

## **Curriculum Map: Modern World History**

### **Cochranon Junior-Senior High School**

#### **Social Studies Department**

**Course Description:** A yearlong course designed for the student who plans to pursue a college education or career. This course examines the social and intellectual currents from the time of the Renaissance through WWII as reflected in geography, philosophy, religion, politics, economics, the sciences, technology, and social structures of the times.

**Unit Title:*****Renaissance and Reformation*****Suggested time frame:**

3-4 weeks August-September

**Standards:**

PA: 8.4.W.A, B, C, D

CC 8.5.11-12. A, B, C, D, E, F, G, H, I, J; CC 8.6.11-12.A, B, C, D, E, F, G, H, I

**Essential Questions:***How does geography affect people, places and regions?**How do the movements of people and ideas (cultural diffusion) affect world history?**What impact do trade networks have on culture?*

| Competency   | Vocabulary  | Strategy  | Resource   |
|--|---|---|--|
| <ol style="list-style-type: none"><li>1. Describe artistic, literary, and intellectual ideas of the Renaissance.</li><li>2. Explain the effects of the theological, political, and economic differences that emerged.</li><li>3. Compile a working list of important scientific and technological developments of the Renaissance and Reformation.</li><li>4. Describe the impact of religious conflicts, the Inquisition, and Catholic Reformation on society and government actions.</li><li>5. Describe changing cultural values, traditions, and philosophies, and assessing the role of the printing press.</li></ol> | Renaissance, 95 Theses, Albrecht Durer, Anabaptist, Anglican Church, Anne Boleyn, Bubonic Plague, Catherine of Aragon, Catholic Reformation, Council of Trent, Desiderius Erasmus, Diet of Worms, Donatello, Essay, Excommunication, Francisco Petrarch, Francois Rabelais, Giovanni Boccaccio, Henry VIII, Heresy, Huguenots, Humanism, Index of Forbidden Books, Indulgence, Inquisition, Jane Seymore, Jesuit, Johann Gutenberg, John Calvin, John Knox, Katerina von Bora, Leonardo Bruni, Leonardo da Vinci, Leonardo Michelangelo Buonarroti, Lutheran Church, Marguerite of Navarre, Martin Luther, Michel de Montaigne, Niccolo Machiavelli, Patron, Perspective, Pieter Bruegel, Predestination, Presbyterian, Protestant, Raphael Santi, Reformation, Secular, St. Bartholomew's Day Massacre, Theocracy, Thomas Cromwell, Thomas More, William Shakespeare, Vernacular | <b><i>Create a Facebook</i></b> page for a historical figure. Have fun but be accurate.<br><ol style="list-style-type: none"><li>1. Insert a picture of your historical figure.</li><li>2. Insert a text box for the following: Historical figure's name; Where the historical figure spent most of his/her life; Whether he/she was single, divorced, or married; Historical figure's date of birth; Historical figure's hometown; Place a dot on all of the places that historical figure traveled over the course of his/her life; List four people that the historical figure would have been friends with on Facebook; Make up two Facebook groups the historical figure would have joined; List one school he/she attended and one place he/she worked; Make up two wall posts the historical figure would have made.</li></ol> | Modern World History textbook, primary and secondary sources, (diaries, letters, and first person accounts, photographs,...) video clips, Smart board lessons, atlas, fairytales, charts, maps and library.<br>Suggested Websites:<br>Beyond the Bubble;<br>Common Core Standards for English and Social Studies;<br>pbs.org |

**Unit Title:*****Growth of Middle Eastern Empires and the creation of Islam*****Suggested time frame:**

1-2 weeks September

**Standards:**

PA: 8.4.W.A, B, C, D

CC 8.5.11-12. A, B, C, D, E, F, G, H, I, J; CC 8.6.11-12.A, B, C, D, E, F, G, H, I

**Essential Questions:***How do major religious beliefs differ from one another?**How do the beliefs of the people of a region differ from one another?**How do religious groups react toward nonmembers?*

| Competency  | Vocabulary   | Strategy  | Resource   |
|---|--|---|--|
| 1. How was the Islamic religion formed?<br>2. Identify the basic beliefs and practices of Islam.<br>3. What is the early history of Islam?<br>4. Trace the expansion of Ottoman Empire<br>5. Identify the cultural and political achievements of Suleiman<br>6. What lead to the decline of the Ottoman Empire<br>7. What is cultural blending and what causes it?<br>8. Describe the beginnings of the Mughal Empire.<br>9. Describe the policies and achievements of Akbar.<br>10. Describe how the leaders after Akbar ended the empire. | Abbasids, Abu Bakr, Akbar, Ali, Allah, Aurangzeb, Babur, Cultural blending, Devshirme system, Five Pillars, Ghazi, Great Schism, Hindi, Islam, Jahangir, Janissairie, Kabaa, Mecca, Medina, Mehmet I, Mehmet II, Millet, Miniature, Mohammad, Moral Code, Mughal, Mumtaz Mahal, Murad I, Nur Jahan, Osman, Ottoman, Qua'ran, Selim the Grim, Shah Jahan, Shiite, Suleiman I, Sunni, Taj Mahal, Timur the Lame, Umyyads, Urdu, Peacock Throne | <b><u>Epic Literature – The Ramayana</u></b><br>Students are introduced to epic poems through the Ramayana and recall events. The students make artistic and literary depictions of character by comparing <i>Vishnu</i> and <i>Ravana</i> . Students will read the abridged version of the <i>Ramayana</i> . Students work together to make a list of stories and poems they know whose purpose is not only to entertain, but also to teach a lesson. Are there any lessons that are repeated from one work to another? Are there lessons that are similar in their message? (How is the lesson taught? By stating the lesson? By showing examples of good and bad behavior?) read through their answers to the guiding questions and the character chart for the <i>Ramayana</i> . Do they think that the <i>Ramayana</i> is teaching a lesson? How does it teach its lessons? Work in groups | Modern World History textbook, primary and secondary sources, (diaries, letters, and first person accounts, photographs,...) video clips, Smart board lessons, atlas, fairytales, charts, maps and library. Suggested Websites: Beyond the Bubble; Common Core Standards for English and Social Studies; pbs.org |

**Unit Title:**

Age of Exploration

**Suggested time frame:**

3 weeks September-October

**Standards:**

PA: 8.4.W.A, B, C, D

CC 8.5.11-12. A, B, C, D, E, F, G, H, I, J; CC 8.6.11-12.A, B, C, D, E, F, G, H, I

**Essential Questions:***What were the motives and methods of colonization and imperialism?**What are the effects of imperialism on the colonizers and the colonized?**What types of conflict arose from imperialism?*

| Competency  | Vocabulary   | Strategy   | Resource   |
|---|--|--|--|
| 1. Determine the reasons for exploration and the inventions created to aid explorers.<br>2. Identify the major trading nations and the areas that they controlled.<br>3. Identify the explorations of Zheng He and explain how these discoveries led to the Closed Door Policy in China<br>4. Compare daily life for the Chinese under the Ming and Qing dynasties.<br>5. Construct a chart that names and explains how the three strongest daimyo united Japan.<br>Describe the cultural developments of the Tokugawa Shogunate and explain what led to the Closed Door Policy in Japan. | Amerigo Vespucci, Atahualpa, Bartholomew Dias, Bartolome de Las Casas, Capitalism, Christopher Columbus, Columbian Exchange, Commercial Revolution, Conquistador , Creole , Daimyo, Duke of York, Edo, Encomienda, Favorable balance of trade, Ferdinand Magellan, Forbidden City, Francisco Pizarro, French and Indian War, Haiku, Henry Hudson, Henry the Navigator, Hernando Cortes, Hongwu, Jacques Cartier, Jamestown, Joint Stock Company, Kabuki, Kangxi, King Philips War, Kowtow, Line of Demarcation, Manchus, Marquette and Joliet, Mercantilism, Mestizos, Metacom, Middle Passage, Ming Dynasty, Moctezuma II, Mongols, Mulatto, New France, New Netherlands, Oda Nobunaga, Peking, Peninsular, Plymouth, Qian-long, Qing Dynasty, Samuel de Champlain, Samurai, Sengoku, Sieur La Salle, Slavery, Tokugawa Ieyasu, Tokugawa Shogunate, Toyotomi Hideyoshi, Treaty of Tordesillas, Triangular trade, Tribute, Vasco da Gama, Vasco Nunez de Balboa, Vasquez de Coronado, Yonglo, Zheng He | <b><i>Age of Exploration</i></b><br><b><i>Webquest: The student's task task is to explorer and log, in the order of their occurrence, several important facts about 20 of the most influential explorers during the Age of Discovery.</i></b><br><i>Once completed, they will participate in a "Who am I?" explorers game in preparation for a final quiz on the explorers you have studied.</i><br><i>In conclusion, answer a few questions about the past Age of Discovery comparing it to the future.</i> | Modern World History textbook, primary and secondary sources, (diaries, letters, and first person accounts, photographs,...) video clips, Smart board lessons, atlas, fairytales, charts, maps and library.<br>Suggested Websites:<br>Beyond the Bubble;<br>Common Core Standards for English and Social Studies;<br>pbs.org |

**Unit Title:**

Absolutism

**Suggested time frame:**

3-4 weeks October-November

**Standards:**

PA: 8.4.W.A, B, C, D

CC 8.5.11-12. A, B, C, D, E, F, G, H, I, J; CC 8.6.11-12.A, B, C, D, E, F, G, H, I

**Essential Questions:**

How have various governments and leaders attempted to legitimize (or justify) their authority throughout history?

| <b>Competency</b>   | <b>Vocabulary</b>   | <b>Strategy</b>   | <b>Resource</b>  |
|---|---|---|--|
| 1. Identify the critical attributes of absolutism including but not limited to, divine right to rule, political sovereignty in the hands of the monarch, and the absence of checks and balances.<br>2. Create a definition of absolutism that includes all critical attributes.<br>3. Demonstrate knowledge of political changes in Europe during the 16th, 17th, and 18th centuries by describing absolutism in the context of the monarchies of Louis XIV, Phillip II, Frederick the Great, and Peter the Great<br>4. Students will study how people create and change structures of power, authority, and government by comparing absolutism to constitutional monarchies. | Charles V of Spain, Philip II of Spain, William of Orange of Netherlands, Francis I of France, Henry II of France, Francis II of France, Charles IX of France, Henry III of France, Henry of Navarre aka Henry IV of France, Louis XIII of France, Cardinal Richelieu, Louis XIV of France, Jean Baptiste Colbert of France, Charles II of Spain of Spain, Philip of Anjou of Spain, Ferdinand II of Holy Roman Empire., Maria Theresa of Austria. Ivan III “the Great” of Russia, Ivan IV “the Terrible” of Russia, Peter I “the Great” of Russia, Elizabeth I of England, James I of England, Charles I of England, Oliver Cromwell of England, Charles II of England, James II of England, William and Mary of England, Spanish Armada, Dutch Revolt, Absolute monarchy, Divine Right, Edict of Nantes, Versailles, Louvre, War of Spanish Succession, Thirty Years War, Autocrat, English Civil War, Dictator, Restoration , Glorious Revolution, Constitutional Monarchy | Document based questions (DBQ), Talk to the Text (TttT), Think Pair Share, argumentative essays, expository essays, compare/contrast essays, anticipatory guides, Problem Based Learning Projects, Project Based Learning Projects, graphic organizers, simulations, biographical sketches, vocabulary exercises, note taking, reciprocal teaching, creative writing (journals, newspapers, letters), map design, summarizing, debate, Answer-Cite-Explain Response (ACE), writing narratives, PowerPoints, speeches, class presentations, cross curricular lessons, historical inquiry activities, research papers | Modern World History textbook, primary and secondary sources, (diaries, letters, and first person accounts, photographs,...) video clips, Smart board lessons, atlas, fairytales, charts, maps and library.<br>Suggested Websites:<br>Beyond the Bubble;<br>Common Core Standards for English and Social Studies;<br>pbs.org |

**Unit Title:*****Age of Enlightenment***

**Suggested time frame:**

2 weeks November-December

**Standards:**

PA: 8.4.W.A, B, C, D

CC 8.5.11-12. A, B, C, D, E, F, G, H, I, J; CC 8.6.11-12.A, B, C, D, E, F, G, H, I

**Essential Questions:**

Compare the major ideas of philosophers and their effect on the democratic revolutions in England, the United States, France, and Latin America.

How did the revolutionary help to transform early modern Europe including the Scientific and Industrial Revolutions and the political revolutions in England and France?

| Competency   | Vocabulary  | Strategy  | Resource   |
|--|---|---|--|
| 1. How did the Renaissance and Exploration contribute to the changing patterns of thought that began the Enlightenment?<br>2. How did the differing views of the Universe lead to conflict?<br>3. Describe the Scientific method and explain how Bacon and Descartes advanced the approach.<br>4. Describe Newton's Law of Gravity and Isaac Newton.<br>5. Describe how the Scientific Revolution spread to other fields.<br>6. How did the Enlightenment develop?<br>7. Compare the ideas of John Locke and Thomas Hobbes regarding government<br>8. Name and describe the principle concepts of government presented by Voltaire. Montesquieu, Rousseau and Beccaria<br>9. Who were they principle women of the Enlightenment and why did they get involved in it?<br>10. What are three points can be made about the impact of the Enlightenment on world politics?<br>11. How were the American colonists influenced by the enlightened ideas of European philosophes? | Ptolemy, Nicolaus Copernicus, Galileo Galilei, Johannes Kepler, Francis Bacon, René Descartes, Isaac Newton Zacharius Janssen, Anton van Leeuwenhoek, Evangelista Torricelli, Gabriel Fahrenheit, Anders Celsius , Andreas Vesalius, William Harvey, Edward Jenner, Lady Mary Wortley Montagu, Robert Boyle, Joseph Priestley, Antione Laviosier, Voltaire, Montesquieu, Thomas Hobbes, John Locke, Jean Jacques Rousseau, Cesare Bonesana Beccaria, Mary Wollstonecraft, Madam Emile du Châtelet, Fredrick the Great, Holy Roman Emperor Joseph II, Catherine the Great, Scientific Revolution, Scientific method, Enlightenment, Social | <b><i>Enlightenment Radio Talk Show.</i></b> <i>The student will learn in detail about one figure of the Enlightenment period.</i><br>Create a nameplate that represents some of the most important interests or personality traits of their Enlightenment figure.<br>Play the role of that individual during the talk show. Apply Enlightenment ideas, with special emphasis on those of their assigned individual, to concrete events and problems of the period. Verbally express and defend their Enlightenment thinker's views on the issues. Verbally support or question the views of the other Enlightenment thinkers.<br>Resources at: phshool.com | Modern World History textbook, primary and secondary sources, (diaries, letters, and first person accounts, photographs,...) video clips, Smart board lessons, atlas, fairytales, charts, maps and library. Suggested Websites: Beyond the Bubble; Common Core Standards for English and Social Studies; pbs.org |

**Unit Title:** *French Revolution and Napoleonic France*

**Suggested time frame:** 3-4 weeks December - January

Month/Dates

**Standards:** PA: 8.4.W.A, B, C, D  
CC 8.5.11-12. A, B, C, D, E, F, G, H, I, J; CC 8.6.11-12.A, B, C, D, E, F, G, H, I

**Essential Questions:** Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic Empire.  
Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

| Competency   | Vocabulary  | Strategy  | Resource  |
|--|---|---|---|
| 1. Identify the causes of the French Revolution<br>2. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic Empire.<br>3. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848. | Old Regime, Three Estates, Louis XVI, Marie Antoinette, Estates General, National Assembly, Tennis Court Oath, Bastille, Great Fear, Declaration of the Rights of Man, Legislative Assembly, Conservatives, Emegres, Radicals, Sans-culottes, Jacobin, Giordonists, Reign of Terror, Guillotine, Reign of Terror, Maximillien, Robespierre, Committee of Public Safety, Coup d’etat, Josephine, Directory, Consul; Second, Third, and Fourth Coalitions; Plebiscite, Lycees, Concordat, Napoleonic Code, Battle of Trafalgal, Horatio Nelson, Marie Louise, Continental System, Peninsular War, Guerrilla warfare, Alexander I, Scorched earth policy, Battle of Leipzig, Elba, Louis XVIII, Battle of Waterloo, Hundred Days, St. Helena, Five great powers, Klemens von Metternich, Holy Alliance, Concert in Europe, French Revolution, Napoleon | <b><i>Why did the French Revolution become more Radical? Resource from //www.teachingchannel.org</i></b><br><i>There are 5 different readings: 1 pamphlet (double sided), 3 broadsides, 1 letter.</i><br><i>“Class set” of patriot cockades</i><br><i>“Menu” of instructions:</i><br><i>* Read at least one of the news pieces</i><br><i>* Ponder what it would mean you as a French person during the Revolution</i><br><i>* Share the news with the people in your “Debating Society”</i><br><i>* Discuss what these news events mean for you and the Revolution</i><br><i>* Patrons have 25 minutes to discuss with their Debating Societies</i> | Modern World History textbook, primary and secondary sources, (diaries, letters, and first person accounts, photographs,...) video clips, Smart board lessons, atlas, fairytales, charts, maps and library.<br>Suggested Websites:<br>Beyond the Bubble;<br>Common Core Standards for English and Social Studies; pbs.org |

**Unit Title:** *Latin American and European Nationalism*

**Suggested time frame:**

3-4 weeks January-February

**Standards:**

PA: 8.4.W.A, B, C, D

CC 8.5.11-12. A, B, C, D, E, F, G, H, I, J; CC 8.6.11-12.A, B, C, D, E, F, G, H, I

**Essential Questions:**

Compare the major ideas of philosophers and their effect on the democratic revolutions in Latin America.

Describe the emergence of Romanticism in art and literature, social criticism and the move away from Classicism in Europe.

| Competency   | Vocabulary  | Strategy  | Resource   |
|--|---|---|--|
| 1. Describe how Haiti achieved independence.<br>2. Identify influences in Latin America's struggle for independence.<br>3. Describe how Bolivar and San Martin ended Spanish rule in South America<br>4. Explain the role of Native Americans and mestizos played in achieving independence in Mexico.<br>5. Show how Brazil's liberation differed from that of other countries.<br>6. Show the negative effects of independence<br>7. Define nationalism and describe how the nationalist spirit affected the Balkans<br>8. Describe how revolutions and reforms affected Europe, especially France and Russia.<br>9. Identify the bonds of a nation state<br>10. Explain how nationalism weakened empires<br>11. Summarize the unifications of Austria, Italy and Germany<br>12. Explain how the balance of power shifted among the nations. | Peninsulares, Creoles, Mulattos, Mestizos, Touissant L' Overture<br>Simon Bolivar, Jose de San Martin, Padre Miguel Hidalgo, Augustine de Iterbide, Prince John, Prince Dom Pedro, Conservatives, Liberals, Radicals, Nationalism, Nation-state, Russian Empire, Pan-Slavism, Czar Nicholas I, Russification, Crimean War, Czar Alexander II, Czar Alexander III, Czar Nicholas II, nation-state, Giuseppe Mazzini, King Victor Emmanuel II, Count Camillo di Cavour, Giuseppe Garibaldi, Friedrich Wilhelm IV, Wilhelm I, Junkers, Otto von Bismarck, Realpolitik, Seven Weeks War, Franco-Prussian War, Reichstag, Bundesrat, Romanticism, Brothers Grimm, Emily Bronte, Victor Hugo, Mary Shelley, Joseph Turner, John Constable, Ludwig von Beethoven, Felix Mendelssohn, Frederic Chopin, Realism, Honore de Balzac, Emile Zola, Charles Dickens, Daguerreotype, Louis Daguerre, William Talbot, Gustave Courbet, Impressionism, Claude Monet, Edouard Manet, Edgar Degas, Pierre-Auguste Renoir | <b><u>Cinderella</u></b> – Compare and contrast the original Grimm fairytale to the Walt Disney interpretation and the movie <i>Ever After</i> .<br>Students will read the original version of the story. They will watch both videos, while completing a compare, and contrast Venn diagram. All students will use their diagram as a resource to write a one page paper comparing and contrasting the three examples. | Modern World History textbook, primary and secondary sources, (diaries, letters, and first person accounts, photographs,...) video clips, Smart board lessons, atlas, fairytales, charts, maps and library. Suggested Websites: Beyond the Bubble; Common Core Standards for English and Social Studies; pbs.org |

**Unit Title:*****Agricultural and Industrial Revolutions***



**Suggested time frame:** 1-2 weeks February-March

**Standards:** A: 8.4.W.A, B, C, D  
CC 8.5.11-12. A, B, C, D, E, F, G, H, I, J; CC 8.6.11-12.A, B, C, D, E, F, G, H, I

**Essential Questions:** Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change  
Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution  
What has been the relationship between economic “progress” and the environment?  
Is capitalism appropriate for all peoples/cultures? Is capitalism essential to the success of a democratic government and principles?

| Competency  | Vocabulary   | Strategy   | Resource   |
|---|--|--|--|
| 1. What were the causes and effects of the Agricultural Revolution?<br>2. Describe the inventions and methods of the Agricultural Revolution<br>3. How did the Agricultural Revolution affect the Industrial Revolution?<br>4. What are the six reasons why the Industrial Revolution began in Great Britain?<br>5. Describe the Industrial Revolution in the Textile Industry<br>6. Describe the social and economic effects of industrialization<br>7. Overall Effects of Industrialization<br>8. Identify the ideas and thinkers that supported industrialization. | Jethro Tull, John Kay, James Hargreaves, Samuel Compton, Edmund Cartwright, James Watt and Matthew Boulton, Robert Fulton, John McAdam, George Stephenson, Samuel Slater, Moses Brown, Francis Cabot Lowell, Adam Smith, Thomas Malthus, David Ricardo, Jeremy Bentham, Agricultural Revolution, Enclosure System, Crop rotation, Industrial Revolution, Cottage System, Factory System, Industrialization, Factors of Production, Factories, Entrepreneur, Transportation, Urbanization, Laissez-faire, Utilitarianism, Utopia, Socialism, Communism, Communist Manifesto | <b><i>Connections with the Past.</i></b><br>Students will use the MIT website to look at how inventions are connected. They will then write a short paragraph in a shared google document connecting modern inventions to those of the Industrial Revolution | Modern World History textbook, primary and secondary sources, (diaries, letters, and first person accounts, photographs,...) video clips, Smart board lessons, atlas, fairytales, charts, maps and library.<br>Suggested Websites:<br>Beyond the Bubble;<br>Common Core Standards for English and Social Studies;<br>pbs.org |

**Unit Title:** *Imperialism*

**Suggested time frame:** 1-2 March

**Standards:**

PA: 8.4.W.A, B, C, D

CC 8.5.11-12. A, B, C, D, E, F, G, H, I, J; CC 8.6.11-12.A, B, C, D, E, F, G, H, I

**Essential Questions:**

How do individuals influence history? Do individuals have a responsibility to act? (Do artists, writers & musicians have a real and lasting influence?)

Is it the responsibility of democratic nations to bring about democracy in the world? (Does this conflict with self-determination?)

| Competency   | Vocabulary   | Strategy  | Resource   |
|--|--|---|--|
| 1. Determine what democratic reforms took place in Europe that led to women's suffrage and Zionism.<br>2. Compare the ways that the British colonies took to gain self-rule.<br>3. Identify the key inventions and discoveries that led to progress and a rise in Mass Culture in the Nineteenth Century.<br>4. Identify the areas of European imperialism in Africa, the Middle East and India.<br>5. Develop a chart to show native rebellion to European imperialism in the Africa, the Middle East and India.<br>6. Identify the areas of Southeast Asia sought by both European and the United States for imperialistic purposes. | Democratic Reforms to the British Parliament – Reform Bill of 1832, Suffrage, Chartist movement, Victorian Age, Women's suffrage, France – Third Republic, Dreyfus Affair, Zionism, Mexican American War, Manifest Destiny, US Civil War, Abolition of Slavery, Reconstruction Period 1865-1877, Edison, Bell and Marconi, Henry Ford, the Wright Brothers, Mass Culture, Baseball, football, soccer and cricket, Olympics 1896, Music, Vaudeville, Motion Pictures. Germ Theory – Pasteur, Lister, Sanitation and cleanliness of cities, Charles Darwin, Theory of Evolution, Gregor Mendel, Dmitri Mendeleev, radioactivity, Marie and Pierre Curie, Psychology, Pavlov, Freud, Stanley and Livingston, Imperialism, Racism and Social Darwinism, Boer War, Forms of Colonialism, Management of colonies, Ethiopia and Resistance to British colonial rule, Modernization of Egypt and Persia, "Jewel in the crown", Sepoy Rebellion, Indian National Congress and Muslim League, Pacific Rim, Siam, | Topic/Lesson Title: <b>What is Imperialism?</b> Essential Question: What is imperialism, and were its effects overall good or bad? Lesson Goal: Effectively analyze primary sources regarding the benefits and ailments of imperialism. Students will analyze and read two contrasting primary sources regarding 19th century Imperialism. The students will be broken into pairs. The pairs will read differing accounts on imperialism and then work together to answer the following. "Would you support Imperialism? Why or why not?" Each group will present their view on butcher paper. Others will critique their statement. Exit slips will be used when the activity is over. | Modern World History textbook, primary and secondary sources, (diaries, letters, and first person accounts, photographs,...) video clips, Smart board lessons, atlas, fairytales, charts, maps and library. Suggested Websites: Beyond the Bubble; Common Core Standards for English and Social Studies; pbs.org |

**Unit Title:**

World War I

**Suggested time frame:** 2 weeks March

**Standards:** PA: 8.4.W.A, B, C, D  
CC 8.5.11-12. A, B, C, D, E, F, G, H, I, J; CC 8.6.11-12.A, B, C, D, E, F, G, H, I

**Essential Questions:** Why do not all peoples/countries peacefully co-exist?  
Is self-determination essential to international co-existence?  
How do religion and culture influence and/or help explain local and international interactions and conflicts?  
Is isolation ever an appropriate choice?  
Can national loyalties be taken too far? What examples from the past can you find to substantiate your opinion?

| Competency  | Vocabulary   | Strategy  | Resource   |
|---|--|---|--|
| 1. Discuss the four underlying causes of WWI. (List and describe)<br>2. Explain how the assassination of the Archduke touched off the war. (How did it ignite the four causes?)<br>3. Explain how WWI escalated from a war in Europe to a World War. (Discuss all areas of the fighting)<br>4. Why did the US become involved in WWI and what effect did its entry have on the war? (Four reasons)<br>5. What conditions did Russia face that caused it to withdraw from WWI and how did their withdrawal affect the war?<br>6. Describe in detail the five key ideas made by Woodrow Wilson in his Fourteen Points.<br>7. Discuss the effects of WWI on society. | Extreme Nationalism, Imperialism, Militarism, Triple Alliance, Triple Entente, Central Powers, Allies, Archduke Franz Ferdinand, Gavrillo Princep, Assassination, Mobilization, Weapons of War-Tanks (Little Willie), Machine Gun, Trench warfare, Rifle, Bayonet, Poison Gases, Howitzer, Big Bertha, Flame Thrower, Schlieffen Plan, Battle of the Marne, Treaty of Brest-Litovsk, Dardanelles, Gallipoli, T.E. Lawrence, Propaganda, Unrestricted Submarine Warfare, Lusitania, Zimmerman Note, Treaty of Versailles, "Big Four" - Woodrow Wilson; Vittorio Orlando; Georges Clemenceau; David Lloyd George, Woodrow Wilson's 14 Points, Demilitarization, Reparations, New states, League of Nations, Women's Suffrage, Lost Generation, Unresolved problems | <b><i>Fact of Fiction?</i></b> <i>This was created in connection with:</i> How to teach your students about fake news. PBS.org. Students will use a list of News Literacy Project and Checkology created a checklist of <b><u>"Ten questions for fake news detection."</u></b><br><i>Students will work with a partner using two pieces of news from the time period. One will be real the other fake. The students must decide which is which and present their findings to the class. The instructor will need a minimum of 10 real and 10 fake news stories.</i> | Modern World History textbook, primary and secondary sources, (diaries, letters, and first person accounts, photographs,...) video clips, Smart board lessons, atlas, fairytales, charts, maps and library.<br>Suggested Websites:<br>Beyond the Bubble;<br>Common Core Standards for English and Social Studies;<br>pbs.org |

**Unit Title:**     ***Revolution! Russia, China and India***

**Suggested time frame:**     2-3 weeks March-April

**Standards:**                   PA: 8.4.W.A, B, C, D  
CC 8.5.11-12. A, B, C, D, E, F, G, H, I, J; CC 8.6.11-12.A, B, C, D, E, F, G, H, I

**Essential Questions:**       *What long-term institutions or ideas are being overthrown?*  
*What constitutes a "revolution?" Is a "revolution" fundamentally different from a "rebellion", "war of independence", or "evolution"?*  
*Why does political and social conflict exist?*  
*In what ways do revolutions overturn the balance of power?*

| Competency  | Vocabulary  | Strategy   | Resource   |
|---|---|--|--|
| 1. Compare the lives of Nicholas II and Lenin<br>2. Explain the factors that lead to the fall of the Czar.<br>3. Describe the events of the Russian Revolution<br>4. Explain how the Bolsheviks maintained control of Russia.<br>5. Explain how Stalin gained control of the Communist Party and USSR.<br>6. Describe the basic beliefs of Totalitarianism.<br>7. Stalin's transforms Russia into a totalitarian state with his five year plan<br>8. Explain the methods of control used by a totalitarian state.<br>9. Explain the problems facing China after the overthrow of the Qing Dynasty.<br>10. Summarize the key events of the Chinese Civil War<br>11. Trace the events that fueled the nationalist movement in India<br>12. Explain how India achieved independence<br>13. Describe nationalist activities in SW Asia. | Vladimir Ilyich Lenin, Leon Trotsky, Russian Civil War, War Communism,. New Economic Plan, Moscow, Kremlin, Politburo, Joseph Stalin, Five-Year Plan, Collective Farms, Kulaks, Totalitarianism, Secret police, Great Purge, Indoctrination, Propaganda, Censorship, Atheism, Sun Yixian, Kuomintang, May Fourth Movement, Mao Zedong, Jiang Jieshi, Chinese Civil War, Long March, WWI – Japan invades, Indian National Congress/ Muslim League, Rowlat Act, Amrtisar Massacre, Mohandas K. Gandhi, Civil Disobedience, Salt March, Independence for India, Death of Gandhi, Mustafa Kemal, Ibn Saud | <b><i>20/20 or Meet the Press Interview.</i></b> <i>Student pairs will role-play key figures of the revolutionary period. One taking the role of the activist the other the role of reporter. Each pair will role-play the research they have learned from additional research. The purpose of the activity is to learn more about these key figured</i> | Modern World History textbook, primary and secondary sources, (diaries, letters, and first person accounts, photographs,...) video clips, Smart board lessons, atlas, fairytales, charts, maps and library. Suggested Websites: Beyond the Bubble; Common Core Standards for English and Social Studies; pbs.org |

**Unit Title:**

Pre-World War II

**Suggested time frame:**

2 weeks April

**Standards:**

PA: 8.4.W.A, B, C, D

CC 8.5.11-12. A, B, C, D, E, F, G, H, I, J; CC 8.6.11-12.A, B, C, D, E, F, G, H, I

**Essential Questions:***What caused people to make this radical change?**What can a leader do to inspire mass action?**Can an individual change history? How?*

| Competency   | Vocabulary  | Strategy   | Resource   |
|--|---|--|--|
| 1. Explain how changes in the sciences bring changes in thought.<br>2. Describe the post-war changes in philosophy, literature, art and architecture.<br>3. Explain how changes in technology improved the quality of life<br>4. Describe the causes and effects of the Great Depression in the United States.<br>5. How did the British and the French deal with the problems associated with WWI and the depression?<br>6. Summarize fascist beliefs and policies.<br>7. Describe how Mussolini came to power.<br>8. Describe how Adolf Hitler came to power.<br>9. Describe why Japan ended its isolation, modernized and became imperialistic.<br>10. Describe aggression in Africa and Europe of Fascist and Militaristic governments.<br>11. Why were the ideals of appeasement and isolationism unable to stop Fascist aggression?<br>Why did Germany and the Soviet Union sign a nonaggression agreement?<br>12. Analyze the events that were going on in the United States prior to its entry to the War and in detail report the major cause of the United States entry into World War II. | Albert Einstein, Sigmund Freud, Existentialism, Friedrich Nietzsche, Writers of the Age: Hemingway, Fitzgerald, Joyce, Kafka, Functionalism, Frank Lloyd Wright, Cubism–Picasso, Dada, Surrealism–Dali, Charles Lindbergh, Amelia Earhart, Radio – KDKA, Charlie Chaplin, Household Appliances, Great Depression, Black Tuesday, Franklin Delano Roosevelt, New Deal, Reparations, Fascism, Benito Mussolini, King Victor Emmanuel III, Il Duce, Weimar Republic, Adolf Hitler, Mein Kampf, Aryans, Der Fuhrer, Paul von Hindenburg, Third Reich, Heinrich Himmler, Gestapo, Kristallnacht, Meiji Period, Manchuria, Ethiopia, Haile Selassie, Appeasement, Francisco Franco, Guernica, Isolationism, Munich Conference, Nonaggression pact | <b><i>Create an Indeed Biography</i></b> for an historical figure. Accuracy is essential.<br>1. Insert a picture of your historical figure.<br>2. Insert a text box for the following: Historical figure's name; Where the historical figure spent most of his/her life; Whether he/she was single, divorced, or married; Historical figure's date of birth; Historical figure's hometown; Place a dot on all of the places that historical figure traveled over the course of his/her life; List four people that the historical figure would have been friends with on Indeed; Make up two Indeed groups the historical figure would have joined; List one school he/she attended and one place he/she worked; Make up two wall posts the historical figure would have made. | Modern World History textbook, primary and secondary sources, (diaries, letters, and first person accounts, photographs,...) video clips, Smart board lessons, atlas, fairytales, charts, maps and library.<br>Suggested Websites:<br>Beyond the Bubble;<br>Common Core Standards for English and Social Studies;<br>pbs.org |

**Unit Title:** World War II

**Suggested time frame:** 3-4 weeks May

**Standards:** PA: 8.4.W.A, B, C, D  
CC 8.5.11-12. A, B, C, D, E, F, G, H, I, J; CC 8.6.11-12.A, B, C, D, E, F, G, H, I

**Essential Questions:** *What were some major methods of eradication and diminishment used by the Nazis against the Jews?*  
*In the face of political and economic turmoil, why do many countries change their political systems?*

| Competency  | Vocabulary   | Strategy  | Resource   |
|---|--|---|--|
| 1. Describe the beginning of WWII<br>2. Describe Germany's Invasion of France and the Battle of Britain<br>3. Explain the importance of the United States' aid the Allies16.1.4<br>Describe the events of the war around the Mediterranean.<br>4. Describe how Hitler turned on the USSR in the battle for the Eastern Front<br>5. Explain how the war in Europe changed after the Tehran Conference.<br>6. Describe the final days of WWII in Europe<br>7. Explain how political difference led to war between the US and Japan<br>8. What key events led to the Allied troops taking control and defeating the Japanese?<br>9. How did the changes in American leadership change war tactics?<br>10. Describe the peace agreements made at the Potsdam Conference | Allies, Axis, Adolf Hitler, Josef Stalin, blitzkrieg, Luftwaffe, Winston Churchill, Maginot Line, Evacuation of Dunkirk, Vichy French, Henri Petain, Charles de Gaulle, Benito Mussolini, Franklin Delano Roosevelt, cash-and-carry, Lend-Lease Act, Battle of Britain, RAF, ENIGMA, Radar, Erwin Rommel, Afrika Korps, El-Alamein, Operation Torch, Casablanca Conference, Operation Husky, Operation Barbarossa, Battle of Stalingrad, Tehran Conference, Operation Overlord, General Eisenhower, Battle of the Bulge, Dec 7, 1941, Gen. Douglas MacArthur, Bataan Death March, Doolittle Raid, Battle of the Coral Sea, Battle of Midway, Island Hopping, Guadalcanal, Jungle warfare, Navajo Code Talkers, Battle of Leyte Gulf, kamikaze, Iwo Jima, Okinawa, Manhattan Project, J. Robert Oppenheimer, Enrico Fermi, Hiroshima and Nagasaki, Emperor Hirohito, Potsdam Conference, Nuremberg Trials, Diet | <b><i>Who were the members of the resistance?</i></b> <i>Students will collect relevant information from print, video and digital resources about the resistance efforts of 17<sup>th</sup> and 18<sup>th</sup> century slaves, interned Japanese Americans and other areas of oppression and genocide. Students will present their information orally and through media which will be shown in the classroom and to other classes.</i> | Modern World History textbook, primary and secondary sources, (diaries, letters, and first person accounts, photographs,...) video clips, Smart board lessons, atlas, fairytales, charts, maps and library. Suggested Websites: Beyond the Bubble; Common Core Standards for English and Social Studies; pbs.org; Echos and Reflections; |

## **Strategies**

Document based questions (DBQ), Talk to the Text (TttT), Think Pair Share, argumentative essays, expository essays, compare/contrast essays, anticipatory guides, Problem Based Learning Projects, Project Based Learning Projects, graphic organizers, simulations, biographical sketches, vocabulary exercises, note taking, reciprocal teaching, creative writing (journals, newspapers, letters), map design, summarizing, debate, Answer-Cite-Explain Response (ACE), writing narratives, multimedia, speeches, class presentations, cross curricular lessons, historical inquiry activities, research papers