

Louisiana Believes.

World History

A faded background image of a female teacher with dark curly hair, wearing a light-colored collared shirt under a dark sweater, smiling as she holds a globe. A young male student is pointing at the globe. The background shows a classroom setting with a whiteboard and some papers on a wall.

Comprehensive Curriculum
REVISED 2012

LOUISIANA DEPARTMENT OF EDUCATION

World History

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2012 Louisiana Comprehensive Curriculum **Course Introduction**

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)

Grade-Level Expectations	
GLE #	GLE Text
Historical Thinking Skills	
WH.1.1	Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> 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
ELA CCSS for Literacy in History/Social Studies 6-12	
CCSS #	CCSS Text
Reading Standards for Literacy in History/Social Studies 6–12	
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 <i>faction</i> in <i>Federalist</i> No. 10).
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
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.11-12.10	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 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).

Characteristics	Middle Ages	Renaissance
Religion		
Art		

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.)

Word	√	?	–	Example	Definition
Renaissance					
Humanism					
Secular					

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	
Causes and Effects	
Where it began and why	
Why it was successful	

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	Petrarch	Machiavellei	Baldassare
Castiglione	Giotto	Masaccio	Da Vinci
Michelangelo	Raphael	Titian	Donatello
Jan van Eyck	Brueghel	Dürer	Holbein
Gutenberg	Erasmus	More	Shakespeare
Botticelli	Brunelleschi	Boccacio	

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).

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

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	Titian	Brunelleschi
Michelangelo	Donatello	
Raphael	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* ([view literacy strategy descriptions](#)) 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* ([view literacy strategy descriptions](#)). 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.

Reformation	
Key Personalities: <ul style="list-style-type: none"> • Martin Luther • 	
Key Events <ul style="list-style-type: none"> • Diet of Worms • 	
Key Groups <ul style="list-style-type: none"> • Calvinists • 	

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).

Counter-Reformation	
Tactics:	
<ul style="list-style-type: none"> • Inquisition in Rome • Tactics used in Inquisition • Methods to combat heresy 	

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.