

World History and Civilization Honors

Teacher: Cecil Franke

Month	Content and Essential Questions	Skills	Lesson Examples and Assessments
August	<p>Beginnings of Human Society and the Development of Cultural Hearths</p> <p>Why should we study World History and what is it?</p> <p>WH.1 Students will examine the lives of people during the beginnings of human society</p>	<p>Beginnings of Human Society and the Development of Cultural Hearths</p> <p>Students will examine the lives of people during the beginnings of human society.</p> <p>WH.1.1 Trace the approximate chronology and territorial range of early human communities, and analyze the processes that led to their development.</p> <p>WH.1.2 Describe types of evidence and methods of investigation by which scholars have reconstructed the early history of domestication, agricultural settlement and cultural development.</p> <p>WH.1.3 Describe social, cultural and economic characteristics of large agricultural settlements on the basis of evidence gathered by archaeologists.</p>	<p>Beginnings of Human Society and the Development of Cultural Hearths</p> <p>Students will develop and defend a list of the 25 most important events in World History.</p> <p>Students will develop a timeline of World History in which they will include their 25 most important events.</p> <p>Students will explore methods used by historians and archaeologists by researching and writing about a society created by random elements.</p> <p>Students will describe social, cultural and economic characteristics of large agricultural settlements on the basis of evidence gathered by archaeologists. They will also explain why these are found near rivers.</p> <p>Students will define civilization and identify the key differences between civilizations and other forms of social organization.</p>
September	<p>Ancient Civilizations: 4000 B.C. /B.C.E. to 500 A.D. /C.E.</p> <p>Why did early peoples live in large groups and how did civilizations develop? Why did they develop where they did?</p> <p>WH.2 Students will examine the characteristics of ancient civilizations, including those of North Africa, Southwest Asia, South Asia and East Asia from 4000 B.C. /B.C.E. to 500 A.D. /C.E.</p>	<p>Ancient Civilizations: 4000 B.C. /B.C.E. to 500 A.D. /C.E.</p> <p>Students will examine the characteristics of ancient civilizations, including those of North Africa, Southwest Asia, South Asia and East Asia from 4000 B.C. /B.C.E. to 500 A.D. /C.E.</p> <p>WH.2.1 Early Development of Western and Non-Western Civilizations: Define civilization and identify the key differences between civilizations and other forms of social organization.</p> <p>Defining the Idea of Civilization</p>	<p>Ancient Civilizations: 4000 B.C. /B.C.E. to 500 A.D. /C.E.</p> <p>Students will create a map of the earliest human civilizations.</p> <p>Students will explore these early human civilizations and compare and contrast them. They will then develop a theory as to why they were like they were.</p> <p>Students will define civilization and identify the key differences between civilizations and other forms of social organization.</p> <p>Students will explore early</p>

		<p>WH.2.2 Early Development of Western and Non-Western Civilizations: Compare causes and conditions by which civilizations developed in North Africa, Southwest Asia, South Asia and East Asia, and explain why the emergence of these civilizations was a decisive transformation in human history.</p> <p>Early Civilizations That Transformed Human History WH.2.3 Early Development of Western and Non-Western Civilizations: Differentiate hierarchies in the social structures of early civilized peoples and explain the influence of religious belief systems upon ancient governmental systems. Hierarchies and Religion in Early Civilizations WH.2.4 Early Development of Western and Non-Western Civilizations: Explain relationships in early civilizations between the development of state authority and the growth of aristocratic power, taxation systems and institutions of coerced labor, including slavery. WH.2.5 Greek Civilization: Identify and explain the significance of achievements of Greeks in mathematics, science, philosophy, architecture and the arts and their impact on various peoples and places in subsequent periods of world history. Greek Achievements WH.2.6 Greek Civilization: Analyze the major events of the wars between the Persians and the Greeks, reasons why the Persians failed to conquer the Greeks, and consequences of the wars for Greek civilization. Wars between Persians and Greeks WH.2.7 Greek Civilization: Compare and contrast the daily life, social hierarchy, culture and institutions of Athens and Sparta; describe the</p>	<p>Development of Western and Non-Western Civilizations. They will compare causes and conditions by which civilizations developed in North Africa, Southwest Asia, South Asia and East Asia, and explain why the emergence of these civilizations was a decisive transformation in human history.</p> <p>Students will write essays citing historical facts that compare and contrast the advancement of Greek civilization to the technologically advanced nations of modern times and offer similarities or differences in the effects on world history.</p> <p>Students will create maps indicating trade routes and battles that affected the expansion of Greek civilization.</p> <p>Students will work in small groups to fully explore the beliefs of ancient philosophers and present information to the rest of the class, concentrating on the effects evident in Western Civilization.</p> <p>Students will compare and contrast the daily life, social hierarchy, culture and institutions of Athens and Sparta; describe the rivalry between Athens and Sparta; and explain the causes and consequences of the Peloponnesian War.</p> <p>Students will make graphic organizers that explain the relationship between Roman government and religious beliefs of the Eastern Mediterranean.</p> <p>Students will make graphic organizers that explain the use of military force and technology to conquer territory and maintain an empire.</p> <p>Students will make posters advertising the Roman Circus</p>
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October	Civilizations and Empires in Asia, Africa and the Americas: 1000 B.C. /B.C.E. to 1500 A.D. /C.E.	Civilizations and Empires in Asia, Africa and the Americas: 1000 B.C. /B.C.E. to 1500 A.D. /C.E.	Civilizations and Empires in Asia, Africa and the Americas: 1000 B.C. /B.C.E. to 1500 A.D. /C.E.

	<p>How did different civilizations develop and in what ways are they alike and different?</p> <p>WH.3</p> <p>Students will trace the development of major civilizations and empires in different regions of Asia, Africa and the Americas from 1000 B.C. /B.C.E. to 1500 A.D. /C.E.</p>	<p>Students will compare and contrast the Maya, Aztec and Inca civilizations in terms of their arts, religion, sciences, economy, social hierarchy, government, armed forces and imperial expansion. Students will trace the development of major civilizations and empires in different regions of Asia, Africa and the Americas from 1000 B.C. /B.C.E. to 1500 A.D. /C.E.</p> <p>WH.3.1</p> <p>Asia: Trace the development and major achievements of civilization in India with particular emphasis on the rise and fall of the Maurya Empire, the "golden period" of the Gupta Empire, and the reign of Emperor Ashoka.</p> <p>WH.3.2</p> <p>Asia: Examine, interpret and compare the main ideas of Hinduism and Buddhism and explain their influence on civilization in India.</p> <p>WH.3.3</p> <p>Asia: Explain how Buddhism spread and influenced peoples and their cultures throughout South Asia, Central Asia and East Asia. The Spread of Buddhism</p> <p>WH.3.4</p> <p>Asia: Trace the development and major achievements of Chinese and East Asian civilizations during various key dynasties, such as the Shang, Zhou, Qin, Han, Tang and Song. Chinese Dynasties</p> <p>WH.3.5</p> <p>Asia: Describe the life of Confucius, compare and contrast the fundamental teachings of Confucianism and Daoism (Taoism), and explain the influence of these ideas on Chinese and East Asian civilizations. Confucius and Confucianism</p> <p>WH.3.6</p> <p>Asia: Describe the origins and development of Japanese society and the imperial state in Japan. Origins of Japanese Society</p> <p>WH.3.7</p>	<p>Students will create timelines for each continent demonstrating the rise of civilizations. Students will work in small groups to create maps of ancient civilizations.</p> <p>Students will work in small groups to choose an ancient civilization of Asia, Africa, or America and explain the culture and religion to the class in a presentation and compare it to that of Western society.</p> <p>Students will identify geography and cultural differences of Asian, African, and American civilizations.</p> <p>Students will explain differences between Western and non-Western civilization during the time period.</p> <p>Students will trace the development and major achievements of civilization in India with particular emphasis on the rise and fall of the Maurya Empire, the "golden period" of the Gupta Empire, and the reign of Emperor Ashoka.</p> <p>Students will examine, interpret and compare the main ideas of Hinduism and Buddhism and explain their influence on civilization in India.</p> <p>Students will trace the development and major achievements of Chinese and East Asian civilizations during various key dynasties.</p> <p>Students will describe the life of Confucius, compare and contrast the fundamental teachings of Confucianism and Daoism (Taoism), and explain the influence of these ideas on Chinese and East Asian civilizations.</p>
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November	<p>Medieval Europe and the Rise and Development of Western Civilization: 500 to 1650</p> <p>What causes Europe to develop into an economic powerhouse? Why did the Renaissance occur in Europe?</p> <p>WH.4</p> <p>Students will examine the political, economic, social and cultural development of Europe, which influenced the rise of Western Civilization, particularly the Renaissance and Reformation from 500 to 1650.</p>	<p>Medieval Europe and the Rise and Development of Western Civilization: 500 to 1650</p> <p>Students will examine the political, economic, social and cultural development of Europe, which influenced the rise of Western Civilization, particularly the Renaissance and Reformation from 500 to 1650.</p> <p>WH.4.1</p> <p>Describe the impact of Christian monasteries and convents on Europe, and explain how Christianity and classical Greco-Roman civilization influenced Europe after the collapse of the Roman Empire.</p> <p>WH.4.2</p> <p>Describe the impact on Western Europe of the collapse of the Roman Empire.</p> <p>WH.4.3</p> <p>Describe the rise and achievements of Charlemagne and the Empire of the Franks.</p> <p>WH.4.4</p> <p>Explain how the idea of Christendom influenced the development of cultural unity in Europe.</p> <p>WH.4.5</p> <p>Describe how technological improvements in agriculture, the growth of towns, the creation of guilds, and the development of banking during the Middle Ages, as well as the institutions of feudalism and the manorial system influenced European civilization.</p> <p>WH.4.6</p> <p>Analyze and compare the success</p>	<p>Medieval Europe and the Rise and Development of Western Civilization: 500 to 1650</p> <p>Students will create graphic organizers of advances made during the Middle Ages and debate the progress of Western civilization during the time period.</p> <p>Students will write diary entries as a person living in a Medieval European village.</p> <p>Students will work in small groups to explain what segments of our society could best adapt to feudalism and the manorial system and offer reasons that other segments would be less suitable.</p> <p>Students will create charts or graphic organizers that explain feudalism and the manorial system.</p> <p>Students will compare and contrast guilds and modern unions by creating side-by-side charts of hierarchy and goals.</p> <p>Students will write a newspaper article as a reporter covering the split in the Church.</p> <p>Students will create maps of areas loyal to the Eastern and Western Church.</p> <p>Students will work in small groups to create time lines and</p>

		<p>of the Roman and Orthodox churches in spreading the Christian religion and civilization to peoples of Northern and Eastern Europe.</p> <p>WH.4.7 Explain the Great Schism of 1054 and the development of Eastern and Western branches of Christianity.</p> <p>WH.4.8 Explain the causes of the Crusades and their consequences for Europe and Southwest Asia, including the growth in power of the monarchies in Europe.</p> <p>WH.4.9 Describe the rise, achievements, decline and demise of the Byzantine Empire; the relationships of Byzantine and Western Civilizations; the conquest of Constantinople by the Turks in 1453; and the impact on European peoples living in the Turkish (Ottoman) Empire.</p> <p>WH.4.10 Trace the origins and developments of the Northern Renaissance and the Italian Renaissance. Explain Renaissance diffusion throughout Western Europe and its impact on peoples and places associated with western civilization.</p> <p>WH.4.11 Describe the main themes and achievements of the Protestant Reformation, including its impact on science, technology and the arts.</p> <p>WH.4.12 Analyze the factors that led to the rise and spread of the Protestant Reformation as well as the reaction of the Catholic Church. Discuss the consequences of these actions on the development of western civilization.</p> <p>WH.4.13 Explain the causes, events and consequences of wars associated with the Protestant Reformation, which culminated with the Thirty Years War, 1618 to 1648.</p>	<p>maps that document the crusades.</p> <p>Students will compare and contrast in class discussions and essays the Crusades and the holy wars that have occurred in recent times. (How long have people been killed in the name of religion?)</p> <p>Students will identify and explain each of the Crusades and areas affected.</p> <p>Students will explain why many believe that the middle ages were detrimental to the progress of Western civilization in comparison to preceding and proceeding time periods.</p> <p>Students will explain the importance of Christianity in Medieval society and compare it to the same in our society.</p> <p>Students will identify leaders, both political and religious, who impacted the history of Western civilization during the time period.</p> <p>Students will identify the reason for the rise of the manorial system and feudalism and their role in maintaining order.</p> <p>Students will explain the role of guilds and economic system of the Medieval period.</p> <p>Students will identify the reasons for the split of the Church and the areas associated with each side of the schism.</p>
December	Worldwide Exploration, Conquest and Colonization:	Worldwide Exploration, Conquest and Colonization:	Worldwide Exploration, Conquest and Colonization:

	<p>1450 to 1750</p> <p>What caused the exploration and colonization in the 14th and 15th centuries? How did that change the world?</p> <p>WH.5 Students will examine the causes, events and consequences of worldwide exploration, conquest and colonization from 1450 to 1750.</p>	<p>1450 to 1750</p> <p>Students will examine the causes, events and consequences of worldwide exploration, conquest and colonization from 1450 to 1750.</p> <p>WH.5.1 Explain the causes and conditions of worldwide voyages of exploration and discovery by expeditions from China, Portugal, Spain, France, England and the Netherlands.</p> <p>WH.5.2 Explain the origins, developments and consequences of the transatlantic slave trade between Africa and the Americas. Analyze and compare the ways that slavery and other forms of coerced labor or social bondage were practiced in East Africa, West Africa, Southwest Asia, Europe and the Americas from 1450 to 1750.</p> <p>WH.5.3 Explain the origins, developments, main events and consequences of European overseas expansion through conquest and colonization in Africa, Asia and the Americas.</p> <p>WH.5.4 Identify major technological innovations in shipbuilding, navigation, and naval warfare, and explain how these technological advances were related to voyages of exploration, conquest and colonization.</p>	<p>1450 to 1750</p> <p>Students will create maps illustrating the nations sponsoring exploration and routes taken by explorers and present in Power Point presentations or poster.</p> <p>Students will create graphic organizers illustrating the motivations and results of exploration.</p> <p>Students will create timelines that illustrate the important events of illustration, including major figures and nations involved.</p> <p>Students will create packing lists of items they would take if sent to colonize a new territory.</p> <p>Students will create posters enlisting citizens for colonization efforts.</p> <p>Students will write journal entries as colonial subjects.</p>
January	<p>Worldwide Exploration, Conquest and Colonization: 1450 to 1750 cont.</p>	<p>Worldwide Exploration, Conquest and Colonization: 1450 to 1750 cont.</p> <p>Students will examine the causes, events and consequences of worldwide exploration, conquest and colonization from 1450 to 1750.</p>	<p>Worldwide Exploration, Conquest and Colonization: 1450 to 1750 cont.</p> <p>Students will gather and present information about assigned nations and their role in exploration and colonization in which the student will demonstrate mastery of themes and patterns of interaction between nations and colonies.</p> <p>Students will create a poster focusing on one explorer and a technology element that was a major impact on the exploration</p>

			<p>by one part of the world of another.</p> <p>Students will explain the goals of early explorers and discuss the success of their efforts.</p> <p>Students will identify nations involved in explorations and their motivations.</p> <p>Students will identify the effects of exploration and colonization on the nations that participated in such activities.</p> <p>Students will identify individuals and specific dates to explain the progress of exploration.</p>
February	<p>Scientific, Political, Cultural and Industrial Revolutions: 1500 to 1900</p> <p>How did the modern industrial world come about? What were the keys that made it possible?</p> <p>WH.6 Students will examine the causes, events and global consequences of the scientific, political, cultural and industrial revolutions that originated in Western Europe and profoundly influenced the world from 1500 to 1900.</p>	<p>Scientific, Political, Cultural and Industrial Revolutions: 1500 to 1900</p> <p>Students will examine the causes, events and global consequences of the scientific, political, cultural and industrial revolutions that originated in Western Europe and profoundly influenced the world from 1500 to 1900.</p> <p>WH.6.1 Examine how the Scientific Revolution, as well as technological changes and new forms of energy, brought about massive social, economic, and cultural change.</p> <p>WH.6.2 Trace the origins and consequences of the English Civil War on the government and society of England, and explain the significance of the Glorious Revolution of 1688 for the development of government and liberty in England and its colonies in North America.</p> <p>WH.6.3 Explain the concept of "the Enlightenment" in European history and describe its impact upon political thought and government in Europe, North America and other regions of the world.</p> <p>WH.6.4</p>	<p>Scientific, Political, Cultural and Industrial Revolutions: 1500 to 1900</p> <p>Students will copy pages from a book of reference to stress the importance of the printing press and understand the scarcity of books that existed before its invention.</p> <p>Students will explain the effects of the printing press on religion and the challenges to the traditional role of the Church and reactions to such challenges.</p> <p>Students will create maps illustrating the advance of the plague.</p> <p>Students will write journal entries as an educated person living in Europe during the outbreak of the plague.</p> <p>Students will work in small groups to research Italian City-States and predict the role they would play in the unification of Italy later.</p> <p>Students will create graphic organizers that illustrate the different divisions of the Church during the Reformation.</p>

		<p>Compare and contrast the causes and events of the American and French Revolutions of the late eighteenth century and explain their consequences for the growth of liberty, equality and democracy in Europe, the Americas and other parts of the world.</p> <p>WH.6.5 Describe the causes, events and outcomes of the Latin American independence movements of the nineteenth century.)</p> <p>WH.6.6 Describe the causes and conditions of the Industrial Revolution in England, Europe and the United States, and explain the global consequences.</p> <p>WH.6.7 Analyze and evaluate the influence of Christianity, the Enlightenment and democratic revolutions and ideas in various regions of the world.</p>	<p>Students will choose an invention of the period and sketch the idea as if presenting it to a scientific society. They will also create a poster advocating this invention as the most significant of this time period.</p> <p>Students will compare and contrast the plague with more recent outbreaks of deadly diseases in class discussion.</p> <p>Students will list the numerous denominations of Christianity active locally and discuss the reasons for the divisions that exist.</p> <p>Students will research prominent figures of the Reformation and work in small groups to explain how they would react to the direction of our society today in class discussion or presentations.</p> <p>Students will analyze and evaluate the influence of Christianity, the Enlightenment and democratic revolutions and ideas in various regions of the world.</p> <p>Students will identify advances in the arts and sciences as well as the people responsible for such developments.</p> <p>Students will identify the causes of the outbreak of the plague and effects on Western Civilization.</p> <p>Students will complete tests, quizzes, timelines, guided readings, map exercises, graphic organizers, presentations, and essays to demonstrate progress.</p>
March	<p>Global Imperialism: 1500 to the Present</p> <p>How did some nations come to control others in the world?</p> <p>WH.7 Students will examine the origins, major events and consequences of</p>	<p>Global Imperialism: 1500 to the Present</p> <p>Students will examine the origins, major events and consequences of worldwide imperialism from 1500 to the present.</p> <p>WH.7.1 Discuss the rise of nation-states</p>	<p>Global Imperialism: 1500 to the Present</p> <p>Students will create maps illustrating imperial powers and areas subjected to imperialism.</p> <p>Students will create time Students will identify the</p>

	<p>worldwide imperialism from 1500 to the present.</p>	<p>and nationalism in Europe, North America and Asia and explain the causes, main events and global consequences of imperialism from these areas.</p> <p>WH.7.2 Analyze the causes and consequences of European imperialism upon the indigenous peoples of Africa, Asia and Oceania.</p> <p>Example: The partition of Africa and the economic and political domination of China and India</p> <p>WH.7.3 Analyze Japanese responses to challenges by Western imperial powers and the impact of these responses on Japan's subsequent development as an industrial, military and imperial power.</p>	<p>changing political maps of the world during the time period.</p> <p>Students will identify nations that exercised imperialism and offer respective motivations and results.</p> <p>Students will explain the impact of imperialism on non-Western Civilizations.</p> <p>Students will create charts or graphic organizers illustrating the imperial activities of assigned nations and make PowerPoint presentations to present to the class.</p> <p>Students will work in small groups to present positives and negatives of imperialism during the time period and debate conclusions in class.</p> <p>Students will choose an area targeted by imperial nations and write a 3-5-page paper about the events, people, and effects of the imperial relationships of imperial expansion illustrating the nations and people involved.</p>
April	<p>An Era of Global Conflicts, Challenges, Controversies and Changes: 1900 to the Present</p> <p>How did the world wars come about? How have they and other 20th century events shaped our world today?</p> <p>WH.8 Students will analyze and explain trends and events of global significance, such as world wars and international controversies and challenges, and cross-cultural changes that have connected once-separated regions into an incipient global community.</p>	<p>An Era of Global Conflicts, Challenges, Controversies and Changes: 1900 to the Present</p> <p>Students will analyze and explain trends and events of global significance, such as world wars and international controversies and challenges, and cross-cultural changes that have connected once-separated regions into an incipient global community.</p> <p>WH.8.1 Trace and explain the causes, major events and global consequences of World War I.</p> <p>WH.8.2 Explain causes of the February and October Revolutions of 1917 in Russia, their effects on the outcome of World War I, and the success of the Bolsheviks (Communists) in their establishment of the Union of</p>	<p>An Era of Global Conflicts, Challenges, Controversies and Changes: 1900 to the Present</p> <p>Students will create timelines of events in Russia preceding the Bolshevik Revolution.</p> <p>Students will write journal entries as a peasant watching events in Russia during the revolution.</p> <p>Students will create charts of what peasants were promised before the revolution and what actually happened afterwards.</p> <p>Students will create graphic organizers illustrating events that led to World War I.</p> <p>Students will examine footage of recreated World War I battles and discuss why casualties were</p>

		<p>Soviet Socialist Republics.</p> <p>WH.8.3 Compare the totalitarian ideologies, institutions and leaders of the Union of Soviet Socialist Republics, Germany and Italy in the 1920s, 1930s and 1940s.</p> <p>WH.8.4 Identify and analyze the causes, events and consequences of World War II.</p> <p>WH.8.5 Explain the origins and purposes of international alliances in the context of World War I and World War II.</p> <p>WH.8.6 Explain the causes and consequences of the Cold War.</p> <p>WH.8.7 Identify new post-war nations in South and Southeast Asia and Africa that were created from former colonies, and describe the reconfiguration of the African continent.</p> <p>WH.8.8 Describe and explain the origins of the modern state of Israel and the reactions of the peoples and states in southwest Asia.</p> <p>WH.8.9 Describe ethnic or nationalistic conflicts and violence in various parts of the world, including Southeastern Europe, Southwest and Central Asia, and sub-Saharan Africa.</p> <p>WH.8.10 Describe and analyze the global expansion of democracy since the 1970s and the successes or failures of democratic reform movements in challenging authoritarian or despotic regimes in Africa, Asia, Eastern Europe and Latin America.</p>	<p>higher than in previous wars.</p> <p>Students will write letters as soldiers or family members during World War I.</p> <p>Students will create maps illustrating military campaigns and key battles.</p> <p>Students will create propaganda posters typical of World War I.</p> <p>Students will read the treaty of Versailles, creating amendments and explaining how such amendments may have prevented World War II.</p> <p>Students will work in small groups to write profiles of leaders involved in World War II.</p> <p>Have students create graphic organizers that explain the outbreak of World War II.</p> <p>Students will create maps illustrating Europe and Asia before and after World War II.</p> <p>Students will write essays about causes of genocide and how to prevent it from happening in our society, comparing it to more recent events such as ethnic cleansing.</p> <p>Students will work in small groups to create maps, timelines, and graphic organizers explaining the creation of Israel for presentation to the class. (Power Point)</p> <p>Students will write a 5-7-page research paper about displaced persons, the difficulties they face, and the results of resettlement.</p> <p>Students will create maps and write summaries of events that have resulted in recent cases of genocide.</p> <p>Students will work in small</p>
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		<p>groups to research a company with international holdings, making presentations about the functions, products, and profits of the corporation.</p> <p>Students will explain the causes for the Russian Revolutions and the response of the Western powers.</p> <p>Students will identify factors, groups and individuals responsible for the establishment of Communism in the newly created Soviet Union.</p> <p>Students will examine the society of the Soviet Union and explain the reasons for the rise and fall of Communism.</p> <p>Students will explain the people and events involved in beginning World War I.</p> <p>Students will describe the military doctrine adopted by belligerent nations during World War I.</p> <p>Students will examine the results of the Treaty of Versailles and identify key areas that kept peace fragile.</p> <p>Students will identify events in Europe that led to the rise of Adolf Hitler and enabled him to mobilize Germany for war.</p> <p>After viewing footage from the Holocaust and interviews with survivors, students will identify reasons for genocide.</p> <p>Students will identify the nations and people responsible for the creation of Israel.</p> <p>Students will explain the diplomatic difficulties in sustaining a Jewish state in an Arab region and the military campaigns that resulted.</p>
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			<p>Students will explain recent conflicts in Africa and Eastern Europe and identify nations that have attempted to aid people suffering as a result of civil wars.</p> <p>Students will identify economies and corporations that transcend international boundaries.</p>
May	<p>Historical Thinking</p> <p>How does history get to be the history we know?</p> <p>WH.9 Students will conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.</p>	<p>Historical Thinking</p> <p>Students will conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.</p> <p>WH.9.1 Identify patterns of historical change and duration and construct a representation that illustrates continuity and change.</p> <p>WH.9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.</p> <p>WH.9.3 Investigate and interpret multiple causation in analyzing historical actions, and analyze cause-and-effect relationships.</p> <p>WH.9.4 Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.</p> <p>WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.</p> <p>WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.</p>	<p>Historical Thinking</p> <p>Students will read two "historical" books and write and essay or create a Powerpoint presentation for each book. Within their presentation the students will discuss the relevance and accuracy of the information. They will also compare and contrast the information to the class textbook. They will identify and discuss the importance of the point of view of the author.</p> <p>They will identify patterns of historical change and duration and construct a representation that illustrates continuity and change of the subject matter of the book. Each student will formulate and present a position or course of action(s) on an issue(s) presented in the book. They will do this by examining the underlying factors contributing to that issue. They will discuss alternatives that might have happened.</p>
	<p>Additional digital resources:</p> <p>Mr. Franke's Online Classroom</p>	<p>www.tiki-tok.com</p>	

	https://sites.google.com/a/centerville.k12.in.us/us-history/world-history-honors www.quizlet.com		
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