

ALCOSS: 9WH.1 (9.1 in 2004 COS, p. 64)
 Describe developments in Italy and Northern Europe during the Renaissance period with respect to humanism, arts and literature, intellectual development, increased trade, and advances in technology.

<p>Mastered: Students can describe developments in Italy and Northern Europe during the Renaissance period with respect to humanism, arts and literature, intellectual development, increased trade, and advances in technology.</p>	<p>Present: Students will be able to analyze the significance of the changes brought about by the Renaissance in Italy and Northern Europe.</p>	<p>Going Forward: Students will be able to relate changes to a definition of a Renaissance Man to the period and to the present.</p>
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Present and Going Forward Vocabulary:
 Despot, doge, fresco, papal bull, patronage, secularism, scholasticism, vernacular

Career Connections:
 Art Historian, Politician, Art Restorer, Geographer, Archeologist, Philosopher

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

Think Fast
 Students will follow the directions at each letter of the Think Fast Activity. They will research and write their answers. Then, they will write a summary essay that considers all of the information that they have researched. As a conclusion, students will redefine the term Renaissance Man in terms of that period and consider whether there are such “men” today.

R	Five reasons for the increase in trade during this period.
E	Three humanist writers and their principal works.
N	Four scientific contributions from Leonardo’s notebook.
A	Four significant changes in painting style and/or technique.
I	Three examples of political advice given in Machiavelli’s “The Prince.”
S	Four changes brought about through the use of vernacular language.
S	Four centers of renaissance art and example of product from each center.
A	Five ways that Shakespeare’s plays reflect the spirit of the renaissance.
N	Three inventions that changed the way of life.
C	Three ways attitudes toward the Catholic Church changed.
E	Four most significant contributors to renaissance thought.

Literature Connections:

- Machiavelli, N. *The Prince*. The Project Gutenberg EBook. 2010. Download at <http://www.gutenberg.org/files/1232/1232-h/1232-h.htm>
- Cellini, B. *Autobiography of Benvenuto Cellini*. The Project Gutenberg EBook. 2003. Download at <http://www.gutenberg.org/ebooks/4028>

ALCOSS: 9WH.2 (9.2 in 2004 COS, p. 64)
 Describe the role of mercantilism and imperialism in European exploration and colonization in the sixteenth century, including the Columbian Exchange.

- Describing the impact of the Commercial Revolution on European society.
- Identifying major ocean currents, wind patterns, landforms, and climates affecting European exploration.

Example: marking ocean currents and wind patterns on a map

<p>Mastered: Students can describe the role of mercantilism and imperialism in European exploration and colonization in the sixteenth century, including the Columbian Exchange; describe the impact of the Commercial Revolution on European society; and identifying major ocean currents, wind patterns, landforms, and climates affecting European exploration.</p>	<p>Present: Students will analyze the impact of mercantilism on colonization by major European powers as they develop their plans for the establishment of the empire.</p>	<p>Going Forward: Students will evaluate the success of each major European power in the establishment of a colonial empire.</p>
<p>Present and Going Forward Vocabulary: Circumnavigate, mercantilism, Prince Henry, Columbian exchange, British East India Company, Middle Passage</p>		

Career Connections:
Cartographer, Geographer, Meteorologist, Agronomist, Political Scientist, Economist

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.
Trade Routes of European Colonial Powers
 Students will use the basic information on major ocean currents, wind patterns, and land forms, to design a map overlay that identifies the major trade routes of each of the European colonial powers. They will create a Venn diagram to illustrate the similarities and differences among the major powers. Students will use that information to write a summary report to the monarch of their choice, detailing the reasons for the success or failure of that country’s efforts, as well as the impact that colonization had on both the colonized area and the mother country.

- Literature Connections:**
- Christopher Columbus Biography: <http://www.biography.com/people/christopher-columbus-9254209>
 - Christian, D. *Maps of Time*. Berkeley, CA: University of California Press. 2011.
 - Curtin, P. *Cross Cultural Trade in World History*. Cambridge, United Kingdom: Cambridge University Press. 1984.
 - Diamond, J. *Guns, Germs and Steel: The Fates of Human Societies*. NY: W. W. Norton & Company. 1999.

<p>ALCOSS: 9WH.3 (9.3 in 2004 COS, p. 64) Explain causes of the Reformation and its impact, including tensions between religious and secular authorities, reformers and doctrines, the Counter-Reformation, the English Reformation, and wars of religion.</p>		
<p>Mastered: Students can explain causes of the Reformation and its impact, including tensions between religious and secular authorities, reformers and doctrines, the Counter-Reformation, the English</p>	<p>Present: Students will analyze the major issues of the reformation using the Trial of Martin Luther as well as the primary source documents that emerge from the counter-reformation.</p>	<p>Going Forward: Students will consider the impact of the reformation on current religious trends.</p>

Reformation, and wars of religion.		
Present and Going Forward Vocabulary: Protestantism, transubstantiation, Eucharist, sacrament, indulgence, purgatory		

Career Connections:
Cleric, Attorney, Jurist, Journalist, Philosopher, Historian

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.
Evaluation of The Trial of Martin Luther
 Students will use The Trial of Martin Luther from the Famous Trials Web site to evaluate Luther’s complaints against the Church, the Church’s response, and the impact on the development of protestant religions in Europe. They will use the format of an editorial page of a newspaper to present their research. They will include letters to the editor, op-ed pieces by important figures in the argument, the paper’s editorial position (the student’s position), and cartoons that reflect the positions of the major participants.

Literature Connections:

- Famous Trials: www.famoustrials.com
- Banton, R. H. Here I Stand, A Life of Martin Luther. Peabody, MA: Hendrickson Publishing. 2009.
- Primary source documents:
 - 95 Theses: <http://www.spurgeon.org/~phil/history/95theses.htm>
 - The Trial of Martin Luther: An Account: <http://law2.umkc.edu/faculty/projects/ftrials/luther/lutheraccount.html>
 - The Diet of Worms: http://en.wikipedia.org/wiki/Diet_of_Worms

ALCOSS: 9WH.4 (9.4 in 2004 COS, p. 64)
 Explain the relationship between physical geography and cultural development in India, Africa, Japan, and China in the early Global Age, including trade and travel, natural resources, and movement and isolation of peoples and ideas.

- Depicting the general location of, size of, and distance between regions in the early Global Age.
 Example: drawing sketch maps

<p>Mastered: Students can explain the relationship between physical geography and cultural development in India, Africa, Japan, and China in the early Global Age, and depict the general location of, size of, and distance between regions in the early Global Age.</p>	<p>Present: Students will imagine the impact of the “shrinking world” as word reaches populated regions of the existence of many other regions and cultures.</p>	<p>Going Forward: Students will consider the changes in worldview brought about by the “shrinking world” because of technological advances in that period as well as in the current period. Student will compare and contrast the impact of the early global age with the modern period.</p>
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Present and Going Forward Vocabulary:
 Isolation, cultural diffusion, silk road, ethnocentricity, dynasty

Career Connections:
 Astronaut, Aquanaut, Pilot, Geographer, Cartographer, Economist, Librarian

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

Global Exploration
 Students will plan a trip from the viewpoint of an early global explorer. They must consider where they would get information. Students will make a list of “must haves” to bring on the trip and a tentative itinerary. Then they will complete an imaginary journal of their travels, identifying the cultural similarities and differences that they had encountered.

Literature Connections:

- Verne, J. Around the World in 80 Days. The Literature Network. Download at <http://www.online-literature.com/verne/aroundtheworld/>
- Journals and Letters of 16th century explorers: <http://www.athenapub.com/yucexsrc.htm>
- Diaz del Castillo. B. The True History of the Conquest of New Spain. The Gutenberg Project EBook. 2010. Download at <http://www.gutenberg.org/files/32474/32474-h/32474-h.htm>

ALCOSS: 9WH.5 (9.5 in 2004 COS, p. 64)
 Describe the rise of absolutism and constitutionalism and their impact on European nations.

- Contrasting philosophies of Thomas Hobbes and John Locke and the belief in the divine right of kings.
- Comparing absolutism as it developed in France, Russia, and Prussia, including the reigns of Louis XIV, Peter the Great, and Frederick the Great.
- Identifying major provisions of the Petition of Rights and the English Bill of Rights.

<p>Mastered: Students can describe the rise of absolutism and constitutionalism and their impact on European nations; contrast philosophies of Thomas Hobbes and John Locke and the belief in the divine right of kings; compare absolutism as it developed in France, Russia, and Prussia, including the reigns of Louis XIV, Peter the Great, and Frederick the Great; and identify major provisions of the Petition of Rights and the English Bill of Rights.</p>	<p>Present: Students will expand the list of political philosophers who influenced the development of constitutionalism and the end of divine right of kings.</p>	<p>Going Forward: Students will complete a line of descent for each of the absolute rulers included in the mastery skills showing the evolution of monarchy as the rights of the individual became more prominent.</p>
<p>Present and Going Forward Vocabulary: Utilitarianism, separation of powers, philosophy, utopia, nationalism, constitution</p>		

Career Connections:
 Academic, Political Philosopher, Politician, Teacher, Metaphysicist

Advanced Understanding & Activity (Alternate activity): Students will choose one of the activities to complete. Student pages found in Appendix A.

Activity 1: Collage
 Students will use current photographs and images from the Internet or news magazines to construct a collage that reflects the beliefs of absolutists versus constitutionalists.

Activity 2: Alphabet Book
 Students will construct an alphabet book for elementary students that would help them to understand the major concepts involved in both theories. If there is not a good, specific example for a particular letter, use an adjective that would help the students better understand the concepts involved in both theories. Use your imagination to format the book so that the students can compare and contrast the concepts.

- Literature Connections:**
- Rousseau, J.J. The Social Contract. 1762. <http://www.constitution.org/jjr/socon.htm>
 - de Secondat, C. The Spirit of the Laws. London: G. Bell & Sons, Ltd. 1914. Download at <http://www.constitution.org/cm/sol.htm>
 - Library of Congress: The Path to Royal Absolutism: <http://www.loc.gov/exhibits/bnf/bnf0004.html>

ALCOSS: 9WH.6 (9.6 in 2004 COS, p. 65)
 Identify significant ideas and achievements of scientists and philosophers of the Scientific Revolution and the Age of Enlightenment.
 Examples: Newton and Galileo, Newton's law of Scientific Revolution-astronomical theories of Copernicus gravity; Age of Enlightenment-philosophies of Montesquieu, Voltaire, and Rousseau

<p>Mastered: Students can identify significant ideas and achievements of scientists and philosophers of the Scientific Revolution and the Age of Enlightenment.</p>	<p>Present: Students will explain the impact of the enlightenment philosophies in the emergence of democratic societies in the late 18th through early 21st Century.</p>	<p>Going Forward: Students will identify and illustrate late 20th and 21st Century theories that have had the same or similar impact as the ideas of Newton and Copernicus.</p>
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Present and Going Forward Vocabulary:
 Scientific revolution, heliocentric, geocentric, excommunication, natural rights, checks and balances

Career Connections:
 Astronomer, Physicist, Political Philosopher, Civil Servant, Judge, Newscaster, Researcher

Advanced Understanding & Activity (Alternate activity): Students will choose one of the activities to complete. Student page found in Appendix A.

Activity 1: Scientific Tweets
 Students will imagine that Galileo and Newton had access to twitter. They will construct the top ten tweets relative to the theories of these two men as they might have read in that period. Students must remember that they are limited to 140 characters per tweet!

Activity 2: “Enlightened” Tweets
 Students will create the top ten tweets regarding enlightenment ideas as if written by individuals from that period. Students must remember that they are limited to 140 characters per tweet!

- Literature Connections:**
- The Trial of Galileo: <http://law2.umkc.edu/faculty/projects/ftrials/galileo/galileo.html>
 - Enlightenment Philosophers: http://library.thinkquest.org/C006257/revolution/the_enlightenment.shtml

<p>ALCOSS: 9WH.7 (9.7 in 2004 COS, p. 65)</p> <p>Describe the impact of the French Revolution on Europe, including political evolution, social evolution, and diffusion of nationalism and liberalism.</p> <ul style="list-style-type: none"> • Identifying causes of the French Revolution. • Describing the influence of the American Revolution upon the French Revolution. • Identifying objectives of different groups participating in the French Revolution. • Describing the role of Napoleon as an empire builder. 		
<p>Mastered:</p> <p>Students can describe the impact of the French Revolution on Europe, describe the influence of the American Revolution upon the French Revolution, identify objectives of different groups participating in the French Revolution, and describe the role of Napoleon as an empire builder.</p>	<p>Present:</p> <p>Students will analyze the causes of the French Revolution from the viewpoint of each of the three estates in terms of the political, economic, and social conditions that each estate experiences.</p>	<p>Going Forward:</p> <p>Students will evaluate Napoleon’s rise to power and its effect on the dynasties of Europe. Students will focus on both the international and domestic policies of the nations concerned.</p>
<p>Present and Going Forward Vocabulary:</p> <p>Abbe’ Sieyes, guillotine, the terror, bastille, Estates, Great Fear, National Assembly, Tennis Court Oath, sans-culottes, Jacobeans, plebiscite, Continental System, scorched earth policy, Napoleonic Code</p>		

Career Connections:
 Lawyer, Economist, Sociologist, Military Strategist

<p>Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.</p> <p>Depth & Complexity:</p> <p>Students will choose one or more elements. They will complete the Questions/Activity section in order to develop the product described in the third column. Students may plan their projects with the organizational tool, Project Planner.</p>		
LANGUAGE OF THE DISCIPLINE	Image that you are a member of the third estate chosen to write the declaration. Outline the ideas you believe must be included.	Outline
DETAILS	Specifically identify the economic issues that lead to the French Revolution. Then indicate whether the issue was avoidable or unavoidable and explain why.	Venn Diagram with explanation
PATTERNS	Historians maintain that the French Revolution used the American revolution as a model. Select three ways that the French revolution was similar to the American revolution and three ways it was different. Then briefly explain why the differences occurred.	Chart
TRENDS	Modern revolutions have had varying degrees of success. Using the “Arab Spring” of 2011, consider the changes in revolutionary movements, especially in terms of communications, committee of correspondence, and Twitter.	Use an actual letter or editorial written during the French revolution and then translate it into a tweet
UNANSWERED QUESTIONS	Why did the First and Second Estates fail to understand the demands of the Third Estate?	Journal of an aristocrat responding to the demands of the Tennis Court Oath.
RULES	The Code Napoleon is the basis for the justice system in France even today.	Write an editorial urging revisions in the Code.

ETHICS	The French Revolution, and specifically the reign of terror, represented a period of extreme violence in the name of liberty. Evaluate the moral and ethical challenges that should have been addressed by the Committee of Public Safety. .	Graphic organizer evaluating the moral and ethical challenges
BIG IDEAS	French revolution represents the rise of nationalism in Europe. Consider the import of the expansion of Napoleon and the reaction to it from the Congress of Vienna.	Role play major representatives and voice of Napoleon.
OVER TIME	Napoleon’s expansionist policies had an import on geopolitics in Europe for the rest of the 19 th and well into the 20 th century. Identify three ways Napoleon’s influence was felt in the 150 year period following his death.	Draw a political cartoon or develop a graphic organizer using Napoleon as the center and indicating the changes that he brought about.
DIFFERENT PERSPECTIVES	When we read about the French Revolution today we are shocked by the violence and wanton disregard for innocence or guilt. However, if you were a revolutionary in France in 1789, how would you address the 21 st century perspective?	Speech before the United Nations
INTER-DISCIPLINARY RELATIONSHIPS	Using excerpts from a <u>Tale of Two Cities</u> that show the Evermonde’s coach running over the child and the condemnations of Charles Darnay by his father-in-law’s words, consider the importance of literature on the readers response to historical events.	Essay

Literature Connections:

- Dickens, C. A Tale of Two Cities. The Project Gutenberg Project EBook. Download at <http://www.gutenberg.org/ebooks/98>
- Primary source documents of the French Revolution: <http://www.historywiz.com/primarysources/frenchrevprimary.html>
- Research Subjects: Eyewitness Accounts
Burnham. R. British Memoirs of the Napoleonic Wars. http://www.napoleon-series.org/research/eyewitness/c_british.html

ALCOSS: 9WH.8 (9.8 in 2004 COS, p. 65)
Compare revolutions in Latin America and the Caribbean, including Haiti, Colombia, Venezuela, Argentina, Chile, and Mexico.

- Identifying the location of countries in Latin America.

<p>Mastered: Students can compare revolutions in Latin America and the Caribbean, including Haiti, Colombia, Venezuela, Argentina, Chile, and Mexico, and identify the location of countries in Latin America.</p>	<p>Present: Students will develop a greater understanding of the goals of the Latin American and Caribbean revolutionaries.</p>	<p>Going Forward: Students will compare/contrast the revolutionary ideas and methodologies of the various significant revolutionary figures in the Caribbean and Latin America.</p>
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Present and Going Forward Vocabulary:
Peninsulares, Creoles, Mulattos, Mestizos,

Career Connections:
 Military Historian, Military Analyst, Linguist

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.
Wanted: Latin American and Caribbean Liberators
 Students will develop a set of five wanted posters that illustrate the roles of the great Latin American and Caribbean liberators. Some names to be considered are Toussaint L’Overture, Miguel Hidalgo y Castillo, Jose Marie Morelos, Simon Bolivar, Jose de San Martin, Bernardo O’Higgins, or Agustin de Iturbide. Explain how these men impacted their countries or regions. The Web site, <http://www.timetoast.com/timelines/45098>, offers not only an excellent timeline as a reference but also primary examples of speeches made by these liberators. It may be of help to the students in designing your posters. If students are not artistic, they may import the appropriate graphics from the Internet, citing their sources.

Literature Connections:

- Bushnell, D. & Macauley, N. Emergence of Latin America in the Nineteenth Century. NY: Oxford university Press. 2010.
- Latin American Timelines: <http://www.timetoast.com/timelines/45098>

ALCOSS: 9WH.9 (9.9 in 2004 COS, p. 65)
 Describe the impact of technological inventions, conditions of labor, and the economic theories of capitalism, liberalism, socialism, and Marxism during the Industrial Revolution on the economics, society, and politics of Europe.

- Identifying important inventors in Europe during the Industrial Revolution.
- Comparing the Industrial Revolution in England with later revolutions in Europe.

<p>Mastered: Students can describe the impact of technological inventions, conditions of labor, and the economic theories of capitalism, liberalism, socialism, and Marxism during the Industrial Revolution on the economics, society, and politics of Europe; identify important inventors in Europe during the Industrial Revolution; and compare the Industrial Revolution in England with later revolutions in Europe.</p>	<p>Present: Students will analyze the impact of Marxist theory on the industrialized nations of Europe. Students will be able to identify issues that slowed the progress of Marxist thought in these countries, particularly the impact of technological inventions that improved the working conditions in factories.</p>	<p>Going Forward: Students will compare and contrast the theories of capitalism and socialism/Marxism in terms of the political, economic and social conditions of the period.</p>
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Present and Going Forward Vocabulary:
 Urbanization, entrepreneur, stock, corporation, union, proletariat, dictatorship of the proletariat

Career Connections:
 Urban Planner, Sociologist, Economist, Manufacturing Engineer, Industrial Engineer, Political Scientist, Inventor

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

TV News Interview
 Students will develop a 60 Minutes style interviews between Karl Marx and Mike Wallace. The interviews can be presented in a video format, as a recording, or as a script. The duration of the video interview must be five minutes. Topics to be covered include:

- Impact of Marxist theory on the industrialized nations of Europe.
- Issues that slowed the progress of Marxist thought in these countries, particularly the impact of technological inventions that improved the working conditions in factories.
- Theories of capitalism and socialism/Marxism, compared and contrasted in terms of the political, economic and social conditions of the period.

Literature Connections:

- Marx, K. & Engles, F. Das Kapital. Washington, D.C.: Regnery Gateway. 1987.
- Engles, F. & Marx, K. The Communist Manifesto. The Gutenberg Project EBook. 2005. Download at <http://www.gutenberg.org/ebooks/61>
- Bellis, M. Industrial Revolution: Timeline of Textile. 10 February 2003. Machinery <http://inventors.about.com/library/inventors/blindustrialrevolutiontextiles.htm>

ALCOSS: 9WH.10 (9.10 in 2004 COS, p. 65)
 Describe the influence of urbanization during the nineteenth century on the Western World.
 Examples: interaction with the environment, provisions for public health, increased opportunities for upward mobility, changes in social stratification, development of Romanticism and Realism, development of Impressionism and Cubism

- Describing the search for political democracy and social justice in the Western World.
 Examples: European Revolution of 1848, slavery and emancipation in the United States, emancipation of serfs in Russia, universal manhood suffrage, women's suffrage

<p>Mastered: Students can describe the influence of urbanization during the nineteenth century on the Western World and describe the search for political democracy and social justice in the Western World.</p>	<p>Present: Students will analyze the impact of Romanticism in music. Student will compare and contrast the emancipation of slavery in the US with the emancipation of the serfs in Russia as well as explaining the reasons that involuntary servitude is often more profitable in agricultural societies. Students will assess the impact of modern art movements including, but not limited to, impressionism, pointillism and cubism on the social and political movements of the period.</p>	<p>Going Forward: Students will explain the overall impact of urbanization on the cultural development of the period by investigating the significant changes that take place due to the increasing number and size of urban areas.</p>
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Present and Going Forward Vocabulary:
 Romanticism, impressionism, abolition, duma

Career Connections:
 Urban Planner, Composer, Art or Music Critic

Advanced Understanding & Activity (Alternate activity): Students may choose to complete one or more activities. Student page found in Appendix A.

Activity 1: Romantic CD
 Student will produce a romantic CD. The student will explain why he/she made these choices and how they fit in the definition of romantic music.

Activity 2: Monologues
 Student will write four monologues to explain the positions of the serfs, serf holders, slaves, slave owners and abolitionists. Using the style of reader's theater, students will use both original thought and primary source documents to develop their positions.

Activity 3: Scrapbook
 Student will use the Internet to create an art scrapbook showing the emerging schools of art and their impact on urbanization. Use the Web site, http://www.fresno.k12.ca.us/divdept/sscience/lloyd/life_times_19th_century.htm, as a starting point to understand the relationship between realism and urbanization.

- Literature Connections:**
- Lynch, M. **The Emancipation of the Russian Serfs, 1861: A Charter of Freedom or an Act of Betrayal?** On History Today Web site. Published in *History Review*. 2003.
<http://www.historytoday.com/michael-lynch/emancipation-russian-serfs-1861-charter-freedom-or-act-betrayal>
 - Library of Congress: Slave Diaries Project
<http://memory.loc.gov/ammem/snhtml/snhome.html>
 - Life and Times in the 19th Century:
http://www.fresno.k12.ca.us/divdept/sscience/lloyd/life_times_19th_century.htm

<p>ALCOSS: 9WH.11 (9.11 in 2004 COS, p. 66)</p> <p>Describe the impact of European nationalism and Western imperialism as forces of global transformation, including the unification of Italy and Germany, the rise of Japan's power in East Asia, economic roots of imperialism, imperialist ideology, colonialism and national rivalries, and United States imperialism.</p> <ul style="list-style-type: none"> • Describing resistance to European imperialism in Africa, Japan, and China. 		
<p>Mastered:</p> <p>Students can describe the impact of European nationalism and Western imperialism as forces of global transformation, and can describe resistance to European imperialism in Africa, Japan, and China.</p>	<p>Present:</p> <p>Students will determine the impact of the imposition of European boundaries on tribal Africa by imperialist powers in the 19th century.</p>	<p>Going Forward:</p> <p>Students will use selections from literature of the period to better understand the stereotypes presented by the Europeans in the areas that they developed and the impact that those stereotypes had on colonial policies and the attitudes of the people at home in Europe.</p>
<p>Present and Going Forward Vocabulary:</p> <p>Shogun, Sepoy Rebellion, Boxer rebellion, Garibaldi, Red Shirts, The Iron Chancellor, tribalism, paternalism</p>		

Career Connections:
 Economist, Cultural Anthropologist, Psychologist, Sociologist, Linguist

Advanced Understanding & Activity (Alternate activity): Students may choose to complete one or more activities. Student page found in Appendix A.

Activity 1: African Tribal Boundaries
 Students will redraw the map of Africa, using the tribal boundaries that were in place at the time of the arrival of the European colonialists. Each student will predict three ways that the history of the continent would have radically changed if those original boundaries had been honored.

Activity 2: Stereotypes in Literature
 Students will read the selected works of Rudyard Kipling and Cecil Rhodes to identify the stereotypes that are proposed in those works. In a literary critique the student should identify the fallacies that were perpetuated through the works and the reasons for the presentations as written.

Activity 3: Children’s Book Author
 Students will rewrite one of Kipling’s children’s books to reflect the modern interpretation of the cultures of the former British colonies, which he selected as settings.

Literature Connections:

- Modern History Sourcebook: Rudyard Kipling, Take Up the White Man’s Burden <http://www.fordham.edu/halsall/mod/kipling.asp>
- Writings of Cecil Rhodes: http://en.wikipedia.org/wiki/Cecil_Rhodes
- Hendricks, D. R. The Tools of Empire: Technology & European Imperialism in the 19th Century. NY: Oxford University Press. 1981.
- Hendricks, D. R. Tentacles of Progress: Technology Transfer in the Age of Imperialism. NY: Oxford University Press. 1988.

ALCOSS: 9WH.12 (9.12 in 2004 COS, p. 66)
 Explain causes and consequences of World War I, including imperialism, militarism, nationalism, and the alliance system.

- Describing the rise of Communism in Russia during World War I.
 Examples: return of Vladimir Lenin, rise of Bolsheviks
- Describing military technology used during World War I.
- Identifying problems created by the Treaty of Versailles of 1919.
 Examples: Germany's reparations and war guilt, international controversy over the League of Nations
- Identifying alliances during World War I and boundary changes after World War I.

<p>Mastered: Students can explain causes and consequences of World War I, describe the rise of Communism in Russia during World War I, describe the military technology used during World War I, identify problems created by the Treaty of Versailles of 1919, and identify alliances during World War I and boundary changes after World War I.</p>	<p>Present: Students will analyze the relationship between the major causes of World war 1 and the 14 points developed by Wilson at the end of the war especially as they relate to boundary changes.</p>	<p>Going Forward: Students will assess the relationship between public support for world war I and the literature being produced in the period.</p>
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Present and Going Forward Vocabulary:
 Menshevik, Bolshevik, reparations, Treaty of Brest-Litovsk

Career Connections:
 Author, Military Historian, Sociologist, Peace Historian, Ethicist

Advanced Understanding & Activity (Alternate activity): Students may choose to complete one or more activities. Student page found in Appendix A.

Activity 1: Song, Poem, or Essay
 Students will judge the impact of literature on the public support for World War I by using excerpts from All Quiet on the Western Front or a selection of poetry written between 1914-1918. They will write a song, poem, or essay that reflects their thoughts about the war. They will include the date that the piece would have been written. The Web site below lists all major poets, writers, journalists of the period and provides links to their works.

Activity 2: Which Came First?
 Students will explore which came first, the antiwar literature or the change in public support. Then they will write letters to the editor directly supporting or opposing World War I. Students must reference a specific piece of literature or poetry in the letter.

Activity 3: Chart Action
 Students will develop a chart comparing the causes of World War I with the 14 Points. They will show the relationship for each point with one or more of the causes of the war.

Literature Connections:

- Remarque, E. M. All Quiet on the Western Front. NY: Ballantine Books. 1987.
- Spartacus Educational: War poets and Journalists.
<http://www.spartacus.schoolnet.co.uk/FWWliterature.htm>
- Fay, S.B. The Origins of the World War. Rockland, ME: Free Press.
- Schmitt, B. E. The Coming of the War, 1914. NY: Howard Fertig. 1980.

ALCOSS: 9WH.13 (9.13 in 2004 COS, p. 66)
 Explain challenges of the post-World War I period.
 Examples: 1920s cultural disillusionment, colonial rebellion and turmoil in Ireland and India, attempts to achieve political stability in Europe

- Identifying causes of the Great Depression.
- Characterizing the global impact of the Great Depression.

<p>Mastered: Students can explain challenges of the post-World War I period, identify the causes of the Great Depression, and characterize the global impact of the Great Depression.</p>	<p>Present: Students will evaluate the positions of the British, the pro-British Northern Irish and the republicans as well as the Indian nationalists, pro-British nationalists and separatists.</p>	<p>Going Forward: Students will compare the methods of revolutionary leaders in Ireland and India.</p>
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Present and Going Forward Vocabulary:
 Nationalism, assimilation, geopolitics, racism, neutrality

Career Connections:
 Negotiator, Mediator, Diplomat, Economist, Sociologist, Political Scientist, Political Geographer

Advanced Understanding & Activity (Alternate activity): Students may choose to complete one or more activities. Student page found in Appendix A.

Activity 1: Speech Writing
 Students will read speeches that the selected representatives of British, the pro-British Northern Irish and the republicans, as well as the Indian nationalists, pro-British nationalists, and separatists actually made. Then they will write speeches that reflect the positions of the same constituencies in

the 21st century. Any of the revolutionary movements included in this objective may be the focus of the presentation, including 1920s cultural disillusionment, colonial rebellion and turmoil in Ireland and India, attempts to achieve political stability in Europe, and the Great Depression, may be the focus of your presentation.

Activity 2: Reader’s Theater
 Students will read The Plough and the Stars by Sean O’Casey. Then they will prepare a reader’s theater performance of your interpretation of the story.

Literature Connections:

- O’Casey, S. The Plough and the Stars. London: Faber and Faber. 2001.
- Poetry Archive: Poems by W. B. Yeats
http://www.poetry-archive.com/y/yeats_w_b.html
- The Web Chronology Project: India’s Independence from Britain
www.thenagain.info/webchron/india/indiaind.html

ALCOSS: 9WH.14 (9.14 in 2004 COS, p. 66)
 Describe causes and consequences of World War II.
 Examples: causes-unanswered aggression, Axis goal of world conquest;
 consequences-changes in political boundaries; Allied goals; lasting issues such as the Holocaust, Atomic Age, and Nuremberg Trials

- Explaining the rise of militarist and totalitarian states in Italy, Germany, the Soviet Union, and Japan.
- Identifying turning points of World War II in the European and Pacific Theaters.
- Depicting geographic locations of world events between 1939 and 1945.
- Identifying on a map changes in national borders as a result of World War II.

<p>Mastered: Students can describe causes and consequences of World War II; explain the rise of militarist and totalitarian states in Italy, Germany, the Soviet Union, and Japan; identify turning points of World War II in the European and Pacific Theaters; depict geographic locations of world events between 1939 and 1945; and identify on a map changes in national borders as a result of World War II.</p>	<p>Present: Students will judge the impact of appeasement on Nazi aggression using the remilitarization of the Rhineland, The Austrian plebiscite, Sudetenland, Danzig and the Polish Corridor.</p>	<p>Going Forward: Students will be able to explain the impact of the major military engagements of WW II, including the use of the atomic bomb. Students will evaluate the impact of the judicial system on issues like the holocaust and war crimes trials.</p>
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Present and Going Forward Vocabulary:
 Militarism, fascism, allies, disarmament, genocide, rationing, propaganda

Career Connections:
 Civil Engineer, Pilot, Navigator, Military Historian, Judge, Attorney, Soldier, Strategist, Technical Historian

Advanced Understanding & Activity (Alternate activity): Students may choose to complete one or more activities. Student page found in Appendix A.
Activity 1: Five Most Important Engagements

Students will develop five criteria to decide which five engagements in World War II had the greatest impact on the outcome of the war. The Talents Model or the Future Problem Solving decision-making grid could be used here. One is provided on the student page. Students will develop a PowerPoint or Prezi that will illustrate the results of their decision making process.

Activity 2: E-mail Engagements
 Students will develop a series of urgent e-mails in response to the five major engagements of WWII that had a major impact on the outcome of the war.

Literature Connections:

- Wiesel, E. Night. NY: Bantam Books. 1982.
- Memoirs and Diaries of military and political leaders of WWII:
<http://www.factmonster.com/ce6/history/A0872426.html>

ALCOSS: 9WH.15 (9.15 in 2004 COS, p. 67)
 Describe post-World War II realignment and reconstruction in Europe, Asia, and Latin America, including the end of colonial empires.
 Examples: reconstruction of Japan; nationalism in India, Pakistan, Indonesia, and Africa; Chinese Communist Revolution; creation of Jewish state of Israel; Cuban Revolution; Central American conflicts

- Explaining origins of the Cold War.
 Examples: Yalta and Potsdam Conferences, "Iron Curtain," Truman Doctrine, Marshall Plan, United Nations, North Atlantic Treaty Organisation (NATO), Warsaw Pact
- Tracing the progression of the Cold War.
 Examples: nuclear weapons, European power struggles, Korean War, Berlin Wall, Cuban Missile Crisis, Vietnam War

<p>Mastered: Students can describe post-World War II realignment and reconstruction in Europe, Asia, and Latin America, including the end of colonial empires, and explain origins of the Cold War and trace the progression of the Cold War.</p>	<p>Present: Students will evaluate the progression of the Cold War by focusing on an area or areas of interest and determining the impact of those conflicts using timelines and outcomes to reach conclusions about impact.</p>	<p>Going Forward: Students will compare/contrast the major areas of realignment brought about by the Cold War. Student will understand that the Cold war had different outcomes in different geographic areas of concern.</p>
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Present and Going Forward Vocabulary:
 Zionism, nonaligned nations, nuclear proliferation, containment

Career Connections:
 News Reporter, Editor, Diplomat, Revolutionary

Advanced Understanding & Activity (Alternate activity): Students may choose to complete one or more activities. Student page found in Appendix A.

Activity 1: TIC TAC TOE
 Students will apply knowledge of the origins and outcomes of the Cold War to produce different projects by choosing three activities in a row/column/diagonal like a Tic-Tac-Toe game.

<p>1. Create a newsreel with actual footage of the major events leading to the Cold War. Explain why you choose those major events to include in the newsreel.</p>	<p>2. Write an essay explaining in detail how you think the world would be different without the United Nations (UN). Use an example from</p>	<p>3. Make a model of the Berlin Wall. Use that model as a backdrop for a collage of Cold War images. Complete a key that explains each</p>
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	each of the five major arms of the UN.	event and why those events were included.
4. Present the arguments for and against the creation of the State of Israel. Use primary sources from the Library of Congress Website to research the arguments.	5. Use a Venn diagram to compare/contrast NATO and the Warsaw Pact.	6. Design a poster supporting or opposing Castro's rise to power in Cuba.
7. Design a flow chart illustrating the organization of the United Nations.	8. Write two editorials, one either supporting or opposing the Marshall Plan and one supporting or opposing the Truman Doctrine.	9. Write a letter to Gandhi in support of non-violence as a means of protest.

Activity 2: Book Review

Students will write a review of Arthur Miller's The Crucible and explain its relationship to the Cold war in general, and specifically to the McCarthy Hearings.

Literature Connections:

- Schrecker, E. The Age of McCarthyism: A Brief History with Documents. NY: Martin's Publishing. 2001.
- Kahn, I. "War of Words" Editorial in *Daily Pennsylvanian*. 1952.
<http://www.writing.upenn.edu/~afilreis/50s/war-of-words.html>
- Miller, A. The Crucible. NY: Penguin Books. 1976.

ALCOSS: 9WH.16 (9.16 in 2004 COS, p. 67)

Describe the role of nationalism, militarism, and civil war in today's world, including the use of terrorism and modern weapons at the close of the twentieth and the beginning of the twenty-first centuries.

- Describing the collapse of the Soviet Empire and Russia's struggle for democracy, free markets, and economic recovery and the roles of Mikhail Gorbachev, Ronald Reagan, and Boris Yeltsin.
Examples: economic failures, demands for national and human rights, resistance from Eastern Europe, reunification of Germany
- Describing effects of internal conflict, nationalism, and enmity in South Africa, Northern Ireland, Chile, the Middle East, Somalia and Rwanda, Cambodia, and the Balkans.
- Characterizing the War on Terrorism, including the significance of the Iran Hostage Crisis; the Gulf Wars; the September 11, 2001, terrorist attacks; and the Israeli-Palestinian conflict.
- Depicting geographic locations of major world events from 1945 to the present.

Mastered:

Students can describe the role of nationalism, militarism, and civil war in today's world; describe effects of internal conflict, nationalism, and enmity in South Africa, Northern Ireland, Chile, the Middle East, Somalia and Rwanda, Cambodia, and the Balkans; characterize the War on Terrorism; and depict geographic locations of major

Present:

Students will explain the various positions represented in each of the major crises identified.

Going Forward:

Students will identify the major leaders in today's world and analyze their political positions.

world events from 1945 to the present.		
Present and Going Forward Vocabulary: Genocide, gulag, apartheid, Taliban, Al-Qaeda, Islamic revolution		

Career Connections:
Theologian, Cultural Geographer, Linguist, Sociologist, Psychologist

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

RAFT

Using a RAFT, students will show their understanding of the period following the Cold War. Students will choose one row. They will write about the topic from the perspective of the role to the audience using the format.

<u>ROLE</u>	<u>AUDIENCE</u>	<u>FORMAT</u>	<u>TOPIC</u>
Iran hostage	A family member	letter	Conditions in captivity
Saddam Hussein	Iraqi TV	Speech	Rationale for invasion of Kuwait
West Bank Palestinian	Crowd in a street in Gaza	Poem	Israeli occupation
Desmond Tutu	United Nations General Assembly	Speech	End of apartheid
A Somali Pirate	General Public	Ransom demand video	Conditions in Somalia
Hutu tribal leader	Tutsi tribal leader	Conversation	The aftermath of genocide and civil war

Literature Connections:

- Uris, L. Exodus. NY: Bantam Books. 1983.
- Pearson, G. and Pearson, K. Hotel Rwanda. (movie)

ALCOSS: 9WH.17 (9.17 in 2004 COS, p. 67)

- Describe emerging democracies from the late twentieth century to the present.
- Discussing problems and opportunities involving science, technology, and the environment in the late twentieth century.
Examples: genetic engineering, space exploration
 - Identifying problems involving civil liberties and human rights from 1945 to the present and ways they have been addressed.
 - Relating economic changes to social changes in countries adopting democratic forms of government.

<p>Mastered: Students can describe emerging democracies from the late twentieth century to the present, discuss problems and opportunities involving science, technology, and the environment in the late twentieth century, identify problems involving civil</p>	<p>Present: Students will predict potential results of discoveries in science, technology and the environment as well as challenges presented based on changes in the countries adopting democratic forms of government.</p>	<p>Going Forward: Students will examine the role of education in the development of emerging nations, both democratic and autocratic, as well as scientific and technological innovations that impact social change in the 21st century.</p>
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liberties and human rights from 1945 to the present and ways they have been addressed, and relate economic changes to social changes in countries adopting democratic forms of government.		
Present and Going Forward Vocabulary: Genetics, cloning, transplantation, evolution, creationism, human rights,		

Career Connections:
 Futurist, Ethicist, Writer, Teacher, Philosopher, Environmentalist, Ecologist, Urban Planner

Advanced Understanding & Activity (Alternate activity): Students may choose to complete one or more activities. Student page found in Appendix A. Both activities require the data from the Think Fast.

Think Fast:
 Students will complete the Think Fast before choosing Activity 1 or Activity 2. They will follow the directions at each letter, writing their answers as quickly as possible on a separate piece of paper.

C	Five countries in transition
U	Six scientific breakthroughs
R	Six ethical concerns brought about by those scientific breakthroughs
R	Four ways in which technology improves your life
E	Four ways technology complicates your life
N	Three ways that education is essential for nation building
T	Five challenges to Civil Liberties in the 21 st Century
I	Five major environmental concerns of the 21 st Century
S	Four ways that human rights are threatened in the 21 st Century
S	Four ways that human rights are protected in the 21 st Century
U	Four economic challenges in developing countries
E	Four economic challenges in developed countries
S	Three nongovernmental organizations (NGO's) that have a major impact in the 21 st Century

Activity 1: Think Fast
 Students will use the information from the Think Fast activity data to select the three most significant problems facing the world in the 21st century. Then, they will write three possible solutions for each problem. Students will develop criteria to measure the effectiveness of the solutions and write a plan to implement the best solution in the 21st Century.

Activity 2: Future Solutions
 Students will use the information from the Think Fast activity data to write a short story that incorporates the problems and solutions that were identified, and set the story 25 years in the future.

Literature Connections:

- The Futurist : <http://www.wfs.org>
- Collins, S. *The Hunger Games*. Woodland Hills, CA: Scholastic Press. 2008.
- Collins, S. *Catching Fire*. Woodland Hills, CA: Scholastic Press. 2009.
- Collins, S. *Mockingjay*. Woodland Hills, CA: Scholastic Press. 2010.