wheat fields for his army.” “The countries were basically enemies and represented two totally different forms of government.” “Hitler wanted to overpower the U.S.S.R. before America entered the war.”
4. Display the names of the major leaders of World War II. Ask students to write a sentence identifying each leader and his role. Have students enter this information, as well as information from steps 1–3 above to their notes or interactive notebooks. Another strategy would be to have students complete a matching activity with this list of names:

Roosevelt	A. British prime minister
Eisenhower	B. American president at outbreak of war
Stalin	C. Japanese emperor
Churchill	D. Soviet dictator
Truman	E. American general, Philippine campaign and postwar Japan
Hirohito	F. Nazi German leader
Hitler	G. American general in charge of D-Day invasion
Marshall	H. American president at end of war
Tojo	I. Japanese general
MacArthur	J. American general, top advisor to Roosevelt

Session 2: The Holocaust and Other Genocides

Materials

- Library and/or Internet resources on genocides
- Video of *Animal Farm* (optional)

Instructional Activities

1. Remind students that there had been a climate of hatred against Jews in Europe and Russia for centuries. Define the term *genocide* as the systematic and purposeful destruction of a racial, political, religious, or cultural group. Display other terms relating to the Holocaust, and discuss their meanings, e.g., *anti-Semitism*, *final solution*, *master race*.
2. Summarize the following elements leading to the Holocaust:
 - Totalitarianism combined with nationalism
 - History of anti-Semitism
 - Defeat in World War I and economic depression blamed on German Jews
 - Hitler's belief in the master race
 - Final solution: Extermination camps, gas chambersExplain that various instances of genocide occurred throughout the twentieth century.
3. Ask students whether they know anything about any other genocides besides the Holocaust. Divide the class into four groups, and assign each group one of the following twentieth-century genocides:
 - The Armenians by leaders of the Ottoman Empire
 - Peasants, government and military leaders, and members of the elite in the Soviet Union by Joseph Stalin
 - The educated, artists, technicians, former government officials, monks, and minorities by Pol Pot in Cambodia
 - The Tutsi minority by the Hutu in RwandaInstruct groups to research their assigned genocide, using library and/or Internet resources, and prepare a short presentation with visuals to present to the class. Have groups present their findings to the class while the class takes notes.
4. Ask students to suggest reasons a genocide might occur. Ask them how a genocide may affect the survivors, the perpetrators, and the world at large.
5. Another strategy is to show a video of George Orwell's *Animal Farm* and encourage students to make connections between the story and recently discussed topics. Assist students in identifying connections between certain WWII events and the following themes of the novel:
 - Fear
 - Deception of the population by strong leaders
 - Threatening environment
 - Creation of a scapegoat
 - Revenge
 - Intense nationalism
 - Xenophobia
6. Assign a teacher-selected reading or other reinforcement activity.

Session 3: Outcomes of World War II

Materials

- Resources on the League of Nations and the United Nations
- Map of divided Germany following WWII

Instructional Activities

1. Instruct students to develop a list of possible outcomes of WWII. Responses may include the following:
 - Creation of the United Nations
 - The Cold War
 - Creation of NATO and the Warsaw Pact
 - Implementation of the Iron Curtain (the term Churchill coined for those eastern European countries that had fallen to communism)
 - Creation of two super powers—the United States and the Soviet Union
 - The Marshall Plan (rebuilding of western Europe to prevent the spread of communism; founded on the concept that communism feeds on poverty and turmoil)
 - Nuremberg war trials
2. Have students research the terms *Cold War* and *Iron Curtain* and write definitions in their own words.
3. Instruct students to compare and contrast the League of Nations and the United Nations.
4. Have students debate whether leaders of countries defeated in a war should be placed on trial as war criminals.
5. Discuss with the class how the Allies dealt with Germany after WWII, including the following:
 - At conferences held by the Big Three (Churchill, Roosevelt, Stalin) during the war, it was decided that Germany would be divided into east and west sections. The west would be occupied by America, Great Britain, and France, and the east by the Soviet Union. Berlin would be divided in a similar manner.
 - West Germany soon began to have an economic revival, while the east lagged behind.
 - Divided Germany and, later, the Berlin Wall became symbols of the Cold War.
6. Have students look at a map of Germany following WWII to see how it was divided. Discuss problems that developed, including the following:
 - Families were split up.
 - The east and west became economic and political rivals.
 - The government of East Germany tried to keep citizens from leaving the country (Iron Curtain, Berlin Wall).
 - People tried to flee to the west, where conditions were better.
7. Explain the establishment of the Universal Declaration of Human Rights, including the following information:
 - It was established and adopted by members of the United Nations.
 - It provides a code of conduct for treatment of people under the protection of their government.

Session 4: Assessment

Materials

- Attachment A: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment A, and have students complete the assessment.

Attachment A: Sample Assessment Items

An asterisk (*) indicates the correct answer.

<p>1. The Marshall Plan, the Iron Curtain, and the Berlin Airlift are events associated with</p> <p>A World War I. B worldwide depression. C Cold War.* D New Imperialism.</p> <p>2. Which was a cause of World War II?</p> <p>A Alliances between Russia and Germany B Failures of the Treaty of Versailles* C Success of the League of Nations D French attacks on Germany</p> <p>3. Who was the Soviet dictator during World War II?</p> <p>A Joseph Stalin* B Adolf Hitler C Vladimir Lenin D Benito Mussolini</p> <p>4. Which organization was a model for the current United Nations?</p> <p>A The League of Nations* B The North Atlantic Treaty Organization ((NATO) C The European Union D The Organization of American States (OAS)</p> <p>5. Which BEST explains the Allied victory in World War II?</p> <p>A Superior weapons and military tactics B Inclusion of women and ethnic minorities in combat and support services C Mobilization of the American economy and armed forces* D Development and use of atomic weapons</p>	<p>6. The systematic and purposeful destruction of a racial, religious, political, or cultural group is called</p> <p>A annihilation. B enslavement. C genocide.* D germ warfare.</p> <p>7. Which country was NOT an Allied Power during WWII?</p> <p>A Great Britain B France C Germany* D Russia</p> <p>8. Which country was NOT an Axis Power during WWII?</p> <p>A Germany B Japan C Italy D Great Britain*</p> <p>9. In 1994, Rwanda experienced a bitter civil war between what two tribes?</p> <p>A Tutsi and Hutu* B Tutsi and Khoisan C Khoisan and Somalis D Ethiopians and Hutu</p>
---	--

ORGANIZING TOPIC

Major Events of the Second Half of the Twentieth Century

Standard(s) of Learning _____

- WHII.13 The student will demonstrate knowledge of major events in the second half of the twentieth century by
- explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe;
 - assessing the impact of nuclear weaponry on patterns of conflict and cooperation since 1945;
 - describing conflicts and revolutionary movements in eastern Asia, including those in China and Vietnam, and their major leaders, i.e., Mao Tse-tung (Zedong), Chiang Kai-shek, and Ho Chi Minh;
 - describing major contributions of selected world leaders in the second half of the twentieth century including Indira Gandhi, Margaret Thatcher, Mikhail Gorbachev, and Deng Xiaoping.

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world to interpret the past.

Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms.

Analyze trends in human migration and cultural interaction.

Content

Explain that competition between the United States and the U.S.S.R. laid the foundation for the Cold War.

Summarize the beginning of the Cold War (1945–1948), using the following information as a guide:

- The Yalta Conference and the Soviet control of Eastern Europe
- Rivalry between the United States and the U.S.S.R.
- Democracy and the free enterprise system vs. dictatorship and communism
- President Truman and the Policy of Containment
- Eastern Europe: Soviet satellite nations, the Iron Curtain

Summarize the following characteristics/events of the Cold War (1948–1989):

- North Atlantic Treaty Organization (NATO) vs. Warsaw Pact
- Korean War
- Vietnam War
- Berlin and significance of Berlin Wall
- Cuban Missile Crisis
- Nuclear weapons and the theory of deterrence

Explain that the Cold War influenced the policies of the United States and the U.S.S.R. towards other nations and conflicts around the world.

Explain that the presence of nuclear weapons has influenced patterns of conflict and cooperation since 1945.

Explain that communism failed as an economic system in the Soviet Union and elsewhere.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“The Cold War.” *BBC*. http://www.bbc.co.uk/history/worldwars/coldwar/soviet_end_01.shtml. This site provides information about the Cold War and the collapse of the Soviet Union.

“The Cold War Museum.” *Coldwar.org*. <http://www.coldwar.org/>. This site has a number of online exhibits related to the Cold War.

The Cold War: Yahoo! Directory.

http://dir.yahoo.com/Arts/Humanities/History/By_Time_Period/20th_Century/Cold_War/. This site contains links for resources on the Cold War.

Outline Maps: Education Place. Houghton Mifflin Harcourt Company. <http://www.eduplace.com/ss/maps/>. This site provides outline maps that may be printed and used in the classroom.

“Soviet Archives Exhibit.” *The Library of Congress*.

<http://www.ibiblio.org/expo/soviet.exhibit/entrance.html#tour>. This site provides information on the Soviet Union and the Cold War.

Session 1: Beginnings of the Cold War, 1945–1948

Materials

- Maps of the Cold War era
- Internet access
- Attachment A: Beginnings of the Cold War, 1945–1948
- Article or story about shortages and long waiting lines to buy consumer goods in communist countries during the Cold War
- Web site such as *Outline Maps: Education Place* at <http://www.eduplace.com/ss/maps/>

Instructional Activities

1. Direct students to create a list of ten things they know about the Cold War. Have them share their responses, and display their responses.
2. Display the notes for this session (Attachment A), and discuss them. Prompt discussion and understanding with questions such as the following:
 - What does the word *ideology* mean?
 - In what ways were the United States and the Soviet Union different in political and economic ideologies?
 - What was the Yalta Conference?
 - Why was the conference convened?
 - What were the immediate results of the decisions made at the conference?
 - What were the long-term results of the decisions made at the conference?
3. Have students read an article or story about shortages and long waiting lines during the Cold War. Discuss the reading as a class. Ask students how they feel when they must wait in line, especially when they must wait in line over and over again on a regular basis. Ask them how they think the East Germans and others living in communist countries felt as they were waiting in never-ending lines during the Cold War. Discuss the reasons such waiting lines were the normal state of affairs in these countries at the time.

Session 2: Early Events of the Cold War

Materials

- Internet access
- Resources on the Cold War
- Attachment B: Early Events of the Cold War
- Web site such as *The Cold War: Yahoo! Directory*.
http://dir.yahoo.com/Arts/Humanities/History/By_Time_Period/20th_Century/Cold_War/

Instructional Activities

1. Distribute Attachment B. Divide the class into six groups, and assign each group one of the six topics on the handout to research using the Web site listed above. Students should
 - describe the event or document.
 - explain the reason(s) why the event occurred or the document was created.
 - describe the effect(s) of the event or document.
2. Allow students 10 to 15 minutes to find information and fill in the chart. Circulate among the groups to be sure they are recording the correct information.
3. Have each group explain their topic to the rest of class while the class takes individual notes to complete their charts.

Sessions 3–7: Later Events of the Cold War

Materials

- Internet access
- Library and other printed resources about the following six components or events of the Cold War:
 - North Atlantic Treaty Organization (NATO) vs. Warsaw Pact
 - Korean War
 - Vietnam War
 - Berlin Wall
 - Cuban Missile Crisis
 - Communist buildup in China
- Attachments C1–C6: Research Sheets
- Glue sticks
- Scissors
- Construction paper in various colors
- Yardsticks and rulers
- Display boards
- Computers

Instructional Activities

In these sessions, student will work in groups to analyze the six components or events of the Cold War listed above. They will create storyboards to display their findings, and they will take walking tours of the storyboards to learn about each topic. Then, they will conduct a review of their researched material and will assess their own performance.

1. *Day 1:* Divide the class into six groups, and assign each group one of the topics. Distribute copies of Attachments C1–C6 as appropriate, one handout to each student. Have groups begin their research, and monitor their work closely to ensure they are finding the information needed. Remind them to cite the sources they use.
2. *Day 2:* Give each group a three-panel display board. Help students create maps, graphs, and charts. By the end of the second day, students should be well along in creating items to place on their storyboard and should be assembling the board. Have each group also begin preparing a presentation script for presenting the information, and have them begin writing their five review questions. Explain that stories that are going to be told during the presentation may be written down, but students should be familiar enough with the stories so that they do not have to be read verbatim.
3. *Day 3:* Instruct each group to complete their storyboard, five review questions, and presentation script. Collect the questions from each group, and make copies to distribute to the rest of the class.
4. *Day 4:* Have each group make their walking-tour presentation to the rest of the class, using their presentation script. You might divide the rest of the class into smaller tour groups so students can see the storyboards up close. If you do this, each presenting group will present their storyboard several times—once to each tour group.
5. *Day 5:* Distribute the student-created review questions, and have students answer them. You may wish to allow students to revisit the storyboards, if they wish. After all students are finished, display the questions, and go over them with the class.

Session 8: Selected World Leaders

Materials

- Textbook or other instructional resources
- Internet access
- Attachment D: Selected World Leaders

Instructional Activities

1. Distribute Attachment D, and instruct students to use the textbook or other instructional resources and the Internet to complete the handout. Have students discuss answers in pairs.
2. Have each student pair write two “*60 Minutes*-style” questions that focus on the main impact and/or contribution that each leader had on the world. The questions must show understanding of the time and person, for example: “Margaret Thatcher, how did your focus on business affect trade?”

Session 9: Assessment

Materials

- Attachment E: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment E, and have students complete the assessment.

Attachment A: Beginnings of the Cold War, 1945–1948

I. Clash of Ideologies – The United States vs. The Soviet Union

A. Political ideologies

1. United States – republican form of democracy
 - a. Citizens elect government officials.
 - b. Government is based on a multi-party system.
 - c. Government is based on Enlightenment ideas.
 - d. Bill of Rights guarantees protection from government’s power.
2. Soviet Union – communist dictatorship
 - a. Communist party selects government officials.
 - b. Government is based on a one-party system controlled by one leader.
 - c. Government is based on the ideas of Lenin and Stalin.
 - d. Citizens have only those rights granted to them by the government. Rights may be denied by the government.

B. Economic ideologies

1. United States – capitalism (free enterprise)
 - a. Economic system is based on ideas expressed in *The Wealth of Nations* by Adam Smith.
 - b. Individuals control the “market” to answer economic questions.
 - c. Economy is based on consumer goods that help individuals make a profit.
 - d. Citizens pay taxes to government so that it can provide services.
2. Soviet Union – communism (command economy)
 - a. Economy is based loosely on ideas of Karl Marx and Friedrich Engels.
 - b. Government commands resources to answer economic questions.
 - c. Economy is based on capital goods to build up the power of the state.
 - d. Citizens often experience shortages of everyday consumer goods.

II. The Yalta Conference

A. Meeting of Big Three

1. President Franklin D. Roosevelt (U.S.)
2. Prime Minister Winston Churchill (U.K.)
3. Soviet Leader Joseph Stalin (U.S.S.R.)

B. Purposes of the conference

1. To determine the reorganization of postwar Europe—i.e., the re-establishment of the nations conquered by Germany
2. To divide Germany and its capital, Berlin, into four occupation zones
 - a. United States, Great Britain, and France unified zones to create West Germany and West Berlin (each democratic).
 - b. Soviet Union’s zones became East Germany and East Berlin (each communist).

C. Effects of the conference

1. Fulfilled Stalin’s desire for creating a buffer zone
2. Divided Europe between democratic states and communist states
3. Instigated long period of mistrust between Eastern and Western countries

Attachment B: Early Events of the Cold War _____

Event	Description	Cause(s)	Effect(s)
<p>Countries of Eastern Europe became satellites of the U.S.S.R.</p>			
<p>Churchill’s Iron Curtain Speech 1946</p>			
<p>Truman Doctrine 1947</p>			
<p>Marshall Plan 1947</p>			
<p>Berlin Blockade 1948</p>			
<p>Berlin Airlift “Operation Vittles” 1948–49</p>			

Attachment C1: NATO vs. Warsaw Pact – Research Sheet

Include the following information on your storyboard:

1. An explanation of the purpose of each organization
2. A map of each alliance's members during the Cold War
3. A map of NATO members after the collapse of the Warsaw Pact
4. A timeline of major actions taken by each group
5. A chart of important statistics
6. Political cartoons that depict each side's perspective of the Cold War
7. An explanation of why the Warsaw Pact collapsed
8. An explanation of the buildup of nuclear arms
9. Other information deemed important during your research
10. Pictures with captions
11. A "Works Cited" page on the back of the display board

Be sure your information appears in a font size large enough to be easily read from a reasonable distance away. Avoid colors that are too light.

Remember to cite your sources in an acceptable bibliographic format!

Attachment C2: Korean War – Research Sheet

Include the following information on your storyboard:

1. Identification of reasons for United States and United Nations involvement
2. Identification of who fought on each side
3. Identification of who sent aid to each side
4. Identification of the leaders of each side
5. A map of the war during its different stages
6. An explanation of the involvement by communist China
7. A timeline of major events
8. Charts and/or graphs that reflect the number of casualties, the monetary cost of war, and other important data
9. Political cartoons
10. The outcomes of war
11. Pictures with captions
12. Stories from the war
13. A description of Korea today
14. A “Works Cited” page on the back of the display board

Be sure your information appears in a font size large enough to be easily read from a reasonable distance away. Avoid colors that are too light.

Remember to cite your sources in an acceptable bibliographic format!

Attachment C3: Vietnam War – Research Sheet

Include the following information on your storyboard:

1. Identification of reasons for United States and United Nations involvement
2. Identification of who fought on each side
3. Identification of who sent aid to each side
4. Identification of the leaders of each side
5. A map of the war during its different stages
6. A timeline of major events
7. Charts and/or graphs that reflect the number of casualties, the monetary cost of war, and other important data
8. Political cartoons
9. The outcomes of war
10. Pictures with captions
11. Stories from the war
12. A description of Vietnam today
13. A “Works Cited” page on the back of the display board

Be sure your information appears in a font size large enough to be easily read from a reasonable distance away. Avoid colors that are too light.

Remember to cite your sources in an acceptable bibliographic format!

Attachment C4: Berlin Wall – Research Sheet

Include the following information on your storyboard:

1. Identification of who built the wall, and why
2. A description of the conditions of life on each side of the wall
3. A description of the effect of the wall on families whose members lived on different sides
4. A description of what usually happened to those who tried to cross without permission
5. A timeline of major events
6. Pictures with captions
7. Political cartoons
8. Reasons the wall was torn down
9. Interesting stories about the wall
10. A description of Berlin after the collapse of the wall
11. A “Works Cited” page on the back of the display board

Be sure your information appears in a font size large enough to be easily read from a reasonable distance away. Avoid colors that are too light.

Remember to cite your sources in an acceptable bibliographic format!

Attachment C5: Cuban Missile Crisis – Research Sheet

Include the following information on your storyboard:

1. An explanation of what the Cuban missile crisis was, and why it occurred
2. Identification of the countries and leaders involved
3. A map of the blockade
4. A timeline of events
5. Pictures with captions
6. Interesting stories
7. An explanation of the meaning of *brinkmanship* and the relationship of this term to the Cuban Missile Crisis
8. Political cartoons
9. A description of the temporary effect of the Cuban missile crisis on Cold War relations between the U.S. and the U.S.S.R.
10. A “Works Cited” page on the back of the display board

Be sure your information appears in a font size large enough to be easily read from a reasonable distance away. Avoid colors that are too light.

Remember to cite your sources in an acceptable bibliographic format!

Attachment C6: Communist Buildup in China – Research Sheet

Include the following information on your storyboard:

1. A description of the communist buildup in China
2. Identification of the leaders involved
3. A map of China
4. A timeline of events
5. Pictures with captions
6. Interesting stories
7. Political cartoons
8. A description of the conflict between the nationalists and the communists
9. A “Works Cited” page on the back of the display board

Be sure your information appears in a font size large enough to be easily read from a reasonable distance away. Avoid colors that are too light.

Remember to cite your sources in an acceptable bibliographic format!

Attachment D: Selected World Leaders _____

Leader	Country	Role as world leader; Contributions
Indira Gandhi		
Margaret Thatcher		
Mikhail Gorbachev		
Deng Xiaoping		

Attachment E: Sample Assessment Items

An asterisk (*) indicates the correct answer.

<p>1. The Cold War was</p> <p>A a series of military skirmishes between the United States and Germany.</p> <p>B a technological war between the United States and Japan.</p> <p>C a conflict between the United States and Iraq.</p> <p>D a philosophical war between the United States and the Soviet Union.*</p> <p>2. One outcome of the Yalta Conference was</p> <p>A the division of Germany into four sectors, controlled by Great Britain, France, the Soviet Union, and the United States.*</p> <p>B an agreement from the Soviet Union to allow free travel across their borders with Germany.</p> <p>C an agreement between the United States and Japan to share occupation of Korea.</p> <p>D a commitment between the United States and Great Britain to end communism in the Soviet Union.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> • The destruction of the Berlin Wall • The breakup of the Soviet Union • The Soviet economic collapse </div> <p>3. The events in the box above were the result of</p> <p>A a worldwide depression following World War II.</p> <p>B an invasion of Moscow by Poland with support from NATO.</p> <p>C the collapse of communism in the Soviet Union and Eastern Europe.*</p> <p>D free democratic elections in the Soviet Union.</p> <p>4. Truman’s policy of preventing the expansion of communism was called</p> <p>A the Manhattan Project.</p> <p>B Containment.*</p> <p>C the Warsaw Pact.</p> <p>D Brinkmanship.</p>	<p>5. Vietnam, divided during the Cold War, became a controversial conflict for the United States. Currently, Vietnam is</p> <p>A a democratic country with free elections.</p> <p>B an area where the United States has stationed troops to patrol the demilitarized zone.</p> <p>C a wealthy country due to technological innovations that are exported to the United States.</p> <p>D a country that has been reunited under a communist government.*</p> <p>6. Which parallel marked the internationally recognized divide between North and South Korea both before and after the Korean War?</p> <p>A 17th</p> <p>B 38th*.</p> <p>C 10th</p> <p>D 42nd</p> <p>7. The Cold War ended between 1989 and 1991 with the destruction of the Berlin Wall and the fall of</p> <p>A The People’s Republic of China.</p> <p>B Vietnam.</p> <p>C The Soviet Union.*</p> <p>D Cuba.</p> <p>8. What multi-national military pact did the Soviet Union organize to counter NATO?</p> <p>A Eastern European Treaty Organization</p> <p>B Alliance of Southeast Asian Nations</p> <p>C Moscow Pact</p> <p>D Warsaw Pact*</p> <p>9. During the Cold War, the greatest deterrence to a nuclear war between the U.S. and the U.S.S.R. was</p> <p>A the threat that both nations would destroy one another if a nuclear war were to occur.*</p> <p>B that neither nation had the will to fight.</p> <p>C that each nation depended economically on the other.</p> <p>D that the Russians had more nuclear missiles, but the U.S. had more accurate ones.</p>
---	---

ORGANIZING TOPIC

Independence Movements in India, Africa, and the Middle East

Standard(s) of Learning

- WHII.14 The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by
- a) describing the struggles for self-rule, including Gandhi’s leadership in India and the development of India’s democracy;
 - b) describing Africa’s achievement of independence, including Kenyatta’s leadership of Kenya and Mandela’s role in South Africa;
 - c) describing the end of the mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Adbul Nasser.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills (to be incorporated into instruction throughout the academic year)

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world to interpret the past.

Identify geographic features important to the study of world history.

Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms.

Analyze trends in human migration and cultural interaction.

Content

Explain that British policies and India’s demand for self-rule led to the rise of the Indian independence movement, resulting in the creation of new states in the Indian subcontinent.

Summarize the regional setting for the Indian independence movement, including the following:

- Indian subcontinent
- British India
- India
- Pakistan (formerly West Pakistan)
- Bangladesh (formerly East Pakistan)
- Sri Lanka (formerly Ceylon)

Summarize the evolution of the Indian independence movement, including identification of the leader, the tactics he used, and the outcome of the movement. Include the following aspects:

- British rule in India
- Indian National Congress
- Leadership of Mohandas Gandhi
- Role of civil disobedience and passive resistance
- Political division along Hindu-Muslim lines—Pakistan/India
- Republic of India
 - World’s most populous democratic nation
 - Federal system, giving many powers to the states

Explain Indian democracy, using the following information as a guide:

- Jawaharlal Nehru, a close associate of Gandhi, supported western-style industrialization.
- The 1950 Constitution sought to prohibit caste discrimination.
- Ethnic and religious differences caused problems in the development of India as a democratic nation.
- New economic development has helped to ease financial problems of the nation.

Explain that the charter of the United Nations guaranteed colonial populations the right to self-determination.

Explain that independence movements in Africa challenged European imperialism.

Summarize the independence movements in Africa, and explain why they gained success following World War II, using the following information as a guide:

- Right to self-determination (UN charter)
- Peaceful and violent revolutions after World War II
- Pride in African cultures and heritage
- Resentment of imperial rule and economic exploitation
- Loss of colonies by Great Britain, France, Belgium, and Portugal
- Influence of superpower rivalry during the Cold War

Identify examples of independence movements in Africa and subsequent development efforts, including Jomo Kenyatta's leadership of Kenya and Nelson Mandela's role in South Africa. Use the following information as a guide:

- West Africa: Peaceful transition
- Algeria: War of Independence from France
- Kenya (Britain): Violent struggle under leadership of Jomo Kenyatta
- South Africa: Black South Africans' struggle against apartheid led by Nelson Mandela, who became the first black president of the Republic of South Africa

Explain that the mandate system established after World War I was phased out after World War II, and with the end of the mandates, new states were created in the Middle East.

Summarize the results of the United Nations' decision to end the mandate system in terms of states created (locations) and their subsequent problems, using the following information as a guide:

- Mandates in the Middle East
 - Established by the League of Nations
 - Granted independence after World War II
 - Resulted in Middle East conflicts created by religious differences
- French mandates in the Middle East
 - Syria
 - Lebanon
- British mandates in the Middle East
 - Jordan (originally Transjordan)
 - Palestine (a part became independent as the State of Israel)

Explain the roles of Golda Meir and Gamal Abdul Nasser, using the following information as a guide:

- Golda Meir
 - Prime Minister of Israel
 - After initial setbacks, led Israel to victory in Yom Kippur War
 - Sought support of United States
- Gamal Abdul Nasser
 - President of Egypt
 - Nationalized Suez Canal
 - Established relationship with Soviet Union

- **Built Aswan High Dam**
-

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

- “Arab Israeli Conflict.” *Historyteacher.net* http://www.historyteacher.net/Arab-Israeli_Conflict.htm. This site references many different documents related to the Arab-Israeli conflicts.
- “How to Write and Outline.” Los Angeles Valley College Library. <http://www.lavc.cc.ca.us/Library/outline.htm>
This site offers tips on creating an outline.
- “Israel.” *Infoplease*. <http://www.infoplease.com/ipa/A0107652.html>. This site gives information on the history of Israel.
- Outline Maps: Education Place*. Houghton Mifflin Harcourt Company. <http://www.eduplace.com/ss/maps/>. This site provides outline maps that may be printed and used in the classroom.
- “The Partition of India.” *Social Sciences at UCLA*.
<http://www.sscnet.ucla.edu/southasia/History/Independent/partition.html>. This site provides background about the Indian partition; it also contains a link to a bibliography on the partition.
- “Q&A: Kashmir dispute.” *BBC News World Edition*. http://news.bbc.co.uk/1/hi/world/south_asia/353352.stm.
This site provides a history of the Pakistan/Indian conflict over Kashmir.
- Rushdie, Salman. “Mohandas Gandhi.” *Time Magazine*.
<http://www.time.com/time/magazine/article/0,9171,988159,00.html>. This article on Gandhi tells how “his philosophy of nonviolence and his passion for independence began a drive for freedom that doomed colonialism.”
- “The Time 100.” *Time Magazine*.
http://www.time.com/time/specials/2007/article/0,28804,1611030_1610841_1610333,00.html. This site gives information about Nelson Mandela and other notables from a special edition in 1998.
- “Zionism and Arab Nationalism.” *Two Peoples, One Land*. <http://seattletimes.nwsourc.com/news/nation-world/mideast/revolts/>. This site contains an article about the division of Israelis and Palestinians.

Session 1: Movements toward Independence from European Imperial Powers _____

Materials

- Map of the Indian subcontinent under British control
- Map of the Indian subcontinent after the 1947 partition
- Internet access
- A set of questions about the India-Pakistan crisis in the modern era, such as those found on the *BBC News World Edition* Web site at http://news.bbc.co.uk/1/hi/world/south_asia/353352.stm

Instructional Activities

1. Divide the class in half, one half representing the European imperial powers, the other half representing the European imperial possessions. Assign the following questions to the group representing the European imperial powers:

- Why do your countries want colonies?
- How does the possession of colonies affect the economy and military might of your countries?
- How did World War II affect the imperial strength of your countries? How would this question be answered by the victorious nations (Great Britain and France)? By the defeated nations (Germany and Italy)?
- How does the right to self-determination (guaranteed by the United Nations charter) affect European imperialism?

Assign the following questions to the group representing the European imperial possessions:

- Why do European imperial powers want control of your countries?
- How did European imperial powers affect your countries, both positively and negatively?
- How did World War II influence nationalism and the self-determination movements in your nations?
- How does the right to self-determination (guaranteed by the United Nations charter) further inspire nationalism and the independence movements in your countries?

Tell students they must recall information from the units on imperialism and World War II to answer the questions fully.

2. After groups have had time to answer their questions, review their responses as a class. Include the following in the discussion:
 - European Powers were weakened politically, economically, and militarily after World War II. Therefore, the governments of the European powers were unable and unwilling to hold on to colonies around the world.
 - Citizens of colonial possessions no longer wished to be governed by outsiders. Therefore, independence movements began.
3. Introduce the unit by explaining to the class that the peoples and nations of India, Africa, and the Middle East began to seek and win independence from the European powers and that their roads to independence were often bloody.
4. Direct the students to read the article on Mohandas Gandhi from the *Time Magazine* Web site <http://www.time.com/time/magazine/article/0,9171,988159,00.html> as background for class discussion during the next session. Explain that Mohandas Gandhi is sometimes referred to as *mahatma* (great soul).

Session 2: Mohandas Gandhi

Materials

- Attachment A: Notes on Indian Independence
- Video on Gandhi
- Teacher-prepared video-viewing guide (see p. 10)
- Web sites such as the following:
 - *Colonial India, Gandhi, and Eventual Independence*.
<http://www.wmich.edu/dialogues/themes/indiagandhi.html>
 - “Q&A: Kashmir dispute,” *BBC News World Edition*.
http://news.bbc.co.uk/1/hi/world/south_asia/353352.stm. Provides questions and answers regarding the history of the India-Pakistan conflict over Kashmir.
 - Rushdie, Salman. “Mohandas Gandhi.” *Time Magazine*.
<http://www.time.com/time/magazine/article/0,9171,988159,00.html>. This article on Gandhi tells how “his philosophy of nonviolence and his passion for independence began a drive for freedom that doomed colonialism.”

Instructional Activities

1. Distribute copies of Attachment A, and discuss the notes with students (see teacher notes below).
2. Distribute copies of the video-viewing guide, and go over it with the students. Then, show a video on Mohandas Gandhi that contains sections that reinforce the notes and other information taught in class, and have students use the video-viewing guide as they watch. Discuss the video as a class.
3. Assign a teacher-selected reading or other reinforcement activity. The assignment may include reading selections from the Web resources cited above.

Teacher Notes for Attachment A

Questions for discussion:

- What motives did Great Britain have for limiting the economic and political rights of Indians?
 - Answers may revolve around racism and Britain’s strategy of maintaining the inferiority of Indians so they would not resist working for the British companies.
- How might receiving an English education have helped the independence movement in India?
 - Have students think back to the Age of Enlightenment and its influence on America and France.
- How did this religion-based party system create tensions within India and affect the Indian push for self-rule?
 - Possible answer: Muslims and Hindus became so occupied with conflict against each other that they could not focus on the British colonization.
- How did this boycott influence the British government?
 - Possible answer: British government would be angered because British companies would lose money.
- Why did these acts of violence against Indians actually help the Indian independence movement?
 - Possible answer: The British people and the world would begin to turn against the British government in response to these acts of violence.
- What American would use these same tactics during the 1960s?
 - Dr. Martin Luther King, Jr.
- How far back did these tensions date?
 - To the 1200s, when the Delhi Sultanate was established in Northern India
- What new nations were created after partitioning?
 - Have students look at two maps of India—one before partitioning and one after.
- Why did the British government create new nations?
- From a geographical perspective, what were some potential troubles with this partitioning?

Session 3: The Independence Movement in Africa, part 1

Materials

- Internet access
- Map of postcolonial Africa
- Teacher’s outline, based on information from *Exploring Africa* at <http://exploringafrica.matrix.msu.edu/teachers/curriculum/>
- Web sites such as the following:
 - *Outline Maps: Education Place*. <http://www.eduplace.com/ss/maps/>
 - “Unit Two: Studying Africa through the Social Sciences; Module 7B: African History, the Era of Global Encroachment.” *Exploring Africa*. <http://exploringafrica.matrix.msu.edu/teachers/curriculum/m7b/>. This site presents an activity on “African Resistance, Nationalism, and Independence.”
 - “How to Write an Outline.” <http://www.lavc.cc.ca.us/Library/outline.htm>. This site offers tips on creating an outline.

Instructional Activities

1. Introduce the African independence movement activity by explaining why Europeans were not as willing to give up their colonies in Africa as they were those in Asia. Inform students that many independence movements took place in Africa after World War II. Some of these were peaceful transitions, while others involved violent resistance. Explain that by the end of this activity, students will understand the reasons for colonization by Europeans and resistance by African peoples. Explain that the students will be creating an outline of an Internet article on an African nation and its independence movement and then writing a newspaper article about it.
2. Have students go to the Web site listed above dealing with African independence movements. If students are uncertain about the steps used in creating an outline, explain the process by using the “How to Write and Outline” Web site listed above. Another option is to provide students with a skeleton outline and have them fill it in with appropriate information. Be sure to monitor to ensure that they are not wasting time by writing down too much information. Once students are finished, go over the outline, highlighting the reasons for colonization and reasons for the growing movements toward independence.
3. Instruct students to write a newspaper article about an African nation and its independence movement by using the second writing assignment on the Web page just outlined, selecting one of the following nations, including information on the accompanying aspects:
 - West Africa: Peaceful transition
 - Algeria: War of Independence from France
 - Kenya (Britain): Violent struggle under leadership of Jomo Kenyatta
 - South Africa: Black South Africans’ struggle against apartheid led by Nelson Mandela, who became the first black president of the Republic of South AfricaTell students that the articles must be concise and to the point and demonstrate correct mechanics, i.e., grammar, spelling, and punctuation. Selected students will present their articles at the next class.

Session 4: The Independence Movement in Africa, part 2

Materials

- Outline map of postcolonial Africa

Instructional Activities

1. Distribute copies of the outline map of postcolonial Africa. Have selected students present their newspaper articles from the previous session. During the presentations, have the rest of class
 - label on their maps each African nation discussed and its date of independence
 - color each African nation according to the nation from which it gained independence
 - label each African nation with either a “P” for peaceful movement or a “V” for violent movement
 - create a legend on the map.

As papers are presented, instruct students also to listen for and take notes on similarities among the independence movements.

2. Once student presentations are finished, go over the information students recorded, emphasizing similarities among the independence movements.

Session 5: The Middle East Mandate System

Materials

- Attachment B: Middle East Mandate System Notes
- Internet access
- Web site such as “Zionism and Arab nationalism.” *Two Peoples, One Land*.
<http://seattletimes.nwsourc.com/news/nation-world/mideast/revolts/>

Instructional Activities

1. Distribute Attachment B: Middle East Mandate System Notes, and go over them with students, asking the following questions to focus discussion:
 - What is the meaning of the phrase “To the victor go the spoils.”? What effect could that attitude have had on the Ottoman Empire?
 - Which two main European Powers wanted to gain more territory? Which of President Woodrow Wilson’s Fourteen Points contradicted this goal?
 - What kinds of religious conflicts could and did arise as a result of the mandate system?
2. To help students see how the aftermath of the Middle East mandate system still affects the world today, organize students to research the Palestinian question. Have students access the Web article on “Zionism and Arab nationalism” listed above. Divide them into groups, and assign each group one section of the article and accompanying timeline. Have each group read their section and create a short summary of the information in their own words. (This step is designed to help them rethink the meaning of information and paraphrase it.) Once groups are finished, have groups present their summaries to the class to outline the long story of the strife in the Middle East.
3. Hold a concluding activity to sum up the unit. Go back to Session 1, and ask the class the same assignment questions that they answered earlier. If their answers change, discuss why. Discuss the effects of independence movements on the world today.

Session 6: The Roles of Golda Meir and Gamal Abdul Nasser _____

Materials

(None)

Instructional Activities

1. Have students create a Venn diagram to compare and contrast Golda Meir and Gamal Abdul Nasser in the creation of nations in the Middle East. Make sure they include information about the following:
 - Golda Meir
 - Prime Minister of Israel
 - After initial setbacks, led Israel to victory in Yom Kippur War
 - Sought support of United States
 - Gamal Abdul Nasser
 - President of Egypt
 - Nationalized Suez Canal
 - Established relationship with Soviet Union
 - Built Aswan High Dam
2. Discuss the Venn diagram to verify completeness and correctness of information.

Session 7: Assessment

Materials

- Attachment C: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment C, and have students complete the assessment.

Attachment A: Notes on Indian Independence

British domination

- England began to influence India's economy in the 1700s.
- India was considered Great Britain's "Crown Jewel" by the 1800s.
- Britain improved India's infrastructure to better serve the people by providing better access to resources.
- Britain limited the economic and political rights of Indians.

Discussion questions: What motives did Great Britain have for limiting the economic and political rights of Indians?

Beginnings of the independence movements

- Many Indians received an English education and learned of nationalism and democracy.

Discussion questions: How might receiving an English education have helped the independence movement in India?

Creation of the Congress Party and the Muslim League

- Congress Party: A group of Hindu Indians who lobbied for Indian control of India.
- Muslim League: A group of Muslim Indians who lobbied for greater Muslim control of India.
- Creation of these two parties caused tensions within India.

Discussion questions: How did this religion-based party system create tensions within India? How did these tensions affect the Indian push for self-rule?

Mohandas Gandhi and His Leadership of the Indians in Their Struggle for Independence

- Educated in England; then worked for British government in South Africa
- Brought the idea of a free India to the common people
- Spread the ideas of civil disobedience and passive resistance
 - Understood that the Indian people could not defeat the British militarily
 - Urged Indians to boycott (refuse to buy) British goods and to avoid paying taxes, obeying unjust laws, and attending British courts
- British turned to violence by arresting and sometimes killing protestors.

Discussion questions: How did this boycott influence the British government? Why did these acts of violence against Indians actually help the Indian independence movement? What American would use these same tactics in the 1960s?

Increase of Hindu-Muslim Tensions

- Hindus wanted a majority control of India.
- Muslims wanted a separate Muslim state in Northwest India.
- Many riots broke out and left thousands dead and tens of thousands wounded.

Discussion questions: How far back did these tensions date?

Independence and Partitioning

- 1947: India was split into East and West Pakistan (Muslim-controlled) and India (Hindu-controlled). Tensions escalated when trainloads of religious refugees were killed trying to flee to lands controlled by their religious group.
- 1947: Great Britain turned the troubles over to the newly created United Nations because British citizens had lost interest in world conquest after World War II and because Britain was preoccupied with trying to rebuild after the destruction of World War II.
- 1947: The UN recognized Pakistan and India as independent nations.
- 1948: Gandhi was assassinated by a Hindu extremist.
- 1971: Pakistan split, and East Pakistan became Bangladesh.

Discussion questions: What new nations were created after partitioning? Why did the British government create new nations? What were some potential troubles with this partitioning from a geographical perspective?

Attachment B: Middle East Mandate System Notes

I. Ottoman Empire

- A. Since the 1400s, Islamic Ottomans dominated the area of Asia Minor and Southwest Asia (Middle East).
- B. For many years, different Islamic groups struggled for independence from the Ottomans, but rebellions were put down.
- C. During World War I, the Ottomans sided with the Central Powers (Germany and Austria-Hungary).

II. Creation of the mandate system

- A. The mandate system was created by the League of Nations to administer areas formerly ruled by the Central Powers before they were defeated in World War I.
- B. The two main powers to benefit most from the mandate system were France and Great Britain.
 - 1. French mandates in the Middle East
 - a. Syria
 - b. Lebanon
 - 2. British mandates in the Middle East
 - a. Jordan (originally Transjordan)
 - b. Palestine (a part became independent as the State of Israel)

III. Religious conflicts

- A. Christian nations controlling Islamic peoples
- B. Israeli Jews vs. Palestinian Muslims

Attachment C: Sample Assessment Items

An asterisk (*) indicates the correct answer.

<p>1. Which regional setting for Indian independence was formerly called Ceylon? A Pakistan B Afghanistan C Bangladesh D Sri Lanka*</p> <p>2. From the birth of Israel in 1948 to the end of the twentieth century, Israelis and Palestinians have struggled to resolve numerous issues. All of the following are examples of these issues EXCEPT A war reparations from Israel to Palestine.* B water rights. C sovereignty of Jerusalem. D plight of Palestinian refugees.</p> <p>3. Which country did NOT gain independence from Great Britain? A Kenya B Algeria* C Egypt D Israel</p> <p>4. Which country was a French mandate in the Middle East? A Iraq B Syria* C Libya D Turkey</p> <p>5. What method did Mohandas Gandhi advocate for Indians to use to gain independence from Great Britain? A Violent protests B Requesting assistance from the United States C Fighting a war D Civil disobedience*</p>	<p>6. India was a colony of A Great Britain.* B France. C Russia. D United States.</p> <p>7. The leader of the Indian independence movement was A Sun Yat-sen. B Mohandas Gandhi.* C Nelson Mandella. D David Livingston.</p> <p>8. In 1947 when India won its independence, Muslims were given A India. B East and West Pakistan.* C China. D Japan.</p> <p>9. All of the following events occurred in Africa due to imperialism EXCEPT A Africans lost their land. B Africans were forced to work the land for low wages. C Africans were forced to dress and act like Europeans. D Africans ruled themselves.*</p> <p>10. The time period in Japan when the emperor regained his power was called the A Japanese Modernization. B Opening of Japan. C Meiji Restoration.* D Bummei Kaika.</p>
---	---

ORGANIZING TOPIC

Major World Religions

Standard(s) of Learning _____

- WHII.15 The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by
- a) describing their beliefs, sacred writings, traditions, and customs;
 - b) locating the geographic distribution of religions in the contemporary world.

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. _____

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world to interpret the past. _____

Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. _____

Analyze trends in human migration and cultural interaction. _____

Content

Explain that five world religions have had a profound impact on culture and civilization. _____

Identify some characteristics of the five major world religions, using the following information as a guide:

- Judaism
 - Monotheism _____
 - Ten Commandments of moral and religious conduct _____
 - Torah: Written record and beliefs of the Jews _____
- Christianity
 - Monotheism _____
 - Jesus as Son of God _____
 - Life after death _____
 - New Testament: Life and teachings of Jesus _____
 - Establishment of Christian doctrines by early church councils _____
- Islam
 - Monotheism _____
 - Muhammad, the prophet _____
 - Qur'an (Koran) _____
 - Five Pillars of Islam _____
 - Mecca and Medina _____
- Buddhism
 - Founder: Siddhartha Gautama (Buddha) _____
 - Four Noble Truths _____
 - Eightfold Path to Enlightenment _____
 - Spread of Buddhism from India to China and other parts of Asia, resulting from Asoka's missionaries and their writings _____

- **Hinduism**
 - Many forms of one God
 - Reincarnation: Rebirth based upon karma
 - Karma: Knowledge that all thoughts and actions result in future consequences

Explain that the five major world religions are found worldwide, but their followers tend to be concentrated in certain geographic areas, as specified below:

- **Judaism:** Concentrated in Israel and North America
- **Christianity:** Concentrated in Europe and North and South America
- **Islam:** Concentrated in the Middle East, Africa, and Asia
- **Buddhism:** Concentrated in East and Southeast Asia
- **Hinduism:** Concentrated in India

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Boeree, C. George. "The History of Buddhism." Shippensburg University.

<http://www.ship.edu/~cgboeree/buddhahist.html>. This site contains a copyrighted article on the history of Buddha.

Internet Islamic History Sourcebook. <http://www.fordham.edu/halsall/islam/islamsbook.html>. This history sourcebook, housed at Fordham University in New York, provides information on the history of Islam.

"Judaism." *Jewish Virtual Library*. <http://www.us-israel.org/jsource/judaism.html>. This site, sponsored by The America-Israeli Cooperative Enterprise, provides information on the Jewish faith and a guided tour of the Holy Land.

"India Religion: Hinduism." *Indiaserver.com*. <http://religions.indiaserver.com/india-hinduism-religion.html>. This site provides information on Hinduism.

"What is Christianity?" *Rutgers University*. <http://geneva.rutgers.edu/src/christianity/>. This site provides information on Christianity.

"Your Guide to the World Religions." *BBC World Service*.

http://www.bbc.co.uk/worldservice/people/features/world_religions/index.shtml. This site gives information on many religions.

Session 1: Introduction to Judaism, Christianity, and Islam

Materials

- 5 x 8 inch index cards
- Rulers
- Colored pencils and/or markers
- Electronic presentation of the monotheistic religions chart (see below)
- Teacher-selected resources

Instructional Activities

1. Display three columns with the headings “Judaism,” “Christianity,” and “Islam.” Ask students to name any belief, term, person, or holiday they might know related to these religions, and write their responses under the appropriate headings.
2. Distribute index cards, rulers, and colored pencils and/or markers. Explain that each student will create a flash card containing basic information on these three major monotheistic world religions. Display the following chart for students to copy onto *both* sides of the card, filling the entire surface of each side. Direct students to use a different color for each religion. Discuss the meanings of the terms *doctrine* and *belief* and the differences between them.

THREE MAJOR MONOTHEISTIC WORLD RELIGIONS		
Judaism	Christianity	Islam
Sacred Book	Sacred Book	Sacred Book
Founder	Founder	Founder
Beliefs	Beliefs	Beliefs
Place Founded	Place Founded	Place Founded
Principal Locations Today	Principal Locations Today	Principal Locations Today

3. Help students complete the chart on one side of the card by asking students questions about each religion and having them write in the answers. Supplement discussion with teacher-selected resources.

THREE MAJOR MONOTHEISTIC WORLD RELIGIONS		
Judaism	Christianity	Islam
Sacred Book Torah	Sacred Book New Testament	Sacred Book Koran (Qur’an)
Founder Abraham	Founder Jesus of Nazareth	Founder Muhammad, the prophet
Beliefs Ten Commandments	Beliefs Life after death	Beliefs Five Pillars of Islam
Place Founded Land of Israel	Place Founded Bethlehem	Place Founded Mecca and Medina
Principal Locations Today Israel and North America	Principal Locations Today Europe, North and South America	Principal Locations Today Middle East, North Africa, and Asia

4. Have students save and use their flash card for future study.

Session 2: Investigation of Judaism and Christianity

Materials

- Video or other teacher-selected resource on the monotheistic religions of Judaism and Christianity
- Teacher-prepared video-viewing guide (see p. 10)
- Internet access (optional)

Instructional Activities

1. Review the three major monotheistic world religions, especially Judaism and Christianity. (Islam will be addressed in the next session.)
2. Distribute copies of the video-viewing guide, and go over it with the students. Then, show the selected video. Have students use the video-viewing guide while watching and immediately following the showing in order to summarize important points, make connections, and draw conclusions.
3. Have students research on the Internet a topic related to Judaism and/or Christianity (optional activity).
4. Assign a teacher-selected reading or other reinforcement activity.

Session 3: The Five Pillars of Islam

Materials

- Pictures of two types of pillars—a supporting post for a superstructure and a freestanding ornamental column supporting a statue (for example, the Jefferson Davis monument on Monument Ave. in Richmond)
- Attachment A: Five Pillars of Islam
- Colored pencils or markers
- Textbook and other instructional resources
- Teacher-selected resources that explain the Five Pillars of Islam

Instructional Activities

1. Display pictures of two types of pillars, and discuss the meanings of the word *pillar*:
 - a supporting post for a structure
 - a freestanding ornamental column supporting an object, such as a statue, for a monument
 - a supporting, integral, or upstanding member (“a pillar of society”)
 - a fundamental precept (“the Five Pillars of Islam”)Discuss the relationships among these four meanings.
2. Distribute copies of Attachment A, colored pencils or markers, and research resources. Have students use the textbook and/or other instructional resources to draw a picture in each box of the handout to represent one of the Five Pillars. Instruct them to leave room at the bottom of each box to add written notes.
3. As a class, discuss the Five Pillars. Instruct students to complete the Five Pillars chart by writing in each box the related information discussed.

Session 4: Introduction to Buddhism and Hinduism

Materials

- 5 x 8 inch index cards
- Rulers
- Colored pencils and/or markers
- Electronic presentation of the two world religions chart (see below)
- Teacher-selected resources

Instructional Activities

1. Display two columns with the headings “Buddhism” and “Hinduism.” Ask students to name any belief, term, person, or holiday they might know related to these religions, and write their responses under the appropriate headings.
2. Distribute index cards, rulers, and colored pencils and/or markers. Explain that each student will create a flash card containing basic information on these two major world religions. Display the following chart for students to copy onto *both* sides of the card, filling the entire surface of each side. Direct students to use a different color for each religion. Discuss the meanings of the terms *doctrine* and *belief* and the differences between them.

TWO MAJOR WORLD RELIGIONS	
Buddhism	Hinduism
Founder	Founder
Beliefs	Beliefs
Goal	Goal
Principal Locations Today	Principal Locations Today

3. Help students complete the chart on one side of the card by asking students questions about each religion and having them write in the answers. Supplement discussion with teacher-selected resources.

TWO MAJOR WORLD RELIGIONS	
Buddhism	Hinduism
Founder Siddhartha Gautama (Buddha)	Founder (not applicable)
Beliefs Four Noble Truths; Eightfold Path to Enlightenment	Beliefs Many forms of one God; Reincarnation: rebirth based upon karma; Karma: knowledge that all thoughts and actions result in future consequences
Goal Reach Nirvana (Enlightenment)	Goal Reincarnation: rebirth based upon karma
Principal Locations Today East Asia and Southeast Asia	Principal Locations Today India

4. Have students save and use their flash card for future study.

Session 5: Buddhist Beliefs and Leaders

Materials

- 8 x 11 inch white paper
- Rulers
- Colored pencils and/or markers
- Textbook and other instructional resources
- Teacher-selected resources containing information about Buddhist beliefs and leaders

Instructional Activities

1. Pass out paper, rulers, colored pencils and/or markers, and teacher-selected resources.
2. Instruct students to use their knowledge, the textbook, and other resources to create a colorful drawing that includes the following terms and people: Siddhartha Gautama (Buddha), Four Noble Truths, Eightfold Path to Enlightenment, Nirvana, and Asoka, labeling each one.
3. Assign a teacher-selected reading or other reinforcement activity.

Session 6: Mapping the Five Major World Religions

Materials

- Outline map of the world
- Colored pencils
- Textbook or other instructional resources

Instructional Activities

1. Distribute copies of an outline map of the world and colored pencils. Instruct students to develop, using the textbook and other instructional resources, a color-coded map reflecting the location of the five major world religions today: Judaism, Christianity, Islam, Buddhism, and Hinduism. Have students put the color code on the back in order to foster studying using a flash-card-like technique.
2. Have the students study this map in pairs until they have mastered it. Display the map, and have the class practice locating each world religion on it.
3. Assign a teacher-selected reading or other reinforcement activity.

Session 7: Assessment

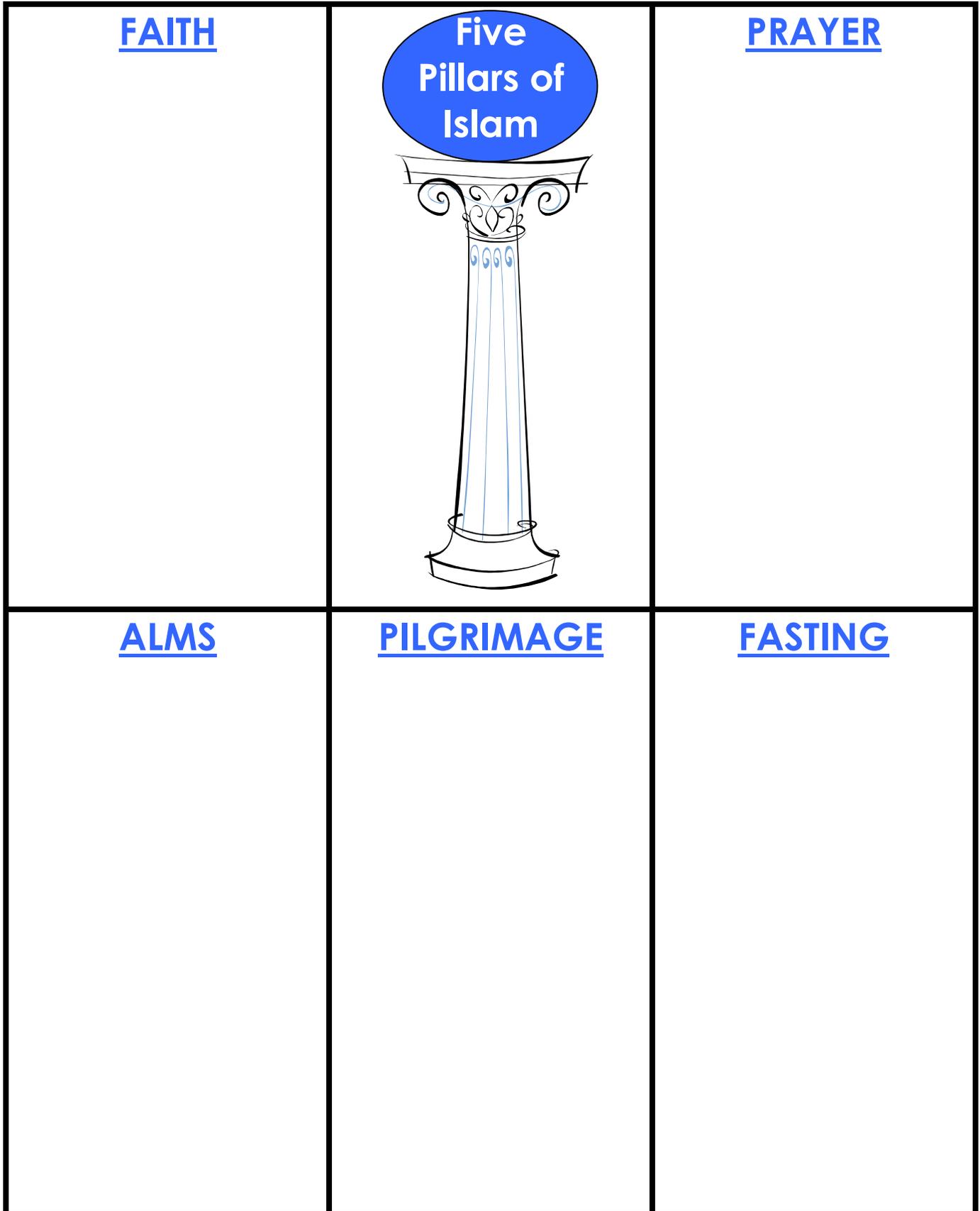
Materials

- Attachment B: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment B, and have students complete the assessment.

Attachment A: Five Pillars of Islam



Attachment B: Sample Assessment Items

An asterisk (*) indicates the correct answer.

<p>1. Christians believe that Jesus is A a great prophet like Moses. B the author of the New Testament. C the Son of God.* D a follower of Paul.</p> <p>2. The founder of Islam was A Muhammad.* B Jesus Christ. C Abraham. D Siddhartha Gautama.</p> <p>3. Which belief is associated with Islam? A Five Pillars* B Caste system C Reincarnation D Polytheism</p> <p>4. Which term means “belief in one God”? A Polytheism B Atheism C Monotheism* D Animism</p> <p>5. <i>Buddha</i> is a term that simply means A “religious person.” B “anointed one from God.” C “enlightened one.”* D “follower of God.”</p> <p>6. This Hindu belief can be defined as a “soul rebirth” or coming back to life as another human or other living creature. A Zoroastrianism B Karma C Jihad D Reincarnation*</p>	<p>7. In the early Christian church, Christian doctrine was established by A church councils.* B the Pope. C Paul. D Jesus Christ.</p> <p>8. The homeland of the Jews is A Egypt. B Israel.* C Afghanistan. D Saudi Arabia.</p> <p>9. Jewish people call their holy writings (sacred scriptures) the A Koran. B Vedas. C New Testament. D Torah.*</p> <p>10. The founder of Buddhism was A King Suddhodana. B Mahatma Gandhi. C Siddhartha Gautama.* D Asoka Gupta.</p> <p>11. The second holiest city of Islam is A Rome. B Mecca. C Medina.* D Jerusalem.</p>
--	--

ORGANIZING TOPIC

Conditions in Developed and Developing Nations

Standard(s) of Learning

- WHII.16 The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by
- a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies;
 - b) assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom;
 - c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements;
 - d) analyzing the increasing impact of terrorism.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world to interpret the past.

Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms.

Analyze trends in human migration and cultural interaction.

Content

Explain that both developed and developing nations face many challenges. These include migrations, ethnic and religious conflicts, and the impact of new technologies.

Describe some challenges faced by the contemporary world, using the following information as a guide:

- Migrations of refugees and others
 - Refugees as an issue in international conflicts
 - Migrations of “guest workers” to European cities
- Ethnic and religious conflicts
 - Middle East
 - Northern Ireland
 - Balkans
 - Horn of Africa
 - South Asia

Summarize the impact of new technologies, using the following information as a guide:

- Widespread but unequal access to computers and instantaneous communication
- Genetic engineering and bioethics

Explain that developed and developing nations are characterized by different levels of economic development, population characteristics, and social conditions.

Explain that economic development and the rapid growth of population are having an impact on the environment.

Explain that sound economic conditions contribute to a stable democracy, and political freedom helps foster economic development.

Explain contrasts between developed and developing nations, using the following information as a guide:

- Geographic locations of major developed and developing countries
- Economic conditions
- Social conditions (literacy, access to health care)
- Population size and rate of growth

Summarize the impact economic development and rapid population growth are having on the environment and society, using the following information as a guide:

- Environmental challenges
 - Pollution
 - Loss of habitat
 - Global climate change
- Social challenges
 - Poverty
 - Poor health
 - Illiteracy
 - Famine
 - Migration

Explain the links between economic and political freedom, using the following information as a guide:

- Free market economies produce rising standards of living and an expanding middle class, which produces growing demands for political freedoms and individual rights. Recent examples include Taiwan and South Korea.

Explain that the countries of the world are increasingly dependent on each other for raw materials markets and financial resources, although there is still a difference between the developed and developing nations.

Explain how economic interdependence is changing the world, using the following information as a guide:

- Role of rapid transportation, communication, and computer networks
- Rise and influence of multinational corporations
- Changing role of international boundaries
- Regional integration, e.g., European Union
- Trade agreements, e.g., North American Free Trade Agreement (NAFTA), World Trade Organization (WTO)
- International organizations, e.g., United Nations (UN), International Monetary Fund (IMF)

Explain that both developed and developing nations of the world have problems that are brought about by inequities in their social, cultural, and economic systems.

Explain that some individuals choose to deal with these unequal conditions through the use of terrorist activities.

Define *terrorism* as the use of violence and threats to intimidate and coerce for political reasons.

Explain that a major cause of terrorism is religious extremism.

Point out some examples of international terrorism in the contemporary world that have impacted developed and developing nations, including the following:

- Munich Olympics attacks

- Terrorist attacks in the United States (e.g., 9/11/2001) motivated by extremism (Osama Bin Laden)
- Car bombings
- Suicide bombings
- Airline hijackings

Explain governmental responses to terrorist activities, including the following:

- Surveillance
- Review of privacy rights
- Security screenings at ports and airports
- Identification badges and photos

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Center for Reduction of Religious-Based Conflict.

<http://aps.naples.net/community/NFNWebpages/storyboard.cfm?StoryBoardNum=142&PageNum=1> This site presents a history of religious conflicts throughout the world.

The European Union: A Guide for Americans. <http://www.eurunion.org/infores/euguide/euguide.htm>. This site contains a comprehensive guide to the European Union.

Genderside Watch. <http://gendercide.org>. Although this site focuses on “acts of gender-selective mass killing around the world,” its also contains links to the broader topic of genocide.

Human Rights Watch. <http://www.hrw.org/en/category/topic/refugees>. This site includes the who, what, when, where, and why of dealing with refugees.

International Monetary Fund. <http://www.imf.org>. This site provides information about the purposes, members, and activities of the International Monetary Fund.

The Mideast: A Century of Conflict. National Public Radio.

<http://www.npr.org/news/specials/mideast/history/index.html>. This site presents links related to the history of the Arab-Israeli conflict.

“North American Free Trade Agreement (NAFTA).” *SICE :: Foreign Trade Information System.*

<http://www.sice.oas.org/trade/nafta/naftatce.asp>. This site provides links to the text of NAFTA.

Outline Maps: Education Place. Houghton Mifflin Harcourt Company. <http://www.eduplace.com/ss/maps/>. This site provides outline maps that may be printed and used in the classroom.

The World Factbook 2008. Central Intelligence Agency. <https://www.cia.gov/library/publications/the-world-factbook/index.html>. This site provides detailed, current information about all countries in the world.

World Trade Organization. <http://www.wto.org>. This site provides information about the purposes, members, and activities of the World Trade Organization.

Session 1: Developed and Developing Nations

Materials

- Internet access
- Attachment A: Notes on Developed vs. Developing Nations
- Political map of the world
- Teacher-prepared map to show locations of developed and developing nations
- Colored pencils
- Web sites such as the following:
 - *Outline Maps: Education Place*. <http://www.eduplace.com/ss/maps/>
 - “The World Factbook 2008.” *Central Intelligence Agency*. <https://www.cia.gov/library/publications/the-world-factbook/index.html>

Instructional Activities

1. Begin with a brainstorming activity. Use technology to display the list of terms shown below. Ask students to make two columns on their paper: one labeled “I Know What This Means” and the other labeled “I Need to Learn About This.” Then, direct students to write each term in the appropriate column.
 - refugee
 - guest worker
 - bioethics
 - developing nation
 - pollution
 - loss of habitat
 - ozone depletion
 - poverty
 - illiteracy
 - famine
 - migration
 - free market economy
 - standard of living
 - political freedom
 - multinational corporation
 - international interdependence

Go over the terms with the class. Direct students to write the meanings of the terms they did not know and to fill in any previously unknown facts about the familiar terms.
2. Instruct students to respond in writing to the question, “Why does the United States have one of the highest standards of living compared to the other countries in the world?”
3. Review the students’ answers. Discussion should lead students to the conclusion that the United States is a highly developed nation.
4. Distribute a copy of Attachment A, and discuss each note. If this cannot be completed in one session, spread it out over several.

Session 2: Economic Development of Nations

Materials

- Attachment B: Economic Development Chart
- Outline map of the world
- Colored pencils or markers
- Internet resources such as *The World Factbook*. Central Intelligence Agency.
<https://www.cia.gov/library/publications/the-world-factbook/index.html>

Instructional Activities

1. Distribute copies of Attachment B, and instruct students to complete it by researching the requested information about each country listed. Encourage them to use *The World Factbook*, (Web site listed above).
2. Distribute copies of an outline map of the world and colored pencils or markers, and instruct students to identify the listed countries on the map, color coding them based on whether they are developed, developing, or undeveloped and annotating them with the information from the filled-in chart.
3. Instruct students to prepare a summary of the information found on each country.

Session 3: Factors Affecting Economic Development

Materials

- World Political Map of Developed and Developing Nations
- Student color-coded maps of the world completed in the previous session

Instructional Activities

1. Display the World Political Map of Developed and Developing Nations, and have the students check their maps for accuracy.
2. Conduct a class discussion on why nations have different levels of economic development. Begin with the basic question, “What parts of the world are most developed?” Then, ask students to think back to past lessons to answer the questions below:
 - Why is Western Europe more developed than Eastern Europe? (Possible responses include, “Communism failed in Eastern Europe.” “Industrial Revolution began in Western Europe.”)
 - Why is Western Europe more developed than Africa and India? (Possible responses include, “Imperialism and colonization of Africa and India limited their development.”)
 - What factors over the past 60 years have made the United States the most developed nation in the world? Possible responses include “capitalism,” “growth after World War II,” “role in the Cold War.”)
 - What common characteristics do all developed nations share?
 - What common characteristics do all developing nations share?
 - Which type of government and which type of economy go with political freedom?

Sessions 4 and 5: World Population Forum

Materials

- Internet access
- Attachment C: World Population Forum
- Web sites such as the following:
 - *The Mideast: A Century of Conflict*. <http://www.npr.org/news/specials/mideast/history/index.html>. History of the Arab-Israeli conflict.
 - *Center for Reduction of Religious-Based Conflict*. <http://aps.naples.net/community/NFNWebpages/storyboard.cfm?StoryBoardNum=142&PageNum=1>. History of religious conflicts throughout the world.
 - *Genside Watch*. <http://gencide.org>. Genocides in history.
 - *Human Rights Watch*. <http://www.hrw.org/en/category/topic/refugees>. The who, what, when, where, and why of dealing with refugees.

Instructional Activities

1. Have students brainstorm possible problems caused by overpopulation. Display their responses.
2. Explain to students that they will participate in a “World Population Forum” activity in which the whole class will act as a forum whose purpose is to examine and debate the troubles created by the world’s ever increasing population and to make recommendations concerning world population issues. Small “think tanks” (groups) will research issues to be presented to the forum for debate and recommendations.
3. Distribute copies of Attachment C. Put students into think tank groups, and assign each think tank a particular country to research. Have groups gather data on how their country is dealing with the six problem areas listed on the handout. This should be done by researching current events in that country. (Alternatively, you may choose to have each group research one of the six problem areas as it is manifest across the world. If this process is used, each think tank will gather data on their assigned problem area from multiple countries.)
4. After groups have researched the problem areas in their assigned countries, have each think tank discuss the situation in their country in order to come up with some possible solutions to the problems.
5. Have the think tanks report their findings to the World Population Forum. After all reports have been given, have the forum discuss the problems, one by one, and recommend possible solutions.

Session 6: Economic Interdependence

Materials

- Internet access
- Attachment D: Economic Interdependence
- Web sites such as the following:
 - “North American Free Trade Agreement (NAFTA).” *SICE :: Foreign Trade Information System*. <http://www.sice.oas.org/trade/nafta/naftatce.asp>
 - *World Trade Organization*. <http://www.wto.org>
 - *International Monetary Fund*. <http://www.imf.org>
 - *The European Union: A Guide for Americans*. <http://www.eurunion.org/infores/euguide/euguide.htm>

Instructional Activities

1. Instruct students to write a definition for each of the following terms:
 - economy
 - interdependence
 - economic interdependence
 - multinational corporation
 - tradeDiscuss each term, and create a class definition for each one.
2. Review the previous sessions of this unit by asking what is needed to improve conditions in developing nations. Answers should revolve around the economies, industries, and trade of these nations.
3. Review the differences between developed and developing nations in terms of transportation, communications, and computer networks. Discuss the reasons that developed countries (particularly the United States) are so advanced.
4. Conduct the following activity on globalization of the world’s economy:
 - Distribute Attachment D.
 - Explain that one way for developing nations to achieve a higher economic level is to participate in and receive help from the global community. With help from other nations, solutions to some of the problems that developing nations encounter can be found.
 - Direct students to use the Web sites listed on the attachment to answer the questions.
 - Discuss the information gathered by students, including the following questions:
 - In what ways can the world community help less developed countries?
 - In what ways can regional integration (e.g., EU, ASEAN) help the economies of nations?
 - How can companies (e.g., multinational corporations) in developed nations help the economies of developing nations?

Session 7: The Impact of Terrorism

Materials

- Internet access
- Attachment E: Examples of International Terrorism
- Attachment F: International Terrorism Data Questions and Activities
- Attachment G: International Terrorism Data Charts
- Attachment H: Web Quest on Terrorism in the Modern Era

Instructional Activities

1. Explain that both developed and developing nations of the world have problems brought about by inequities in their social, cultural, and economic systems.
 - Some individuals choose to deal with these unequal conditions through the use of terrorist activities.
 - Terrorism is the use of violence and threats to intimidate and coerce for political reasons.
 - A major cause of terrorism is religious extremism.
 - Methods of terrorism include
 - car bombing—e.g., Oklahoma City
 - suicide bombing—e.g., Iraq
 - airline hijacking—e.g., 9/11.
2. Ask students to give examples of international terrorism in the world today that have impacted developed and developing nations.
3. Display Attachment E, and review it with the class.
4. Distribute copies of Attachments F and G, and have students answer the questions based on data in the charts. (NOTE: If the data in the charts at Attachment G are obviously out of date, see *Johnston's Archive: Terrorism, Counterterrorism, and Unconventional*, "List of worst terrorist acts worldwide," compiled by Wm. Robert Johnston, at <http://www.johnstonsarchive.net/terrorism> for recent data.)
5. Provide students with notes about various responses by the United States and other nations to terrorist activities:
 - Increased surveillance
 - Limitations on privacy rights
 - The U.S.A. PATRIOT (Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism) Act: Preserving Life and Liberty
 - Greater security at ports and airports
 - Greater use of identification badges and photo IDs
 - New requirements for passports
 - Diplomatic and military initiatives
 - War in Afghanistan
 - "War on Terrorism"
 - War in Iraq
 - Prior to the war, the governments of the United States, the United Kingdom, and Spain claimed that Iraq's alleged possession of weapons of mass destruction (WMD) posed an imminent threat to their security and that of their coalition allies.
 - United Nations weapons inspectors found no evidence of WMDs.
6. Distribute copies of Attachment H, and have students perform the Web Quest as directed to find the answers to the questions.

Session 8: Assessment

Materials

- Attachment I: Sample Assessment Items

Instructional Activities

1. Distribute copies of Attachment I, and have students complete the assessment.

Attachment A: Notes on Developed vs. Developing Nations

- I. Industrial hierarchy
 - A. Primary industries
 - 1. Make direct use of natural resources
 - 2. Ex: mining, farming, logging
 - B. Secondary industries
 - 1. Take goods from primary industries and turn them into consumer goods
 - 2. Ex: dairy, clothing, furniture
 - C. Tertiary industries
 - 1. Provide services to primary and secondary industries, communities, and individuals
 - 2. Ex: plumbers, truckers, bakers, banking
 - D. Quaternary industries
 - 1. Composed of professionals who provide specialized skills
 - 2. Ex: information research, management, administration
- II. Economic development
 - A. Gross National Product (GNP): Total value of goods and services produced by a country both within and outside of the country
 - B. Gross Domestic Product (GDP): Total value of goods and services produced only within a country's borders
 - C. Per Capita GDP: GDP divided by total number of citizens
- III. Developed nations
 - A. All industrial levels, especially tertiary and quaternary
 - B. Characteristics
 - 1. High literacy rate: 80 percent and higher
 - 2. High per capita GDP: \$16,000 and more
 - 3. Life expectancy: 74 years and more
 - 4. Good health care
 - 5. Strong infrastructure
 - 6. Rapid telecommunications
 - 7. Strong education system
 - 8. More urban than rural population
 - 9. Low population growth
 - 10. Low birth rate, infant mortality rate, and death rate
 - C. Government and economic systems
 - 1. Free enterprise
 - 2. Democracy
 - 3. Stability
- IV. Developing nations
 - A. Mainly primary and secondary industries
 - B. Characteristics: Lower than those listed for developed nations, but improving
 - 1. Literacy rate: 60–80 percent
 - 2. Per capita GDP: \$1,001–\$15,999
 - 3. Life expectancy: 55–73 years
 - C. Government and economic systems
 - 1. Command economy
 - 2. Communism
 - 3. Unstable military and/or dictatorial government
- V. Undeveloped nations
 - A. Only primary industries
 - B. Characteristics: Lowest than those listed for developing nations; may or may not be improving
 - 1. Literacy rate: less than 50 percent
 - 2. Per capita GDP: less than \$1,000
 - 3. Life expectancy: less than 55 years

Attachment B: Economic Development Chart

1. Go to *The World Factbook* Web site at <https://www.cia.gov/library/publications/the-world-factbook/index.html>.
2. Look up information on the countries listed in the table below, and write it in the appropriate boxes.
3. Determine the economic development level of each country, that is, whether each country is developed, developing, or undeveloped.

For “Labor force %,” find out which economic activity involves the greatest percentage of the workforce.

Country	Per capita GDP	Literacy rate	Rural/urban ratio	Life expectancy	Infant mortality rate	Population growth rate	Labor force %	Type of government	Economic development level
United States				M: F:					
Brazil				M: F:					
Iran				M: F:					
Chad				M: F:					
Great Britain				M: F:					
Togo				M: F:					
Mexico				M: F:					
Taiwan				M: F:					
South Korea				M: F:					

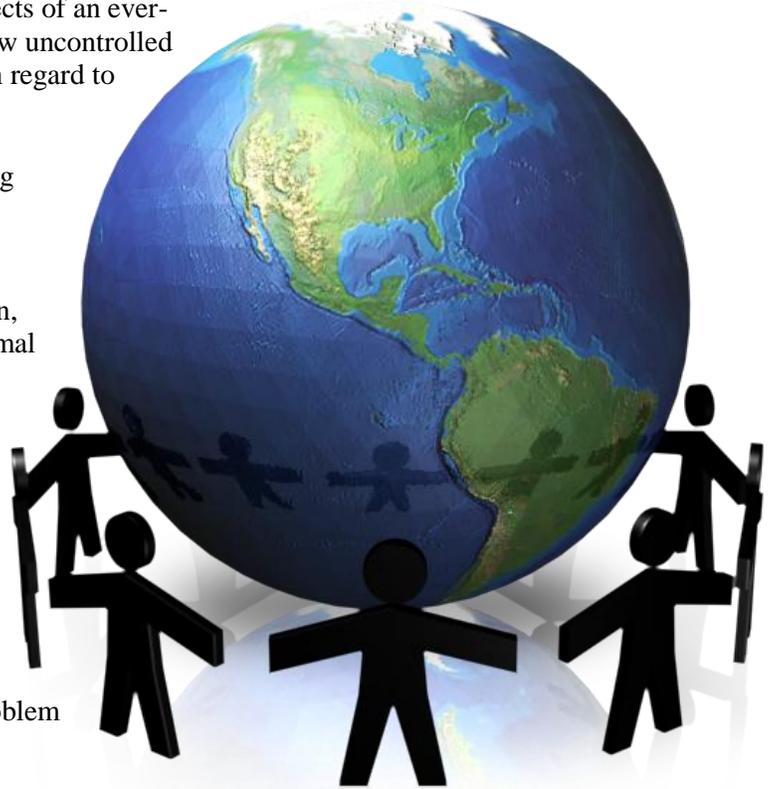
Attachment C: World Population Forum

Objective

You are a member of the World Population Forum, which is dealing with the rapid population growth of the world. You and the other members of the forum will discuss the problems that the world will face later in your life because of uncontrolled population growth.

Process

1. Your think tank will discuss the possible effects of an ever-growing population. You should consider how uncontrolled population growth will affect your country in regard to the following six problem areas:
 - Increasing competition for food supply, including both the agricultural and fishing industries
 - Increasing competition for land use, including ways the land will be changed
 - Environmental issues, including pollution, deforestation, and adverse effects on animal life
 - Depletion of natural resources
 - Increasing civil unrest
 - Increasing migration and refugees
2. Your think tank will explore ways to curb rapid population growth and formulate some recommendations.
3. Your think tank will share ideas with the rest of the forum participants and recommend what can be done about each problem area.



Attachment D: Economic Interdependence

Name: _____ Date: _____

Using the Web sites listed, answer the questions for each of the following trade organizations or agreements:

North American Free Trade Agreement (NAFTA), <http://www.sice.oas.org/trade/nafta/naftatce.asp>

1. What is NAFTA?
2. What is its purpose?
3. What are some positive and negative effects of NAFTA?

World Trade Organization (WTO), <http://www.wto.org>

1. What is the WTO?
2. What is its purpose?
3. What are some examples of how this organization has helped nations?

International Monetary Fund (IMF), <http://www.imf.org>

1. What is the IMF?
2. What is its purpose?
3. What are some examples of how this organization has helped nations?

European Union (EU), <http://www.eurunion.org/infores/euguide/euguide.htm>

1. What is the EU?
2. What is its purpose?
3. How is this organization designed to help the economies of the member nations?

**Association of South East Asian Nations; Organization of American States; or
Organization of African Unity**

Select one of these organizations to research, using an Internet search engine such as Google or Yahoo.

1. What is this union?
2. What is its purpose?
3. How is this organization designed to help the economies of the member nations?

Attachment E: Examples of International Terrorism



Munich Olympics Massacre	
Location	Munich, West Germany
Date	September 5–6, 1972
Deaths	17
Perpetrator(s)	Black September



One of the masked terrorists looking over the balcony of the Israeli team quarters. This is the most widely-recognized, iconic photo of the event.

The Munich massacre occurred during the 1972 Summer Olympics in Munich, West Germany, when members of the Israeli Olympic team were taken hostage and eventually murdered by Black September, a militant group with ties to Yasser Arafat’s Fatah organization in Palestine. By the end of the ordeal, the terrorist group had killed eleven Israeli athletes and coaches and one German police officer. Five of the eight members of Black September were killed by police officers during an abortive rescue attempt. The three surviving terrorists were captured but were later released by West Germany following the hijacking by Black September of a Lufthansa airliner, a release that led to speculation that West Germany helped stage the hijacking. Israel responded to the massacre with a series of air strikes and assassinations of those suspected of planning the massacre.

September 11, 2001 Attacks	
Location	New York City; Arlington, VA; Shanksville, PA
Date	Tuesday, September 11, 2001
Attack type	Aircraft hijacking, Mass murder, Suicide attack
Deaths	2,750 (excluding the 19 hijackers)
Injured	More than 6,000
Perpetrator(s)	al-Qaeda, led by Osama bin Laden



The 9/11 attacks were a set of coordinated suicide attacks by al-Qaeda upon the United States. That morning, 19 Islamist terrorists affiliated with al-Qaeda hijacked four commercial passenger planes. The hijackers purposely crashed two of the airliners into the Twin Towers of the World Trade Center in NYC, killing everyone on board and many others who were in the buildings. Both buildings collapsed within two hours, damaging and destroying other nearby buildings. The hijackers crashed a third plane into the Pentagon in Arlington, Virginia. The fourth plane crashed into a field near Shanksville, Pennsylvania, after some of its passengers and flight crew attempted to retake control of the plane. There were no survivors from any of the flights. Excluding the 19 hijackers, 2,750 people died in the attacks. The overwhelming majority of casualties were civilians, including nationals of more than 90 different countries.



Some American stock exchanges stayed closed for the rest of the week and posted enormous losses upon reopening, especially in the airline and insurance industries. The destruction of billions of dollars worth of office space caused the economy of Lower Manhattan to grind to a halt.

The damage to the Pentagon was repaired within a year, and the Pentagon Memorial was built on the site. The rebuilding process has started on the World Trade Center site. In 2006, a new office tower was completed on the site of 7 World Trade Center. The Freedom Tower is currently under construction at the site, and at 1,776 ft. (541 m) upon completion in 2013, it will become one of the tallest buildings in North America. Three more towers are expected to be built on the site.

Attachment F: International Terrorism Data Questions and Activities _____

Name: _____ Date: _____

Answer the following questions about the attacks, using data from the charts:

Chart 1: Deadliest terrorist strikes in the United States

1. What was the deadliest attack in the U.S.? How many people died? How many people were injured?
2. What happened April 19, 1995?
3. When was the first attack on the World Trade Center?

Chart 2: Deadliest terrorist strikes worldwide

4. What was the deadliest attack in the world?
5. What methods of attack seem to be the most deadly?

Chart 3: Significant terrorist acts using unconventional weapons

6. What attack had the most injuries?

General questions, using all charts

7. How many terrorist attacks have there been in Iraq since 2003? Why do you think there are so many?
8. Circle the most common method of attack? truck/car bomb; suicide bomb; poison; plane hijacking
9. What is the most common target?
10. Select 10 terrorist attacks from the charts to put in order on a timeline. On the back of your timeline, write a paragraph to describe each event.

Extension activities

1. Choose one of the major attacks on the charts to research and create a report, poster, or presentation about it. Include the following:
 - Name given to the attack (if any)
 - Date
 - Place
 - Terrorist group responsible (if known or suspected)
 - Description of attack
 - Fatalities and injuries
 - Impacts, including changes in law or policy, memorials, social impacts
 - At least four pictures
 - A bibliography
2. Create a map of terrorist activity since 1970, using the charts and research.
 - Include at least one attack from the following regions: North America, Latin America, Europe, Middle East, Asia, Africa, and Australia.
 - Include at least 20 attacks on your map.
 - Include date and place of attack on map or key.

Attachment G: International Terrorism Data Charts**Deadliest terrorist strikes in the United States**

Date	Attack and Location	Fatalities	Injuries
11 Sep 2001	Crashing of hijacked planes into World Trade Center in New York City, the Pentagon in Alexandria, VA, and a site in Pennsylvania	2,750	6,000+
19 Apr 1995	Truck bombing of federal building in Oklahoma City, Oklahoma	169	675
29 Dec 1975	Bombing at airport in New York City	11	75
26 Feb 1993	Truck bombing of World Trade Center in New York City	6	1,040

Deadliest terrorist strikes worldwide*

Date	Attack and Location	Fatalities	Injuries
11 Sep 2001	Crashing of hijacked planes into World Trade Center in New York City, the Pentagon in Alexandria, VA, and a site in Pennsylvania	2,750	6,000+
14 Aug 2007	Multiple car bombings in Al-Qataniyah and Al-Adnaniyah, Iraq	520	1,500
20 Aug 1978	Arson of theater in Abadan, Iran	477	?
1–3 Sep 2004	Hostage-taking at school in Beslan, Russia (includes 30 terrorists killed)	366	747
23 Jun 1985	Midair bombing of Air India flight off Ireland and attempted bombing of second flight in Canada	331	4
12 Mar 1993	Fifteen bombings in Bombay, India	317	1,400
8 Aug 1998	Truck bombings of U.S. embassies in Nairobi, Kenya, and Dar es Saalam, Tanzania	303	4,954
23 Oct 1983	Truck bombings of U.S. Marine and French barracks, Beirut, Lebanon	301	161
21 Dec 1988	Midair bombing of Pan Am flight over Lockerbie, Scotland	270	12
20 Nov– 5 Dec 1979	Hostage-taking at Grand Mosque in Mecca, Saudi Arabia (includes 87 terrorists killed)	240	600
12 Oct 2002	Car bombing outside nightclub in Kuta, Indonesia	202	350
23 Nov 2006	Multiple car bombings in Baghdad, Iraq	202	250

*Attacks resulting in at least 100 fatalities. Some sources do not consider all of these attacks to be terrorist attacks.

From *Johnston's Archive: Terrorism, Counterterrorism, and Unconventional*. "List of worst terrorist acts worldwide," compiled by Wm. Robert Johnston. <http://www.johnstonsarchive.net/terrorism/wrjp255i.html>.

Attachment G: International Terrorism Data Charts, continued**Significant terrorist acts using unconventional weapons**

Date	Attack and Location	Fatalities	Injuries
6 Apr 2007	Suicide bombing with truck carrying chlorine tanks in Ramadi, Iraq	35	50
6 Sep 1987	Water poisoning with pesticide at constabulary in Zamboanga City, Philippines	19	140
21 Jan 1994	Attack with chemical grenades on village of Ormancik, Turkey	16	?
20 Mar 1995	Sarin nerve gas attack in subway in Tokyo, Japan	12	5,511
20 Feb 2007	Bombing of chlorine tanker truck in Taji, Iraq	9	150
16 Mar 2007	Two suicide bombings using trucks carrying chlorine tanks in Falluja, Iraq	8	350
27 Jun 1994	Nerve gas attack in Matsumoto, Japan	7	270
21 Feb 2007	Explosion of car bomb carrying chlorine tanks in Baghdad, Iraq	6	73
9 Oct 2001	Anthrax-laced letters mailed to Washington, DC	4	7
18 Sep 2001	Anthrax-laced letters mailed to West Palm Beach, Florida, and New York City	1	10
9–19 Sep 1984	Salmonella poisoning in restaurants in The Dalles, Oregon, U.S.A.	0	751
19 Apr 1995	Tear gas attack in Yokohama, Japan	0	272
5 Sep 1972	Terrorists take eleven Israeli athletes hostage at the 1972 Olympics in Munich, Germany. Nine hostages and one policeman are killed, as well as four of the five terrorists.	15	

Terrorist attacks producing high numbers of nonfatal injuries*

Date	Attack and Location	Fatalities	Injuries
11 Sep 2001	Crashing of hijacked planes into World Trade Center in New York City, the Pentagon in Alexandria, VA, and a rural site in Pennsylvania	2,750	6,000+
20 Mar 1995	Sarin nerve gas attack in subway in Tokyo, Japan	12	5,511
8 Aug 1998	Truck bombings of U.S. embassies in Nairobi, Kenya, and Dar es Saalam, Tanzania	303	4,954
11 Mar 2004	Bombings of four trains in Madrid, Spain	191	1,876
14 Aug 2007	Multiple car bombings in Al-Qataniyah and Al-Adnaniyah, Iraq	520	1,500
12 Mar 1993	Fifteen bombings in Bombay, India	317	1,400
31 Jan 1996	Suicide truck bombing of bank in Colombo, Sri Lanka	91	1,400
26 Feb 1993	Truck bombing in garage of World Trade Center, New York City, U.S.A.	6	1,040

*This incomplete listing includes only attacks resulting in 300 or more injuries apart from fatalities. These figures are not as consistently defined by reporting authorities.

From *Johnston's Archive: Terrorism, Counterterrorism, and Unconventional*. "List of worst terrorist acts worldwide," compiled by Wm. Robert Johnston. <http://www.johnstonsarchive.net/terrorism/wrjp255i.html>.

Attachment H: Web Quest on Terrorism in the Modern Era

Follow the directions to find the answers to the questions below. *Be careful* as you type URLs! You must read and follow directions *carefully* to advance through the Web quest.

1. Go to <http://www.terrorism-research.com/incidents/>.
 - What are at least two common types of terrorism?
 - On the Navigation list at left, click “Goals & Motivation.” Examine the list “The Intent of Terrorist Groups.” What are five major intentions of terrorists?
2. Go to http://www.olympic.org/uk/games/past/innovations_uk.asp?OLGT=1&OLGY=1972.
 - What terrorist event happened on September 5, 1972, at the Munich Olympic Games?
 - What did the terrorists want?
3. Go to http://www.pbs.org/newshour/extra/teachers/lessonplans/terrorism/terrorism_munich.html.
 - What event does the article claim is the “conception of terrorism” in the world today?
 - What terrorist group was responsible for the hostage crises?
 - What did the terrorist group want?
4. Go to http://encarta.msn.com/encyclopedia_761564344_2/terrorism.html.
 - What are at least three causes of terrorism?
 - What were three terrorist groups of the 1960s and 1970s?
5. Go to <http://library.thinkquest.org/07aug/01565/incr%20terror%20att.html>.
 - Why are terrorist attacks more deadly in the modern era?
 - What three areas of the United States were especially impacted by the September 11 attacks?
 - How many men were associated with the September 11 attacks? Where did they mainly come from?
 - With what terrorist group were the September 11 terrorists associated?
6. Go to <http://www.cfr.org/publication/9126/>.
 - According to the Introduction, what is the most serious threat to U.S. security?
 - Who leads the terrorist group al-Qaeda?
 - Where did al-Qaeda seek refuge after the September 11 attacks?
 - In the “Related Materials” column, click “Profile: Al-Qaeda in Iraq (a.k.a. al-Qaeda in Mesopotamia).” Then, click “Origins.”
 - Who established Al-Qaeda in Iraq?
 - How are the Al-Qaeda in Iraq related to the Al Qaeda who planned the September 11 attacks?
7. Go to www.google.com. In the Google toolbar, find the “more” pull down bar and choose “Book.” In the search bar, type “Oklahoma City bombing”. Choose the first book on the list, _____ by Geraldine Giordano. Read pages 33 and 34, and summarize in your own words what happened.
8. Use an Internet search engine such as Google or Yahoo to research and answer the following questions:
 - What does “USA PATRIOT” stand for?
 - What are three ways the USA PATRIOT Act helps counter terrorism?
 - What are three “myths” about the PATRIOT Act?
 - What are three “facts” about the PATRIOT Act?
 - What concerns does the ACLU have about the PATRIOT Act?
 - Having read both sides of the PATRIOT Act debate, what do you think about it?
9. Go to <http://www.pbs.org/weta/crossroads/index.html>. Click “See More” on the dialogue box labeled “Interactive Timeline.” On the selection bar at the top of the dialogue box, click the yellow “WAR ON TERRORISM” to see the major events on timeline.
 - What happened in Iran in 1979?
 - What are three terrorist events since 2001?
 - What happened on July 7, 2005?
 - Click on “OVERVIEW” under the yellow “WAR ON TERRORISM” bar, and write down three facts from it.

Attachment I: Sample Assessment Items

Instruct students to complete one of the following assessment items:

1. Prepare an oral or written report reflecting the current refugee status in the world. Include where the refugees are coming from and what situations exist in those areas to drive the refugees out. Include a chart that reflects the refugee numbers in the countries receiving the refugees.
2. Prepare an oral or written report explaining the status of “guest workers” in Europe. The report should include how the host countries accept the “guest workers.”
3. Prepare an oral or written report on an ethnic or religious conflict currently in the news. The report should include a map illustrating the location of the conflict, an explanation of the groups involved, an explanation of the cause of the conflict, and an explanation of the current status of the conflict (i.e., whether it is just beginning or almost over).
4. Prepare an oral or written report on the current status of Internet access worldwide. The report should include a chart indicating the number of computers per capita by nations.
5. Prepare an oral or written report on current medical research. The report should indicate expected benefits of the research, support and/or opposition to the research, including the reasons for differing opinions, and the cost of the research.
6. Prepare an oral or written report on the current status of global warming. The report should include charts indicating world pollution status and ozone depletion, together with information on areas of the world that may become uninhabitable due to pollution.
7. Prepare an oral or written report, with accompanying charts, reflecting areas of the world currently experiencing famine, extreme poverty, and high illiteracy.
8. Prepare an oral or written report that reflects boundary changes in Europe or Asia in the past 50 years. The report should include whether the boundary changes were the result of conflict and, if so, what groups were involved in the conflict, the cause of the conflict, and the final outcome. Also, explain whether or not the conflict is ongoing or whether the boundary changes resolved the issue.
9. Prepare an oral or written report or project on a topic selected by the student and approved by the teacher.