



History and Social Science  
Standards of Learning  
Enhanced Scope  
and Sequence

# World History and Geography: 1500 A.D. to the Present

Commonwealth of Virginia  
Department of Education  
Richmond, Virginia  
2004

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## Introduction

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The *History and Social Science Standards of Learning Enhanced Scope and Sequence* is a resource 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 March 2001. The History and Social Science Enhanced Scope and Sequence is organized by topics from the original Scope and Sequence document and includes the content of the Standards of Learning and the essential knowledge and skills from the Curriculum Framework. In addition, the Enhanced Scope and Sequence provides teachers with sample lesson plans that are aligned with the essential knowledge and skills in the Curriculum Framework.

School divisions and teachers can 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 has 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 useful instructional tool.

The Enhanced Scope and Sequence contains the following:

- Units organized by topics from the original History and Social Science Scope and Sequence
- Essential understandings, knowledge, and skills from the History and Social Science Standards of Learning Curriculum Framework
- Related Standards of Learning
- Sample lesson plans containing
  - Instructional activities
  - Sample assessment items
  - Additional activities, where noted
  - Sample resources

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Organizing Topic

# 1500 A.D. Political, Cultural, and Economic Conditions

## Standard(s) of Learning \_\_\_\_\_

- WHII.2 The student will demonstrate an understanding of the political, cultural, and economic conditions in the world about 1500 A.D. 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.

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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.

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

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### Content

Analyze trends in human migration and cultural interaction.

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

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Identify on a world political map the location of the following major states and empires in the Eastern Hemisphere around 1500 A.D.:

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

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Identify on a world political map the location of the following major states and empires in the Western Hemisphere around 1500 A.D.:

- Incan Empire

\_\_\_\_\_

- Mayan Empire
- Aztec Empire

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

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Summarize the artistic, literary, and intellectual ideas of the Renaissance.

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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

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Summarize the following contributions of the Renaissance:

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

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

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Identify the location and importance of the following five world religions in 1500 A.D.:

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

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

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Identify the following traditional regional trading patterns around 1500 A.D. that linked Europe with Asia and Africa:

- Silk roads 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

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Summarize the importance of the regional trading patterns around 1500 A.D. as a means of providing an exchange of products and ideas.

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

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

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

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## Sample Resources

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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.

- “Education Place.” *Outline Maps*. Houghton Mifflin Co. <<http://www.eduplace.com/ss/maps/>>. This site provides outline maps to be printed and used in the classroom.
- “The Mona Lisa.” The Louvre. Paris, France. <[http://www.louvre.fr/anglais/collec/peint/inv0779/peint\\_f.htm](http://www.louvre.fr/anglais/collec/peint/inv0779/peint_f.htm)>. This site provides an image of the painting as well as a brief analysis and history.
- “Leonardo da Vinci.” Metropolitan Museum of Art. New York. <[http://www.metmuseum.org/toah/hd/leon/hd\\_leon.htm](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](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.
- “Silk Roads Handbook.” *AskAsia*. The China Project/Stanford Program on International and Cross-Cultural Education (SPICE). <[http://www.askasia.org/silk\\_roads/SilkIndx.htm](http://www.askasia.org/silk_roads/SilkIndx.htm)>. This site contains lesson plans and related teacher essays related to the Silk Roads.
- “Sites on Shakespeare and the Renaissance.” *Internet Shakespeare Editions*. University of Victoria. British Columbia, Can. <<http://web.uvic.ca/shakespeare/Annex/ShakSites1.html>>. This site provides links on Shakespeare and the Renaissance, such as gateways, teaching resources, criticism, and history.
- Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History II*. Virginia Department of Education 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wh2-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh2-1.pdf)>.
- Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World History and Geography to 1500 A.D. Test Blueprint*. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint7WHI.pdf>>.

## Session 1: Mapping the Political Boundaries in 1500 A.D. \_\_\_\_\_

### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to understand how to use a map and/or globe.

### *Materials*

- World map for each student, showing location of the following major states and empires around 1500 A.D.: England, France, Spain, Russia, Ottoman Empire, Persia, China, Mughal India, Songhai Empire, Incan Empire, Mayan Empire, Aztec Empire. NOTE: This map should show outlines of the boundaries of these states.
- Colored pencils and/or markers
- A world map for each student showing 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, Haung He, Chang, Mekong, Xi
- A world map for each student showing locations of major bodies of water and mountains including the following:
  - Oceans: Atlantic, Pacific, Arctic, and 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
- Preferred teacher resources

### *Instructional Activities*

NOTE: The following Web resource may be helpful for locating maps:

- “Education Place.” < <http://www.eduplace.com/ss/maps/>>.
1. Explain the importance of understanding the world as it looked around 1500 A.D. Display a blank outline map of the empires, and ask students to identify locations.
  2. Distribute colored pencils and maps that reflect empires around 1500 A.D. Instruct students to use their textbooks and other sources provided to develop a color-coded map reflecting the empire boundaries around 1500 A.D. An option is to have the actual color code on the back in order to foster studying (using a flashcard-type technique). If desired, have students work in pairs.
  3. Have students take a moment to study this map in pairs. Display the map, and as a class have students identify locations.
  4. Using the text or other teacher-provided resources, have students create a key with the other two maps by numbering each location and placing the number and correct location on the back of the map. As each map is created, have students study in pairs and then again as a class.
  5. If time permits, conduct another quick review of all three maps.
  6. Prepare for a quiz on this session’s content, or assign a teacher-selected reading, worksheet, or other reinforcement activity using available teacher resources.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use the computer to access the aforementioned website <<http://www.eduplace.com/ss/maps/>> Save the appropriate map as a picture file, import it using drawing software, and label, color and analyze maps.
- Identify locations on an overhead map as students work on their individual maps.
- Supply enlarged maps for students as needed.

#### Multisensory

- Have students color-code physical features and create a key.
- Provide students with individual parts (states, empires, deserts, rivers, oceans, seas, gulfs, mountains) of the map to match with a completed map in lieu of coloring.

#### Community Connections

- Overlay a present-day map on this map and compare kingdoms and empires to modern countries.

#### Small Group Learning

- Have students quiz each other on all three maps when maps are completed.

#### Vocabulary

- Have students use and understand these vocabulary words: *Gulf, Bay*.
- Create a two-column template for these words to give to students for their notebooks. The left column lists the vocabulary word and its definition, and the right column includes a small drawing of the word.

#### Student Organization of Content

- Have students create their own atlas organized by hemisphere, continent, countries, etc., with maps developed throughout the course.

## Session 2: Mapping the World's Major Religions in 1500 A.D. \_\_\_\_\_

### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to understand how to use a map and/or globe.
- The students are expected to be familiar with physical regions Europe, Asia and Africa.

### *Materials*

- Overheads of maps completed during previous sessions
- Overhead quiz of selected locations from previous sessions
- Blank outline world map for each student (and one on the overhead for teacher use)
- Colored pencils and/or markers
- A six-sided die
- Preferred teacher resources

### *Instructional Activities*

NOTE: The following Web resource may be helpful for locating maps:

- "Education Place." <<http://www.eduplace.com/ss/maps/>>.
1. Administer a quiz on map locations. The quiz may include empires and/or geographic locations.
  2. After the quiz, review as a class the three maps from the previous session. Ask selected students to point out locations on a large class map.
  3. Distribute blank outline world maps and colored pencils. Instruct students to use their textbooks and other sources to develop a color-coded map reflecting the location of the five major world religions around 1500 A.D. An option is to have the actual color code on the back in order to foster studying. If desired, have students work in pairs, or work with students to color code a map on the overhead.
  4. Have students take a few minutes to study this map alone or in pairs. Together as a class, practice locating the five religions on an overhead of the map.
  5. If time permits, split students into groups of three. In their groups, have them study all four maps, which include the three from previous sessions. Allot 5-7 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 will have to pick a different two numbers between 1 and 6 so that all six sides of the die are taken. Once time is up for studying, 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.
  6. Instruct students to study all four maps for a quiz during the next session.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use the computer to access the aforementioned website <<http://www.eduplace.com/ss/maps/>> Save the appropriate map as a picture file, import it using drawing software, and label, color and analyze maps.
- Identify locations on an overhead map as students work on their individual maps.
- Supply enlarged maps for students as needed.

### Multisensory

- Have students color-code boundaries for the five major religions and create a key.
- Provide students with individual parts (five major religions) of the map to match with a completed map in lieu of coloring.

### Community Connections

- Overlay a contemporary map of the major religions on this map and compare similarities and differences.

### Student Organization of Content

- Have students continue to create their own atlas organized by hemisphere, continent, countries, religions, etc., with maps developed throughout the course.

## Session 3: Mapping the World's Major Trade Routes in 1500 A.D. \_\_\_\_\_

### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to understand how to use a map and/or globe.

### *Materials*

- Overheads of four maps completed during first two sessions
- Teacher-developed quiz of selected locations from recent maps
- Blank outline world map for each student (and one on the overhead for teacher use)
- Colored pencils and/or markers
- Overhead of “Notes on Trade Routes” (Attachment A)
- Preferred teacher resources

### *Instructional Activities*

NOTE: The following Web resources may be helpful with this session:

- “Education Place.” <<http://www.eduplace.com/ss/maps/>>.
- “Silk Roads Handbook.” <[http://www.askasia.org/silk\\_roads/SilkIndx.htm](http://www.askasia.org/silk_roads/SilkIndx.htm)>.

1. Administer a teacher-prepared quiz on map locations (religions, geography, and empires).
2. After the quiz, review quickly as a class all four maps.
3. Distribute blank outline world maps and colored pencils. Using an overhead map, direct students in the development of a map depicting major trades routes around 1500 A.D. to include the following:
  - Silk roads across Asia to the Mediterranean basin
  - Indian Ocean Maritime routes
  - 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

Do one route at a time, explaining its importance. Have students locate what empires the trade route helped connect and tell why the trade route got its name.

Complete each trade route in a different color, and create a color-coded key.

4. Present notes in question/answer format:
  - Have students create a “Cornell” line on their paper (a vertical line about a third of the way in from left).
  - On the left side, place questions; on the right, the corresponding answers.
  - Explain to students that their notes will be easy to study from if they cover up the answers on the right side with another sheet of paper and guess the answers.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Identify trade routes on an overhead map as the students work on their individual maps.
- Supply enlarged maps for students as needed.
- Refer to Attachment A on the overhead as students work on their individual copies.

### Multisensory

- Have students use the computer to access the aforementioned website <<http://www.eduplace.com/ss/maps/>> Save the appropriate map as a picture file, import it using drawing software and label, color and analyze maps.
- Have students color-code trade routes and create a key.
- Provide students with individual parts (trade routes) of the map to match with a completed map in lieu of coloring.

### Community Connections

- Have students brainstorm in small groups how products are transported in the contemporary world versus how they were transported in 1500 A.D.

### Small Group Learning

- Noted above.

### Vocabulary

- Have students continue to identify unfamiliar vocabulary words and add them to the two-column template created for their notebooks.
- Have students use and understand the meaning of these words: *Maritime*, *Trans* (as in *Trans-Saharan*, *Trans-Atlantic*), *textiles*, *porcelain*.
- Provide pictures/models of key vocabulary words.

### Student Organization of Content

- Students will continue to create their own atlas organized by hemisphere, continent, countries, trade routes, etc., with maps developed throughout the course.

## Session 4: Analyzing Products and Transportation in 1500 A.D. \_\_\_\_\_

### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to understand how to use a map and/or globe.
- The students are expected to be familiar with maps from previous lessons.
- The students are expected to read and analyze text for content.

### *Materials*

- Overheads of five maps completed over the first three sessions
- Teacher-prepared quiz of selected locations from recent maps and/or notes from Session 3
- Blank outline world map for each student (and one on the overhead projector for teacher use)
- Colored pencils and/or markers
- Preferred teacher resources

### *Instructional Activities*

NOTE: The following Web resource may be helpful for locating maps:

- “Education Place.” <<http://www.eduplace.com/ss/maps/>>.
1. Administer a teacher-prepared quiz on trade routes (in the form of a map) and traded products (questions from notes).
  2. After the quiz, review quickly as a class all five maps. Select a few students to go to the front of the class and review the maps, or have students quickly study in pairs.
  3. Distribute blank outline world maps and colored pencils. Direct students to use notes from the previous session, the trade route map, their textbooks, and other sources provided by the teacher to develop a map that includes indications of the following:
    - Colored pictures of all major products/ideas exchanged around 1500 A.D.
    - Products located on trade routes or in empires where the products came from (arrows can show direction in which it was taken—mainly to Europe)
    - Mode of transportation (ship, foot, caravan)
    - Locations of empires, trades routes, or any major geographical features that were obstacles to trade (Sahara and Gobi Deserts for example).

NOTE: It is recommended that the teacher first create a sample map. Also, empires should be located but not colored, so as not to interfere with the colored products/ideas.
  4. Assign a teacher-selected reading, worksheet, or other reinforcement activity.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use the computer to access the website <<http://www.eduplace.com/ss/maps/>> Save the appropriate map as a picture file, import it using drawing software, and label, color and analyze maps.
- Identify locations on an overhead map as students work on their individual maps.
- Supply enlarged maps for students as needed.

#### Multisensory

- Provide icons to represent the various products/ideas that students will match with trade routes.

#### Community Connections

- Have students identify local products and modes of transportation.

- Have students visit the local community market and/or transportation museum.

#### Small Group Learning

- Divide students into five groups to present a summary of their map, including political boundaries, major religions, physical features, trade routes and products and modes of transportation.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary words and add them to the two-column template in their notebooks.
- Have students use and understand the meaning of this word: *caravan*.

#### Student Organization of Content

- Have students continue to create their own atlas organized by hemisphere, continent, countries, religions, trade routes, products and modes of transportation, etc., with maps developed throughout the course.

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

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to read and analyze text for content.

### *Materials*

- Overheads of five maps completed during the first three sessions
- One blank 5" x 8" index card for each student
- Colored pencils and/or markers
- Overhead or electronic presentation with **A.R.T.I.S.T.I.C.** mnemonic
- Preferred teacher resources

### *Instructional Activities*

NOTE: The following Web resources may be helpful with this session:

- “Education Place.” <[http://www.askasia.org/silk\\_roads/SilkIndx.htm](http://www.askasia.org/silk_roads/SilkIndx.htm)>.
- “Michelangelo Images.” <[http://employees.oneonta.edu/farberas/arth/arth213/michelangelo\\_images.html](http://employees.oneonta.edu/farberas/arth/arth213/michelangelo_images.html)>.
- “Sites on Shakespeare and the Renaissance.” <<http://web.uvic.ca/shakespeare/Annex/ShakSites1.html>>.

1. Review with students the content covered to this point in the Organizing Topic.
2. Assign a short reading selection that explains what the “renaissance” was and when it occurred. Review the selection with the class. Explain that the Renaissance was full of artistic, literary, and intellectual ideas and that its scholars studied and were influenced by ancient Greece and Rome. Further explain that trade led to an increase of wealth in Europe. People spent a significant amount of their money on entertainment (plays, paintings, essays, sonnets). 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.
3. 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. On one side of the index card instruct them to write, “The Renaissance was very **A.R.T.I.S.T.I.C.**” Instruct them to decorate the card with color and perhaps draw paintbrushes, a brain, and books to represent the Renaissance.
4. Instruct students to flip over their index card to the lined side, and have them write **A.R.T.I.S.T.I.C.** down the left-hand side of the card. Go over the mnemonic one letter at a time (with students copying notes in appropriate place), discussing each lettered concept with the class:
  - 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 is stressed (humanism)
  - C.** Church corruption criticized (Erasmus—humanist)
5. Prepare for a quiz on this session’s content or assign a teacher-selected reading, worksheet, or other reinforcement activity.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Provide template of mnemonic ARTISTIC in a Word document for students to insert graphics and complete index card activity.

#### Multisensory

- Assign students one letter of the mnemonic ARTISTIC to explain key points to class.

#### Community Connections

- Invite an art teacher or local artist to discuss artistic techniques of the Renaissance.

#### Small Group Learning

- Noted above.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary words and add them to the two-column template they have created for their notebooks.
- Have students use and understand the meaning of these words: *Renaissance, humanism/humanist, individualism, sonnet, city-state, corruption, culture.*
- Develop a word wall with key vocabulary.

#### Student Organization of Content

- Have students secure index card in notebook.

## Session 6: Comparing Medieval and Renaissance Art

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to compare and contrast visual images.

### *Materials*

- Slideshow of Renaissance and Medieval art. Ask the art teacher for help in acquiring these slides, or create an electronic slideshow from images from the Internet. The slides should be arranged in random order so that Medieval and Renaissance art are intermixed. Renaissance art by 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*.
- Slide projector, or computer lab with LCD projector
- Worksheet with slide analysis chart – “Medieval and Renaissance Works of Art” (Attachment B)
- Textbook or preferred teacher resource that briefly explains how Medieval and Renaissance art differ

### *Instructional Activities*

NOTE: The following Web resources may be helpful for locating art images:

- “Michelangelo Images.” <[http://employees.oneonta.edu/farberas/arth/arth213/michelangelo\\_images.html](http://employees.oneonta.edu/farberas/arth/arth213/michelangelo_images.html)>.
  - “The Mona Lisa.” <[http://www.louvre.fr/anglais/collec/peint/inv0779/peint\\_f.htm](http://www.louvre.fr/anglais/collec/peint/inv0779/peint_f.htm)>.
  - “Leonardo da Vinci.” <[http://www.metmuseum.org/toah/hd/leon/hd\\_leon.htm](http://www.metmuseum.org/toah/hd/leon/hd_leon.htm)>.
1. Administer a teacher-prepared quiz on the A.R.T.I.S.T.I.C. mnemonic by instructing students to write out the mnemonic or by having multiple-choice questions based on it.
  2. Give a reading assignment from the textbook or other source that briefly explains the differences between Medieval and Renaissance 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.” Their job is to analyze each piece of art based on the characteristics just studied (Medieval: flat, cartoon-like, and emotionless v. Renaissance: three-dimensional, life-like, emotional, detailed). After analyzing a work of art, students should determine whether the piece was Medieval or Renaissance. Stress the paintings/sculptures by Michelangelo and Leonardo da Vinci. An option is to have students write down their analyses for future assessments. Use the “Medieval and Renaissance Works of Art” chart at Attachment B.
  4. For an alternative assignment, have students work in pairs in a computer lab to find examples of both Medieval and Renaissance art on the Internet. Have them save their images into an electronic presentation for a grade.
  5. Assign a teacher-selected reading, worksheet, or other reinforcement activity.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Scan Attachment B into computer for students to complete as necessary.
- Have students view video of Renaissance and Medieval artists.

#### Multisensory

- Have students create their own work of art using characteristics of Renaissance and/or Medieval art.

### Community Connections

- Take a field trip to art museum to view original works of art.

### Small Group Learning

- See alternative activity as stated above.

### Vocabulary

- Have students continue to identify unfamiliar vocabulary words and add them to the two-column template created for their notebooks.
- Have students use and understand the meaning of these words: *Medieval*, *perspective*, *emotionless*, *emotional*, *depth*, *flat*.

### Student Organization

- Have students develop a Venn diagram including characteristics of Renaissance and Medieval art.
- Have students secure Attachment B in student notebook.

## Session 7: Review of the Renaissance World

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to be familiar with information and concepts from previous lessons.

### *Materials*

- Materials to play a game of teacher's choice (e.g., Jeopardy®, Bingo)
- Video on the Renaissance (e.g., biography of Michelangelo, Shakespeare, or Leonardo da Vinci).

### *Instructional Activities*

1. Conduct a review of the world around 1500 A.D. An option is to use a game of the teacher's choice to review concepts in this Organizing Topic.
2. Show a video on the Renaissance (teacher's choice). Have students relate what they have learned in class to what is shown in the video

### *Specific Options for Differentiating This Lesson*

#### Technology

- Develop a word bank for students to use in review game.

#### Small Group Learning

- Divide class into small groups to play a game reviewing concepts.

#### Vocabulary

- Provide word bank on the board or overhead for student use during review game.

#### Student Organization of Content

- Provide video questionnaire to guide student viewing of video.

## Session 8: Assessment

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### *Materials*

- Assessment (For sample assessment items, see Attachment C.)

### *Instructional Activities*

1. Administer the assessment.

**Attachment A: Notes on Trade Routes**

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

**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

*Asterisk (\*) indicates correct answer.*

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

# Reformation

## Standard(s) of Learning \_\_\_\_\_

- WHII.3 The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by locating major states and empires;
- a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, and Henry VIII;
  - b) describing the impact of religious conflicts, including the Inquisition, 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

Summarize the problems and issues that provoked religious reforms in Western Christianity.

\_\_\_\_\_

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, and Henry VII. 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—Posting of the 95 theses, birth of the Protestant Church  
John Calvin (the Calvinist tradition)
- Views—Predestination, faith revealed by living a righteous life, importance of the work ethic
- Actions—Expansion of the Protestant Movement  
King Henry VIII (the Anglican tradition)
- Views—Dismissed the authority of the Pope in Rome
- Actions—Divorced and remarried; broke with Rome; headed the national church in England; appropriated lands and wealth of the Roman Catholic Church in England

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Explain that the Reformation had its roots in theology, but it led to important economic and political changes. Religious differences and hostilities caused war and destruction.

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Summarize the major economic, political, and theological issues involved in the Reformation, using the following information as a guide:

Reformation in Germany

- Princes in Northern Germany converted to Protestantism, ending authority of the Pope in their states.
- The Hapsburg family and the authority of the Holy Roman Empire continued to support the Roman Catholic Church.
- Conflict between Protestants and Catholics resulted in devastating wars (e.g., Thirty Years' War).

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Reformation in England

- Anglican Church became a national church throughout the British Isles under Elizabeth I.
- The Reformation contributed to the rise of capitalism.

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Reformation in France

- Catholic monarchy granted Protestant Huguenots freedom of worship by the Edict of Nantes (later revoked).
- Cardinal Richelieu changed the focus of the Thirty Years' War from a religious to a political conflict.
- Catholic Church mounted a series of reforms and reasserted its authority.
- Society of Jesus (the Jesuits) was founded to spread Catholic doctrine around the world.
- Inquisition was established to reinforce Catholic doctrine.

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Explain that, at first, the Reformation divided the countries of Europe on religious principles, leading to religious intolerance.

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Explain that power in most European states was concentrated in the monarch.

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Explain that gradually religious toleration emerged, along with democratic thought.

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Summarize the changing cultural values, traditions, and philosophies during the Reformation. Use the following information as a guide:

- Growth of secularism
- Growth of individualism
- Growth of religious tolerance

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Summarize the role of the printing press in the spread of new ideas. Use the following information as a guide:

- Growth of literacy was stimulated by the Gutenberg printing press.

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- The Bible was printed in English, French, and German.
- These factors had an important impact on spreading the ideas of the Reformation and Renaissance.

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## Sample Resources

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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.
- “Henry VIII (1509-47 AD).” *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.
- 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.
- “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.
- “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 a blank 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.
- Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History II*. Virginia Department of Education, 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wh2-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh2-1.pdf)>.
- Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World History and Geography: 1500 A.D to the Present. Test Blueprint*. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint8WHII.pdf>>.

“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

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to be able to brainstorm examples.
- The students are expected to compare and contrast.
- The students are expected to read and analyze for content.
- The students are expected to take notes.

### *Materials*

- News article on a current event in which the author calls for reform
- Text and guided reading questions
- PowerPoint presentation of [“The Reformation: An Overview of the Causes, Leaders, Events, and Results”](#)
- Student notes on the Reformation (Attachment A)
- Teacher notes on the Reformation, with answers (Attachment B)
- Internet Access (or printed copies of primary sources/excerpts from the Web)

### *Instructional Activities*

NOTE: The following Web resources may be helpful in this session:

- “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>>.

1. As a warm-up activity, display the term “reform” on the board or overhead. Instruct students to define *reform*. Brainstorm modern examples of issues students feel are in need of reform. Read a current news article about an issue that some suggest needs reform (e.g., tax laws). Select any topic that will guide student understanding of the discontent felt by citizens when something is unfair.

Continue with the discussion by asking students questions such as the following: What causes demand for reform? How are citizens affected when they perceive unfairness?

2. Introduce a reading on the causes and effects of the Reformation. Include an explanation of the reformers. Use the text to identify conditions leading to the Reformation.

Prepare questions to guide the students through the reading. To help them understand the causes of the reformation, consider using multiple chapters or excerpts from the text, text ancillary materials, and other available resources.

In class discussion, emphasize 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. Show the PowerPoint presentation of [“The Reformation: An Overview of the Causes, Leaders, Events, and Results,”](#) or make copies of slides to use as transparencies. Instruct students to fill in the notes worksheet (Attachment A). Instruct them to illustrate the 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 remember interest on a loan).

Complete the section on the causes of the Reformation at this point. Have students place the unfinished notes in a notebook. They will continue to complete the notes as they participate in the following sessions. (This process will help to review.)

### *Specific Options for Differentiating This Lesson*

#### Technology

- Scan Attachment A into word processor and allow students to complete notes on computer.

#### Multisensory

- Have students use a word processor to highlight important facts, people, events, etc., within the article.

#### Community Connections

- During the warm-up activity, using multiple current news articles about local reform, have small student groups brainstorm and present ideas on discontent that may lead to reform.

#### Small Group Learning

- Have students form small groups to discuss reform and present short skits summarizing their article.
- Have students work on reading and questions in small support groups.

#### Vocabulary

- Have students identify unfamiliar vocabulary words from the reading, using “Post-it Notes.” Have students add the words to the two-column template they have created for their notebooks.
- Have students use and understand the meaning of these words: *corruption, indulgences, salvation, ultimate authority, theses, Protestant, predestination*.

#### Student Organization of Content

- Develop a web, with students connecting the reformers and their beliefs and actions.
- Expand the web to include results of the reformers’ actions.

## Session 2: The Reformers. Hero or Zero?

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to read and analyze content for information.
- The students are expected to be able to use Internet resources.
- The students are expected to make past and present connections.

### *Materials*

- “Hero or Zero” score sheet (Attachment C)
- Materials to produce posters

### *Instructional Activities*

NOTE: The following Web resources may be helpful in this session:

- “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>>.

1. Review the previous session’s concepts.
2. Have students participate in the activity “The Reformers — Hero or Zero?” as follows:
  - Divide students into groups of three. Each student will read about one of the three reformers. Based on their reading, they record notes on the score sheet (Attachment C). Have them share results.
  - Each team will then create three (8½" x 11") posters, one for each of the reformers. Students can reference Web sites to view primary source documents and incorporate those references into the posters. Remedial students may need assistance with interpreting some documents. Posters may include the following information:
 

*Side 1 = HERO* (Why the person was loved)  
 — Five details from the reading that explain what the person believed and did, why the person was considered a hero, and by whom. (e.g., King Henry VIII...It’s time someone stood up to the Pope!)  
 — At least one illustration (depicting beliefs or actions)

*Side 2 = ZERO* (Why the person was disliked)  
 — Five details from the reading that explain why the Catholic Church would call this person a zero and what their objection would have been to the teachings and actions of the individual? (A church official has responded to the heretic by ... because ....)  
 — Another illustration or 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.
3. Instruct students to write the name of one reformer and one of his actions. If the action is a cause, have them name one effect. One strategy is to place responses on scrap paper and have students submit them as a “ticket out the door.”
4. Instruct the students to illustrate the class notes, using symbols and pictures drawn by students or downloaded from the Internet.

***Specific Options for Differentiating This Lesson*****Technology**

- Scan Attachment C into word processor and allow students to complete notes on computer.

**Multisensory**

- Noted above.

**Community Connections**

- Have students brainstorm and sort leaders into “Hero” or “Zero” categories, using current political cartoons.

**Small Group Learning**

- Noted above.

**Vocabulary**

- Have students continue to identify unfamiliar vocabulary words using “Post-it Notes,” adding them to the two-column template created for their notebooks.
- Have students use and understand the meaning of these words: *work ethic*, *appropriated*, *theology/theological*, *usury*, *monarchy*, *doctrine*.

**Student Organization of Content**

- Have students develop a graphic organizer depicting the causes and effects of the Reformation.

## Session 3: Mapping the Reformation

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to understand how to use a map and/or globe.
- The students are expected to be familiar with information and concepts from previous lessons.

### *Materials*

- Map of Europe for each student

### *Instructional Activities*

NOTE: The following Web resources may be helpful in this session:

- “Reformation Map.” <<http://www.schoolhistory.co.uk/year8links/elizabeth/reformationmap.pdf>>.
  - “Religious Division.” <<http://www.fordham.edu/halsall/mod/map16rel.gif>>.
1. As a warm-up review, have a two-column list on the board. List reformers in one column and beliefs or actions in the second column. Instruct students to match the person with the action or belief. 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 work on the unfinished outline from Session 1. As they are writing the information, walk around to check for the illustrations assigned as homework.
  3. Provide a map of Europe for each student. Guide students through the process of drawing the boundaries, labeling and coloring the map.
    - 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 light blue.
    - Color the areas that are mostly Catholic in pink.
    - Color the areas that are Lutheran in green.
    - Color the area that is Calvinist in yellow.
    - Draw small triangles where Huguenot minorities live.
    - Draw small squares where Presbyterian minorities live.
  4. Lead a class discussion about the map, using the questions below:
    - Where are most of the Catholic majorities located? (Southern Europe)
    - Where are most of the Protestant denominations located? (Northern Europe)
    - Where is the location (residence) of the Pope? (Rome)
    - What conclusions can be made about the location of Protestants and the location of the head of the church of Rome? (The farther away from Rome, the easier it was to be Protestant.)
    - What nation or territory is 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 text, other ancillary materials, or Web sites to construct a guided reading activity on the wars of religion. Discuss the selection in class.

### *Specific Options for Differentiating this Lesson*

#### Technology

- Have students scan the appropriate map as a picture file, import it using drawing software, and label, color and analyze maps using the computer.
- Use screen-reader software to read to students, as noted in the guided reading activity (#5).

**Multisensory**

- Noted above.

**Community Connections**

- Have students identify different churches and denominations in their community today.

**Small Group Learning**

- Conduct the warm-up review within small groups.
- Divide class into small groups as noted in the class discussion activity (#4), giving each group one question to discuss and present to the whole class.

**Vocabulary**

- Have students continue to identify unfamiliar vocabulary words using “Post-it Notes,” adding them to the two-column template created for their notebooks.
- Have students use and understand the meaning of these words: *Calvinist, Huguenot, denomination, secularism, individualism.*

**Student Organization of Content**

- Have students develop a key for the map, including colors and symbols.
- Have students attach map and warm-up chart to their notebooks.

## Session 4: Results of the Reformation

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to be familiar with information and concepts from previous lessons.
- The students are expected to read and analyze content for information.

### *Materials*

- PowerPoint presentation of [“The Reformation: An Overview of the Causes, Leaders, Events, and Results”](#)
- Student notes on the Reformation (Attachment A)
- Teacher notes on the Reformation, with answers (Attachment B)
- Story from the Inquisition, showing the human side of the Reformation
- Sample storyboard and directions
- Colored pencils and/or markers

### *Instructional Activities*

1. Review the activity from the previous session.
2. Continue with a class discussion using the PowerPoint presentation of [“The Reformation: An Overview of the Causes, Leaders, Events, and Results”](#) and the students’ notes as a guide.
3. Distribute materials and instructions for the storyboards. Groups of two or three may work together on this project. Discuss instructions and expectations.
4. Allow time for students to share their work. Create a list of essential vocabulary from the storyboards.
5. Select a story from the Inquisition for students to read that shows the human side of the Reformation. Ancillary texts or independent publications can help. As a class, discuss the story and examine what insights it offers about life during the Inquisition.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Provide students with handouts of the PowerPoint presentation for note-taking purposes.
- Have students use the word processor to insert textboxes and graphics, creating storyboards on the computer.
- Use videos of the Reformation or reformers to illustrate this information for students.

#### Multisensory

- As an option to the storyboard activity, have students create short skits, puppet shows, etc., to reinforce their understanding of the Reformation.

#### Community Connections

- Discuss how the Reformation has impacted our religious practices today.

#### Small Group Learning

- Noted above.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary words using “Post-it Notes,” adding them to the two-column template created for their notebooks.
- Have students use and understand these words: inquisition, intolerance.

### Student Organization of Content

- Display storyboards and have students share them with peers.

## Session 5: Assessment

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### *Materials*

- Assessment (For sample assessment items, see Attachment D.)

### *Instructional Activities*

1. Administer the assessment.

**Attachment A: Student Notes on the Reformation** \_\_\_\_\_**THE REFORMATION: AN OVERVIEW****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 \_\_\_\_\_
- 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 \_\_\_\_\_

**Immediate Results***A. Germany*

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

*B. England*

- \_\_\_\_\_ ended bloodshed and united British Isles under the Anglican Church.
- Rise of Reformation contributed to the growth of \_\_\_\_\_.

*C. France*

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

*D. Counter-Reformation*

- Catholic Church mounted \_\_\_\_\_ to reassert its \_\_\_\_\_ (Reforms agreed to at the Council of Trent).
- Society of Jesus (The \_\_\_\_\_) was founded to \_\_\_\_\_ around the world.
- The \_\_\_\_\_ was established to reinforce Catholic doctrine.

## Long-Term Results

Changing cultural values and traditions during the Reformation

- Growth of \_\_\_\_\_
- Growth of \_\_\_\_\_
- Growth of \_\_\_\_\_

## Attachment B: Teacher Notes on the Reformation

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### 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; broke with the Catholic Church
- Formed the Church of England

### Immediate Results

#### A. *Germany*

- North: Princes converted to Protestantism ending papal authority in their states.
- Hapsburg family remained Catholic.
- War between 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.
- Rise of Reformation contributed to the growth of capitalism.

#### C. *France*

- Catholic Monarchy (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. *Counter-Reformation*

- Catholic Church mounted reforms to reassert its authority (Reforms agreed to at the Council of Trent).
- Society of Jesus (the Jesuits) was founded to spread Catholic doctrine around the world.
- The Inquisition was established to reinforce Catholic doctrine.

### Long-Term Results

#### Changing cultural values and traditions during the Reformation

- Growth of secularism
- Growth of individualism
- Growth of religious tolerance

**Attachment C: "HERO or ZERO?" Score Sheet** \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

*Directions:*

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

**NAME OF REFORMER** \_\_\_\_\_

<b>Life</b>	<b>Beliefs/Teachings</b>	<b>Actions</b>	<b>Catholic Church Response</b>
Include the following kinds of information: – 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 a problem with this person?

**Attachment D: Sample Assessment Items**

*Asterisk (\*) indicates correct answer.*

- Salvation by faith alone
- Bible is the ultimate authority
- All Humans are equal before God

- 1. Which of the following expressed the views identified in the above box?**
  - A John Calvin
  - B King Henry VIII
  - C Martin Luther\*
  - D Louis XIV
  
- 2. Which of the following was characteristic of the Reformation in Germany?**
  - A The Hapsburg family continued to support the Roman Catholic Church\*
  - B The authority of the Pope continued in Northern Germany
  - C The focus of the Thirty Years' War was changed from a political to a regional conflict
  - D The Edict of Nantes granted Catholics freedom of worship
  
- 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

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
- explaining the roles of explorers and conquistadors;
  - describing the influence of religion;
  - explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas;
  - defining the Columbian Exchange;
  - explaining the triangular trade;
  - 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 that contributed to the European discovery of lands in the Western Hemisphere:

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

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Identify some of the important explorers, and summarize 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

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

\_\_\_\_\_

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

\_\_\_\_\_

Summarize the means of diffusion of Christianity. Use the following information as a guide:

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

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

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

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

Americas

- Expansion of overseas territorial claims and European emigration to North and South America
- Demise of Aztec, Maya, and Inca empires
- Legacy of a rigid class system and dictatorial rule in Latin America
- Forced migration of some Africans into slavery
- Colonies' imitation of the culture and social patterns of their parent country

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Africa

- European trading posts along the coast
- Trade in slaves, gold, and other products

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Asia

- Colonization by small groups of merchants (India, the Indies, China)
- Influence of trading companies (Portuguese, Dutch, British)

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

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Describe the Columbian Exchange, 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 (First Americans).
- European diseases like smallpox killed many American Indians (First Americans).

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Summarize the impact of the Columbian Exchange between European and indigenous cultures. Use 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 economics and damaged the environment.

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

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

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Describe the impact of precious metal exports from the Americas. Use 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

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Explain how economic activity in Europe expanded and stimulated trade with markets in Asia. Analyze the impact of the fall of Constantinople and the development of technology that led to the expansion of maritime trade. Analyze the impact of technologies from the Islamic world, as well as notable European innovations.

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Consider the following factors to identify, analyze, and explain the economic, political and religious motives for exploration:

- Increased European wealth, which led to a demand for gold, spices, and natural resources
- Political and economic competition among European empires for trade routes, wealth, and power
- Support for the diffusion of Christianity
- Influence of Catholics and Protestants, who carried their faith, language, and culture to new lands
- Conversion of indigenous peoples

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Identify and compare the nations and explorers participating in the establishment of overseas empires.

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Analyze the means and impact of the diffusion of Christianity.

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Identify and compare the areas colonized by Europeans in the Americas, Africa, and Asia.

Analyze the impact of migration and cultural interaction on indigenous populations

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## Sample Resources

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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/age/histexp.html>>. 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. NOTE: 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.

*First Circumnavigation of the Globe by Magellan.*  
<<http://campus.northpark.edu/history/WebChron/WestEurope/Magellan.html>>.

*Historical Maps of the World.* The University of Texas at Austin.  
<[http://www.lib.utexas.edu/maps/historical/history\\_world.html](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.

Pickering, Keith A. *The Columbus Navigation Home Page.* <<http://www1.minn.net/~keithp/>>. This site examines “the history, navigation, and landfall of Christopher Columbus.”

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](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.

*To the New Lands.* <[http://www.civilization.ca/vmnf/explor/carti\\_e2.html](http://www.civilization.ca/vmnf/explor/carti_e2.html)>. This site presents information about the explorations of Jacques Cartier.

Tomaske, John A. *The Columbian Exchange.* <<http://www.calstatela.edu/faculty/jtomask/471/colexchg.htm>>.

*Trading Game.* Stephanie Thibeau. <[http://ace.acadiau.ca/~dreid/games/Game\\_descriptions/Trading\\_Game.html](http://ace.acadiau.ca/~dreid/games/Game_descriptions/Trading_Game.html)>. This is a game simulating the impact on trading potential of an unequal distribution of necessary resources.

*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.

*Trading Cards Game.* Tigard-Tualatin School District, Tigard, OR.  
<[http://www.tsd.k12.or.us/schools/dc/inventors/trading\\_cards\\_game.htm](http://www.tsd.k12.or.us/schools/dc/inventors/trading_cards_game.htm)>. This is a game for students to learn the concept of supply and demand.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History II.* Virginia Department of Education, 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wh2-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh2-1.pdf)>.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. World History and Geography: 1500 A.D. to the Present. Test Blueprint.* Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint7WHI.pdf>>.

## Session 1: The Spice Trade

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to be able to compare and contrast.
- The students are expected to be able to read and analyze content for information.
- The students are expected to understand how to use a map and/or globe.
- The students are expected to be able to make past and present connections.

### *Materials*

- Text and ancillary materials
- Map of the world
- Colored pencils and/or markers
- Spices to taste
- Small zippered plastic bags

### *Instructional Activities*

NOTE: The following Web resource may be helpful in teaching this session:

- *The Influence of Spice Trade on the Age of Discovery.*  
<<http://muweb.millersville.edu/~columbus/papers/strass-1.html>>.
1. Display a picture of a 15th century 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 15th century diet and the desire by the wealthier people to make their food taste better.
  2. Assign an appropriate reading selection on the spice trade. A selection may be found in the text or at the Web resource cited 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,” locating the areas of production for the desired spices. Follow the directions below for this activity:
    - Place the spices in zippered plastic bags for easy access to smell and taste.
    - Make a series of stations around the classroom, each with a different spice. Include saffron (India), cinnamon (Spice Islands and India), pepper (India and Spice Islands), and salt (Africa). A further option is to include products such as chocolate (Mexico), coffee (Brazil), and silk to expand the map (and world view).
    - Direct students to visit each spice station 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.) Students can accomplish the two tasks simultaneously.
    - The map key should include symbols for each product and colors for the routes of each explorer.
  5. Have students label the continents of Europe, Africa, Asia, North American, and South America; the countries of England, France, Spain, Portugal, and The Netherlands; and all oceans.
  6. Ask the students to compare exploration routes with the desired products. Brainstorm conclusions students may reach.

7. Assign a teacher-selected reading worksheet or other reinforcement activity.

### *Specific Options for Differentiating this Lesson*

#### Technology

- Scan the appropriate map as a picture file, import it using drawing software and have students label, color and analyze maps using the computer.
- Use screen reader software to read to students for the selected reading activity.

#### Multisensory

- Noted above.

#### Community Connections

- Noted above.

#### Small Group Learning

- Have students complete the map activity in small groups.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary words using sticky notes, adding them to the two-column template created for their notebooks.
- Have students use and understand these terms: saffron, profit motives, navigational arts.

#### Student Organization of Content

- Provide questions to guide reading (have students attach to notebook).
- Have students attach spice map to their notebooks.

## Session 2: The Conquistadors

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### *Prerequisite Understanding/Knowledge Skills*

- The students are expected to read and analyze for content.
- The students are expected to be able to use Internet resources.

### *Materials*

- Internet access
- Textbook reading on Aztecs, Incas, and conquistadors

### *Instructional Activities*

NOTE: The following Web resource may be helpful for locating maps:

- *Conquistadors*. <<http://www.pbs.org/opb/conquistadors/home.htm>>.
1. Direct students to research print and electronic resources to locate information on the impact of the conquistadors (including missionaries). For those without Internet access, the information could be downloaded from the Web site listed above, or other selections could be substituted.
  2. After students gather data, direct them to create a series of five journal entries from the perspective of a native.
  3. Evaluation of the journal should include:
    - Completeness (Five entries, 150-200 words each)
    - Accuracy (Events and facts used are based on factual evidence from the readings.)
    - Illustrations
    - Mechanics (e.g., grammar, spelling, punctuation)

### *Specific Options for Differentiating this Lesson*

#### Technology

- Scan the appropriate map as a picture file, import it using drawing software and have students label, color and analyze maps using the computer.
- Show a video of the impact of conquistadors.
- Have students use word processing or voice-activated software to complete journal activity.

#### Multisensory

- Have students create cartoons or skits depicting perspectives of the natives, in lieu of journal writing.

#### Community Connections

- Have students brainstorm for modern-day conquistadors.

#### Small Group Learning

- Divide students into groups of five to complete one of the five journal activities and share it with the whole class.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary words using sticky notes, adding them to the two-column template created for their notebooks.
- Have students use and understand these words: conquistador, missionary, indigenous, Aztecs, Incas.

#### Student Organization of Content

- Select a reader to present journal entries to the class.

## Session 3: Colonies and Trading Posts

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to read and analyze content for information.
- The students are expected to understand how to use a map and/or globe.

### *Materials*

- Text
- Map of colonies and trading posts (one copy for each student)
- Colored pencils and/or markers
- “The Trading Game”

### *Instructional Activities*

NOTE: The following Web resources may be helpful in planning “The Trading Game”:

- *Trading Game*. Stephanie Thibeau.  
<[http://ace.acadiiau.ca/~dreid/games/Game\\_descriptions/Trading\\_Game.html](http://ace.acadiiau.ca/~dreid/games/Game_descriptions/Trading_Game.html)>.
  - *The Trading Game*. Oklahoma State University Cooperative Extension Service.  
<<http://agweb.okstate.edu/fourh/aic/lessons/less3-4/trading.pdf>>.
  - *Trading Cards Game*. Tigard-Tualatin School District, Tigard, OR.  
<[http://www.ttsd.k12.or.us/schools/dc/inventors/trading\\_cards\\_game.htm](http://www.ttsd.k12.or.us/schools/dc/inventors/trading_cards_game.htm)>.
1. Select text reading that explains where Europeans established colonies and trading posts. Display a map of colonies and trading posts. Ask questions that will require students to analyze the map. The following Web site may be helpful in locating a map: *Historical Maps of the World*.  
<[http://www.lib.utexas.edu/maps/historical/history\\_world.html](http://www.lib.utexas.edu/maps/historical/history_world.html)>.
  2. Direct students to construct a map of the colonies and trading posts for their notebooks. Have them color-code the locations according to the countries that possessed them.
  3. Have students play “The Trading Game” to compete for profits based on their investments. (Playing time: 40-50 minutes)
  4. Instruct students to analyze the impact on Europeans by examining selected reading assignments.
  5. Display the following short-answer questions, and have students respond:
    - Who were the monarchs of countries establishing colonies around the world?
    - What was the role of each of the monarchs in colonization?
    - What were the reasons for colonization?
    - What risks were involved for the country establishing colonies?

### *Specific Options for Differentiating this Lesson*

#### Technology

- Scan the appropriate map as a picture file, import it using drawing software and have students label, color and analyze maps using the computer.
- Have students use screen-reader software to read aloud for the selected reading assignments.

#### Multisensory

- Noted above.

### Community Connections

- Noted above.

### Small Group Learning

- Divide students into small groups to complete the short-answer questions.

### Vocabulary

- Have students continue to identify unfamiliar vocabulary words using sticky notes, adding them to the two-column template they have created for their notebooks.
- Have students use and understand these terms: trading post, profit, investment, merchant.

### Student Organization of Content

- Have students develop a graphic organizer that includes four columns: monarchs, roles, reasons, and risks.

## Session 4: The Columbian Exchange

---

### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to read and analyze content for information.
- The students are expected to understand how to use a map and/or globe.
- The students are expected to be able to use Internet resources.

### *Materials*

- Text/ancillary materials, as appropriate
- Internet access
- Colored pencils and/or markers

### *Instructional Activities*

NOTE: The following Web resource may be helpful in teaching this session:

- *The Columbian Exchange*. <<http://www.calstatela.edu/faculty/jtomask/471/colexchg.htm>>.
- *The Middle Passage*. <<http://www.pbs.org/wgbh/aia/part1/1p277.html>>.

1. Assign a short reading on the Columbian Exchange (using a resource such as the Web site listed above).
2. Direct students to discuss the following:
  - 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 triangle trade patterns that crossed the Atlantic Ocean. On each leg of the triangle, have them list the items traded. As a class, discuss the relationship between “mother country” and “colony.” Based on the information on the map, have students consider what can be determined.
4. Have students explore resources on the Web (such as the Web site listed above) and text-based materials to develop a project on the Middle Passage. Allow students sufficient time to read the extensive resources available. Projects can be electronic (e.g., using presentation software or Web site) or a more conventional format such as a poster or report. Assign groups of 4 or 5, and direct students to present their projects to each other. Small groups work well for students to ask questions of each other and share discoveries.
5. Evaluate student projects in terms of the factors below.

*Content* – An accurate and complete project that incorporates the following:

  - Explanation of the triangle trade, including the middle passage as a part of the triangle trade
  - Details of the ordeal, including plight of the slaves from capture to sale in the west
  - Illustrations, as appropriate
  - References to primary sources

*Presentation* – A project that reflects effective presentation and writing skills:

  - Attractive format and appearance
  - Correct grammar, mechanics, and spelling

### *Specific Options for Differentiating this Lesson*

#### Technology

- Use screen-reader software for the short reading activity on the Columbian Exchange.
- Scan the appropriate map as a picture file, import it using drawing software and have students label and color triangle trade patterns and analyze maps using the computer.

### Multisensory

- Noted above.

### Community Connections

- Have students brainstorm for ideas on how the Columbian Exchange has impacted our world today.

### Small Group Learning

- Noted above.

### Vocabulary

- Have students continue to identify unfamiliar vocabulary words using “Post-it Notes,” adding them to the two-column template created for their notebooks.
- Have students use and understand these terms: plantation system, middle passage, triangular trade, Columbian Exchange.

### Student Organization of Content

- As noted above.

## Session 5: Sample Assessment

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### *Instructional Activities*

1. Administer the assessment. Sample Assessment items are available at Attachment A

**Attachment A: Sample Assessment Items**

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*Asterisk (\*) indicates correct answer.*

**1. Which of the following 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

**2. Which of the following explorers was from Portugal?**

- A Jacques Cartier
- B Vasco da Gama\*
- C Hernando Cortez
- D Francis Drake

**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 African culture back to Europe.
- D Asian trading posts along the Americas.

**4. The impact of the Columbia exchange included**

- A the death of many American Indians (First Americans) from smallpox.\*
- B the introduction of small farm animals from the Americas to Europe.
- C the exchange of products such as china and silk.
- D an improvement in the environment in the Caribbean as a result of the plantation system.

**5. Ferdinand Magellan explored for**

- A Portugal.
- B Spain.\*
- C England.
- D France.

Organizing Topic

# Impact of Global Trade after 1500 A.D.

## 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. 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.

\_\_\_\_\_

### Content

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

\_\_\_\_\_

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

\_\_\_\_\_

Identify the location of the Ottoman Empire and describe its expansion, 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.

\_\_\_\_\_

Identify the contributions of the Mughal Empire, located in northern India. Use the following information as a guide:

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

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Summarize the process through which the Mughal Empire traded 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.

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Explain that China and Japan sought to limit the influence and activities of European merchants.

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Explain how the Chinese and Japanese attempted to limit the influence of European merchants. Use 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)

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Japan

- Characterized by powerless emperor ruled by military leader (shogun)
- Adopted policy of isolation to limit foreign influences

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

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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

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African imports

- Manufactured goods from Europe, Asia, and the Americas
- New food products (corn, peanuts)

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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.

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

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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.

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- New money and banking systems were created.

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- Economic practices such as mercantilism evolved.
- Colonial economies were limited by the economic needs of the mother country.

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## Sample Resources

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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.* North Park University.

<<http://campus.northpark.edu/history/WebChron/India/Mughal.html>>. This site provides a timeline of the Mughal Empire.

*The Mughal Empire.* Washington State University.

<<http://www.wsu.edu:8080/~dee/MUGHAL/MUGHMAP.HTM>>. This site provides a map of the Mughal Empire.

*The Ottoman Empire.* North Park University.

<<http://campus.northpark.edu/history/WebChron/MiddleEast/Ottoman.html>>. This site provides a timeline, map, and other information on the Ottoman 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/main_tajfrm.html)>. This site provides information on the Taj Mahal.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History II.* Virginia Department of Education,

2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wh2-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh2-1.pdf)>.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning.*

*World History and Geography: 1500 A.D. to the Present. Test Blueprint.* Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint7WHI.pdf>>.

This site provides assessment information for World History and Geography: 1500 A.D. to the Present.

*Welcome to Istanbul.* Princeton University. <[http://www.princeton.edu/~asce/const\\_95/const.html](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

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to understand how to use a map and/or globe.
- The students are expected to read and analyze content for information.

### *Materials*

- Blank outline maps of Europe, Asia, and Africa
- Timeline and brief outline of the history of the Ottoman Empire
- Text or other reading

### *Instructional Activities*

NOTE: The following Web resource may be helpful in teaching this session:

- *Ottoman Empire*. <<http://campus.northpark.edu/history/WebChron/MiddleEast/Ottoman.html>>.
- *Istanbul*. <[http://www.princeton.edu/~asce/const\\_95/const.html](http://www.princeton.edu/~asce/const_95/const.html)>.

1. Introduce this unit by writing the term *Ottoman Empire* on the board or overhead. Ask students to share information on what they know about this empire. Write their responses on the board or overhead.
2. Provide a brief timeline of the Ottoman Empire for students, and provide a brief outline of the history of the empire.
3. Distribute blank outline maps of Europe, Asia, and Africa. Instruct students to draw the boundaries that represent the extent of the Ottoman Empire on the map. Instruct them to label the present-day countries that include the territory that made up the Ottoman Empire.
4. Instruct students to identify the location of Constantinople and label it. Explain that this city was the capital of the Ottoman Empire. Instruct students to draw a star beside the city's name to indicate that it was a capital. Instruct them to then draw a line through *Constantinople* and write in *Istanbul*. Explain that the city was renamed to reflect the new ruling power.
5. Instruct students to draw the symbol of the Muslim faith on the map. Also instruct them to draw the symbols of other religions that were accepted within the Ottoman Empire.
6. Explain to students that the Ottoman Empire was involved in trade in coffee and ceramics. Instruct students to draw symbols on the map to reflect these products.
7. Assign a teacher-selected reading, worksheet, or other reinforcement activity.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Scan the appropriate map as a picture file, import it using drawing software and have students label, color and analyze maps using the computer.
- Use screen-reader software to read to students.

#### Multisensory

- As noted above with timeline, Muslim faith symbol, and map activity.

### Community Connections

- Have students brainstorm for products traded in Virginia.

### Small Group Learning

- Have students work in small groups to complete map, timeline, and/or reading.

### Vocabulary

- Have students continue to identify unfamiliar vocabulary words, adding them to the two-column template created for their notebooks.
- Have students use and understand these words: *Ottoman Empire*, *Constantinople*, *Istanbul*.

### Student Organization of Content

- Have students attach map and worksheet to their notebooks.

## Session 2: Trade and the Mughal Empire

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to understand how to use a map and/or globe.
- The students are expected to read and analyze content for information.

### *Materials*

- Timeline and brief history of the Mughal Empire
- Blank outline map of India
- Pictures of the Taj Mahal
- Samples of art from the Mughal Empire
- Samples of Indian textiles
- Text or other reading

### *Instructional Activities*

NOTE: The following Web resources may be helpful in teaching this session:

- *Mughal Empire*. <<http://campus.northpark.edu/history/WebChron/India/Mughal.html>>.
- *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](http://www.pbs.org/treasuresoftheworld/a_nav/taj_nav/main_tajfrm.html)>.

1. Introduce this unit by writing the term *Mughal Empire* on the board. Ask students to share what they know about this empire. Write their responses on the board or overhead.
2. Add to the timeline developed on the Ottoman Empire a brief timeline of the Mughal Empire. Also provide a brief outline of the history of the empire.
3. Distribute blank outline maps of India. Instruct students to draw the extent of the Mughal Empire on the map.
4. Direct students to draw a symbol on the map to reflect the spread of Muslim Mughal rulers 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 brief paragraph on the history of the Taj Mahal.
6. Provide a period of time for students to research examples of art from the Mughal Empire. Instruct students to provide a list of this artwork. Display samples of the artwork around the classroom.
7. Explain that Indian textiles influenced the British textile industry. Ensure that students understand what textiles are. 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 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, worksheet, or other reinforcement activity.

### *Specific Options for Differentiating this Lesson*

### Technology

- Scan the appropriate map as a picture file, import it using drawing software and have students label, color and analyze maps using the computer.
- Use screen-reader software to read to students.

### Multisensory

- As noted above with drawings, pictures, artwork.

### Community Connections

- Invite a local architect to the class to compare the architectural aspects of the Taj Mahal with contemporary architectural styles.

### Small Group Learning

- Divide students into small groups to complete map, timeline, symbol activity and/or reading.

### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the two-column template created for their notebooks.
- Have students use and understand these words: *Mughal Empire*, *textiles*, *subcontinent*.

### Student Organization of Content

- Have students attach map, timeline, and worksheet to their notebooks.

## Session 3: Chinese and Japanese Trade

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to understand how to use a map and/or globe.
- The students are expected to read and analyze content for information.
- The students are expected to be familiar with information and concepts from previous lessons.

### *Materials*

- Maps of Asia
- Drawings of Chinese porcelain
- Text/other reading
- Class notes

### *Instructional Activities*

1. Review the content from the previous session.
2. Instruct students to label China and Japan on the map.
4. Display the following notes on the board or overhead, and discuss them with the students:
  - **China and Japan sought to limit the influence and activities of European merchants.**  
[Ask students to explain how these countries were limiting the trade.]
  - **There was an increase in European demand for Chinese goods.**  
[Instruct students to draw ships in the water and label them with the words *tea* and *porcelain* to indicate this trade.]
5. Provide drawings of Chinese porcelain. Discuss reasons for the European demand for this porcelain.
6. Instruct students to research the term *shogun*, using available resources. Direct students to prepare a brief paper explaining the role of shoguns in Japan.
7. Assign a teacher-selected reading, worksheet or other reinforcement activity.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Scan the appropriate map as a picture file, import it using drawing software and have students label, color and analyze maps using the computer.
- Use screen-reader software to read to students.
- Scan notes into word processor and have students complete notes on computer.

#### Multisensory

- As noted above, with map, notes, and drawings.

#### Community Connections

- Invite a local antique dealer to visit the class to share various examples of porcelain.

#### Small Group Learning

- Have students work in small groups to complete map, notes, and/or reading.

### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the two-column template created for their notebooks.
- Have students use and understand these words: *porcelain*, *shogun*.

### Student Organization of Content

- Have students attach map and notes to their notebooks.

## Session 4: African Trade

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to understand how to use a map and/or globe.
- The students are expected to read and analyze content for information.

### *Materials*

- Blank outline map of the world
- Text/other reading

### *Instructional Activities*

1. Review the activities from the previous session.
2. Explain that the competition for trade led to the African slave trade.
3. Distribute a blank 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.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Scan the appropriate map as a picture file, import it using drawing software, and have students label, color and analyze maps using the computer.
- Use screen reader software to read to students.

#### Multisensory

- As noted above, with map activity.

#### Community Connections

- Invite a guest speaker familiar with African artwork to share samples with the class.

#### Small Group Learning

- Have students work in small groups to complete map, worksheet and/or reading.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the two-column template created for their notebooks.
- Have students use and understand this word: *ivory*.

#### Student Organization of Content

- Have students attach map and worksheet to their notebooks.

## Session 5: Mercantilism and the Commercial Revolution

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to read and analyze content for information.

### *Materials*

- Class notes
- Text/other reading

### *Instructional Activities*

1. Review the content from the previous session.
2. Write the term *mercantilism* on the board. Instruct students to use their textbooks to develop a definition of this term.
3. Discuss as a class the competition for trade between European nations.
5. Display the following notes on the board or overhead, and conduct a discussion of each as it is displayed:
  - **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 country.**
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.

#### Multisensory

- Develop a cause-and-effect template on which students may record notes.

#### Community Connections

- Invite a local chamber of commerce member to the class to discuss local economic issues.

#### Small Group Learning

- Have students work in small groups to complete notes and/or reading.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the two-column template created for their notebooks.
- Have students use and understand these words: *mercantilism*, *resources*, *colonize*.

#### Student Organization of Content

- Have students attach notes/template and worksheet to their notebooks.

## Session 6: Assessment

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### *Materials*

- Assessment (For sample assessment items, see Attachment A.)

### *Instructional Activities*

1. Administer the assessment.

**Attachment A: Sample Assessment Items**

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*Asterisk (\*) indicates correct answer.*

- |   |  |
|---|--|
| <p><b>1. The Ottoman Empire spread to</b><br/>A the Balkan Peninsula.*<br/>B China.<br/>C America.<br/>D the Italian peninsula.</p> <p><b>2. Istanbul, formerly Constantinople, was the capital of</b><br/>A the Mughal Empire.<br/>B China.<br/>C the Ottoman Empire.*<br/>D India.</p> <p><b>3. The Taj Mahal was an example of the contributions of</b><br/>A the Ottoman Empire.<br/>B Japan.<br/>C the Mughal Empire.*<br/>D China.</p> <p><b>4. Military leaders, shoguns, ruled</b><br/>A China.<br/>B North Africa.<br/>C Japan.*<br/>D Asia Minor.</p> <p><b>5. Which of the following products were African imports?</b><br/>A Peanuts*<br/>B Wood<br/>C Ivory<br/>D Diamonds</p> |  |
|---|--|

Organizing Topic

# 1500 A.D. Science, Politics, Economics, and Religion in the Sixteenth, Seventeenth, and Eighteenth Centuries

## 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
- describing the Scientific Revolution and its effects;
  - describing the Age of Absolutism, including the monarchies of Louis XIV, Frederick the Great, and Peter the Great;
  - assessing the impacts of the English Civil War and the Glorious Revolution on democracy;
  - explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States;
  - describing the French Revolution;
  - identifying the impact of the American and French Revolutions on Latin America;
  - 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 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—Discovered Laws of Gravity
- William Harvey—Discovered circulation of the blood

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\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

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

- Louis XIV—France, Palace of Versailles as a symbol of royal power
- Frederick the Great—Prussia, emphasis on military power
- Peter the Great—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 freedoms included 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 over royal power
- English Bill of Rights of 1689

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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, not just 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*—The state must have central authority to manage behavior.
- John Locke’s *Two Treatises on Government*—People are sovereign; God does not choose monarchs.
- 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; government should ensure separation of church and state

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Explain how philosophers of the Enlightenment influenced thinking on political ideas. Also, explain how the Enlightenment promoted revolution in the American colonies. 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 Bill of Rights incorporated Enlightenment ideas.

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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 a new government was established.

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Explain that the ideas of the Enlightenment and examples of the American and French Revolutions influenced the people of Latin America to establish independent nations.

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Explain how ideas of the Enlightenment contributed to the causes of the French Revolution. Use the following information as a guide:

- Influence of Enlightenment ideas
- Influence of the American Revolution

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

- Storming of the Bastille
- Reign of Terror

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

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

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Summarize the influence of the French and American Revolutions on Latin American independence movements. Use the following information as a guide:

- Independence came to French, Spanish, and Portuguese colonies
- Toussaint L’Ouverture—Haiti
- Simon Bolivar—South America

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Explain that the Enlightenment brought a new emphasis on order and balance in the arts, as artists borrowed heavily from classical Greece and Rome. New forms of literature were established.

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

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Identify some artists, philosophers, and writers of the sixteenth, seventeenth, and eighteenth centuries using the following information as a guide:

- Representative artists, philosophers, and writers
- Johann Sebastian Bach— Composer
- Eugène Delacroix—Painter
- Voltaire—Philosopher
- Miguel de Cervantes—Novelist
- New forms of art and literature

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

Summarize the importance of improved technologies and institutions to European economies:

- 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

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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://www.yale.edu/lawweb/avalon/england.htm>>. This site provides a copy of the English Bill of Rights.

*Cervantes Project.* Texas A&M University. <<http://www.csd1.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](http://www.constitution.org/cs_found.htm)>. This site offers free copies of the U.S. Constitution and other founding documents.

“Frederick II (the Great).” *Reader’s Companion to Military History.* Houghton Mifflin. <[http://college.hmco.com/history/readerscomp/mil/html/mh\\_018600\\_frederickii.htm](http://college.hmco.com/history/readerscomp/mil/html/mh_018600_frederickii.htm)>. This site provides information on Frederick the Great.

“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.

“The Magna Carta (Great Charter).” Indiana University. <<http://www.cs.indiana.edu/statecraft/magna-carta.html>>. This site provides a translation of the Magna Carta.

“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.

“Oliver Cromwell. *The History Channel*. <[http://www.historychannel.com/perl/print\\_book.pl?ID=82179](http://www.historychannel.com/perl/print_book.pl?ID=82179)>. This site provides biographical information on Oliver Cromwell.

*Peter I (the Great)*. North Park University.

<<http://campus.northpark.edu/history/WebChron/EastEurope/PeterGreat.html>>. This site provides biographical information on Peter the Great.

“Restoration of Charles II.” *Encyclopedia.com*.

<[http://www.encyclopedia.com/html/section/RestorEng\\_RestorationofCharlesII.asp](http://www.encyclopedia.com/html/section/RestorEng_RestorationofCharlesII.asp)>. This site provides information on the restoration of Charles II to power in England.

“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.

*The Voltaire Society of America*. The University of Chicago. <<http://humanities.uchicago.edu/homes/VSA>>. This site provides access to information on Voltaire.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History II*. Virginia Department of Education, 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wh2-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh2-1.pdf)>.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. World History and Geography: 1500 A.D. to the Present. Test Blueprint*. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint7WHI.pdf>>. This site provides assessment information for World History and Geography: 1500 A.D. to the Present.

“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

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to compare and contrast.
- The students are expected to read and analyze content for information.
- The students are expected to be able to use Internet resources.
- The students are expected to make past and present connections.

### *Materials*

- Drawing of Copernicus's and Kepler's views of the universe
- Text/other reading
- Internet (or print) access to resources on Copernicus, Galileo, Kepler, Newton, Hubble telescope, Harvey

### *Instructional Activities*

NOTE: The following Web resources may be helpful in teaching this session:

- "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>>.

1. Divide the class into groups of 3 or 4 students. Display the following names on the board or overhead, 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

Student responses might 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 at 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 and realized that this was not correct.

NOTE TO TEACHER: Draw on the board or allow a student to illustrate Copernicus's version of the universe. An alternative activity could be to allow each student to complete this task as the teacher monitors.

- Kepler, using mathematics, proved that the orbits were elliptical and not concentric. This use of math as proof is an important component of the scientific method.

NOTES TO TEACHER:

- Display a drawing of Kepler's vision of the universe on the board or overhead and compare it to Copernicus' version.
- Direct students to arrange themselves in the classroom to illustrate both Copernicus's and Kepler's version of the universe.

- Galileo used the telescope to support the proof of the heliocentric theory. An important component of the scientific theory is proving a hypothesis.
2. Direct students to compare these discoveries with those of the current Hubble telescope. Ask them if they think the Hubble telescope is changing our concept of the universe. Also, encourage students to suggest ways the heliocentric theory impacted society at the time of the Scientific Revolution.
    - One response may be that the heliocentric theory made people feel less secure. Another may be that it challenged their accepted beliefs. In addition, the new theory caused the Church to feel threatened.
    - Newton developed the process known as the scientific method and used it to develop his universal laws of gravity. Newton's development of his gravity laws within a paradigm illustrates the concept of the scientific method.
  3. Ask students if they know the universal laws of gravity. Review the concepts with them. (Remind them that they do not need to know this for this course). Ask students to work in small groups to determine the effect of these laws on science of that time. Also, ask students to suggest ways the development of the scientific method affected society during that time period. Possible answers may include the following:
    - Discovery of the laws of gravity led to less superstition, more discoveries, better education, and concern by the Church.
    - 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.
  4. Ask students to explain why Harvey was interested in this area of science and to suggest what to impact his discovery had on later discoveries.
  5. Locate an illustration of the Copernican universe. (NOTE: Illustrations can be located on the Internet at sites such as <http://csep10.phys.utk.edu/astr161/lect/retrograde/copernican.html>.) Ask students to explain how the illustration reflects the Copernican universe.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.

#### Multisensory

- Give students a template and have them use word processing software to design business cards of important people who contributed to the Scientific Revolution.
- As noted above in NOTES TO TEACHER activity.

#### Community Connections

- As noted above in Hubble Telescope activity.

#### Small Group Learning

- Have students work in small groups to complete business cards, NOTES TO TEACHER activities, etc.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the two-column template created for their notebooks.
- Have students use and understand these terms: *heliocentric*, *concentric orbit*, *elliptical orbit*, *scientific method*, *democracy*.

### **Student Organization of Content**

- Have students “Think-Pair-Share” with partners as they develop business cards for important people.

## Session 2: Absolute Monarchies in France, Prussia, and Russia

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to read and analyze content for information.
- The students are expected to access Internet information and use it to write an essay.
- The students are expected to be familiar with information and concepts from previous lessons.
- The students are expected to interpret cause and effect.

### *Materials*

- Pictures and information on Versailles
- Internet access
- Video on Peter the Great

### *Instructional Activities*

NOTE: The following Web resources may be helpful in teaching this session:

- “Frederick II (The Great).”  
<[http://college.hmco.com/history/readerscomp/mil/html/mh\\_018600\\_frederickii.htm](http://college.hmco.com/history/readerscomp/mil/html/mh_018600_frederickii.htm)>.
- Louis XIV. <<http://www.fordham.edu/halsall/mod/17stsimon.html>>.
- *Peter I (the Great)*. <<http://campus.northpark.edu/history/WebChron/EastEurope/PeterGreat.html>>.

1. Review content from the previous session.
2. Ask students to make a list of those characteristics that they think an absolute monarchy would have. Record their responses on the board or overhead. Provide prompts to guide student responses. Answers may include the fact that all power is centralized in the monarch and a belief in the divine right of kings.
3. Discuss Louis XIV and the obstacles he had to overcome to attain absolutism. Include information on the following attainments of Louis XIV:
  - Subdued his nobles
  - Controlled the Church
  - Eliminated the legislative body (Estates General)
4. Explain why each of the above three powers would be an obstacle to absolutism. For example, the nobles had their own taxes, and courts; the king could not be absolute if this practice continued. Also, the Church had its own courts and taxes; these forms of control would limit the king if they were allowed to continue. Next, a legislature with powers over the ability to raise money or to pass laws would prevent the power of the king from becoming absolute.
5. 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.
6. Display a picture of Versailles. Instruct students to suggest elements or characteristics of the palace that illustrate power. Provide information on the size, cost, and length of time it took for completion, as well as other facts that suggest power.
7. Ask students to explain how Frederick the Great of Prussia created absolutism. Answers may include the fact that Frederick the Great mainly relied on a strong military to achieve absolutism.

8. Discuss with students the dual task of Peter the Great of Russia to achieve absolutism and westernize Russia at the same time. Explain that for decades Russia closed her western borders and picked up 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 Czar, he began the process of forcing his people to adopt the culture of western societies. He also built western-like cities such as St. Petersburg.
9. Show a video on Peter the Great. Prepare a questionnaire or viewing guide for students to complete as they view the video.
10. 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.
11. Ask students to suggest what impact absolute monarchy had on the countries at that 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 say by the people
  - Large bureaucracies to run the country
  - More centralization
  - More unity
  - Large armies

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.
- Have students use PowerPoint to prepare an essay on Peter the Great and Versailles.

#### Multisensory

- Substitute role-playing, multi-media presentations, small group discussion or summarizing for essay writing.

#### Community Connections

- Have students brainstorm the similarities and differences between a monarchy and a democracy, then note them in a compare/contrast template.

#### Small Group Learning

- Divide instructional activities into small group presentations and have students teach other students about the various components of Absolute Monarchies.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the two-column template created for their notebooks.
- Have students use and understand these words: *Versailles*, *Czar*, *absolutism*.

#### Student Organization of Content

- Develop a classroom timeline that begins with Pre-Renaissance, continuing through Absolute Monarchy. Pick the dates and highlight what is critical for students to know. Continue to develop this timeline as they travel through history throughout the course.

## Session 3: Absolute Monarchy in England

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to be able to use Internet resources.
- The students are expected to be familiar with information and concepts from previous lessons.
- The students are expected to read and analyze content for information.

### *Materials*

- Internet access
- Rules for a mock trial
- Copy of the English Bill of Rights

### *Instructional Activities*

NOTE: The following Web resources may be helpful in teaching this session:

- *English Bill of Rights*. <<http://www.yale.edu/lawweb/avalon/england.htm>>.
- “Oliver Cromwell.” <[http://www.historychannel.com/perl/print\\_book.pl?ID=82179](http://www.historychannel.com/perl/print_book.pl?ID=82179)>.
- “Restoration of Charles II.” <[http://www.encyclopedia.com/html/section/RestorEng\\_RestorationofCharlesII.asp](http://www.encyclopedia.com/html/section/RestorEng_RestorationofCharlesII.asp)>.
- “William III and Mary II.” <<http://www.britannia.com/history/monarchs/mon51.html>>.

1. As a class, discuss the development of absolutism under the Stuart monarchy. Divide the class into groups of three or four, and instruct them to list things they think made the monarchs absolute. Possible responses may include the following:
  - Ruled for many years without parliament
  - Often dismissed parliament
  - Illegally imposed taxes on the people in violation of the Magna Carta
  - Denied habeas corpus to the nobility

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. Suggested activities include the following:
  - Conduct a mock trial of Charles I and have students research their roles.
  - Assign groups of students to prepare an indictment of Charles I.
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.
4. Ask students to share two reasons they might have supported the Tories at this time and two reasons they might have supported the Whig party.
 

*Possible reasons for support of the Tories:*

  - Clergy and military income came from the monarchy.
  - It initially appeared as though the king would win.

*Possible reasons for support of the Whigs:*

  - Illegal taxation
  - Strong support of the rule of law

5. 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.
6. 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 was ruling dictatorially.
  - Charles violated the agreement that he would not be an absolute monarch.
7. 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.
8. Obtain a copy or summary of the *English Bill of Rights*. (NOTE: One is available at the following Web site: <http://www.yale.edu/lawweb/avalon/england.htm>.) Instruct students to explain in a brief essay how the various points lessened absolutism in England.

### ***Specific Options for Differentiating This Lesson***

#### Technology

- Use screen-reader software to read to students.

#### Multisensory

- Have students develop a storyboard depicting events of the English Civil War and the Glorious Revolution.

#### Community Connections

- Point out to students local place names such as Jamestown, Maryland, Charlestown, Charles City, William and Mary, Williamsburg, etc.

#### Small Group Learning

- As noted above in mock trial, small group discussion, think-pair-share.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the two-column template created for their notebooks.
- Have students use and understand the meaning of these terms: *Whigs, Tories, Roundheads, Cavaliers, civil war vs. war, Restoration, constitutional monarchy, Puritans*.

#### Student Organization of Content

- Have students display and share storyboards with peers.

## Session 4: The Enlightenment Thinkers

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to be familiar with information and concepts from previous lessons.
- The students are expected to read and analyze content for information.

### *Materials*

- Copies or summaries of the following: *Two Treatises on Government*, *Spirit of the Laws*, and *The Social Contract*
- Copies of the *Declaration of Independence* and the *United States Constitution*

### *Instructional Activities*

NOTE: The following Web resources may be helpful in teaching this session:

- “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>>.
- “Jean-Jacques Rousseau.” <<http://www.wsu.edu/~dee/ENLIGHT/ROUSSEAU.HTM>>.
- *The Voltaire Society of America*. <<http://humanities.uchicago.edu/homes/VSA>>.

1. Review content from previous sessions.
2. 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; then a contract is made whereby government protects natural rights of life, liberty, and property.
3. 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*.
4. Discuss other Enlightenment thinkers to include the following:
  - Montesquieu—He wrote *Spirit of the Laws*, and called for separation of powers.
  - Rousseau—He wrote *The Social Contract*, in which he discussed majority rule and his belief that the government is a contract between the people and the government.
  - Voltaire—He suggested religious toleration and believed in separation of church and state.
5. Have students find places in the *Declaration of Independence* and *United States Constitution* that were influenced by the Enlightenment thinkers. NOTE: The Constitutional Society provides free copies of these documents on the Web at <[http://www.constitution.org/cs\\_found.htm](http://www.constitution.org/cs_found.htm)>.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.

### Multisensory

- Develop a graphic organizer and/or web displaying the beliefs of Enlightenment thinkers, with six columns including Montesquieu, Rousseau, Voltaire, Locke, and Hobbes (from this lesson) and Jefferson (from future lessons) and their ideas and writings that have influenced democratic government.

### Community Connections

- As noted above, with a graphic organizer connecting the influence of the Enlightenment on our *Constitution* and *Declaration of Independence*.
- Discuss how separation of church and state is a controversial issue today.

### Small Group Learning

- Have students review information on the graphic organizer in small groups and share each Enlightenment “thinker” with the class.

### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the two-column template created for their notebooks.
- Have students use and understand these terms: *Enlightenment*, *sovereignty*, *natural rights*, *religious toleration*, *separation of church and state*, *reason*.

### Student Organization of Content

- As noted above, with graphic organizer.
- Have students continue to build timeline. Pick the dates and highlight what is critical for students to know. Continue to develop this timeline as they travel through history throughout the course.

## Session 5: The Enlightenment and the French Revolution

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to be able to use Internet resources.
- The students are expected to read and analyze content for information.
- The students are expected to be familiar with information and concepts from previous lessons.

### *Materials*

- Text/other reading
- Computer lab with Internet access
- Picture of the Bastille

### *Instructional Activities*

NOTE: The following Web resources may be helpful in teaching this session:

- “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>>.

1. Review content from the previous session.
2. Discuss with the class how the ideas of the Enlightenment thinkers influenced the French Revolution. Responses may include that France was absolutist and many philosophers such as Locke opposed this type of government. Montesquieu called for separation of powers, which restricted absolutism.
3. 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 had been a political prison of individuals who had opposed absolutism 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.
  - All people were equal under the law and noble titles were eliminated. All people were called citizens.
4. Obtain a picture of the Bastille from a textbook, the Internet, or other source. Display the picture, and ask students to write a paragraph describing their observations.
5. Ask students to suggest possible outcomes of the French Revolution. Responses may include the following:
  - The execution of Louis XVI
  - War with neighboring countries, who feared this revolution could spread to them
  - The rise of Napoleon as a strong figure who had to bring order out of chaos.
6. Ask students to suggest how the outcome of the American and French revolutions impacted Latin America. Responses may include the fact that they led to movements of freedom in those areas. Discuss the accomplishments of Toussaint L’Ouverture and Simon Bolivar.
7. Assign a teacher-selected reading, worksheet, or other reinforcement activity.

### ***Specific Options for Differentiating This Lesson***

#### Technology

- Use screen-reader software to read to students.

#### Multisensory

- Show a video on the French Revolution along with a guided reading questionnaire to frame important events and ideas for students.

#### Community Connections

- Compare Bastille Day with Independence Day (4<sup>th</sup> of July).

#### Small Group Learning

- Have students work in small groups to complete reading and/or guided reading sheets.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the two-column template created for their notebooks.
- Have students use and understand these terms: *Bastille Day*, *Reign of Terror*, *Latin America*.

#### Student Organization of Content

- Have students continue to build the timeline, picking the dates and highlighting what is critical for them to know. Continue to develop this timeline as they travel through history throughout the course.

## Session 6: The Impact of the Enlightenment on the Arts and Technology \_\_\_\_\_

### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to be familiar with information and concepts from previous lessons.
- The students are expected to read and analyze content for information.
- The students are expected to be able to use Internet resources.

### *Materials*

- Reproductions of works by Delacroix
- Internet (or print) access to resources on the works of Voltaire, Bach, Mozart, and Cervantes
- Internet (or print) access to resources on inventions and new technology

### *Instructional Activities*

NOTE: The following Web resources may be helpful for locating maps:

- “Johann Sebastian Bach.” <<http://w3.rz-berlin.mpg.de/cmp/bachjs.html>>.
  - *Cervantes Project*. <<http://www.csd.tamu.edu/cervantes/V2/CPI/index.html>>.
  - “Wolfgang Amadeus Mozart.” <<http://w3.rz-berlin.mpg.de/cmp/mozart.html>>.
  - *The Voltaire Society of America*. <<http://humanities.uchicago.edu/homes/VSA>>.
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 came out in literature such as Voltaire's *Candide*.
  2. Obtain a reproduction of an artwork by Delacroix, and illustrate how it reflects the characteristics of order and balance. The media center or the Internet should have examples of Delacroix's work.
  3. Discuss the achievements of other Enlightenment era artists including the following:
    - Johann Bach—composer
    - Wolfgang Mozart—composer
    - Miguel de Cervantes—novelist
  4. 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 Bach's, Mozart's, or Cervantes's work reflected a search for order and balance.
  5. 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 design in farm tools
    - All-weather roads
  6. 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.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use the word processor for the aforementioned writing assignment.

### Multisensory

- As noted above in writing assignment, viewing artwork and listening to music compositions.

### Community Connections

- Invite a musician to the classroom to discuss the influence of Bach and Mozart on contemporary music.

### Small Group Learning

- Have students work in small groups to create presentations on Enlightenment Era artists.

### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the two-column template created for their notebooks.
- Have students use and understand the meaning of this word: *composer*.

### Student Organization of Content

- Have students create a PowerPoint presentation on the aforementioned artists.

## Session 7: Assessment

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### *Materials*

- Assessment (For sample assessment items, see Attachment A.)

### *Instructional Activities*

1. Administer the assessment.

## Attachment A: Sample Assessment Items

*Asterisk (\*) indicates correct answer.*

<p><b>1. John Locke would be closely associated with which of the following views?</b></p> <ul style="list-style-type: none"> <li>A Absolute monarchs are the best form of government.</li> <li>B The church should always be obeyed regardless of its message.</li> <li>C A government should be a contract made by the people.*</li> <li>D The people never have a right to revolt against the government.</li> </ul> <p><b>2. Johannes Kepler is known as a pioneer of the scientific revolution for his</b></p> <ul style="list-style-type: none"> <li>A development of the heliocentric theory.</li> <li>B discovery of the Laws of Gravity.</li> <li>C use of the telescope to support the heliocentric theory.</li> <li>D discovery of planetary motion.*</li> </ul> <p><b>3. The Age of Absolutism was a period of time when European monarchs increased their power. Frederick the Great was the monarch of</b></p> <ul style="list-style-type: none"> <li>A France.</li> <li>B England.</li> <li>C Prussia.*</li> <li>D Russia.</li> </ul> <p><b>4. The principle that government derives power from the consent of the governed is represented through</b></p> <ul style="list-style-type: none"> <li>A communism.</li> <li>B democracy.*</li> <li>C socialism.</li> <li>D oligarchy.</li> </ul> <p><b>5. The development of the rights of Englishmen included</b></p> <ul style="list-style-type: none"> <li>A an increase in royal power.</li> <li>B the end of political factions.</li> <li>C the rise to power of Charles I.</li> <li>D the establishment of common law.*</li> </ul>	<p><b>6. Enlightenment thinkers included the author of <i>The Social Contract</i> by</b></p> <ul style="list-style-type: none"> <li>A Voltaire.</li> <li>B John Locke.</li> <li>C Jean-Jacques Rousseau.*</li> <li>D Montesquieu.</li> </ul>
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Organizing Topic

# Politics in Nineteenth Century Europe

## Standard(s) of Learning \_\_\_\_\_

- WHII.7 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 the influence of revolutions on the expansion of political rights in Europe;
  - 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
- Awakened feelings of national pride and inspired 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 significance 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.

- Unsuccessful revolutions of 1848 increased nationalistic tensions.

\_\_\_\_\_

Explain that, in contrast to continental Europe, Great Britain 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.

\_\_\_\_\_

Summarize the events that led to the unification of Italy, using the following information as a guide:

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Summarize the role Otto von Bismarck played in the unification of Germany:

- Otto von Bismarck led Prussia in the unification of Germany through war and by an appeal 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.

\_\_\_\_\_

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## Sample Resources

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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](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 1848 revolutions.

“Europe After the Congress of Vienna, 1815.” University of Alberta, Canada.

<http://www.arts.ualberta.ca/~nwickend/Hist209/Meurope1815.htm>. This site contains a map of Europe, depicting the boundaries of countries within Europe after the Congress of Vienna.

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

<<http://www.wsu.edu:8000/~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.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History II.* Virginia Department of Education, 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wh2-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh2-1.pdf)>.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World History and Geography: 1500 A.D. to the Present. Test Blueprint.* Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint7WHI.pdf>>. This site provides assessment information for World History and Geography: 1500 A.D. to the Present.

“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 \_\_\_\_\_

### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to understand how to use a map and/or globe.
- The students are expected to make past and present connections.
- The students are expected to compare and contrast legal codes and visual information.

### *Materials*

- Internet (or print) access to resources on the Napoleonic Code and the Congress of Vienna
- Map of Europe just before Congress of Vienna
- Map of Europe just after Congress of Vienna

### *Instructional Activities*

NOTE: The following Web resources may be helpful in teaching this session:

- “The Civil Code.” Napoleonic Code. <[http://www.napoleon-series.org/research/government/c\\_code.html](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>>.
- “Europe After the Congress of Vienna, 1815.”  
<<http://www.arts.ualberta.ca/~nwickend/Hist209/Meurope1815.htm>>.

1. Introduce the Napoleonic Code by asking students if they can remember any other law codes in history. Possible responses may include Hammurabi’s Code, the Ten Commandments, and the Law Code of Justinian.
2. Direct students to find several characteristics of the Napoleonic Code from available resources. Allow them to search the Internet if possible. Characteristics may include that the code was pro business, especially on contracts, and discriminated against women.
3. Instruct students to annotate a map or develop a chart to identify other legacies of Napoleon. The complete chart or map should include nationalism and educational reforms.
4. Discuss the Congress of Vienna of 1815. Explain that this was a meeting of the victorious powers after Napoleon’s exile, and decisions the participants had to make included the following:
  - Whether to keep Napoleon’s reforms or undo many of them
  - How to redraw the map of Europe after Napoleon's military conquests.
5. Describe some of the individuals, such as Talleyrand or Alexander I, Czar of Russia. Instruct students to reenact the Congress of Vienna, after conducting research on the process.
5. Locate a map that depicts how Europe was redrawn, and note changes. Explain that absolute monarchies were placed back on the thrones, a practice that represented the doctrine of conservatism. Review the meanings of *conservatism* and *liberalism*, and relate these philosophies to the balance of power that resulted from the Congress of Vienna. Explain that conservatism is characterized by a desire for little or no change, or a return to old values; liberalism is characterized by change. Explain that these are the legacies of the Congress of Vienna.

### *Specific Options for Differentiating This Lesson*

#### Technology

- If a map is used in #3, scan the appropriate map as a picture file, import it using drawing software and have students label, color and analyze maps using the computer.

- If a chart is used in #3, scan the chart into a word processor and allow students to complete notes on computer.

#### Multisensory

- Show video on Napoleon.
- Have students reenact the Congress of Vienna.

#### Community Connections

- Have students brainstorm for similarities in Napoleonic Code that are included in our laws.

#### Small Group Learning

- Have students work in small groups to identify characteristics of the Napoleonic Code.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the two-column template created for their notebooks.
- Have students use and understand the terms: *conservatism*, *liberalism*, *balance of power*.

#### Student Organization of Content

- Have students develop a graphic organizer to compare and contrast the concepts of conservatism and liberalism.
- Provide a copy of teacher notes.

## Session 2: The Rise of Nationalism

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to be familiar with the concept of nationalism.
- The students are expected to be able to read and analyze content for information.
- The students are expected to be able to use Internet resources.

### *Materials*

- Internet (or print) access to resources on the Revolutions of 1848
- Instructions for setting up an interactive notebook

### *Instructional Activities*

NOTE: The following Web resource may be helpful in teaching this session:

- *Encyclopedia of 1848 Revolutions*. <<http://www.ohiou.edu/~Chastain/contents.htm>>.

1. Explain to the students the reasons for the rise in nationalism in the 1800s in Europe. Reasons may include the following:
  - Pride
  - Economic competition
  - Democratic ideals
  - Certain writers, such as Goethe
2. Instruct students to make a list of things that would cause them to have feelings of nationalism.
3. Explain to the students how the agreements at the Congress of Vienna stirred nationalistic feelings and discontent. Points may include the following:
  - The agreements conflicted with rising feelings of 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 supporters of the rising liberalism among the middle class, college students, and factory workers.
4. Discuss with the students the various revolts against the Congress of Vienna, such as the Revolutions of 1848. For further information on the topic, go to any Internet search engine and type in “Revolutions of 1848.”
5. Explain how Great Britain was able to avoid the events on the continent in the early to mid-1800s. Information should include the following:
  - Britain was no longer an absolute monarchy.
  - 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. Ask students to make a chart comparing Britain and France in the period between 1815 and 1848. This could become part of an interactive notebook students may be required to keep.

### *Specific Options for Differentiating this Lesson*

#### Technology

- Use screen-reader software to read to students.

**Multisensory**

- Have students work in pairs to identify national symbols as the express feelings of nationalism (eagle, flag, Twin Towers, Liberty Bell, and Washington Monument).

**Community Connections**

- Instruct students to discuss similarities of nationalism to community and/or school spirit.

**Small Group Learning**

- Divide students into small groups to complete timeline and/or reading.

**Vocabulary**

- Have students continue to identify unfamiliar vocabulary, adding them to the two-column template created for their notebooks.
- Have students use and understand the terms: *nationalism, ethnic group, electorate*.

**Student Organization of Content**

- Have students continue to build timeline. Pick the dates and highlight what is critical for students to know. Continue to develop the timeline as they travel through history throughout the course.
- Have students add comparison chart of Britain and France to their notebooks.

## Session 3: Reunification of Italy and Germany

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to understand how to use a map and/or globe.
- The students are expected to read and analyze content for information.
- The students are expected to be able to use Internet resources.

### *Materials*

- Blank outline maps of Italy
- Pre-unification map of Germany
- Internet access
- Political cartoon about Bismarck

### *Instructional Activities*

NOTE: The following Web resources may be helpful in teaching this session:

- Maps of Italy and Germany in Nineteenth Century. <<http://www.maps.com/>>.
- “Count Cavour.” <<http://www.ohiou.edu/~Chastain/ac/cavour.htm>>.
- *The Anthony P. Campanella Collection of Giuseppe Garibaldi.* <<http://www.sc.edu/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>>.

1. Discuss with students the unification of Italy and Germany in the second half of the nineteenth century, making sure to include the following information:

#### *Italy*

- 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 there. 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 today is the Vatican.

NOTE: Instruct students to draw on a blank outline map of Italy the different Italian states and annotate when each state entered the unification process.

#### *Germany*

- 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 that the ends justify the means.
  - The Franco-Prussian War of 1870, in which France was punished severely and lost territory to Germany, was the final step in the German unification process and helped lay the foundation for World War I.
  - Have students look at a German map prior to the unification and locate Prussia. If the textbook does not have this map, visit <<http://www.maps.com/>> to get a copy.
  - Bring to class (or locate on the Internet) a political cartoon relating to Bismarck, and have students analyze it as a group activity.
2. Instruct students to predict the impact of the unification of Italy and Germany on European politics. Possible responses may include the following:
    - The unification has introduced two more major powers into Europe.

- Italy and Germany now have to compete with other countries that have a head start on industrial and colonial development. To counteract this inequality and unite Germany, Bismarck has masterminded and won the Franco-Prussian War.
- France has to seek revenge for the Franco-Prussian War.
- Alliance systems may develop in Europe.
- Military build-ups will occur among competing nations in Europe.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Scan the appropriate map as a picture file, import it using drawing software, and have students label, color and analyze maps using the computer.

#### Multisensory

- Analyze political cartoons as noted above.

#### Small Group Learning

- Divide students into small groups to complete map, timeline, and discussion.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the two-column template created for their notebooks.
- Have students use and understand the meaning of the terms: *realpolitik*, *Franco-Prussian War*, *unification*, *Papal States*.

#### Student Organization of Content

- Provide students with a template on which to record notes.
- Have students attach map to their notebooks.

## Session 4: Assessment

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### *Materials*

- Assessment (For sample assessment items, see Attachment A.)

### *Instructional Activities*

1. Administer the assessment.

**Attachment A: Sample Assessment Items**

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*Asterisk (\*) indicates correct answer.*

**1. The Congress of Vienna**

- A supported Napoleon's attempt to unify Europe.
- B restored European monarchies.\*
- C established democracies in Europe.
- D redrew old European political boundaries.

**2. The unification of southern Italy was accomplished by**

- A Count Cavour.
- B Bismarck.
- C Giuseppe Garibaldi.\*
- D Napoleon.

**3. The Franco-Prussian War led to the establishment of**

- 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.\*

Organizing Topic

# Industrial Revolution in the Nineteenth Century

## Standard(s) of Learning \_\_\_\_\_

- WHII.8 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, spreading 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 origin of the Industrial Revolution and the reasons it began in England.

Use the following information as a guide:

- Origin in England, because of its natural resources like 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

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

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

- James Watt—Steam engine
- Eli Whitney—Cotton gin
- Henry Bessemer—Process for making steel

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Summarize the following advancements in science and medicine:

- Edward Jenner—Developed smallpox vaccination
- Louis Pasteur—Discovered bacteria

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Summarize the impact of the Industrial Revolution on industrialized countries:

- Increased population
- Raised standard of living for many, though not all
- Improved transportation
- Increased urbanization
- Increased environmental pollution
- Increased education
- Caused dissatisfaction of working class with working conditions
- Contributed to growth of the middle class

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- Describe the role of capitalism and market competition in the Industrial Revolution.
- Explain that capitalism and market competition fueled the Industrial Revolution. Wealth raised the standard of living for some.

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

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Summarize the rise of capitalism, 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

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Describe some theories opposed to capitalism, using the following information as a guide:

- Karl Marx’s *Communist Manifesto* (written with Friedrich Engels) and *Das Capital*

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- Response to the injustices of capitalism \_\_\_\_\_
- Importance of redistribution of wealth as a communist concept \_\_\_\_\_

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 impact the Industrial Revolution had on the lives of women, children, and the family:

- 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 \_\_\_\_\_
- 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 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 itself. \_\_\_\_\_

Explain that the Industrial Revolution placed new demands on the labor of men, women, and children. Workers organized labor unions to fight for improved working conditions and workers’ rights. \_\_\_\_\_

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 economic and political success. \_\_\_\_\_

Describe some forms of imperialism, using the following information as a guide:

- 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

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Summarize the response of colonized peoples, using the following information as a guide:

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

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## Sample Resources

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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.louisville.edu/library/ekstrom/special/pasteur/cohn.html>>.

“Education Place.” *Outline Maps*. Houghton-Mifflin. <<http://www.eduplace.com/ss/maps>>. This site permits visitors to print a variety of maps.

*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 on Karl Marx.

“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.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History II*. Virginia Department of Education, 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wh2-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh2-1.pdf)>.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World History and Geography: 1500 A.D. to the Present. Test Blueprint*. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint8WHII.pdf>>. This site provides assessment information for World History and Geography: 1500 A.D. to the Present.

## Session 1: Introduction to the Industrial Revolution

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to brainstorm for information on a specific topic.
- The students are expected to read and analyze content for information.

### *Materials*

- One 5" x 8" index card for each student
- Colored pencils and/or markers
- Preferred teacher resources
- Teacher-selected reading, writing, or other reinforcement activity

### *Instructional Activities*

1. Instruct students to list what they know about the Industrial Revolution, or give a short pre-test to judge prior student knowledge. Briefly discuss the student's list or pre-test, and explain how it will apply to what you are beginning to study.
2. Distribute index cards and markers.
3. On the front of the index card (no lines) direct students to write: "The Industrial Revolution of the nineteenth century caused social and environmental changes." Instruct students to draw pictures on the back of the card that reflect their ideas of technological advances. Explain that they will develop study cards as they work through the unit on the Industrial Revolution.
4. After a few minutes, allow students to share what they put on their cards and why.
5. Assign a teacher-selected reading, writing, or other reinforcement activity.

### *Specific Options for Differentiating This Session*

#### Technology

- Use screen-reader software to read to students.

#### Multisensory

- In lieu of index cards, have students brainstorm for prior knowledge of social and environmental changes that took place during the Industrial Revolution, recording them on "Post-It" notes. Have students go to the board and categorize these on a web as "Social" or "Environmental" changes.

#### Community Connections

- Have students brainstorm about local industry and how it impacts their community.

#### Small Group Learning

- Divide students into small groups to complete the drawing activity.
- Have students work in small groups to complete the guided reading activity.
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#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, add wordings to the two-column template they have created for their notebooks.
- Make sure students can use and understand these words: *revolution*, *industry*.

**Student Organization of Content**

- Students will recreate the web for their notebooks.

## Session 2: Origin of the Industrial Revolution

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to have previous knowledge of content.
- The students are expected to read and analyze content for information.
- The students are expected to understand how to use a map and/or globe.

### *Materials*

- Materials
- Blank outline political maps of the world
- Pictures or slides of technological innovations
- Teacher-developed class notes
- One 5" x 8" index card for each student
- Teacher-selected reading, writing, or other reinforcement activity

### *Instructional Activities*

NOTE: The following Web resource may be helpful in locating maps:

- “Education Place.” Outline Maps. <<http://www.eduplace.com/ss/ssmaps>>.

1. Review the content from the previous session.
2. Discuss the origin of the Industrial Revolution with students, using the Essential Knowledge from Standard of Learning 8a under Industrial Revolution, “Technological advances that produced the Industrial Revolution” and “Advancements in science and medicine.” Display or distribute teacher-developed class notes.
3. Distribute a map of the world, and instruct students to annotate the map with pictures that reflect the various technological innovations as they are introduced. Have them place each picture in the appropriate country to illustrate the origin of the innovation.
4. Display pictures or slides that illustrate the various innovations.
5. Instruct students to draw pictures on their index cards to reflect the innovations covered in this session.
6. Assign a teacher-selected reading, writing, or other reinforcement activity.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Scan the appropriate map as a picture file, import it using drawing software, and have students label, color and analyze maps using the computer.
- Use screen-reader software to read to students.

#### Multisensory

- As noted above, with map and drawings.

#### Community Connections

- Have students discuss new advances in technology.

#### Small Group Learning

- Divide students into small groups to complete map, index card activity and/or reading.

### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to their templates.
- Make sure students can use and understand these terms: *innovations*, *Enclosure Movement*.

### Student Organization of Content

- Build on the index card activity throughout this unit by having students take notes and illustrate each “chunk” of new information, with the end result a file of index cards organized for review.

## Session 3: Impact of the Industrial Revolution on Industrialized Countries\_\_\_\_\_

### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to have previous knowledge of content.
- The students are expected to be able to read and analyze content for information.
- The students are expected to be able to make past and present connections.

### *Materials*

- Preferred teacher resources
- Teacher-developed class notes
- Teacher-selected reading, writing, or other reinforcement activity

### *Instructional Activities*

1. Review the content from the previous session.
2. Encourage students to suggest inventions or innovations that could be introduced to make life easier.
3. Encourage students to suggest what the world would be like without the various innovations of the Industrial Revolution.
4. Discuss the impact of the Industrial Revolution on industrialized countries, using the Essential Knowledge from standard WHII.8a. Display or distribute teacher-developed class notes.
5. Assign a teacher-selected reading, writing, or other reinforcement activity.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.
- Show slides or a video of technological inventions and innovations.

#### Multisensory

- While reviewing content on the impact of the Industrial Revolution, have students color-code to differentiate social and environmental impacts.

#### Community Connections

- Arrange for the class to take a field trip to local industry.

#### Small Group Learning

- Divide students into small groups to complete the multisensory and/or reading activity.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to their templates.
- Make sure students can use and understand these words: *urbanization*, *market competition*.

#### Student Organization of Content

- Have students continue to build an index card file of notes and illustrations.

## Session 4: Life during the Industrial Revolution

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to be able to read and analyze content for information.
- The students are expected to interpret visual images.

### *Materials*

- Video or slides on the Industrial Revolution
- Teacher-selected reading, worksheet, or other reinforcement activity

### *Instructional Activities*

1. Show a video or slides on the Industrial Revolution.
2. Have students discuss the concepts and images emphasized in the visual presentation. Ask how seeing images reinforced or changed their own mental picture of life during the Industrial Revolution.
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.

#### Multisensory

- As noted above, with video or slides.

#### Community Connections

- Share historical pictures of local industries/community.

#### Small Group Learning

- Divide students into small groups to complete instructional activities.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding the words to their templates.

#### Student Organization of Content

- Develop a questionnaire to accompany video, noting what images change their mental pictures of life during the Industrial Revolution.
- Have students continue to build an index card file of notes and illustrations.

## Session 5: Innovations and Inventions of the Industrial Revolution \_\_\_\_\_

### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to be able to use Internet resources.
- The students are expected to read and analyze content for information.
- The students are expected to be able to organize thoughts to compose an essay.

### *Materials*

- Internet access

### *Instructional Activities*

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

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students (for the selected reading activity).
- Encourage students to use word processor and/or screen-reader software to complete writing activity.
- Have students present inventions and innovations activity in multi-media format, in lieu of writing activity.

#### Multisensory

- As noted above.

#### Community Connections

- Have students interview parents, grandparents, etc., as to what inventions and innovations have impacted their life.

#### Small Group Learning

- Have students work in small groups or pairs to prepare and present multi-media activity.

#### Vocabulary

- Direct students to continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.

#### Student Organization of Content

- Develop a graphic organizer for students to link inventions, innovations and inventors, as students share their presentations.
- Have students continue to build an index card file of notes and illustrations.

## Session 6: The Rise of Communism

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to be able to read and analyze content for information.
- The students are expected to be able to interpret visual images.
- The students are expected to have previous knowledge of content.

### *Materials*

- Video on the rise of communism in Europe
- Teacher-selected reading, worksheet, or other reinforcement activity

### *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 each of these concepts. Explain the impact Karl Marx's Communist Manifesto had on Europe.
3. Show a video on the rise of communism.
4. Have students discuss any new insights the video has given them. 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, worksheet, or other reinforcement activity using available teacher resources.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.

#### Multisensory

- As noted in instructional activities.

#### Community Connections

- Have students use their concept maps to brainstorm for characteristics of the economic systems that are present in the United States.

#### Small Group Learning

- Divide students into small groups to complete a K-W-L (what the students KNOW, WANT TO KNOW and WHAT THEY LEARNED) chart.
- After they have completed concept maps, divide students into three groups to present what they learned about Capitalism, Socialism and Communism.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.

### Student Organization of Content

- Develop a three-column concept map for Capitalism, Socialism and Communism, directing students to link the economic system with its characteristics, the founders and their writings.
- Have students continue to build an index card file of notes and illustrations.

## Session 7: Impacts of the Industrial Revolution on the Worker \_\_\_\_\_

### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to have previous knowledge of content.
- The students are expected to be able to read and analyze content for information.
- The students are expected to be able to make past and present connections.

### *Materials*

- Teacher-selected reading, worksheet, or other reinforcement activity

### *Instructional Activities*

1. Review content from the previous session.
2. Ask students to share the work environment of their parents (or their own work experience). Encourage students to suggest ways current workers are protected by laws. If students do not have any ideas, suggest safety laws, minimum wage, family leave act, and workman's compensation.
3. Explain that these protections have not always been in place. Provide an explanation of the nature of work in the factory system during the nineteenth century.
4. Discuss the impact the Industrial Revolution had on slavery.
5. Discuss the impact the Industrial Revolution had on the organization of labor unions.
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity using available teacher resources.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.

#### Multisensory

- Show video clips/pictures from this era.

#### Community Connections

- Invite a representative from a local labor union to visit the class to discuss issues between workers and employers.

#### Small Group Learning

- Direct students to work in small groups to survey parents, neighbors and workers in the community to find out how workers are protected by laws.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these terms: *suffrage*, *cottage industries*.

### Student Organization of Content

- Develop a chart for students to compile their survey findings.
- Develop a graphic organizer to identify impacts on women, children, slavery and society in general.
- Have students continue to build an index card file of notes and illustrations.

## Session 8: The Growth of Labor Unions

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to interpret visual images.
- The students are expected to read and analyze content for information.
- The students are expected to have previous knowledge of content.

### *Materials*

- Video on the growth of labor unions
- Teacher-selected reading, worksheet, or other reinforcement activity

### *Instructional Activities*

1. Review the content from the previous sessions.
2. Discuss how the Industrial Revolution changed society by introducing reforms to end child labor, expanding education, and increasing demands for women's suffrage.
3. Show a video that illustrates the rise of labor unions.
4. Discuss the video. Include in discussions 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
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity using available teacher resources.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.

#### Multisensory

- As noted above with video.

#### Community Connections

- Invite a representative from the League of Women Voters to address the class.

#### Small Group Learning

- Instruct students to work in small groups to complete instructional activity and/or reading.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these terms: *lobbying*, *collective bargaining*, *unions*.

### Student Organization of Content

- Build on graphic organizer from previous lesson, adding the results of labor unions on strikes, lobbying, workers' rights, collective bargaining, child labor laws, etc.
- Have students continue to build an index card file of notes and illustrations.

## Session 9: Researching the Impact of Labor Unions

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to be able to use Internet resources.
- The students are expected to be able to read and analyze content for information.

### *Materials*

- Internet access

### *Instructional Activities*

NOTE: The following Web resource may be helpful in teaching this session:

- “The Rise of Labor.” <<http://www.pbs.org/wnet/historyofus/web09/segment6.html>>.
1. Arrange for students to visit the computer lab or media center to research labor unions. Direct students to produce a one-page paper explaining the impact of labor unions.
  2. As time allows, have students share their findings about the impact of labor unions.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.
- As noted above with Internet activity.

#### Multisensory

- Have students design strike placards that illustrate worker issues.

#### Community Connections

- Direct students to organize a mock demonstration.

#### Small Group Learning

- Have students design and present their findings in small-group settings.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding it to the template they have created for their notebooks.

#### Student Organization of Content

- As noted above in instructional activities.

## Session 10: Imperialism

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to be able to read and analyze content for information.
- The students are expected to have previous knowledge of content.

### *Materials*

- Teacher-selected reading, worksheet, or other reinforcement activity

### *Instructional Activities*

1. Review content from previous sessions.
2. Ask students to share what they remember about why England and other European countries established overseas colonies like the English colonies in North America.
3. Discuss how imperialistic movements in the nineteenth century were influenced by the Industrial Revolution.
4. Discuss the various forms of imperialism, including colonies, protectorates, and spheres of influence.
5. Discuss imperialism in Africa and Asia.
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity using available teacher resources.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.

#### Multisensory

- Create a class map locating imperial rule in Africa and Asia.

#### Community Connections

- Ask the students if they think what the United States is doing in Iraq is a form of imperialism. Have them defend their answers.

#### Small Group Learning

- Divide students into small groups/pairs to create a poster or political cartoon that illustrates a form of imperialism.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these terms: *colonies*, *protectorates*, *sphere of influence*.

#### Student Organization of Content

- Have students continue to build the index card file of notes and illustrations, including the three forms of imperialism.

## Session 11: Responses of Colonized People during the Nineteenth Century\_\_\_\_\_

### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to have previous knowledge of content.
- The students are expected to read and analyze content for information.

### *Materials*

- Teacher-selected reading, worksheet, or other reinforcement activity

### *Instructional Activities*

1. Review the content from previous sessions.
2. Ask students to remember how the American colonies responded to British colonial rule in the 1700s. Encourage them to list reasons for the colonists' response. Also, ask students to remember how Great Britain responded to the colonists' demand for independence.
3. Discuss with the class the responses of colonized people during the nineteenth century.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity using available teacher resources.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.

#### Multisensory

- As noted in small-group activity.

#### Community Connections

- As noted above with the American colonies' reaction to British/colonial rule.

#### Small Group Learning

- Divide students into small groups to complete short readings on the Boxer Rebellion and the Sepoy Rebellion and complete a graphic organizer including the colonists' and Great Britain's responses. Have each group present their findings to the class.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.

#### Student Organization of Content

- As noted above about use of graphic organizer.
- Have students continue to build timeline, picking the dates and highlighting what is critical for them to know. Continue to develop this timeline with students as they travel through history throughout the course.

## Session 12: Assessment

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### *Materials*

- Assessment (For sample questions, see Attachment A)

### *Instructional Activities*

1. Administer the assessment.

### Attachment A: Sample Assessment Items

Asterisk (\*) indicates correct answer.

1. Which of the following 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 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 above box represents the impact of which of the following?

- 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 above box are forms of

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

Organizing Topic

# World War I

## Standard(s) of Learning \_\_\_\_\_

- WHII.9 The student will demonstrate knowledge of the worldwide impact of World War I by
- a) explaining economic and political causes, 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.

\_\_\_\_\_

### 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 causes of World War I, using the following information as a guide:

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Summarize the major events of World War I, using the following information as a guide:

- Austria's Archduke Ferdinand is assassinated
- United States enters war
- Russia leaves the war

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Identify the major leaders of World War I, using the following information as a guide:

- Woodrow Wilson
- Kaiser Wilhelm II

\_\_\_\_\_  
\_\_\_\_\_

Summarize the outcomes and global effects of World War I, using the following information as a guide:

- 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 terms of the Treaty of Versailles, using the following information as a guide:

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

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

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Explain that Tsarist Russia entered World War I as an absolute monarchy with sharp class divisions between the nobility and 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.

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Summarize the causes of the 1917 Russian revolutions, using the following information as a guide:

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

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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
- Lenin’s successor—Joseph Stalin

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## Sample Resources

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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.

“Russian Revolution, 1917-1920.” *Spartacus Educational*. <<http://www.spartacus.schoolnet.co.uk/Russia.htm>>. This site contains links to the Russian Revolution, including Events and Issues, Political Groups, Russian Revolutionaries, and Foreign Witnesses.

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

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

*The Versailles Treaty*. <<http://history.acusd.edu/gen/text/versaillestreaty/vercontents.html>>. This site contains the text of the treaty, as well as many articles, images, cartoons, and more about the Treaty of Versailles.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History II*. Virginia Department of Education, 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wh2-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh2-1.pdf)>.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World History and Geography: 1500 A.D. to the Present. Test Blueprint*. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint8WHII.pdf>>. This site provides assessment information for World History and Geography: 1500 A.D. to the Present.

## Session 1: The Causes of World War I

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to have previous knowledge of content.

### *Materials*

- One 5" x 8" index card for each student
- Colored pencils and/or markers
- Overhead or electronic presentation with notes, using the mnemonic **M.A.N.I.A.C.S.** (see mnemonic below)
- Pictures, posters, or other materials to augment the mnemonic
- Preferred teacher resources

### *Instructional Activities*

1. Instruct students to list what they know about World War I, or give a short pre-test to judge prior student knowledge. Briefly discuss the student's list or pre-test and explain how it will apply to the unit on World War I.
2. Distribute index cards and markers.
3. On the front of their index cards (side with no lines) direct students to write, "World War I was caused by M.A.N.I.A.C.S.!" Tell them to make this statement as colorful as they desire. Have them turn the card over and write **M.A.N.I.A.C.S.** down the left-hand side. Explain that the students will learn a mnemonic to help them remember the causes of World War I.
4. Proceed through each cause, explaining it and asking appropriate questions when applicable. Interject slides, pictures, posters, electronic presentation, or other materials to augment the mnemonic.

As each cause is discussed, have students write the cause next to the appropriate letter in the mnemonic on the back of their cards:

- M.** militarism
- A.** alliances divide Europe into competing camps
- N.** nationalistic feelings (desire for war)
- I.** imperialism
- A.** alliances cause diplomatic failures
- C.** competition over colonies in Africa/Asia
- S.** Serbian assassination of Archduke Ferdinand

5. If times permits, instruct students to practice the mnemonic with a neighbor.
6. Instruct students to study the causes of World War I by writing out the mnemonic four or more times in preparation for a quiz assigned for the next session.

### *Specific Options for Differentiating This Lesson*

#### Technology

- As noted above with slides, presentation, video clip, etc.

#### Multisensory

- As noted above with index cards and use of color for emphasis.

**Community Connections**

- Have students work in small groups/pairs to brainstorm on the topic of the United States experiencing feelings of militarism since 9-11.

**Small Group Learning**

- As noted in all instructional activities.

**Vocabulary**

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these terms: *militarism, alliance, diplomacy*.

**Student Organization of Content**

- As noted above with index cards.
- Have students continue to build timeline, picking the dates and highlighting what is critical for them to know. Continue to develop this timeline with students as they travel through history throughout the course.

## Session 2: National Boundaries in 1914

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to be able to interpret visual images.
- The students are expected to be able to understand how to use a map and/or globe.

### *Materials*

- Overhead of the outline of a map to reflect European boundaries of 1914, plus a copy of the map for each student
- Colored pencils and/or markers.
- Video about the causes of World War I and the assassination of Archduke Ferdinand
- Quiz on causes of World War I

### *Instructional Activities*

1. Administer a quiz on **M.A.N.I.A.C.S.** A simple way to do this is to have the students simply write out each letter and what it stands for. You could also ask a short essay question and have them use the mnemonic to answer it, or have multiple choice questions on the mnemonic.
2. Pass out the map of 1914 Europe. Instruct students to use their textbooks and other sources provided by the teacher to develop a numbered map reflecting the European boundaries. Specifically, have them identify countries such as France, Great Britain, Russia, Germany, Austria-Hungary, Serbia, and the Ottoman Empire. One strategy is to have the key to the numbers on the back in order to foster studying (using a flashcard-type technique). If desired, have the students work in pairs. Display an overhead map and number, and identify the countries along with the students.
3. After the map is numbered and desired countries and states identified, pass out colored pencils or markers. Review the fact that alliances divided Europe into two competing camps. Explain that Europe was divided into the Allies (France, Great Britain, Russia) and the Central Powers (Germany, Austria-Hungary, and the Ottoman Empire). Instruct students to choose two colors and color in each country based on the alliance to which it belonged. Create a key on the back to foster studying.
4. If students finish at different times, instruct those who finish first to spend a few minutes studying with a neighbor or individually.
5. Show a video of teacher's choice on Archduke Ferdinand and the causes of World War I.
6. Direct students to study the map of Europe 1914, the alliances, and **M.A.N.I.A.C.S.**

### *Specific Options for Differentiating This Lesson*

#### Technology

- Scan the appropriate map as a picture file, import it using drawing software, and have students label, color and analyze maps using the computer.

#### Multisensory

- As noted above with color-keyed map.
- As noted above with video.

#### Community Connections

- Compare current map of Europe with a map of Europe during the WWI era.

### Small Group Learning Activities

- Divide students into small groups to complete and review map.

### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these terms: *Central Powers*, *Allies*.

### Student Organization of Content

- Have students continue to build index card file of notes and illustrations.
- Attach map and mnemonic index card to notebook.

## Session 3: Important Figures of World War I

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to be able to use Internet resources.
- The students are expected to interpret visual images.

### *Materials*

- One 5" x 8" index card for each student (or five 3" x 5" index cards for each student, with holes punched in left corner of cards)
- Colored pencils and/or markers
- Overhead or electronic presentation with notes
- Text or other printed resources and/or Internet access
- Video clips of World War I figures
- Preferred teacher resources

### *Instructional Activities*

1. Administer the quiz on the 1914 Europe map and **M.A.N.I.A.C.S.** mnemonic.
2. Pass out colored pencils or markers and one 5" x 8" index card for each student (or five 3" x 5" index cards each).
3. Introduce the following five important World War I figures: Archduke Franz Ferdinand, Kaiser Wilhelm II, Tsar Nicolas II, Woodrow Wilson, and Vladimir Lenin. Using the 5" x 8" index card, direct students to list all five names on the front. On the back have them write the teacher's notes about each person (country, position, goal, importance).

An alternative strategy is "Biography Cards." To use this method, give five 3" x 5" cards to each student, and have each card serve one historical figure. On the front, have students write the name, add pictures, colored flags, and any other symbols desired (e.g., perhaps guns and other weapons to represent the militarism of Kaiser Wilhelm II). On the back, have them place biographical information such as country, position, goals, and importance of the figure to World War I. Students can use either information provided directly by the teacher or their own resources such as textbooks or Internet sites to find needed answers.

4. 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 appropriate.
5. Direct students to study World War I figures or assign a teacher-selected reading, worksheet, or other reinforcement activity

### *Specific Options for Differentiating This Lesson*

#### Technology

- Using a word processing program, set up a business card template for students to complete biography cards. Give them the option of drawing or cutting and pasting images from the Internet.

#### Multisensory

- As noted above with biography card activity.

#### Small Group Learning

- As noted above with instructional activities.

**Vocabulary**

- Students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these terms: *Tsar, Czar, Kaiser*.

**Student Organization of Content**

- Have students continue to build index card file of notes and illustrations.
- Direct students to continue to build timeline, picking the dates and highlighting what is critical for students to know. Continue to develop the timeline with students as they travel through history throughout the course.

## Session 4: Trench Warfare

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to interpret visual images.
- The students are expected to understand how to use a map and/or globe.
- The students are expected to understand how to use a map and/or globe.
- The students are expected to have previous knowledge of content.
- The students are expected to read and analyze content for information.
- The students are expected to read and interpret poetry.

### *Materials*

- Slideshow of images of World War I trench warfare, using slide projector or LCD projector for electronic presentation)
- Recording of dramatic music and/or sounds of war
- Video/movie showing trench warfare (see school or other local library)
- Map showing location of the western front
- Poetry, diaries, or passages from novels that detail life in the trenches
- Teacher-selected reading, worksheet, or other reinforcement activity
- Preferred teacher resources

### *Instructional Activities*

1. Administer a quiz on important figures of World War I.
2. Explain that the class will be role-playing World War I military personnel in a combat situation. (NOTE: 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 slide projector in the middle, which should be considered as “No Man’s Land.”
  - Have students sit or lie on the floor in the “trenches.”
  - Show the slideshow with war sounds playing.
  - Read 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.
3. Show clips from movies or a documentary depicting the horrors of trench warfare. Have students discuss the concepts, sounds, and images from the presentation.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Scan the appropriate map as a picture file, import it using drawing software, and have students label, color and analyze maps using the computer.
- Use screen-reader software to read to students.

#### Multisensory

- As noted above in slide show, sounds and role-playing.

#### Community Connections

- Have students survey parents/grandparents on their memories of WWI and report findings to class.

### Small Group Learning

- As noted above in role-playing activity.

### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand this term: *trench warfare*.

### Student Organization of Content

- Have students continue to build timeline, picking the dates and highlighting what is critical for them to know. Continue to develop the timeline with students as they travel through history throughout the course.

## Session 5: New Weaponry in World War I \_\_\_\_\_

### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to be able to use Internet resources.
- The students are expected to be able to organize their thoughts to compose an essay.
- The students are expected to be able to read and analyze content for information.

### *Materials*

- Library, or computer lab with Internet access
- Chart listing the five major new types of weapons of World War I: submarines, machine guns, poison gas, tanks, and airplanes. (NOTE: Be sure students understand that submarines led to the entry of the United States into the war on the Allied side in 1917.)
- Preferred teacher resources

### *Instructional Activities*

1. Arrange for students to have access to the library or Internet for research on each of the new weapons of war.
2. Have students document what impact the weapon had on World War I, which side used the weapon first, and how the weapon changed strategies of war.
3. Have students cite Web and/or other resources used in their essay.
2. Assign a preferred teacher activity.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.

#### Multisensory

- As noted above, with weapons chart to include drawings of weapons.

#### Community Connections

- Discuss with students weapons used today and how warfare has changed.

#### Small Group Learning

- Divide students into small groups to complete chart.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.

#### Student Organization of Content

- Attach chart to student notebook.

## Session 6: Russia from 1914-1917

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to be able to interpret visual images.
- The students are expected to brainstorm for ideas from previous knowledge.

### *Materials*

- Overhead or electronic presentation with notes on Russia in 1917
- Video on Tsar Nicholas II

### *Instructional Activities*

1. Conduct a brainstorming session on the reasons that revolution took place in France in 1789. List student responses on the board, and discuss general reasons why people revolt against their government. Also have the students brainstorm on terms or people they know about Russia (answers will probably include communism, Peter the Great, Tsar, Soviet Union, Stalin, Romanov family, Anastasia). Explain how significant World War I was to Russia.
2. Discuss with students the events and conditions in Russia from 1914-1917, including the following information:  
*Tsarist Russia before World War I (1914)*
  - The government was an absolute monarchy. (NOTE: Compare to France in 1789.)
  - Sharp class divisions existed between nobility and peasants. (NOTE: Compare to France in 1789.)
  - Peasants were landless.
  - Tsar did not resolve complaints of peasants and workers. (NOTE: Compare to treatment of Third Estate in France.)
  - Tsar lost humiliating war to Japan in 1905.  
*Tsar Nicolas II during the War*
  - Russians dealt major military defeats to Germans.
  - Russian military suffered high casualties, in part because many soldiers did not have weapons.
  - Revolution led to a democratic provisional government (1917).
3. Supplement notes with a video detailing the failings of Tsar Nicholas II. Discuss major concepts and events depicted in the presentation.
4. Instruct students to study notes at home for quiz, or use teacher-preferred assignment.

### *Specific Options for Differentiating This Lesson*

#### Technology

- As noted above with video.

#### Multisensory

- Assign roles for class to play in a skit including peasant, nobility, Russian soldier and Tsar.

#### Community Connections

- None identified.

#### Small Group Learning

- As noted above with role-playing activity.

**Vocabulary**

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these words: *Bolsheviks*, *incompetence*.

**Student Organization of Content**

- Have students continue to build timeline, picking the dates and highlighting what is critical for them to know. Continue to develop timeline with students as they travel through history throughout the course.

## Session 7: The Russian Revolution

### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to interpret visual images.
- The students are expected to have previous knowledge of content.

### *Materials*

- One 5" x 8" index card for each student
- Colored pencils and/or markers
- Overhead or electronic presentation of the mnemonic **R.E.V.O.L.T.** (see below)
- Preferred teacher resources

### *Instructional Activities*

1. Conduct a brainstorming session on the word *communism*. List student responses on the board and discuss. Review what was learned in Session 6 about the situation in Russia by 1917.
2. Pass out 5" x 8" index cards and colored pencils/markers to each student.
3. On the front of the card have students write: "Tsar Nicolas II's incompetence caused the Bolshevik R.E.V.O.L.T. in 1917." Have them use color and create flags and protest signs on the front and/or paste on images of Tsar Nicholas II and Vladimir Lenin.

On the back of the card, have students write the letters of the mnemonic going down the left-hand side of card.

4. Introduce each letter, explaining and describing its importance. Augment each letter with pictures, posters, images, and/or video clips. As each event is discussed, have students write the cause next to the appropriate letter in the mnemonic on the back of their card:
  - R.** Russia lost to Japan in 1905.
  - E.** Every landless peasant demanded land.
  - V.** Violence broke out over bread shortages and military defeats.
  - O.** Bolsheviks led overthrow of provisional government.
  - L.** Lenin created communist U.S.S.R. (Stalin = successor).
  - T.** The NEP (Lenin) allowed some capitalism.
5. Instruct students to study **R.E.V.O.L.T.** by writing out the mnemonic four or more times for practice to prepare for a quiz next session.

### *Specific Options for Differentiating This Lesson*

#### Technology

- As noted above with slides, presentation, video clip, etc.

#### Multisensory

- As noted above, with index cards and use of color for emphasis.

#### Community Connections

- Have students work in small groups/pairs to brainstorm on the topic of places where communism still exists today.

#### Small Group Learning

- As noted in all instructional activities.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these terms: *provisional*, *New Economic Policy*.

#### Student Organization of Content

- As noted above with index cards.
- Have students continue to build timeline, picking the dates and highlighting what is critical for them to know. Continue to develop the timeline with students as they travel through history throughout the course.

## Session 8: Treaty of Versailles (Part 1)

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***Prerequisite Understanding/Knowledge/Skills***

- Students are expected to draw analogies to past and present learning.

***Materials***

- One 5" x 8" index card for each student
- Colored pencils and/or markers
- Overhead or electronic presentation of mnemonic R.A.W. (see below)
- Quiz on **R.E.V.O.L.T.**
- Preferred teacher resources

***Instructional Activities***

1. Administer a teacher-developed quiz on **R.E.V.O.L.T.**
2. Display the following question on the board:

**How should you treat someone you just beat in a fight?**

Have students share answers. Add, “The person you beat started the fight.” Ask if this changes their opinion. Add, “The person you defeated did lots of damage.” Ask if that changes anything.

Then discuss the following question:

How is the defeated foe likely to act in the future if you

- treat him/her respectfully and mercifully?
- rub defeat in the person’s face and treat him/her horribly?

Make the 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.

3. Pass out 5" x 8" index cards and colored pencils/markers.
4. On the front of card have students write, “Germany felt the Treaty of Versailles was a **R.A.W.** Deal!” Encourage them to use color.

On the back of the card, have students write the letters of the mnemonic going down the left-hand side of card.

5. Introduce each letter, explaining and describing its importance. Augment each letter with pictures, posters, images, and/or video clips. As each event is discussed, have students write the punishment next to the appropriate letter in the mnemonic on the back of the card:
  - R.** Reparations were forced on Germany.
  - A.** Allies took German land/limit German military.
  - W.** War’s total guilt was forced on Germany.
6. Have students make predictions as to what will happen as a result of the Treaty of Versailles.
6. Instruct students to study **R.A.W.** by writing out the mnemonic four or more times for practice to prepare for a quiz next session.

***Specific Options for Differentiating This Lesson*****Multisensory**

- Have students role-play in lieu of the questioning activity.

### Community Connections

- As noted above in analogy to sportsmanship.

### Small Group Learning

- As noted above in role-play activity.

### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these terms: *reparations*, *treaty*.

### Student Organization of Content

- Have students continue to build timeline, picking the dates and highlighting what is critical for them to know. Continue to develop the timeline with students as they travel through history throughout the course.
- Have students continue to build index card file of notes and illustrations.

## Session 9: Treaty of Versailles (Part 2)

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to read and analyze content for information.
- The students are expected to be able to use Internet resources.
- The students are expected to interpret visual images.

### *Materials*

- Reserve the library or computer lab for research on the Treaty of Versailles
- Video on the Treaty of Versailles
- Quiz on **R.A.W.**
- Preferred teacher resources

### *Instructional Activities*

1. Administer a teacher-developed quiz on **R.A.W.**
2. Arrange for the students to have access to the library or Internet for research on the Treaty of Versailles. Students should document specific articles that pertain to the following:
  - Germany's war guilt
  - Limitation of the German military
  - Reparations paid by Germany
  - Creation of a new map of Europe (reflecting land taken from Germany to make Poland).
3. Show a video, or conduct a preferred teacher activity.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.

#### Multisensory

- As noted above in Internet research.

#### Community Connections

- Compare current map with map of Europe post-WWI.

#### Small Group Learning

- Divide students into small groups to compare research.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.

#### Student Organization of Content

- Provide a video questionnaire to accompany video.

## Session 10: Assessment

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### *Materials*

- Assessment (For sample assessment items, see Attachment A.)

### *Instructional Activities*

1. Administer the assessment.

## Attachment A: Sample Assessment Items

*Asterisk (\*) indicates correct answer.*

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| <p><b>1. What are the correct dates for World War I?</b><br/> A 1900-1905<br/> B 1905-1909<br/> C 1914-1918*<br/> D 1929-1932.</p> <p><b>2. The leader of Germany during World War I was</b><br/> A Nicholas II.<br/> B Wilhelm II.*<br/> C Adolf Hitler.<br/> D Archduke Ferdinand.</p> <p><b>3. What was the "spark" that started World War I?</b><br/> A Germany's invasion of France<br/> B The sinking of the Lusitania<br/> C The assassination of Archduke Ferdinand*<br/> D The murder of Russian Tsar Nicolas II</p> <p><b>4. The leader of the Bolsheviks was</b><br/> A Vladimir Lenin.*<br/> B Joseph Stalin.<br/> C Franz Ferdinand.<br/> D Tsar Nicholas II.</p> <p><b>5. The Treaty of Versailles was especially harsh against which participant in the war?</b><br/> A Germany*<br/> B Great Britain<br/> C France<br/> D Russia</p> <p><b>6. Which country joined the Allies in 1917?</b><br/> A United States*<br/> B Japan<br/> C Canada<br/> D Italy</p> <p><b>7. Which term means "money paid for war damages?"</b><br/> A Reparations*<br/> B Collective bargaining<br/> C Credit<br/> D Diplomacy</p> <p><b>8. Which of the following is NOT a cause of World War I?</b><br/> A Communism*<br/> B Imperialism<br/> C Militarism<br/> D Failure of diplomacy</p> | <p><b>9. The Treaty of Versailles did all of the following EXCEPT:</b><br/> A It set up the League of Nations.<br/> B It gave all of Germany's Eastern lands to Russia.*<br/> C It forced Germany to pay reparations.<br/> D It limited Germany's military.</p> <p><b>10. The U.S. President during World War I was</b><br/> A Franklin Delano Roosevelt<br/> B Harry Truman<br/> C Teddy Roosevelt<br/> D Woodrow Wilson*</p> <p><b>11. The leader of Russia during World War I was</b><br/> A Nicholas II<br/> B Peter II<br/> C Vladimir Lenin*<br/> D Joseph Stalin</p> <p><b>12. Before World War I, Russia had this form of government.</b><br/> A Parliamentary democracy<br/> B Absolute monarchy*<br/> C Representative democracy<br/> D Oligarchy</p> <p><b>13. Which of the following is NOT a reason the Russian Revolution took place?</b><br/> A There was anger over military defeats during World War I.<br/> B Japan defeated Russia in the Russo- Japanese War.<br/> C The Russian legislature was executing anyone who opposed it.*<br/> D Landless peasants wanted to own their own property.</p> <p><b>14. Lenin's New Economic Policy (NEP) did which of the following?</b><br/> A forced peasants to give their food to the communists<br/> B allowed capitalism in order to give incentives for food production*<br/> C rapidly industrialized Russia<br/> D gave free education to all citizens</p> <p><b>15. "What! This isn't peace! This is just a truce for 20 years!" (Marshal Foch, 1919). The author of this statement is predicting that</b><br/> A Germany will never fight in another war again.<br/> B the peace treaty will effectively keep peace for many years to come.<br/> C another war is likely because the peace treaty is unfair.*<br/> D France will win the next war.</p> |
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Organizing Topic

# 1919 to 1941

## Standard(s) of Learning \_\_\_\_\_

WHII.10 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:

- The League was an international cooperative organization. \_\_\_\_\_
- It was established to prevent future wars. \_\_\_\_\_
- The United States was not a member. \_\_\_\_\_
- The League failed because it did not have power to enforce its decisions. \_\_\_\_\_

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

- The system was created to administer the colonies of defeated powers on a temporary basis. \_\_\_\_\_
- France and Great Britain became mandatory powers in the Middle East. \_\_\_\_\_

Explain that a period of uneven prosperity in the decade following World War I (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 causes of the worldwide depression following World War I, using the following information as a guide:

- 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 (1929)

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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

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Explain that economic dislocations 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.

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

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Describe the Soviet Union under the leadership of 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

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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.

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

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

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Describe Italy under the leadership of 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

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

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Describe Japan under the leadership of 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

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## Sample Resources

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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 web 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](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](http://cbs.com/specials/rise_of_evil)>. This site contains information on Adolf Hitler.

“Joseph Stalin: Soviet Premier.” *CNN Interactive*. <<http://www.cnn.com/SPECIALS/cold.war/kbank/profiles/stalin>>. 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](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.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History II.* Virginia Department of Education, 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wh2-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh2-1.pdf)>.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. World History and Geography: 1500 A.D. to the Present. Test Blueprint.* Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint8WHII.pdf>>.

This site provides assessment information for World History and Geography: 1500 A.D. to the Present.

## Session 1: The League of Nations

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to read and analyze content for information.
- The students are expected to interpret visual images.

### *Materials*

- Textbook and other printed resources
- Information on the League of Nations
- Video on the League of Nations
- Student activity/guide for the video (one copy for each student)
- World map of the Interwar Period

### *Instructional Activities*

1. Explain the purposes of the League of Nations to the students, making sure to include the following:
  - To prevent future wars
  - To administer the colonies of the defeated countries through the mandate system.

Divide the students into groups. Instruct them to use their textbooks or other resources to determine the reasons for the failure of the League of Nations. At the end of the period, have students write these reasons down without using notes and walk around the room to compare their lists with those of other groups.

2. Discuss with the students the reasons for the failure of the League of Nations. Include the following information:
  - The League was an international cooperative organization.
  - The United States was not a member.
  - The League did not have the power to enforce its decisions.
  - Major divisions existed among countries after World War I.
  - Deep isolationism existed after WWI among the democracies.
3. Instruct students to suggest 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.
  - Feelings of deep isolationism were pervasive in America.
  - Political feuding was taking place between President Wilson and Senate Majority Leader Lodge.
4. Show the selected video on the League of Nations. Use an activity to guide students as they view the video.
5. Explain that the League of Nations created the mandate system. Mandates were former colonies of defeated nations such as Iraq, Egypt. These former colonies were to be governed on a temporary basis until they were able to stand on their own but the policy became controversial as the administration of these lands became extended. Britain and France administrated most of those in the Middle East, establishing their foothold there.
6. Examine a map of this time period, and point out areas as they are discussed. (NOTE: Maps can be downloaded from the Internet.)

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.

**Multisensory**

- As noted above with group activity.

**Community Connections**

- Discuss with students the comparison of the League of Nations and the United Nations.

**Small Group Learning**

- Divide students into small groups to complete map, timeline, symbol activity and/or reading.

**Vocabulary**

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these words: *mandate, interwar, aggression, isolationism*.

**Student Organization of Content**

- Develop a wall chart for students to record reasons for failure of the League of Nations and reasons why the US did not join.
- Have students continue to build timeline, picking the dates and highlighting what is critical for them to know. Continue to develop the timeline with students as they travel through history throughout the course.
- Secure video guide to student notebook.

## Session 2: The Great Depression

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to have previous knowledge of content.
- The students are expected to be able to read and analyze content for information.
- The students are expected to be able to interpret visual images.

### *Materials*

- List of economic terms (on board or overhead)
- Handout of term definitions (optional)
- Resources for pictures depicting the impact of the Great Depression

### *Instructional Activities*

1. Discuss with the students the causes of the Great Depression. Include the following information:
  - German reparations that led to high inflation (Germany was required to pay for the cost of the war and printed large amounts of money to do this.)
  - Expansion of production capacities and dominance of the United States in the global economy
  - High protective tariffs
  - Excessive expansion of credit
  - Stock Market Crash (1929)
  - European economies never recovered from WWI
2. Ask students if they can explain how inflation weakens a currency, or why overproduction leads to layoffs, or why protective tariffs hurt an economy.
3. Display on the board or overhead a list of economic terms that includes the terms below. Direct students to define the terms, or provide students with a handout of 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 they cut back on production, leading to a loss of employee jobs.
  - *rapid rise in stock prices*: Stock prices go up with the increase in buying until many stocks become overvalued and a panic occurs, dropping prices too quickly and wiping out many people's investments.
4. Discuss with the students the results of the Great Depression.
5. Allow students to work in groups to develop a list of the results of the Great Depression. Place their answers on the board or an overhead. 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

6. Instruct students to create a chart on the Great Depression, showing the causes and the impact for their interactive notebook or as a review activity.
7. Instruct students to find pictures of the time period showing the impact of the Great Depression. Provide resources for students to search.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.

#### Multisensory

- Direct students to add visual representations to their definitions of terms.

#### Community Connections

- Where applicable, discuss the practice of overproducing and laying off employees.

#### Small Group Learning

- Divide students into small groups to complete and discuss results and create chart of the Great Depression.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these terms: *runaway inflation, protective tariffs, overproduction, stock prices, fascism, National Socialism/ Nazi Party.*

#### Student Organization of Content

- Attach definitions/worksheet to student notebook.
- Have students continue to build timeline, picking the dates and highlighting what is critical for them to know. Continue to develop timeline with students as they travel through history throughout the course.

## Session 3: The Rise of Dictatorships

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to read and analyze content for information.
- The students are expected to have previous knowledge of content.
- The students are expected to organize thoughts to compose an essay.

### *Materials*

- None identified

### *Instructional Activities*

1. Discuss with students why dictatorships rose in Germany, Italy, Japan, and the USSR 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 USSR
  - Quick rise of economic and political power in Japan
2. Explain that in an economic crisis as severe as the Great Depression, people will more likely turn to governments to solve problems; democracies are slow to react as debates have to take place. Germany felt humiliated because of the Treaty of Versailles; Hitler offered to restore national pride to Germany, as did Mussolini in Italy.
3. Ask students to pretend they are teenagers in Germany in the 1920s. Have them write an essay or diary entry detailing life at that time period.
4. Discuss with the class the USSR under Stalin, making sure to include the following:
  - *Five-year plans*: Goals were set for heavy industry (e.g., steel) to produce quotas that were to be met in five years. Medals and 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 disappeared when the midnight knocks came to their homes. Many of these people were associates of Stalin and, with little or no evidence, were convicted on treason charges
  - *police state*: A secret police organization was established to monitor everyone and everything in the USSR.
5. 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.
6. Discuss Germany under Hitler. Include the following:
  - The failure of previous governments to address the country's economic problems, thus allowing Hitler's rise to power
  - The anti-Semitism of Nazism
  - The meaning of Nazism (National Socialism/Fascism): 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

7. Discuss Italy under Mussolini. Include the following:
  - The rise of Fascism
  - Nationalism
  - Invasion of Ethiopia
8. Discuss the interwar period in Japan. Include the following:
  - The rise of militarism (Japan becomes a highly-armed military state)
  - Japan's need for raw material, especially oil, and the role of this need in bringing Japan into conflict with America
  - The invasion of Korea, Manchuria, and China to procure raw materials and to 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.)
9. Have students create a chart that lists these four totalitarian states and the characteristics and actions of each.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.

#### Multisensory

- In lieu of essay writing, have students role-play being teenagers in Germany.

#### Community Connections

- Have students brainstorm for contemporary dictatorships (Saddam Hussein, Fidel Castro, etc.).

#### Small Group Learning

- Divide students into small groups to complete role-playing, charts and/or brainstorming.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these terms: *Third Reich*, *Five Year Plans*, *collectivization*, *Great Purge*, *anti-Semitism*, *gulags*, *police state*, *totalitarianism*.

#### Student Organization of Content

- Attach chart to student notebook.
- Have students continue to build timeline, picking the dates and highlighting what is critical for students to know. Continue to develop timeline with students as they travel through history throughout the course.

## Session 4: Assessment

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### *Materials*

- Assessment (For sample assessment items, see Attachment A.)

### *Instructional Activities*

1. Administer the assessment.

**Attachment A: Sample Assessment Items**

*Asterisk (\*) indicates correct answer.*

- |   |  |
|---|--|
| <p><b>1. A major result of collectivization in the USSR was to</b></p> <ul style="list-style-type: none"><li>A increase development of heavy industry.</li><li>B eliminate large number of peasant farmers.*</li><li>C bring about capitalistic reforms.</li><li>D assist the rise of the evolutionary socialists.</li></ul> <p><b>2. The League of Nations, established to prevent future wars, failed because</b></p> <ul style="list-style-type: none"><li>A it did not have the power to enforce its decisions.*</li><li>B Germany refused to cooperate with its policies.</li><li>C member nations did not support the United States membership.</li><li>D Russia declared war against the Austro-Hungarian Empire.</li></ul> <p><b>3. The system established, following World War I, to administer colonies of defeated powers was known as the</b></p> <ul style="list-style-type: none"><li>A Alliance System.</li><li>B Congress of Vienna.</li><li>C Papal System.</li><li>D Mandate System.*</li></ul> <p><b>4. A worldwide depression occurred following World War I. One cause of the depression was</b></p> <ul style="list-style-type: none"><li>A high protective tariffs.*</li><li>B failure of banks to expand credit opportunity.</li><li>C low unemployment.</li><li>D industry failure to produce enough supply to satisfy demand.</li></ul> |  |
|---|--|

Organizing Topic

# World War II

## Standard(s) of Learning \_\_\_\_\_

- WHII.11 The student will demonstrate knowledge of the worldwide impact of World War II by
- a) explaining economic and political causes, major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George 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.

## 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.

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### Content

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

\_\_\_\_\_

Summarize the economic and political causes of World War II, using the following information as a guide:

- Aggression by totalitarian powers (Germany, Italy, 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

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Summarize the major events of World War II, using the following information as a guide:

- 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

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Identify and describe the major leaders of World War II, using the following information as a guide:

- Franklin D. Roosevelt—U.S. President \_\_\_\_\_
- Harry Truman—U.S. President after death of President Roosevelt \_\_\_\_\_
- Dwight D. Eisenhower—U.S. general \_\_\_\_\_
- Douglas MacArthur—U.S. general \_\_\_\_\_
- George 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 \_\_\_\_\_

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

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

Summarize the elements leading to the Holocaust, using the following information as a guide: \_\_\_\_\_

- 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 and gas chambers \_\_\_\_\_

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

Describe other examples of genocides, using the following information as a guide: \_\_\_\_\_

- 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 \_\_\_\_\_
- Muslims and Croats by Bosnian Serbs in former Yugoslavia \_\_\_\_\_

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 outcomes of World War II using the following information as a guide: \_\_\_\_\_

- European powers’ loss of empires \_\_\_\_\_
- 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 \_\_\_\_\_
- 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

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

- U.S. occupation of Japan under MacArthur’s administration
- Democracy and economic development
- Elimination of Japanese offensive military capabilities; United States’ guarantee of Japan’s security
- Emergence of Japan as dominant economy in Asia

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Identify the international cooperative organizations created after World War II.

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## Sample Resources

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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.

Biography.com. <<http://www.biography.com/>>. This site will provide biographical information on famous people. Click on "Biography Search," then enter a person's name and click "Go."

British Broadcasting Corporation. <<http://www.bbc.co.uk/history/war/wwtwo/index.shtml>>. This site provides information on World War II.

British Broadcasting Corporation News. "Rwanda: How the Genocide Happened." <<http://news.bbc.co.uk/1/hi/world/africa/1288230.stm>>. This site provides information about the 1994 genocide in Rwanda.

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

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 is the site of an article detailing the U.N. court orders against Yugoslavia intending to prevent genocide in Bosnia.

National WWII Memorial. <<http://www.wwiimemorial.com/default.asp?page=home.asp>>. This site provides information and photos of the construction of the National World War II Memorial scheduled to open May 29, 2004.

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.

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

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

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History II*. Virginia Department of Education, 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wh2-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh2-1.pdf)>.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World History and Geography: 1500 A.D. to the Present. Test Blueprint*. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint8WHII.pdf>>. This site provides assessment information for World History and Geography: 1500 A.D. to the Present.

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

### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to interpret visual images.
- The students are expected to read and analyze content for information.
- The students are expected to make predictions.

### *Materials*

- Maps of Germany and the USSR

### *Instructional Activities*

1. Discuss with the class the major causes of World War II. Include the following:
  - Isolationism, pacifism, and appeasement by the democracies (Appeasement is a policy especially associated with Britain and Prime Minister Chamberlain. It technically meant appeasing Hitler when he demanded certain territories and trusting him when he said it would be limited to only German areas.)
  - Aggression by the dictatorships of Italy, Germany, and Japan
    - Italy invaded Ethiopia.
    - Germany invaded Austria and Poland.
    - Japan invaded Manchuria, China, Korea, and attacked Pearl Harbor.
  - Failure 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
  - Weaknesses of the League of Nations
    - The League could not stop the aggression of dictatorships.
    - The United States was not a member of the League.
2. Instruct students to make a chart of the above information.
3. Discuss with the students the major events of World War II. Include the following:
  - Germany invaded Poland, causing Britain and France to declare war.
  - Germany invaded France and France fell.
  - Germany next aimed at Britain, but the air Battle of Britain prevented his planned invasion.
  - Germany violated the non-aggression pact with Russia.
  - Japan's attack on Pearl Harbor brought America into the war.
  - D-Day, the Allied invasion of France, began the fall of Germany.
  - The dropping of the atomic bombs on Hiroshima and Nagasaki precipitated the end of the war with Japan.
4. Ask the students to suggest reasons Hitler invaded the USSR. 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 USSR before America entered the war.
5. Place the names of the major leaders of World War II on the board. Ask students to write a sentence identifying each leader and his role. Have students enter this information, as well as information from 1-4 above to their notes (or interactive notebooks).

Another strategy is to have students complete a matching activity on 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

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.
- Create a template on word processing software for students to create electronic storyboards as described below.

#### Multisensory

- Direct students to create a storyboard to connect the events of WWII.
- Using a word processing program, set up a business card template for students to complete cards on important leaders. Give students the option of drawing or cutting and pasting images from the Internet.

#### Community Connections

- Arrange for students to take a field trip to the D-Day memorial in Bedford, VA, and/or the WWII museum in Washington, DC.

#### Small Group Learning

- Have students complete instructional activities in small groups.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these terms: *self-determination*, *Iron Curtain*, *pacifism*, *appeasement*.

#### Student Organization of Content

- Have students continue to build timeline, picking the dates and highlighting what is critical for them to know. Continue to develop the timeline with students as they travel through history throughout the course.
- Have students attach their business cards to their notebook.

## Session 2: The Holocaust and Other Genocides

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to interpret visual images.
- The students are expected to read and analyze content for information.
- The students are expected to be able to use Internet resources.

### *Materials*

- Library, or Internet resources on genocides
- Video of *Animal Farm* (optional)
- Teacher-selected reading, worksheet, or other reinforcement activity

### *Instructional Activities*

1. On the board or overhead, display terms relating to the Holocaust, including those listed below. As a class discuss the meaning of the terms.
  - *anti-Semite*
  - *genocide*
  - *Final Solution*
  - *master race*
2. Ask students if they are aware of other genocides in the past. Instruct them to work in small groups in class (or as a homework assignment) to research genocides.
3. Ask students to suggest why genocides might occur. Ask them what the effects of genocide may be on the survivors, the perpetrators, and the world at large.
4. Another strategy is to show a video of George Orwell's *Animal Farm* and encourage students to make links to recent discussed topics. Possible links include connections between the World War II period with the following themes of the novel:
  - Fear
  - Deception of the population by strong leaders
  - Threatening environment
  - Creation of a scapegoat
  - Revenge
  - Intense nationalism
  - Xenophobia
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity using available teacher resources.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.

#### Multisensory

- As noted above with video.

#### Community Connections

History and Social Science Enhanced Scope and Sequence  
Virginia Department of Education

- Have students brainstorm for examples of xenophobia in the USA.
- Have students brainstorm for contemporary genocide in our world (Iraq, Afghanistan, the Balkans).

#### Small Group Learning

- Divide students into small groups to complete instructional activities.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these terms: *anti-Semite*, *genocide*, *Final Solution*, *master race*, *xenophobia*.

#### Student Organization of Content

- Provide students with a video guide to record themes of the novel.

## Session 3: Outcomes of World War II

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to interpret visual images.
- The students are expected to compare and contrast.

### *Materials*

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

### *Instructional Activities*

1. Instruct students to develop a list of possible outcomes of WWII. Possible responses may include the following:
  - Creation of a United Nations
  - The Cold War
  - Creation of NATO and the Warsaw Pact
  - Implementation of 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
  - 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
1. Have students research the terms *Cold War* and *Iron Curtain* and write definitions in their own words.
2. Instruct students to compare and contrast the League of Nations and the United Nations.
3. Have students debate whether leaders of defeated countries should be placed on trial as war criminals.
4. Discuss with the class how the Allies dealt with Germany after World War II ended. Possible responses include 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. The west would be occupied by America, 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 the symbol of the Cold War.
5. Have students look at a map of Germany to see how it was divided and suggest problems that might develop. Possible responses include the following:
  - Families split.
  - The east and west became economic and political rivals.
  - People tried to flee to the west, where conditions were better.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.

**Multisensory**

- Have students prepare for a debate on whether leaders should/should not be tried for war crimes.

**Community Connections**

- Discuss whether prisoners taken in the Iraq War should be tried as war criminals.

**Small Group Learning**

- Have students work in small groups to prepare for debate.

**Vocabulary**

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these terms: *Cold War, Berlin Wall, Nuremberg Trials, NATO, Warsaw Pact, Marshall Plan, Big Three*

**Student Organization of Content**

- Develop a graphic organizer to record outcomes of WWII.
- Develop a compare and contrast graphic organizer for the League of Nations and United Nations activity.

## Session 4: Assessment

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### *Materials*

- Assessment (For sample assessment items, see Attachment A.)

### *Instructional Activities*

1. Administer the assessment.

## Attachment A: Sample Assessment Items

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*Asterisk (\*) indicates correct answer.*

**1. The Marshall Plan, the Iron Curtain, and the Berlin Airlift are events associated with which of the following?**

- A World War I
- B the Great Depression
- C the Cold War\*
- D New Imperialism

**2. Which of the following was a cause of World War II?**

- 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

**3. Which of the following was the Soviet dictator during World War II?**

- A Joseph Stalin\*
- B Adolf Hitler
- C Vladimir Lenin
- D Benito Mussolini

**4. Which of the following organizations was the prototype for the current United Nations?**

- A The League of Nations\*
- B The North Atlantic Treaty Organization ((NATO)
- C The European Economic Union (EEU)
- D The Organization of American States (OAS)

(Question taken from Global Literacy Test for High School Students, 2003. Used by permission of Council of Chief State Officers.)

**5. Which of the following best explains the United States and its allies' victory over Germany and Japan in World War II?**

- 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 The development and use of atomic weapons

(Question taken from Global Literacy Test for High School Students, 2003. Used by permission of Council of Chief State Officers.)

Organizing Topic

# The Cold War

## Standard(s) of Learning \_\_\_\_\_

- WHII.12 The student will demonstrate knowledge of major events and outcomes of the Cold War by
- a) 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;
  - b) assessing the impact of nuclear weaponry on patterns of conflict and cooperation since 1945;
  - c) 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.

## 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 events that led to 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 v. dictatorship and communism
- President Truman and the Policy of Containment
- Eastern Europe—Soviet satellite nations; the Iron Curtain

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Summarize the characteristics of the Cold War (1948-1989), using the following information as a guide:

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

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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 the impact that the presence of nuclear weapons has had on patterns of conflict and cooperation since 1945.

\_\_\_\_\_

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

\_\_\_\_\_

Summarize the causes and consequences of the collapse of communism in the Soviet Union and Eastern Europe (1989- ), using the following information as a guide:

- Soviet economic collapse
- Nationalism in Warsaw Pact countries
- Tearing down of Berlin Wall
- Breakup of U.S.S.R.
- Expansion of NATO

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Explain that Japanese occupation of European colonies in Asia heightened demands for independence after World War II.

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Define *containment* as a policy for preventing the expansion of communism.

\_\_\_\_\_

Explain that after World War II, the United States pursued a policy of containment against communism. This policy included the development of regional alliances against Soviet and Chinese aggression. The Cold War led to armed conflict in Korea and Vietnam.

\_\_\_\_\_

Summarize the conflicts and revolutionary movements in China after World War II, using the following information as a guide:

- Division of China into two nations at the end of the Chinese civil war
- Chiang Kai-shek (Jiang Jieshi)—Nationalist China (island of Taiwan)
- Mao Tse-tung (Mao Zedong)—Communist China (mainland China)
- Continuing conflict between the two Chinas
- Communist China’s participation in Korean Conflict

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Summarize the conflicts and revolutionary movements in Vietnam after World War II, using the following information as a guide:

- Role of French imperialism
- Leadership of Ho Chi Minh
- Vietnam as a divided nation
- Influence of policy of containment
- The United States and the Vietnam War
- Vietnam as a reunited communist country today

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## Sample Resources

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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.

“Cold War.” *CNN Perspective Series*. <http://www.cnn.com/SPECIALS/cold.war/episodes/24/recap/> This site gives a recap of the collapse of the Soviet Union and the end of the Cold War.

“Cold War.” *CNN Perspective Series*. <http://www.cnn.com/SPECIALS/cold.war/episodes/23/> This site describes 1989, the year of miracles.

“Cold War.” *CNN Perspective Series*. <http://www.cnn.com/SPECIALS/cold.war/episodes/24/epilogue/>. This site provides information on the cost of the Cold War.

“Education Place.” *Maps Online*. Houghton-Mifflin. <http://www.eduplace.com/ss/ssmaps/>. This site permits visitors to print a variety of maps.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History II*. Virginia Department of Education, 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wh2-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh2-1.pdf)>.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. World History and Geography: 1500 A.D. to the Present. Test Blueprint*. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint8WHII.pdf>>. This site provides assessment information for World History and Geography: 1500 A.D. to the Present.

*Yahoo*. [http://dir.yahoo.com/Arts/Humanities/History/By\\_Time\\_Period/20th\\_Century/Cold\\_War/](http://dir.yahoo.com/Arts/Humanities/History/By_Time_Period/20th_Century/Cold_War/) This site contains links for resources on the Cold War.

## Session 1: The Early Cold War

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to understand how to use a map and/or globe.
- The students are expected to interpret visual images.
- The students are expected to be able to use Internet resources.
- The students are expected to read and analyze content for information.

### *Materials*

- Maps of the Cold War era
- Internet access
- Copies of “Events of the Early Cold War” (Attachment A) for each student
- Overhead copy of Attachment A
- Overhead copy of notes for Day 1: “Beginnings of the Cold War 1945–1948” (Attachment B)
- Copy of the Iron Curtain speech
- Article or story about shortages and waiting lists to buy consumer goods during the Cold War

### *Instructional Activities*

NOTE: The following Web resource may be helpful in locating maps:

- “Education Place.” <<http://www.eduplace.com/ss/ssmaps/>>.
1. Ask students to create a list of ten things they know about the Cold War. Ask them to share part of their list. Make an overhead of their responses.
  2. Use the list “Events of the Early Cold War” (Attachment A) to provide an introduction to the unit. Compare this list with the student responses.
  3. Display the notes for this session on the overhead and discuss them. (A copy of the notes is provided at Attachment B.) Ask leading questions to guide student understanding, 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 economical ideologies?
    - Why was the Yalta Conference convened?
    - What were the immediate results of the conference?
    - What were the long-term results of the decisions made at the Yalta meeting?
  4. Have students read an article or story about shortages and waiting lists to buy consumer goods. Discuss the reading as a class. Ask students how they feel when they must wait in line. Ask them how they think the East Germans and other felt as they waiting in lines during the Cold War.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.
- Scan attachment A for students to complete as needed.

#### Multisensory

- Adapt Attachment B to include slotted notes for students to complete.

#### Community Connections

History and Social Science Enhanced Scope and Sequence  
Virginia Department of Education

- Have students survey parents, grandparents, etc., about their memories of the shortages and conditions of the Cold War.

#### Small Group Learning

- Divide students into small groups to share survey results and brainstorming activity.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these terms: *ideology*, *Yalta Conference*.

#### Student Organization of Content

- As noted above with Attachments A and B.

## Session 2: Events of the Cold War

---

### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to be able to use Internet resources.
- The students are expected to read and analyze content for information.
- The students are expected to have previous knowledge of content.
- The students are expected to make past and present connections.

### *Materials*

- Internet access
- Resources on the Cold War
- A copy for each student of “Events of the Early Cold War” (see Attachment A)

### *Instructional Activities*

NOTE: The following Web resource may be helpful with this section:

- *Yahoo*. Cold War Resources.  
<[http://dir.yahoo.com/Arts/Humanities/History/By\\_Time\\_Period/20th\\_Century/Cold\\_War/](http://dir.yahoo.com/Arts/Humanities/History/By_Time_Period/20th_Century/Cold_War/)>.
1. Give each student a copy of “Events of the Early Cold War” (Attachment A).
  2. Divide up the work so that each student is looking up only one or two events.
  3. Direct students to locate the Yahoo Cold War resources cited above. Have them use the directory to find the events on the sheet.
  4. Using the Web, students should be able to accomplish the following:
    - Describe the event or document.
    - Give a cause for why it was done or created.
    - Describe the effect of the event or document.
  5. Give students 10–15 minutes to find information.
  6. Have students come back together. Follow up on their research:
    - Give students who were assigned the same topic(s) time to meet and develop a common report.
    - Go around to the groups to be sure they have the correct information.
    - Allow each topic group to explain what each topic was and the cause and effect of the event.

NOTE: this activity will continue into the next class period.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.
- As noted above with Internet resources.

#### Multisensory Activities

- As noted above, with Internet research and group reporting.

#### Community Connections

- Continue survey from previous lesson.

### Small Group Learning

- As noted above.

### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these terms: *containment*, *Truman Doctrine*, *satellite nations*.

### Student Organization of Content

- Attach Attachments A & B to notebook.

## Session 3-7: Events of the Cold War (continued)

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to have previous knowledge of content.
- The students are expected to be able to use Internet resources.
- The students are expected to make past and present connections.
- The students are expected to interpret visual images.
- The students are expected to read and analyze content for information.

### *Materials*

- Access to computer lab and/or media center
- Copies of the following:
  - “Events of the Cold War Activity” notes for each student (Attachment C)
  - “Individual Evaluations” for each student (Attachment D)
  - “Cold War Presentation Group Evaluation Sheet” – Five for each class period (Attachment E)
  - Project research sheets – Enough for each member of each project group per class (Attachments F, G, H, I, J, and K)
- List showing division of the class into five different research groups
- Storyboard elements:
  - Glue sticks
  - Scissors
  - Multicolored packs of construction paper
  - Yardsticks and rulers
  - Display boards

### *Instructional Activities*

1. Complete any notes from the “Events of the Early Cold War.”
2. Introduce the “Events of the Cold War Activity” (Attachment C):
  - Place the class into predetermined groups.
  - Give each student Attachment C, and explain the subject, purpose, and procedure of the activity.
  - Begin in the classroom by instructing groups to divide up the work to be done on the project.
  - Arrange for the computer lab and/or media center for students to complete research.
3. Assist students with research procedure.
  - Monitor students closely to ensure they are finding the information needed.
  - Remind students to cite the sources.
  - Help students create maps, graphs, and charts.
  - Instruct students to follow the assigned timeline:
    - By the end of the second day students should be starting to create items to place on the storyboard.
    - By end of third day the storyboard should be nearing completion.
    - By end of fourth day the storyboard, five questions, and script should be completed.
  - Collect a copy of the five-question review sheets, and make copies for the students in the class.
4. Have students make presentations for walking tour.
  - Follow directions on Attachment C for assembling tour groups.
  - While groups are presenting, move from group to group filling out the Project Evaluation (Attachment E).

5. Coordinate post-presentation activities.
  - Collect question review sheets, and tally totals for each student.
  - Instruct students to fill out individual evaluation sheets.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Create a template with word processing software for students to create electronic storyboards as described above.
- Use screen-reader software to read to students.

#### Multisensory

- As noted above, with storyboards.

#### Small Group Learning

- Divide students into small groups to complete storyboard activity.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.

#### Student Organization of Content

- Direct students to present storyboards in walking tour.

## Session 8: The End of the Cold War

---

### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to be able to interpret visual images.
- The students are expected to be able to use Internet resources.
- The students are expected to have previous knowledge of content.
- The students are expected to be able to understand how to use a map and/or globe.

### *Materials*

- List of Cold War Web resources for each student:
- Internet access
- Copies of a map of the Commonwealth of Independent States and the former Eastern Bloc Nations (one copy per student)

### *Instructional Activities*

NOTE: The following Web resources may be helpful with this session:

- “Education Place.” *Outline Maps*. <<http://www.eduplace.com/ss/ssmaps/>>. This site permits visitors to print a variety of maps.
- “Cold War.” *CNN Perspective Series*. <<http://www.cnn.com/SPECIALS/cold.war/episodes/24/recap/>>. This site gives a recap of the collapse of the Soviet Union and the end of the Cold War.
- “Cold War.” *CNN Perspective Series*. <<http://www.cnn.com/SPECIALS/cold.war/episodes/23/>>. This site describes 1989, the year of miracles.
- “Cold War.” *CNN Perspective Series*. <<http://www.cnn.com/SPECIALS/cold.war/episodes/24/epilogue/>>. This site provides information on the cost of the Cold War.

1. Recap the major points of the Cold War. Discuss how people lived in fear that the world would be destroyed at the push of a button in Washington or Moscow.
2. Have students write down definitions for the following terms:
  - *freedom*
  - *liberty*
  - *oppression*
  - *imprisonment*
  - *desperation*
  - *nationalism*
3. Direct students to rewrite those definitions as if they were living behind the Iron Curtain. Then discuss how the feelings of people behind the Iron Curtain would spur independence movements.
4. Complete the following activities on the collapse of the Soviet Union and the end of the Cold War:
  - In the computer lab, use the following Web sites to complete the Nationalism activity detailed below:
    - a. <<http://www.cnn.com/SPECIALS/cold.war/episodes/23/>>. (This is a “Flash video.”)
    - b. <<http://www.cnn.com/SPECIALS/cold.war/episodes/24/recap/>>.
5. Have students view the Flash® video at Web site “a” above and read the recap of the collapse at Web site “b.” Then instruct them to do the following:
  - Using the maps of the former Eastern Bloc countries and the modern Map of the Commonwealth of Independent States, label the nations and dates of independence movements.
  - Make written notes in response to three questions:
    - What was common in each of the revolts against communism?

- What was the Soviet response to each rebellion?
  - How would this response influence further rebellions?
6. As students look at Web site “b” above, have them respond to the following:
- Identify the following people and countries:
    - George Bush
    - Mikhail Gorbachev
    - Boris Yeltsin
    - Commonwealth of Independent States
  - Describe the economic conditions in the Soviet Union in the late 1980s. Explain how those economic conditions may have influenced the end of communism.
  - Describe the political instability in the Soviet Union during the late 1980s and early 1990s. Explain how that political instability may have influenced the end of communism.
7. Have students read “Epilogue: What the Cold War Cost” at <http://www.cnn.com/SPECIALS/cold.war/episodes/24/epilogue/>. Then instruct them to answer the questions below:
- Is the authors’ bias for or against the events of the Cold War? Prove your answer.
  - What was the economic cost of the Cold War?
  - What was the human cost of the Cold War?
  - What do the authors mean by “balance of terror”?
8. As a class, discuss the current state of the former Soviet Union and the new threats of nuclear armament in the world today.
9. Review important information for a quiz next session.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Scan the appropriate map as a picture file, import it using drawing software, and have students label, color and analyze maps using the computer.
- Use screen-reader software to read to students.

#### Multisensory

- As noted above with Flash Video, etc.

#### Community Connections

- Have students compare and contrast the Cold War with the War on Terrorism.

#### Small Group Learning

- Divide students into small groups to complete any of the above-mentioned instructional activities.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these words: *freedom, liberty, oppression, imprisonment, desperation, nationalism.*

#### Student Organization of Content

- Attach map and all handouts to student notebook.

## Session 9: Assessment

---

### *Materials*

- Assessment (Sample items can be found at Attachment L)

### *Instructional Activities*

1. Administer the assessment. `

**Attachment A: Events of the Early Cold War**

<b>CAUSES</b>	<b>EVENTS</b>	<b>EFFECTS</b>
	COUNTRIES OF EASTERN EUROPE BECOME SOVIET SATELLITES	
	CHURCHILL'S IRON CURTAIN SPEECH 1946	
	TRUMAN DOCTRINE 1947	
	MARSHALL PLAN 1947	
	BERLIN BLOCKADE 1948	
	BERLIN AIRLIFT "OPERATION VITTLES" 1948-49	

## Attachment B: Beginning of the Cold War 1945-1948

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### I. Battle of Ideologies – The United States v. The Soviet Union

#### A. Political

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. Government officials are selected by the communist party.
  - 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 the rights granted to them by the government. Rights may be denied at the whim of the government.

#### B. Economical

1. United States – Capitalism (free enterprise)
  - a. Economic system is based on Adam Smith's *The Wealth of Nations*.
  - 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 services can be provided.
2. Soviet Union – Communism (command economy)
  - a. Economy is based loosely on Marx's and Engles' ideas.
  - 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 (US)
2. Prime Minister Winston Churchill (UK)
3. Soviet Leader Josef Stalin

#### B. Purposes of the meeting

1. To determine the fate of peace in Europe
2. To divide Germany and its capital into 4 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. Began feelings of mistrust
2. Divided Europe between democracy and communism
3. Created Stalin's desire for a buffer zone

## Attachment C: Events of the Cold War Activity

---

### 1. Student objectives

- Analyze the following events of the Cold War
  - NATO v. Warsaw Pact
  - Korean War
  - Vietnam War
  - Berlin Wall
  - Cuban Missile Crisis
  - Communist build-up in China
- Prepare and present a presentation for class.

### 2. Project outline

#### **Day One**

- Teacher divides class into groups
- Teacher describes assignment
- Students divide work
- Students conduct research with library books and computer lab

#### **Day Two - Five**

- Groups work to research information
- Groups prepare a Presentation Script
- Groups prepare storyboard

#### **Day Six**

- Walking tour of storyboards
- Review questions activity to be completed while going through the tour

### 3. Procedures for required work

#### **The Research**

- Students will be given a sheet of paper with the information that is required to be covered in the presentation
- Each person must site sources where information is found.

#### **The Story Board**

- Students should acquire split display boards.
- Storyboards must contain the following:
  - Title
  - All information mentioned on the Research Sheet
  - Pictures with captions
  - Political cartoon (may be drawn or downloaded from Internet)
  - Chart
  - Map of the area where event took place
  - Timeline
  - Works Cited page placed on the back of the tri-fold board
- Items should be typed and in large font so it can be easily read. Students should avoid colors that are too light.

#### **The Walking Tour**

- Groups will be divided into tour groups. Each member will present the storyboard when groups take a walking tour of the different Cold War Events. Each tour group will have a member from each research group.

- Tour will take place in an area where storyboards can be spread out. Groups will have space enough so they will not be talking over one another.
- Each group will prepare a plan for presenting the information. Plan will be copied and given to each member of the presenting groups. Creation of a script would be helpful.
- Stories that are going to be told may be written down, but students should be familiar with the story so that it does not have to be read verbatim.

### The Review Activity

- Each research group will prepare a set of five questions. Students will write the answers to these questions during the walking tour.
- Questions should be written in a way that makes them easy to answer while listening to the presentation.
- At the end of each presentation, the presenter will collect the sheets and the groups will grade them together.

### Grading

Work in library	10 pt
Bibliography	10 pt
Evaluation of group members	30 pt
Creativity of board	15 pt
Review activity	25 pt
Quality of tour presentation	20 pt
Completeness and accuracy of information	50 pt
<i>Total</i>	160 pt

### Useful Web Sites

“Education Place.” *Maps Online*. <<http://www.eduplace.com/ss/ssmaps/>>. This site permits visitors to print a variety of maps.

*Yahoo*. <[http://dir.yahoo.com/Arts/Humanities/History/By\\_Time\\_Period/20th\\_Century/Cold\\_War/](http://dir.yahoo.com/Arts/Humanities/History/By_Time_Period/20th_Century/Cold_War/)>. This site contains links for resources on the Cold War.

### Attachment D: Individual Evaluations \_\_\_\_\_

Your job is to evaluate the other members of the group. Your evaluation must be fair and objective; it in no way can be influenced by your personal opinion of the person.

Each mark is based out of 10, with *10 being the best* and *1 being the worst*.

Your Name: \_\_\_\_\_ Group Assignment: \_\_\_\_\_

Name: \_\_\_\_\_ Name: \_\_\_\_\_ Name: \_\_\_\_\_

Reliability: \_\_\_\_\_ Reliability: \_\_\_\_\_ Reliability: \_\_\_\_\_

Productivity: \_\_\_\_\_ Productivity: \_\_\_\_\_ Productivity: \_\_\_\_\_

Cooperation: \_\_\_\_\_ Cooperation: \_\_\_\_\_ Cooperation: \_\_\_\_\_

Total: \_\_\_\_\_ Total: \_\_\_\_\_ Total: \_\_\_\_\_

*Reliability:*  
Completes the work assigned Produces work at a high quality Willing to work with

When in class, works towards group goal

*Productivity:*

Works to get the board and script completed

*Cooperation:*

others  
Willing to accept his/her assignment  
Desires to create the best product

# Attachment E: Cold War Presentation Group Evaluation Sheet \_\_\_\_\_

Topic: \_\_\_\_\_

Work in the Library \_\_\_\_\_

Creativity of board \_\_\_\_\_

Comments:

### Quality of Presentation

Organized \_\_\_\_\_

Knowledgeable \_\_\_\_\_

Articulate \_\_\_\_\_

### Completeness and Accuracy

Title \_\_\_\_\_

Information included \_\_\_\_\_

Pictures \_\_\_\_\_

Political cartoon \_\_\_\_\_

Chart \_\_\_\_\_

Map \_\_\_\_\_

Timeline \_\_\_\_\_

Story \_\_\_\_\_

Accuracy \_\_\_\_\_

Bibliography \_\_\_\_\_

Sub-total \_\_\_\_\_

Name: \_\_\_\_\_ Name: \_\_\_\_\_ Name: \_\_\_\_\_

Evaluation Grade: \_\_\_\_\_ Evaluation Grade: \_\_\_\_\_ Evaluation Grade: \_\_\_\_\_

Review Activity: \_\_\_\_\_ Review Activity: \_\_\_\_\_ Review Activity: \_\_\_\_\_

Individual Evaluation: \_\_\_\_\_ Individual Evaluation: \_\_\_\_\_ Individual Evaluation: \_\_\_\_\_

Final Grade: \_\_\_\_\_ Final Grade: \_\_\_\_\_ Final Grade: \_\_\_\_\_

Total: \_\_\_\_\_ Total: \_\_\_\_\_ Total: \_\_\_\_\_

Comments:

**Attachment F: NATO v. WARSAW PACT Project Research Sheet** \_\_\_\_\_**Information to cover:**

1. Explain the purpose of each organization.
2. Complete a map of each alliance's members during the Cold War.
3. Complete a map of NATO members after the collapse of the Warsaw Pact.
4. Develop a timeline of major actions taken by each group.
5. Include a chart of any important statistics.
6. Include political cartoons that depict each side's perspective of the Cold War.
7. Explain why the Warsaw Pact collapsed.
8. Explain the build-up of nuclear arms.
9. Include any other information deemed important during your research.
10. Include pictures with captions.

**Attachment G: Korean War Project Research Sheet**

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**Information to cover:**

1. Identify reasons for United States and United Nations involvement.
2. Identify who fought on each side.
3. Identify who sent aid to each side.
4. Identify the leaders of each side.
5. Include a map of the war during different stages.
6. Explain the involvement by Communist China.
7. Include a timeline of major events.
8. Include charts and/or graphs that reflect the number of casualties, the monetary cost of war, and any other important data.
9. Include political cartoons.
10. Include the outcomes of war.
11. Include pictures with captions.
12. Include stories from the war.
13. Include the state of the country today.

**Attachment H: Vietnam War Project Research Sheet** \_\_\_\_\_**Information to cover:**

1. Identify the reasons for United States and United Nations involvement.
2. Identify who fought on each side.
3. Identify who sent aid to each side.
4. Identify the leaders of each side.
5. Include a map of the war during different stages.
6. Include a timeline of major events.
7. Include charts and/or graphs that reflect the number of casualties, the monetary cost of war, and any other important data.
8. Include political cartoons.
9. Include the outcomes of war.
10. Include pictures with captions.
11. Include stories from the war.
12. Include the state of the country today.

**Attachment I: Berlin Wall Project Research Sheet** \_\_\_\_\_**Information to cover:**

1. Identify who built the wall and why it was built.
2. Describe the conditions of life on each side of the wall
3. Describe the effect on families whose members lived on different sides of the wall.
4. Describe what would happen to those who tried to cross without permission.
5. Include a timeline of major events.
6. Include political cartoons.
7. Include reasons the wall came down.
8. Include interesting stories about the wall.
9. Describe Berlin after the collapse of the wall.

**Attachment J: Cuban Missile Crisis Project Research Sheet** \_\_\_\_\_**Information to cover:**

1. Explain what the Cuban missile crisis was and why it occurred.
2. Identify the leaders and countries involved.
3. Include a map of the blockade.
4. Include a timeline of events.
5. Include pictures.
6. Include interesting stories.
7. Explain the meaning of *brinkmanship* and relate this term to the Cuban missile crisis.
8. Include political cartoons
9. Describe the temporary effect of the Cuban missile crisis on Cold War relations between the US and USSR.

## Attachment K: Communist Build-up in China

---

Information to cover:

1. Describe the communist build-up in China.
2. Identify the leaders involved.
3. Include a map of China.
4. Include a timeline of events.
5. Include pictures.
6. Include interesting stories.
7. Include political cartoons.
8. Describe the conflict between the nationalists and communists.

## Attachment L: Sample Assessment Items

*Asterisk (\*) indicates correct answer.*

**1. The Cold War was**

- A a series of military skirmishes between the United States and Germany.
- B a technological war between the United States and Japan.
- C a conflict between the United States and Iraq.
- D a philosophical war between the United States and the Soviet Union.\*

**2. One outcome of the Yalta Conference was**

- A the division of Germany into four sectors, controlled by Great Britain, France, the Soviet Union, and the United States.\*
- B an agreement from the Soviet Union to allow free travel across their borders with Germany.
- C an agreement between the United States and Japan to share occupation of Korea.
- D a commitment between the United States and Great Britain to end communism and the Soviet Union.

- Tearing down the Berlin Wall
- Breakup of the Soviet Union
- Soviet economic collapse

**3. The events in the box above were the result of**

- A a worldwide depression following World War II.
- B an invasion of Moscow by Poland with support from NATO.
- C the collapse of communism in the Soviet Union and Eastern Europe.\*
- D free democratic elections in the Soviet Union.

**4. Truman's policy of preventing the expansion of communism was**

- A called the Manhattan Project.
- B known as containment.\*
- C the Warsaw Pact.
- D known as brinkmanship.

**5. Vietnam, divided during the Cold War, became a controversial conflict for the United States. Currently, Vietnam is**

- A a democratic country with free elections.
- B an area where the United States has stationed troops to patrol the demilitarized zone.
- C a wealthy country due to technological innovations that are exported to the United States.
- D a country that has been reunited under a communist government.\*

Organizing Topic

# Independence Movements in the Second Half of the Twentieth Century

## Standard(s) of Learning \_\_\_\_\_

- WHII.13 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;
  - b) describing Africa’s achievement of independence, including Kenyatta’s leadership of Kenya;
  - c) describing the end of the mandate system and the creation of states in the Middle East.

## 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 the demand for self-rule led to the rise of the Indian independence movement, resulting in the creation of new states on the Indian sub-continent.

\_\_\_\_\_

Summarize the regional setting for the Indian independence movement, using the following information as a guide:

- Indian sub-continent
- British India
- India
- Pakistan (former West Pakistan)
- Bangladesh (former East Pakistan)
- Sri Lanka (former Ceylon)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Summarize the Indian independence movement. Include the identification of its leader, the tactics he used, and the outcome of the movement. Use the following information as a guide:

- British rule in India
- Leadership of Mohandas Gandhi
- Role of civil disobedience and passive resistance
- Political division along Hindu-Muslim lines, Pakistan/India

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_

Independence movements in Africa challenged European imperialism.

\_\_\_\_\_

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

- Right to self-determination (U.N. charter)
- Peaceful and violent revolutions after World War II
- Pride in African cultures and heritage
- Resentment toward 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. Include Kenyatta’s leadership role in Kenya. Use the following information as a guide:

- West Africa – Peaceful transition
- Algeria – War for Independence from France
- Kenya (Britain) – Violent struggle under leadership of Kenyatta
- South Africa – Black South Africans’ struggle against apartheid

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Explain that the mandate system established after World War I was phased out after World War II. 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. Use 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
- Palestine (part became independent as the State of Israel)

\_\_\_\_\_  
\_\_\_\_\_

## Sample Resources

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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.

“Education Place.” *Outline Maps*. <http://www.eduplace.com/ss/ssmaps/>. This site permits visitors to print a variety of maps.

Gershman, John. “India-Pakistan Tensions Mount.” *Self-determination in focus*. [http://www.selfdetermine.org/news/0112india\\_body.html](http://www.selfdetermine.org/news/0112india_body.html). This site provides a history of the conflict between Pakistan and India during the early 21st century.

“How to write an outline.” Los Angeles Valley College Library. <http://www.lavc.cc.ca.us/Library/outline.htm>  
This site offers tips on formatting an outline.

“Newspaper Writing 101.” *Jobs Page: Your Link to Newspaper Careers*. <http://www.freep.com/jobspage/academy/writing.htm>. This site offers tips on how to write a newspaper article.

“Q & A.” *BBC News*. [http://news.bbc.co.uk/1/hi/world/south\\_asia/353352.stm](http://news.bbc.co.uk/1/hi/world/south_asia/353352.stm). This site provides a history of the Pakistan/Indian conflict over Kashmir.

“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.

Rushdie, Salman. *Time*. <http://www.time.com/time/time100/leaders/profile/gandhi.html>. This article on Mohandas Gandhi is about how “his philosophy of nonviolence and his passion for independence began a drive for freedom that doomed colonialism.”

“Unit Two: Studying Africa through the Social Sciences; Module 7B: African History, the Era of Global Encroachment.” *Exploring Africa*. [http://exploringafrica.matrix.msu.edu/curriculum/lm7/B/stu\\_7Bactivityfour.html](http://exploringafrica.matrix.msu.edu/curriculum/lm7/B/stu_7Bactivityfour.html). This site presents an activity on “African Resistance, Nationalism, and Independence.”

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History II*. Virginia Department of Education, 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wh2-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh2-1.pdf)>.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World History and Geography: 1500 A.D. to the Present. Test Blueprint*. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint8WHII.pdf>>. This site provides assessment information for World History and Geography: 1500 A.D. to the Present.

“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 \_\_\_\_\_

### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to make past and present connections.
- The students are expected to have previous knowledge of content.
- The students are expected to read and analyze content for information.
- The students are expected to be able to use Internet resources.
- The students are expected to understand how to use a map and/or globe.

### *Materials*

- A copy of the following maps for each student
    - Indian Sub-Continent under British control
    - Indian Sub-Continent after 1947 partition
  - Internet access
  - A set of questions using the following two Web sites dealing with Pakistan/Indian crisis in the modern era:
    - “Q & A.” [http://news.bbc.co.uk/1/hi/world/south\\_asia/353352.stm](http://news.bbc.co.uk/1/hi/world/south_asia/353352.stm)
    - “India-Pakistan Tensions Mount.” [http://www.selfdetermine.org/news/0112india\\_body.html](http://www.selfdetermine.org/news/0112india_body.html)
- NOTE: This information is not specifically covered in the Standards of Learning; however it illustrates how events affect not only current events, but future events as well. The information can be connected to the Cold War Standard (WHII.12) related to the build-up of nuclear weapons around the world.

### *Instructional Activities*

1. Divide the class into several groups of three or four students. Half of the groups will represent European imperial powers. The other half will represent European imperial possessions.
2. Assign the following questions to the groups representing the imperial powers:
  - Why do your countries need colonies?
  - How does having colonies affect the economy and military of the imperial powers?
  - How could World War II hurt the imperial strength of European imperial powers? How could this question be analyzed from the viewpoint of the victorious nations (England and France) and of the defeated nations (Germany and Italy)?
  - How did the right to self-determination (guaranteed by the United Nations Charter) further hurt European imperialism?
3. Assign the following questions to the groups representing the imperial possessions:
  - Why did European imperial powers want control of your countries?
  - How did European imperial powers affect your country (including positive and negative effects)?
  - How did World War II influence nationalism and self-determination movements in your nations?
  - How did the right to self-determination (guaranteed by the United Nations Charter) further inspire nationalism and independence movements?

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

4. 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 controlled by an outside force. Therefore, independence movements began.
5. Introduce the unit by explaining to the class that in India, Africa, and the Middle East peoples and nations began to seek out and win independence from the European powers. Explain that the road to independence was often bumpy and bloody.
  6. Direct the students to read the article on Mohandas Gandhi from <http://www.time.com/time/time100/leaders/profile/gandhi.html> as background for class discussion during the next session. Explain that Mohandas Gandhi is sometimes referred to as *mahatma* (“great soul”).

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.

#### Community Connections

- Direct students to draw comparisons between the African Independence movements and the American Revolution.

#### Small Group Learning

- As noted above with guiding questions.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these words: *sub-continent*, *apartheid*.

#### Student Organization of Content

- Attach questions and answers to student notebook.
- Have students continue to build timeline, picking the dates and highlighting what is critical for them to know. Continue to develop timeline with students as they travel through history throughout the course.

## Session 2: Mohandas Gandhi

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### Prerequisite Understanding/Knowledge/Skills

- The students are expected to make past and present connections.
- The students are expected to have previous knowledge of content.
- The students are expected to be able to read and analyze content for information.
- The students are expected to be able to use Internet resources.
- The students are expected to be able to use a map and/or globe.

### Materials

- Class notes on “Indian Independence” (Attachment A)
- Text or other reading resource
- Video on Gandhi

### Instructional Activities

The following Web resources may be helpful with this session:

- *Self-Determination in Focus*. <[http://www.selfdetermine.org/news/0112india\\_body.html](http://www.selfdetermine.org/news/0112india_body.html)>.
  - “Q & A,” regarding the history of the Pakistan/Indian conflict over Kashmir <[http://news.bbc.co.uk/1/hi/world/south\\_asia/353352.stm](http://news.bbc.co.uk/1/hi/world/south_asia/353352.stm)>.
1. Display the notes from Attachment A on the board or overhead, and discuss each part of the notes with students.
  2. Assign a teacher-selected reading, worksheet, or other re-enforcement activity. The assignment may include reading selections from the Web resources cited above.
  3. Show a video on Gandhi containing sections that reinforce the notes and other information taught in class. Discuss the video as a class.

### Specific Options for Differentiating This Lesson

#### Technology

- Use screen-reader software to read to students.

#### Multisensory

- As noted above with Internet, video and discussion.

#### Community Connections

- As noted in discussion questions (Attachment A) in drawing connections with Martin Luther King, Jr.

#### Small Group Learning

- Divide students into small groups to complete Questions for Discussion Activity and/or reading.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these terms: *passive resistance*, *partitioning*, “*Crown Jewel*”, *Muslim*, *Hindu*, *civil disobedience*.

#### Student Organization of Content

- Attach map, timeline, and worksheet to student notebook.

## Session 3: The Independence Movement in Africa (Part I)

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to be able to make past and present connections.
- The students are expected to have previous knowledge of content.
- The students are expected to be able to read and analyze content for information.
- The students are expected to be able to use Internet resources.
- The students are expected to understand how to use a map and/or globe.

### *Materials*

- Internet access
- A copy of a post-colonial map of Africa for each student
- A teacher's outline, based on information from *Exploring Africa* at [http://exploringafrica.matrix.msu.edu/curriculum/lm7/B/stu\\_7Bactivityfour.html](http://exploringafrica.matrix.msu.edu/curriculum/lm7/B/stu_7Bactivityfour.html)

### *Instructional Activities*

NOTE: The following Web resources may be helpful with this session:

- “Education Place.” <<http://www.eduplace.com/ss/ssmaps/>>. This site permits visitors to print a variety of 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/curriculum/lm7/B/stu\\_7Bactivityfour.html](http://exploringafrica.matrix.msu.edu/curriculum/lm7/B/stu_7Bactivityfour.html)>. 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 formatting an outline.
- “Newspaper Writing 101.” *Jobs Page: Your Link to Newspaper Careers*. <<http://www.freep.com/jobspage/academy/writing.htm>>. This site offers tips on how to write a newspaper article.

1. Introduce the African independence movement activity by explaining the following:
  - Europeans were not as willing to give up colonies in Africa as they were those in Asia.
  - Many independence movements took place in Africa after World War II. Some were peaceful transitions, while others took on violent resistance.
2. Also explain that by the end of this activity students will see reasons behind colonization by Europeans and resistance by African peoples. Explain that the students will be creating an outline of an Internet article and a newspaper article on an African nation and its independence movement.
3. Help students to prepare an outline:
  - If students have not been taught how to create an outline, explain the process by using the “How to write an outline” Web site above.
  - Have students go to the Web site dealing with African independence movements.
  - Depending on their experience level with outlines an option is to create a skeleton and have them fill it in with the important information.
  - If they are writing their own outlines, be sure to monitor students to ensure that they are not wasting time by writing down too much information.
  - Once students are finished, go over the timeline. Highlight the reasons for colonization and reasons for increased efforts toward independence.

4. Provide students with the following instructions for creating a newspaper article:
  - Use the second writing assignment on the Web page just outlined.
  - Select a nation from the list below:
    - a. West Africa
    - b. Algeria
    - c. Kenya
    - d. South Africa
      - Independence
      - Apartheid
  - For a guide, use the Web site “Newspaper Writing 101” at <http://www.freep.com/jobspage/academy/writing.htm>.
5. Explain that this assignment will require the remainder of class and time at home. Tell students that the article will be due next class and that selected students will present their articles.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.

#### Multisensory

- As noted above with Internet resources.

#### Community Connections

- Have students look in daily newspaper to view model format for writing an article.

#### Small Group Learning

- Divide students into small groups to complete outline and article, with all students participating.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Have students generate a list of any new vocabulary they come across in their readings.

#### Student Organization of Content

- Attach outline and articles to student notebook.

## Session 4: The Independence Movement in Africa (Part 2)

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### Prerequisite Understanding/Knowledge/Skills

- The students are expected to make past and present connections.
- The students are expected to have previous knowledge of content.
- The students are expected to read and analyze content for information.
- The students are expected to be able to use Internet resources.
- The students are expected to understand how to use a map and/or globe.

### Materials

- A copy of a post-colonial map of Africa for each student

### Instructional Activities

1. Allow time for the presentation of newspaper articles. Provide directions for students to follow during the presentations:
  - Take out the map of Africa.
  - Label each African nation and its date of independence.
  - Color the map according to the nation from which it gained independence.
  - Label each nation with either a “P” for peaceful movement or a “V” for violent movement.
  - Create a legend on the map.
2. Have students make their presentations.
3. As papers are presented, instruct students to listen for similarities and jot down notes. Students should also fill in their maps.
4. Once all students are finished presenting, go over the information they recorded, emphasizing similarities among independence movements.

### Specific Options for Differentiating This Lesson

#### Technology

- Scan the appropriate map as a picture file, import it using drawing software, and have students label, color and analyze maps using the computer.

#### Multisensory

- Present maps via PowerPoint or other software program.

#### Community Connections

- As noted in prior sessions.

#### Small Group Learning

- Have students work in small groups to present maps.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Key Vocabulary: As noted in previous sessions.

#### Student Organization of Content

- Attach map to student notebook.

## Session 5: The Middle East Mandate System

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to make past and present connections.
- The students are expected to have previous knowledge of content.
- The students are expected to read and analyze content for information.
- The students are expected to be able to use Internet resources.

### *Materials*

- Internet access
- A copy of the mandate system notes for each student.

### *Instructional Activities*

NOTE: The following Web resource may be helpful with this session:

- “Zionism and Arab Nationalism.” *Two Peoples, One Land*. <<http://seattletimes.nwsourc.com/news/nation-world/mideast/revolts/>>.

1. Finish lesson on African independence.
2. Present the outlined notes below on the “Middle Eastern Mandate System.” Go over the notes with students, asking the following questions to focus discussion:
  - What does the phrase “to the victor go the spoils” mean? What effect could that attitude have had on the Ottoman Empire?
  - Who were the two main European Powers that wanted to gain more land? Which of United States President Woodrow Wilson’s 14 Points did this contradict?
  - What religious conflicts could and would arise with the mandate system?

### **Middle East Mandate System**

- Ottoman Empire
    - Since the 1400s, Islamic Ottomans dominated the area of Asia Minor and South West Asia (Middle East).
    - For many years different Islamic groups struggled for independence from Ottomans, but rebellions were put down.
    - Ottomans sided with the Central Powers (Germany and Austria-Hungary) during World War I.
  - Creation of the Mandate System
    - The mandate system was created by the League of Nations to administer to areas of the defeated Central Powers.
    - Two main powers benefiting from the mandate system
      - a. French mandates
        - i. Syria
        - ii. Lebanon
      - b. English mandates
        - i. Jordan
        - ii. Palestine (later to become Israel)
  - Religious conflicts
    - Christian nations controlling Islamic peoples
    - Israeli Jews v. Palestinian Muslims
3. To help students see how European imperialism still affects the modern world, organize them to research the Palestinian question.

- Have students go to the computer lab and access the Web site Two Peoples, One Land at <http://seattletimes.nwsourc.com/news/nation-world/mideast/revolts/>.
  - Divide up students to tell the story of the strife in Israel, using the different sections of the outline.
  - Have students read their section then create a short summary of the information in their own words. (This step is designed to help them paraphrase and rethink the meaning of information.)
  - Once everyone has completed that task, have students stand in front of the class to outline the strife in the Middle East in their own words.
4. Present a concluding activity to sum up the unit.
- Go back to Session 1.
  - Ask the class the same assignment questions that they answered in Session 1.
  - As a class, discuss whether the answers have changed.
  - Discuss the effects of independence movements on the world today.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Use screen-reader software to read to students.

#### Multisensory

- As noted above with reading, paraphrasing, discussing and presenting.

#### Community Connections

- Have students brainstorm and answer the Palestinian question and relate that to the present day.

#### Small Group Learning

- Divide students into small groups to complete paraphrasing activity and/or reading.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these terms: *Islamic Ottomans, Asia Minor*.

#### Student Organization of Content

- Attach handout to student notebook.

## Session 6: Assessment

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### *Materials*

- Assessment (For sample assessment items, see Attachment B.)

### *Instructional Activities*

1. Administer the assessment.

## Attachment A: Indian Independence

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- English Domination
  - Beginning in the 1700s, England began to influence India’s economy.
  - By the 1800s, India was considered England’s “Crown Jewel.”
  - England improved India’s infrastructure to better serve the people and reach resources.
  - England limited the economic and political rights of Indians.

### Question for discussion:

- What motives did England have for limiting the economic and political rights of Indians? (Answers could revolve around racism and England’s strategy of keeping Indians inferior so they would not resist working for the English companies.)

- Beginnings of the independence movements
  - Many Indians received an English education and learned of nationalism and democracy.

### Question for discussion:

- How might receiving an English education help the independence movement in India? (Have students think back to the Age of Enlightenment and its influence on America and France.)

- Creation of the Congress Party and the Muslim League caused tension in India.
  - 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.

### Question for discussion:

- How could this religion-based party system create tensions within India and affect the Indian push for self-rule? (Possible answer: Muslims and Hindus would become so occupied with conflict against each other that they could not focus on the English colonization.)

- Mohandas Gandhi led the Indians in their struggle for independence. (To begin this section go around the room and ask students information they learned about Gandhi from their assigned reading):
  - Educated in England then worked for British government in South Africa
  - Brought the idea of a free India to the common people
  - Preached the ideas of civil disobedience and passive resistance
    - a. Understood that the Indian people could not defeat the British militarily
    - b. Urged Indians to boycott (refuse to buy) British goods and to avoid pay taxes, obeying unjust laws, and attending British courts
  - British turned to violence by arresting and sometimes killing protestors.

### Questions for discussion:

- How might this boycott influence the British government? (Possible answer: British government would be angered because British companies would lose money.)
- What American would use these same practices during the 1960s? (Martin Luther King, Jr.)
- Why would this act of violence against Indians help the Indian independence movement? (Possible answer: The English people and the world would begin to see the violence and would turn against the English government.)

- Hindu/Muslim tensions increased.
  - 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.

### Questions for discussion:

How far did these tensions date back? (Answer: to the 1500s, when the Mughal Empire was established in Northwest India).

- Independence and Partitioning
  - 1947: India split into East and West Pakistan (Muslim-controlled) and India (Hindu-controlled). Tensions continued as trainloads of religious refugees were killed trying to flee to lands controlled by their religious group.
  - 1947: England turned troubles over to the newly created United Nations.
    - a. English citizens had lost interest in world conquest after World War II.
    - b. England was too busy 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 Hindu extremist
  - 1971: Pakistan split, with East Pakistan becoming Bangladesh.

**Questions for discussion:**

- Have students look at two maps of India—one before partitioning and one after. What new nations were created?
- Why did the British government create new nations?
- What were some potential troubles with this partitioning (from a geographical perspective)?

**Attachment B: Sample Assessment Items**

*Asterisk (\*) indicates correct answer.*

<p><b>1. Which of the following regional settings for Indian independence was former Ceylon?</b></p> <p>A Pakistan B Afghanistan C Bangladesh D Sri Lanka*</p> <p><b>2. From the birth of Israel in 1948 to the end of the 20th century, Israelis and Palestinians have struggled to resolve numerous issues. All of the following are examples of these issues EXCEPT:</b></p> <p>A War reparations from Israel to Palestine* B Water rights C Sovereignty of Jerusalem D Plight of Palestinian refugees</p> <p><b>3. Which of the following countries did NOT gain independence from Great Britain?</b></p> <p>A Kenya B Belgium* C Egypt D Israel</p>	<p><b>4. Which of the following was a French Mandate in the Middle East?</b></p> <p>A Iraq B Syria* C Libya D Turkey</p> <p><b>5. What was the method Mohandas Gandhi used to encourage Indians to fight for independence from Great Britain?</b></p> <p>A Violent protests B Requesting assistance from the United States C Fighting a war D Civil disobedience*</p>
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Organizing Topic

# Major World Religions in the Second Half of the Twentieth Century

## Standard of Learning \_\_\_\_\_

- WHII.14 The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by
- describing their beliefs, sacred writings, traditions, and customs;
  - 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 Hebrews \_\_\_\_\_

#### Christianity

- Monotheism \_\_\_\_\_
- Jesus as Son of God \_\_\_\_\_
- Life after death \_\_\_\_\_
- New Testament – Contains life and teachings of Jesus \_\_\_\_\_
- Establishment of Christian doctrine by early church councils \_\_\_\_\_

#### Islam

- Monotheism \_\_\_\_\_
- Muhammad the prophet \_\_\_\_\_
- 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 deity
- Caste system
- Reincarnation
- Karma – Future reincarnation based on present behavior

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Explain that the five major religions are found worldwide, but their followers tend to be concentrated in certain geographic areas. Identify where they are located, using the following information as a guide:

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

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## Sample Resources

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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.

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

This site provides information on Hinduism.

*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.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History II*. Virginia Department of Education, 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wh2-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh2-1.pdf)>.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. World History and Geography: 1500 A.D. to the Present. Test Blueprint*. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint8WHII.pdf>>. This site provides assessment information for World History and Geography: 1500 A.D. to the Present.

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

<[http://www.bbc.co.uk/worldservice/people/features/world\\_religions/index.shtml](http://www.bbc.co.uk/worldservice/people/features/world_religions/index.shtml)>.

## Session 1: Monotheistic Religions (Part 1)

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to make past and present connections.
- The students are expected to have previous knowledge of content.
- The students are expected to read and analyze content for information.

### *Materials*

- 5" x 8" index card for each student
- Rulers
- Colored pencils and/or markers
- Overhead or electronic presentation of the monotheistic religions chart (see below)
- Preferred teacher resources

### *Instructional Activities*

1. Put three columns on the board or overhead. Ask students to write down any belief, term, person, or holiday they might know under the following headings: Judaism, Christianity, and Islam.
2. Distribute index cards, rulers, and colored pencils and/or markers.
3. Explain that each student will be creating a flashcard chart that will contain basic information on the three major monotheistic religions: Judaism, Christianity, and Islam.
4. Title the card "Monotheistic Religions." Display the following chart for students to transfer to the front of the card (it should fill the entire front of card). Use a different color for each religion. Discuss the meaning of the terms *doctrine* and *belief*.

<b>Judaism</b>	<b>Christianity</b>	<b>Islam</b>
<b>1. Book</b>	<b>1. Book</b>	<b>1. Book</b>
<b>2. Founder</b>	<b>2. Founder</b>	<b>2. Founder</b>
<b>3. Belief</b>	<b>3. Belief</b>	<b>3. Belief</b>
<b>4. Place</b>	<b>4. Establishment of Doctrine</b>	<b>4. Places</b>
<b>5. Location</b>	<b>5. Location</b>	<b>5. Location</b>

5. On back of card, complete the chart. Go through each religion one at a time, allowing students to answer each question where applicable. Supplement discussion with preferred teacher resources.

<b>Judaism</b>	<b>Christianity</b>	<b>Islam</b>
<b>1. Torah</b>	<b>1. New Testament, containing the life and teachings of Jesus</b>	<b>1. Koran</b>
<b>2. Abraham</b>	<b>2. Jesus Christ, Son of God</b>	<b>2. Muhammad, the prophet</b>
<b>3. Ten Commandments, the moral code of Jews</b>	<b>3. Life after death if have faith in Christ</b>	<b>3. Five Pillars of Islam</b>
<b>4. Israel, the homeland</b>	<b>4. Doctrine established by early church councils</b>	<b>4. Mecca and Medina, the holy cities</b>
<b>5. Israel and North America</b>	<b>5. Europe, North and South America</b>	<b>5. Middle East, North Africa, and Asia</b>

6. Assign a teacher-selected reading, writing, worksheet, or other reinforcement activity.

### *Specific Options for Differentiating This Lesson*

#### Technology

- As noted above.

#### Multisensory

- Present maps via PowerPoint or other software program.

#### Community Connections

- Invite community religious leaders (adults, youth, parents, etc.) to share practices and traditions.

#### Small Group Learning

- Divide students into small groups to complete chart.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these terms: *Judaism, Christianity, Islam, Hinduism, Buddhism, Karma, reincarnation, caste system, deity, Monotheism, Koran, 5 Pillars of Islam, Mecca and Medina, Torah, 10 Commandments.*

#### Student Organization of Content

- Attach charts to student notebook.

## Session 2: Monotheistic Religions (Part 2)

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### *Prerequisite Understanding/Knowledge/Skills*

- As noted in previous lessons.

### *Materials*

- Video or other preferred teacher resources
- Library and/or Internet access (optional)
- Overhead of quiz on monotheistic religions
- Colored pencils and/or markers

### *Instructional Activities*

1. Select one of the following options:
  - Review monotheistic religions, especially Judaism and Christianity (Islam will be addressed in a later session), through a video or other resource.OR
  - Arrange for students to visit the library or computer lab to research a topic related to Judaism and Christianity.
2. Assign a teacher-selected reading, writing, worksheet, or other reinforcement activity.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Continued from previous lesson.

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#### Multisensory

- Continued from previous lesson.

#### Community Connections

- Continued from previous lesson

#### Small Group Learning

- Have students work in small groups to complete chart.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Key Vocabulary: As noted in previous session.

#### Student Organization of Content

- Attach chart to student notebook.

### Session 3: The Five Pillars of Islam

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#### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to make past and present connections.
- The students are expected to have previous knowledge of content.
- The students are expected to read and analyze content for information.

#### *Materials*

- Blank white 8" x 11" sheet of paper for each student
- Rulers
- Colored pencils and/or markers
- Preferred teacher resources that explain the Five Pillars of Islam

#### *Instructional Activities*

1. Pass out paper, rulers, and research resources.
2. Have students create a chart with six boxes and the following titles in each box. Another option is to create this chart, photocopy it, and then distribute it to the students. Some students may prefer drawing and creating the words themselves.

Faith	<b>FIVE PILLARS OF ISLAM</b>	Prayer
Alms	Pilgrimage	Fasting

3. Using a textbook or other sources, have students draw a picture that represents each of the Five Pillars of Islam. Students may work in pairs as they complete the assignment. As a class, discuss each of the Five Pillars.
4. Instruct students to complete the Five Pillars chart and study the monotheistic religions chart.

***Specific Options for Differentiating This Lesson*****Technology**

- Scan the chart picture file and allow students to cut and paste graphics for pictures of each pillar.

**Multisensory**

- Present chart via PowerPoint or other software program.

**Community Connections**

- As noted in prior sessions.
- Have students share any fasting, almsgiving or pilgrimage experiences with the class.

**Small Group Learning**

- Divide students into small groups to present maps.

**Vocabulary**

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these words: *alms, pilgrimage, fasting*.

**Student Organization of Content**

- Attach chart to student notebook.

## Session 4: Introduction to Hinduism and Buddhism

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to make past and present connections.
- The students are expected to have previous knowledge of content.
- The students are expected to read and analyze content for information.

### *Materials*

- 5" x 8" index card for each student
- Rulers
- Colored pencils and/or markers
- Overhead or electronic presentation of the monotheistic religions chart (see below)
- Preferred teacher resources

### *Instructional Activities*

1. Put two columns on the board or overhead and ask students to write down any belief, term, person, or holidays they might know under the following headings: Hinduism and Buddhism.
2. Distribute index cards, rulers, and colored pencils and/or markers.
3. Explain that each student will be creating a flashcard chart that will contain basic information on two major world religions: Hinduism and Buddhism.
4. Title the card "World Religions." Display the following chart for students to transfer to the front of the card (it should fill the entire front of card). Use a different color for each religion.

<b>Hinduism</b>	<b>Buddhism</b>
<b>Number of gods</b>	<b>1. Location</b>
<b>Goal</b>	<b>2. Goal</b>
<b>Belief</b>	<b>3. Belief</b>
<b>Class system</b>	<b>4. Founder</b>
<b>Reincarnation based on</b>	<b>5. Path to Nirvana</b>
<b>Location</b>	<b>6. Asoka</b>

5. On the back of the card, complete the chart. Go through each religion one at a time, allowing students to answer each question where applicable. Supplement discussion with preferred teacher resources.

<b>Hinduism</b>	<b>Buddhism</b>
<b>1. Polytheistic</b>	<b>1. East and Southeast Asia</b>
<b>2. Become one with gods</b>	<b>2. Reach Nirvana (enlightenment)</b>
<b>3. Reincarnation – Soul is reborn until one with gods</b>	<b>3. Four Noble Truths</b>
<b>4. Caste system – Get to top; be one with gods</b>	<b>4. Siddhartha Gautama</b>
<b>5. Karma – Future reincarnation based on present behavior</b>	<b>5. Follow Eightfold Path</b>
<b>6. India</b>	<b>6. Spread Buddhism from India to China and other parts of Asia</b>

6. Assign a teacher-selected reading, writing, worksheet, or other reinforcement activity.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Scan the chart picture file and allow students to complete chart using textboxes.

#### Multisensory

- Present chart via PowerPoint or other software program.

#### Community Connections

- As noted in prior sessions.

#### Small Group Learning

- Divide students into small groups to complete and present charts.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these terms: *Path to Nirvana- enlightenment, Asoka, Polytheistic, Eightfold Path.*

#### Student Organization of Content

- Attach chart to student notebook.

## Session 5: Buddhist Beliefs and Leaders

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to make past and present connections.
- The students are expected to have previous knowledge of content.
- The students are expected to read and analyze content for information.

### *Materials*

- Overheads of five maps completed during the first three sessions
- One blank 5" x 8" index card for each student

### *Instructional Activities*

1. Pass out paper, rulers, colored pencils and/or markers, and available resources (to include the textbook).
2. Using their knowledge and other resources, have students create a colorful drawing that includes the following terms/people: Buddha, Four Noble Truths, Eightfold Path, Nirvana (Enlightenment), and Asoka. Have them label each one.
3. Assign a teacher-selected reading, writing, worksheet, or other reinforcement activity.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use a draw program to complete drawing activity with computer assistance.

#### Multisensory

- As noted above.

#### Community Connections

- As noted in prior sessions.
- If speakers are unavailable, supplement with video resources.

#### Small Group Learning

- Divide students into small groups to complete poster and/or index card.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Key Vocabulary: As noted in previous sessions.

#### Student Organization of Content

- Attach drawing to student notebook.

## Session 6: Mapping the Major World Religions

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to make past and present connections.
- The students are expected to have previous knowledge of content.
- The students are expected to read and analyze content for information.
- The students are expected to understand how to use a map and/or globe.

### *Materials*

- Blank outline world map for each student (and one on overhead for teacher use)
- Colored pencils and/or markers
- A six-sided die
- Preferred teacher resources

### *Instructional Activities*

1. Review the content from the previous session.
2. Distribute blank outline world maps and colored pencils. Instruct students to develop, using their textbooks and other sources provided by the teacher, a color-coded map reflecting location of the five major world religions c. 2000. An option is to have the actual color code on the back in order to foster studying (using a flashcard-type technique). Students may work in groups.
3. Have the students study this map in pairs until complete mastery. Using the overhead, practice as a class locating each world religion on the map.
4. If time permits, split students into groups of three. In their groups have them study the map, along with the two charts on world religions. Allot 5-7 minutes for this process. Explain that you will roll a die to see which person on each team will be chosen to go through a map. Each student should take two numbers between 1 and 6 for this activity. Once time is up for studying, rapidly go through each team, rolling the die to choose the person, and have him/her go over 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.
5. Assign a teacher-selected reading, writing, worksheet, or other reinforcement activity.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Scan the appropriate map as a picture file, import it using drawing software, and have students label, color and analyze maps using the computer.

#### Multisensory

- Present maps via PowerPoint or other software program.

#### Community Connections

- Look at current maps identifying five major religions of the present-day world.

#### Small Group Learning

- Have students work in small groups to complete and present maps.

### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Key Vocabulary: As noted in previous sessions.

### Student Organization of Content

- Attach map to student notebook.

## Session 7: Assessment

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### *Materials*

- Assessment (For sample assessment items, see Attachment A.)

### *Instructional Activities*

1. Administer the assessment.

**Attachment A: Sample Assessment Items***Asterisk (\*) indicates correct answer.*

<p><b>1. Christians believe that Jesus Christ is</b>  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><b>2. The founder of Islam is</b>  A Muhammad.*  B Jesus Christ.  C Abraham.  D Siddhartha Gautama.</p> <p><b>3. Which belief is associated with Islam?</b>  A Five Pillars*  B Caste system  C Reincarnation  D Polytheism</p> <p><b>4. Which term means “belief in one God”?</b>  A Polytheism  B Atheism  C Monotheism*  D Animism</p> <p><b>5. “Buddha” is a term that simply means</b>  A “religious person.”  B “anointed one from God.”  C “enlightened one.”*  D “follower of God.”</p> <p><b>6. This Hindu belief can be defined as a “soul rebirth” or coming back to life as another human or living creature.</b>  A Caste system  B Karma  C Jihad  D Reincarnation*</p>	<p><b>7. In the early Christian church, Christian doctrine was established by</b>  A church councils.*  B the Pope.  C Paul .  D Jesus Christ.</p> <p><b>8. The homeland of the Jews is</b>  A Egypt.  B Israel.*  C Afghanistan.  D Saudi Arabia.</p> <p><b>9. Jewish people call their holy writings (sacred Scriptures) the</b>  A Koran.  B Vedas.  C New Testament.  D Torah.*</p> <p><b>10. Buddhism differs from Hinduism in that Hindus</b>  A are polytheistic.*  B reject the caste system.  C seek heaven.  D follow the Eightfold Path.</p> <p><b>11. A “caste” would be best described as a social group</b>  A from which a person is free to leave.  B that people join freely.  C that is based on skin color.  D into which someone is born.*</p> <p><b>12. The SECOND holiest city of Islam is</b>  A Rome.  B Mecca.  C Medina.*  D Jerusalem.</p>
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Organizing Topic

# Cultural, Economic, and Social Conditions in the Contemporary World

## Standard(s) of Learning \_\_\_\_\_

- WHII.15 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.

## 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 conflict, and 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 \_\_\_\_\_
- Africa \_\_\_\_\_
- Asia \_\_\_\_\_

Summarize the opportunities and challenges created by new technologies. Use the following information as a guide:

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

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

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

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

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Explain how the developing world compares with the developed world, 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

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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
- Ozone depletion

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Social challenges

- Poverty
- Poor health
- Illiteracy
- Famine
- Migration

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

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

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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.

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Explain how economic independence 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 (European Union)

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- Trade agreements—North American Free Trade Agreement (NAFTA), World Trade Organization (WTO)
- International organizations—United Nations (UN), International Monetary Fund (IMF)

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## Sample Resources

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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.

“Education Place.” *Outline Maps*. Houghton Mifflin Co. <<http://www.eduplace.com/ss/ssmaps/>>. This site permits visitors to print a variety of maps.

European Union. <<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/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.” Foreign Trade Information System. Organization of American States. <<http://www.sice.oas.org/trade/nafta/naftatce.asp>>. This site provides links to the text of the North American Free Trade Agreement (NAFTA).

“Some Useful Links.” Mopoke Publishing. <<http://www.mopoke.com.au/3TlinksU.htm>>. Click on “Population related” for a list of links on overpopulation and its effects on the world.

“Study on the Operation and Effect of the North American Free Trade Agreement.” Foreign Trade Information System. Organization of American States. <<http://www.sice.oas.org/geograph/north/exsum.asp>>. This site discusses the effects of NAFTA.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for World History II*. Virginia Department of Education 2003/04. <[http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs\\_g11wh2-1.pdf](http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11wh2-1.pdf)>.

*Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: World History and Geography: 1500 A.D. to the Present. Test Blueprint*. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint8WHII.pdf>>. This site provides assessment information for World History and Geography: 1500 A.D. to the Present.

*The World Factbook 2002*. Central Intelligence Agency. <<http://www.cia.gov/cia/publications/factbook/>>. This sites 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

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to make past and present connections.
- The students are expected to have previous knowledge of content.
- The students are expected to read and analyze content for information.
- The students are expected to be able to use Internet resources.
- The students are expected to understand how to use a map and/or globe.

### *Materials*

- Computer lab with Internet access
- Copies of the following for each student
  - Notes for “Developed and Developing Nations” (Attachment A)
  - A copy of a world political map
  - Teacher-prepared overhead to show locations of developed and developing nations
- Colored pencils

### *Instructional Activities*

NOTE: The following Web resources may be helpful with this lesson:

- “Education Place.” <<http://www.eduplace.com/ss/ssmaps/>>. This site permits visitors to print a variety of maps.
- *The World Factbook 2002*. <<http://www.cia.gov/cia/publications/factbook/>>.

1. Begin with a brainstorming activity. Put the word list below on the board. Ask students to develop two columns on their paper: One column should be labeled “I Know What This Means”; the other should be labeled “I Need to Learn About This.” Discuss the list as a class.

- refugee
- “guest workers”
- 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

2. Instruct students to respond in writing to the following question:
  - Why does the United States arguably have the highest standard of living 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 the notes (Attachment A), and discuss each note. (This probably cannot be completed in one session; if not, spread it out over several.)

### *Specific Options for Differentiating This Lesson*

#### Technology

- Scan Attachment A for use with screen-reader software to read to students.
- Scan Attachment A and develop a “slot outline” so that students complete the blanks as specific points are covered in class.

#### Multisensory

- As noted.

#### Community Connections

- Have students reflect on the question: Why does the United States arguably have the highest standard of living in the world?

#### Small Group Learning

- Have students work in small groups to complete notes.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand the meaning of the terms *developed and developing nations*, and other terms noted in brainstorm activity.

#### Student Organization of Content

- Attach Attachment A to student notebook.

## Session 2: Economic Development of Nations

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to make past and present connections.
- The students are expected to have previous knowledge of content.
- The students are expected to read and analyze content for information.
- The students are expected to be able to use Internet resources.
- The students are expected to understand how to use a map and/or globe

### *Materials*

- National Economic Development Worksheet (Attachment B)
- Copy of a blank outline world map for each student
- Internet access

### *Instructional Activities*

NOTE: The following Web resource may be helpful with this session:

- *The World Factbook 2002*. <<http://www.cia.gov/cia/publications/factbook/>>
1. Instruct students to complete the National Economic Development Worksheet by researching the requested information on each identified country. Encourage them to use the *World Factbook* available online (see Web site, above).
  2. Instruct students to annotate the countries on the map and color code them based on whether the countries are developed or developing.
  4. Instruct students to prepare a summary of the information found on each country.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Scan Attachment B for use with screen-reader software to read to students as necessary.
- Scan Attachment B and have students complete the information for the nine countries.

#### Multisensory

- Present summary via PowerPoint or other software program.

#### Community Connections

- As noted with connections with nine present-day countries.

#### Small Group Learning

- Divide students into small groups to present Attachment B.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand this term: *undeveloped*.

#### Student Organization of Content

- Attach Attachment B to student notebook.

## Session 3: Factors Affecting Economic Development

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to make past and present connections.
- The students are expected to have previous knowledge of content.
- The students are expected to read and analyze content for information.
- The students are expected to be able to use Internet resources.
- The students are expected to understand how to use a map and/or globe.

### *Materials*

- A world political map, color-coded to indicate the developed and developing countries identified on the worksheet titled “National Economic Development” (Attachment B)

### *Instructional Activities*

1. Place the teacher-prepared World Political Map of Developed and Developing Nations on the overhead. Have the students check their maps for accuracy.
2. Conduct a class discussion on why the 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 (Renaissance, The Age of Exploration and Discovery, Commercial Revolution, Industrial Revolution, and Age of Imperialism and Cold War Economics) to answer the questions below:
  - Why is Western Europe more developed than Eastern Europe? Possible responses include the following:
    - Communism failed.
    - Industrial Revolution began there.
  - Why is Western Europe more developed than Africa and India? Possible responses include the following:
    - Imperialism and colonization of Africa and India have 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 the following:
    - Capitalism
    - Growth after World War II
    - Role in the Cold War
  - What are common characteristics that all developed nations share?
  - What are common characteristics that all developing nations share?
  - Which style of government and which style of economy go with political freedom?

### *Specific Options for Differentiating This Lesson*

#### Technology

- Scan Attachment B for use with screen-reader software to read to students as necessary.

#### Multisensory

- Use a video comparing developed and developing nations to supplement class discussion.

#### Community Connections

- As noted above with the discussion of economic development in the United States.

#### Small Group Learning

- Allow students to brainstorm the above questions in small groups prior to class discussion.

### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Key Vocabulary: As noted in previous sessions.

### Student Organization of Content

- None identified, as this session is a review of information on Attachments A and B.

## Sessions 4 and 5: World Population Forum

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to make past and present connections.
- The students are expected to have previous knowledge of content.
- The students are expected to read and analyze content for information.
- The students are expected to be able to use Internet resources.
- The students are expected to understand how to use a map and/or globe.

### *Materials*

- Computer lab with Internet access
- A copy of “World Population Forum” (Attachment C) for each student

### *Instructional Activities*

NOTE: The following Web resources may be helpful with this session:

- *The Mideast: A Century of Conflict*. History of the Arab/Israeli conflict. <<http://www.npr.org/news/specials/mideast/history/index.html>>.
- Center for Reduction of Religious-Based Conflict. History of religious conflicts. <<http://aps.naples.net/community/NFNWebpages/storyboard.cfm?StoryboardNum=142&PageNum=1>>.
- Genderside Watch. Genocides in history <<http://genderside.org>>.
- Human Rights Watch. Dealing with refugees. <<http://www.hrw.org/refugees/>>.
- “Some Useful Links.” Overpopulation and its effects on the world. <<http://www.mopoke.com.au/3TlinksU.htm>>.

1. Ask students to brainstorm possible problems with overpopulation.
2. Explain the activity outlined below:

### **World Population Forum**

- Purpose
  - World Population Forum is an Internet-based group activity to examine the troubles that are created by the world’s ever increasing population.
  - The class as a whole will act as the World Population Forum, a body that makes recommendations concerning world population issues.
  - Students will work in small groups (think tanks) or as a class (depending on the size of the class) to research issues to be presented to the Forum. The small groups will research information related to the topics on Attachment C.
- Research options [NOTE: The research may be done in one of two ways (depending on the size and skill level of the class).]
  1. Create groups and assign each group to research a country of the instructor’s choosing. (This should be done by watching current events of the time to determine which areas of the world are facing troubles listed on Attachment C.)
  2. Create groups and assign each to research a topic from the list in Attachment C or a similar current topic. Students should find examples from countries to help support their research.
- Forum options [NOTE: The World Population Forum will be conducted differently, depending on the research technique used.]
  - If "1" above is used:
    - a. Have a country group meet as a whole to discuss its situation.
    - b. Have the group come up with possible solutions to problems.
    - c. Have the group report their findings to the World Population Forum.

- d. The Forum should discuss and then recommend possible solutions.
- If "2" above is used:
- a. Have students who researched similar topics come together to discuss findings. Have them prepare an outline of information to be discussed at the Forum.
  - b. Each topic-focused group will report to the Forum the information identified.
  - c. The Forum should discuss and then recommend possible solutions.

### ***Specific Options for Differentiating This Lesson***

#### Technology

- Scan Attachment C for use with screen-reader software to read to students as necessary.
- Scan Attachment C for students to complete the information on listed topics.

#### Multisensory

- Have students present the results of their research in a PowerPoint presentation or other software program.

#### Community Connections

- Invite a member of a local planning commission or related agency to discuss how the listed topics pertain to local issues.
- If appropriate, have students attend a local planning commission meeting.

#### Small Group Learning

- As noted above with the research groups.

#### Vocabulary

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these terms: *pollution, deforestation, habitat, natural resources, civil unrest, migration, refugees*.

#### Student Organization of Content

- Attach completed Attachment C to student notebook.

## Session 6: Economic Interdependence

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### *Prerequisite Understanding/Knowledge/Skills*

- The students are expected to make past and present connections.
- The students are expected to have previous knowledge of content.
- The students are expected to read and analyze content for information.
- The students are expected to be able to use Internet resources.
- The students are expected to understand how to use a map and/or globe

### *Materials*

- Computer lab with Internet access
- A copy of worksheet on “Economic Interdependence” (Attachment D) for each student.

### *Instructional Activities*

NOTE: The following Web resources may be helpful with this session:

- “North American Free Trade Agreement.” Text of NAFTA. <<http://www.sice.oas.org/trade/nafta/naftatce.asp>>.
- “Study on the Operation and Effect of the North American Free Trade Agreement.” Effects of NAFTA. <<http://www.sice.oas.org/geograph/north/exsum.asp>>.
- World Trade Organization site. <<http://www.wto.org>>.
- International Monetary Fund site. <<http://www.imf.org>>.
- European Union site. <<http://www.eurunion.org/infores/euguide/euguide.htm>>.

1. Instruct students to create a definition in their own words for the following terms:
  - *economy*
  - *interdependence*
  - *economic interdependence*
  - *multinational corporations*
  - *trade*
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 struggling nations.
3. Review the differences between developed and developing nations in terms of transportation, communications, and computer networks. Discuss the reasons that the developed world (particularly the United States) is so advanced.
4. Conduct the following activity on globalization of the world’s economy:
  - Distribute the worksheet on Economic Interdependence (Attachment D).
  - Explain to the class that one way for the developing nations to reach a higher economic status is to enter and receive help from the global community. With help from the outside world, solutions to some of the problems that developing nations encounter can be resolved.
  - Take class to the computer lab, and direct students to use Web resources (see Materials, above) to answer the questions on the worksheet.
  - Discuss information located by students. Include the following questions:
    - In what ways can the world community help the less developed areas?
    - 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?

***Specific Options for Differentiating This Lesson*****Technology**

- Scan Attachment D for use with screen-reader software to read to students.
- Scan Attachment D for students to complete as they research.

**Multisensory**

- Instruct students to create posters that illustrate the objectives of NAFTA, the WTO, and the IMF, and/or the impact of these economic organizations on the countries involved.

**Community Connections**

- Discuss how NAFTA and similar trade agreements have impacted the economy of Virginia.

**Small Group Learning**

- Allow students to work in groups to complete Attachment D.

**Vocabulary**

- Have students continue to identify unfamiliar vocabulary, adding them to the template they have created for their notebooks.
- Make sure students understand these terms: *economy, interdependence, economic interdependence, multinational corporations, globalization, regional integration.*

**Student Organization of Content**

- Attach Attachment D to student notebook.

## Attachment A: Developed v. Developing Nations – Class Notes \_\_\_\_\_

### I. Industrial hierarchy

#### A. Primary industries

1. Make direct use of natural resources
2. Examples – mining, farming, and logging

#### B. Secondary industries

1. Take goods from primary industries and turn them into consumer goods
2. Examples – dairy, clothing, furniture

#### C. Tertiary industries

1. Provide services to primary and secondary industries, communities, and individuals
2. Examples – plumbers, truckers, bakers, banking

#### D. Quaternary industries

1. Composed of professionals who provide specialized skills
2. Examples – information research, management, and administration

### Developed nations

#### A. All industrial levels, especially tertiary and quaternary

#### B. Economic development

1. Gross National Product (GNP)
  - a. GNP consists of total value of goods and services produced in and outside of a country.
  - b. American industries that have overseas factories are counted.
2. Gross Domestic Product (GDP) – consists only of goods and services produced within a country's borders
3. Per Capita GDP – GDP divided by total number of citizens

#### C. Characteristics

1. High literacy rate (80% and up)
2. Strong infrastructure
3. Rapid telecommunications
4. High per capita GDP (\$16,000 and up)
5. Strong education system
6. Good health care (Life expectancy of 74 years and up)
7. More urban than rural population
8. Low population growth
9. Low birth rate, infant mortality rate, and death rate

#### D. Government and economic systems

1. Free enterprise
2. Democracy
3. Stability

### Developing nations

#### A. Mainly primary and secondary industries

#### B. The direct opposite of characteristics listed for developing nations, but improving

#### C. Government and economic systems

1. Command economy
2. Communism
3. Unstable military or dictatorial government

#### D. Characteristics

1. Literacy rate (60% - 80%)
2. Per capita GDP (\$1,001 - \$15,999)
3. Life expectancy (55 – 73 years)

Undeveloped nations

- A. Only primary industry
- B. Lowest of all characteristics listed above.
- C. Characteristics
  - 1. Literacy rate (Less than 50%)
  - 2. Per capita GDP (Less than \$1,000)
  - 3. Life expectancy (Less than 55 years)

## Attachment B: National Economic Development \_\_\_\_\_

**Directions:**

- Using the *World Factbook* Web site at <<http://www.odci.gov/cia/publications/factbook>>, look up information on the countries listed below:
- In the blanks provided, write down information for the countries listed.
- Determine if each country is
  - developed
  - developing
  - undeveloped

NOTE: For “Labor force %” find out which economic activity involves the greatest percentage of the workforce.

**United States**

Per capita GDP \_\_\_\_\_  
 Literacy rate \_\_\_\_\_  
 Rural/Urban ratio \_\_\_\_\_  
 Life expectancy M\_\_\_ F\_\_\_  
 Infant mortality Rate \_\_\_\_\_  
 Population growth rate \_\_\_\_\_  
 Labor force % \_\_\_\_\_  
 Type of govt. \_\_\_\_\_  
 \_\_\_\_\_  
 Economic Level \_\_\_\_\_

**Iran**

Per capita GDP \_\_\_\_\_  
 Literacy rate \_\_\_\_\_  
 Rural/Urban ratio \_\_\_\_\_  
 Life expectancy M\_\_\_ F\_\_\_  
 Infant mortality Rate \_\_\_\_\_  
 Population growth rate \_\_\_\_\_  
 Labor force % \_\_\_\_\_  
 Type of govt. \_\_\_\_\_  
 \_\_\_\_\_  
 Economic Level \_\_\_\_\_

**England**

Per capita GDP \_\_\_\_\_  
 Literacy rate \_\_\_\_\_  
 Rural/Urban ratio \_\_\_\_\_  
 Life expectancy M\_\_\_ F\_\_\_  
 Infant mortality Rate \_\_\_\_\_  
 Population growth rate \_\_\_\_\_  
 Labor force % \_\_\_\_\_  
 Type of govt. \_\_\_\_\_  
 \_\_\_\_\_  
 Economic Level \_\_\_\_\_

**Brazil**

Per capita GDP \_\_\_\_\_  
 Literacy rate \_\_\_\_\_  
 Rural/Urban ratio \_\_\_\_\_  
 Life expectancy M\_\_\_ F\_\_\_  
 Infant mortality Rate \_\_\_\_\_  
 Population growth rate \_\_\_\_\_  
 Labor force % \_\_\_\_\_  
 Type of govt. \_\_\_\_\_  
 \_\_\_\_\_  
 Economic Level \_\_\_\_\_

**Chad**

Per capita GDP \_\_\_\_\_  
 Literacy rate \_\_\_\_\_  
 Rural/Urban ratio \_\_\_\_\_  
 Life expectancy M\_\_\_ F\_\_\_  
 Infant mortality Rate \_\_\_\_\_  
 Population growth rate \_\_\_\_\_  
 Labor force % \_\_\_\_\_  
 Type of govt. \_\_\_\_\_  
 \_\_\_\_\_  
 Economic Level \_\_\_\_\_

**Togo**

Per capita GDP \_\_\_\_\_  
 Literacy rate \_\_\_\_\_  
 Rural/Urban ratio \_\_\_\_\_  
 Life expectancy M\_\_\_ F\_\_\_  
 Infant mortality Rate \_\_\_\_\_  
 Population growth rate \_\_\_\_\_  
 Labor force % \_\_\_\_\_  
 Type of govt. \_\_\_\_\_  
 \_\_\_\_\_  
 Economic Level \_\_\_\_\_

**Mexico**

Per capita GDP \_\_\_\_\_

Literacy rate \_\_\_\_\_

Rural/Urban ratio \_\_\_\_\_

Life expectancy M\_\_\_ F\_\_\_

Infant mortality Rate \_\_\_\_\_

Population growth rate \_\_\_\_\_

Labor force % \_\_\_\_\_

Type of govt. \_\_\_\_\_

\_\_\_\_\_

Economic Level \_\_\_\_\_

**Taiwan**

Per capita GDP \_\_\_\_\_

Literacy rate \_\_\_\_\_

Rural/Urban ratio \_\_\_\_\_

Life expectancy M\_\_\_ F\_\_\_

Infant mortality Rate \_\_\_\_\_

Population growth rate \_\_\_\_\_

Labor force % \_\_\_\_\_

Type of govt. \_\_\_\_\_

\_\_\_\_\_

Economic Level \_\_\_\_\_

**South Korea**

Per capita GDP \_\_\_\_\_

Literacy rate \_\_\_\_\_

Rural/Urban ratio \_\_\_\_\_

Life expectancy M\_\_\_ F\_\_\_

Infant mortality Rate \_\_\_\_\_

Population growth rate \_\_\_\_\_

Labor force % \_\_\_\_\_

Type of govt. \_\_\_\_\_

\_\_\_\_\_

Economic Level \_\_\_\_\_

## Attachment C: World Population Forum

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### Objective

You have been asked to be a member of the World Population Forum dealing with the rapid population growth of the world. You are asked to discuss the problems that the world will face in your later life because of uncontrolled population growth.

### Process

1. Your think tank is asked to discuss the possible effects of an ever-growing population on the world. You will be asked to consider how uncontrolled population growth will affect the following problem areas:
  - Food supply: Both agricultural and fishing industries
  - Land use: How will the land be changed?
  - Environmental
    - Pollution
    - Deforestation
    - Animal life
  - Natural resources
  - Civil unrest
  - Migration and Refugees
2. Your think tank is also asked to explore ways to curb the rapid population growth.
3. Your think tank will be asked to 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: \_\_\_\_\_ Period: \_\_\_\_\_

Using the Web resources provided, answer the questions listed for each trade group/agreement:

- NAFTA (North American Free Trade Agreement)
  - <<http://www.sice.oas.org/trade/nafta/naftatce.asp>>
  - <<http://www.sice.oas.org/geograph/north/exsum.asp>>

1. What is NAFTA?
  
  
  
  
  
  
  
  
  
  
2. What is its purpose and objectives?
  
  
  
  
  
  
  
  
  
  
3. What are some positive and negative effects of NAFTA?

- WTO (World Trade Organization)
  - <<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?

- IMF (International Monetary Fund)
  - <<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
    - <<http://www.eurunion.org/infores/euguide/euguide.htm>>
1. What is this union?
  
  
  
  
  
  
  
  
  
  
  2. What is its purpose?
  
  
  
  
  
  
  
  
  
  
  3. How is this organization designed to help the economies of the nations that have joined?
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- Use an Internet search engine such as Google or Yahoo to research and answer the questions dealing with one of the following three organizations:
    - Association of South East Asian Nations
    - Organization of American States
    - Organization of African Unity
1. What is this union?
  
  
  
  
  
  
  
  
  
  
  2. What is its purpose?
  
  
  
  
  
  
  
  
  
  
  3. How is this organization designed to help the economies of the nations that have joined?

## Attachment E: Sample Assessment Items

Instruct students to complete one of the following alternative assessment items:

- Prepare an oral 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.
  - Prepare an oral report explaining the status of “guest workers” in Europe. The report should include how the host countries accept the “guest workers.”
  - Prepare an oral 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).
  - Prepare an oral report on the current status of computer access worldwide. The report should include a chart indicating the number of computers per capita by nations.
  - Prepare an oral report on current medical research. The report should indicate expected benefits of the research, support/opposition to the research including the reasons for differing opinions, and the cost of the research.
  - Prepare an oral report on the current status of global warming. The report should include charts indicating world pollution status and ozone depletion. Also include information on areas of the world that may no longer be habitable due to pollution
  - Prepare an oral report, with accompanying charts, reflecting areas of the world currently experiencing famine, extreme poverty, and high illiteracy.
- Prepare an oral 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 if the boundary changes resolved the issue.
  - Prepare an oral report or project on a topic selected by the student and approved by the teacher.