World History

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The Louisiana Department of Education issued the first version of the Comprehensive Curriculum in 2005. The 2012 Louisiana Comprehensive Curriculum for Social Studies is aligned with Louisiana’s 2011 Social Studies content standards and, where appropriate, to the Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

Organizational Structure
The curriculum is organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning.

Implementation of Activities in the Classroom
Incorporation of activities into lesson plans is critical to the successful implementation of the Louisiana Comprehensive Curriculum. Lesson plans should be designed to introduce students to one or more of the activities, to provide background information and follow-up, and to prepare students for success in mastering the CCSS associated with the activities. Lesson plans should address individual needs of students and should include processes for re-teaching concepts or skills for students who need additional instruction. Appropriate accommodations must be made for students with disabilities.

Features
Content Area Literacy Strategies are an integral part of approximately one-third of the activities. Strategy names are italicized. The link (view literacy strategy descriptions) opens a document containing detailed descriptions and examples of the literacy strategies. This document can also be accessed directly at http://www.louisianaschools.net/lde/uploads/11056.doc.

Underlined standard numbers on the title line of an activity indicate that the content of the standards is a focus in the activity. Other standards listed are included, but not the primary content emphasis.

A Materials List is provided for each activity and Blackline Masters (BLMs) are provided to assist in the delivery of activities or to assess student learning. A separate Blackline Master document is provided for the course.

The Access Guide to the Comprehensive Curriculum is an online database of suggested strategies, accommodations, assistive technology, and assessment options that may provide greater access to the curriculum activities. This guide is currently being updated to align with the CCSS. Click on the Access Guide icon found on the first page of each unit or access the guide directly at http://sda.doe.louisiana.gov/AccessGuide.
World History
Unit 1: The Renaissance and Reformation (1350-1700)

**Time Frame:** Approximately three weeks

**Unit Description**

The focus of this unit is to use historical thinking skills to examine the major developments and individuals in intellectual thought, artistic expression, and religious theology that had a significant impact on cultural, religious, political, and social life in Europe.

**Student Understandings**

Students understand key personalities and events of the Renaissance and Reformation. The enduring impact of these two historical events will be examined. Students identify and understand major trends of change in world regions caused by the Renaissance and Reformation.

**Guiding Questions**

1. Can students define the term Renaissance and explain why the term was used to describe this historical period?
2. Can students explain the causes and effects of the Renaissance and its impact upon history then and now?
3. Can students identify the major artistic, literary, and intellectual figures of the Renaissance and explain the significance of their achievements?
4. Can students describe the origin, causes, and effects of the Reformation?
5. Can students compare and analyze the beliefs and ideas of the leading Protestant reformers?
6. Can students summarize the reforms and the intent of the Roman Catholic Church’s Counter-Reformation?
7. Can students describe key features and personalities of the Renaissance and Reformation?
8. Can students determine when primary and secondary sources would be most useful in analyzing historical events?
Unit 1 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSSs)

<table>
<thead>
<tr>
<th>Grade-Level Expectations</th>
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<tbody>
<tr>
<td>GLE #</td>
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<tr>
<td><strong>Historical Thinking Skills</strong></td>
</tr>
</tbody>
</table>
| WH.1.1 | Produce clear and coherent writing for a range of tasks, purposes, and audiences by:  
- conducting historical research  
- evaluating a broad variety of primary and secondary sources  
- comparing and contrasting varied points of view  
- determining the meaning of words and phrases from historical texts  
- using technology to research, produce, or publish a written product |
| WH.1.2 | Compare historical periods in terms of differing political, social, religious, and economic issues |
| WH.1.4 | Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources |
| **Cultural and Social Development** | |
| WH.2.1 | Identify key people of the Renaissance and explain how their ideas and actions influenced social and cultural change |
| WH.2.2 | Analyze the causes and effects of the Reformation and Counter-Reformation |

<table>
<thead>
<tr>
<th>ELA CCSS for Literacy in History/Social Studies 6–12</th>
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</thead>
<tbody>
<tr>
<td>CCSS #</td>
</tr>
<tr>
<td><strong>Reading Standards for Literacy in History/Social Studies 6–12</strong></td>
</tr>
<tr>
<td>RH.11-12.2</td>
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<tr>
<td>RH.11-12.4</td>
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<td>RH.11-12.9</td>
</tr>
<tr>
<td><strong>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12</strong></td>
</tr>
<tr>
<td>WHST.11-12.4</td>
</tr>
<tr>
<td>WHST.11-12.10</td>
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</tbody>
</table>
Sample Activities

Activity 1: The World Prior to the Renaissance (GLEs: WH.1.2, WH.1.4, WH.2.1, WH.2.2; CCSS: WHST.11-12.10)

Materials List: Events for the Parallel Timelines BLM, newsprint or poster paper, colored markers, textbook and/or Internet, overhead projector (optional)

Introduce the course by reviewing major events prior to the Renaissance. Divide the class into groups of four or five members, and assign each group to one of the areas of the world (two groups may be needed for Asia with one group addressing the Ancient Times and another group the Middle Ages). Have students create four parallel timelines of the main historical events of the four major areas of the known world from 5000 B.C. to 1500 A.D. to help them understand that no event in history, such as the Renaissance, occurs in isolation, but rather, is influenced by prior events, nature, and the human impact. The four timelines should depict important events in Africa and the Near East, Europe, Asia, and the Americas. A list of the major events in each world area can be found in the Events for the Parallel Timelines BLM. Newsprint or poster paper can be used to create the timelines. Each group should research the events of its assigned area and place those events within the correct time interval on a timeline divided into two sections for the Ancient Times and Middle Ages. Guidelines should be established to ensure that the time intervals are the same distance on the four timelines to make it easy to compare and contrast the various time periods (e.g., every 1000 years is one inch apart). Each of the four timelines should be completed in a different color to help emphasize the different areas of the world.

The four timelines should be posted, one under the other, where all students can view them. Taking turns, each member of a group should assist in presenting a short summary of the events on his/her timelines.

After all timelines have been posted and presented, have students return to their original small groups to discuss the comparisons of the timelines. Discussion can be facilitated using the Round Robin discussion format (view literacy strategy descriptions). Discussion can be used to promote a deeper processing of content and rehearsal of newly learned content. To be effective, discussion strategies should be identifiable, purposeful, planned, and adequately described. One type of discussion strategy is a Round Robin. In order to implement the strategy, place students in groups of three to five and pose a problem or question. Have each one go around the circle, quickly sharing ideas or solutions. Give students one opportunity to “pass” on a response, but eventually every student must respond. This technique is used most effectively when, after initial clockwise sharing, students are asked to write on a single piece of paper each of their responses. This allows all opinions and ideas of the groups to be brought to the teacher’s and the rest of their classmates’ attention. It also provides a record of the group’s thinking, which might be used in grading.
Within groups, have students discuss which event from each of the four areas on the timeline were the most significant. Students should be able to justify their choice. Have a student within the group record responses and be prepared to present to the whole class. Allow about 10 minutes for students to discuss. Possible topics for discussion might be these:

- What do you recall about each major event on the timelines?
- What were the Crusades, and how might that event still impact current relations between Christians and Muslims today?
- Is there an event from any area of the world that has had an impact on the development of the United States? Explain.
- Which events might have influenced the United States legal and political system?

Have groups share their responses with the whole class. Record the feedback on the board or overhead projector, and lead the class in a discussion of the findings.

After the class discussion, have each student record his/her reflections of the timeline questions in a learning log (view literacy strategy descriptions). Learning logs are special notebooks that students keep in content classrooms to record ideas, questions, reactions, and new understandings. Documenting ideas in a log about content being studied forces students to “put into words” what they know or do not know about a specific topic. This process offers a reflection of understanding that can lead to further study and alternative learning paths. It combines writing and reading with content learning. Information recorded in learning logs can be used to prepare for assessments.

Activity 2: The Renaissance: A Distinct Contrast to the Middle Ages (GLEs: WH.1.1, WH.1.2, WH.1.4; CCSS: RH.11-12.9)

Materials List: three examples of Renaissance art, three writings or biographies of Renaissance humanists, three Renaissance literary selections, Renaissance: Contrast to the Middle Ages BLM, overhead projector (optional)

Use an overhead projector, blackboard, or computer program (e.g., Inspiration©) to brainstorm the major characteristics of the Middle Ages in the areas of religion, art, economics, social classes, and government. Create a graphic organizer (view literacy strategy descriptions) to identify characteristics of the Middle Ages and predict Renaissance characteristics or distribute the blackline master example listed below: (See Renaissance: Contrast to the Middle Ages BLM).

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Middle Ages</th>
<th>Renaissance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Graphic organizers are visual displays used to organize information in a manner that makes the information easier to understand and learn.
Graphic organizers are effective in enabling students to assimilate new information by organizing it in visual and logical ways.

Be sure to include the following characteristics of the Middle Ages:
- the Roman Catholic Church dominated both spiritual and political areas of life,
- art was dominated by religious icons,
- feudalism was the main economic system,
- society consisted of three major social classes (nobles, serfs, and clergy), and
- empires were ruled by emperors or kings who ruled according to the “divine right of kings.”

After reviewing the differences between primary and secondary sources, provide students with three examples of Renaissance art (e.g., DaVinci, Michelangelo, Raphael); three writings by or biographies of Renaissance humanists (e.g., Petrarch, Erasmus, Machiavelli, More, Rabalais); and three literary selections (e.g., play synopses, sonnets, or favorite soliloquies by Shakespeare). Have students explore these primary and secondary sources in groups, working toward articulating what they perceive to be true about life and thinking in the Renaissance, especially those views that were in direct contrast to the major beliefs and practices of the Middle Ages. Solicit observations from each group, and discuss their findings with the class. Ask students which sources, primary or secondary, were the most helpful in forming their perceptions of this time period and why. Have students note discrepancies, if any, among their sources to help them understand which sources were the most helpful.

As each group shares its perceptions, students will record their responses on the graphic organizer. After all groups have presented their observations, compare student findings. Compile a class list of the perceived characteristics of the Renaissance in the graphic organizer. This will be used later to compare students’ perceptions with what they discover in their research and study of this historical period.

**Activity 3: Renaissance (GLE: WH.2.1; CCSS: RH.11-12.4)**

Materials List: Renaissance and Reformation Vocabulary Chart BLM, Renaissance Split-page Notetaking BLM, primary and/or secondary sources on the Renaissance

Have students complete a vocabulary self-awareness chart (view literacy strategy descriptions) in order to introduce the historical periods of the Renaissance and Reformation. Many of the relevant terms related to these historical periods are not everyday terms with which most students are familiar. A vocabulary self-awareness chart (see sample below) provides students with an opportunity to consciously and individually learn and develop the vocabulary they must know in order to understand this period. Use the words on the Renaissance and Reformation Vocabulary Chart BLM, and add other words that are considered important in the research. Students rate their understanding of each word with either a “✓” (understand well), a “?” (limited understanding or unsure), or a “¬” (don’t know).
Students should refer to the chart as they progress through the unit to update their understandings of the new words and to prepare for assessment. Check the chart at the end of the unit to assess students, and provide additional instruction for those students who continue to have difficulty learning key vocabulary. (See Renaissance and Reformation Vocabulary Chart BLM and sample below.)

<table>
<thead>
<tr>
<th>Word</th>
<th>√</th>
<th>?</th>
<th>–</th>
<th>Example</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renaissance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secular</td>
<td></td>
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</tr>
</tbody>
</table>

Allow students a few minutes to rate each term in the *vocabulary self-awareness chart*. Take a few minutes to elicit from students those terms with which they are familiar. Then review with students the definition of Renaissance – “rebirth” – an age of intellectual and artistic revival centered in the classical antiquity of Greek and Roman literature that began about 1350 A.D. and lasted until 1650 A.D. Form research committees to use primary and secondary resources to explore the important aspects of the Renaissance, such as the following:
- causes and effects of this historical event
- where it began and why
- why it was successful
- what it accomplished
- how it was diffused throughout Europe
- what the major differences were between the Italian Renaissance and the Northern Europe Renaissance
- impact on religion, economics, social classes, and government.

Other topics to be explored may include the following:
- leaders of the Italian states (e.g., Sforza, Cosimo de Medici, Lorenzo de Medici)
- demographic trends (e.g., bubonic plague, growth of cities)
- economic trends (e.g., development of banking, increase in trade)
- social trends (e.g., rise of the middle class)

Have the groups present their research information in a variety of formats, including multimedia where appropriate (PowerPoint®, story boards, collages, etc). As each group presents its findings, students will use *split-page notetaking* (view literacy strategy descriptions) to record group presentations. *Split-page notetaking* is a strategy that assists students in organizing their notes and helps to encourage active reading, listening, and summarizing. It provides a visual study guide for student use when preparing for a test. Students organize their page into two columns. The left column (usually about a third of the page) is used to record the main themes or ideas. The right column (about two-thirds of the page) is for notes or to record the details associated with each main theme or idea (See Renaissance Split-page Notetaking BLM).
Renaissance Split-page Notetaking

<table>
<thead>
<tr>
<th>Causes and Effects</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Where it began and why</td>
<td></td>
</tr>
<tr>
<td>Why it was successful</td>
<td></td>
</tr>
</tbody>
</table>

Close the activity by comparing perceptions about the Renaissance made from the last activity to the information obtained in their research in this activity. Students should record these perceptions in their learning logs (view literacy strategy descriptions). Student should use the information in their learning logs to prepare for future assessments.

Activity 4: Significant Personalities of the Renaissance (GLE: WH.2.1; CCSSs: RH.11-12.2, WHST.11-12.10)

Materials List: Renaissance Personalities Data Chart BLM, Outline Map of Europe in 1500 A.D. BLM, Major Artists of the Renaissance BLM, primary and/or secondary resources on Renaissance personalities (see list in the activity), Internet access (optional)

After students read primary and/or secondary sources or conduct online research on the Renaissance, have them provide descriptions of the major Renaissance personalities and their contributions. The following are the personalities that should be included.

- de Medici
- Castiglione
- Michelangelo
- Jan van Eyck
- Gutenberg
- Botticelli
- Petrarch
- Giotto
- Raphael
- Brueghel
- Erasmus
- Brunelleschi
- Machiavelli
- Masaccio
- Titian
- Dürer
- More
- Boccaccio
- Baldassare
- Da Vinci
- Donatello
- Holbein
- Shakespeare

Students should gather their research data about Renaissance personalities on a graphic organizer (view literacy strategy descriptions) like the sample below (see BLM: Renaissance Personalities Data Chart).

<table>
<thead>
<tr>
<th>Renaissance Personality</th>
<th>Place</th>
<th>Area of Contribution</th>
<th>Name of Work</th>
<th>Significance</th>
<th>Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>De Medici</td>
<td>Florence</td>
<td>Arts</td>
<td>--------------</td>
<td>Used his wealth to fund the arts in Florence</td>
<td>1478 - 1492</td>
</tr>
<tr>
<td>Petrarch</td>
<td>Avignon</td>
<td>Literature</td>
<td>Canzoniere - sonnets to Laura</td>
<td>Humanized heroines; great lyric poet</td>
<td>1368</td>
</tr>
</tbody>
</table>

Once students have completed the personalities’ chart, have students use the Outline Map of Europe BLM, to locate all the places mentioned on the Renaissance Personalities Data Chart BLM. Students should place a separate dot denoting the location (“Place”) for each personality listed. Students should analyze the map and chart. Have a whole class discussion about the Renaissance personalities and the map.
Suggested topics for discussion may include the following:

- Explain which artists you think had the biggest impact on the era.
- Explain which artists you find the most fascinating.
- Where do you find most of the artists and writers were located? Why do you think this is true?

Once the discussion is completed, divide the class into groups of three to five members to further investigate seven of the major Renaissance artists listed below:

- Da Vinci
- Michelangelo
- Raphael
- Titian
- Donatello
- Brunelleschi
- Botticelli

Assign each group a Renaissance artist to research. Have each group create a visual display (i.e., PowerPoint©, poster, collage, storyboard) and written report of its assigned Renaissance artist. Each group should research the artist’s life, style of art, specific names of artwork, pictures of the artist’s works, and a comparison of the artist’s work with Middle Ages style of art. Each group will present its assigned artist to the whole class. During each presentation, students in the class will take notes on each artist by completing the Major Renaissance Artists BLM.

Close the activity by having students record in their learning logs a summary of what they learned about the Renaissance.

Activity 5: Reformation (GLE: WH.2.2; CCSSs: RH.11-12.2, WHST.11-12.4)

Materials List: primary and/or secondary sources on the Reformation, overhead projector (optional)

Form student committees to research and present information on Reformation topics, including the following:

- early church critics (e.g., Jan Hus, John Wycliffe)
- prominent reformers (e.g., Desiderius Erasmus, Martin Luther, Henry VIII, John Calvin, John Knox)
- key events (e.g., Posting of 95 Theses, Diet of Worms, Henry VIII split from Catholic Church, Edict of Nantes)
- key groups (e.g., Lutherans, Calvinists, Anabaptists, Huguenots, Anglicans)
- religious conflicts (e.g., Thirty Years War)

As the research committees make their presentations, students should record the information using split-page notetaking. To help students organize the information presented, they should set up three different pages with the following headings for the left columns: “Key Personalities,” “Key Events” and “Key Groups.” (See example below) Remind students that the split-page notes will make
great study guides for the unit test by folding the left column back as they try to associate the key words with the descriptions in the right columns.

<table>
<thead>
<tr>
<th>Reformation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Personalities:</td>
</tr>
<tr>
<td>• Martin Luther</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>Key Events</td>
</tr>
<tr>
<td>• Diet of Worms</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>Key Groups</td>
</tr>
<tr>
<td>• Calvinists</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

Working in pairs, ask students to summarize the origin, causes, and effects of the Reformation. They should record the summaries in their learning logs (view literacy strategy descriptions). Have students share their summaries with the class as the teacher records the information on the board or overhead projector. Students should check their summaries for accuracy.

Write the following What If? SPAWN (view literacy strategy descriptions) prompt on the blackboard or overhead and give the students five to ten minutes to respond to the questions. Have students record their response on a sheet of paper.

**What if Martin Luther had not posted and distributed his Ninety-Five Theses? Do you believe the Protestant Reformation would still have occurred? Why? Why not?**

*SPAWN* is an acronym that stands for five categories of writing options (Special Powers, Problem Solving, Alternative Viewpoints, What If? and Next). *SPAWN* prompts are used to help prepare students to learn new information about a given topic or reflect on what has been learned. Using these categories, numerous thought-provoking and meaningful prompts related to the topic of the Renaissance can be created. For example, an Alternate Viewpoint prompt could ask students to reflect on John Locke’s “natural rights of man” from the point of view of a peasant versus the point of view of the monarchy. A Special Powers prompt could ask students to imagine that they are a peasants (or serfs) during the time of the Renaissance that have been given the power to change one thing in their world. What would they change? These prompts should elicit thoughtful and critical written responses by students.

Close the activity by collecting responses and then leading the class in a discussion of the What If? *SPAWN* prompt.
Activity 6: Counter-Reformation (GLE: WH.2.2; CCSS: RH.11-12.2)

Materials List: Counter-Reformation Split-page Notetaking BLM, primary and/or secondary sources on the Counter-Reformation, Internet (optional)

Have students form groups to research the topics listed below. Within the groups, have students research answers to the questions listed under each topic. Then have each group present its findings using a modified professor know-it-all strategy (view literacy strategy descriptions). Professor know-it-all is an effective review strategy because it positions students as “experts” on topics to inform their peers, be challenged, and held accountable by them. Other benefits are that students become well versed in the content, learn to ask a variety of questions at different levels of difficulty, and actively participate in the review process. In the modified professor know-it-all strategy, students become “experts” on new material presented to the class. The students research the information, have it checked for accuracy, and then present it to the class as the “expert” on the new content.

Assign groups the following topics and research questions:

**Topic 1: Counter-Reformation Tactics**
1. Why did Pope Paul III bring the Inquisition to Rome?
2. What type of tactics did the Church use during the Inquisition?
3. What methods did Pope Paul IV use to combat heresy?

**Topic 2: The Council of Trent**
1. Why did Pope Paul III call for the Council of Trent?
2. What decisions were made by the Council of Trent?
3. What effect did the Council of Trent have upon the Church?

**Topic 3: Reformers of the Counter-Reformation**
1. Who was Ignatius de Loyola and what group did he found?
2. What were the actions of the Jesuits to spread Catholicism?
3. What was the impact of the work of the Jesuits

Allow each group adequate time to research its assigned topic. Since the information will be new material, each group should submit its work at least two days before presenting to have the research checked for accuracy and to allow groups time to revise their work. Once all groups have completed their research and the material has been checked for accuracy, each group will present its topic to the class as “experts” on its assigned topic. As each group presents, students are to take notes using split-page notetaking (view literacy strategy descriptions). Allow time for questions from the class that may arise during each group’s presentation to clarify and check students’ notes for accuracy. Have students record notes on the Reformation Split-page Notetaking BLM (see sample below).
After the group presentations, lead the class in a discussion of the overall effects of the Renaissance and Reformation upon European society, and have students record this information in their learning log (view literacy strategy descriptions). Have students check their vocabulary self-awareness chart (view literacy strategy descriptions) and make corrections and additions.

Sample Assessments

General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Select assessments that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom’s taxonomy
  - EOC-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

Activity-Specific Assessments

Activities # 4 and # 5: Students can create PowerPoint© slides on various Renaissance personalities in Activity 4 and Reformation personalities in Activity 5. The PowerPoint© should include important information about each personality along with graphics depicting their contributions to these periods (e.g., pictures of art or inventions, excerpts from writings, etc.). The class should be required to take notes as each student presents his/her PowerPoint© slides. See the Sample PowerPoint© Rubric BLM for a sample rubric to grade the presentations for content and visual appeal. The “Weight” column
emphasizes the value given to each criteria of the rubric. Accurate content should always carry the most weight in the final grade. If computers are not available, the teacher can substitute narrative essays for the *PowerPoint* presentation.

**Activity #5 and #6:** Students can be assessed on the oral presentations of the Protestant Reformation topics and Counter-Reformation topics using the Sample Oral Presentation Rubric BLM or another rubric created by the teacher and the students. Each member of the group should be required to present a portion of the information, and then the entire group should be prepared to answer questions asked by their classmates.

**Activity #5:** To facilitate a deeper understanding of the Protestant Reformation, the students will conduct a re-enactment of Martin Luther’s trial before the Diet of Worms in Germany. Research committees should be assigned to investigate the various issues and the stand taken by the Church and Martin Luther on each of the issues. Every student should be assigned a specific role in the trial, and criteria should be established to assess each student’s participation.
World History
Unit 2: Age of Discovery (1450-1700)

Time Frame: Approximately three weeks

Unit Description

This unit focuses on using historical thinking skills to examine scientific discoveries, technological inventions, and visionaries who sparked an age of scientific innovations in Europe. Exploration, conquest, and colonization in Africa, Asia, and the Americas, that ultimately changed the world, will be examined.

Student Understandings

Students understand the ingenuity of individuals who sparked a scientific revolution in Europe and explain the significance of their achievements. Students understand that Europeans expanded overseas through conquest and colonization. Students evaluate the ways in which technological innovation was related to the success of exploration, conquest and colonization. Students understand the impact of European colonization upon the native populations of the Americas, Africa, and Asia.

Guiding Questions

1. Can students explain how the discoveries of the Scientific Revolution changed European society?
2. Can students analyze the long-term impact of scientific discoveries on the world?
3. Can students describe the technological innovations that led to European exploration?
4. Can students identify the visionaries who explored and colonized Africa, Asia, and the Americas?
5. Can students explain the goals and consequences of European exploration?
6. Can students describe the development and explain the consequences of the slave trade?
7. Can students evaluate the influence technological innovations had on European exploration, conquest, and colonization?
### Unit 2 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSSs)

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Historical Thinking Skills</strong></td>
<td></td>
</tr>
</tbody>
</table>
| WH.1.1 | Produce clear and coherent writing for a range of tasks, purposes, and audiences by:  
- Conducting historical research  
- Evaluating a broad variety of primary and secondary sources  
- Comparing and contrasting varied points of view  
- Determining the meaning of words and phrases from historical texts  
- Using technology to research, produce, or publish a written product |
| WH.1.4 | Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources |
| **Cultural and Social Development** | |
| WH.2.3 | Evaluate the influence technological innovations had on European exploration, conquest, and colonization |
| WH.2.4 | Identify key European explorers of the Americas and Asia, and explain the goals and consequences of exploration on society |
| WH.2.5 | Identify the major personalities of the Scientific Revolution and describe the effects of their discoveries |

<table>
<thead>
<tr>
<th>CCSS #</th>
<th>CCSS Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Standards for Literacy in History/Social Studies 6–12</strong></td>
<td></td>
</tr>
<tr>
<td>RH.11-12.2</td>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
</tr>
<tr>
<td>RH.11-12.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text</td>
</tr>
<tr>
<td>RH.11-12.7</td>
<td>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</td>
</tr>
</tbody>
</table>

| **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12** | |
| WHST.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience |
| WHST.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Sample Activities

Activity 1: Introduction to the Age of Discovery (GLEs: WH.2.3, WH.2.4, WH.2.5; CCSS: RH.11-12.4)

Materials List: Age of Discovery Vocabulary BLM, Anticipation Guide BLM

Throughout this unit have students maintain a vocabulary self-awareness chart (view literacy strategy descriptions). Provide students with a list of key concepts that relate to the Age of Discovery. Have them complete a self-assessment of their knowledge of these concepts using a chart. Many of the relevant terms related to these historical periods are not everyday terms with which most students are familiar. A vocabulary self-awareness chart provides students with an opportunity to consciously and individually learn and develop the vocabulary they must know in order to understand this period. Use the words on the Age of Discovery Vocabulary BLM, and add other words that are considered important in the research. Students rate their understanding of each word with either a “√” (understand well), a “?” (limited understanding or unsure), or a “-“ (don’t know). Students should refer to the chart as they progress through the content to update their understandings of the new words. Check the chart to assess students and provide additional instruction for those students who continue to have difficulty learning key vocabulary. The goal is to replace all the question marks and minus signs with a check mark. (See the Age of Discovery Vocabulary BLM and sample below.)

<table>
<thead>
<tr>
<th>Word</th>
<th>√</th>
<th>?</th>
<th>–</th>
<th>Example</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific Revolution</td>
<td></td>
<td></td>
<td>–</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heliocentric theory</td>
<td></td>
<td></td>
<td>–</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To further prepare students for the study of the Age of Exploration, have students complete an anticipation guide (view literacy strategy descriptions). The anticipation guide involves giving students a list of statements about the topic to be studied and asking them to respond to them before reading and learning, and then again after reading and learning. The anticipation guide is suited to information that is verifiable. Anticipation guides can activate prior knowledge of text topics and help students set purposes for reading and learning. This makes it an especially useful strategy for struggling and reluctant readers and learners. Have students complete the anticipation guide, and then lead the class in a discussion of their responses.

Distribute the Anticipation Guide BLM (see sample below), and have students respond to each statement by circling Yes or No next to the word “Before”. After information on the Age of Discovery has been presented or read, have students return to the anticipation guide, and once again respond to each statement by circling Yes or No next to the word...
“After.” Discuss student responses to see if perceptions changed after the content was presented. Students should cite evidence to support their final response to each statement whether it changed or not.

<table>
<thead>
<tr>
<th>Age of Discovery Anticipation Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Directions</strong>: Before beginning the study of the Age of Discovery, read each statement and circle either Yes or No beside <strong>Before</strong>. After reading or studying about the Age of Discovery is completed, read each statement again and circle either Yes or No beside <strong>After</strong>. Then write the evidence that indicates why you chose Yes or No.</td>
</tr>
<tr>
<td>1. Religion influenced scientific teachings prior to the start of the Scientific Revolution.</td>
</tr>
</tbody>
</table>
| **Before**: Yes or No  
**After**: Yes or No  |
| Evidence: ________________________________________________________ |

Throughout the unit, have students refer to the *vocabulary self-awareness chart* and *anticipation guide* to revise their responses as they gain new understanding of the content.

**Activity 2: Age of Explorers (GLEs: WH.1.1, WH.2.3, WH.2.4; CCSSs: RH.11-12.2, RH.11-12.7)**

**Materials List**: *GISTing BLM*, *Explorers’ Chart BLM*, blank world map, colored markers or pencils, primary and/or secondary resources on the Age of Discovery, Internet (optional)

Introduce students to the study of explorers by having them evaluate the important contributions made by Prince Henry the Navigator. Print and distribute a copy of the description of Prince Henry found in the *GISTing BLM* (see sample below).

Although he was called Prince Henry the Navigator by the English, Prince Henry never actually sailed on any of the voyages of discovery he sponsored. Instead, Prince Henry established a school for the study of the arts of navigation, mapmaking, and shipbuilding. This would allow sailors to better guide their ships and to come up with new ship designs. His goal was to find a route to the rich spice trade of the Indies and to explore the west coast of Africa. The ships that sailed the Mediterranean were too slow and too heavy to make these voyages. Under his direction, a new and lighter ship was developed, the caravel, which would allow sea captains to sail further and faster.

Source: [http://library.thinkquest.org/J002678F/prince_henry_the_navigator.htm](http://library.thinkquest.org/J002678F/prince_henry_the_navigator.htm)

Have students read the description of Prince Henry the Navigator. Then have students summarize the contributions of Prince Henry by using *GISTing* (view literacy strategy descriptions). *GISTing* is a strategy that helps students learn to summarize material into a manageable amount of information. The ability to summarize is perhaps the most
important subskill involved in comprehension, but it is a difficult skill to teach. Struggling students are prone to say too little or too much in their summaries. GISTing is an excellent strategy for helping students paraphrase and summarize essential information. Students are required to limit the gist of a paragraph to a set number of words. Individual sentences from a paragraph are presented one at a time while students create a gist that must contain only the predetermined number of words. By limiting the total number of words students can use, this approach to summarizing forces them to think about only the most important information in a paragraph, which is the essence of comprehension.

Have students work in pairs or small groups to create their GIST. Have students read the first sentence and write a summary of the sentence using only 15 words or less. Have students read the second sentence and rewrite their gist statement by combining information from the first sentence with information from the second. Students’ revised gist statement should be no more than the allotted number of words. This process continues with the remaining sentences of the paragraph. As students read each succeeding sentence, they should rework their gist statement by accommodating any new information from the new sentence into the existing gist statement, while not using any more than the allotted number of words.

<table>
<thead>
<tr>
<th>Name of Explorer</th>
<th>Year(s)</th>
<th>Country of Origin</th>
<th>Area(s) Claimed</th>
<th>Reason Behind Exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bartholomeu Dias</td>
<td>1487-88</td>
<td>Portugal</td>
<td>First European to round the Cape of Good Hope</td>
<td>Searching for water route to India</td>
</tr>
</tbody>
</table>

Have students research the important fifteenth- and sixteenth-century European explorers (such as Dias, da Gama, Columbus, Vespucci, Cabot, Cartier, Champlain, Magellan, Cook, Cortes, Prince Henry, Drake, Polo, Pizzaro, etc.) indicating the country they represented, the lands explored, areas claimed, and the reason(s) behind their explorations. Students are to record the data on a graphic organizer (view literacy strategy descriptions) like the following chart (see Explorers’ Chart BLM):

Suggested resources are listed below:
- List of websites on the early European explorers: [http://panorama.harrison.k12.co.us/mcdowell/Webpage/explorers.htm](http://panorama.harrison.k12.co.us/mcdowell/Webpage/explorers.htm)
- Good chart of the explorers: [http://www.mce.k12tn.net/explorers/explorers.htm](http://www.mce.k12tn.net/explorers/explorers.htm)
• Good site for quizzes: http://www.mce.k12tn.net/explorers/explorers_start.htm
• Biographies, timelines, etc.: http://www.mariner.org//educationalad/ageofex
• Extensive list of explorers associated with sponsoring countries: http://www.chenowith.k12.or.us/tech/subject/social/explore.html

After completion of the chart, have students investigate the explorers further by placing the class in pairs or small groups. Assign each pair or group one of the explorers. Students should write a brief biography (half to one page) and create a visual display on a poster board that contains visual information about the explorer. The presentation should note the explorer’s country of birth, country for which he sailed, economic status, religious affiliation, position in society, discoveries, pictures of explorer, and map(s) of exploration route(s). Each pair or group will present their information to the class. Students will make additions or corrections to their Explorers’ Chart BLM as presentations are made. After all the presentations, brainstorm and create a list of the technological innovations (i.e., caravels, astrolabe, compass, mapmaking) and motivations behind the various explorations.

Have students record, in their learning logs (view literacy strategy descriptions), which technological innovations were developed during this age and an explanation of how they influenced the explorers. Students should identify which of the motivations they believe was the main driving force behind the Age of Exploration and cite evidence defending their decision. Students should use the Explorers’ Chart BLM and responses in their learning logs to prepare for assessment of the information.

Conclude the activity with a world exploration map activity. (Click the link to download a blank world map: http://education.nationalgeographic.com/education/mapping/outline-map/?ar_a=1&ar_r=1). Have students draw the explorers’ route on the blank map (use the list of explorers in the Explorers’ Chart BLM). Have students use a different pencil color or marker for each European country that sent explorers. Have students make a key to indicate which colors the countries represent. Students should write the name of the explorer on the route he sailed.

Working with a partner, ask students to study their maps and record observations about clusters of exploration routes. Have students discuss possible hypotheses about the clusters (e.g., Spanish routes dominated the Caribbean, Central America, and South America; French dominated the northern area of North America; English dominated the eastern seaboard of present United States; Portuguese dominated routes around Africa to India and present-day Brazil). Collect student responses and assess for understanding. Students should use the map to study and prepare for assessment.
Activity 3: Age of Exploration Timeline (GLEs: WH.1.4, WH.2.3, WH.2.4; CCSS: WHST.11-12.10)

Materials List: Age of Discovery Timeline BLM, primary and/or secondary sources on the Age of Exploration, Internet (optional)
Have students use the Age of Discovery Timeline BLM to create a timeline. Allow time for students to individually research the dates of the events listed below. They should place the events on the timeline in the correct chronological interval.

Timeline Events:
1. Bartolomeau Dias sails to the southern tip of Africa.
2. Christopher Columbus claims the Americas for Spain.
3. Treaty of Tordesillas is signed between Spain and Portugal.
4. Hernán Cortés conquers the Aztec Empire.
5. Ferdinand Magellan and his crew sail around the world.
6. Francisco Pizarro conquers the Inca Empire.
7. Spanish Armada is defeated by the English navy.
8. Jamestown settlement is established.
9. The compass is first used for expeditions
10. The caravel is developed by Prince Henry

After all timelines have been completed, place students in small groups to discuss their timelines. Discussion can be facilitated using the Round Robin discussion format (view literacy strategy descriptions). Within groups, have each student discuss which events on the timeline were the most significant. Students should be able to justify their choices. After each group member has provided input, the group then decides which event it believes is most significant. Have a student within the group record responses into a well-developed paragraph providing justification for his/her significant event choice. Each group will present to the whole class. Allow about five to ten minutes for groups to present and answer questions from other groups as they defend their choice. Record the feedback on the board or overhead projector, and facilitate the class in a discussion of the events. At the end of the discussion, have each student record what he/she learned about the timeline and the significance of the events in his/her learning log (view literacy strategy descriptions). Students can use this for future reference when preparing for assessments.

Activity 4: European Colonization Impacts Native Americans (GLEs: WH.1.1, WH.2.4; CCSSs: RH.11-12.2, WHST.11-12.4)

Materials List: Native American Cultures BLM, primary and/or secondary sources on Native Americans (Aztecs, Incas, Arawak, Mapuche, and Mississippian culture), poster board, Internet (optional)

To introduce this activity, write the following Alternative-Viewpoints SPAWN prompt (view literacy strategy descriptions) on the board:
Imagine you are a missionary traveling to the New World in the 1600s. Why is it important for you to convert Native Americans, and how do you plan to communicate with people who speak a different language? Does it make a difference if you are a Spanish or English missionary?

Allow students ten minutes to write their responses to the prompt. Have student volunteers share their responses with the class.

Have students research, using their textbook and primary and secondary sources, the Native American groups that existed in the New World during the time of early European colonization. Divide the class into small groups of three or four members. Have the groups conduct research on the social, political, and economic structures and the impact of Europeans on the following Native American groups:

- Aztecs
- Incas
- Arawak
- Mapuche
- Mississippian culture

Assign each group a Native American culture. On a poster board, have groups create a chart of their Native American culture by describing their social, political, and economic structures and the impact of Europeans upon the Native American culture. Have each group present its poster board to the class. As each group presents, students in the class will record the information on the Native American Cultures BLM (see sample below).

<table>
<thead>
<tr>
<th>Location</th>
<th>Social</th>
<th>Political</th>
<th>Economic</th>
<th>Impact from Europeans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aztecs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have groups conduct a debate, using evidence from their notes, to support their point of view on the following questions from the perspectives of both Europeans and Native Americans:

- Why did Europeans assume that Native Americans should live like Europeans?
- Did Europeans have a right to attempt the destruction of the Native American culture?
- Did Europeans have a right to claim lands in the New World?

Have each group present its perspectives to the class. Facilitate a class discussion of the different perspectives. Students should cite evidence from primary and secondary resources used to defend the various positions.
Assign each group a specific geographical area of the New World (e.g. New England colonies; New France; Spanish colonies in the Caribbean, Mexico, South America, or southwestern North America; Dutch colonies; or Portuguese colonies) that was colonized by a European power. Have them research, using their textbook and primary and secondary sources, the motivations for colonization. Students should also evaluate the positive and negative implications of colonization of the Americas. Have groups present their findings to the class. Students should record the information in their notebooks to prepare for future assessment.

Use RAFT (view literacy strategy descriptions) writing to conclude this activity. This strategy is a form of writing that allows students to demonstrate information learned by giving them the freedom to project themselves into unique roles and look at the content from different perspectives. By incorporating these unique roles and perspectives, RAFT writing helps students to explain processes, describe a point of view, envision a potential job or assignment, or solve a problem. This form of writing should be both creative and informative.

Ask each group to compose the following RAFT:
R – Role: Native American perspective
A – Audience: king of a European country
F – Form: letter to the king
T – Topic: propose and defend an alternative course of action to colonization, evaluating the positive and negative implications.

Student groups should orally present their letters to the class. Encourage questions and comments from the class. Display the RAFT letters on a thematic bulletin board. Ask students to evaluate which letters were the most persuasive and why. Have students record their responses in their learning logs (view literacy strategy descriptions).

Activity 5: Mercantilism, Labor, and Slave Trade (GLEs: WH.1.1, WH.1.4, WH.2.4; CCSSs: RH.11-12.7, WHST.11-12.4, WHST.11-12.7)

Materials List: Atlantic Ocean Region Map BLM, Internet (optional), colored pencils or markers

Spain acquired vast quantities of gold and silver from the New World. Lead a class discussion asking students to consider the following questions:
- Where did the Spanish secure goods they wished to consume?
- What happens to prices if consumers (wealthy Spaniards) have more money to spend than there are products to consume?
- What is the relationship between inflation and the supply of money?

Have students record their responses to the questions in their learning logs (view literacy strategy descriptions). Have students share their answers with the class as students check their initial responses for accuracy.
Mercantilism was the driving force behind colonial trade policy. Review with the class the definition of mercantilism. Ask students to work with a partner to discuss and be ready to share their explanations of the following:

- Why were the English and French so insistent upon limiting products made in the colonies?
- What might have been the result had mercantilism been successful and the English had acquired all the gold?

Facilitate a class discussion of these questions by soliciting volunteers to share their explanations with the class. Have students record their responses to the questions in their learning logs (view literacy strategy descriptions). Have students share their answers with the class as students check their initial responses for accuracy.

In India, the British found a large supply of skilled laborers who could be employed for tea and jute plantations at very low wages. Ask the class to informally debate the economic merits of each of the following:

- slave labor
- cheap skilled labor
- debt peonage (indentured servitude)

Use Fishbowl discussion (view literacy strategy descriptions) for the informal class debate. With this technique, a small group of students is asked to discuss an issue or problem while another group of students look on. The idea of the fishbowl is that the outside group must listen but not contribute to the deliberations of the students “in the fishbowl.” At some point during the discussion, those looking in should be given an opportunity to discuss among themselves their reactions to the conversation they observed. Then ask both groups to share with the entire class the nature of their discussions. This approach to discussion allows the outside group to assess and critique the ideas of the fishbowl discussants.

Allow students time to research the topics using their textbook, primary/secondary sources, and/or the Internet. This will allow students an opportunity to base their debate on facts. Then place the students in two circles—an inner circle and outer circle. Have the inner circle discuss the merits of each topic. The outer circle listens while taking notes of the ideas exchanged from the inner circle. Allow discussion to take place for five to ten minutes. Then have the outer circle discuss among themselves their reaction to ideas shared from the inner circle. Have both circles share their discussions with the class. Have students record what they learned about the discussion in their learning logs (view literacy strategy descriptions).

Discuss consequences of the transatlantic slave trade. The discussion must include the following:

- morality of slavery
- rigid social class systems
- disruption of African communities
- mixed cultures of the Caribbean area (African, European, and Native American)
Ask students to locate, using the Atlantic Ocean Region Map BLM, slave ports on the west coast of Africa, and common delivery ports in the New World. Using maps and information in student texts or teacher-provided handouts, have students draw at least three of the common “triangular trade routes” between Africa, the New World, and Europe. Use a different colored pencil or marker for each trade route, and label the goods transported along each route.

Working in pairs or small groups, have students write brief explanations of how each trading group benefited from the triangular trade system across the Atlantic Ocean (e.g., Plantation owners in the West Indies and “Southern” colonies in America benefited by obtaining cheap labor, New England colonies benefited from the sale of ships and molasses, African traders received manufactured goods and rum from British traders, etc.). Have students share their explanations with the whole class.

Provide students with diagrams of slave ships (picture of slave ship 1 and picture of slave ship 2). Have students relate the design of the slave ships to the death toll of slaves during the Middle Passage across the Atlantic Ocean. Use the links below to have students research the Middle Passage:

- Description and photos of Middle Passage: [http://www.pbs.org/wgbh/aia/part1/lp277.html](http://www.pbs.org/wgbh/aia/part1/lp277.html)
- Hardships and conditions of the Middle Passage: [http://www.melfisher.org/exhibitions/henriettamarie/middlepassage.htm](http://www.melfisher.org/exhibitions/henriettamarie/middlepassage.htm)

Use RAFT (view literacy strategy descriptions) writing to conclude this activity. Ask each group to compose the following RAFT:

- R – Role: African on a slave ship
- A – Audience: king of a European country
- F – Form: letter to the king
- T – Topic: make a case for ending slave trade by describing the horrors of the Middle Passage, explaining the immorality of slave trade, and the impact on African communities

Student groups should orally present their letters to the class. Display the RAFT letters on a thematic bulletin board. Ask students to evaluate which letters were the most persuasive and why. Have students record their responses in their learning logs (view literacy strategy descriptions). Ask for students to volunteer their responses.

**Activity 6: Effects of Colonization (GLEs: WH.1.1, WH.1.4, WH.2.3, WH.2.4; CCSSs: RH.11-12.7, WHST.11-12.4, WHST.11-12.10)**

Materials List: Colonization Chart BLM, map of world languages, map of world religions
Based on information gathered through teacher lecture and/or student research, have students complete a graphic organizer (view literacy strategy descriptions) indicating the areas colonized by Spain, France, and England and the purpose and consequences of colonization. (See Colonization Chart BLM and sample below)

<table>
<thead>
<tr>
<th>European Country</th>
<th>Areas Colonized</th>
<th>Purpose of Colonization</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain</td>
<td>North and South America</td>
<td>Self-sustaining colonies convert natives to Christianity; expand absolute power of the monarchy; acquire gold and precious metals</td>
<td>Political: Continued dominance by the Church-Inquisition; colonies failed to benefit from changes taking place in Europe and English colonies</td>
</tr>
<tr>
<td></td>
<td>Caribbean</td>
<td></td>
<td>Social: No development of middle class at home or in colonies; rigid social class system</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Economic: Gold flooded Spain creating inflation in 1550</td>
</tr>
</tbody>
</table>

When completed, guide discussion comparing the interests (goals) of the colonizing nations and their impact on the New World. Later, add the Dutch and the Portuguese to the Colonization Chart and ask students to explain why their impact was minor in the Americas and significant in Africa, India, and Indonesia.

Divide the class into two groups. Ask one group to assume the role of reporters in Delhi assigned to describe the impact of British colonization in the region. The report must include information concerning the Raj, British plantation agriculture, and the impact on Hindus, Islam, and the British East India Company. Ask the other group to assume the role of reporters in Beijing assigned to describe why the British had limited impact on China and Japan before 1750. Review and discuss these news reports collectively. Have students record information gathered from the discussions in their learning logs (view literacy strategy descriptions) for future reference when preparing for assessments.

Provide students with a linguistic map of the world today (map of world languages). Ask them to explain how particular patterns of language were created. Then provide students with a map of world religions, and ask students to explain why religious change occurred in some areas and not in others (e.g., Spanish colonies versus India - map of world religions).

Conduct a discussion where students express their opinions about the Age of Discovery and colonization throughout the world. Make a list of positive and negative aspects of European colonization including the following:

- spread of technology
- commercialization of agriculture (plantations)
- disease
- proselytizing religion (religious conversion)
- political traditions
Divide the class into two groups to discuss the positive and negative aspects of European colonization. One group will view colonization through the eyes of European colonizers, and the other group will view colonization through the eyes of native people being colonized. Students can discuss any of the above-mentioned aspects of colonization. Once the discussion is complete, have each student write a short essay comparing and contrasting the two basic points of view of European colonization and its effects on the world. Essays should be assessed according to predetermined criteria distributed to students at the beginning of the assignment. Ask volunteers to share their essays with the class.

To conclude this activity, students working in small groups, will compare and contrast two or more things in this unit such as China versus Europe in 1500; treatment of the Native Americans by the French, English, and Spanish; or positive and negative aspects of European colonization around the world. Students can demonstrate their responses in a graphic organizer, short essay, multi-media presentation, or on a story board. Solicit student volunteers to share their comparisons with the class.

Activity 7: Scientific Revolution (GLE: WH.2.5; CCSS: WH.11-12.4)

Materials List: Scientific Revolution Personalities BLM, primary and/or secondary resources on the Scientific Revolution

Have students read about the Scientific Revolution in their textbooks, teacher handouts, or online resources. As students read, have them list the causes and effects of the Scientific Revolution along with its impact on the church, art, and the community. Then have students research the major personalities that contributed to the Scientific Revolution along with the fields of their contributions. The list should include the following:

- Francis Bacon
- Galileo Galilei
- Johannes Kepler
- Margaret Cavendish
- Antony van Leeuwenhoek
- Rene Descartes
- Isaac Newton
- Andreas Vesalius
- Maria Winkelman
- Robert Hooke
- Nicholas Copernicus
- Tycho Brahe
- William Harvey
- Antoine Lavoisier
- Robert Boyle
- Margaret Cavendish
- Maria Winkelmann
- Antoine Lavoisier
- Robert Boyle
- Benjamin Franklin

Assign student pairs to research the major personalities of the Scientific Revolution, and create presentations to be shared with the class. Presentations may include multi-media formats, PowerPoint®, posters, etc. Student research should include the native origin, the area of contribution, scientific discovery, and any well-known published works of the assigned personality. As each pair presents the information on their assigned personality, data can be recorded on a graphic organizer (view literacy strategy).
descriptions) like the one below (see Scientific Revolution Personalities BLM).

<table>
<thead>
<tr>
<th>Personality</th>
<th>Native Origin</th>
<th>Area of Contribution</th>
<th>Scientific Discovery</th>
<th>Published Works</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copernicus</td>
<td>Poland</td>
<td>astronomy</td>
<td>heliocentric theory</td>
<td>On the Revolutions of the Heavenly Spheres</td>
</tr>
<tr>
<td>Kepler</td>
<td>German</td>
<td>astronomy</td>
<td>laws of planetary motion</td>
<td>The Harmony of the Worlds</td>
</tr>
</tbody>
</table>

Once the chart is complete, have students write an essay describing the significance of the discoveries and how these discoveries influence science and technology today. Ask volunteers to share their essays with the class. Facilitate any resulting class discussion, and check for student understanding and accuracy of information presented in the essays.

Sample Assessments

General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Select assessments that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom’s taxonomy
  - EOC-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

Activity-Specific Assessments

- **Activity #2**: Students will use RAFT writing (view literacy strategy descriptions) to write a newspaper article in which they describe an explorer’s voyage. Students will select an explorer and describe his voyage (see the sample below). The RAFT should be assessed using pre-determined criteria distributed to students before the RAFT is written.
RAFT Newspaper Article

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>An explorer traveling to new lands</td>
<td>Subscribers</td>
<td>Newspaper article</td>
<td>Describe the challenges faced during the voyage to a new land</td>
</tr>
</tbody>
</table>

- **Activity #3:** Timelines can be graded for the accuracy of information presented. After the class analysis of the various timelines displayed, the teacher can assign a written reflection of the significance of the various innovations, inventions, and discoveries depicted on the timelines. Reflections can be graded for accuracy and supporting information based on predetermined criteria.

- **Activity #6:** Have students assess newspapers for accuracy and write a “corrections” column that could be published in a subsequent edition for items they find erroneous. The “corrections” column should be assessed according to predetermined criteria distributed to the students prior to the assignment.
World History
Unit 3: Monarchs of Europe and Political Revolutions (1550-1880)

Time Frame: Approximately five weeks

Unit Description

This unit focuses on using historical thinking skills to examine absolute monarchs of Europe between 1550 and 1800. Philosophers and revolutions that led to the development of limited government in England, France, and the Americas will be examined.

Student Understandings

Students understand the events surrounding the absolute monarchs of Europe between 1550 and 1800. Students describe the political philosophies that led to the development of limited government in England, France, and the Americas. Students explain the causes and effects of the French Revolution and the Age of Napoleon.

Guiding Questions

1. Can students construct a timeline of absolute monarchs and political revolutions in Europe between 1550 and 1800?
2. Can students describe key events that strengthened the power of absolute monarchs?
3. Can students describe political philosophies that led to limited government?
4. Can students explain key events and outcomes of the English revolutions of the 17th century?
5. Can students describe the conflicts of Europe between 1550 and 1800 and their impact on world events?
6. Can students explain the causes of the French Revolution and the impact on Europe?
7. Can students describe the reign of Napoleon and his effect on Europe?
8. Can students explain the philosophies and events that caused revolutions in the Americas?

Unit 3 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSSs)

<table>
<thead>
<tr>
<th>Historical Thinking Skills</th>
<th>GLE #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WH.1.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>WH.1.1</td>
<td>Produce clear and coherent writing for a range of tasks, purposes, and audiences by:</td>
</tr>
<tr>
<td></td>
<td>• conducting historical research</td>
</tr>
</tbody>
</table>
### 2012 Louisiana Comprehensive Curriculum

#### World History

- Evaluating a broad variety of primary and secondary sources
- Comparing and contrasting varied points of view
- Determining the meaning of words and phrases from historical texts using technology to research, produce, or publish a written product

### WH.1.4
Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources

### Government and Political Ideals

<table>
<thead>
<tr>
<th>WH.3.1</th>
<th>Analyze the influence of the Scientific Revolution on the Enlightenment and resulting political ideals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>WH.3.2</td>
<td>Analyze the causes of the English Civil War and the Glorious Revolution and their influence on political change</td>
</tr>
<tr>
<td>WH.3.3</td>
<td>Identify the key philosophers and ideologies of the Age of Enlightenment and explain their influence on world governments</td>
</tr>
<tr>
<td>WH.3.4</td>
<td>Analyze the causes and consequences of the French Revolution and the rise and rule of Napoleon</td>
</tr>
<tr>
<td>WH.3.5</td>
<td>Compare and contrast leaders and key events in the revolutions of the 17th through the 19th centuries and their impact on world political and social developments</td>
</tr>
</tbody>
</table>

### Rise of Nation States

<table>
<thead>
<tr>
<th>WH.5.1</th>
<th>Explain the rise and development of the European and Asian nation states</th>
</tr>
</thead>
<tbody>
<tr>
<td>WH.5.2</td>
<td>Summarize major European conflicts from 1600 to 1900 and their impact on world events</td>
</tr>
</tbody>
</table>

### ELA CCSS for Literacy in History/Social Studies 6–12

<table>
<thead>
<tr>
<th>CCSS #</th>
<th>CCSS Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>RH.11-12.2</td>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
</tr>
<tr>
<td>RH.11-12.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</td>
</tr>
<tr>
<td>RH.11-12.9</td>
<td>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</td>
</tr>
</tbody>
</table>

### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

| WHST.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| WHST.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| WHST.11-12.9 | Draw evidence from informational texts to support analysis, reflection, and research. |
Sample Activities

Activity 1: Introduction to Monarchs of Europe and Political Revolutions (GLEs: WH.3.1, WH.3.2, WH.3.3, WH.3.4, WH.3.5, WH.5.1, WH.5.2; CCSS: RH.11-12.4, WHST.11-12.4)

Materials List: Monarch of Europe and Political Revolutions Vocabulary BLM

Introduce the unit by using lesson impressions (view literacy strategy descriptions). This strategy creates situational interest in the content to be covered by capitalizing on students’ curiosity. It will increase motivation by heightening anticipation and providing a meaningful purpose for learning. By asking students to form a written impression of the topic to be discussed, students become eager to discover how closely their impression text matches the actual content. This approach has been found to keep students focused and engaged during a lesson.

Provide students with a small list of terms to be covered throughout the unit (i.e., absolutism, commonwealth, constitution, cabinet, enlightenment, coup d'etat). Tell students they are to use the words to make a guess as to what will be covered in the unit. Have students write a short descriptive passage, story, or essay. When students finish their impression texts, invite volunteers to read what they have written to the class. As the unit is presented, students will compare their impressions to the actual information presented. Students should keep track of the similarities and differences by creating a Venn diagram in their learning logs (view literacy strategy descriptions).

Throughout this unit have students maintain a vocabulary self-awareness chart (view literacy strategy descriptions). Provide students with a list of key concepts that relate to the monarchs and political revolutions of Europe between 1550 and 1880. Have them complete a self-assessment of their knowledge of these concepts using a vocabulary chart. Many of the relevant terms related to these historical periods are not everyday terms with which most students are familiar. A vocabulary self-awareness chart provides students with an opportunity to consciously and individually learn and develop the vocabulary they must know in order to understand this period. Use the words on the Monarchs of Europe and Political Revolutions Vocabulary BLM (see sample below), and add other words that are considered important in the research. Students rate their understanding of each word with either a “√” (understand well), a “?” (limited understanding or unsure), or a “-” (don’t know). Check the chart to assess students, and provide additional instruction for those students who continue to have difficulty learning.
key vocabulary. The goal is to replace all the question marks and minus signs with check marks.

<table>
<thead>
<tr>
<th>Word</th>
<th>✓</th>
<th>?</th>
<th>–</th>
<th>Example</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absolutism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Divine right of kings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance of power</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Throughout the unit, have students refer to the vocabulary self-awareness chart to revise their responses as they gain new understanding of the key concepts and terms.

**Activity 2: Absolutism verses the Natural Rights of Man (GLEs: WH.1.1, WH.3.1; CCSSs: RH.11-12.2, RH.11-12.9, WHST.11-12.7, WHST.11-12.9, WHST.11-12.10)**

Materials List: excerpts from Jacques Bossuet’s *Divine Right of Kings*, Machiavelli’s *The Prince*, and John Locke’s *Two Treatises on Government*; Absolute Monarchy Split-Page Notetaking Guide BLM

Provide students with excerpts from Jacques Bossuet’s *Divine Right of Kings* (*Divine Right of Kings excerpt*) and Machiavelli’s *The Prince* (*The Prince excerpt*). Working in pairs or small groups, have students read the selections and write a summary of Bossuet’s and Machiavelli’s concept of autocratic government. Ask students to relate these philosophies to the justification of absolute monarchies in Prussia, Russia, and Spain. As each group shares its summary with the class, other students should use split-page notetaking (view literacy strategy descriptions) to record information about the philosophers and their works. On the left side of the page, students should list the philosophers and their works. Using the right side of the page, students should take notes concerning the relationships of the philosophies to the justification of the absolute monarchies in Prussia, Russia, and Spain (see the Absolute Monarchy Split-Page Notetaking Guide BLM and sample below).

<table>
<thead>
<tr>
<th>Philosopher and Published Literary Work</th>
<th>Impact of Philosophy upon Absolute Monarchies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bossuet’s</strong> <em>Divine Right of Kings</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prussia</td>
</tr>
<tr>
<td></td>
<td>Russia</td>
</tr>
<tr>
<td></td>
<td>Spain</td>
</tr>
</tbody>
</table>
After summaries have been presented, lead a class discussion asking students to hypothesize how and why an individual or group might revolt against an autocratic government. Demonstrate for students how they can use their split-page notes for review by covering information in one column and using the information in the other to recall the information covered. Students can also quiz each other over the content of their notes in preparation for quizzes and other class activities.

Write the term Enlightenment on the board. Ask volunteers to share with the class what they think the term means. Then conduct a short review of the meaning of Enlightenment and the natural rights theory of Enlightenment philosophers. Provide students with an excerpt from John Locke’s *Two Treatises on Government* (Two Treatises on Government excerpt - Book II #131), and ask them to read and discover how Locke applied the natural rights theory to the role and purpose of government.

Divide students into two groups: (1) defenders of Machiavelli and Bossuet’s autocratic government and (2) defenders of the philosophers supporting the natural rights of man. All groups should address the following questions:

- What is natural law?
- Can humans practice rational thought?
- Should these ideas be suppressed under Christendom?
- Why are these ideas suppressed under absolute monarchs?
- Why did the Reformation and Renaissance in England and France foster the application of natural law to human behavior and society?
- How did the Scientific Revolution influence the political philosophies?

Each group should choose one or two representatives to defend their perspective on the role and purpose of government using a debate format. After both sides have presented their defense to the class, the students should write a reflection in their learning logs (view literacy strategy descriptions) explaining which side they believe presented the better argument.

**Activity 3: Absolute Monarchs of 16th to 18th Century Europe (GLEs: WH.5.1, WH.5.2; CCSSs: RH.11-12.2, WHST.11-12.7)**

Materials List: Absolute Monarchs Chart BLM, Major European Conflicts/Agreements (1500-800) BLM, index cards, Internet (optional), primary and secondary sources on the absolute monarchs of Europe during the 16th, 17th, and 18th centuries

Place students into small groups of three or four. Have students research the absolute monarchs of Europe by using textbooks, primary and secondary resources, and the Internet. Students will research the reigns of Henry IV (France), Louis XIII (France), Louis XIV (France), Peter the Great (Russia), Catherine the Great (Russia), Maria Theresa (Austria) and Frederick the Great (Prussia). Assign each group a different monarch. All groups should address the following questions:
2012 Louisiana Comprehensive Curriculum

- What nation did the monarch rule?
- What are the dates of the monarch’s reign?
- What actions did the monarch take that strengthened the development of the nation politically and economically? (specific actions)
- What actions did the monarch take that strengthened the power of the monarchy? (specific actions)
- How did the monarch exploit the church and religion?

Have each group present their monarch to the class. During the presentations, students should take notes on a graphic organizer (view literacy strategy descriptions) provided to them (see the Absolute Monarchs Chart BLM and sample below).

<table>
<thead>
<tr>
<th>Nation</th>
<th>Henry IV</th>
<th>Louis XIII</th>
<th>Louis XIV</th>
<th>Peter the Great</th>
<th>Catherine the Great</th>
<th>Maria Theresa</th>
<th>Frederick the Great</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates of Reign</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How did the monarch strengthen the nation politically and economically? (specific actions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After presentations are complete, have students return to their groups to research the major conflicts and agreements associated with the absolute monarchs by using textbooks, primary and secondary resources, and the Internet. Assign each group a conflict or agreement:
- Thirty Years’ War
- War of Spanish Succession
- Great Northern War
- Russo-Turkish War
- Partition of Poland
- Seven Years’ War
- War of Austrian Succession

All groups should address the following questions:
- What are the dates of the conflict or agreement?
- What nations were involved?
- Which monarchs were involved?
- What were the reasons for each nation to become involved?
- What were the results of the conflict or agreement?

Have each group present their monarch to the class. During the presentations, students should take notes on a graphic organizer. See the Major European Conflicts/Agreements (1500-1800) Chart BLM and sample below.
After presentations are complete, lead a whole class discussion on the students’ overall impressions of absolutism and the monarchs. Have students respond to the questions listed below in their learning logs (view literacy strategy descriptions), and then ask for student volunteers to share their responses.

Which monarch do you think best exemplifies absolutism and why?
Which monarch do you think had the biggest impact upon the development of their nation and why?
Which conflict or agreement had the biggest impact upon the development of European nations and why?

Bring closure to the activity by having each student create vocabulary cards (view literacy strategy descriptions) for each monarch listed on the Absolute Monarchs Chart BLM. Vocabulary cards help students learn content-specific terminology and are excellent visual tools that help to organize content information.

Demonstrate how to create a vocabulary card with students by writing a monarch on the board and drawing a large, rectangular card-like frame around it so that the name of the monarch is in the center of the rectangle. In the four corners of the card, write the following words: dates of reign, nation, accomplishments, and conflicts or agreement. Discuss with students how the card may be used to review quickly and easily in preparation for tests, quizzes, and other activities with the key term (see sample below).

<table>
<thead>
<tr>
<th>Dates</th>
<th>Nations Involved</th>
<th>Monarchs Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thirty Years’ War</td>
<td>War of Spanish Succession</td>
<td>Great Northern War</td>
</tr>
<tr>
<td>1589-1610</td>
<td>France</td>
<td>Henry IV</td>
</tr>
</tbody>
</table>

1. Issued the Edict of Nantes to protect the Huguenots involved in no major conflicts or agreement
2. Taxation reform increase Revenue to government

Once cards are completed, allow time for students to review their words individually or with a partner. The vocabulary cards are very useful in reviewing information for tests.
Activity 4: Limited Government Develops in England (GLEs: WH.3.2, WH.3.5, WH.5.1; CCSSs: RH.11-12.2, RH.11-12.9, WHST.11-12.7, WHST.11-12.10)

Materials List: Magna Carta Process Guide BLM, copies of the Magna Carta, Monarchs Leading to the English Civil War BLM, English Civil War and Restoration Topics BLM, Internet (optional)

Have students read the Magna Carta (http://www.constitution.org/eng/magnacar.htm) and an excerpt from their textbook about the events surrounding the signing of the Magna Carta. As students read, have them use a process guide (view literacy strategy descriptions) to gain understanding of the document. A process guide is a strategy to help stimulate students’ thinking during or after their reading, listening, or involvement in any content area instruction. Guides also help students focus on important information and ideas, making their reading or listening more efficient. Process guides prompt thinking ranging from simple recall to connecting information and ideas to prior experience, applying new knowledge, and problem-solving. Distribute the Magna Carta Process Guide BLM (see sample below) and have students complete the process guide as they read the Magna Carta.

<table>
<thead>
<tr>
<th>Magna Carta</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read in your textbook the section about the Magna Carta and answer the following question: <strong>Who are the authors of the Magna Carta, and whom is the document intended to limit?</strong></td>
</tr>
</tbody>
</table>

After the process guide is complete, have students pair up with a partner and compare their responses. Ask students to share responses with the whole class to check for accuracy.

Arrange students in groups of three or four to research the English monarchs leading up to the English Civil War. Have students research Elizabeth I, James I, and Charles I to complete the graphic organizer (view literacy strategy descriptions) on the Monarchs Leading to the English Civil War BLM (see sample below).

<table>
<thead>
<tr>
<th>Dates of reign</th>
<th>Elizabeth I</th>
<th>James I</th>
<th>Charles I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the relationship between Parliament and Monarch (provide examples).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Once the charts are complete, have students respond to the following questions in their groups:

- What could James I and Charles I have done differently during their reigns to avoid a civil war?
- What actions did Charles I take that angered the people?

Ask each group to delegate one spokesperson to share his or her responses with the class. After each group has reported to the class, lead the class in a discussion of the group responses. Students should record information from the class discussion in their learning logs (view literacy strategy descriptions) to use as a reference when studying for future assessments.

Have students return to their groups. Distribute the English Civil War and Restoration Topics BLM and assign each group a topic to research on the important aspects of the English Civil War and the Restoration. Use the guiding questions under each topic in the English Civil War and Restoration Topics BLM (see BLM and sample below) when researching these two events.

<table>
<thead>
<tr>
<th>Topic 1: English Civil War (1642-1649)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Who were the groups involved in the English Civil War, their leaders, and their motives?</td>
</tr>
<tr>
<td>• What were the causes of the English Civil War?</td>
</tr>
</tbody>
</table>

Have groups present their information researched in a variety of formats, including multimedia where appropriate. As each group shares its findings, students will use split-page notetaking (view literacy strategy descriptions) to record information from the group presentations. Students should write the main ideas in the left column of their split-page notes and the supporting details in the right column. Remind students how to use these split-page notes as a study guide for assessments.

Close the activity with a whole class discussion of how these events in England influenced the development of the United States government. Have students summarize the influence of the Magna Carta and Glorious Revolution on the creation of United States and its government in their learning logs (view literacy strategy descriptions). Ask for student volunteers to share their summaries with the class.

Activity 5: Age of Enlightenment Political Philosophers (GLE: WH.3.3; CCSSs: RH.11-12.2, WHST.11-12.7)

Materials List: Age of Enlightenment Data Chart BLM, primary and/or secondary resources on political philosophers of the Age of Enlightenment (see list in activity), Internet (optional)

Have students review the term Enlightenment in a Think-Pair-Square-Share discussion (view literacy strategy descriptions). Class discussion can be used to promote deeper
processing of content and rehearsal of newly learned content. Think-Pair-Square-Share presents students with an issue, problem, or question and asks students to think alone for a short period of time, and then pair up with someone to share their thoughts. Then have pairs of students share with other pairs, forming, in effect, small groups of four students. Monitor the brief discussions and elicit responses afterward. Encourage student pairs not to automatically adopt the ideas and solutions of their partners. These short-term discussion strategies actually work best when a diversity of perspectives are expressed.

Present the students with the following statement:

**Define Enlightenment and name major characteristics of this movement.**

Allow students a few minutes to think alone about the statement, and record their responses on a sheet of paper. Have students partner with someone and share responses. Record the responses on the sheet of paper. Have student pairs partner with another pair to form a group of four. Have the group share their responses, and record responses from both pairs on one sheet of paper. Have groups share responses with the class. Record the common group responses on the board to form a list of characteristics of the Enlightenment.

Have students remain in their group of four and conduct research on the major political philosophers of the Age of Enlightenment and their contributions. The following philosophers should be researched:

- Thomas Hobbes
- John Locke
- Denis Diderot
- Montesquieu
- Voltaire
- Rousseau
- Mary Wollstonecraft
- James Harrington
- David Hume
- Mary Wollstonecraft
- James Harrington
- David Hume

Students should record research data pertaining to the political philosophers on a graphic organizer (view literacy strategy descriptions). Use the Age of Enlightenment Data Chart BLM (see sample BLM below).

<table>
<thead>
<tr>
<th>Political Philosopher</th>
<th>Nation</th>
<th>Contribution</th>
<th>Name of Work</th>
<th>Significance</th>
<th>Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Hobbes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Locke</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assign each group a philosopher on whom it will conduct additional in-depth research. Have each group create a visual display (i.e., PowerPoint®, poster, storyboard) covering the information in the chart along with any additional information discovered during its research. As each group presents its display to the whole class, students should check their responses on their Age of Enlightenment Data Chart for accuracy and make changes or additions as needed.
Close the activity by having a whole class discussion about the influence these philosophers had on the development of the United States government. Have students respond to the question below in their learning logs (view literacy strategy descriptions) and include specific examples associated with each particular philosopher. Ask student volunteers to share their responses with the class.

**Which elements of the United States government are based upon the ideas of these philosophers?**

Remind students that many of the responses recorded in their learning logs could help them with constructed response items on assessments.

**Activity 6: American Revolution (GLEs: WH3.3, WH.3.5; CCSSs: RH.11-12.2, WHST.11-12.4, WHST.11-12.7, WHST.11-12.9, WHST.11-12.10)**


Have students research the British policies that led American colonists to declare their independence. Students can use textbooks, primary and secondary sources, and the Internet (suggested website: [http://www.ushistory.org/declaration/related/index.htm](http://www.ushistory.org/declaration/related/index.htm)). As students research British policies, have them complete a chart on the British policies from 1763 to 1774 (see British Policies 1763 – 1774 Chart BLM and sample below). Ask students to share responses with the whole class to check for accuracy.

<table>
<thead>
<tr>
<th>British Policy</th>
<th>Explanation of Policy</th>
<th>Colonist Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proclamation of 1763</td>
<td>Prohibited American colonists from moving across the Appalachian Mountains</td>
<td>Colonists felt British were suppressing their freedom</td>
</tr>
</tbody>
</table>

Place students in groups of three to four. Use RAFT writing (view literacy strategy descriptions) to apply their understandings of the British policies. Ask each group to compose the following RAFT:

- R – Role: American colonist
- A – Audience: King George III of England
- F – Form: letter to the king
- T – Topic: Provide reasons for American colonists to be granted their independence. Give specific examples of British policies that Americans opposed.
Student groups should orally present their letters to the class. Ask students to evaluate which letters were the most persuasive and why. Have students record their responses in their learning logs (view literacy strategy descriptions).

Have students work in their groups to analyze the Declaration of Independence and compare it with their RAFT. Provide students with a copy of the Declaration of Independence (http://www.archives.gov/exhibits/charters/declaration_transcript.html) and secondary sources to complete the process guide (view literacy strategy descriptions) on the Declaration of Independence (see Declaration of Independence Process Guide BLM and sample below).

<table>
<thead>
<tr>
<th>Declaration of Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who was the author of the Declaration of Independence?</td>
</tr>
<tr>
<td>2. To whom is the author writing the Declaration of Independence?</td>
</tr>
</tbody>
</table>

After the process guide is complete, have the students in the group compare their RAFTs to the grievances listed by Jefferson in the Declaration of Independence. Lead a class discussion in which groups share differences and similarities between their RAFT and Jefferson’s list. Have students create a Venn diagram in their learning logs of the differences and similarities.

Have student groups research key leaders of the American Revolution. Have students create a chart (see sample below) of the leaders and the role they played in the Revolution. Key leaders to be researched should include the following:

<table>
<thead>
<tr>
<th>Leader</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Washington</td>
<td></td>
</tr>
<tr>
<td>Benjamin Franklin</td>
<td></td>
</tr>
<tr>
<td>John Adams</td>
<td></td>
</tr>
<tr>
<td>Thomas Jefferson</td>
<td></td>
</tr>
<tr>
<td>Thomas Paine</td>
<td></td>
</tr>
</tbody>
</table>

Ask groups to share their research with the class. Students should check their chart for accuracy and make additions as necessary.

Review the ideas of political philosophers of the Age of Enlightenment covered in the previous activity. Have groups complete the chart on the United States Constitution Principles BLM (see sample below) depicting which philosopher’s ideas are incorporated in that document.
Philosopher | Philosopher’s Ideas | Principle applied in U.S. Constitution
--- | --- | ---
Montesquieu |  | 
Voltaire |  | 

Ask volunteers to share information on their charts. Students should check their chart information for accuracy and make changes as needed.

Close the activity by having students respond to the following question in their *learning logs*.

**What did Thomas Jefferson mean by the words, “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”? Are these words still true today? Explain.**

Ask volunteers to share their responses with the class. Monitor a class discussion of the prompt checking for accuracy and logic in students’ thinking.

**Activity 7: French Revolution and the Age of Napoleon (GLEs: WH.3.4, WH.3.5; CCSSs: RH.11-12.2, WHST.11-12.9, WHST.11-12.10)**

Materials List: French Revolution and Age of Napoleon BLM, primary and secondary resources on French Revolution and the Age of Napoleon, Internet (optional)

Write the following quotations on the chalkboard:

- “All men are created equal.” (Jefferson)
- “Man is born free and everywhere he is in chains.” (Rousseau)
- “I do not agree with the words you say but will defend with my life your right to say them.” (Voltaire)
- “L’Etat, c’est moi.” (Louis XIV)

Ask students to interpret each quotation. Ask them to consider how the quotes are similar and different. Ask volunteers to share their responses with the class.

Form student committees to research and present information on French Revolution topics, including the following:

- **Causes of the French Revolution** (e.g., influence of the American Revolution, abuses of the Old Regime, political philosophers of the Age of Enlightenment, financial crisis)
- **Era of the National Assembly** (e.g., Tennis Court Oath, storming of the Bastille, the “Great Fear”, Declaration of the Rights of Man, National Assembly reforms, Constitution of 1791)
- **Era of the Legislative Assembly** (e.g., three ideologies and their beliefs: conservatives, radical, moderates, war with Austria and Prussia, French national anthem, end of monarchy)
- **Era of the National Convention** (e.g., Jacobins and its leaders, execution of Louis XVI, Committee of Public Safety, Reign of Terror, reforms of the National Convention)
- **Era of the Directory** (e.g., structure of the Directory, problems of the Directory, accomplishments of the Directory, rise of Napoleon, coup d’état)
- **Napoleonic Era** (e.g., accomplishments as Consulate and Emperor, major military battles, Grand Army and its defeat in Russia, 1st exile, defeat at Waterloo, 2nd exile)

Have groups present their research information in a variety of formats, including multimedia where appropriate (PowerPoint©, story boards, collages, etc). As each group presents its findings, have students use *split-page notetaking* (view literacy strategy descriptions) to record information from the group presentations. (See French Revolution and Age of Napoleon BLM and sample below).

**French Revolution and Age of Napoleon Split-page Notes**

<table>
<thead>
<tr>
<th>Causes of the French Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Era of the National Assembly</td>
</tr>
</tbody>
</table>

To close the activity have students write a summary by describing at least three lasting effects of the French Revolution on Europe and the world in their *learning logs* (view literacy strategy descriptions). Ask volunteers to share their summaries with the class. Remind students to use information in their *learning logs* to prepare for future assessments.

**Activity 8: Revolutions in the Americas and Europe** (GLEs: WH.3.5, WH.5.2; CCSSs: RH.11-12.2, RH.11-12.4, WHST.11-12.4, WHST.11-12.7, WHST.11-12.9, WHST.11-12.10)

Materials List: Internet (optional), chart paper for storyboards option or *PowerPoint©* software, banner paper or newsprint for timelines, bulletin board materials, *Inspiration©* software (optional)

Divide students into groups of three or four. Each group should be assigned one of the research topics below and required to create a storyboard or *PowerPoint©*, based on their research, to present to the class. Groups must have their work checked for accuracy.
before presentations are made to the class. All students will be responsible for the historical information presented by each group.

Topics for presentations:
- Congress of Vienna and the Concert of Europe (1815-1822)
- Revolutions in Latin America (1820s)
- European Conservatism: 1815-1830 (Tories in Great Britain, Restoration in France, Prince Metternich’s role in the Italian States, Spain, and Central Europe)
- Revolution in Greece in 1829
- Reform Movement in Great Britain: 1830-1850
- Revolutions of 1848
- France’s Political Struggles: 1848-1899 (Second Empire: Crimean War and the Franco-Prussian War, and the Third Republic: Constitution of 1875)
- Independence movements in Canada and Australia

As each group presents its findings, students will take notes to record historical information from the group presentations. Encourage students to use split-page notetaking (view literacy strategy descriptions) to record their notes in an organized manner.

Have students working in groups reflect on the decisions made at the Congress of Vienna stated in the group presentations. Students should explain the decisions fostered by the Congress and how they impacted political events in Europe between 1815 and 1899. Responses should be recorded on a sheet of paper. The list of events might include the following:
- student unrest in 1848
- British abolition of the slave trade
- the Reform Bill of 1832
- Napoleon III
- Latin America’s revolt against European control

Have groups present their findings to the class.

Have students work in groups to create visual presentations (storyboard or PowerPoint) of the following terms: conservatism, liberalism, democracy, nationalism, reactionary, and reform. Presentations should include a definition and examples of each term as it was applied during 19th century Europe. As each group presents a term, students should record the definition and its example in their notebook. Remind students information can be used to prepare for assessment.

To conclude this unit, have students respond to the “Problem Solving” SPAWN (view literacy strategy descriptions) prompt by journaling in their learning logs (view literacy strategy descriptions). The purpose of the SPAWN prompt in this activity is to elicit extended thinking that relates the problems of revolutions in this unit to revolutions today. The SPAWN prompt below can be written on the board or an overhead projector. When students finish responding to the prompt, allow them to read their responses to a partner or the whole class. These responses can serve to stimulate discussion about the
best possible solutions to the problem.

Revolutions still take place throughout the world as people struggle against injustice and dictators who relentlessly violate the natural rights of man. Some Americans believe the United States should be the “Big Brother” of the world who protects the rights of people everywhere against oppressive governments. (United States involvement in foreign countries is very costly to the American people, both economically and in terms of the loss of lives. However, United States involvement can provide food deliveries and help in the rebuilding of infrastructure in poor countries.) Some Americans believe that the United States should not become involved with other countries’ problems but should concentrate American resources on taking care of our domestic problems such as healthcare and poverty, which can be a different form of oppression. What solutions to the above dilemma would you propose to your member of Congress?

Ask volunteers to share their responses with the class. Students should use information in their learning logs to prepare for future assessments.

Activity 9: Monarchs of Europe and Political Revolutions Timeline (GLEs: WH.1.4, WH.3.2, WH.3.4, WH.3.5, WH.5.1, WH.5.2; CCSSs: WHST.11-12.7, WHST.11-12.10)

Materials List: Timeline Events Worksheet BLM, Timeline Events BLM, primary and/or secondary sources on the monarchs of Europe (1500-1800) and political revolutions (1770-1899) events, Internet (optional)

Have students use the Timeline Events BLM and the Timeline Events Worksheet BLM to create a timeline. Allow time for students to individually research the dates of the events listed below. They should place the events on the timeline in the correct place in which the event occurred (see Timeline Events Worksheet BLM and sample below).

<table>
<thead>
<tr>
<th>Event</th>
<th>Begin date:</th>
<th>End date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thirty Years War</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Louis XIII</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Louis XIV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elizabeth I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After all timelines have been completed, place students into small groups to discuss the timelines. Discussion (view literacy strategy descriptions) can be facilitated using the Round Robin format. Within groups, have each student discuss which events on the timeline were the most significant. Students should justify their choices. After each group member has provided input, the group then decides which event they believe is most significant. Have a student within the group record responses into a well-developed
paragraph providing justification for its significant event choice. Each group will present to the whole class. Allow about ten minutes for groups to present, for students to ask questions, and for groups to defend their choice. Record the responses on the board and facilitate a class discussion of the events.

Conclude the activity by having each student record what he/she learned about the timeline and the significance of the events in his/her learning log (view literacy strategy descriptions). Students can use this for future reference when preparing for assessments.

Sample Assessments

General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Select assessments that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom’s taxonomy
  - EOC-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

Activity-Specific Assessments:

- **Activity #4 and #6:** Students will turn in the completed process guide to be assessed for accuracy after the information has been discussed in class. Assess students’ attention in a large group discussion by requiring them to edit their data for accuracy.

- **Activity #5:** Students can create PowerPoint© slides on political philosophers. The PowerPoint© should include important information about each personality along with graphics depicting their contributions to these periods (e.g., pictures of art or inventions, excerpts from writings, etc.). See the Sample PowerPoint© Rubric BLM for a sample rubric to grade the presentations for content and visual appeal. The Weight column emphasizes the value given to each criteria of the
rubric. Accurate content should always carry the most weight in the final grade. If computers are not available, substitute narrative essays for the PowerPoint© presentation.

- **Activity 6 and 7:** Have students write an essay in which they compare the American Revolution to the French Revolution regarding the following:
  - principles and philosophies underlying each Revolution
  - consequences of both revolutions
  - Why was the American Revolution successful in achieving and maintaining constitutional government while the French Revolution was violent and unstable?

Essays should be assessed with predetermined criteria distributed to students at the beginning of the assignment.
World History
Unit 4: Industrial Age Revolutions (1700s to 1900s)

Time Frame: Approximately three weeks

Unit Description

This unit focuses on using historical thinking skills to examine the impact of the Industrial Revolution on the social class structure, the movement of people, the economy, and the balance of world political power.

Student Understandings

Students describe the characteristics of the agricultural, commercial and industrial revolutions and analyze their impact throughout the world. Students compare and contrast the three revolutions after explaining the causes and effects of each revolution. Students understand how the expansion of industrial economies resulted in global social transformation.

Guiding Questions

1. Can students describe how the Agricultural Revolution changed European society and its economy?
2. Can students identify the innovations in industry and explain how they transformed the way people worked and lived?
3. Can students explain how the Industrial Revolution led to the mass migration of people throughout the world?
4. Can students describe how the Industrial Revolution affected the balance of power in the world?
5. Can students explain how the Industrial Revolution sparked political change?
6. Can students describe the developments that led to the Commercial Revolution and its characteristics?
7. Can students explain the factors that led to the spread of the Commercial Revolution throughout Europe and the world?

Unit 4 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSSs)

<table>
<thead>
<tr>
<th>Grade-Level Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GLE #</strong></td>
</tr>
</tbody>
</table>
| **Historical Thinking Skills** | Produce clear and coherent writing for a range of tasks, purposes, and audiences by:  
- conducting historical research  
- evaluating a broad variety of primary and secondary sources |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WH.1.2</td>
<td>Compare historical periods in terms of differing political, social, religious, and economic issues</td>
</tr>
<tr>
<td>WH.1.4</td>
<td>Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources</td>
</tr>
</tbody>
</table>

**Economic Systems**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WH.4.1</td>
<td>Evaluate the causes and effects of the Industrial Revolution in England, Western Europe, and its spread throughout the world</td>
</tr>
<tr>
<td>WH.4.2</td>
<td>Describe how the expansion of industrial economies resulted in social and economic change throughout the world</td>
</tr>
<tr>
<td>WH.4.3</td>
<td>Analyze various economic philosophies that influenced political and social life in 18th- and 19th-century Europe</td>
</tr>
</tbody>
</table>

**ELA CCSS for Literacy in History/Social Studies 6-12**

<table>
<thead>
<tr>
<th>CCSS #</th>
<th>CCSS Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>RH.11-12.1</td>
<td>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</td>
</tr>
<tr>
<td>RH.11-12.2</td>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
</tr>
<tr>
<td>RH.11-12.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</td>
</tr>
<tr>
<td>RH.11-12.9</td>
<td>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</td>
</tr>
</tbody>
</table>

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHST.11-12.4</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>WHST.11-12.7</td>
<td>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
</tr>
<tr>
<td>WHST.11-12.10</td>
<td>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
</tr>
</tbody>
</table>
Sample Activities

Activity 1: Industrial Revolution Key Concepts (GLEs: WH.4.1, WH.4.2, WH.4.3; CCSSs: RH.11-12.1, RH.11-12.4)

Materials List: Industrial Revolution Vocabulary BLM, Industrial Age Revolutions BLM

Throughout this unit have students maintain a vocabulary self-awareness (view literacy strategy descriptions) chart. Provide the students with a list of key concepts that relate to the Industrial Revolution. Have them complete a self-assessment of their knowledge of these concepts using a chart. Many of the relevant terms related to these historical periods are not everyday terms with which most students are familiar. A vocabulary self-awareness chart provides students with an opportunity to consciously and individually learn and develop the vocabulary they must know in order to understand this period. Use the words on the Industrial Revolution Vocabulary BLM and add other words that are considered important in the research. Students rate their understanding of each word with either a “√” (understand well), a “?” (limited understanding or unsure), or a “−” (don’t know). Students should refer to the chart as they progress through the content to update their understandings of the new words. Check the charts periodically to assess students and provide additional instruction for those students who continue to have difficulty learning key vocabulary. The goal is to replace all the question marks and minus signs with a check mark. (See the Industrial Revolution Vocabulary BLM and sample below.)

<table>
<thead>
<tr>
<th>Word</th>
<th>✓</th>
<th>?</th>
<th>–</th>
<th>Example</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Revolution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>enclosure movement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Revolution</td>
<td></td>
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</tr>
</tbody>
</table>

To further prepare students for studying the Industrial Revolution, have students complete an anticipation guide (view literacy strategy descriptions). The anticipation guide involves giving students a list of statements about the topic to be studied and asking them to respond before reading and learning, and then again after reading and learning. Anticipation guides are especially helpful to struggling and reluctant readers and learners as they heighten motivation and focus attention on important content. Have students complete the anticipation guide, then lead the class in a discussion of their responses without giving away the correct answers. Distribute the Industrial Age Revolutions BLM to students, and allow a few minutes for students to complete (see BLM and sample below). At the end of the unit, have students return to the anticipation guide to answer the questions again, and provide evidence to support their answers. Discuss with students their responses to see if perceptions changed after the content was presented.
Throughout the unit, have students refer to the vocabulary self-awareness chart and anticipation guide to revise their responses as they gain new understanding of the content.

### Activity 2: Social Conditions in the Pre-Industrial Age (GLE: WH.4.1; CCSS: WHST.11-12.10)

Materials List: Internet (optional), poster board or chart paper (optional)

Introduce the activity by having students think about the social conditions prior to the start of the Industrial Revolution. Place students in groups of three or four to simulate a household in which no one is employed and there is no income for the family. Ask students in each group to assume roles in a family (head of household, parent, guardian, children) to explain what they would do to provide for the needs of the family. Write the following Problem Solving SPAWN (view literacy strategy descriptions) prompt on the board or overhead and give the groups five to ten minutes to respond to the questions. Have the groups record their response on a sheet of paper.

**How would you provide for the needs of your family if there is no income for the family?**

**How would you provide for the family if government assistance was not available?**

Have groups share their responses with the class. Check for logic and accuracy in student thinking. Lead students to realistic conclusions.

Discuss and review with students the social conditions prior to the Industrial Revolution. Working in groups, have students use their textbooks, primary and secondary sources, and/or the Internet to research and develop responses to the following questions:

- Why was unemployment not a problem under feudalism?
- What was the social role of the Roman Catholic Church under feudalism?
- How did free will and the equal rights of man influence social services?
- How did capitalism promote individual responsibility without a safety net?
• What did laborers do when they were thrown off their land?
Have groups record their responses in their learning logs (view literacy strategy descriptions), and then share their responses with the class. Check responses for accuracy and logic, and allow student groups to adjust answers when necessary. Remind students the information collected will be used to prepare for future activities in this unit.

Discuss and review with students what they learned about the Age of Enlightenment to articulate what the characteristics of an agricultural revolution might be, and analyze what its potential effects might be on population growth, industrialization, and patterns of landholding. Have groups generate a list of characteristics. Have groups present their list to the class. Record responses on a poster board or chart paper, and post the list in the classroom. Keep the list posted as a reference for students to use to ascertain how close their predictions were to actuality as the agricultural revolution is studied in the next activity.

Close the activity by having students record in their learning logs a response to the following question:

What effect on population growth might an agricultural revolution have?

Ask student volunteers to share their hypotheses with the class. Remind students that their learning logs are great study tools for future assessments.

Activity 3: Agricultural and Commercial Revolutions Give Rise to Industrialism (GLEs: WH.1.1, WH.4.1; CCSSs: RH.11-12.2, WHST.11-12.4, WHST.11-12.7, WHST.11-12.10)

Materials List: thirty 5 x 8 index cards, Vocabulary Cards-Group Assignments BLM, Internet (optional)

To develop students’ knowledge of key vocabulary, have them create vocabulary cards (view literacy strategy descriptions) for terms related to the agricultural, commercial, and industrial revolutions. Divide the class into six groups of four to five students. Distribute five 5 x 8 index cards and the Vocabulary Cards-Group Assignments BLM to each group. Model the creating of a sample vocabulary card (see sample below). On the board, place a key word in the middle of the card, as in the example below. Ask students to provide a definition of the word, and write it in the appropriate space. Have students provide a date and inventor or founder associated with the key word in the appropriate space. Have students research the purpose associated with each term, and write it in the appropriate space. The last block of the vocabulary cards is reserved for the name of the revolution with which each term is associated. Explain how that block will be completed as the unit progresses.
Once the sample card has been created, ask each group of students to make its own cards for the terms listed on the Vocabulary Cards-Group Assignments BLM (see sample below). Each group will work on its assigned terms. Allow groups to review the words and hold each other accountable for accurate information on the cards. Once groups have had time to review their words, have them exchange their vocabulary cards with another group. Continue exchanging until all groups have reviewed all vocabulary cards. Display vocabulary cards on a “Word Wall” in the classroom allowing students to reference the vocabulary terms throughout the unit as a review strategy.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enclosure Movement</td>
<td>Crop Rotation</td>
</tr>
<tr>
<td>Bills of exchange</td>
<td>Stock exchange</td>
</tr>
</tbody>
</table>
Students should explain how each of the above characteristics was affected by the Agricultural Revolution. Use split-page notetaking to record information about the characteristics of the Agricultural Revolution. Lead a class discussion of group responses. Have students check responses for accuracy.

Have students read about the Commercial Revolution in their textbooks, teacher handouts, or on the Internet. Using split-page notetaking to record their notes, ask students to describe the important developments contributing to the Commercial Revolution:

- new banking systems
- bills of exchange
- double-entry bookkeeping
- joint-stock companies
- stock exchanges
- entrepreneurship
- investment

Lead a class discussion of group responses. Have students check responses for accuracy.

Have students explain, in their split-page notes, why the Commercial Revolution began in the Italian city-states and what caused its spread throughout Europe and eventually the world. Allow students to compare their notes with a partner. Ask student volunteers to share different parts of their split-page notes with the class. Lead a class discussion of student responses. Have students check responses for accuracy, and make adjustments to their notes as necessary.

Close the activity by asking students to write an informal essay explaining how the Commercial and Agricultural Revolutions contributed to the rise of industrialism. Students should include at least two contributions of both revolutions in their essays.

Contributions of the Commercial Revolution could include the following examples:

- joint-stock companies allowed the risks and rewards of financing factories
- new banking systems allowed entrepreneurs to borrow money and coordinate their financial exchanges
- bills of exchange facilitated the trading of goods between cities and countries
- double-entry bookkeeping allowed for accurate tracking of the complicated finances of a company.

Contributions of the Agricultural Revolution could include the following examples:

- increased production of food provided the necessities for the laborers living in the cities to work in factories
- large families, previously needed to work the farms, became a ready labor force for the factories
- as the patterns of landholding merged toward an enclosure system, displaced farmers became factory laborers
- children provided a cheap source of labor for the factories.
Ask volunteers to share their essays with the class. Collect essays and assess for accuracy and understanding.

**Activity 4: Industrial Revolution (GLE: WH.1.4, WH.4.1; CCSS: WHST.11-12.10)**

Materials List: chart paper or newsprint for timelines, Inventions of the Industrial Revolution BLM, Industrial Revolution Timeline BLM, outline map of Europe, outline map of the world, colored markers, Internet (optional), primary and/or secondary resources on the Industrial Revolution

Before reading about and researching the Industrial Revolution, have students generate questions they would like answered about the Industrial Revolution by responding to a **SQPL (student questions for purposeful learning)** prompt. An SQPL prompt should cause students to wonder about or question an event or happening. Write the SQPL prompt below on the board or chart paper to encourage students to start thinking about the Industrial Revolution.

*The Industrial Revolution greatly affected all aspects of the lives of people in every society it touched.*

Working in pairs, have students think of at least two questions they have about the Industrial Revolution based on the SQPL prompt. Some questions students might ask are these:

- How did the Industrial Revolution affect farmers and people outside of cities?
- What were the negative effects of the Industrial Revolution?
- How did the Industrial Revolution make people’s lives easier?

Ask students to share their questions with the class and then record them on the board or chart paper. Any question asked more than once should be marked with an asterisk to signify its importance. Add your own questions to the list if you think there are content gaps. Keep questions posted throughout the study of the Industrial Revolution.

Instruct students to listen carefully for answers to their questions as the Industrial Revolution is studied. Stop whenever information is presented that answers one of the student-generated questions, and ask students if they heard the answer to any of their questions. Allow students to confer with a partner before responding. Continue the process until all information about the Industrial Revolution has been presented. Go back and check which questions may still need to be answered or clarified. Remind students they should ask questions before learning something new, then listen and look for the answers to their questions.

Have students use their textbooks or Internet to complete the Inventions of the Industrial Revolution BLM graphic organizer that lists important inventors (inventions) preceding and during the Industrial Revolution (see Inventions of the Industrial Revolution BLM and sample below).
<table>
<thead>
<tr>
<th>Date</th>
<th>Invention</th>
<th>Inventor/Country</th>
<th>Purpose</th>
<th>Impact of Invention</th>
</tr>
</thead>
<tbody>
<tr>
<td>1733</td>
<td>Flying shuttle</td>
<td>John Kay</td>
<td>Move thread quickly across a loom to weave cloth</td>
<td>Weavers could make cloth faster</td>
</tr>
<tr>
<td></td>
<td>Spinning jenny</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ask volunteers to share their responses. As responses are provided, check for accuracy and have students make changes to their graphic organizer as needed. Have students record in their learning logs (view literacy strategy descriptions) which two inventions had the biggest impact on the Industrial Revolution and why. Ask students to share their responses with the class.

Have students use their textbook or the Internet to research why the Industrial Revolution began in England. Statements should include references to the physical geography of central England (including energy resources), the Enclosure Movement, cottage industries, and capitalistic thinking fostered during the Age of Reason and Enlightenment. Have students record their responses in their learning logs. Have student volunteers share responses with the class. Check responses for accuracy and logical higher-order thinking.

To help students understand how the Industrial Revolution spread from England to Europe and the world, provide students with an outline map of Europe and an outline map of the world. Have them research, using their textbook or the Internet, when different countries of the world became industrialized. Have students color the map with different colors for different centuries according to when each country became industrialized. Students are to create a key to indicate which colors correspond with the different centuries. Ask students to draw conclusions about the spread of industrialization throughout the world. Have students record their responses in their learning logs. Have student volunteers share responses with the class. Lead the class in a discussion of student responses while checking for accuracy and logical thinking.

To help students understand how the growth of industry impacted population, have students research the population data for England from the years 1500 to 2000. Have students create a demographic model or graph and use the demographic model to explain changes in population. Students should use their prior knowledge of the working conditions during the Industrial Revolution to explain changes in the demographic transition. Once research is completed, have students use the information gathered to answer the following questions:

- Why did people in pre-industrial England often have large families?
- Why did people in industrial England have smaller families?
- How were large families a social security system at one time and a burden later in cities?
- Why did the death rate decrease in nineteenth century England?
- How did the growth of modern medicine influence changes in population?
Students should record responses to the questions in their learning logs. Have volunteers share responses and allow for class discussion to check for accuracy. Students should make changes to their responses as needed.

Place students in groups of three or four, and distribute the Industrial Revolution Timeline BLM (see BLM and sample below) in order to create a timeline of events that includes the major elements of the agricultural, commercial, and industrial revolutions. Create the timeline on chart paper or newsprint. The timeline should span the years 1500 to 1930. Groups should research the events using the textbook or the Internet.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date:__________</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Banking systems</td>
<td></td>
</tr>
<tr>
<td>2. Double-entry bookkeeping</td>
<td></td>
</tr>
<tr>
<td>3. Bills of exchange</td>
<td></td>
</tr>
</tbody>
</table>

Have each group present its timeline to the class. Place completed timelines on the wall as a reference for students during the remainder of the unit.

Have each student record a summary of what he/she learned about the Industrial Revolution in his/her learning log. Ask for volunteers to share their responses with the class. Remind students they can use learning log responses for future reference when preparing for assessments.

Activity 5: Working Conditions in Early Industries (GLEs: WH.1.1, WH.1.2, WH.4.1, WH.4.2; CCSSs: RH.11-12.2, RH.11-12.9, WHST.11-12.4, WHST.11-12.7, WHST.11-12.10)

Materials List: Internet (optional), chart paper (optional), primary and/or secondary resources on working conditions in early industries

Lead a whole group discussion of working conditions expectations. Ask students for a list of expected working conditions and wages they expect to receive when they enter the work force. Make certain that working age, work safety, benefits, and wages are explored. Create a classroom list of student comments by recording comments on the board or chart paper for students to reference during the activity. Entitle the list “Desired Working Conditions of Today.”

Place students in groups of three or four. Have each group research the social conditions of the United Kingdom during the 19th century. Students can conduct research using their textbooks, primary and secondary resources, and/or Internet resources (see “Internet Resources” listed below).
Internet Resources on working conditions of England during the 19th century:
- [http://www.megaessays.com/viewpaper/55055.html](http://www.megaessays.com/viewpaper/55055.html) - England’s labor reports - 1800s
- [http://www.dickens-literature.com/Oliver_Twist/index.html](http://www.dickens-literature.com/Oliver_Twist/index.html) - copy of Oliver Twist that can be read online
- [http://www.spartacus.schoolnet.co.uk/REVhistoryIR2.htm](http://www.spartacus.schoolnet.co.uk/REVhistoryIR2.htm) - links to various articles about the Industrial Revolution in the United Kingdom

The resources should emphasize conditions for women and children working in mines and factories. Based upon information gathered from the resources, have each group compile a list of working conditions in 1800. Entitle the list “Working Conditions of 1800.”

Ask the groups to compare the two lists—desired working conditions of today and working conditions of 1800—by answering the following questions:
- What was a subsistence wage in 1800?
- How does a subsistence wage compare with minimum wage today?
- Why did businesses keep wages low?
- Why did families send their children into the workplace?
- Why didn’t social institutions (churches) intervene to help families?

Have each group record its responses on a sheet of paper and share their responses using a group discussion ([view literacy strategy descriptions](#)). This discussion strategy involves placing students in two groups, an inside circle and outside circle. The inside circle faces outward and the outside circle faces in. After posing a question, ask students to discuss ideas and answers with the person standing most directly in front of them. The interesting aspect of this technique is that at any time you can ask the inner or outer circle to rotate until you say stop. Then the discussion can begin anew. After a few rotations, randomly ask individual students to share their own ideas or those of the person(s) with whom they have been discussing. The advantage of this strategy is the variety of inputs possible through simply rotating the circles of students. Be sure to make enough space in the room for this discussion activity, and move about the circle to listen in on students’ brainstorming.

Place students in two circles around the classroom, an inside circle and outside circle. Pose the question: “Were working conditions worse during the 19th century than they are today? Explain your reason by giving at least two examples.” Students are to begin discussing with the person in front of them. After a few minutes, have the inner circle rotate one person to the left and begin the discussion again. Have the circle continue to rotate every few minutes. At the close of the discussion, have students record in their learning log ([view literacy strategy descriptions](#)) a summary of what they have learned about working conditions during the 19th century. Ask volunteers to share their responses with the class.
Close the activity by having students write a short essay comparing and contrasting the working conditions in Great Britain in the 19th century with the working conditions in developing countries of today (e.g., China, India, Ghana, Cuba, Nicaragua). Students can use their textbooks and/or Internet to research present day developing countries’ working conditions. Essays should also include the working conditions today for women and children and what is being done by international organizations to improve the working conditions in developing countries. Collect essays and assess for accuracy and understanding of content.

Activity 6: Industrial Revolution and Reform (GLE: WH.4.2; CCSSs: RH.11-12.2, WHST.11-12.7, WHST.11-12.10)

Materials List: Social Movements BLM, poster paper or card stock for signboards, crayons or markers for signboards, primary and/or secondary sources on the major social reform movements in Great Britain and the United States

Have students review the causes and effects of the Industrial Revolution by creating a T-chart in their notebooks with the left side labeled Causes and the right side labeled Effects. Have student volunteers share their charts with the class. Lead a class discussion of the causes and effects of the Industrial Revolution allowing students to change their responses as needed. The cause-and-effect charts should focus on the effects of the Industrial Revolution that resulted in poor living and working conditions that sparked social reforms in the nineteenth and early twentieth centuries.

Working in groups of three or four, have each group research the major social reform movements in Great Britain and the United States by using a variety of resources (textbook, Internet, primary and secondary sources). Assign each group one of the following reform movements:

- Extension of male suffrage
- Women’s suffrage
- Child labor reform
- Abolition of slavery
- Prison reform
- Public education
- Working conditions reforms as a result of labor unions

Each group will compare and contrast the social movements in Great Britain and the United States, indicating the leaders, laws passed, and time frames of the reform movements. The groups will present their research to the class. During the presentations, the rest of the class will use split-page notetaking (view literacy strategy descriptions) to record the information presented. Distribute the Social Movements BLM for students to record their notes (see BLM and sample below).
Social Movements of Great Britain and the United States

<table>
<thead>
<tr>
<th>Extension of Male Suffrage</th>
<th>Great Britain</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>• In 1867, the Parliamentary Reform Act gave voting rights to most working class men.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• In 1885, most men over 21 were given the right to vote.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• In 1918 the Representation of the People Act was passed giving all men over 21 the right to vote.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Correct any misinformation presented to ensure accurate study notes.

Have each research group create signboards that could have been used as part of a protest demonstration reflecting changes that these reform movements would bring about in the political and economic systems of the time (e.g., wages, working conditions, price controls, extended voting rights, worker benefits). Poster paper or card stock can be used to create the signboards. Groups should present the signboards to the class and display them around the classroom.

Have students record in their learning log (view literacy strategy descriptions) a summary of what they have learned about reforms made during the 19th century. Ask volunteers to share their responses with the class.

Activity 7: Communism Versus Capitalism (GLE: WH.4.3; CCSSs: RH.11-12.2, RH.11-12.4, WHST.11-12.10)

Materials List: Economic Systems Word Grid BLM, Bill Gates and Capitalism BLM, Forbes’ list of the world’s wealthiest people, Internet resources on Adam Smith, Karl Marx, and Robert Owens, Publisher© software program (if available)

Have students refer to the “Word Wall” in Activity 3 to review the following key terms: capitalism, socialism, communism, entrepreneurs, and factors of production. Students should also define mixed economy, collective ownership, and incentives.

Working in pairs, have students complete a word grid (view literacy strategy descriptions) clarifying the characteristics of capitalism, mixed economy, socialism, and communism. Word grids help students learn important concepts related to key terminology by delineating their basic characteristics in relation to similar terms. Having
a deeper knowledge of the meaning of key terms enables students to understand the application of the vocabulary in its historical use. The most effective word grids are those students create, but they should start with the Economic Systems Word Grid BLM. As students adjust to using word grids, encourage them to create their own word grids. Students should place the word yes in the column(s) associated with the key features or characteristic of the different types of economic systems as in the BLM sample below. Allow time for students to quiz each other using the information on the grids in preparation for tests and other class activities.

<table>
<thead>
<tr>
<th>Key Features</th>
<th>Capitalism</th>
<th>Mixed Economy</th>
<th>Socialism</th>
<th>Communism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Privately owned enterprise</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State-owned enterprise</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Provide the Forbes’ list of the richest people in the world (click here for list of billionaires by rank). Ask students to research the top ten billionaires on the list, their country of citizenship, net worth, and the industry source of their wealth. Have students create a chart depicting this information (see example below). Ask students to share any observations made after examining their charts (e.g. products or services common to the top billionaires).

<table>
<thead>
<tr>
<th>Billionaire</th>
<th>Country of Citizenship</th>
<th>Net Worth (in billions of dollars)</th>
<th>Industry Source of Wealth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carlos Slim Helu &amp; family</td>
<td>Mexico</td>
<td>$69</td>
<td>Telecom</td>
</tr>
<tr>
<td>Bill Gates</td>
<td>United States</td>
<td>$61</td>
<td>Computer Software (Microsoft)</td>
</tr>
</tbody>
</table>

Distribute the Bill Gates and Capitalism BLM (see BLM and sample below) and have students work with a partner to answer the questions about Bill Gates and his accumulation of wealth. Have student volunteers share their responses with the class. Lead a class discussion to check for accuracy and logical higher-order thinking.

1. How did Bill Gates earn his wealth?

2. Should he be rewarded for his ideas and innovations?

Have students research the economic philosophies that developed as a result of the Industrial Revolution. Students are to research the ideas of Adam Smith, Karl Marx and Robert Owen (see the “Internet Resources” list below).
Internet Resources:
Adam Smith-
- http://www.econlib.org/library/Smith/smWNCover.htm
- http://www.blupete.com/Literature/Biographies/Philosophy/Smith.htm
Karl Marx-
- http://www.spartacus.schoolnet.co.uk/TUmarx.htm
- http://www.historyguide.org/intellect/marx.html
Robert Owen-
- http://www.spartacus.schoolnet.co.uk/IRowen.htm
- http://www.historyguide.org/intellect/owen.html

Students should provide some background information on each economic philosopher along with his economic principle. Provide students with the following questions to guide their research:
- What did Marx mean by communism and socialism?
- What did Smith mean by the invisible hand?
- Who was Robert Owen, and what was utopian socialism?
- Why did communism take hold in Russia?
- How did Russian communism differ from Marxist communism?

Have students record their research in their learning logs (view literacy strategy descriptions). Have student volunteers share their research and responses to the questions with the class. Lead a class discussion of these economic philosophers, and check student responses for accuracy. Allow students to change their responses in their learning logs as needed. Remind students that their learning logs are useful tools when preparing for future assessments.

Display the political-economic spectrum chart below and ask students to compare the economic systems and corresponding political systems associated with each. Ask students to define each system and respond to questions such as:
- Can democracy exist in a communist system? Why or why not?
- Can dictators promote capitalism? Why or why not?
- Can there be a socialist democracy? Why or why not?
- What is a mixed economy? Can an absolute monarchy promote a mixed economy? Why or why not?
- Where does the United States fit on the political-economic spectrum?

Make it clear to students that political systems and economic systems on the extreme ends of the spectrum have very little in common, and it would be very difficult, if not impossible, to support each other. Use this basic premise when addressing the above questions.
Close the activity by placing students in groups of two or three. Have students create a summary statement that succinctly distinguishes between communism and capitalism. Tell students their summary statement should be succinct enough to become a bumper sticker and to make careful language choices. Using a publishing program, such as Publisher®, have students create a bumper sticker to represent communism and one to represent capitalism. Have each group present their bumper sticker and explain their summary statement to the class. Display the bumper stickers in the classroom.

Have students check their vocabulary self-awareness chart (view literacy strategy descriptions) and make corrections and additions. Remind students that vocabulary charts are useful tools when preparing for future assessments.

Sample Assessments

General Guidelines

- Students should be monitored during all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Student investigations should be evaluated with a rubric and, when possible, students should assist in the developing of the rubrics used.
- Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive exams assessing the GLEs from the unit should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom’s taxonomy
  - LEAP-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

Activity-Specific Assessments

- Activity #4: Have students submit their timelines. Assess the timelines based on predetermined criteria distributed before the timelines are created.
• **Activity #5:** Have students submit their essays comparing and contrasting working conditions in Great Britain and developing countries. Assess essays on predetermined criteria distributed before the essays are composed.

• **Activity #6:** Have students submit signboards for teacher assessment. Assessment criteria should be distributed to students at the beginning of the activity to assure impartial grading. Students can role-play the perspectives of the laborers and management on the issues depicted on the signboards. Teachers can log student participation on a student chart.
World History
Unit 5: Nationalism and Imperialism (1815-1914)

Time Frame: Approximately two weeks

Unit Description

This unit focuses on European imperialism in Africa, Asia, and the Americas in the 19th and early 20th centuries. United States and Japanese imperialism are addressed along with how the force of nationalism and unification changed the world’s political and economic balance of power.

Student Understandings

Students understand the motives, major events, and effects of imperialism throughout the world. Students explain how nationalism and unification changed the map of the world. Students use geographic tools to identify the extent of European, American, and Japanese territorial expansion.

Guiding Questions

1. Can students describe the unification of the nation-states of Italy and Germany?
2. Can students explain the cause and effects of nationalism movements in the Austrian, Ottoman, and Russian Empires?
3. Can students describe the motives, major events, and effects of Western European imperialism in Africa, Asia, and the Americas?
4. Can students use a map to identify the extent of European territorial expansion?
5. Can students use a map to identify the extent of American territorial expansion?
6. Can students use a map to identify the extent of Japanese territorial expansion?
7. Can students interpret a political cartoon depicting imperialism?
8. Can students analyze causes and effects in historical and contemporary world events, using a variety of resources?

Unit 5 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSSs)

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
</table>
| WH.1.1| Produce clear and coherent writing for a range of tasks, purposes, and audiences by:  
• conducting historical research  
• evaluating a broad variety of primary and secondary sources  
• comparing and contrasting varied points of view  
• determining the meaning of words and phrases from historical texts using technology to research, produce, or publish a written product |
### 2012 Louisiana Comprehensive Curriculum

| WH.1.3 | Use a variety of sources to analyze the validity of information in terms of facts, opinions, or propaganda |
| WH.1.4 | Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources |

**Rise of Nation States**

| WH.5.1 | Explain the rise and development of the European and Asian nation states |
| WH.5.2 | Summarize major European conflicts from 1600 to 1900 and their impact on world events |
| WH.5.3 | Describe the motives, major events, extent, and effects of European and American imperialism in Africa, Asia, and the Americas |
| WH.5.4 | Analyze causes and effects of Japan’s development as an industrial, military, and imperial power |

**ELA CCSS for Literacy in History/Social Studies 6–12**

<table>
<thead>
<tr>
<th>CCSS #</th>
<th>CCSS Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Standards for Literacy in History/Social Studies 6–12</strong></td>
<td></td>
</tr>
<tr>
<td>RH.11-12.2</td>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
</tr>
<tr>
<td>RH.11-12.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text</td>
</tr>
<tr>
<td>RH.11-12.7</td>
<td>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</td>
</tr>
<tr>
<td>RH.11-12.9</td>
<td>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</td>
</tr>
</tbody>
</table>

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12**

| WHST.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience |
| WHST.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| WHST.11-12.9 | Draw evidence from informational texts to support analysis, reflection, and research. |
| WHST.11-12.10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences |
Sample Activities

Activity 1: Introduction to Imperialism and Nationalism (GLEs: WH.5.1, WH.5.2, WH.5.3, WH.5.4; CCSSs: RH.11-12.4, WHST.11-12.10)

Materials List: Imperialism and Nationalism BLM, Imperialism and Nationalism Vocabulary BLM

Introduce the unit by using lesson impressions (view literacy strategy descriptions). Create a list of terms that students may encounter in their readings, lecture, or from other sources of information. From the initial long list of words, identify a smaller number that stand out as suitable for leaving students with a good impression but not a complete picture of the content that will be covered in the unit. Present the smaller list of ideal words to students and tell them that they are to use the words to make a prediction about what will be covered in the unit (see Imperialism and Nationalism BLM and sample below). Have students respond by writing a short descriptive passage, story, or essay in their learning logs (view literacy strategy descriptions) concerning what content they think will be covered in the lesson.

**Impression Words:** nationalism, Young Italy movement, unification, Russification, terrorism, imperialism, assimilation, White Man’s Burden

A student’s impression text might look like this:

**Nationalism** led ethnic groups to form new nations through a process called *unification*. In Italy, the **Young Italy movement** unified the nation. **Russification** was a method of making everyone in Russia accept the same culture. Some groups used terrorism to try to spread their ideas. Europeans used **imperialism** to colonize poor nations, and they used the **White Man’s Burden** to justify the forced **assimilation** of the people they conquered.

When students finish their lesson impression texts, invite volunteers to read what they have written to the class.

As the unit is presented, have students keep track of the similarities and differences between their predictions of what would be learned and what they actually learned by creating a Venn diagram in which one circle contains their predictions, the other circle the actual information learned, and in the overlapping space, the common ideas.

Throughout this unit have students maintain a vocabulary self-awareness chart (view literacy strategy descriptions). Provide students with a list of key concepts that relate to imperialism and nationalism. Have students complete a self-assessment of their knowledge of these concepts using a chart. Many of the relevant terms related to these historical periods are not everyday terms with which most students are familiar. A vocabulary self-awareness chart provides students with an opportunity to consciously and individually learn the vocabulary they must know in order to understand this period. Use the words on the Imperialism and Nationalism Vocabulary BLM, and add other words that are considered important in the unit.
Students rate their understanding of each word with either a “√” (understand well), a “?” (limited understanding or unsure), or a “−” (don’t know). Check the chart to assess students, and provide additional instruction for those students who continue to have difficulty learning key vocabulary. The goal is to replace all the question marks and minus signs with a check mark. (See the Imperialism and Nationalism Vocabulary BLM and sample below.)

<table>
<thead>
<tr>
<th>Word</th>
<th>√</th>
<th>?</th>
<th>−</th>
<th>Example</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risorgimento</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junkers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zollverein</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Throughout the unit, have students refer to the vocabulary self-awareness chart (view literacy strategy descriptions) to revise their responses as they gain new understanding of the key concepts and terms.

Activity 2: Unification of Italy and Germany (GLE: WH.5.1; CCSSs: RH.11-12.2, WHST.11-12.4, WHST.11-12.9, WHST.11-12.10)

Materials List: Unification of Italy and Germany BLM, Internet access (optional), primary and/or secondary sources on the unification of Italy and Germany

Lead a whole-class discussion of the common factors that unite a group of people and establish a nation (e.g., common language, culture, ethnicity, etc.). Discuss with students how these factors led to the formation of the nations of Italy and Germany. Working in pairs, have students research the unification of both Italy and Germany using their textbook or reliable Internet sites. Students will record data on a graphic organizer (view literacy strategy descriptions) on the Unification of Italy and Germany BLM (see BLM and sample below).

<table>
<thead>
<tr>
<th>Italy</th>
<th>Germany</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giuseppe Mazzini</td>
<td>Junkers</td>
</tr>
<tr>
<td>Victor Emmanuel II</td>
<td>Zollverein</td>
</tr>
</tbody>
</table>

Through a class discussion, review student responses for accuracy, and have them make changes as necessary.

Have each pair of students write a comparison essay on the unification processes of Italy and Germany in which they note the similarities and the differences in the sequences of events and the causes and effects of the unifications. Student pairs should share their essays with the class and then have an open class discussion of their findings. Have the students record a summary of the unifications in their learning logs (view literacy strategy descriptions).
Activity 3: Europe’s Nationalism (GLEs: WH.5.1, WH.5.2; CCSSs: RH.11-12.2, RH.11-12.7, WHST.11-12.4, WHST.11-12.9, WHST.11-12.10)

Materials List: Europe Nationalism BLM, Internet access (optional), map of Europe in 1815, map of Europe in 1914, primary and secondary sources on nationalism in Europe

Place students in groups of three to four to research the nationalism movements of Europe during the mid to late 1800’s. Topics to be researched include the following:

- Austrian Empire: Carlsbad Decrees, Ethnic Problems, Revolt of 1848, Compromise of 1867, Dual Monarchy;
- Ottoman Empire: decline of the Ottoman Empire between 1699 and 1850, Crimean War, Balkan Wars, and the Young Turks movement
- Russian Empire of the czars: Russification, Reforms of Alexander II, Pogroms, Russo-Japanese War, Revolution of 1905, October Manifesto

Have groups present their research information in a variety of formats, including multimedia where appropriate (PowerPoint©, story boards, collages, etc). As each group presents its findings, students will use split-page notetaking (view literacy strategy descriptions) to record group presentations. Distribute the European Nationalism BLM for students to record details from the group presentations (see sample BLM).

<table>
<thead>
<tr>
<th>European Nationalism (mid to late 1800’s) Split-page Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austrian Empire:</td>
</tr>
<tr>
<td>Carlsbad Decrees</td>
</tr>
</tbody>
</table>

Remind students they can review the information in the split-page notes by covering one column and using the information in the other column to prompt their recall of the covered information. Allow time for students to study the different empires individually and with a partner in preparation for quizzes and tests on the topic.

After the presentations, have students record in their learning logs (view literacy strategy descriptions) how nationalism influenced these three empires. Students should use the information in their learning logs to prepare for future assessments.

Close the activity by distributing copies of the maps of Europe in 1815 and 1914 to the students, or have them use the Internet to view the map of Europe in 1815 (click here for a map of Europe in 1815) and the map of Europe in 1914 (click here for a map of Europe in 1914). Have each student study the maps and write a summary of how political boundaries in Europe changed between 1815 and 1914. Ask students to indicate which changes they believe were the result of nationalism. Have students record their summary in their learning logs. Ask volunteers to share their responses with the class, and facilitate any resulting class discussion clarifying misconceptions when necessary.
Activity 4: Imperialism in Africa, Asia, and Oceania (GLEs: WH.1.1, WH.1.4, WH.5.3; CCSSs: RH.11-12.2, WHST.11-12.4, WHST.11-12.7, WHST.11-12.10)

Materials List: European Imperialism BLM, Imperialism Chart BLM, copies of Rudyard Kipling’s poem “White Man’s Burden,” copies of political cartoons on imperialism, primary and/or secondary sources on imperialism in Africa, Asia, and Oceania (1815-1914)

Review the definition of imperialism with students. Have students use textbooks or the Internet to research the political, economic, and cultural motives for imperialism of Africa and Asia. Students may gather data on a graphic organizer (view literacy strategy descriptions) such as the following:

<table>
<thead>
<tr>
<th>Motives for Imperialism</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political</td>
<td></td>
</tr>
<tr>
<td>Economic</td>
<td></td>
</tr>
<tr>
<td>Cultural</td>
<td></td>
</tr>
</tbody>
</table>

Through a class discussion, review responses for accuracy and have students make changes as necessary.

To provide a more in-depth understanding of the cultural motives of imperialism, have students read Rudyard Kipling’s poem “White Man’s Burden” (click here for copy of Kipling's poem). Have students write a short essay on the following question: According to Kipling, what made the "white man's burden" necessary? How were those individuals who "took up the burden" changed? Encourage volunteers to read their essays to the class. Facilitate any resulting class discussion.

Form groups of two or three to investigate the imperialist policies (1815-1914) of Europe. Groups will be responsible for presenting information to the class on the actions related to imperialist policies. Distribute to each group the European Imperialism BLM (see blackline masters), and assign topics to each group. Student research groups should be formed in such a way as to assure all main topics on imperialism are covered. More events can be added or used to replace actions from this list as long as the two main areas are covered. All topics found in the European Imperialism BLM are also listed below.

- Europe’s Race for Africa
  - French in North Africa (Morocco, Tunis, and Algeria)
  - British in North Africa (Suez Canal and Fashoda Crisis)
  - Italy in North Africa
  - Competition for West Africa
  - Competition for Central and East Africa (King Leopold II, Stanley and Livingstone)
  - Competition for Southern Africa (Cecil Rhodes and Boer War)
Europe’s Race for Asia
  ○ British East India Company (Sepoy Rebellion of 1857)
  ○ French Indo-China
  ○ Dutch East Indies
  ○ Spheres of influence in China
  ○ Opium War and Hong Kong

Tell students they will be called on randomly to come to the front of the classroom to be “esteemed professors’” (a variation of professor know-it-all) and present information on their assigned topics. Allow each group ample time to research its topics. All student groups should have their information checked for accuracy before presenting it to their classmates. Each group should prepare several questions to ask each group presenting in order to assess the students’ knowledge of the information presented. Esteemed professors should also be prepared to answer questions they generated along with questions from the class they will be called upon to answer. Each group will become the experts on the topics it researches. Facilitate the activity, and monitor all presentations and class discussions for accuracy.

When student research is complete, distribute the Imperialism Chart BLM (see BLM and sample below) for students to take notes as imperialistic policies and actions are presented.

<table>
<thead>
<tr>
<th>Action/Event</th>
<th>Imperialistic Policy</th>
<th>Causal Events</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>French in North Africa</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To add novelty to this strategy, allow the “esteemed professors’” put on a tie, graduation cap and gown, a lab coat, use a clipboard or other symbol of professional expertise. Ask the students to stand shoulder-to-shoulder during the presentation, and invite questions from the other groups after their presentation. A group should huddle as a team to discuss possible answers to the class questions, then return to it position and give the answers in complete sentences. Each member of the group can state part of the sentence until it is complete or take turns answering the different questions. After students have addressed the class questions, they may ask their prepared questions and elicit answers from the class. Once this process is completed, call on another team and allow students to present. The entire process should be repeated until all groups have had a chance to present the information on their topic to the class. Ask any necessary questions of each group to ensure that all necessary material is covered. Esteemed professors should be held accountable for correct information.

Distribute copies of political cartoons that focus on imperialism. Two political cartoons that may be used are “White Man’s Burden” (click here for cartoon based on White Man's Burden) and “Scramble for Africa” (click here for cartoon on the Scramble for Africa).
(There are many other cartoons in textbooks and on the Internet.) Choose any two political cartoons. Working in pairs or small groups of three or four, have students study the political cartoons. Have each group or student pair write a short paragraph explaining its interpretation of the cartoons. Students should also indicate whether the cartoons expressed pro-imperialistic or anti-imperialistic sentiments.

Divide the class into pro-imperialistic forces and anti-imperialistic forces, and have them debate the question of whether the policy of imperialism is ever justified. Close the activity by having the students record their opinion of imperialism and provide justification for their opinion in their learning logs (view literacy strategy descriptions).

Activity 5: United States Imperialism and Involvement in Latin America and the Pacific (GLEs: WH.1.1, WH.1.3, WH.1.4, WH.5.3; CCSSs: RH.11-12.9, WHST.11-12.4, WHST.11-12.7, WHST.11-12.10)

Materials List: Pacific and Latin American Map List BLM, American Imperialism BLM American Involvement BLM, copy of the political cartoon “What the U.S. Has Fought For”, Internet (optional)

Have students read their textbooks about the Monroe Doctrine and the Roosevelt Corollary and record a brief description of each policy in their learning logs (view literacy strategy descriptions). Lead a class discussion of the two policies by having students share their responses with the class. The class discussion should lead students to change or add to their responses in order to give them a deeper understanding of the two policies.

Distribute outline maps of the Pacific Region and of Latin America along with copies of the Pacific and Latin American Map List BLM. Have students label and identify American possessions in the Pacific and selected Latin American nations from the map list onto the outline maps. Ask students to share their maps with the class as you check them for accuracy. Students should make any necessary adjustments to ensure the accuracy of their maps.

The following website contains outline maps of the Pacific and Latin America:
http://er.jsc.nasa.gov/SEH/Mission_geography/Map_index.pdf

Distribute the American Imperialism BLM (see BLM and sample below). Have students work with a partner to research America’s imperialistic policies in the Pacific and Latin America that led to the United States acquiring new territories. Have students use their textbooks, primary and secondary sources, and the Internet to perform their research.

<table>
<thead>
<tr>
<th>Territory acquired by the United States</th>
<th>Date Acquired</th>
<th>Nation acquired from</th>
<th>Description of United States acquisition</th>
<th>Benefit(s) of the territory to the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Through a class discussion, review student responses on the blackline master for accuracy and have them make changes as necessary.

Distribute to students the American Involvement BLM (see BLM and sample below) to continue their research of America’s foreign policies that resulted in the involvement in the affairs of nations in Latin America and the Pacific region. United States involvement in the nations of Cuba, Panama, Nicaragua, Mexico, and China were for political, military, and economic reasons more than the goal of acquisition.

<table>
<thead>
<tr>
<th>Nation</th>
<th>Dates of United States Involvement</th>
<th>Description of United States Involvement</th>
<th>Outcome of United States Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuba</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Through a class discussion, review student responses on the blackline master for accuracy, and have them make changes as necessary.

Provide students a copy of the political cartoon “What the U.S. Has Fought For” (click here for a copy of the political cartoon) depicting United States imperialism. Have students analyze the cartoon and write a half-page essay. Student essays should address the following prompts:
- What is the author’s point of view of United States imperialism?
- Based upon your research of United States imperialism in Pacific and Latin America, what is the validity of the author’s view point? Provide evidence to support your answer.

Have volunteers share their essays with the class. Facilitate any resulting discussion, and clarify student misconceptions about the meaning of the political cartoon.

Close the activity by having students record in their learning logs a response to the following question:

What effect do you think the Monroe Doctrine and the Roosevelt Corollary had on relations between the United States and Latin America? Cite evidence to support your answer.

Have volunteers share their responses, and ask student peers to listen for accuracy and logic in the information shared.

Activity 6: Japan Expands and Industrializes (GLE: WH.5.4; CCSSs: RH.11-12.9, WHST.11-12.7, WHST.11-12.10)

Materials List: Japan’s Modernization BLM, Japan’s Imperialism BLM, primary and secondary resources on Japanese expansion and industrialization, Internet (optional)

World History ◇ Unit 5 ◇ Nationalism and Imperialism (1815-1914)
Distribute the Japan’s Modernization BLM (see BLM and sample below) to students. Have students work with a partner to research Japan’s society prior to the 1868 Meiji Restoration which sparked Japan’s modernization process. Students should use their textbooks and the Internet to perform research. Suggested websites for research are listed below.

http://aboutjapan.japansociety.org/content.cfm/the_meiji_restoration_era_1868-1889

<table>
<thead>
<tr>
<th>Political Structure</th>
<th>Pre-Meiji Restoration</th>
<th>Post-Meiji Restoration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic System</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As students research the political structure, economic system, trade policies, education, clothing and military of Japan prior to 1868, have them complete the column labeled “Pre-Meiji Restoration.” After adequate time has been allowed for research, ask students to share their responses on the blackline master, and lead a class discussion on the information shared in the student responses. Students should add to their responses or make changes as necessary.

Have students, working with their partner, research Commodore Matthew Perry. Students should be able to describe the role he played in Japan’s modernization by researching the following prompts:

- For which nation did Commodore Matthew Perry sail?
- What were his motives for opening trade with Japan?
- What was Japan’s response to Commodore Perry?
- What did both the United States and Japan receive as a result of the Treaty of Kanagawa?

Using the information gathered through their research, ask students to complete the following RAFT writing (view literacy strategy descriptions) activity described below.

**Role:** a sailor on board Commodore Perry’s ship  
**Audience:** the American people  
**Form:** letter  
**Topic:** Describe to the American people the motives of Matthew Perry, actions taken to convince Japan to open trade, and benefits that each nation would receive from open trade.
Have student volunteers share their *RAFTs* with the class. Students should listen for accuracy and logic in their classmates’ *RAFTs*. Post exemplary *RAFTs* on a display board in the classroom.

Have students return to work with their partner and research Japan’s society after the 1868 Meiji Restoration. Students should use their textbooks and the Internet to perform research. Have students complete the column labeled “Post-Meiji Restoration” on the Japan Modernization BLM. After adequate time has been allowed for research, ask student volunteers to share their responses on the blackline master, and facilitate a class discussion based on those responses. Students should add to their responses or make changes as necessary. The completed blackline master should help students be able to compare Japan before and after modernization.

Distribute Japan’s Imperialism BLM (see BLM and sample below) to students, and have them perform research using their textbook and the Internet. Students are to complete the blackline master in order to assist in their understanding of how Japan became a military and imperialistic power. Have volunteers share their responses with the class. Students should check their chart for accuracy and make changes as needed.

<table>
<thead>
<tr>
<th>War</th>
<th>Dates</th>
<th>Cause(s) of the war</th>
<th>Events of the War</th>
<th>Outcome of the war</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sino-Japanese War</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Close the activity by recording a response to the following questions in their *learning logs* (view literacy strategy descriptions):

- How did the Meiji Restoration and Japan’s military wars with China and Russia help make Japan an industrial, military, and imperial power?
- What effects would these actions have upon the world in the 20th century?

Have volunteers share their responses. Facilitate any resulting class discussions, and listen for accuracy and logic in student responses clarifying misconceptions.

**Activity 7: Mapping Colonialism and Imperialism (GLE: WH.1.4; CCSSs: RH.11-12.2, RH.11-12.7, WHST.11-12.4, WHST.11-12.10)**

Materials List: historical atlases or copies of world maps showing European colonies in 1750, 1850, and 1900

Using historical atlases or copies of the maps found at the links below, ask students to compare world maps showing European colonies and territorial claims in 1750, 1850, and 1900. Ask students to describe the territorial changes in Africa, South Asia, Southeast Asia, East Asia, the Americas, and the South Pacific between 1750 and 1900. Have students write a short essay to explain how competition for empires created the danger of war around the world. Ask volunteers to share their essays with the class while other students listen for accurate information presented. Facilitate any resulting class discussion and clarify misconceptions.
Copies of the maps are located at the following sites:
- colonization map in 1750
- western world colonization map in 1850
- eastern world colonization map in 1850
- world colonization map in 1900

Working in pairs, ask students to complete the following RAFT writing (view literacy strategy descriptions) activity described below.

- Role: News reporters/interviewees
- Audience: Television audience
- Form: TV spots and/or commentaries
- Topic: Views of imperialism from the perspective of different societies around the world (students should make clear who they are interviewing and provide well-researched and developed questions and answers)

Assign different areas of the world to student pairs. Each student pair should perform its TV commentary for the class. Students should listen for accuracy and logic in their classmates’ RAFTs. Post exemplary RAFTs on a display board in the classroom.

Have students check their vocabulary self-awareness chart (view literacy strategy descriptions) and make corrections and additions.

Sample Assessments

General Guidelines:

- Students should be monitored during all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- Student-developed products should be evaluated as the unit progresses.
- Student investigations should be evaluated with a rubric and, when possible, students should assist in developing of the rubrics used.
- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive exams assessing the GLEs from the unit should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom’s taxonomy
  - LEAP-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.
Activity-Specific Assessments

- **Activity #4**: Assess each “esteemed professor” ([view literacy strategy descriptions](#)) group on the accuracy of information presented to the class. The oral presentation rubric in the Unit 1 BLM section can be used.

- **Activity #5**: Assess the RAFT writing ([view literacy strategy descriptions](#)) activity for the accuracy of the questions and answers presented in the TV commentaries. Assess the RAFT writings according to predetermined criteria distributed to students prior to the assignment.

- **Activity #6**: Assess the political cartoon essay for accuracy and content understanding. Assess essay according to predetermined criteria distributed to students prior to the assignment.
World History
Unit 6: World War I and the Russian Revolution (1914-1922)

Time Frame: Approximately three weeks

Unit Description

This unit focuses on using historical thinking skills to examine the origins, course, and consequences of World War I. How the war accelerated the collapse of empires, transformed political, social, and economic structures, and led to the rise of dictatorships in the following decades will also be explored.

Student Understandings

Students identify key personalities and evaluate the origins, major events technological advances, and peace settlements of World War I. Students identify the key personalities and understand the causes and consequences of the Russian Revolution.

Guiding Questions

1. Can students identify key personalities of World War I?
2. Can students explain the causes of World War I?
3. Can students analyze important World War I events and explain the impact of technological advances on the war?
4. Can students describe the World War I peace settlement and its consequences?
5. Can students explain the causes and effects of the Russian Revolution?
6. Can students identify the personalities of the Russian Revolution and their roles?

Unit 6 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSSs)

<table>
<thead>
<tr>
<th>Grade-Level Expectations</th>
<th>GLE #</th>
<th>GLE Text</th>
</tr>
</thead>
</table>
| Historical Thinking Skills | WH.1.1 | Produce clear and coherent writing for a range of tasks, purposes, and audiences by:  
• conducting historical research  
• evaluating a broad variety of primary and secondary sources  
• comparing and contrasting varied points of view  
• determining the meaning of words and phrases from historical texts  
• using technology to research, produce, or publish a written product |
|                          | WH.1.4 | Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources |
Conflict and Resolution

<table>
<thead>
<tr>
<th>WH.6.1</th>
<th>Identify the key personalities and evaluate the origins, major events, technological advances, and peace settlements of World War I</th>
</tr>
</thead>
<tbody>
<tr>
<td>WH.6.3</td>
<td>Analyze the causes and consequences of the Russian Revolutions of 1917</td>
</tr>
</tbody>
</table>

ELA CCSS for Literacy in History/Social Studies 6–12

Reading Standards for Literacy in History/Social Studies 6–12

| RH.11-12.1 | Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. |
| RH.11-12.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| RH.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

| WHST.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| WHST.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| WHST.11-12.10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Sample Activities

Activity 1: Origins of World War I (GLEs: WH.6.1, WH.6.3; CCSSs: RH.11-12.4, WHST.11-12.7, WHST.11-12.10)

Materials List: World War I Vocabulary BLM, World War I Causes and Effects BLM, Road to World War I Timeline BLM, Europe 1914 Map BLM, crayons or colored pencils, atlas (optional), Internet (optional), primary and secondary sources on the causes of World War I

To introduce this activity, have students complete the World War I Vocabulary BLM (see sample below). The vocabulary self-awareness (view literacy strategy descriptions) chart lists many of the relevant terms related to World War I that are not everyday terms with which most students are familiar. Ask students to rate their understanding of each word with either a “√” (understands well), a “?” (limited understanding or unsure), or a “-” (don’t know).

World History ◇ Unit 6 ◇ World War I and the Russian Revolution (1914-1922) 6-2
Students should also write examples and definitions as best they can at this point. Have students refer to the chart as they progress through the World War I content to revise initial entries and update their understanding of the vocabulary. Check the charts throughout the study of World War I to assess student knowledge, and provide additional instruction for students who continue to experience difficulty learning key vocabulary.

<table>
<thead>
<tr>
<th>Word</th>
<th>+</th>
<th>√</th>
<th>–</th>
<th>Example</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>militarism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>trench warfare</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have students work in pairs to research the causes of World War I.

**Long Term Causes**
- nationalism
- militarism
- imperialism
- system of alliances,

**Immediate Cause:**
- assassination of Archduke Franz Ferdinand

Distribute the World War I Causes and Effects BLM graphic organizer (view literacy strategy descriptions) and ask students to record explanations of the causes in the blocks on the left side (the right side will be completed in another activity). See the World War I Causes and Effects BLM. Lead a class discussion of student responses. As students listen for accurate responses they should change the responses, on their blackline master as needed.

Distribute the Road to World War I Timeline BLM (see BLM and sample below).

<table>
<thead>
<tr>
<th>June 28</th>
<th>Austrian Archduke Franz Ferdinand and his wife are assassinated in Sarajevo, Bosnia, by a Bosnian youth, Gavrilo Princip.</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 29</td>
<td>Austrian Chief of Staff urges immediate military action against Serbia when speaking to the Austrian Foreign Minister who decides to ascertain the position of Germany.</td>
</tr>
</tbody>
</table>

Working in small groups of three or four, have students study the vertical timeline of events and communications from the date of Austrian Archduke Franz Ferdinand’s assassination to the formal declaration of war by Austria against Serbia and Russia (June 28, 1914 to August 6, 1914). Have groups respond to a SPAWN writing (view literacy strategy descriptions) prompt using the Special Powers category. Write the following on the board:

**You have the power to prevent the start of World War I. Describe steps you would take, why you would take them, and the consequences of that action.**

Allow time for each group to craft an answer. Monitor groups to ensure full participation by all students. When groups complete their responses to the SPAWN prompt, have each one present to the class. Invite questions and comments from the other students.

Provide students with Europe 1914 Map BLM. Working individually or in pairs, have students color or shade the outline map illustrating the nations allied against one another and the neutral countries.
Students may use their textbooks, an atlas, or the Internet to identify map information. A legend should be created on both maps depicting the colors or shading used for each group of nations (Central Powers, Allied Powers, neutral countries). Students should also label the following: Paris, Tannenberg, Verdun, Marne, Somme, Ypres, and Gallipoli. Ask students to respond to the question:

**Based upon your labeled and colored map, explain why the alliances were formed.**

Have students record responses to the question in their **learning logs**. Have volunteers share their responses with the class. Facilitate any resulting class discussion, and clarify any misconceptions.

**Activity 2: Battles of World War I (GLEs: WH.1.1, WH.6.1; CCSSs: RH.11-12.2, WHST.11-12.4, WHST.11-12.7, WHST.11-12.10)**

Materials List: Major Battles of World War I BLM, New Weapons and Tactics of World War I BLM, Internet (optional), primary and secondary sources on the battles of World War I

Have students use their textbook or the Internet to research the Schlieffen Plan. Ask students to explain its strategy and the role it played in the early battles of World War I. Divide the class into groups of three or four to research the key battles of World War I. Have groups research the dates, location, primary nations involved, outcome, and significance of each battle. Groups should record their responses on the Major Battles of World War I Chart BLM (see sample below).

<table>
<thead>
<tr>
<th>Battle</th>
<th>Dates</th>
<th>Location</th>
<th>Primary Nations Involved</th>
<th>Outcome</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tannenberg</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Each group will present one of the battles to the class. Have students check their responses and make changes to their charts as needed. Encourage each group to use maps, pictures, and/or video clips of the battle they present to enhance the presentations.

Suggested battle websites for research are listed below.

http://www.firstworldwar.com/battles/index.htm
http://www.historylearningsite.co.uk/world_war_one_battles.htm
http://www.pbs.org/greatwar/maps/
http://www.spartacus.schoolnet.co.uk/FWWbattles.htm

Within their groups, have students research the new weapons and tactics introduced during World War I. Distribute to groups the New Weapons and Tactics of World War I BLM (see sample below). Have groups complete the chart and present their findings. Students should check their responses and make changes as needed.
<table>
<thead>
<tr>
<th>Weapon or Tactic</th>
<th>Nation that developed the weapon or tactic</th>
<th>Effects of the new weapon/tactic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tank</td>
<td>British</td>
<td>Tanks were able to counter the effectiveness of machine guns and cut through barbed wire entanglements. Eventually, tanks could cross trenches.</td>
</tr>
</tbody>
</table>

Have students read about trench warfare in student texts, the Internet, or teacher handouts. After students have completed their readings, they should write a half-page summary describing the reasons for trench warfare, a description of the trench system, and the effects of trench warfare on the soldiers.

Suggested trench warfare websites are listed below.

http://www.firstworldwar.com/features/trenchlife.htm
http://www.spartacus.schoolnet.co.uk/FWWtrench.htm
http://www.harris-academy.com/departments/history/Trenches/Joanna/joanna1.htm
http://www.pbs.org/greatwar/chapters/ch1_trench.html

Have students complete the following RAFT writing (view literacy strategy descriptions) to assist them in gaining a realistic perspective on life in the trenches, which took a heavy death toll and demoralized the average soldier:

- **Role:** A young British soldier
- **Audience:** A loved one back home
- **Form:** Letter addressed to a loved one
- **Topic:** description of life in the trenches

Solicit volunteers to share their letters with the class. Students should listen for accuracy and logic in the RAFTs. Facilitate any resulting discussion, and clarify possible misconceptions.

**Activity 3: Meeting the Major Figures of World War I (GLE: WH.6.1; CCSSs: WHST.11-12.7, WHST.11-12.10)**

Materials List: World War I Personalities BLM, primary and secondary resources on the major personalities of World War I

In groups of three or four, have students research the personalities of World War I listed below. Groups should prepare talking points for each of the following personalities’ perspectives of World War I. Each group should address the person’s role in the origins, major events, and peace settlements of World War I. Groups should also prepare three or four questions to ask the class during their presentations of the personalities.

- Alfred von Schlieffen
- Helmuth von Moltke
- Joseph Jacques Joffre
Each group should be given one or two personalities to present to the class. A spokesperson from each group will then deliver the talking points to the entire class, role-playing his/her persona. The rest of the group will field questions from the class regarding this figure. As information about each World War I figure is presented, students should organize and record the presented data on a graphic organizer (view literacy strategy descriptions) (see the World War I Personalities BLM and sample below). Explain how the graphic organizer will help students visually associate the different personalities with specific roles, events, and their impact on the war.

<table>
<thead>
<tr>
<th>WWI Personality</th>
<th>Role</th>
<th>Event(s)</th>
<th>Impact on war</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alfred von Schlieffen</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Close the activity by having students record, in their learning log (view literacy strategy descriptions), which personality they feel had the biggest impact on the war and why. Encourage students to share their responses.

Activity 4: Russian Revolutions of 1917 (GLEs: WH.1.4, WH.6.3; CCSSs: WHST.11-12.7, WHST.11-12.10)

Materials List: Russian Revolutions of 1917 BLM, chart paper or poster paper for timeline, access to the Internet (optional), primary and secondary resources on the Russian Revolutions of 1917

Place students into small groups of three or four. Have students research the Russian Revolutions of 1917 by using textbooks, primary and secondary resources, and the Internet. Assign each group a topic:
- Russia during World War I (conditions on the battlefield and at home)
- Czarist Russia leaders (Nicholas II and Grigori Rasputin)
- February (March) Revolution of 1917
- The Mensheviks and Bolsheviks (leaders and beliefs of each)
- October (November) Bolshevik Revolution of 1917 (events and outcome)
- Treaty of Brest-Litovsk (nations involved and provisions)
- Execution of Czar and his family (reasons and method)
• Civil War (1918-1921) (two sides, events, and outcome)
• Response of the Allies (side they aided and reasons)

Have each group create a presentation, using multi-media where available, to share the research on their topic with the class. As groups present, students should use split-page notetaking (view literacy strategy descriptions) to record the information presented. Distribute to students Russian Revolutions of 1917 BLM (see BLM and sample below). Topics should be written on the left side of the page while important information about each topic is recorded on the right side of the page.

<table>
<thead>
<tr>
<th>Split Page Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russia during World War I</td>
</tr>
</tbody>
</table>

Remind students that split-page notes can be used for studying for a test by covering one column and using the other to prompt recall of the covered information.

To help students understand the importance of the Russian Revolution, have students list and analyze the consequences of the Russian Revolutions of 1917. Their list should evolve as a result of answering the following questions:

- How did the absolutism of Russian monarchs contribute to the rise of communism and totalitarianism?
- What is a provisional government, and how does it relate to this revolution?
- What is communism, and how does it relate to this revolution?
- Why did the Russians accept the totalitarian rule of Communist dictators?
- How did the Russian Revolution change feudal society (e.g., collective farms and central planning of the Russian economy)?

Close the activity by placing students into groups of three to four in order to create a timeline displaying important events in Russia from the onset of World War I to the creation of the USSR (e.g., February Revolution of 1917, October Bolshevik Revolution of 1917, Russian Civil War, creation of USSR, etc.). Solicit volunteers to share their timelines with the class and explain the importance of the events on their timeline. When completed, have the class informally discuss the following questions:

- Was Lenin justified in closing down the elected assembly in 1918?
- Why was the Bolshevik Revolution a significant turning point in world history?
  What impact did it have on global affairs?
- Why did the Bolshevik Revolution fail to achieve its goals to defeat capitalism?
- What are the weaknesses of a centrally planned economy?
- What are the weaknesses of a totalitarian state?

Students should record the questions and answers in their learning log (view literacy strategy descriptions) for future reference when preparing for assessments.
Activity 5: The United States Enters World War I and the Armistice (GLEs: WH.1.4, WH.6.1; CCSS:WHST.11-12.10)

Materials List: United States Enters World War I BLM, Internet (optional), primary and secondary resources on the entry of the United States into World War I and the end of World War I

Have students work in pairs to investigate the causes of the United States’ entry into World War I. Distribute to students United States Enters World War I BLM. Students should record the causes for United States entry into World War I on the left side of the blackline master (unrestricted submarine warfare, the Zimmermann Note, and the sinking of the _Lusitania_ should be among the listed causes). The effects should be recorded on the right side by listing the impact the United States entry had on the war (e.g., fresh troops to relieve the war-weary European soldiers, opening of the German blockade to allow supplies to reach the Allies, boost to Allied morale, etc.). Lead a class discussion of responses. Students should make changes to their cause-effect blackline master as needed.

Have students work in pairs to create a timeline to show the World War I events of 1918. Students should explain the significance of each event as it relates to the end of World War I. Events should include:
- signing of the Treaty of Brest Litovsk,
- arrival of United States troops,
- 2nd Battle of the Marne,
- Battle of Chateau-Thierry,
- Bulgaria and Ottomans surrender,
- breakup of Austria-Hungary,
- signing the armistice.

After all timelines have been completed, place students into groups of four or five to discuss the timelines. Discussion (view literacy strategy descriptions) can be facilitated using the Round Robin format. Within groups, have each student discuss which events on the timeline were the most significant. Students should justify their choices. After each group member has provided input, the group will decide which event it believes is most significant. Have a student within the group record responses into a well-developed paragraph providing justification for its significant event choice. Each group will present to the whole class. Allow about ten minutes for groups to present, for students to ask questions, and for groups to defend their choice. Record the groups’ responses on the board or overhead projector, and facilitate a class discussion of the events. Timelines can be displayed in the classroom for students to refer to as a study tool.

Close the activity by having students record in their learning logs (view literacy strategy descriptions) responses to the following statement:

_The United States was justified for entering World War I. Explain your answer._
Have volunteers share their responses. Ask students to listen for accuracy and logic from their peers. Clarify misconceptions when necessary.

Activity 6: Treaty of Versailles (GLEs: WH.1.1, WH.6.1; CCSSs: RH.11-12.1, RH.11-12.2, WHST.11-12.4, WHST.11-12.7, WHST.11-12.10)

Materials List: World War I Causes and Effects BLM (first distributed in Activity 1), Treaty of Versailles BLM, Reaction to the Treaty of Versailles BLM, copy of Woodrow Wilson’s Fourteen Points, political maps of Europe in 1914 and 1924

Working in pairs or small groups, have students read through the provisions of the Treaty of Versailles and evaluate the impact (success or failure) of each provision. Provide each student with a chart (see the Treaty of Versailles BLM and sample below) to record notes from the analysis. Ask students from each group to share their answers with the class (see the example of answers below). Particular emphasis should be placed on the reparations and war-guilt clauses imposed on Germany.

<table>
<thead>
<tr>
<th>Provisions of the Treaty</th>
<th>Conditions of Settlement</th>
<th>Prediction of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany surrenders all colonies</td>
<td>Colonies become League of Nations mandates</td>
<td>Severely limits Germany’s access to resources</td>
</tr>
<tr>
<td>Rhineland demilitarized</td>
<td>15 year occupation under French control</td>
<td>French presence on German soil creates resentment</td>
</tr>
</tbody>
</table>

Provide students with a copy of President Woodrow Wilson’s Fourteen Points peace plan to end World War I (Wilson's Fourteen Point Speech 1918). Have students list the provisions of Wilson’s plan using the same wording as the informational text. Ask students to underline any words or phrases about which they have questions. Facilitate class discussion of these terms and phrases. Students should then compare and contrast the Treaty of Versailles with Wilson’s Fourteen Points by using a Venn diagram or some other graphic organizer (view literacy strategy descriptions).

Have students work in pairs to investigate the United States’ reaction to the Treaty of Versailles using their textbooks, teacher handouts, or other reliable sources. Then have students answer the following questions:

- Why was President Wilson unable to persuade the United States Senate to ratify the Treaty of Versailles?
- What was the Senate’s specific opposition to membership in the League of Nations?
- How did the United States make its peace with Germany and the other Central Powers?

Students should record their responses in their learning logs (view literacy strategy descriptions). Ask students to respond and allow for class discussion. Students should make changes to responses as necessary.
Have students work in pairs to investigate how the Treaty of Versailles was viewed in the following countries: France, Germany, Austria, Poland, Middle East countries (former Ottoman Empire), Indochina. Students should record their responses on the Reaction to the Treaty of Versailles BLM (see sample below). Lead a discussion of student responses. Students should check their responses and make changes as needed.

<table>
<thead>
<tr>
<th>Countries</th>
<th>What did the nation hope to gain from the Treaty of Versailles?</th>
<th>What provisions in the treaty directly affected the nation?</th>
<th>What was the nation’s reaction to the treaty and why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>France</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Using political maps of Europe in 1914 ([click here for a map](#)) and Europe in 1919 ([click here for a map](#)), have students analyze the boundary changes after World War I. Ask students to study the maps and answer the following questions:

- How did the post-World War I boundary changes contribute to the differing views of European countries toward the Treaty of Versailles?
- How did the boundary changes reflect the role of nationalism in World War I?

Students should record their responses in their learning logs. Ask students to respond and allow time for class discussion. Students should make changes to responses as necessary.

World War I demonstrated how nationalism could be a very powerful force for change. To help students better understand the power of nationalism, have students write a short essay (100-200 words) that explains how nationalism impacted the United States after September 11, 2001. Students should support their answers with specific examples of nationalism that occurred following that day.

Close the activity by having students complete the World War I Causes and Effects BLM that was started in Activity 1. Students should identify effects of World War I by recording them in the boxes on the right side. Suggested responses should include the following:

- created a world peace organization (League of Nations),
- created new nations in eastern Europe and the Middle East,
- severely punished Germany,
- created political and economic instability which gave rise to dictators.

Ask students to respond, and allow time for class discussion. Students should make changes to responses as necessary. Have students respond to the following prompt in their learning logs:

**Which effect do you believe had the greatest impact on the world and why?**
After students reflect on the question in their *learning logs*, ask students to share their responses with the class. Facilitate any resulting discussions and clarify any misconceptions.

Students should review their *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)) and make changes as necessary. Remind students the chart can be used to prepare for assessment.

**Sample Assessments**

**General Guidelines**

- Students should be monitored during all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Student investigations should be evaluated with a rubric and when possible, students should assist in the developing of the rubrics used.
- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive exams assessing the GLEs from the unit should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom’s taxonomy
  - LEAP-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs

**Activity-Specific Assessments**

- **Activity #1**: Timeline of the Road to World War I should be assessed according to established criteria distributed to students before the timeline activity is begun.

- **Activity #2**: Working in small groups of two or three, have each group prepare talking points from the perspective of the historical figures listed in Activity 2 in relation to their roles in World War I. A volunteer from each group should deliver the talking points to the class, role-playing his/her figure’s persona. The rest of the group will field questions from the class regarding the historical figure. Students should be assessed by a predetermined rubric given to students.

- **Activity #6**: The nationalism essay should be assessed according to pre-established criteria distributed to students before the map activity is begun.
World History
Unit 7: The World Between the Wars (1919-1939)

Time Frame: Approximately three weeks

Unit Description

This unit focuses on using historical thinking skills to examine cultural, social, economic, and political ideas and events that occurred between the two world wars and how these events led to worldwide economic depression and the rise of totalitarianism in Europe and Japan.

Student Understandings

Students understand cultural, social, economic, and political conditions that led to a worldwide economic depression. Students analyze political and economic conditions that led to the rise of totalitarian dictatorships in Europe and Japan.

Guiding Questions

1. Can students explain how art, literature, music, and intellectual thought were influenced by changing attitudes after World War I?
2. Can students explain the causes and consequences of the worldwide economic depression in the 1930s?
3. Can students explain world governments’ response to the world wide economic depression of the 1920s and 1930s?
4. Can students analyze political and economic conditions that led to the rise of totalitarian dictatorships in Europe and Japan?

Unit 7 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSSs)

<table>
<thead>
<tr>
<th>Grade-Level Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GLE #</strong></td>
</tr>
<tr>
<td><strong>Historical Thinking Skills</strong></td>
</tr>
</tbody>
</table>
| WH.1.1 | Produce clear and coherent writing for a range of tasks, purposes, and audiences by:  
• conducting historical research  
• evaluating a broad variety of primary and secondary sources  
• comparing and contrasting varied points of view  
• determining the meaning of words and phrases from historical texts  
• using technology to research, produce, or publish a written product |
| WH.1.2 | Compare historical periods in terms of differing political, social, religious, and economic issues |
WH.1.4 | Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources

**Conflict and Resolution**

WH.6.2 | Explain how art, literature, and intellectual thought that emerged in the postwar world reflect the societal changes and disillusionment brought about by World War I

WH.6.4 | Explain the causes and consequences of the economic conditions of the 1920s and 1930s and how governments responded to worldwide economic depression

WH.6.5 | Analyze the political conditions that led to the rise of totalitarianism in the Soviet Union, Germany, Italy, Japan, and Spain of the 1920s and early 1930s

**ELA CCSS for Literacy in History/Social Studies 6-12**

<table>
<thead>
<tr>
<th>CCSS #</th>
<th>CCSS Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>RH.11-12.2</td>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
</tr>
<tr>
<td>RH.11-12.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</td>
</tr>
</tbody>
</table>

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12**

| WHST.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience |
| WHST.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| WHST.11-12.10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

**Sample Activities**

**Activity 1: Postwar Culture and Society** (GLEs: WH.6.2, WH.6.4, WH.6.5; CCSSs: RH.11-12.2, RH.11-12.4, WHST.11-12.7, WHST.11-12.10)

Materials List: World Between the Wars Vocabulary BLM, Postwar Culture and Society BLM, Internet (optional), primary and secondary sources on post-World War I culture and society
Have students complete a vocabulary self-awareness chart (view literacy strategy descriptions) in order to introduce the historical period of the world between the world wars. Many of the relevant terms related to this historical period are not everyday terms with which most students are familiar. Use the terms on the World Between the Wars Vocabulary BLM, and add other words considered important in the research. Students rate their understanding of each word with either a “√” (understand well), a “?” (limited understanding or unsure), or a “-” (don’t know). Students should refer to the chart as they progress through the unit to update their understandings of new words and to prepare for assessment. Check the chart throughout the unit to assess students, and provide additional instruction for those students who continue to have difficulty learning key vocabulary. (See World Between the Wars Vocabulary BLM and sample below.)

<table>
<thead>
<tr>
<th>Word</th>
<th>√</th>
<th>?</th>
<th>–</th>
<th>Example</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pandemic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moral relativism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Allow students a few minutes to rate each term in the vocabulary self-awareness chart. Take a few minutes to elicit from students those terms with which they are familiar.

Place students in research groups of three or four to use primary and secondary resources, textbooks, and the Internet to explore the important aspects of post World War I society. Assign each group a topic from the list below:

- Influenza Pandemic of 1918 (cause and effects)
- Scientific Theories of Sigmund Freud and Albert Einstein
- Lost Generation Writers (Ernest Hemingway, F. Scott Fitzgerald, T.S. Eliot, Gertrude Stein, Franz Kafka, James Joyce, Thomas Mann)
- Music (Igor Stravinsky and Jazz artists)
- Art (Pablo Picasso, Salvador Dali, Ch’i Pai-shih)
- Architecture (Louis Sullivan, Frank Lloyd Wright, international style)
- Entertainment (radio, motion pictures, rise in popularity of sports such as soccer, baseball, golf, and modern Olympic games)
- Women’s Movement (flappers, women’s suffrage, changes in norms for women)

Groups should explore how these topics were influenced by the changing attitudes of people after the devastation of World War I.

Have the groups present their research information in a variety of formats, including multimedia where appropriate (PowerPoint®, story boards, collages, etc). Students should have their research checked for accuracy before presenting it to the class. As each group presents its findings, students will use split-page notetaking (view literacy strategy descriptions) to record information from the group presentations. Remind students that split-page notetaking is a visual study guide to use when preparing for a test. Students organize their page into two columns. The left column (usually about a third of the page)
is used to record the main themes or ideas.

The right column (about two-thirds of the page) is for notes or to record the details associated with each main theme or idea (See Postwar Culture and Society BLM).

<table>
<thead>
<tr>
<th>Postwar Culture and Society Split-page Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Influenza Pandemic of 1918</strong></td>
</tr>
<tr>
<td>• Causes</td>
</tr>
<tr>
<td>• Effects</td>
</tr>
</tbody>
</table>

Close this activity by having students answer the following question:

**How did the work of writers and artists reflect the attitudes of the 1920’s?**

Have students record their response to the above question in their learning logs (view literacy strategy descriptions). Solicit volunteers to share their responses. Check for accuracy and logic, and clarify misconceptions when necessary.


Materials List: Worldwide Economic Depression BLM, War Reparations BLM, Government Response BLM, Internet (optional), primary and secondary sources on the worldwide economic depression of the 1920s and 1930s

Have students use SQPL (student questions for purposeful learning) (view literacy strategy descriptions) to read and learn about the worldwide economic depression of the 1920’s and 1930’s. SQPL helps students develop the ability to read, listen and learn with a purpose. Generate a prompt related to the content that will cause students to wonder, challenge, and question what caused the worldwide economic depression. The prompt does not have to be factual, but it should provoke interest and curiosity.

**Governments that print their own money in order to pay debts and meet the needs of its people will cause an economic depression.**

Present the prompt to the students. Students should pair up and generate two to three questions about the prompt they would like answered. When all student pairs have generated at least two questions, ask someone from each team to share his/her questions with the entire class. Write the questions on the board, and when similar questions are asked, star or highlight the similarly asked questions. After all student questions have been shared, add any questions addressing important information that the students may have omitted.

As students read informational text from their textbooks, primary and secondary sources, or the Internet, they should pay attention to information that helps answer the questions written on the board. Special attention should be focused on the questions that are starred or highlighted. As the content is covered, stop periodically and have students discuss...
with their partners the questions that have now been answered.
Ask for volunteers to share their findings.

Working in pairs, have students use textbooks, primary and secondary sources, and the Internet to research the causes of the worldwide depression of the 1920s and 1930s. Use split-page notetaking (view literacy strategy descriptions) to have students record details of the causes. Recorded student responses should answer the questions generated in SQPL (see Worldwide Economic Depression BLM and the sample below).

<table>
<thead>
<tr>
<th>Causes</th>
<th>Worldwide Economic Depression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmers</td>
<td>• Farmland was destroyed during the war</td>
</tr>
<tr>
<td></td>
<td>• Crop prices dropped as a result of overproduction in other areas of the world</td>
</tr>
<tr>
<td></td>
<td>• Farmers’ debt increased</td>
</tr>
</tbody>
</table>

Lead a class discussion of student responses. Solicit answers from students, and have students check the work in their split-page notes for accuracy. Some teacher guidance may be needed. Review the list of questions generated in the SQPL to see if all questions were answered. If there are any unanswered questions that are relevant to content, have students research the answers and add to their split-page notes. Review responses to check for accuracy.

Using the information in their split-page notes, have students work individually to write a short summary detailing the causes of the worldwide economic depression. Ask student volunteers to read their summaries while other students listen for accuracy in the information shared.

Review the economic aspects of the Treaty of Versailles of 1919. Ask students to define reparations, and explain how Britain and France used them to punish Germany for its “war guilt.” Present to students the War Reparations BLM (see sample below) which illustrates the failure of reparations and trade restrictions. Have students compose an essay which explains how war reparations damaged the German economy.

<table>
<thead>
<tr>
<th>Great Britain</th>
<th>Germany</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demanded payment of reparations in British pounds.</td>
<td>Needed to acquire British pounds to pay reparations</td>
</tr>
<tr>
<td>Refused entry of German goods that were in</td>
<td>Produced industrial goods in</td>
</tr>
<tr>
<td>competition with domestic goods</td>
<td>competition with Great Britain</td>
</tr>
</tbody>
</table>

Working in pairs, have students complete the Government Response BLM (see sample below). Students should use textbooks, primary and secondary sources, and the Internet to describe the economic conditions of Germany, France, Great Britain, and the United States during the depression and the response(s) from each government.
<table>
<thead>
<tr>
<th>Countries</th>
<th>Economic Conditions</th>
<th>Government Response</th>
<th>Result of Government Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Through a class discussion, have students volunteer their responses from the chart. Students should check their charts for accuracy and change their responses as needed.

To help students understand the consequences of the Great Depression, have students read their textbooks and the following links to investigate the consequences.

http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=462
http://history-world.org/great_depression.htm
http://www.english.illinois.edu/maps/depression/about.htm

Have students compose a short essay (one-half to one page long) explaining the consequences of the Great Depression on a world scale. Have student volunteers share their essays with the class. Facilitate a class discussion of responses.

Close the activity by having students create a Venn diagram to compare and contrast the Great Depression of the 1920’s and 1930’s with the Great Recession that began in 2008. Have students use the link (Great Recession of 2008) to research the causes and effects of the Great Recession that began in 2008. Have students record the Venn diagrams in their learning logs (view literacy strategy descriptions). Solicit volunteers to share their response.

**Activity 3: Rise of Fascist Dictatorships (GLEs: WH.1.1, WH.1.4, WH.6.5; CCSSs: RH.11-12.2, WHST.11-12.4, WHST.11-12.10)**

Materials List: Spanish Civil War BLM, Mussolini and Hitler Timeline BLM, chart paper or poster board, Internet (optional), primary and secondary sources on the rise of Fascist dictatorships and the Spanish Civil War

Lead a discussion of the terms fascism and communism. Have students create a Venn diagram comparing and contrasting the two forms of government. Ask students to volunteer their responses.

To introduce students to the fascist dictators of Europe, have students work in groups of three or four to create timelines of the rise of Benito Mussolini and Adolf Hitler. Distribute the Mussolini and Hitler Timeline BLM (see BLM and sample below) to students, and have them research the events listed using their textbook, primary and secondary sources, and the Internet. Create timelines from 1919 to 1936 on chart paper or poster board to present to the class. For each event, students should write a one-sentence description about why the event is important to the rise of Mussolini and Hitler. Timelines should have a title and be proportional and parallel to each other.
Events leading to the Rise of Benito Mussolini:
Suggested website: http://www.notablebiographies.com/Mo-Ni/Mussolini-Benito.html

- Mussolini starts the Fascist movement
- Fascist Party wins seats to Parliament
- Mussolini and Fascist members march on Rome

Timelines should be displayed in the classroom for students to view. Taking turns, each member of a group should assist in presenting a short summary of the events on its timeline.

Have students work individually to write an informal essay addressing the following question:

How did Hitler and Mussolini use democracy to gain power in their respective nations? (Cite evidence from the timeline.)

Ask student volunteers to share their responses. Have students listen for accurate information and logic in their peers’ responses.

Have students read from their textbook, or use primary and secondary sources, about the events surrounding the Spanish Civil War (1936-1939). As students read, have them use a process guide (view literacy strategy descriptions) to gain understanding of the event. Distribute the Spanish Civil War BLM (see sample below) and have students complete the process guide as they read an informational text on the Spanish Civil War.

<table>
<thead>
<tr>
<th>Spanish Civil War (1936-1939)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the political and economic conditions of Spain following World War I.</td>
</tr>
<tr>
<td>2. Describe the reforms made and their effects under the Second Spanish Republic.</td>
</tr>
</tbody>
</table>

After students complete the process guide, have them pair up with a partner and compare their responses. Ask students to share responses with the whole class to check for accuracy.

Close the activity with a whole class discussion of how these fascist dictators destroyed democracy. Ask students to provide specific examples. Have students answer the following question: “Why is knowledge and citizen participation important to the survival of a democracy?” Have students record their response in their learning logs (view literacy strategy descriptions). Ask student volunteers to share their responses with the class.
Activity 4: Communist Stalinism in the Soviet Union (GLE: WH.6.5; CCSSs: RH.11-12.2, WHST.11-12.4, WHST.11-12.10)

Materials List: Rise of the Soviet Union BLM, Internet (optional), primary and secondary sources on Communist Stalinism in the Soviet Union

Lead a discussion of the term *command economy*. Ask students to compare *command economy* characteristics with a free market economy. Review with students the Russian Revolution of 1917 and the changes it brought to Russia, transforming it to the Soviet Union.

Have students work with a partner to complete the Rise of the Soviet Union BLM (see sample BLM below). Students should research information on the rise of the Soviet Union using textbooks, primary and secondary sources, or the Internet, and record their research on the blackline master. After students have had an appropriate time to research, lead a class discussion of the student responses to check their accuracy. Have students modify their responses as necessary.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Action Taken</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russian farm production was low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lenin died in 1924 and a struggle for power began between Leon Trotsky and Joseph Stalin</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Using student texts or primary and secondary sources, have students work individually to research the harsh rule of Stalin against his people. Have students develop a list of atrocities Stalin committed. From that list, have students compose a *RAFT writing* (view literacy strategy descriptions) based on the following components:

- **Role** -- citizen of the Soviet Union
- **Audience** -- newspapers in Western democracies
- **Form** -- letter to the editor
- **Topic** -- You are asking for help from Western democracies by describing life in the Soviet Union under Stalin. Give specific examples of atrocities Stalin committed.

Once the *RAFTs* are completed, have students share them with the whole class. As students read their *RAFTs*, other students should listen for accuracy and logic. Evaluate whether students adequately understood the material and whether further instruction is needed.
Activity 5: Totalitarianism Rises in Japan (GLE: WH.6.5; CCSS: WHST.11-12.10)

Materials List: Totalitarian Word Grid BLM, Internet (optional), primary and secondary sources on the rise of totalitarianism in Japan

Review with students the transformation Japan made during the Meiji Restoration from an agricultural to an industrial society. Using textbooks, primary and secondary sources, or the Internet, have students work in pairs to research responses to the following:

- What were the social and economic problems that Japan faced as a result of modernization?
- What actions were taken by Western democracies toward Japanese immigrants and exported goods?
- Why did Japanese citizens begin to change their attitudes toward Western ideas?
- Define militarism.
- Explain the steps the military took to seize control of Japan’s government.
- Explain the roles played by Hirohito and Hideki Tojo.

Students should record the questions and answers in their learning logs (view literacy strategy descriptions). After students have had an appropriate time to complete their research, lead a discussion of student responses to check their accuracy. Have students modify their responses as necessary. Remind students that their learning log is a useful tool when preparing for assessments.

Close the activity by having students complete a word grid (view literacy strategy descriptions) to compare and contrast the totalitarian rulers researched in activities 3, 4, and 5. Distribute the Totalitarian Word Grid BLM, and have students mark a “Yes” to indicate the key features applicable to the countries in the word grid (see sample BLM below).

<table>
<thead>
<tr>
<th></th>
<th>Italy</th>
<th>Germany</th>
<th>Soviet Union</th>
<th>Spain</th>
<th>Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fascism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Once the grid is complete, allow time for students to quiz each other in groups of three to four. This will allow students to make connections between the effort of completing the grid and studying the grid. Encourage students to add features to be compared. Have students record a summary in their learning logs of what they learned about totalitarian dictatorships. Have student volunteers share their responses.

Sample Assessments

General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- Student-developed products should be evaluated as the unit progresses.
• Assessments should be selected that are consistent with the types of products that result from the student activities.
• Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
• A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
• Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  o a variety of formats for objective, convergent test items
  o depth of knowledge at various stages of Bloom’s taxonomy
  o EOC-like constructed response items
  o open-ended response items requiring supporting evidence
  o test items aligned to the verbiage of the GLEs.

**Activity-Specific Assessments**

**Activity #1**: Group PowerPoint© or visual presentations can be assessed for accuracy and content. A grading rubric (located in Unit 1 BLMs) can be used to assess the presentations.

**Activity #2**: The essay on the worldwide economic depression can be assessed for accuracy, content, grammar, and writing form. Essays should be assessed with predetermined criteria distributed to students at the beginning of the assignment.

**Activity #4**: The RAFT writing should be assessed for accuracy and content. Writing assignments should be assessed with predetermined criteria distributed to students at the beginning of the assignment.
World History
Unit 8: World War II (1939-1945)

Time Frame: Approximately three weeks

Unit Description

This unit focuses on using historical thinking skills to examine the key personalities, ideas, and events that influenced the outbreak, course, and outcomes of World War II.

Student Understandings

Students understand the conditions that led to world conflicts resulting in World War II and the deciding events of the war. Students evaluate political, social, and economic consequences of World War II from multiple perspectives. Students explain the causes and impact of the Holocaust.

Guiding Questions

1. Can students explain the events leading to the start of World War II?
2. Can students analyze the major battles of World War II in Europe and the Pacific?
3. Can students identify personalities of World War II and describe their roles?
4. Can students describe the causes of the Holocaust?
5. Can students explain the impact of the Holocaust on the Jews?
6. Can students explain the Allied conferences and their consequences?

Unit 8 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSSs)

<table>
<thead>
<tr>
<th>Grade-Level Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GLE #</strong></td>
</tr>
<tr>
<td><strong>Historical Thinking Skills</strong></td>
</tr>
<tr>
<td>WH.1.4</td>
</tr>
<tr>
<td><strong>Conflict and Resolution</strong></td>
</tr>
<tr>
<td>WH.6.6</td>
</tr>
<tr>
<td>WH.6.7</td>
</tr>
<tr>
<td><strong>ELA CCSS for Literacy in History/Social Studies 6-12</strong></td>
</tr>
<tr>
<td><strong>CCSS #</strong></td>
</tr>
<tr>
<td><strong>Reading Standards for Literacy in History/Social Studies 6–12</strong></td>
</tr>
<tr>
<td>RH.11-12.1</td>
</tr>
<tr>
<td>Standard</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>RH.11-12.2</td>
</tr>
<tr>
<td>RH.11-12.4</td>
</tr>
<tr>
<td>RH.11-12.7</td>
</tr>
<tr>
<td>RH.11-12.9</td>
</tr>
<tr>
<td>RH.11-12.10</td>
</tr>
</tbody>
</table>

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHST.11-12.7</td>
<td>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
</tr>
<tr>
<td>WHST.11-12.10</td>
<td>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
</tr>
</tbody>
</table>

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**Sample Activities**

**Activity 1: Origins of World War II (GLEs: WH.6.6, WH.6.7; CCSSs: RH.11-12.1, RH.11-12.4, RH.9-10.10, WHST.11-12.7, WHST.11-12.10)**

Materials List: World War II Vocabulary BLM, World War II Anticipation Guide BLM, Steps Leading to War BLM, Internet (optional), primary and secondary sources on the origins of World War II

Throughout this unit have students maintain a *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)). Provide students with a list of key concepts that relate to World War II. Have students complete a self-assessment of their knowledge of these concepts using a chart. Many of the relevant terms related to this historical period are not everyday terms with which most students are familiar. Use the words on the World War II Vocabulary BLM, and add other words that are considered important to this topic. Have students rate their understanding of each word with either a “√” (understand well), a “?” (limited understanding or unsure), or a “-” (don’t know). They should also attempt to write an example and definition at this stage.
Students should refer to the chart as they progress through the content to update their understandings of the new words. Check the chart to assess students, and provide additional instruction for those students who continue to have difficulty learning key vocabulary. The goal is to replace all the question marks and minus signs with a check mark. (See the World War II Vocabulary BLM and sample below.)

<table>
<thead>
<tr>
<th>Word</th>
<th>√</th>
<th>?</th>
<th>−</th>
<th>Example</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Axis Powers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anti-Comintern Pact</td>
<td></td>
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</tr>
</tbody>
</table>

To further prepare students for the study of World War II, have students complete an anticipation guide. Distribute the World War II Anticipation Guide BLM (see BLM and sample below) to students and have them respond to each statement “Before” reading or listening to information about World War II. Lead the class in a discussion of their responses but do not correct their responses at this time. At the end of the unit, have students return to the anticipation guide, and discuss their responses to see if perceptions changed after the content was presented.

### World War II Anticipation Guide

**Directions:** Before beginning the study of World War II, read each question and circle either “Agree” or “Disagree” beside Before. After the study of World War II is complete, read each question again and circle either “Agree” or “Disagree” beside After. Then write the evidence that indicates why you chose the response.

1. Nationalism can be used as a political weapon.
   - Before: Agree or Disagree
   - After: Agree or Disagree
   - Evidence: ______________________________________________________

Throughout the unit, have students refer to the vocabulary self-awareness chart and anticipation guide to revise their responses as they gain new understanding of the content.

Review with students the totalitarian dictators that rose to power during the 1920’s and 1930’s. Remind students of the measures used by the dictators to seize power. Have students research the term Lebensraum. Lead a whole class discussion of the term and how it fit into Hitler’s plan to create the Third Reich.

Distribute the graphic organizer (view literacy strategy descriptions) Steps Leading to War BLM to students and have them work with a partner to research and complete the blackline master (see Steps Leading to War BLM and sample below). Have students use their textbooks, primary and secondary resources, and the Internet to research the events leading to world conflicts and eventually to World War II. Once students have completed the blackline master, have students volunteer to share responses. Check for accuracy and have students change or add to their responses as needed.
Close the activity by having students respond to the following questions in their learning logs (view literacy strategy descriptions):

**What could Britain and France have done differently to prevent World War II from starting? Explain. Are there threats in the world today that the major powers are appeasing? Explain.**

Have student volunteers share their responses. Check responses for logical reasoning and clarify misconceptions when necessary.

**Activity 2: European Theater** (GLE: WH.6.6; CCSSs: RH.11-12.4, RH.11-12.7, RH.11-12.9, WHST.11-12.7, WHST.11-12.10)

Materials List: European Campaign Battles of World War II BLM, fifteen index cards per student, Internet (optional), primary and secondary sources on the European campaign battles of World War II, copy of General Eisenhower’s D-Day message to the troops

Distribute to students fifteen index cards. Have students use their textbooks, teacher-provided primary and secondary sources, or the Internet to create **vocabulary cards** (view literacy strategy descriptions) of the key personalities of World War II in the European theater from the list below.

- Adolf Hitler
- Benito Mussolini
- Joseph Stalin
- Winston Churchill
- Franklin Roosevelt
- Philippe Petain
- Charles de Gaulle
- Erwin Rommel
- Dwight Eisenhower
- George Patton
- Omar Bradley
- Bernard Montgomery
- Herman Goering
- Joseph Goebbels
- Heinrich Himmler

Demonstrate how to create a **vocabulary card** by writing a World War II leader on the board and drawing a large, rectangular card-like frame around it so that the personality is in the center of the rectangle. In the four corners of the card, write the following words: nation, dates of life, role in the war, significance to the war. Discuss with students how the card may be used to review the key personalities quickly and easily in preparation for tests, quizzes, and other activities (see example below).

<table>
<thead>
<tr>
<th>Nation</th>
<th>Dates of life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td>1889-1945</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role in the war</th>
<th>Significance to the war</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chancellor</td>
<td>Leader of Germany whose goal was to take over the world and create a superior Aryan race. His aggression began WWII.</td>
</tr>
</tbody>
</table>
Once cards are completed, allow time for students to review their personalities individually or with a partner. The vocabulary cards are very useful in reviewing information for tests.

Distribute the European Campaign Battles of World War II BLM (see sample below) to students, and have them work in pairs to complete the graphic organizer (view literacy strategy descriptions) of the major battles in Europe during World War II.

Students should use their textbooks, provided primary and secondary documents, or the Internet to research the descriptions of the battles.

<table>
<thead>
<tr>
<th>Battle</th>
<th>Dates</th>
<th>Causes or Events Leading to the Battle</th>
<th>Events of the Battle</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Battle of Denmark and Norway</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Once the chart is completed, lead a class discussion by having students share their chart responses and allowing their peers to make comments or add to the responses. Students should check their responses for accuracy and make changes as needed.

In order to allow students to gain more knowledge depth of the Battle of Normandy (D-Day Invasion), have students conduct further research. Begin by using DL-TA – directed learning-thinking activity (view literacy strategy descriptions) to guide student learning. DL-TA is an instructional approach that invites students to make predictions, and then check their predictions during and after learning content. DL-TA teaches students how to self-monitor as they read and learn which leads to an increase in attention, comprehension, and achievement. Select a passage from the textbook or Internet about the D-Day invasion. Prior to students reading the passage, have students make predictions about the content they will read. Help students form predictions by asking questions such as the following:

- What do you expect the main idea of this text will be?
- What do you expect the text to say about the D-Day invasion?
- Based upon the photos and maps in the text, what do expect to learn about the D-Day invasion?

Students should record their predictions in their learning logs (view literacy strategy descriptions) as they read the selected content, stopping periodically to check their predictions and make changes as necessary. Once students have had adequate time to read the content and make changes to their predictions, lead a discussion of student predictions. Ask students to respond to the following questions in their learning logs.
Responses should be based on their predictions and understanding gained by reading the text.

- Why did the Allies select Normandy for an invasion?
- What steps did the Allies take to prepare for an invasion?
- What steps did Germany take to prepare for an Allied invasion?
- What did the Allies hope to achieve?
- What difficulties did the Allies face once the invasion began?

Lead a class discussion of student responses. Students should make changes to their responses as necessary.

Place students in groups to form five research committees. Assign each group a D-Day landing site—Juno, Sword, Gold, Utah, and Omaha. Each group should conduct research, using the textbook, provided primary and secondary sources, or the Internet to find the following information:

- Allied nations involved,
- key leaders,
- map of landing site,
- description of difficulties faced, and
- number of soldiers involved and causalities.

Students can use the suggested website from the National World War II Museum to locate information. ([http://www.nationalww2museum.org/learn/education/for-students/ww2-history/d-day-june-6-1944.html](http://www.nationalww2museum.org/learn/education/for-students/ww2-history/d-day-june-6-1944.html))

Have each committee create a visual presentation (PowerPoint or poster board) of their research and present their research information to the class. Students should take notes using split-page notetaking (view literacy strategy descriptions). Prior to presentations, check each research committee’s work for accuracy. Allow committees to make revisions as needed.

Close the activity by having students analyze the primary source of General Eisenhower’s D-Day message to the troops prior to the launch of the June 6th invasion. ([http://www.army.mil/d-day/message.html](http://www.army.mil/d-day/message.html)). Have students answer the following question in their learning logs:

**What words did Eisenhower use to instill confidence in his soldiers?**

Have student volunteers share their responses. Ask other students to listen for accurate information in their peers’ responses. Make corrections to responses if necessary.

**Activity 3: Pacific Theater (GLEs: WH.1.4, WH.6.6; CCSSs: RH.11-12.2, RH.11-12.4, WHST.11-12.7, WHST.11-12.10)**

Materials List: Major Pacific Battles of World War II BLM, ten index cards per student, Internet (optional), excerpts from *Hiroshima* by John Hersey (optional), destruction and
casualty data from the bombings of Nagasaki and Hiroshima, primary and secondary sources on the major Pacific battles of World War II.

Distribute to students ten index cards. Have students use their textbooks, provided primary and secondary sources, or the Internet to create vocabulary cards (view literacy strategy descriptions) of the key personalities of World War II in the European theater from the list below.

- Hirohito
- Hideki Tojo
- Douglas MacArthur
- Chester Nimitz
- Isoroku Yamamoto
- Mao Zedong
- Chiang Kai-shek
- Harry Truman
- William Halsey
- James Doolittle

Demonstrate how to create a vocabulary card with students by writing a World War II leader on the board and drawing a large, rectangular card-like frame around it so that the personality is in the center of the rectangle. In the four corners of the card write the following words: nation, dates of life, role in the war, significance to the war (see sample card in Activity 2). Discuss with students how the card may be used to review quickly and easily in preparation for tests, quizzes, and other activities with the key term.

Once cards are completed, allow time for students to review their words individually or with a partner. The vocabulary cards are very useful in reviewing information for tests.

Distribute the Major Pacific Battles of World War II BLM (see BLM and sample below) to students, and have them work in pairs to complete the graphic organizer (view literacy strategy descriptions) of the major battles in the Pacific during World War II. Students should use their textbooks, provided primary and secondary sources, or the Internet to research the descriptions of the battles.

<table>
<thead>
<tr>
<th>Battle</th>
<th>Dates</th>
<th>Causes or Events Leading to Battle</th>
<th>Events of the Battle</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Battle of Pearl Harbor</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Once the chart is completed, lead a class discussion by having students share their chart responses. Encourage students to listen for accuracy in their peer’s responses and add information to their notes when needed.

Have students examine and debate the moral dilemma facing Harry S. Truman when he decided to drop atomic bombs on Hiroshima and Nagasaki. If possible, provide students with excerpts from the book Hiroshima by John Hersey. Provide data on the destruction caused in Hiroshima and Nagasaki along with the great number of civilian casualties. (click here for data on Hiroshima and Nagasaki) Ask students to imagine being on the President’s advisory staff at that time.
Ask the class to respond to the following questions in their learning logs (view literacy strategy descriptions):

- Why would President Truman hesitate in dropping atomic bombs?
- Why would he decide to use the ultimate weapon?
- Why has his decision been criticized?
- What might he have done differently and why?

The Truman Library website would be a great source of information for this activity (click here for the Truman Library primary documents on the atomic bomb).

Lead a class discussion of student responses. Have student volunteers share their responses with the class. Close the activity by having students to respond to the following question in their learning logs:

**How has the world accepted or failed to accept Truman’s decision to use the atomic bomb against Japan?**

Solicit student volunteers to share their answers. Remind students that the information in their learning logs can appear on their unit test and on quizzes.

**Activity 4: The Holocaust (GLEs: WH.1.4, WH.6.6; CCSSs: RH.11-12.9, WHST.11-12.10)**

Materials List: The Holocaust BLM, chart paper (optional), Internet access (optional), map of Europe in 1945 depicting the location of concentration and death camps, excerpts of testimonials of Holocaust survivors, various primary and secondary sources on the Holocaust

Before reading about and investigating the Holocaust, have students generate questions about the Holocaust by responding to an SQPL (student questions for purposeful learning) prompt (view literacy strategy descriptions). Write the following SQPL prompt on the board:

**Hitler’s “final solution” has been viewed by many historians as the most evil crime ever committed.**

Working in small groups of two or three, have students generate several questions they have about this statement related to the Holocaust. Have each group share its questions with the class while someone records the questions on the board or chart paper. Any question asked more than once should be marked with some symbol to signify its importance. Add more questions if there are major content gaps. Keep the questions posted throughout the study of the Holocaust, and refer to them whenever information is presented that answers one of the student-generated questions. Periodically, ask students if they heard or read an answer to one of the posted questions, and allow students to confer with someone next to them before responding.
Have students use primary and secondary sources (e.g., textbooks, class lectures, encyclopedias, excerpts from diaries and/or testimonials of Holocaust survivors, reliable Internet sites) to research information about the Holocaust. Below are some suggested Internet sites for student research:

- United States Holocaust Memorial Museum
- Fortunoff Video Archive of Holocaust Testimonials at Yale University
- Southern Institute's Louisiana Survivors’ Testimonials at Tulane University

Below are suggested writings from Holocaust survivors of concentration and death camps:

- *Night* by Elie Wiesel,
- *Because of Romek* by David Faber, and
- *I have Lived a Thousand Years* by Livia Britton-Jackson.

Clips from the following movies could be useful resources: *Night, The Grey Zone, Schindler’s List* and *The Pianist*.

Holocaust research should address the *SQPL* questions along with the following guided reading questions:

- Who were Heinrich Himmler, Reinhard Heydrich, Rudolph Hess, and Josef Mengele?
- What is the meaning of “holocaust” and why was it associated with this incident of genocide?
- Who were the Schutzstaffel and the Einsatzgruppen?
- Who were the collaborators?
- What was Kristallnacht?
- What was the Warsaw Ghetto?
- What was the difference between concentration camps and death camps?
- What was the Final Solution?
- What rationalization did the Nazis use to justify the Holocaust?
- What other people were targeted in the Holocaust besides the Jews?
- How were the Nazis able to systematically implement these atrocities?
- Why did the rest of the world not intervene sooner?
- What were the consequences of the discovery of these atrocities?

Distribute the Holocaust BLM (see BLM and sample below) to students. Groups should record their responses on this blackline master that provides a chart for recording all the responses to the above guiding questions. Lead a class discussion of student responses. The discussion should cover all the answers to the *SQPL* questions and the guiding questions. After the class discussion, ask students to write a reflection in their *learning logs* (view literacy strategy descriptions) on whether the primary or secondary sources had the greatest effect on their perception of the Holocaust.
Nazi Holocaust Leaders:
- Heinrich Himmler
- Reinhard Heydrich

Provide students with a map of Europe in 1945 depicting concentration and death camps, (click here for map of concentration and death camps during WWII) and ask them to analyze the uses of the camps and significance of the location of the different types of camps (e.g., most of the death camps were located in Poland instead of in Germany). Students should record responses in their notebooks. Lead a class discussion on responses to check for accuracy.

Have students examine the most recent articles online or in the news about the Israeli-Palestinian conflict and articulate how this situation has roots in the Holocaust. Have students then engage in a debate about the degree to which the United Nations is responsible for helping establish peace in the Middle East and to what degree the United States should offer support in the Middle East peace process.

Working in small groups, ask students to research incidents of genocide since World War II (e.g., Cambodia, Bosnia, Rwanda, the Congo, Sudan, Iraq, etc). Each group should make a short presentation of its research to the class. Ask students to discuss the following statement:

Supporting Israel’s determination to prevent its destruction by its Arab neighbors and to bring international attention to genocide, the United States has instituted a “Holocaust Remembrance Day.”

After the discussion of the above prompt, ask students to reflect, in their learning logs (view literacy strategy descriptions), on the question below:

Why do you think it is so important to never forget what happened to the Jews in Europe during World War II?

Ask students to share their response to the question with the class. Facilitate any resulting class discussion.

Activity 5: Conferences and Consequences (GLE: WH.6.7; CCSSs: RH.11-12.9, RH.11-12.10, WHST.11-12.7)

Materials List: World War II Conferences Chart BLM, Consequences of World War II BLM, What Should the World Do? BLM, Internet (optional), primary and secondary sources on the World War II Allied conferences
World War II made diplomacy difficult for leaders of the Allied nations. Using textbooks, provided primary and secondary sources, or the Internet have students research the wartime conferences listed below.

- the *Atlantic Charter* conference
- Casablanca
- Tehran
- Yalta
- Potsdam
- San Francisco

Information can be organized on the World War II Conference Chart BLM, a *graphic organizer* (view literacy strategy descriptions). See the World War II Conference Chart BLM and sample below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Conference</th>
<th>Countries/Leaders Involved</th>
<th>Purpose</th>
<th>Impact of Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1941</td>
<td>Atlantic Charter</td>
<td>Great Britain: Churchill United States: F. Roosevelt</td>
<td>Set goals for fighting World War II</td>
<td>Later became known as “A Declaration of the United Nations” when 26 nations signed a similar agreement. These nations became known as the Allies. They united to fight against the Axis Powers.</td>
</tr>
</tbody>
</table>

Lead a class discussion on the conferences, and have students check the accuracy of information about each conference, explaining what was accomplished and the implications of the decisions made.

Conduct a summary discussion relating wartime conferences to postwar actions or inaction. Distribute to students the Consequences of World War II BLM (see sample below). Have students research the consequences of World War II by stating reasons each event occurred as a result of the end of World War II and the effect these events had on the remainder of the 20th century and the early 21st century. Students are to record their responses on the blackline master.

<table>
<thead>
<tr>
<th>Post-War Event</th>
<th>Reason WWII Caused the Event</th>
<th>Effects on 20th and 21st century events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formation of the United Nations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lead a class discussion on the consequences of World War II, and have students check the accuracy of their information about each consequence.
Ask students to evaluate the effects of World War I versus the effects of World War II on the American people. Why were the effects of one war greater than the other on the United States? Have students record their response in their learning logs (view literacy strategy descriptions). Have student volunteers share their response with the class.

Distribute to students the What Should the World Do? BLM. Place students in groups of three to five to hold a Round Robin discussion (view literacy strategy descriptions) on the following questions (see the BLM containing the questions below):

- Would the world community today permit another totalitarian dictator to assume power and threaten neighboring peoples? What about Saddam Hussein and his invasions of Iran and Kuwait?
- Would the world community today permit ethnic cleansing like that undertaken in World War II Germany? What about atrocities committed in Rwanda and Burundi?
- What should be the policy of the United Nations in dealing with expansion-driven dictators for whom there are documented human rights violations?
- What should be the American policy? Should the United Nations and United States policy be the same? Why or why not?

Within groups, have each student discuss the questions and develop responses. Students should justify their responses. After each group member has provided input, have a student within the group record responses into a well developed paragraph providing justification for its response choice. Each group will present to the whole class. Allow about ten minutes for groups to present, for students to ask questions, and for groups to defend their choice. Record the responses on the board, and facilitate a class discussion of the questions.

Close the activity by having students write a one-page summary of the consequences of World War II. Answers should include responses from research performed to complete the blackline master and the Round Robin discussion. Have student volunteers share their essays with the class. Students should listen for accuracy and logical writing.

Sample Assessments

General Guidelines

- Students should be monitored in all activities via teacher observation, report writing, class discussion, and journal entries.
- Student-developed products should be evaluated as the unit progresses.
- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.

Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
- a variety of formats for objective, convergent test items
- depth of knowledge at various stages of Bloom’s taxonomy
- LEAP-like constructed response items
- open-ended response items requiring supporting evidence
- test items aligned to the verbiage of the GLEs.

Activity-Specific Assessments

- **Activity #1**: Collect Vocabulary Self-Awareness charts at the end of the unit study. Check responses for accuracy. Charts should be assessed according to a predetermined criterion.

- **Activity #2 and #3**: Assess European Campaign Battles and Pacific Campaign Battles charts for accuracy based upon predetermined criteria. Students should place the battles on a blank map of Europe and the Pacific depicting battle locations and indicating Allied or Axis victories. Assess maps for accuracy based upon a predetermined criterion.

- **Activity #5**: Assess the essay on the consequences of World War II based upon a predetermined criteria provided to students prior to essay being assigned.
World History
Unit 9: Cold War (1945-1991)

Time Frame: Approximately three weeks

Unit Description

This unit focuses on using historical thinking skills to examine the social, political, and economic changes wrought by World War II and its influence on world events up until the late twentieth century.

Student Understandings

Students explain the origins of the Cold War and compare the opposing ideologies which began the Cold War. Students identify the important personalities of the Cold War and the impact each had on Cold War events and the world, especially Europe. Students explain how the Cold War ended and how the collapse of the Soviet Union influenced events in Europe.

Guiding Questions

1. Can students explain how opposing political ideologies led to the Cold War between the United States and the Union of Soviet Socialist Republics (Soviet Union)?
2. Can students analyze how Europe was affected by Cold War policies and events?
3. Can students describe how the Cold War led to conflicts and crises in the Americas, Africa, and Asia?
4. Can students explain the causes of the Chinese Revolution and its impact on East Asia?
5. Can students describe the events and policies which led to the end of the Cold War?
6. Can students explain how the collapse of the Soviet Union impacted Eastern Europe?
### 2012 Louisiana Comprehensive Curriculum

#### Unit 9 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSSs)

<table>
<thead>
<tr>
<th>Grade-Level Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GLE #</strong></td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>Historical Thinking Skills</strong></td>
</tr>
<tr>
<td>WH.1.1</td>
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<tr>
<td>WH.1.3</td>
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<tr>
<td>WH.1.4</td>
</tr>
<tr>
<td><strong>Global Challenges</strong></td>
</tr>
<tr>
<td>WH.7.1</td>
</tr>
<tr>
<td>WH.7.2</td>
</tr>
<tr>
<td>WH.7.3</td>
</tr>
<tr>
<td>WH.7.5</td>
</tr>
</tbody>
</table>

#### ELA CCSS for Literacy in History/Social Studies 6-12

<table>
<thead>
<tr>
<th>CCSS #</th>
<th>CCSS Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Standards for Literacy in History/Social Studies 6–12</strong></td>
<td></td>
</tr>
<tr>
<td>RH.11-12.2</td>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
</tr>
<tr>
<td>RH.11-12.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <em>faction</em> in <em>Federalist</em> No. 10).</td>
</tr>
<tr>
<td>RH.11-12.10</td>
<td>By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</td>
</tr>
</tbody>
</table>

#### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

| WHST.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience |
| WHST.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; |
narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

| WHST.11-12.10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Sample Activities

Activity 1: Churchill and Stalin (GLEs: WH.1.1, WH.1.3, WH.7.1, WH.7.2, WH.7.3, WH.7.5; CCSSs: RH.11-12.2, RH.11-12.4, RH.11-12.10, WHST.11-12.4)

Materials List: Cold War Vocabulary BLM, excerpt from Winston Churchill’s Iron Curtain speech, excerpt from Joseph Stalin’s response to Churchill’s Iron Curtain speech

To introduce this unit, have students complete the Cold War Vocabulary BLM (see BLM and sample below). The vocabulary self-awareness (view literacy strategy descriptions) chart will list many of the relevant terms related to the Cold War that are not everyday terms with which most students are familiar. Have students rate their understanding of each word with either a “√” (understand well), a “?” (limited understanding or unsure), or a “−” (don’t know). Students should also attempt a definition and an example at this stage. Students should refer to the chart as they progress through the content to update their understandings of the new words. Check the chart to assess students’ understanding, and provide additional instruction for those students who continue to have difficulty learning key vocabulary.

<table>
<thead>
<tr>
<th>Word</th>
<th>√</th>
<th>?</th>
<th>−</th>
<th>Example</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cold War</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>superpower</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Divide the class into two groups—the Churchill Group and the Stalin Group. Distribute copies of excerpts from Churchill’s Iron Curtain speech to the Churchill Group (click here for a copy of Churchill's Iron Curtain speech). To the Stalin Group, distribute copies of excerpts from Joseph Stalin’s reply to Churchill’s speech (click here for a copy of Stalin's response to Churchill). Ask each student to read the excerpt he/she receives and write a narrative summary of the speech analyzing the point of view of its presenter. In the narrative summaries, have students identify the following:

- analyze the use of opinion, propaganda and/or persuasive techniques;
- credibility of the sources;
- unstated assumptions of each man; and
- the perspective each man held on the post-World War II world.

When the narrative summaries are complete, divide the class into pairs of students, one with a summary of Churchill’s speech and one with a summary of Stalin’s response. Each pair of students will have a discussion (view literacy strategy descriptions) which can be facilitated using the Think-Pair-Square-Share format. It is important that all
students understand they must respect each other’s opinions in this activity.
Step 1: Have each student read his or her partner’s summary
Step 2: Without exchanging words, each student will write a short reflection of his or her partner’s summary (5 to 10 minutes)
Step 3: Student pairs will exchange papers and silently read the partner’s reflection of their summary, and then write a second reflection based upon the partner’s first reflection (3 to 5 minutes)
Step 4: Exchange papers once more and allow students to silently complete a third reflection based upon the second reflection (3 to 5 minutes)
Step 5: Allow each pair of students to discuss their summaries and reflections with another pair, forming a new group of four students (5 to 8 minutes)

After the Think-Pair-Square-Share discussion activity, bring students back together as a whole class, and solicit volunteers to read their summaries. Lead a class discussion of the opposing points of views of Churchill and Stalin which culminated in a Cold War lasting over forty years.

Activity 2: Cold War Ideology (GLEs: WH.1.4, WH.7.1; CCSS: WHST.11-12.10)

Materials List: political cartoon depicting the beginning of the Cold War, Democratic and Communist Ideologies BLM, overhead projector (optional), poster board or paper, colors or colored markers

Distribute copies or project a picture of a political cartoon depicting the beginning of the Cold War (click here for political cartoon of Soviet Union taking over Eastern Europe). Ask students to write down two or three statements about the meaning of the cartoon including the main character(s) and the main event depicted. Solicit volunteers to share their interpretations with the class. From the cartoon, ask students to predict which will be the main countries fighting the Cold War.

Ask students to define a superpower (a powerful nation which influences a bloc of allies), satellite countries (Soviet bloc of eastern European countries that were forced to align with the Soviet Union), and Cold War (a war of ideology without actual armed conflict, as opposed to a “hot war”). Ask students to name the two main superpowers that emerged from World War II and whose conflicting ideologies resulted in the Cold War. Working in pairs or small groups, direct students to compare the ideologies of these two countries and respond to the following questions:

- Why did the Soviets act to prevent free movement of peoples within their satellite countries and the Soviet Union?
- Why did the Soviets limit access by Western peoples to their satellites and the Soviet Union?
- Why did Winston Churchill call the invisible borders between the Soviet satellite nations and the rest of Western Europe the Iron Curtain?
- Why did the United States advocate a policy of containment during the Cold War?
Have students record their responses in their learning logs (view literacy strategy descriptions). Ask student volunteers to share their responses to the questions and lead a class discussion monitoring the accuracy of information shared.

Distribute the Democratic and Communist Ideologies BLM to students (see the BLM and sample below).

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Democratic Nations</th>
<th>Communist Soviet Bloc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rights of the people</td>
<td>Individual rights guaranteed</td>
<td>Collective rights guaranteed</td>
</tr>
<tr>
<td>Type of economy</td>
<td>Market economy</td>
<td>Command economy</td>
</tr>
</tbody>
</table>

The Cold War was a war of ideology where propaganda was the most important factor in this war of words. Lead a class discussion to review the various types of propaganda and their definitions (click here for review of propaganda techniques). The seven main types of propaganda are bandwagon, card stacking, glittering generalities, name calling, plain folks, testimonials, and transfer. Other types of propaganda and their descriptions can be found at the website link above.

Working in cooperative groups of three or four students, have students create propaganda posters or political cartoons expressing both ideologies of the Cold War. The posters or cartoons need to incorporate the characteristics from the Democratic and Communist Ideologies BLM. Have groups indicate the type of propaganda they are using in their posters or cartoons. Each group should present their posters or cartoons to the class and explain how they expressed the two ideologies of the Cold War. The posters should be displayed in the classroom.

Close the activity by having students respond to the following questions in their learning logs:

What are the advantages and disadvantages of Communism? Of democracy?

Have student volunteers share responses and ask their peers to listen for accuracy and logic in their answers.

Activity 3: Cold War Events and Policies (GLE: WH.7.2; CCSSs: RH.11-12.2, WHST.11-12.7, WHST.11-12.10)

Materials List: Yalta and Potsdam Conferences BLM, Cold War Conflicts BLM, Cold War Personalities BLM, Internet access (optional), Cold War Causes and Effects BLM, primary and secondary sources on Cold War events and policies

Have students use their textbooks, teacher-provided resources, and the Internet to research the Yalta and Potsdam conferences held at the end of World War II. For each conference, have students research the following information:

- When did the conference take place?
- Who were the leaders in attendance?
• What did each leader hope to achieve at the conference?
• What were the decisions made at the conference?

Have students record their responses on the Yalta and Potsdam Conferences BLM (see sample below). Lead a class discussion on the conferences, and have students check their responses for accuracy and make changes as needed.

<table>
<thead>
<tr>
<th></th>
<th>Yalta Conference</th>
<th>Potsdam Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date of Conference</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Leaders in attendance</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have students research the goals of the United States and Soviet Union for free elections in Europe and postwar Germany. Students should identify the differences in their goals (i.e., the United States wanted free elections in Europe and for Germany to unite into a strong democratic nation. The Soviet Union wanted Eastern Europe to be satellite nations and for Germany to stay divided and weak). Lead a class discussion of these goals. Students should understand that these differences and the unresolved issues at the Yalta and Potsdam Conferences led to the Cold War.

Distribute the Cold War Causes and Effects BLM. Have students complete a “Cause and Effect” chart on the Cold War. Elicit student responses for both the causes and the effects of the Cold War. Monitor responses for accuracy. The causes should include disagreements between Allies at the wartime conferences, differing U.S. and Soviet economic and political systems, different goals of the Allies for postwar Germany and the countries of Eastern Europe, Soviet expansion of communism, and U.S. resistance to Soviet aggression. The effects should include political struggles over communism around the world, military conflicts, the arms race, increased military spending, and the threat of nuclear war. Students should be able to explain the causes and effects of the major Cold War crises and military conflicts on the world, not just list them.

Place students in pairs or groups of three. Using textbooks, online resources, or teacher handouts, have pairs/groups research the various crises or military conflicts of the Cold War listed below. Assign each pair/group two or three crises/conflicts to research. Pairs/groups should prepare an oral and visual presentation of their findings. As each pair/group presents its findings, students should use split-page notetaking (view literacy strategy descriptions) to record important information about each event. Distribute to students the Cold War Conflicts BLM to record their split-page notes. Allow students time to use their split-page notes as a study guide or review by folding back either the right or left side of the papers and then practicing recalling important information found on the other side.

• 1947 Greek Civil War and the Truman Doctrine
• 1948 Berlin Crisis (blockade/airlift)
• Nuclear Arms Race (MAD, ICBMs, deterrence)
• Chinese Civil War (Nationalists versus Communists)
Close the activity by assigning individuals or student pairs one of the Cold War personalities listed below. Have students write a letter of introduction, explaining the person’s role in the era of the Cold War. Have students use their textbooks, primary and secondary sources, and/or the Internet to research the personalities.

- Joseph Stalin (Soviet satellites/Berlin Crisis)
- Harry S. Truman (Truman Doctrine)
- George C. Marshall (Marshall Plan)
- George Kennan (containment policy)
- Dwight D. Eisenhower (domino theory/Korean War)
- John Dulles (circle of containment/NATO/SEATO/CENTO/ANZUS)
- Nikita Khrushchev (peaceful coexistence/Berlin Wall)
- John F. Kennedy (Bay of Pigs/Cuban Missile Crisis)
- Lyndon Johnson (Vietnam War)
- Robert McNamara (MAD and deterrence policies)
- Richard Nixon (visits to China and Soviet Union)
- Henry Kissinger (détente, realpolitik)
- Leonid Brezhnev (Brezhnev Doctrine)
- Lech Walesa (Polish Solidarity movement)
- Pope John Paul II (anti-communist speeches and sparked Polish Solidarity)
- Ronald Reagan (evil empire/SDI-Star Wars)
- Margaret Thatcher (ally and supporter of Reagan policies)
- Mikhail Gorbachev (glasnost/perestroika/collapse of the Soviet Union)
- George H. W. Bush (collapse of communism in Eastern Europe and the USSR)

Students should read their letters to the class. Students should record information about each personality on a graphic organizer (view literacy strategy descriptions). See the Cold War Personalities BLM and sample below.

<table>
<thead>
<tr>
<th>Personality</th>
<th>Event/Contribution</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph Stalin</td>
<td>Soviet satellites/Berlin Crisis</td>
<td>Tensions between USSR, Western Europe, and U.S. / NATO created</td>
</tr>
</tbody>
</table>
Check student responses for accuracy, and provide additional details for each personality if a student’s letter leaves content gaps.

Close the activity by having students write a reflection in their learning logs (view literacy strategy descriptions) on which personality they feel most impacted the Cold War (good or bad). Students should be able to explain the reason for their choice. Have volunteers share their responses.

Activity 4: Rise of Red China (GLEs: WH.7.2, WH.7.3; CCSS: WHST.11-12.10)

Materials List: Chinese Civil War BLM, Reforms of Mao Zedong BLM, Post Mao Chinese Leaders BLM, Internet (optional), primary and secondary sources on the rise of Communist China

Distribute the Chinese Civil War BLM process guide (view literacy strategy descriptions) to students (see BLM and sample below). Have students work with a partner and use their textbook or the Internet to research the questions in the process guide. Once the process guide is completed, lead a class discussion on the Chinese Civil War and ask volunteers to share their responses. Students should revise their responses as needed.

1. When did the Chinese Civil War take place?
2. Who were the participants on each side of the civil war and what were their beliefs?
   a.
   b.

Working in pairs, have students research the reform programs established by Mao Zedong. Students should research the programs using their textbook, primary and secondary sources, and/or the Internet. Have students complete the Reforms of Mao Zedong BLM (see sample below).

<table>
<thead>
<tr>
<th>Reforms:</th>
<th>1st Five Year Plan</th>
<th>Great Leap Forward (2nd Five Year Plan)</th>
<th>Cultural Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates of Program</td>
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</tbody>
</table>

Lead a discussion of student responses. Have students make changes as needed.

Distribute the Post Mao Chinese Leaders BLM to students, and have them research the changes made to China since Mao’s death in 1976. Have students use textbooks, teacher provided resources, or the Internet to conduct research, and then record their research findings on the Post Mao Chinese Leaders BLM (see sample below). Students should research the reforms and their impact made by the following leaders: Gang of Four, Deng Xiaoping, Zhao Ziyang, Jiang Zemin, and Hu Jintao.
2012 Louisiana Comprehensive Curriculum

Additional leaders may be added as history progresses.

<table>
<thead>
<tr>
<th></th>
<th>Dates of Power</th>
<th>Reforms and Policies</th>
<th>Impact/Result of Reforms and Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gang of Four</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ask students to share their responses and facilitate a class discussion of the responses checking for accuracy of information shared. Have students make changes as needed.

Use RAFT writing (view literacy strategy descriptions) for students to take a closer look at the Tiananmen Square Massacre. Have students read about the incident in their textbook or on the Internet. Ask each group to compose the following RAFT:

- **R** – Role: a Chinese student
- **A** – Audience: Chinese student himself
- **F** – Form: a diary entry
- **T** – Topic: describe why the Chinese students are protesting and the response of the Chinese government to the protesters.

Student groups should orally present their diary entries to the class. Facilitate any resulting discussion checking for accuracy in information presented. Display the RAFT diary entries on a thematic bulletin board.

Close the activity by having students answer the following question in their learning logs (view literacy strategy descriptions):

**What influence has the Chinese government had on the growth of the Chinese economy over the last thirty years, and which leader do you think had the greatest impact?**

Solicit student volunteers for responses. Discussion of responses can lead into a larger discussion of a comparison of the Chinese economy and the United States economy and how each is influenced by the other.

**Activity 5: End of the Cold War and the Fall of the Soviet Union (GLEs: WH.1.1, WH.7.5; CCSSs: RH.11-12.2, WHST.11-12.4, WHST.11-12.10)**

Materials List: Excerpts of Reagan’s Cold War Speeches BLM, Reagan’s Cold War Speeches BLM, Reagan/Bush-Gorbachev Summits BLM, Internet (optional), primary and/or secondary sources on the end of the Cold War and the fall of the Soviet Union

Distribute to students Excerpts of Reagan’s Cold War Speeches Excerpts BLM (see blackline masters) and Reagan’s Cold War Speeches BLM (see BLM and sample below). Have students work with a partner to read the excerpts from Reagan’s speeches and complete the process guide (view literacy strategy descriptions). Lead a class discussion of Reagan’s speeches, and solicit volunteers to share their responses on their process guides.
Clarify and correct any misconceptions students may have about the meaning of the speech excerpts.

**Speech to British House of Commons (June 1982)**

1. To what is Reagan asking the nation to commit itself?

2. Explain what Reagan meant when he said, “the march of freedom and democracy which will leave Marxism-Leninism on the ash heap of history as it has left other tyrannies which stifle the freedom and muzzle the self-expression of the people.”

Have students work individually to write a one page narrative summary of Reagan’s Cold War policy. Summaries should address the following:

- Reagan’s views of the Soviet Union
- Reagan’s goal for Europe
- Reagan’s plan for dealing with the Soviet Union.

The full text of each speech can be found on the websites listed below:


Once summaries are completed, ask volunteers to share their summaries with the class. Instruct students to listen for accurate information and logic in their peers’ summaries.

Distribute the Reagan/Bush-Gorbachev Summits BLM (see BLM and sample below) to students. Have students work with a partner to research the summits held between Reagan and Gorbachev and later between Bush and Gorbachev. Students should use their textbooks, teacher handouts, and the Internet to research the information needed to complete the BLM. After adequate time is allowed for completion, have volunteers share their responses with the class. Discuss with students the role the summits played in bringing a peaceful end to the Cold War.

<table>
<thead>
<tr>
<th>Summit</th>
<th>Leaders</th>
<th>Dates</th>
<th>Events of the Summit</th>
<th>Result of the Summit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geneva</td>
<td>Reagan &amp; Gorbachev</td>
<td>November 1985</td>
<td><em>It was the first meeting between the two men. They discussed the arms race, SDI, and human rights.</em></td>
<td>No major agreements were made. Each man invited the other to his country.</td>
</tr>
</tbody>
</table>
Divide the class into groups of three or four. Assign each group one or two topics (based on the number students) that describe the end of the Cold War and the fall of the Soviet Union (see topic list below). Have groups use textbooks, primary and secondary sources, and the Internet to research the information. Groups should create a visual presentation (PowerPoint, poster, display board, etc) of their research. As each group presents its findings, students should use split-page notetaking (view literacy strategy descriptions) to record important information about each event. The crisis or military conflict should be written on the left one-third of the paper, and the important information about each event should be recorded on the right side of the paper. Allow students time to use their split-page notes as a study guide or review by folding back either the right or left side of the papers and practicing recalling important information found on the other side.

- Glasnost and perestroika (the reforms and their impact)
- Fall of Communism in Poland and Czechoslovakia
- Fall of Communism in Romania
- Tearing down of the Berlin Wall
- Baltic states declare independence
- 1991 coup against Gorbachev
- Boris Yeltsin’s transition to democracy
- Formation of the Commonwealth of Independent States

Close the activity by having students write their opinion about the following statement in their learning logs (view literacy strategy descriptions):

Ronald Reagan’s policy caused a peaceful end to the Cold War. Provide evidence to support your answer.

Have students share their responses to the writing prompt. Ask students to listen for accuracy and logic in their peers’ responses. Facilitate any resulting class discussion.

Activity 6: Timelines of the Cold War (GLE: WH.1.4; CCSS: WHST.11-12.10)

Materials List: Timeline Cold War Events BLM, Cold War Timelines BLM; chart paper, white bulletin board paper or newsprint for timelines; markers

Distribute to students the Timeline Cold War Events BLM (see BLM and events list below). Working in pairs or groups of three, have the students construct a vertical timeline of the events of the Cold War on newsprint, chart paper, or bulletin board paper. The events should include the following:

- end of WWII
- Truman Doctrine
- Berlin Crisis
- Greek Civil War
- Marshall Plan
- Chinese Civil War
- Resistance in Hungary
- Resistance in Czechoslovakia
- NATO
• Vietnam Civil War
• Bay of Pigs
• Cuban Missile Crisis
• Korean Conflict
• Berlin Wall
• Suez Crisis
• Warsaw Pact
• Soviet War in Afghanistan
• Sputnik
• United States tests the H-Bomb
• China falls to Communism
• reunification of Germany
• secession of the Baltic states
• break-up of the Soviet Union

Ask students to construct a second vertical timeline with the leaders of the United States to the left of the events timeline and a third timeline of the leaders with the Soviet Union on the right side of the events timeline (see the Cold War Timelines BLM and sample below for answers). Have students compare the three timelines and analyze the relationship of the events of the Cold War with the leaders of the two superpowers. Have students record their comparison in their learning logs (view literacy strategy descriptions). Ask students to share their observations with the class.

### Cold War Timeline

<table>
<thead>
<tr>
<th>U.S. Presidents</th>
<th>Year</th>
<th>Cold War Events</th>
<th>Year</th>
<th>Soviet Leaders</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truman</td>
<td>1945</td>
<td>World War II ends</td>
<td>1945</td>
<td>Stalin</td>
<td>1945</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chinese Civil War</td>
<td>1945</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Greek Civil War</td>
<td>1946</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sample Assessments

### General Guidelines

- Students should be monitored in all activities via teacher observation, report writing, class discussion, and journal entries.
- Student-developed products should be evaluated as the unit progresses.
- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.

Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
- a variety of formats for objective, convergent test items
- depth of knowledge at various stages of Bloom’s taxonomy
- LEAP-like constructed response items
- open-ended response items requiring supporting evidence
- test items aligned to the verbiage of the GLEs.

Activity-Specific Assessments

- Activity #2: Propaganda posters can be assessed for accuracy and understanding of the topic. Provide students with a grading rubric to determine what is expected.

- Activity #3: Presentations can be graded based on a presentation rubric established in Unit 1 (see blackline masters). Provide a copy to students to establish expectations.

- Activity #4: Collect RAFT and grade for accuracy based on a predetermined rubric distributed to students prior to assignment.

- Activity #6: Timelines should be assessed according to established criteria distributed to students before the timelines are created.
World History
Unit 10: The Modern Era (1945-present)

Time Frame: Approximately three weeks

Unit Description

The focus of this unit is to use historical thinking skills to examine the massive changes which swept through the world from the mid-twentieth century to the early twenty-first century, and the economic, social and political challenges of these changes.

Student Understandings

Students understand the role of the United Nations and other international organizations in the contemporary world. Students examine the changes that occurred in Africa, Asia, and the Middle East after World War II. Students understand the impact of the Cold War and its demise on global foreign policies, economies, and philosophies. Students analyze the causes and impact of terrorist movements.

Guiding Questions

1. Can students describe the purpose and organization of the United Nations and explain its role in world conflicts?
2. Can students analyze the role of NATO and other international organizations in the contemporary world?
3. Can students explain the changes that occurred in Africa, Asia, and the Middle East after World War II as a result of the end of colonial rule?
4. Can students examine the post-Cold War impact on global foreign policies, economies, and political philosophies?
5. Can students describe the causes and major events of the Arab-Israeli conflict?
6. Can students analyze terrorist movements and their impact on political, economic, and social events throughout the world?

Unit 10 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSSs)

<table>
<thead>
<tr>
<th>Grade-Level Expectations</th>
<th>GLE #</th>
<th>GLE Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Thinking Skills</td>
<td>WH.1.4</td>
<td>Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources</td>
</tr>
</tbody>
</table>
## Economic Systems

| WH.4.4          | Examine the post-Cold War impact on the development of global economies |

## Global Challenges

| WH.7.2          | Describe the causes and effects of the Cold War crises and military conflicts on the world |
| WH.7.3          | Evaluate the changes that occurred in Asia, Africa, and the Middle East as a result of the end of colonial rule |
| WH.7.4          | Analyze the role of the United Nations, NATO, and other international organizations in the contemporary world |
| WH.7.6          | Analyze terrorist movements in terms of their proliferation and political, economic, and social impact |

### ELA CCSS for Literacy in History/Social Studies 6–12

<table>
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<td>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</td>
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</tbody>
</table>

### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

| WHST.11-12.7   | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| WHST.11-12.10  | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

### Sample Activities

**Activity 1: The Modern Era (GLEs: WH.4.4, WH.7.2, WH.7.3, WH.7.4, WH.7.6; CCSS: RH.11-12.4)**

Materials List: Modern Era Vocabulary BLM

Have students complete a vocabulary self-awareness (view literacy strategy descriptions) chart in order to introduce the Modern Era. Use the words on the Modern Era Vocabulary BLM (see BLM and sample below) and add other words that are considered important in the research. Students rate their understanding of each word with either a “√” (understand well), a “?” (limited understanding or unsure), or a “-” (don’t know).
Students should refer to the chart as they progress through the unit to update their understandings of the new words and to prepare for assessments. Check the chart throughout the unit to assess students, and provide additional instruction for those students who continue to have difficulty learning key vocabulary.

<table>
<thead>
<tr>
<th>Word</th>
<th>✓</th>
<th>?</th>
<th>–</th>
<th>Example</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security Council</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>European Union</td>
<td></td>
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<tr>
<td>Euro</td>
<td></td>
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</tbody>
</table>

Allow students a few minutes to rate each term in the *vocabulary self-awareness chart*. Elicit from students those terms with which they are familiar.

**Activity 2: The United Nations and International Organizations Play a Role in the Modern World (GLEs: WH.4.4, WH.7.4; CCSSs: RH.11-12.4, WHST.11-12.7, WHST.11-12.10)**


Have students use their textbook or the Internet to research the United Nations. Students should research the following topics related to the United Nations:

- origin
- purpose
- organizational structure (the role of each body within the UN)

Students should record their information on the United Nations BLM (see BLM and sample below). Lead a discussion of the United Nations by having students share their responses on the blackline master. Students should check their responses for accuracy and make changes as necessary.

<table>
<thead>
<tr>
<th>The United Nations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Origin</td>
</tr>
<tr>
<td>Purpose</td>
</tr>
<tr>
<td>Organizational Structure</td>
</tr>
<tr>
<td>- Security Council</td>
</tr>
</tbody>
</table>
Have students work with a partner to research other international organizations (NATO, EU, ASEAN, OPEC, OAS, OSCE) and describe the roles they play in influencing economic and political events. Students should record their information on the International Organizations BLM (see BLM and sample below). Lead a discussion of the organizations by having students share their responses. Students should check their responses for accuracy and make changes as necessary.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Purpose</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATO (North Atlantic Treaty Organization)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EU (European Union)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have students create *vocabulary cards* ([view literacy strategy descriptions](#)) for each major conflict listed below that involved the United Nations or NATO (additional conflicts may be added to the list).

**United Nations Missions**
- Korean Conflict (1950-1953)
- Suez Crisis (1955)
- Congo (1961)
- Lebanon (1982)
- Persian Gulf War (1990-1991)
- Yugoslavia (Croatia and Bosnia) (1992-1995)
- Rwanda (1993-1994)

**NATO Missions**
- Bosnia (1992-1996)
- Kosovo (1999)
- Afghanistan (2001-present)

Demonstrate how to create a *vocabulary card* with students by writing a conflict on the board and drawing a large, rectangular card-like frame around it so that the name of the conflict is in the center of the rectangle. In the four corners of the card, write the following words: dates, cause, role played by UN/NATO, and outcome. Discuss with students how the card may be used to review quickly and easily in preparation for tests, quizzes, and other activities with the key term (see example below).
Dates: 1950-1953

Cause: *North Korea invaded South Korea in order to unite the peninsula under Communist rule*

**Korean Conflict**

**Role of UN/NATO:** *The United Nations organized an army led by the United States. Sixteen nations were involved*

**Outcome:** *After three years of fighting, a ceasefire was signed in 1953. North and South Korea remained divided at the 38th parallel. Troops remain on the border.*

Once cards are completed, allow time for students to review their words individually or with a partner. The *vocabulary cards* are very useful in reviewing information for tests.

Close the activity by having students answer the following question in their *learning logs* (view literacy strategy descriptions):

> Do you think the United Nations is fulfilling its purpose? Explain your answer.

Have student volunteers share their responses. Ask students to listen for accurate information and logical thinking in their peers’ responses.

**Activity 3: Asia and Africa, in the Modern Era (GLEs: WH.4.4, WH.7.3; CCSSs: RH.11-12.2, WHST.11-12.7, WHST.11-12.10)**

**Materials List:** Asia and Africa in the Modern Era BLM, Emerging Economies BLM, Internet (optional), primary and secondary sources on Asia and Africa in the Modern Era

Place students in groups of three or four to research changes that occurred in Asia and Africa after World War II. Groups should research using textbooks, primary and secondary sources, and the Internet. Have each group create visual presentations of its research findings. Have groups present their research information in a variety of formats, including multimedia where appropriate (PowerPoint©, story boards, collages, etc). Visual presentations should be checked for accuracy prior to each group presenting to the class.

As each group presents its findings, students will use *split-page notetaking* (view literacy strategy descriptions) to record group presentations. (See Asia and Africa in the Modern Era BLM and sample below.)
Asia and Africa in the Modern Era Split-page Notes

**India:**
- Gandhi’s non-violent, civil disobedience
- partition of India
- Kashmir problem
- growing economy
- population challenges

Topics for research are as follows:
- India (Gandhi’s non-violent disobedience, partition of India, Kashmir problem, growing economy, population challenges)
- Pakistan (partition from India, division into Bangladesh, Kashmir problem, Islamic fundamentalism)
- Japan (rebuilding after World War II, growth of economy, role in world economics)
- Southeast Asia (political turmoil of Cambodia and Myanmar after World War II and the development of Philippines and Indonesia)
- Africa (development of African colonies into nations after World War II and the political, economic, and social challenges they faced)
- South Africa (apartheid policy, its effects, and the movement by Nelson Mandela to end the policy)
- Africa Today (ethnic, political, and health challenges of Africa)

Close the activity by having each group research an economy that has emerged after the Cold War. The emerging economies for research are the following:
- India
- China
- Japan
- Vietnam
- South Korea
- Taiwan
- Singapore
- Hong Kong

Distribute to students the Emerging Economies BLM (see BLM and sample below). Each group should be able to answer the following questions:
- What factors contributed to the growth of the nation’s economy after the Cold War?
- What impact has the nation’s economy had on the global economy?
- What economic challenges does the nation still face?
Factors Contributing to Growth | Impact on Global Economies | Economic Challenges
--- | --- | ---
India |  | 
China |  | 

Each group should present its findings to the class. Students should record their responses on the blackline master. Students should check their responses for accuracy and make changes as necessary.

**Activity 4: Latin America in the Modern Era (GLEs: WH.4.4, WH.7.2; CCSSs: RH.11-12.2, WHST.11-12.7, WHST.11-12.10)**

Materials List: Latin American Challenges Since 1945 BLM, Latin America in the Modern Era BLM, thirteen index cards per student, Internet (optional), primary and secondary sources on Latin America since 1945

Have students use their textbooks, primary and secondary sources, and the Internet to research the challenges that have faced Latin America since the end of World War II and the effects Cold War policies had upon the economic and political development of the region. Suggested websites for research are listed below.

- [http://www.rci.rutgers.edu/~triner/global/Castaneda.pdf](http://www.rci.rutgers.edu/~triner/global/Castaneda.pdf)

Student research should focus on the following prompts:

- Explain the economic challenges Latin America faced after 1945.
- Describe solutions that were developed to address these challenges, and analyze their effectiveness.
- Describe the following economic alliances by explaining its purpose, identifying its members, and analyzing its effectiveness.
  - Andean Pact
  - NAFTA
  - FTAA

Students should record their responses on the Latin American Challenges Since 1945 BLM (see BLM and sample below). Lead a discussion of the organizations by having students share their responses. Students should check their responses for accuracy and make changes as necessary.
Place students in groups of three or four to perform in-depth research of select Latin American nations. Students groups should conduct research using their textbooks, primary and secondary sources, and the Internet. Have each group create visual presentations of their research findings. Student groups should present their research information in a variety of formats, including multimedia where appropriate (PowerPoint®, story boards, collages, etc). Visual presentations should be checked for accuracy prior to each group presentation.

As each group presents its findings, students will use split-page notetaking (view literacy strategy descriptions) to record notes from the various group presentations. (See Latin America in the Modern Era BLM and sample below.)

### Economic Challenges

<table>
<thead>
<tr>
<th>Economy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico</td>
</tr>
<tr>
<td>• Economic reforms of the 1980’s and 1990’s</td>
</tr>
<tr>
<td>• Immigration to the United States</td>
</tr>
<tr>
<td>• Drug Cartels</td>
</tr>
</tbody>
</table>

| Solutions Developed |

Topics for research are as follows:
- **Mexico** (Economic reforms of the 1980’s and 1990’s, Immigration to the United States, Drug Cartels)
- **Central American Conflicts** (Nicaragua, El Salvador, Panama)
- **Cuba** (Effects of United States embargo, Effects from the end of the Cold War)
- **Haiti** (Effects of the Duvalier family rule, Economic and political challenges since 1992)
- **Brazil** (“The Brazilian Miracle,” Economic reforms of the 1990’s and 2000’s)
- **Argentina** (Rule of the Perons, Falklands War (cause and effect), Economic and political reforms of the 1990’s and 2000’s)
- **Peru** (Terror groups—MRTA and Shining Path (actions and effects), Reforms and scandals of Fujimori)
- **Columbia** (Drug Trade, War on Drugs--actions and effectiveness)
- **Chile** (Allende’s Marxist reforms and their effects, Pinochet’s economic reforms and their effects, Post-Pinochet era reforms and their effects)
- **Venezuela** (Hugo Chavez’s Marxist reforms and their effects)
Have students create *vocabulary cards* (view literacy strategy descriptions) for each key Latin American personality listed below (additional personalities may be added to the list).

- Carlos Salinas
- Vincente Fox
- Daniel Ortega
- Oscar Arias
- Manuel Noriega
- Fidel Castro
- Che Guevara
- Francois Duvalier
- Jean-Bertrand Aristide
- Juan and Eva Peron
- Alberto Fujimori
- Augusto Pinochet
- Hugo Chavez

Demonstrate how to create a *vocabulary card* with students by writing a personality on the board and drawing a large, rectangular card-like frame around it so that the personality is in the center of the rectangle. In the four corners of the card, write the following words: dates of rule, country and role, reforms and accomplishments, and impact of their rule. Discuss with students how the card may be used to review quickly and easily in preparation for tests, quizzes, and other activities with the key personality (see example below).

<table>
<thead>
<tr>
<th>Dates of rule: 1988-1994</th>
<th>Country and role: President of Mexico</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Carlos Salinas</strong></td>
<td></td>
</tr>
<tr>
<td>Reforms and accomplishments: <em>loosened government controls on the economy, sold government-owned businesses, pushed for NAFTA</em></td>
<td>Impact of their rule: <em>Increased government spending led to the devaluing of the peso and an economic meltdown in which the United States had to provide billions of dollars in aid.</em></td>
</tr>
</tbody>
</table>

Once cards are completed, ask students to share their cards with the class and check for accurate information. Allow time for students make corrections to their cards and to review their words individually or with a partner. The *vocabulary cards* are very useful in reviewing information for tests.

Close the activity by having students answer the following question in their *learning logs* (view literacy strategy descriptions):

*What impact, if any, did the United States’ Cold War policies have on the development of Latin America’s economies?*
Have student volunteers share their responses. Ask students to listen for accurate information and logical thinking in their peers’ responses.

Activity 5: The Arab-Israeli Conflicts and Middle East Conflicts (GLE: WH.7.3; CCSSs: RH.11-12.2, WHST.11-12.7, WHST.11-12.10)

Materials List: chart paper (optional), Arab-Israeli and Middle East Conflicts BLM, primary and secondary sources on the Arab-Israeli conflicts and the Middle East conflicts

Before reading and investigating the Arab-Israeli conflicts, have students generate questions about this topic by responding to a SQPL (student questions for purposeful learning) prompt (view literacy strategy descriptions). Write the following SQPL prompt on the board:

“Palestine is the cement that holds the Arab world together, or it is the explosive that blows it apart.” (Yasser Arafat, 1974)

Working in small groups of two or three, ask students to generate several questions they have about the Arab-Israeli conflicts. Have each group share its questions with the class while someone records the questions on the board or chart paper. Any question asked more than once should be marked with some symbol to signify it is an important question. Add more questions if it is felt that there are major content gaps. Keep the questions posted throughout the study of the Arab-Israeli conflicts, and refer to them whenever information is presented that answers one of the student-generated questions. Ask students if they heard an answer to one of the posted questions, and allow the students to confer with someone next to them before responding.

Have students read informational texts on the creation of the state of Israel after World War II using their textbooks or teacher handouts. Divide the class into three groups. Ask one third of the class to investigate the Arab-Israeli conflict as a Palestinian and be prepared to debate this viewpoint and another third of the class to do the same as an Israeli. Then ask the final third to investigate the conflict as a neutral party and be prepared to mediate a discussion between the Palestinians and Israelis. In their investigations, have each group respond to the following questions in their learning logs (view literacy strategy descriptions):

• Who are the Zionists and what role did they play in this conflict?
• When the British controlled the Palestinian region, should the Jewish rebels have been considered freedom fighters or terrorists when they destroyed British hotels?
• Since Israel is an established state, should its Palestinian opponents be considered freedom fighters or terrorists?
• What is the role of religion in promoting terrorism in the Middle East?

Set up the class with the desks or chairs in a large semicircle, and have students discuss their group’s viewpoints on the questions. Make sure the mediation group is placed between the two opposing viewpoints. After each opposing viewpoint is made, the
mediation group should make its suggestions for mediating disputes between the Palestinians and the Israelis.

Next, divide the class into groups of two or three students to research the specific events associated with the Arab-Israeli and Middle East tensions listed below:

- First Arab-Israeli War (1948)
- Baghdad Pact (1955)
- Suez Crisis (1956-1957)
- Pan-Arabianism and Islamic Fundamentalism (1958)
- Six Day War (1967)
- Yom Kippur War (1973)
- Iranian Revolution (1979)
- Iran-Iraq War (1980-1988)
- 1st Palestinian Intifada (1987)
- Persian Gulf War (1990-1991)
- 2nd Palestinian Intifada (2000)
- Iraq War (2003-2011)
- Arab Spring (2011)

For each event, students should research and present the major personalities involved, a short summary of the event, the outcome of the event, and how the event is directly associated with the Arab-Israeli conflict. Using the format of the “esteemed professors” (variation of professor know-it-all – view literacy strategy descriptions), have each group report its information to the class. Remind each group of “esteemed professors” to be ready to address questions from its classmates and to ask questions that will assure its classmates understand the material presented. All student research should be checked for accuracy before the presentations to their peers.

All students should be held responsible for information presented. The basic information from each of the presentations may be recorded on a chart like the sample below (see the Arab-Israeli and Middle East Conflicts BLM).

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
<th>Leaders</th>
<th>Short Summary</th>
<th>Outcome</th>
<th>Association to Arab-Israeli Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Arab-Israeli War</td>
<td>1948</td>
<td>David Ben-Gurion</td>
<td>Arab countries of Egypt, Syria, Lebanon, Transjordan, and Iraq invaded Israel and fought to reclaim Palestinian land.</td>
<td>Arab armies soundly defeated</td>
<td>Beginning of the Arab-Israeli conflict that would continue until today</td>
</tr>
</tbody>
</table>

After the different groups have presented their information to the class, lead a class discussion focusing on the current status of the Arab-Israeli conflict.
Activity 6: Terrorism (GLEs: WH.1.4, WH.7.6; CCSS: WHST.11-12.10)

Materials List: Internet (optional); newspapers and magazines (optional); primary and secondary sources on terrorism throughout the world; selection of information texts on Planned Parenthood bombings in the United States, Taliban rule in Afghanistan, Shiite Muslim fundamentalists activities in Iran and Iraq.

Have students write a definition of terrorism in their own words and then solicit student volunteers to share their definitions with the class. Record the key words on the board and then assist the class in determining an accurate definition of terrorism. Key elements of the definition should include use or threatened use of force or violence against people or property; intention of the act is to intimidate or coerce individuals, societies, or governments; and the purpose of the act is often for ideological or political reasons.

Working in groups of three or four students, assign each group one of the events listed below to research, and determine the causes and effects of the assigned event. Using the criteria of the class-created definition of terrorism, ask each group to determine whether its assigned event should be considered an act of terrorism. The group should be prepared to defend its answer.

- The Troubles of Northern Ireland (1963-1985)
- United States Embassy in Beirut, Lebanon (1982)
- Sri Lanka (Tamil uprising) (1983-2009)
- PLO Intifadas (1987 and 2000)
- Pan Am Airlines Flight 103 (1988)
- World Trade Center (1993)
- United States Embassy bombings in East Africa (1998)
- Al-Qaeda attack of September 11, 2001
- Darfur in Western Sudan (Janjaweed and Sudan Liberation Movement) (2003-2005)

Using specific evidence from their research on the above topics, a class discussion should focus on the following questions:

- Why is terrorism so much more prevalent and dangerous today?
- How is the availability of weapons a serious problem?
- How did the Cold War make weaponry more available to terrorists?

Have students find recent political cartoons about terrorism using newspapers, magazines, or the Internet. Students can also be encouraged to draw their own political cartoons about terrorism. Ask students to share their cartoons with the class and explain what points the cartoonists are trying to make about terrorism. The cartoons should be posted around the classroom for visual reinforcement.
Define religious fundamentalism as religious thought and practice based on the literal interpretation of religious texts such as the Bible or the Qur’an and sometimes in anti-modernist movements in some religions (e.g., Iranian Revolution). Differentiate between religious fundamentalism and religious extremism (considered to be an irrational, unjustifiable, or otherwise unacceptable religious ideology according to the greater civil society). Have students read informational texts on the activities listed below and explain how religious extremism may be partly responsible for the actions. Ask students to determine if the following situations could be defined as terrorism according to the definition of terrorism they created earlier in the activity.

- bombing Planned Parenthood clinics in the United States
- Taliban rule in Afghanistan
- Shiite Muslim fundamentalists’ activities in Iran
- Shiite Muslims and other religious factions’ activities in Iraq

Guide a discussion dealing with the concept of religious toleration and religious extremism. Students should be able to explain why diversity is not an acceptable concept for religious extremists.

Have students check their vocabulary self-awareness (view literacy strategy descriptions) chart and make corrections and additions.

Sample Assessments

General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- Student-developed products should be evaluated as the unit progresses.
- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom’s taxonomy
  - EOC-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.
Activity-Specific Assessments

- **Activity #2:** Have students color a world map indicating which nations are members of NATO, the EU, OAS, OPEC, OSCE, and ASEAN. They should select a color for each organization and create a key to indicate which colors represent which organizations. Allow countries to have several colors if they belong to more than one of the organizations. Maps will be assessed with a predetermined criteria provided to students when the maps are assigned.

- **Activity #5:** Have students create a timeline of the Arab-Israeli conflicts from 1948 to the present. Timelines should indicate conflicts and agreements that were made. Timelines will be assessed with a predetermined criteria provided to students when the timelines are assigned.

- **Activity #6:** Have students write a formal essay using specific evidence from their research on the assigned topics in this activity. The essay should focus on the following questions:
  - Why is terrorism so much more dangerous today?
  - How is the availability of weapons a serious problem?
  - How did the Cold War make weaponry so available to terrorists?
Criteria for the formal essay should be established and distributed to the students when the essay is assigned.