**SUBJECT:** Rise of civilization, society, culture and Religion **TIME FRAME: Q1**

**Theme/Big Ideas for this Unit**

THE 5 ELEMENTS OF SOCICAL STUDIES, History, Geography, Government, Economics, Religion

**Essential Question:** What has Society Lost and Gained through World Belief Systems, and developed societies?

**Supporting Questions:**

1. How have early civilizations contributed to modern beliefs?
2. How have geographical differences influenced society and beliefs?
3. What basic principles do all world beliefs have in common?
4. What role do world beliefs play in everyday lives past and present?
5. How have belief systems impacted the values of society?
6. What are the origins, founders, major tenets, practices, and sacred writings of the major World Belief Systems (Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, Taoism, Traditional Native American Teachings and as well as non-religious worldviews and ideologies)?
7. How do ideas spread?
8. How does environment shape people?
9. How are people a product of their environment?
10. What is the structure that defines human relationships?
11. How do belief systems define a people, culture or time period?
12. How do religious beliefs affect social and political structures?
13. How did agriculture change the course of human development?
14. How do civilizations rise and how do they change?

**Honors Supporting Questions:**

1. How have modern beliefs changed over time?
2. Analyze how geographical differences have impacted societies and beliefs differently than others.
3. What are the similarities and differences of the major world belief systems?
4. To what extent do world beliefs play in everyday lives past and present?
5. Analyze how belief systems have impacted the values of society.
6. How do civilizations rise and how do they change?
7. Compare and contrast two or more world belief systems from different regions of the World.

| Standards | Content | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| **HS.SP1.1** Evaluate how events and developments were shaped by the unique circumstances of time and place as well as broader contexts.*(Contextualization of Events)*  **HS.SP1.2** Analyze change and continuity in historical eras. *(Change & Continuity Over Time)*  **HS.SP1.3** Evaluate the significance of past events as they relate to their own lives and the world. *(Historical relevance to Life)*  **HS.SP1.4** Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.*(Questioning why actions have changed over time and why they are important)*  **HS.SP3.1** Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions. *(Creating complex questions using valid sources-C3 Inquiry/DBQ Project)*  **HS.SP3.2** Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection. *(Sourcing & agreeing or disagreeing with arguments)*  **HS.SP3.3** Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations. *(Strength & Weaknesses in using primary & secondary sources)*  **HS.SP3.4** Evaluate the credibility of a source by examining how experts value the source.(Credibility of sources)  \*Power Standards Identified | Review of prehistory to Exploration  World Belief Systems: including but not limited to Buddhism, Christianity, Confucianism, Legalism, Hinduism, Islam, Judaism, Shintoism, Sikhism, Taoism, and Traditionalism,  as well as non-religious worldviews and ideologies (origins, founders, major tenets, practices, and sacred writings).  Topics may include but are not limited to beliefs about the origins of the universe, political correctness, humanism, secularism, monotheism, polytheism, agnosticism and atheism.  [ELA/SS Crosswalk](https://cms.azed.gov/home/GetDocumentFile?id=5d5ac3ce1dcb251098303333) | -I can use geographical data to analyze a spatial representation. (HS.G1.1) (HS.G1.2)  -I can analyze the relationship between place and region.  (HS. G1.1)  -I can compare the development of religions and belief systems.  (H1.5; SP2.3)  -I can analyze how religions and belief systems shape culture and politics.  (H1.5; SP2.3)  -I can compare and contrast the development of ancient civilizations and their effects of society.  (HS.H1.1) (HS.H1.2)  -I can gather, interpret, and use evidence to develop claims and answer disciplinary questions.  (HS.SP3.1, HS.SP3.2, HS.SP3.3, & HS.SP3.4) | **Informal Assessments**:  -Class Discussion  -Cooperative Class Work  -Homework  **Formal Assessments**:  -Writing Assignments  - PEG (write tools)  -Debate Presentations  -Quizzes  -Chapter Tests  -Unit Tests  **PBL ideas:**  -Student will research and create a country specific travel book with all key demographic information | Teaching Tolerance Anti-Bias Framework  <https://www.tolerance.org/frameworks>  [***Ha mmu rabi ’s Cod e***](https://sourcebooks.fordham.edu/ancient/hamcode.asp)  [***Gilgamesh***](http://www.angelfire.com/tx/gatestobabylon/temple1.html)  [***Oedipus Rex***](http://www.pbs.org/empires/thegreeks/educational/lesson4.html)  [***5 Pillars of Islam***](http://www.pbs.org/empires/islam/faithpillars.html)  [***Asho ka “Ro ck Edi cts”***](http://www.pbs.org/thestoryofindia/gallery/photos/6.html)  ***10 Commandments***  [***Analects of Confucius***](http://www.religionfacts.com/confucianism)  [*Walking with Cavemen* - BBC](http://www.bbc.co.uk/sn/prehistoric_life/tv_radio/wwcavemen/)  [*Engineering an Empire* - Persia, Egypt, Rome, The Ancient Greeks, Carthage,](https://www.google.com/search?q=engineering+an+empire+lesson+plans&oq=engineering+an+empire+lesson+plans&aqs=chrome..69i57j0l2.7035j0j4&sourceid=chrome&ie=UTF-8&safe=active&ssui=on#safe=active&q=engineering+an+empire+the+byzantines&stick=H4sIAAAAAAAAAONgFuLSz9U3MCooL0gpUOLVT9c3NEwyS07PysvK0JLKTrbSLykDoviCovz0osRcq9SCzOL8lNTiR4yh3AIvf9wTlvKZtObkNUY3LjyKhTS42FzzSjJLKoXkuPikkGzUYJDi4ULi8wAAdmncy5EAAAA&*) Alexander the Great  [*Islamic civilization from about 600 to 1000 A.D.*](http://www.pbs.org/empires/islam/)[*A Visual Sourcebook of Chinese Civilization*](http://depts.washington.edu/chinaciv/contents.htm)  [*Religion Facts: Just the facts on t he wor ld’s religions*](http://www.religionfacts.com/)  [*Crash Course World History*: The Agricultural Revolution, Indus River Valley](https://www.youtube.com/user/crashcourse) Civilization, Mesopotamia, Ancient Egypt, The Persians and the Greeks Christianity from Judaism to Constantine  [*KHAN Academy (World History)*](https://www.khanacademy.org/humanities/world-history)  [DOK Question Stems](http://betterlesson.com/lesson/resource/3216043/dok-question-stems)  [Construct an early peoples migration map from Africa to Eurasia.](https://genographic.nationalgeographic.com/human-journey/)  Write a [comparative essay on the culture and societies of](http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcon_rubric.pdf) [early river](http://www.sim.rcs.k12.tn.us/teachers/WarrenB/Warren%20PDF/Microsoft%20Word%20-%20ancient_comparison_chart_filled_in_5_cultures.pdf) [civilizations.](http://www.sim.rcs.k12.tn.us/teachers/WarrenB/Warren%20PDF/Microsoft%20Word%20-%20ancient_comparison_chart_filled_in_5_cultures.pdf)  [Create a commercial/ad campaign focusing on the culture, and contributions of](https://www.education.ne.gov/bmit/pdf/curric/mktg/advertising.pdf) the Mayans, Persians, and Egyptians.  Create a [poster recruiting people for Roman Citizenship in the Middle East or](http://www.bbc.co.uk/history/ancient/romans/romanisation_article_01.shtml)  Northern Africa.  Participate in a [chalk talk answering the question](http://teachersnetwork.org/ntny/nychelp/mentorship/chalktalk.htm) [what is civilization?](http://www.ancient.eu/civilization/)  Research a Roman Emperor, [create a pamphlet advertising their campaign](http://www.brighthubeducation.com/teaching-methods-tips/75435-rubric-for-brochure-project/) platform, and convince the class to vote for their emperor.  Create [a poster on the causes and effects of the Neolithic Revolution](https://betterlesson.com/community/lesson/646127/neolithic-revolution)  Create a [comparative chart on world religions](http://www.tolerance.org/lesson/taking-closer-look-religions-around-world)  Map the [locations of the world religions](https://az.pbslearningmedia.org/resource/sj14-soc-religmap/world-religions-map/#.WL2u3-YrK00) | <https://www.vocabulary.com/lists/15745>  humanism secularism monotheism  polytheism agnosticism atheism  Buddhism Christianity  Confucianism Legalism  Hinduism  Islam  Judaism  Shintoism  Sikhism  Taoism Traditionalism worldview  origins  Agriculture  Bronze Age Civilization Cooperation Cultural  Blending  Cultural Diffusion Culture Domestication Irrigation Organization Specialization  Architecture  City-State  Dynasty  Empire  Polytheism  Social Stratification Technology Theocracy Urbanization  Barter  Caravan  Currency Merchant Middleman Commodities Trade Networks Trade Partners Uneven Distribution Cuneiform Hieroglyphics Papyrus Stylus |
| **Topical Standards: History**  **HS.H1.1** Explain the process of state-building, expansion, and dissolution.  **HS.H1.5** Explain how religions and belief systems have affected the origins of societies.  **HS.H1.6**  Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups’ experiences have related to national identities.  **HS.H3.2** Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.  **HS.H4.4**  Examine how a diverse society can be a force for unity and/or disunity.  **Geography**  **HS.G1.1**  Use geographic data to explain and analyze relationships between locations of place and regions.   * Key tools and representations such as maps, remotely sensed and other images, tables, and graphs   **HS.G2.3**  Evaluate the impact of human settlement on the environment and culture  of specific places and regions. | Development of civilization in Mesopotamia, Sumer, Akkad, Phoenicia, and Egypt, and Indus River Valley people, their cultures and expansion.  The relationship between humans and their environment shaped human development.  Geography influences the development and organization of a society.  Culture unifies and defines societies.  Groups of people and civilizations unify through laws, language, literature, religion, myths, and monumental art/architecture.  Systematic agriculture resulted in economic, cultural, political, and social changes for early humans.  Systematic agriculture changed the way humans interacted with their environment. | Students must possess a basic geographic understanding of Africa and Middle East regions.  Students must possess a basic understanding of what factors determine a civilization. | Quizzes and tests to cover: What are the five essential elements of a civilization?  -Evaluate the primary needs of early civilizations.  -Analyze what factors led to the longevity of these civilizations, and their falls | **Videos:**  Mesopotamia <https://www.youtube.com/watch?v=sohXPx_XZ6Y#t=33>  Crash Course World History  **Interactive Games/Links:** Hammurabi  http://www.hammurabigame.com/hammurabi-game.php  Laws of Hammurabi(quiz):  http://mesopotamia.mrdonn.org/hammurabi.html  Teacher-created Power Point  Cornell Notes | Islam  Muslim  Jew  Hebrew  Christian  Hajj  Pilgrim  Infidel  Migrate  Jihad  Monotheistic  Polytheistic  Arid  Covenant Monotheism Patriarch Pilgrimage  Rite of Passage  Scripture Temple  Tribute Tithes or Alms  Caste  Dharma  Epic  Age  Indo-European Karma  Moksha  Nirvana Reincarnation Vedas |

**SUBJECT: Empires, Revolutions and Nation States TIME FRAME: Q2**

**Theme/Big Ideas for this Unit**

The first empires, Mesopotamia, Greece, Rome, Mongol, Indian, Chinese dynasties, Inca/Aztec and Middle European

**Essential Question:** How does where people move and settle impact the development of society?

**Supporting Questions:**

1. How do trade networks change human interactions?
2. How do belief systems change over space and time?
3. How do we change when we meet others?
4. How does location influence the development of an empire?
5. What happens when structure collapses?
6. What are the effects of empires?
7. How does exploration bring change?
8. Where does exploration bring change?
9. Why do humans go exploring?
10. How did expanding exchange networks shape history and change the culture?
11. How did economic, social, cultural, and geographical factors influence societies?
12. How and why have political and economic factors shaped trade and expansion of culture?
13. How was gender, race and ethnicity affected by trade and slavery?
14. How did the development of specialized labor and social interactions affect social hierarchies?
15. How were social categories and practices maintained and challenged over time?

**Honors Supporting Questions:**

1. Analyze how economic, social, cultural, and geographical factors influence societies and the world today.
2. To what extent have political and economic factors shaped trade and expansion of culture then and now.
3. Analyze how the development of specialized labor and social interactions affect social hierarchies then and now.

| Standards | Content | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| **Topical Standards:**  **HS.SP1.1** Evaluate how events and developments were shaped by the unique circumstances of time and place as well as broader contexts.  **HS.SP1.2** Analyze change and continuity in historical eras.  **HS.SP1.3** Evaluate the significance of past events as they relate to their own lives and the world.  **HS.SP1.4** Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.  **HS.SP2.1** Analyze how contexts shaped and continue to shape people’s perspectives.  **HS.SP2.2** Analyze the ways in which perspective shapes recorded history.  **HS.SP2.3** Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from    those held today.  **HS.SP3.1** Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions.  **HS.SP3.2** Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection.  **HS.SP3.3** Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations.  **HS.SP3.4** Evaluate the credibility of a source by examining how experts value the source.  **HS.SP3.5** Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.  **HS.SP3.6** Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.  **HS.SP3.7** Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.  **HS.SP3.8** Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies.  **HS.SP4.1** Analyze multiple and complex causes and effects of events in the past and present.  **HS.SP4.2** Distinguish between long-term causes and triggering events in developing an argument.  **HS.SP4.3** Integrate evidence from multiple relevant sources and interpretations into a reasoned argument.  \*Priority Standards Identified  **History**  **HS.H1.1** Explain the process of state-building, expansion, and dissolution.  **HS.H1.2**  Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution.  **HS.H1.3**  Evaluate the consequences that resulted from civilizational and cultural interactions.  **HS.H1.4** Analyze the impact of cultural diffusion.  **HS.H1.5**  Explain how religions and belief systems have affected the origins of societies.  **HS.H1.6**  Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups’ experiences have related to national identities.  **HS.H1.7**  Analyze how technological innovation and trade has affected economic development and transformed societies.  **HS.H2.1**  Explain multiple causes of conflict.  **HS.H2.2**  Analyze approaches to conflict management and resolution.  **HS.H2.3**  Evaluate the short- and long- term impacts of conflicts and their resolutions.  **HS.H3.2**  Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.  **HS.H3.3**  Compare the ways in which economic philosophies influenced political, economic, and social developments.  **HS.H3.5**  Explain how different labor systems developed and affected societies over time.  **HS.H4.1**  Examine how historically marginalized groups have affected change on political and social institutions.  **HS.H4.2**  Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.  **HS.H4.3**  Examine how access to information and technology has been used to influence society.  **Geography**  **HS.G2.1**  Analyze interactions within and between human and physical systems.  **HS.G2.2**  Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.  **HS.G2.3**  Evaluate the impact of human settlement on the environment and culture  of specific places and regions.  **HS.G3.1** Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.  **HS.G3.3**  Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.  **HS.G3.5**  Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.  **HS.G4.2**  Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use.  **Economics**  **HS.E5.1**  Evaluate the advantages and disadvantages of global trade.  **HS.E5.2**  Evaluate how interdependence impacts individuals, institutions, and societies.  **HS.E5.3**  Explain why nations chose to trade and how it is regulated.  **HS.E5.4** Explain how national economies influence trade. | Greece:  The dynamic civilizations of ancient Greece including: the social, political, economic, cultural, religious, and military aspects of these peoples.  The Grandeur of Rome: The lasting impact of the Roman Republic and Roman Empire. Exploring the cultural, social, political, military, economic, and scientific contributions of the Ancient Romans.  The Fall of Rome and Rise of European Empires: The feudal system, and influence of Monarchy on the development of globalization, conquest and empires.  Plagues, slavery and intercontinental conquest.  Dynastic System of Rule: The social, political, artistic, religious, and economic traits of  The Han Dynasty  The Zhou Dynasty  The Ming Dynasty  Interregional interactions: including but not limited to European exploration, the trans-African and trans-Atlantic slave systems, and land and oceanic trade systems  Enlightenment:  Political Revolutions such as American Revolution, French Revolution, and Latin American Revolutions. | -I can analyze the factors that led to the rise and fall of the Roman Empire.    -I can evaluate the major public works projects that benefitted the Roman and future civilizations.  -I can analyze the social and political classes of the Roman Republic & Empire.  -I can evaluate the factors that lead to the development of an empire.  - I can analyze the long-term artistic contributions of the Ming Dynasty.  - I can synthesize the timelines of Asian dynasties to the civilizations of Europe over the same 1000- year period.  - I can describe the most important characteristics of the Italian Renaissance and how they influenced people’s lives then and in our contemporary world.   * I can explain how the new technology of the Gutenberg press affected European society with special attention to its role in supporting the ideas flowing from the Renaissance and the Reformation.   -I can describe the causes of the Protestant Reformation and its impacts on Europe and our contemporary world by analyzing the themes of politics and history, the role of ideas, religion and history, and the role of the individuals.  -I can analyze the differences between the social structures of the Middle Ages and the Renaissance as reflected by the differing sizes, roles, and expectations of the nobility, townspeople, and peasant classes.  -I can analyze the enduring contributions of the Scientific Revolution.  -Interregional trade networks of the Silk Road, Indian Ocean Trade and Trans- Saharan created a diverse trade network of goods, ideas and peoples.  -The collapse of central authority in Europe led to the rise of new empires and allowed different cultures to flourish. New Indian empires, African empires, and the Byzantines grew rich through trade and left a lasting legacy of accomplishments.  -The Columbian Exchange resulted in economic, cultural, political, and social changes on a global scale.  -The Columbian Exchange changed the way humans interacted with their environment.  **Additional Honors Learning Targets**  -I can analyze the most important characteristics of the Italian Renaissance and how they influenced people’s lives then and in our contemporary world.  -I can analyze how the new technology of the Gutenberg press affected European society with special attention to its role in supporting the ideas flowing from the Renaissance and the Reformation. | **Informal Assessments:**  -Class Discussion  -Cooperative Class Work  -Homework  **Formal Assessments:**  -Writing Assignments  -Debate Presentations  -Quizzes  -Chapter Tests  -Unit Tests  **PBL ideas:**  -Student will research and create a country specific travel book with all key demographic information  -Research one of the major [Silk Road stops and research the culture, the](http://www.silkroadencyclopedia.com/) languages, the politics, and what was traded, and create a business pamphlet advertising to other traders.  -Create a [Renaissance comic strip](http://www.thecomicstrips.com/subject/The-Renaissance-Comic-Strips.php)  -Analyze [Protestant Reformation Documents (DBQs)](https://www.whiteplainspublicschools.org/cms/lib/NY01000029/Centricity/Domain/353/DBQ%20Protestant%20Reformation.pdf)  - Create a time period flow chart examining the social, political, cultural, economic events of this time period.  -Create a [cause and effect chart of the](http://www.educationoasis.com/printables/graphic-organizers/cause-and-effect-chart/index_files/sdFileSafeDownload.php?sdfs=Wmc9PVhMbkJrd1lYSjB6WDJOb05aV04welpXWm1RZFhObHdmR05oTVpUZ3p6Y0dGbkZNekY4OE56UXdjTVh3ekc%3D) [rise of the Ottoman Empire](https://www.seeker.com/the-rise-of-the-ottoman-empire-2049066695.html)  - Construct a [map of the Silk Road and the Mongol Empires.](http://mapmaker.nationalgeographic.org/)  - [Create a Japanese Woodblock Print.](http://www.pbs.org/empires/japan/woodblock.html)  -Role play how the Japanese interacted with foreigners.  -Create a [chart comparing and contrasting Japanese and European Feudalism](https://www.studenthandouts.com/3web/comparecontrastfeudaljapanandeurope.pdf)  - Chart the Byzantine Empire across time periods  -Become representative of an African Empire and put together a persuasive presentation trying to convince [Ibn Battuta to visit.](https://sheg.stanford.edu/ibn-battuta)  - Research a key figure from this time period and complete a dating profile and  then go on a “date” looking for their best ideological match.  - Put [Chinggis Khan on trial for crimes against humanity.](http://worldhistoryconnected.press.illinois.edu/9.1/buenning.html)  - Create a [newspaper about the events and key figures of this time period.](http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html)  - Students will complete an autopsy analyzing the causes of death of an empire. Groups will be assigned a different empire and then each group will have to present their autopsy report to the class. Empires: Tokugawa Japan, Ottoman, Mongol, Byzantine, Mali, Mughal, Inca, Aztec. (*Summative Assessment*)  -Research decolonization in Africa, Middle East, and Asia, as well as the goals and outcomes of independence, and create an informative presentation  -Research the [roots of modern terrorism and how that led to 9/11 and the War](http://www.pbs.org/wgbh/pages/frontline/teach/terror/) on Terror  - Create a flipbook the outlines the political goals of different terrorist organizations | [*Bushido Code*](https://www.templeofthejediorder.org/media/kunena/attachments/legacy/files/Bushido_The_Warriors_Code.pdf)  [*The Secret History* b](https://sourcebooks.fordham.edu/basis/procop-anec.asp)y Procopius  [*Stanford Silk Road Project*](http://virtuallabs.stanford.edu/silkroad/SilkRoad.html)  [*Travels of Ibn Battuta*](http://orias.berkeley.edu/resources-teachers/travels-ibn-battuta)  *Travels of Marco Polo*  [*Reading Like a Historian: Martin Luther*](https://sheg.stanford.edu/martin-luther)  Janson and Janson*, “History of Art”*  *Protestant Reformation Wood Block Art*  [The Edicts of the Tokugawa](http://afe.easia.columbia.edu/ps/japan/tokugawa_edicts_foreigners.pdf)  [UNESCO Silk Road](http://en.unesco.org/silkroad/unesco-silk-road-online-platform)  [The Ottomans - PBS documentary](https://www.youtube.com/watch?v=xnIvxXnFPnI)  [Islam: Empire of Faith - PBS](http://www.pbs.org/empires/islam/index.html)  [*Crash Course World History*: Buddha & Ashoka, 2,000 Years of Chinese History,](https://www.youtube.com/user/crashcourse) Christianity from Judaism to Constantine, Islam, the Quran, and the Five Pillars, The Silk Road and Ancient Trade, Int’l Commerce, and The Ocean Trade, Mansa Musa and Islam in Africa, The Fall of the Roman Empire...in the 15th Century, The Crusades: Pilgrimage or Holy War, The renaissance, Luther and the Protestant Reformation, The Mongols!, Venice and the Ottoman Empire  [*KHAN Academy (World History)*](https://www.khanacademy.org/humanities/world-history)  [Descriptors of DOK Levels for Social Studies](https://www.stancoe.org/SCOE/iss/common_core/overview/overview_depth_of_knowledge/descrip_social_studies.pdf)  [DOK Question Stems](http://betterlesson.com/lesson/resource/3216043/dok-question-stems)  [HESS Cognitive Rigor Matrix (Social Studies/Humanities)](http://media.wix.com/ugd/5e86bd_2abbc73a07ba4f5a9fc6d8c2db0156cf.pdf)  [Document Based Questions (World History)](https://www.whiteplainspublicschools.org/Page/9222)  [Socratic Seminar](https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar)  When Rome Ruled; “*The Real Caligula*”  When Rome Ruled; “*Secrets of the Gladiators”*  NG: “The Battle of Philippi”  <https://www.youtube.com/watch?v=12eM9E0Q00U>    Guided WebQuest: <http://www.pbs.org/empires/romans/empire/order.html>  Qin/Han/Ming  <https://www.youtube.com/watch?v=xZwk_XGL8-Y>    **Map:** Time-Lapse- China  <https://www.youtube.com/watch?v=ud9QK54vNj4>    **Links: Chinese Dynasties**  <http://www.history-of-china.com>    **Videos:**  -“A Knights Tale” (scenes)  -“the last knight” (scenes)  -“Nova Builds a Trebuchet”  - Feudalism: Social Classes  <https://www.youtube.com/watch?v=zO-8f3XpNMg>    -Crusades: <https://www.youtube.com/watch?v=dBim4Ma0QKA>  -Battle of Tours:  <https://www.youtube.com/watch?v=hnFctcpZIKM>  **Links:** Black Death  <http://www.history.com/topics/black-death/videos/coroners-report-plague>  **Links:**  Medieval Social Classes  <http://www.medievalages.net/wp-content/uploads/2013/07/medieval_society.jpg> | <https://www.vocabulary.com/lists/15745>  Conquest  Enslaved  Invasion  Legacy  Prosperity Province  Rebellion  Satrap  Architecture Aristocracy Democracy  Epic Frescoe Monarchy Oligarchy  Republic  Bondage  Captured  Chattel  Contract  Debt  Indentured Obligation  Barbarian Diaspora  Inflation Mercenaries Migration  Pax Romana Persecution Reforms  Greco-Roman Hellenistic Imperial Infrastructure Orthodox  Penal Code  Plague  Schism  Metallurgy  Push-Pull Factors Sahel  Savanna  Sudan S  wahili  Bazaar  Bedouin  Caliph  Hijrah  Jihad  Revelation  Sunni  Shi’a  Christendom Convert Coronation  Dialect  Inherit (or Heir) Middle Ages (Medieval Period)  Papacy  Revival  Secular  Ethnicity Feudalism  Nobility  Norman (Norseman or Northmen)  Moors  Seljuks  (Seljuk Turks)  Slavs (or Vikings)  Chivalry  Fief or Fiefdom Kingdom  Knight (or Samurai)  Serf  Taxes  Vassal  Clergy  Concordat Excommunication Heresy (or Heretic) Interdiction  Lay Investiture Sacraments  Crusade  Infidel  Inquisition Massacre Reconquista  Siege  Warfare  Trebuchet (Catapult)  Plunder  Strategy  Tactics  Anglo-Saxon Disease  Kingdom  Longbow Nationalism Normandy  Jury  Magistrate  Magna Carta Parliament  Guild  Humanism  Patron  Perspective Renaissance Utopia  Calvinism Indulgence Lutherans Predestination Presbyterians Protestants Reformation Theocracy  Colonies  Compass Conquistadors Exploration Pilgrims  Puritans  Balance of Trade Capitalism Columbian Exchange  Global Interdependence Joint-Stock Company Mercantilism Middle Passage Triangular Trade  Isolationism Janissaries  Kabuki  Shah  Sikhs  Sultan |

**SUBJECT: Industry, Expansion and Global Connections TIME FRAME: Q3**

**Theme/Big Ideas for this Unit**

Industrial Revolution, Rise of Nationalism, Imperialism, political economic theories

**Essential Question:** To what extent has Nationalism and Imperialism shaped the Modern World?

**Supporting Questions:**

1. What were the social, political, and economic developments and impact of the Industrial Revolution?
2. Was the Industrial Revolution success?
3. Explain the effects of the transition from handmade to machine-made goods.
4. How does the development, growth and changing nature of cities impact the world?
5. How did the Industrial Revolution lay the foundation for competing economic systems?
6. How does the development of the political and economic theories of capitalism (Adam Smith), socialism, and communism (Karl Marx) change the world landscape?
7. How did Nationalism impact the rise of Imperialism?
8. What are the causes and effects of Imperialism?
9. What was the rationale for Imperialism?
10. What changes does a revolution need to bring to be considered revolutionary?
11. When does the need for change warrant violence?
12. How was the Industrial Revolution mankind's biggest shift since the Agricultural Revolution? Are revolutions always violent?
13. Does industrialization always equal progress?
14. In what ways has technology changed humanity?

**Honors Supporting Questions:**

1. Analyze the social, political, and economic developments and impacts of the Industrial Revolution.
2. To what extent was the Industrial Revolution successful?
3. Compare and contrast how the Industrial Revolution impacted various countries of the world positively or negatively.
4. Analyze the extent to which the development of the political and economic theories of capitalism, socialism, and communism changed the world landscape.
5. What is the lasting effects of Nationalism and Imperialism in today’s world? Does industrialization always equal progress?
6. In what ways has technology changed humanity?
7. What is the difference between influence and control?
8. What are the causes and consequences of control?

| Standards | Content | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| **HS.SP1.1** Evaluate how events and developments were shaped by the unique circumstances of time and place as well as broader contexts.  **HS.SP1.2** Analyze change and continuity in historical eras.  **HS.SP1.3** Evaluate the significance of past events as they relate to their own lives and the world.  **HS.SP1.4** Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.  **HS.SP2.1** Analyze how contexts shaped and continue to shape people’s perspectives.  **HS.SP2.2** Analyze the ways in which perspective shapes recorded history.  **HS.SP2.3** Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from    those held today.  **HS.SP3.1** Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions.  **HS.SP3.2** Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection.  **HS.SP3.3** Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations.  **HS.SP3.4** Evaluate the credibility of a source by examining how experts value the source.  **HS.SP3.5** Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.  **HS.SP3.6** Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.  **HS.SP3.7** Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.  **HS.SP3.8** Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies.  **HS.SP4.1** Analyze multiple and complex causes and effects of events in the past and present.  **HS.SP4.2** Distinguish between long-term causes and triggering events in developing an argument.  **HS.SP4.3** Integrate evidence from multiple relevant sources and interpretations into a reasoned argument.  Priority Standards Identified  **Topical Standards:**  **History**  **HS.H1.1**  Explain the process of state-building, expansion, and dissolution.  **HS.H1.2**  Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution.  **HS.H1.7**  Analyze how technological innovation and trade has affected economic development and transformed societies.  **HS.H2.1**  Explain multiple causes of conflict.  **HS.H2.2**  Analyze approaches to conflict management and resolution.  **HS.H2.3** Evaluate the short- and long- term impacts of conflicts and their resolutions.  **HS.H3.1**  Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.  **HS.H3.2**  Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.  **HS.H3.3**  Compare the ways in which economic philosophies influenced political, economic, and social developments.  **HS.H3.4**  Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.  **HS.H3.5**  Explain how different labor systems developed and affected societies over time.  **HS.H4.2**  Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.  **HS.H4.3**  Examine how access to information and technology has been used to influence society.  **Geography**  **HS.G2.1**  Analyze interactions within and between human and physical systems.  **HS.G2.2**  Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.  **HS.G2.3**  Evaluate the impact of human settlement on the environment and culture  of specific places and regions.  **HS.G2.4** Evaluate the use and sustainability of natural resources.  Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have  influenced migration patterns and the distribution of human population.  **HS.G3.2**  Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.  **HS.G3.5**  Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.  **HS.G4.2**  Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use.  **Economics**  **HS.E2.2**  Analyze how incentives influence economic choices for individuals, institutions, and societies.  **HS.E3.3**  Evaluate the role of government in regulating market places.  **HS.E5.2**  Evaluate how interdependence impacts individuals, institutions, and societies. | Industrial Revolution including impact on both industrialized and non-industrialized nations and the origins of modern economic systems such as capitalism, communism and socialism including influential figures  The Scientific Revolution led to cultural shifts resulting in the Enlightenment which sponsored major changes and revolutions across the globe.  Evaluate the contributions of the Renaissance artists.  Analyze the progress made by scientists during the Scientific Revolution in: Medicine, Industry, Communication, and Transportation.  The Industrial Revolution resulted in economic, cultural, political, and social changes on a global scale.  The Industrial Revolution changed the way humans interacted with their environment.  Imperialism in Asia and Africa caused extensive and long lasting economic, cultural, political, social, and environmental effects. | -I can think critically about different Industrial Revolution inventions and support a claim about which invention is the most influential.  -I can analyze the circumstances that allowed for industrialization to begin in Great Britain and then spread to other countries.  -I can analyze and explain the changes in the nature of work, production and employment that led to the rise of socialism, capitalism and communism.  -I can analyze the social, political, and economic developments and impact of the Industrial Revolution.  - I can evaluate the development, growth and changing nature of cities and their impact on the world.  -I can analyze how Nationalism impacted the rise of Imperialism.  -I can evaluate the causes and effects of Imperialism.  -I can evaluate the impact of the division of the world into empires and spheres of influence during the 19th and 20th centuries.  -I can analyze the responses to Imperialism by people under colonial rule at the end of the 19th century.  -I can analyze how Nationalism impacted the rise of Imperialism.  -I can evaluate the causes and effects of Imperialism.  -I can critically think about the Japanese responses to the European/American Imperialism from a closed door policy to the adoption of Euro-American ideas.    **Honors Learning Targets**  -I can analyze the lasting effects of industrialization today.  -I can analyze the extent to which the Industrial Revolution was successful.  -I can compare and contrast how the Industrial Revolution impacted various countries of the world positively or negatively.  -I can analyze the extent to which the development of the political and economic theories of capitalism, socialism, and communism changed the world landscape.  -I can analyze the rationale for Imperialism.   -I can analyze the lasting effects of Nationalism and Imperialism to today.  -I can evaluate the impact of the division of the world into empires and spheres of influence during the 19th and 20th centuries.  -I can analyze the responses to Imperialism by people under colonial rule at the end of the 19th century. | **Informal Assessments:**  -Class Discussion  -Cooperative Class Work  -Homework  **Formal Assessments:**  -Writing Assignments  - Miwrite  -Debate Presentations  -Quizzes  -Chapter Tests  -Unit Tests  **PBL ideas:**  -Student will research and create a country specific travel book with all key demographic information  -Create a brochure that discusses how empires differed before and after the Columbian Exchange. Empires: Inca, Aztecs, Kingdom of Kongo, Benin.  -Create a flip book about what really changed before and after the Atlantic  Revolutions.  -Analyze primary sources about the women of the Scientific Revolution and  Enlightenment.  -Analyze primary sources comparing documents from the Atlantic Revolution: Simon Bolivar's “[Jamaica Letter”,](http://faculty.smu.edu/bakewell/bakewell/texts/jamaica-letter.html) [Declaration of the Rights of Man and Citizen,](http://avalon.law.yale.edu/18th_century/rightsof.asp) [Declaration of Independence.](http://www.ushistory.org/declaration/document/)  -Analyze [maps of Africa, before and after European Imperialism.](http://mycontinent.co/AfricaBorders.php)  -Analyze primary sources that discuss [African Responses to imperialism.](http://apcentral.collegeboard.com/apc/public/repository/ap09_frq_world_history.pdf)  -Create a multimedia project on the art, music, poetry of the African Diaspora.  -Create a tourist pamphlet advertising life in one of the empires during this time period.  -Research a key figure from the [Enlightenmen and Scientific Revolution and](https://sheehyapeuro.wikispaces.com/file/view/Enlightenment+Speed+Dating+.pdf) complete a dating profile and then go on a “date” looking for their best ideological match.  -Create a flowchart of the time period. Which events led to or were caused by other events  -Participate in an [Industrial Revolution simulation.](http://www.ucis.pitt.edu/esc/system/files/resources/documents/Assembly%20Line%20Simulation_0.pdf)  -Create a poster advertising women’s suffrage.  -Write  [a children’s book titled “How to Imperialize for Dummies”](http://www.studentreasures.com/wp-content/uploads/2016/04/Childrens-Books-Lesson-Plans.pdf)  -Research an explorer; put together a persuasive presentation for potential investor to fund their expedition.  -Create  [a “ recipe” fo r one of the Atlantic Revolutions.](http://mrsoliverwhap.weebly.com/uploads/2/3/7/6/23761389/recipe_for_rev_project-_example_america_example.pdf) | [***U.S. Declaration of Independence***](http://www.ushistory.org/declaration/document/)[***Declaration of Rights of Man and Citizen***](http://avalon.law.yale.edu/18th_century/rightsof.asp)  ***Adam Hochschild,***  [***King L eopold’s Ghost***](http://ieas.unideb.hu/admin/file_6617.pdf)  ***Rudyard Kipling's, “*** [***White Man’s Burden ”***](http://historymatters.gmu.edu/d/5478/)  [Journals from Slave Ships](http://discoveringbristol.org.uk/slavery/routes/from-africa-to-america/ship-journals/)  [Visual Record of Slave Trade and Slave life](http://hitchcock.itc.virginia.edu/Slavery/index.php)  English translations of [Olympe DeGouges works on feminism](http://www.olympedegouges.eu/)  Mary Wollstonecraft, “[Vindication of the Rights of Women”](http://www.bartleby.com/144/)  Primary Sources, [maps of Africa](http://library.stanford.edu/collections/maps-africa)  [*Crash Course World History*: Columbus, De Gama, and Zheng He! 15th Century](https://www.youtube.com/user/crashcourse) Mariners, The Columbian Exchange, The Atlantic Slave Trade, The Spanish Empire, Silver, and Runaway Inflation, Capitalism and the Dutch East India Company, Tea, Taxes, and the American Revolution, The French Revolution, Haitian Revolutions, Latin American Revolutions, War and Nation Building in Latin America, Coal, Steam, and the Industrial Revolution, Capitalism and Socialism, The Railroad Journey and the Industrial Revolution, Imperialism, Asian Responses to Imperialism, Samurai, Daimyo, Matthew Perry, and Nationalism  [*KHAN Academy (World History)*](https://www.khanacademy.org/humanities/world-history)  Descriptors of DOK Levels for Social Studies  [DOK Question Stems](http://betterlesson.com/lesson/resource/3216043/dok-question-stems)  [HESS Cognitive Rigor Matrix (Social Studies/Humanities)](http://media.wix.com/ugd/5e86bd_2abbc73a07ba4f5a9fc6d8c2db0156cf.pdf)  [Document Based Questions (World History)](https://www.whiteplainspublicschools.org/Page/9222)  [Socratic Seminar](https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar)  Timeline (Events)  <https://www.youtube.com/watch?v=SGNZKQQk0Zk>    <https://www.youtube.com/watch?v=TpnI_1IIi3o>  *Michelangelo*  <http://www.history.com/topics/michelangelo>    *Da Vinci*  <http://www.history.com/topics/leonardo-da-vinci>  Imperialism  <https://www.youtube.com/watch?v=alJaltUmrGo>  Berlin Conference  <https://www.youtube.com/watch?v=VdCPFgxXkk4> | Students should have a basic understanding of monarchies, revolutions, and military dictators.  <https://www.vocabulary.com/lists/15745>  Absolute Monarchy  Boyar (Russian) Bureaucracy Cortes (Spanish) Divine Rights Duma (Russian) Intendents (French)  Junkers (German) Tariffs  Cabinet Constitutional Monarchy  Habeas Corpus Petition  Reign  Restoration Tallage  Analysis Conclusion Experiment Geocentric Heliocentric Observation Reasoning Scientific Method  Theory  Enlightenment Natural Rights Separation of Powers  Social Contract Tolerance  Guillotine  Jacobins  Old Regime  Reign of Terror  Citizenship Confederation Culture  Ethnicity  Nation-State Nationalism National  Language Patriotism  Corporation  Crop  Rotation Entrepreneur Factories  Factors of Production Industrialization Industrial Revolution  Middle Class Urbanization  Capitalism  Chartist Movement Dominion  Home Rule Laissez-Faire  Penal Colony Strike  Suffrage  Union  Humanitarian Imperialism Missionaries Publications Racism  Social Darwinism Superiority  Assimilation  Boer  Colonization Paternalism Protectorate  Annexation  Canal  Civil War  Corollary  Doctrine Emancipation Manifest Destiny Proclamation Secede  Boxers Extraterritorial Rights  Meiji  Open Door Policy Opium War Taiping Rebellion Westernization  Bolsheviks Communism  Czar  Dictator (Dictatorship) Mensheviks Proletariat Provisional  Soviets |

**SUBJECT: Modern World in Transition TIME FRAME: Q4**

**Theme/Big Ideas for this Unit**

Conflict, Wars, Genocides and Modern Technology

**Essential Question:** How do opposing forces of globalism, nationalism, decolonization impact world events of emerging nations?

**Supporting Questions:**

1. What are the causes and effects of World War I?
2. How did World War I and the global economic depression lead to World War II?
3. How did the agreements of post-war Europe lead to future conflicts in the world?
4. How did the Russian Revolution lead to the rise of Stalin and Communism in Russia?
5. What were the social, political, and cultural causes of the rise of dictators?
6. How did the nuclear era shape the Cold War conflict?
7. What problems result from the tension between world powers and how did they attempt to resolve these problems?
8. What were the origins of detente and the effects on the Cold War?
9. How did the Cold War affect developing nations?
10. What were the effects of the space race and arms race on the escalation of the Cold War?
11. What conditions helped democratic principles to succeed and what conditions caused difficulties for both North and South Korea?
12. What role did the policy of containment play in the Cold War?
13. What was the impact of the Cultural Revolution on the citizens of China?
14. What factors helped to explain why the United States and the USSR became rivals instead of allies?
15. What are the political, economic and cultural impacts of the Cold War on the rest of the world?
16. How did the fall of the Soviet Union impact the world?
17. What was the effect of the collapse of global Imperialism on the people of Asia, Africa, and Latin America?
18. What political and economic successes were necessary for the growth of democracy in Asia, Africa, and Latin America?
19. How did post-war global politics led to the rise of nationalist movements in Asia, Africa, and Latin America?
20. What role did the military play in the establishment of democratic nations in Asia, Africa, and Latin America?
21. How did religious diversity, the end of colonial rule, and rising nationalism led to regional conflicts in the Middle East?
22. What was the impact of independence movements on the emerging nations in Asia, Africa, and Latin America?

**Honors Supporting Questions:**

1. To what extent is the rise of dictators similar today.
2. How can we all be individuals and also part of one increasingly connected world?
3. How do nations attempt to build networks and connect communities across borders to build international connections?
4. To what extent was the Cold War a global event.
5. How was the Cold War connected to decolonization?
6. How do historians think about causes and consequences (of the Cold War) in order to understand historical events or to solve real-world problems?
7. How does recent history continue to impact the current state of the world?
8. Compare the experiences of women before, during, and after European colonialism.
9. Compare and contrast the goals, methods, and tactics of at least two nationalist movements.
10. Compare and contrast the different visions leaders had for their nation.
11. Compare human rights documents from around the world?

| Standards | Content | Objectives | Assessment | Resources | Vocabulary |
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| |  | | --- | | **HS.SP1.1** Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts. | | **HS.SP1.2** Analyze change and continuity in historical eras. | | **HS.SP1.3** Evaluate the significance of past events as they relate to their own lives and the world. | | **HS.SP1.4** Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. | | **HS.SP1.4** Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. | | **HS.SP2.1** Analyze how contexts shaped and continue to shape people’s perspectives. | | **HS.SP2.2** Analyze the ways in which perspective shapes recorded history. | | **HS.SP2.2** Analyze the ways in which perspective shapes recorded history.  **HS.SP2.3** Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from    those held today. | | **HS.SP2.3** Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from    those held today. | |  | | **HS.SP3.2** Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection. | |  | | **HS.SP3.3** Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations.  **HS.SP3.4** Evaluate the credibility of a source by examining how experts value the source. | | **HS.SP3.4** Evaluate the credibility of a source by examining how experts value the source. | | **HS.SP3.5** Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. | | **HS.SP3.6** Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. | | **HS.SP3.6** Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. | | **HS.SP3.7** Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation. | | **HS.SP3.8** Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies. | | **HS.SP4.1** Analyze multiple and complex causes and effects of events in the past and present. | | **HS.SP4.2** Distinguish between long-term causes and triggering events in developing an argument. | | **HS.SP4.3** Integrate evidence from multiple relevant sources and interpretations into a reasoned argument. |   **Topical Standards:**   |  | | --- | | **History** | | **HS.H1.1**  Explain the process of state-building, expansion, and dissolution. | | **HS.H1.2**  Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution. | | **HS.H1.3**  Evaluate the consequences that resulted from civilizational and cultural interactions. | | **HS.H1.3**  Evaluate the consequences that resulted from civilizational and cultural interactions. | | **HS.H1.4**  Analyze the impact of cultural diffusion. | | **HS.H1.5**  Explain how religions and belief systems have affected the origins of societies. | | **HS.H1.6**  Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups’ experiences have related to national identities. | | **HS.H1.6**  Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups’ experiences related to national identities. | | **HS.H1.7**  Analyze how technological innovation and trade has affected economic development and transformed societies. | | **HS.H1.7**  Analyze how technological innovation and trade has affected economic development and transformed societies. | | **HS.H2.1**  Explain multiple causes of conflict. | | **HS.H2.2**  Analyze approaches to conflict management and resolution. **HS.H2.3**  Evaluate the short- and long- term impacts of conflicts and their resolutions. | | **HS.H2.2**  Analyze approaches to conflict management and resolution.  **HS.H2.3** Evaluate the short- and long- term impacts of conflicts and their resolutions. | | **HS.H2.4**  Compare causes and effects of isolationism and globalism. | | **HS.H2.4**  Compare causes and effects of isolationism and globalism. | | **HS.H3.1**  Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes. | | **HS.H3.2** Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time. | | **HS.H3.2**  Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time. | | **HS.H3.3**  Compare the ways in which economic philosophies influenced political, economic, and social developments. | | **HS.H3.4**  Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good. | | **HS.H3.5** Explain how different labor systems developed and affected societies over time. | | **HS.H4.2**  Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions. | | **HS.H4.2**  Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions. | | **HS.H4.3**  Examine how access to information and technology has been used to influence society. | | **HS.H4.3**  Examine how access to information and technology has been used to influence society. | |  | | **Economics** | | **HS.E5.1**  Evaluate the advantages and disadvantages of global trade.   **HS.E5.2** Evaluate how interdependence impacts individuals, institutions, and societies | | **HS.H1.4**  Analyze the impact of cultural diffusion. | | **HS.H1.6**  Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups’ experiences have  related to national identities. | | **HS.H3.1**  Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes. | | **HS.H4.4**  Examine how a diverse society can be a force for unity and/or disunity. | | **HS.E4.4**  Explain the effect of advancements in technology and training on economic growth and standards of living. | | **HS.E3.3**  Evaluate the role of government in regulating market places | | **Geography** | | **HS.G2.2**  Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. | | **HS.G2.3**  Evaluate the impact of human settlement on the environment and culture  of specific places and regions. | | **HS.G2.3**  Evaluate the impact of human settlement on the environment and culture  of specific places and regions. | | **HS.G2.4**  Evaluate the use and sustainability of natural resources. | | **HS.G3.1**  Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. | | **HS.G3.2**  Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions. | | **HS.G3.3**  Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales. | | **HS.G3.4**  Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement. | | **HS.G3.5**  Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time. | | **HS.G4.2**  Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use. | | **HS.G4.2**  Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use. | | **HS.G4.3**  Analyze patterns of interdependence. | |  | | **Civics** | | **HS.C3.4**  Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order. | | World War I and inter-war period, including causes, characteristics, and consequences; such as the world-wide depression, and the rise of fascism, totalitarianism, the spread of communism, and nationalism in China, Turkey, and India  Russian Revolution  The World Wars resulted in economic, cultural, political, and social changes on a global scale.  The World Wars changed the way humans interacted with their environment.  The Cold War including origins, the emergence of the Soviet Union and communist China(Chinese Cultural Revolution), conflicts such as the Korean War, space race, arms race, and its impact on third world countries, and the collapse of the Soviet Union and its impact on the international community  The effects of Decolonization and independence post WWII created new countries and sweeping global changes.  The Cold War resulted in economic, cultural, political, and social changes on a global scale.  The Cold War changed the way humans interacted with their environment.  Global imperialism, decolonization, democratization, and its legacy in Asia, Africa, and Latin America  Contemporary global issues including but not limited to global terrorism, globalization, human rights, regional conflicts, population, environmental issues, technology and information age  The 20th century saw unprecedented globalization. | **World Conflicts**  -I can analyze and interpret the causes and effects of World War I.  -I can evaluate the effects of WWI and the global economic depression on the cause of WWII.  -I can analyze the agreements of post-war Europe that led to future conflict in the world.  -I can evaluate the causes and effects of the Russian Revolution on rise of Stalin and Communism in Russia.  -I can analyze the social, political, and cultural causes of the rise of dictators.  -I can evaluate the effects of Nationalism on the countries of China, Turkey, and  India.  **Honors Learning Targets**  -I can analyze how the rise of dictators are similar today.  -I can analyze how we can all be individuals and also part of one increasingly connected world.  -I can analyze how nations attempt to build networks and connect communities across borders to build international connections.  **Cold War**  -I can analyze how the nuclear era shaped the Cold War conflict.  -I can describe the problems resulting from the tension between world powers and how they attempted to resolve these problems.  -I can analyze the origins of detente and the effects on the Cold War.  -I can describe how the Cold War affected developing nations.  -I can evaluate the effects of the space race and arms race on the escalation of the Cold War.  -I can evaluate the conditions that helped democratic principles to succeed and what conditions caused difficulties for both North and South Korea.  -I can analyze the role of the policy of containment played in the Cold War.  -I can evaluate the impact of the Cultural Revolution on the citizens of China.  -I can analyze the factors that helped to explain why the United States and the USSR became rivals instead of allies during the Cold War.  -I can analyze the political, economic and cultural impacts of the Cold War on the rest of the world.  -I can evaluate the impact of the fall of the Soviet Union on the rest of the world.  **Honors Learning Targets**  -I can analyze the problems resulting from the tension between world powers and how did they attempted to resolve these problems.  -I can analyze how the Cold War affected developing nations.  -I can analyze the extent to which the Cold War was a global event.  -I can analyze how the Cold War was connected to decolonization.  -I can analyze how historians think about causes and consequences(of the Cold War) in order to understand historical events or to solve real-world problems.  **Democratization**  -I can analyze the effects of the collapse of global imperialism on the people of Asia, Africa, and Latin America.  -I can evaluate the political and economic successes that were necessary for the growth of democracy in Asia, Africa, and Latin America.  -I can explain how postwar global politics led to the rise of nationalist movements in Asia, Africa, and Latin America.  -I can analyze the role the military played in the establishment of democratic nations in Asia, Africa, and Latin America.  -I can analyze how religious diversity, the end of colonial rule, and rising nationalism led to regional conflicts in the Middle East.  -I can analyze the impact of independence movements of emerging nations in Asia, Africa, and Latin America.  **Honors Learning Targets**  -I can analyze how postwar global politics led to the rise of nationalist movements in Asia, Africa, and Latin America.  -I can analyze how recent history continues to impact the current state of the world.  -I can compare the experiences of women before, during, and after European colonialism.  -I can compare and contrast the goals, methods, and tactics of at least two nationalist movements.  -I can compare and contrast the different visions leaders had for their nation.  -I can compare human rights documents from around the world.  **Contemporary**  **Global Issues**  -I can analyze the roots and effects of global and national terrorism.  -I can analyze why human rights are so difficult to agree upon across the world.  -I can evaluate how genocide, as a manifestation of extreme nationalism in the 20th and 21st century ,impact the importance of human rights.  -I can analyze the major environmental issues from a global perspective.  -I can describe the reasons for the new environmental consciousness and the movement for sustainability.  -I can describe societal and governmental challenges resulting from the rapid increase of global population.  -I can evaluate how technology and the information age contribute to each other.  **Honors Learning Targets**  -I can analyze the impact of globalization on the world today.  -I can analyze the positive and negative effects of globalization.  -I can evaluate the environmental impacts of industrialization and globalization on our world today.  -I can evaluate how genocides such as those that occurred in Darfur, Rwanda, and Armenia happened in a modern world.  -I can explain one or more of the United Nations (UN) Sustainable Development Goals.  -I can analyze how global communities support the United Nations (UN) Sustainable Development Goals. | **Informal Assessments:**  -Class Discussion  -Cooperative Class Work  -Homework  **Formal Assessments:**  -Writing Assignments  -Debate Presentations  -Quizzes  -Chapter Tests  -Unit Tests  **PBL ideas:**  -Student will research and create a country specific travel book with all key demographic information  -Students will create a comprehensive political & economic map of African and Asia- to show the expansion and economic wealth of European nations through Imperialism.  -Students will create a slide show from one genocide and recount what led to the atrocity and the aftermath.  **Plan of Action:**  Students will write a culminating plan of how to stop future genocides, with detail step-by-step measures that involve political, economic, social, and religious impacts.  -Create [a mock Berlin Wall with graffiti from East and West Germany. How](http://www.haringkids.com/lesson_plans/learn/art-the-berlin-wall) would the graffiti differ?  -Discuss current events.  -Research decolonization in Africa, Middle East, and Asia, as well as the goals and outcomes of independence, and create an informative presentation.  -Analyze the [relationship between cricket and politics in South Asia (DBQs).](http://apcentral.collegeboard.com/apc/public/repository/ap12_frq_world_history.pdf)  -Research the [roots of modern terrorism and how that led to 9/11 and the War](http://www.pbs.org/wgbh/pages/frontline/teach/terror/) on Terror.  -Create a flipbook the outlines the political goals of different terrorist organizations.  -Compare various countries in Africa, Latin America, and Asia and their responses to environmental issues.  -Write an essay about [the challenges of African decolonization.](http://exhibitions.nypl.org/africanaage/essay-challenge-of-decolonization-africa.html)  -Participate in [a simulation of the signing of the Treaty of Versailles and write an](http://pjv-portfolio.weebly.com/uploads/7/9/4/0/7940555/treaty_of_versailles_simulation.pdf)  essay in response to the “negotiations”.  -Research the causes and effects of the genocides in Burma, Rwanda, Tibet,  Cambodia, and Bosnia, and the world’s response to these genocides.  -Analyze the causes of a key event from the 1990-now and explain how it is  affecting today’s world.  -Students will be assigned a country and will research its society, politics, culture, and economy from 1950-1989. (*Summative Assessment*) | *Primary sources: Issues of Nationalism in North Africa and South Asia.*  [*BetweenShades of Gray* by Ruta Sepetys](http://www.betweenshadesofgray.com/)  [*Keeping Corner* by Kashmira Sheth](https://www.enotes.com/topics/keeping-corner)  *I remember Beirut* by Zeina Dewey  [*A Long to Water: a novel: based on a true story* by Linda Sue Park](http://www.lindasuepark.com/books/longwalk/longwalk.html)  *Out of Shadows* by Jason Wallace  *The Bright Continent: breaking rules and making changes in modern Africa* by Dayo  Olopade  [Link to the Holocaust museum](https://www.ushmm.org/?__sta=mlj.uhhkgqbaxkulhi%7CQUH&__stm_medium=email&__stm_source=smartech&utm_source=Smartech&utm_campaign=Webinar&utm_medium=Email&utm_content=registered)  <https://www.ushmm.org/?__sta=mlj.uhhkgqbaxkulhi%7CQUH&__stm_medium=email&__stm_source=smartech&utm_source=Smartech&utm_campaign=Webinar&utm_medium=Email&utm_content=registered>  [Cambodian Genocide](http://worldwithoutgenocide.org/genocides-and-conflicts/cambodian-genocide) [Resources](http://www.ppu.org.uk/genocide/g_cambodia.html)  [Rwandan Genocide Resources](http://www.unitedhumanrights.org/Genocide/genocide_in_rwanda.htm)  Primary Sources, [Soviet Union](http://chnm.gmu.edu/1989/items/browse/?tags=Soviet+Union)  Primary Sources, [Ho Chi Minh](http://spartacuseducational.com/VNhochiminh.htm)    [*Crash Course World History*: Archdukes, Cynicism, and World War I, World War II,](https://www.youtube.com/user/crashcourse) How World War I Started, Who Started World War I, World War II, A War for Resources, Communists, Nationalists, and China’s Revolution, USA vs USSR Fight! The Cold War, Decolonization and Nationalism Triumphant, Congo and Africa’s War, Iran’s Revolution, Nonviolence and Peace Movements, Globalization I: The Upside, Globalization II: Good or Bad?, Conflict in Israel and Palestine  [*KHAN Academy (World History)*](https://www.khanacademy.org/humanities/world-history)  “[Rock, Paper, Scissors, Communism”.](https://docs.google.com/presentation/d/1txda8vIuNFf8sozqMBVWoFwRLW0oZ0wM57KVErseYCk/edit#slide=id.p19)  Imperialism  <https://www.youtube.com/watch?v=alJaltUmrGo>  Berlin Conference  <https://www.youtube.com/watch?v=VdCPFgxXkk4>  **Videos**: *Schindler’s List*  *- Law and Disorder in Johannesburg*  **-Ghosts of Rwanda**  *-The Death of Yugoslavia: Once Brothers*  **Links:**  <http://www.bing.com/videos/search?q=rwanda+genocide&FORM=HDRSC3#view=detail&mid=8D3FBE9D2A25599ACC008D3FBE9D2A25599ACC00>    <http://endgenocide.org/learn/past-genocides/> | <https://www.vocabulary.com/lists/15745>  Alliance Armistice Empire Imperialism Militarism Nationalism Propaganda Reparations  Total War  Bolsheviks Communism Czar Dictator (Dictatorship) Mensheviks Proletariat Provisional  Soviets  Boycott  Civil Disobedience Embargo  Passive Resistance Protest  Rowlett Acts  Coalition Government Collective Farms Command Economy Economic Stability Great Depression Inflation  New Deal  Stocks  Weimar Republic  Authoritarian Censorship Fascism  Gestapo Indoctrination Kristallnacht  Afrika Korps  Allied Powers  Axis Powers Blitzkrieg Kamikazes Luftwaffe  Nazis (Nazism) Third Reich  Anti-Semitism Atrocities Concentration Camp Extermination Camp  Final Solution Genocide  Ghettos Holocaust  Inferior  Refugee  Capitalism Communism Containment Demilitarization Democratization  Détente Destalinization Glasnost Perestroika  Apartheid Dissident Extremist Fundamentalist Martial Law Negritude Movement  Radical  Raj  Accord  Coup  Dictator (Dictatorship) Intifada  Partition  Sovereignty Zionism  Cell Fundamentalist Globalization  Non-Combatants Psychological Warfare  Tactics  Terrorism |