
UNIT 1 – RENAISSANCE AND REFORMATION (15 DAYS)

1. Overview

In this unit, students explore how the world is changed by the thinking and innovation that emerged during the Renaissance. This sets the stage for the following unit in which students will explore the age of explorations and European monarchs.

World History Claims

What are the causal relationships between events in world history?

How have interactions between nations changed over time?

How are societies impacted by geography, historical events, politics, and the economy?

CONTENT AND CLAIMS**Historical Thinking Skills**

- WH.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:
 - conducting historical research
 - evaluating a broad variety of primary and secondary sources
 - comparing and contrasting varied points of view
 - determining the meaning of words and phrases from historical texts
 - using technology to research, produce, or publish a written product
- WH.1.2 Compare historical periods in terms of differing political, social, religious, and economic issues
- WH.1.3 Use a variety of sources to analyze the validity of information in terms of facts, opinions, or propaganda
- WH.1.4 Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources

RenaissanceWhat were the key ideas (intellectual hallmarks) of the Renaissance?

- WH.2.1 Identify key people of the Renaissance and explain how their ideas and actions influenced social and cultural change

What were the key social hierarchies in Renaissance Europe, and how did ideas about hierarchy **shape people's lives**?

- WH.2.1 Identify key people of the Renaissance and explain how their ideas and actions influenced social and cultural change

Who are some of the most influential artists and thinkers of the Renaissance?

- WH.2.1 Identify key people of the Renaissance and explain how their ideas and actions influenced social and cultural change

What was the lasting significance of the Renaissance?

- WH.2.1 Identify key people of the Renaissance and explain how their ideas and actions influenced social and cultural change

Reformation

What disagreements caused the Protestant Reformation and Counter-Reformation?

- WH.2.2 Analyze the causes and effects of the Reformation and Counter-Reformation.

What were the effects of the Reformation across society, government, and economics?

- WH.2.2 Analyze the causes and effects of the Reformation and Counter-Reformation.

TOPICS OF CONSIDERATION

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|--|--|---|
| <ul style="list-style-type: none"> • Renaissance • Crusades • Silk Road • Feudalism • Black Death • Patrons • City-States • Florence • Medici Family/Borgia Family • Perspective | <ul style="list-style-type: none"> • Narcissus • Humanism • Secular • Printing Press • Vernacular • Giovanni Boccaccio • The Decameron • Dante Alighieri • The Divine Comedy • Niccolo Machiavelli | <ul style="list-style-type: none"> • Indulgences • Excommunication • Heretic • John Calvin • Predestination • Huguenots • Puritans • Anabaptists • Council of Trent • Spanish Inquisition |
|--|--|---|

- Fresco
- Tempera
- Leonardo da Vinci
- Mona Lisa
- The Last Supper
- Michelangelo Buonarroti
- The David
- La Pieta
- Sistine Chapel
- Raphael Santi
- Sistine Madonna
- Donatello di Betto Bardi
- Caravaggio
- The Prince
- William Shakespeare
- Sonnet
- Erasmus
- Sir Thomas Moore
- Utopia
- Johann Gutenberg
- Jan van Eyck
- Girl with the Pearl Earrings
- Martin Luther
- Ninety-Five Theses
- Charles V
- Diet of Worms
- Ignatius of Loyola
- Teresa of Avila
- Witch Hunts
- Jewish Ghettos
- Henry VIII
- Pope Clement VII
- Catherine of Aragon
- Anne Boleyn
- Edward VI
- **"Bloody" Mary I**
- Elizabeth I
- James I

UNIT 1 – RENAISSANCE AND REFORMATION (15 DAYS)

2. Resources

LDOE SUGGESTED RESOURCES

Renaissance

- Sample Task
[Galileo](#), Stanford History Education Group
- A World Lit Only by Fire: the Medieval Mind and the Renaissance, William Manchester
- The Swerve: How the World Became Modern, Stephan Greenblatt
- [Gutenberg Bible](#), British library
- Europe in Renaissance and Reformation, Samuel Harrison Thomson
- [Famous People of the Renaissance](#), Biography Online

Reformation:

- Sample Task
[Martin Luther](#), Stanford History Education Group
- Europe in Renaissance and Reformation, Samuel Harrison Thomson
- [On Christian Liberty](#), Martin Luther

- The Reformation, Diarmaid MacCulloch
- [The Last Letter](#), Sir Thomas More
- The Protestant Reformation: Major Documents, Lewis W. Spitz, ed.
- [On Predestination](#), John Calvin
- [The 95 Theses](#), Martin Luther

ADDITIONAL SUPPORTING RESOURCES

Discovery Education Streaming:

- **Video with teacher's guide** – History through Literature: Renaissance and Reformation
<https://app.discoveryeducation.com/learn/videos/DFFC5521-0106-4C56-B991-48B3877A1200?hasLocalHost=false>
- Video – A Cultural Reawakening
<https://app.discoveryeducation.com/learn/videos/754DFC00-C48F-4239-A9D9-92D07C306AC6?hasLocalHost=false>
- Video – Reformation
<https://app.discoveryeducation.com/learn/videos/66D58828-614F-4397-A5B6-5CDE666F8692?hasLocalHost=false>

Stanford History Education Group:

- [Understanding the Black Death](#)
- [The Black Death in Florence](#)
- [Martin Luther](#)

Misc.:

- History Channel Website: [Renaissance Art](#)
- Renaissance Resources: [Here](#) and [Here](#)
- [Black Death set to Gwen Stefani's "Hollaback Girl"](#)
- [Luther Rap](#)
- [Henry VIII set to ABBA's "Money, Money, Money"](#)
- Crash Course World History: [The Renaissance-Was it a Thing?](#)
- History Channel's [Henry VIII: The Most Iconic King of English History](#)
- [Luther](#) (2003)
- History of the World Part I (1981) -[The Spanish Inquisition](#)

3. Activities for Understanding

SUGGESTIONS

- WH.2.1 Students will create a chart to identify key figures of the Renaissance. Students will choose 5-8 key figures and list their names on the side of the chart. On the top of the chart, the headings will include: Area, Occupation, Major Works, Significance, and Years of Influence. The students will use their charts to write an essay in which they will argue in favor of one Renaissance figure as most influential and why.
- WH.2.2 Students will write a letter to Pope Clement VII in Rome as Henry VIII to present his argument for an **annulment from Catherine of Aragon as well as what he will do if the Pope's approval** is not received. As an extension, the students will write a reply from Pope Clement VII to Henry VIII to explain his reasons why the annulment will not be granted.
- WH.2.2 Students will write a diary entry as an aide to the Court of Inquisition. Students will write about what **they hear and see as the trial of a suspected "witch" commences. Students should include the tactics used by the** Inquisitors in order to secure a confession and/or recantation as well as the penalties issued by the court for unrepentant heretics. As an extension activity, students will connect the events of the Inquisition to the Salem Witch Trials in Colonial North America in 1692-93.

1. Overview

In this unit students explore how the new learning and invention of the Renaissance period created possibilities for new explorations supported by European monarchs. This sets the stage for the unit to follow where students examine how changing ideas altered the way people viewed the world around them.

World History Claims

What are the causal relationships between events in world history?

How have interactions between nations changed over time?

How are societies impacted by geography, historical events, politics, and the economy?

CONTENT AND CLAIMS

Historical Thinking Skills

- WH.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:
 - conducting historical research
 - evaluating a broad variety of primary and secondary sources
 - comparing and contrasting varied points of view
 - determining the meaning of words and phrases from historical texts
 - using technology to research, produce, or publish a written product
- WH.1.2 Compare historical periods in terms of differing political, social, religious, and economic issues
- WH.1.3 Use a variety of sources to analyze the validity of information in terms of facts, opinions, or propaganda
- WH.1.4 Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources

Ages of Discovery and Monarchs of Europe

How did new technologies influence the European Age of Exploration?

- WH.2.3 Evaluate the influence technological innovations had on European exploration, conquest, and colonization

What were the political, economic, and religious causes of European exploration?

- WH.2.4 Identify key European explorers of the Americas and Asia, and explain the goals and consequences of exploration on society

Why are the legacies of Columbus and other European Explorers so controversial?

- WH.2.4 Identify key European explorers of the Americas and Asia, and explain the goals and consequences of exploration on society

TOPICS OF CONSIDERATION

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| <ul style="list-style-type: none"> • Mercantilism • Caravel • Astrolabe • Compass • Cartography • Prince Henry the Navigator • Bartholomeau Dias • Vasco da Gama • Afonso de Albuquerque • Queen Isabella of Spain • Christopher Columbus • Hispanola • Treaty of Tordesillas • Amerigo Vespucci • Vasco Nunez de Balboa • Ferdinand Magellan • Dutch East India Company • Spice Islands • Monopoly • Mughal Empire • British East India Company • Rajahs • Sepoys • Shah Jahan | <ul style="list-style-type: none"> • Mumtaz Mahal • Philippines • Archipelago • Ming Dynasty • Canton • Qing Dynasty • Emperor Qianlong • Kowtow • Daimyo • Shogun • Tokagawas • Conquistadors • Ponce de Leon • Hernando Cortes • Aztec Empire • Moctezuma • Francisco Pizzaro • Inca Empire • Atahualpa • Francisco Orellana & Gonzolo Pizzaro • Hernando de Soto • Columbian Exchange • Smallpox | <ul style="list-style-type: none"> • Colonization • Missionaries • New Spain • Peninsulares • Creoles • Metizos • Mulattos • Triangular Trade • Factories • International Atlantic Slave Trade • Middle Passage • Domestic Slave Trade • Auction • Plantation • Solomon Northup • Frederick Douglass • Elizabeth II • Sir Walter Raleigh • James I, Roanoke Colony • Jamestown Colony • Tobacco |
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UNIT 2 – AGES OF DISCOVERY AND MONARCHS OF EUROPE (15 DAYS)

2. Resources

LDOE SUGGESTED RESOURCES

Ages of Discovery and Monarchs of Europe:

- [The Middle Passage](#), Stanford History Education Group
- [Privileges and Prerogatives Granted by Their Catholic Majesties to Christopher Columbus](#), Yale Law School
- [Letter to Pier Soderini](#), Amerigo Vespucci
- *Cultures in Conflict: Christians, Muslims, and Jews in the Age of Discovery*, Bernard Lewis
- [Round Africa to India](#), Vasco da Gama
- *Explorers of the New World*, Jake Mattox, ed.
- [Second Letter to Charles V](#), Hernan Cortes
- *1493: Uncovering the New World Columbus Created*, Charles C. Mann
- [Letter to the Tainos](#), King Ferdinand
- [Charter of the Dutch West India Company](#), Yale Law School
- [Exploration and Explorers exhibitions and presentations](#), Library of Congress
- [Major European Explorers](#), Gilder Lehrman

ADDITIONAL SUPPORTING RESOURCES

Discovery Education Streaming:

- Video - Introduction: The Age of Discovery
<https://app.discoveryeducation.com/learn/videos/81E1673A-1E18-40FC-B284-D384F6B72D65?hasLocalHost=false>
- **Video with teacher's guide** – Monarchs and Merchants: Chartering the Colonies
<https://app.discoveryeducation.com/learn/videos/A8199E67-FD36-4CFD-BE31-5E111C715143?hasLocalHost=false>
- Video – Monarchs, Exploration, Merchants and Slaves
- <https://app.discoveryeducation.com/learn/videos/DDF8BAF2-A529-4D27-8686-C3E5910034C3?hasLocalHost=false>

Plato Courseware:

- PLATO Course World History Since 1500, Semester A

Misc:

- Exploration Resources: [Here](#) and [Here](#)
- History Channel Website: [Exploration of North America](#)
- **History Channel's** *History of the World in Two Hours*
- **National Geographic's** *America Before Columbus*
- **National Geographic's** *Nightmare at Jamestown*

- *Glorious Triumphs and Great Tragedies*: [The Taj Mahal-A Love Story](#)
- Stanford History Education Group: [Mansa Musa](#), [Moctezuma and Cortes](#), [Atahualpa and the Bible](#)

UNIT 2 – AGES OF DISCOVERY AND MONARCHS OF EUROPE (15 DAYS)

3. Activities for Understanding

SUGGESTIONS

- WH.2.3 Students will write a diary entry as an Aztec or Inca in which they describe the technology of the Spanish Conquistadors. Students must imagine what it would be like to see armor, firearms, horses, etc. for the first time. How would they describe these items? Do these items create fear or fascination within society? As an **extension, students will write a letter as a member of Cortes or Pizzaro's group in which they describe meeting** the Aztecs or Incas for the first time. Do conquistadors feel fear, fascination, or disgust? Why? How do the cities of America compare to the cities of Europe?
- WH.2.3 Students will create a poster about their favorite explorer. They will illustrate their discovery, mode of transportation, technology used, and their style of clothing/armor. As an extension, students will make a list of 10 attributes that allowed explorers to be successful.
- WH.2.4 Students will create a chart identifying key European explorers. The names will be listed on the side of the chart, whereas, on the top, the headings will include: Dates of Exploration, Country of Employment, Discovery, and Contribution to Exploration. As an extension, the student will choose one of the explorers and write an in depth essay of their early life which prompted their exploration as well as how their careers progressed after their initial discovery.
- WH.2.4 Students will analyze the impact of the Columbia Exchange by developing a chart of intended and unintended consequences. Students will refine their lists in groups of two-three before formulating a comprehensive list through class discussion. As an extension, students will write an essay in which they describe the two greatest consequences of the Columbia Exchange, one positive and one negative, by citing evidence from the comprehensive list.

UNIT 3 – POLITICAL AND INDUSTRIAL AGE REVOLUTIONS (15 DAYS)

1. Overview

In this unit students explore the political and industrial age revolutions. This sets the stage for the unit to follow where students begin looking at how international relations differ and the results of those differences.

World History Claims

What are the causal relationships between events in world history?

How have interactions between nations changed over time?

How are societies impacted by geography, historical events, politics, and the economy?

CONTENT AND CLAIMS

Historical Thinking Skills

- WH.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:
 - conducting historical research
 - evaluating a broad variety of primary and secondary sources
 - comparing and contrasting varied points of view
 - determining the meaning of words and phrases from historical texts
 - using technology to research, produce, or publish a written product
- WH.1.2 Compare historical periods in terms of differing political, social, religious, and economic issues
- WH.1.3 Use a variety of sources to analyze the validity of information in terms of facts, opinions, or propaganda
- WH.1.4 Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources

Political and Industrial Age Revolutions

Who were the key people associated with the Scientific Revolution and what was the impact of their discoveries?

- WH.2.5 Identify the major personalities of the Scientific Revolution and describe the effects of their discoveries

How is the Scientific Revolution a change in both science and thought and what were the consequences of those changes?

- WH.3.1 Analyze the influence of the Scientific Revolution on the Enlightenment and resulting political ideals
- What caused the English Civil War and the Glorious Revolution and how did these conflicts influence world governments?

- WH.3.2 Analyze the causes of the English Civil War and the Glorious Revolution and their influence on political change

How have Enlightenment philosophers and ideologies had lasting impacts on world government and society in general?

- WH.3.3 Identify the key philosophers and ideologies of the Age of Enlightenment and explain their influence on world governments

How were the ideals of the French Revolution lost during Napoleon's reign?

- WH.3.4 Analyze the causes and consequences of the French Revolution and the rise and rule of Napoleon

What were the effects of the various revolutions of this era?

- WH.3.5 Compare and contrast leaders and key events in the revolutions of the 17th through the 19th centuries and their impact on world political and social developments

How did expansion of the Industrial Revolution and economic philosophies impact society and politics?

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

TOPICS OF CONSIDERATION

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|--|--|--|
| <ul style="list-style-type: none"> • absolutism • Industrial Revolution • Nicholas Copernicus • Galileo Galilei • Johannes Kepler • Isaac Newton | <ul style="list-style-type: none"> • Heliocentric Theory • elliptical/telescope • gravity • Three Laws of Motion • Scientific Method • Magna Carta | <ul style="list-style-type: none"> • revolution • monarchy • suffrage • treatise • Natural Law • subsistence |
|--|--|--|

UNIT 3 – POLITICAL AND INDUSTRIAL AGE REVOLUTIONS (15 DAYS)

2. Resources

LDOE SUGGESTED RESOURCES

Political and Industrial Age Revolutions:

- [Factory Life](#), Stanford History Education Group
- *The Scientific Revolution*, Steven Shapin
- *Ingenious Pursuits: Building the Scientific Revolution*, Lisa Jardine
- *The Scientific Revolution*, Peter Amey
- [Letter to the Grand Duchess Christina of Tuscany, 1615](#), Galileo Galilei
- [The 1833 Factory Act](#), Statutes of the Realm, 3 & 4 William IV
- [Industrial Manchester, 1844](#), Friederich Engels
- [The Scientific Revolution: Science & Society from the Renaissance to the Early Enlightenment](#), Ohio State University
- *Thomas Paine: Enlightenment, Revolution, and the Birth of Modern Nations*, Craig Nelson
- [On the Revolutions](#), Nicholas Copernicus
- [Copernican System](#), The Galileo Project
- *The Industrial Revolution in America: A Primary Source History of America's Transformation into an Industrial Society*, Corona Brezina
- *Samuel Slater's Mill and the Industrial Revolution*, Christopher Simonds
- [Opticks](#), Sir Isaac Newton
- *Evening in the Palace of Reason: Bach Meets Frederick the Great in the Age of Enlightenment*, James Gaines

ADDITIONAL SUPPORTING RESOURCES

Discovery Education Streaming:

- Video – The Quest for Wealth: European Colonization and Imperialism in Africa
<https://app.discoveryeducation.com/learn/videos/1C56E928-206D-4604-BBE1-B314D1F680DE?hasLocalHost=false>
- Board (activity) Impact of Imperialism
<https://app.discoveryeducation.com/builders/boards?assetGuid=2AF0B36C-B78C-76FE-8F36-C4F0F8877ABE&includeHeader=true&layout=default>
- Video – The Causes of World War I: The Great War
<https://app.discoveryeducation.com/learn/videos/00F11A5E-A4E0-45BE-8209-2962249CF833?hasLocalHost=false>

Plato Courseware:

- PLATO Course World History Since 1500, Semester A

Misc.:

- Stanford History Education Group: [Galileo](#)

UNIT 3 – POLITICAL AND INDUSTRIAL AGE REVOLUTIONS (15 DAYS)

3. Activities for Understanding

SUGGESTIONS

- WH.3.1 **Students will work with a partner to read and summarize excerpts from the following: Jacques Bossuet's *Divine Right of Kings* and Machiavelli's *The Prince*.** Students will relate these philosophies to the justification of absolute monarchies in Prussia, Russia, and Spain. Students will hypothesize how and why an individual or group might revolt against an autocratic government. Students will brainstorm about the meaning of the word Enlightenment. **Students will read an excerpt from John Locke's *Two Treatises on Government*** and analyze how Locke applied the natural rights theory to the role and purpose of government. Divide students into two groups: (1) defenders of Machiavelli and **Bossuet's** autocratic government and (2) defenders of the philosophers supporting the natural rights of man. All groups should address the following questions:
 What is natural law?
 Can humans practice rational thought?
 Should these ideas be suppressed under Christendom?
 Why are these ideas suppressed under absolute monarchs?
 Why did the Reformation and Renaissance in England and France foster the application of natural law to human behavior and society?
 How did the Scientific Revolution influence the political philosophies?
 Each group should choose one or two representatives to defend their perspective on the role and purpose of government using a debate format. After both sides have presented their defense to the class, the students will explain which side they believe presented the better argument.
[Divine Right of Kings excerpt](#)
[The Prince excerpt](#)
[Two Treatises on Government excerpt - Book II #131](#)
- WH.3.2 Students will read the Magna Carta and an excerpt from their textbook about the events surrounding the signing of the Magna Carta. Arrange students in groups of three or four to research the English monarchs leading up to the English Civil War. Students will respond to the following questions in their groups:
 What could James I and Charles I have done differently during their reigns to avoid a civil war?

What actions did Charles I take that angered the people?

Ask each group to delegate one spokesperson to share his or her responses with the class. After each group has reported to the class, lead the class in a discussion of the group responses. Students still in their groups will research the important aspects of the English Civil War and the Restoration. Students will have a whole class discussion of how these events in England influenced the development of the United States government. Finally, students will summarize the influence of the Magna Carta and Glorious Revolution on the creation of United States and its government.

[Magna Carta](#)

- WH.4.1 Students will work with a partner to formulate two questions they have about the Industrial Revolution based on the following prompt: *The Industrial Revolution greatly affected all aspects of the lives of people in every society it touched.* Students will share their questions with the class and then record them on the board or chart paper. Any question asked more than once should be marked with an asterisk to signify its importance. Add your own questions to the list if you think there are content gaps. Keep questions posted throughout the study of the Industrial Revolution. Students will use their textbook or the Internet to research why the Industrial Revolution began in England. Statements should include references to the physical geography of central England (including energy resources), the Enclosure Movement, cottage industries, and capitalistic thinking fostered during the Age of Reason and Enlightenment. Students will track the spread of the Industrial Revolution by coloring an outline map with different colors for different centuries according to when each country became industrialized. Students will create a key to indicate which colors correspond with the different centuries. Then students will draw conclusions about the spread of industrialization throughout the world.

Finally, students will research to find answers to the following questions:

 - Why did people in pre-industrial England often have large families?
 - Why did people in industrial England have smaller families?
 - How were large families a social security system at one time and a burden later in cities?
 - Why did the death rate decrease in nineteenth century England?
 - How did the growth of modern medicine influence changes in population?
- WH.4.2 Students will create lists of their expectations about working conditions and wages they expect to receive when they enter the work force. Make certain that working age, work safety, benefits, and wages are explored. Create a classroom list of student comments by recording comments on the board or chart paper for students to **reference during the activity.** Entitle the list **"Desired Working Conditions of Today."** Students will be put into groups of three or four in which they will research the social conditions of the United Kingdom during the 19th century using the resources below. Groups will share out and create a 2nd list on the board entitled **"Working Conditions of 1800."** Students will compare the two lists—desired working conditions of today and working conditions of 1800—by answering the following questions:

 - What was a subsistence wage in 1800?
 - How does a subsistence wage compare with minimum wage today?
 - Why did businesses keep wages low?
 - Why did families send their children into the workplace?

Why didn't social institutions (churches) intervene to help families?

Students will be placed in two circles around the classroom, an inside circle and outside circle. Pose the question: **"Were working conditions worse during the 19th century than they are today? Explain your reason by giving at least two examples."** Students are to begin discussing with the person in front of them. After a few minutes, have the inner circle rotate one person to the left and continue until everyone has made it all the way around. Finally, students will write a short essay comparing and contrasting the working conditions in Great Britain in the 19th century with the working conditions in developing countries of today (e.g., China, India, Ghana, Cuba, Nicaragua). Students can **use their textbooks and/or Internet to research present day developing countries' working conditions.** Essays should also include the working conditions today for women and children and what is being done by international organizations to improve the working conditions in developing countries.

[England's labor Reports - 1800s](#)

[Summary of Oliver Twist](#)

[Online Copy of Oliver Twist](#)

[Industrial Revolution Articles in the UK](#)

UNIT 4 – NATIONALISM, IMPERIALISM, AND WORLD WAR I (9 DAYS)

1. Overview

In this unit students explore how the actions of one nation can impact the entire world. This sets the stage for the unit to follow where students begin looking at the period following WWI through WWII.

World History Claims

What are the causal relationships between events in world history?

How have interactions between nations changed over time?

How are societies impacted by geography, historical events, politics, and the economy?

CONTENT AND CLAIMS

Historical Thinking Skills

- WH.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:
 - conducting historical research
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 - comparing and contrasting varied points of view
 - determining the meaning of words and phrases from historical texts
 - using technology to research, produce, or publish a written product
- WH.1.2 Compare historical periods in terms of differing political, social, religious, and economic issues
- WH.1.3 Use a variety of sources to analyze the validity of information in terms of facts, opinions, or propaganda
- WH.1.4 Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources

Nationalism, Imperialism, and World War I

How did European and Asian nation states emerge?

WH.5.1 Explain the rise and development of the European and Asian nation states

How and why did a strong sense of nationalism begin in Europe before other parts of the world?

- WH.5.2 Summarize major European conflicts from 1600 to 1900 and their impact on world events

What were the motivations and consequences of imperialism in Europe, Africa, Asia and the Americas?

- WH.5.3 Describe the motives, major events, extent, and effects of European and American imperialism in Africa, Asia, and the Americas
- WH.5.4 **Analyze causes and effects of Japan's development as an industrial, military, and imperial power**

How did militarism, alliances, nationalism, imperialism and assassination (M.A.N.I.A.) cause World War I?

- WH.6.1 Identify the key personalities and evaluate the origins, major events, technological advances, and peace settlements of World War I

How did various leaders and new technologies and weaponry impact the events of WWI?

- WH.6.1 Identify the key personalities and evaluate the origins, major events, technological advances, and peace settlements of World War I

What was the significance of the peace settlements of WWI?

- WH.6.1 Identify the key personalities and evaluate the origins, major events, technological advances, and peace settlements of World War I

TOPICS OF CONSIDERATION

- **Thirty-Years' War**
- War of Spanish Succession
- War of the Austrian Succession
- English Civil War
- King Charles I
- Oliver Cromwell
- **Seven Years' War**
- American Revolutionary War
- King George III
- PM William Pitt
- General George Washington
- King Louis XVI
- Marie Antoinette
- Boers Wars
- Otto von Bismarck
- Matthew Perry
- Opening of Japan
- Napoleonic Wars
- Napoleon Bonaparte
- Tsar Alexander I
- Lord Admiral Horatio Nelson
- Battle of Trafalgar
- Duke Wellington
- Battle of Waterloo
- Louisiana Purchase
- Crimean War
- King George V
- General Erich Ludendorff
- PM George Clemenceau
- PM David Lloyd George
- Gallipoli
- Winston Churchill
- President Woodrow Wilson
- PM Vittorio Orlando
- Treaty of Brest-Litovsk
- Treaty of Versailles
- Corporal Adolf Hitler
- Easter Rising
- Patrick Pearse

- French Revolutionary Wars
- Reign of Terror
- Maximilien Robespierre
- Irish Rebellion of 1798
- British India Wars
- Opium Wars
- Unequal Treaties
- David Livingstone/David Stanley
- Franco-Prussian War
- Emperor Napoleon III
- King Victor Emmanuel II
- Balkan Wars
- World War I
- Emperor Franz Joseph I
- Kaiser Wilhelm II
- Tsar Nicholas II
- James Connolly
- Constance Markievicz
- Russian Civil War
- Vladimir Lenin
- Leon Trotsky
- Joseph Stalin

UNIT 4 – NATIONALISM, IMPERIALISM, AND WORLD WAR I (9 DAYS)

2. Resources

LDOE SUGGESTED RESOURCES

Nationalism, Imperialism, and World War I :

- [Battle of Adwa](#), Stanford History Education Group
- [Battle of the Somme](#), Stanford History Education Group
- ["The Cost of Empire" from The Wealth of Nations](#), Adam Smith
- [On Empire and Education](#), Thomas Babington Macaulay
- [Letter of Advice to Queen Victoria](#), Lin Zexu
- [The Communist Manifesto](#), Karl Marx
- [The Triple Alliance of 1882](#), firstworldwar.com
- [Propaganda Posters from Multiple Countries](#) (Links to different countries on the right), firstworldwar.com
- ["The Story of the Suez Canal" From The World's Story: A History of the World in Story, Song and Art](#), Eva March Tappan, ed.
- [The Battle of Omdurman](#), Winston S. Churchill
- [The Boxer Rebellion](#), Fei Ch'i-hao
- [A Place in the Sun](#), Kaiser Wilhelm II
- [Franco-Russian Alliance of 1892](#), W.W. Norton & Company
- [Assassination of Archduke Ferdinand](#), eyewitnesstohistory.com
- *World War I: the Definitive Visual History from Sarajevo to Versailles*, R.G. Grant
- [U-boat Attack](#), eyewitnesstohistory.com
- [The Zimmermann Telegram](#), U.S. National Archives

- [Speech on the Fourteen Points](#), Woodrow Wilson
- [The Peace Treaty of Versailles](#), World War I Document Archive
- [Map of Europe Before and After World War I](#), Mr. Knight's Social Studies Page

ADDITIONAL SUPPORTING RESOURCES

Discovery Education Streaming:

- Video – The Quest for Wealth: European Colonization and Imperialism in Africa
<https://app.discoveryeducation.com/learn/videos/1C56E928-206D-4604-BBE1-B314D1F680DE?hasLocalHost=false>
- Board (activity) Impact of Imperialism
<https://app.discoveryeducation.com/builders/boards?assetGuid=2AF0B36C-B78C-76FE-8F36-C4F0F8877ABE&includeHeader=true&layout=default>
- Video – The Causes of World War I: The Great War
<https://app.discoveryeducation.com/learn/videos/00F11A5E-A4E0-45BE-8209-2962249CF833?hasLocalHost=false>

Plato Courseware:

- PLATO Course World History Since 1815

Misc.:

- **History Channel's** *Mankind: The Story of All of US*
- **YouTube Channel: It's History-**"The Opium War-Lost in Compensation/History of China"
- <http://www.europeword.com/blog/europe/european-imperialism/>
- <http://www2.sunysuffolk.edu/westn/imperialism.html>
- <http://study.com/academy/lesson/european-imperialism-characteristics-motives-effects.html>
- <http://www.sparknotes.com/history/european/1871-1914/section7.rhtml>
- <http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-NewImperialism>

UNIT 4 – NATIONALISM, IMPERIALISM, AND WORLD WAR I (9 DAYS)

3. Activities for Understanding

SUGGESTIONS

- WH.1.1, WH.1.4, WH.6.1 LDOE Task – Treaty of Versailles (Recommended)
[Treaty of Versailles](#)

- WH.5.1 Students will work with a partner to research the unification of both Italy and Germany using their textbooks, the Internet, and/or teacher resources and record the characteristics and major personalities involved in each on a chart. Students will then write an essay on the unification processes of Italy and Germany in which they note the similarities and the differences in the sequences of events and the causes and effects of the unifications. Finally, students will share their essays with the class and have an open discussion of their findings.
- WH.5.2 Students will be assigned a series of major European wars from the 1600-1900s to create memes which will describe the key features of each. Students will use an internet meme generator or smart phone app to develop their concept, and once complete, they will copy/paste each meme to a Microsoft Word document and explain how it relates to the individual engagement. As an extension, students will find a quote from a personality involved in each clash and explain the context of the quote in relation to the conflict as a whole.
- WH.5.3 Students will research an act of imperialism from the 1800s and develop a five-ten slide PowerPoint Presentation which will be used to explain the episode to the rest of class. Students will then work in groups of 3-4 to use their knowledge of nineteenth century imperialism to create a connection to modern forms of imperialism.
- WH.5.4 Students will write an essay on imperialism using the idea of nationalism. They will provide explanations **for Japan's imperialistic ambitions from 1894-1910**, when Japan formally annexed Korea. As an extension, students will discuss how Japanese militarism and colonial acquisitions during the late nineteenth and early twentieth centuries **will ultimately lead to the country's** involvement in World War II.
- WH.6.1 Students will be divided into groups of 3-4 to research the key battles of World War I, using their textbook, the Internet, and/or teacher resources. Each group will create a chart with battles listed down the side, and on the top, the headings will include: dates, location, primary nations involved, outcome, and significance. The groups will then present the key features of one of the battles to the rest of the class, and the other students will check their responses and make changes to their charts, as needed.

UNIT 5 – BETWEEN THE WARS AND WORLD WAR II (15 DAYS)

1. Overview

In this unit students explore the global consequences of WWI and how the responses of various nations led to a second world war. This sets the stage for the unit to follow where students begin looking at the challenges nations encounter as they entered the modern era.

World History Claims

What are the causal relationships between events in world history?

How have interactions between nations changed over time?

How are societies impacted by geography, historical events, politics, and the economy?

CONTENT AND CLAIMS

Historical Thinking Skills

- WH.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:
 - conducting historical research
 - evaluating a broad variety of primary and secondary sources
 - comparing and contrasting varied points of view
 - determining the meaning of words and phrases from historical texts
 - using technology to research, produce, or publish a written product
- WH.1.2 Compare historical periods in terms of differing political, social, religious, and economic issues
- WH.1.3 Use a variety of sources to analyze the validity of information in terms of facts, opinions, or propaganda
- WH.1.4 Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources

Between the Wars and WWI I

How was disillusionment reflected in society post WWI?

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

What were the causes and consequences of the Russian Revolution of 1917?

- WH.6.3 Analyze the causes and consequences of the Russian Revolutions of 1917

How did widespread economic depression in the 1920's through 1930's impact various countries of the world and how did governments respond to the worldwide economic depression?

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

How and why did totalitarianism emerge in the Soviet Union, Germany, Italy, Spain and Japan after WWI?

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

What were the origins of WWII and could World War II have been avoided?

- WH.6.6 Explain the origins, key individuals, battles, and major events of World War II

What are some of the key individuals (leaders) and major turning points in WWII?

- WH.6.6 Explain the origins, key individuals, battles, and major events of World War II

Was each nation successful in its WWII political, social and economic goals and how did each nation's goals affect its outcome in the war?

- WH.6.7 Evaluate the political, social, and economic consequences of World War II

What impact did WWII have on Japan and Germany (Axis Powers)?

- WH.6.7 Evaluate the political, social, and economic consequences of World War II

TOPICS OF
CONSIDERATION

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Totalitarianism • Propaganda • Dictator • 1st Great Red Scare • Flappers | <ul style="list-style-type: none"> • Luftwaffe • SA & SS • Wehrmacht • Holocaust • Auschwitz-Birkenau | <ul style="list-style-type: none"> • Molotov-Ribbentrop Pact • Rome-Berlin Axis/Tripartite Pact • Invasion of Poland • Attack on Pearl Harbor |
|---|--|---|

- Bootleggers
- Jazz
- Corruption
- Weimar Republic
- Treaty of Versailles
- League of Nations
- War-Guilt Clause
- Dawes Plan
- Reparations
- Great Depression
- Militarism
- Benito Mussolini
- Fascism
- Joseph Stalin
- Soviet Union
- Communism
- Spanish Civil War
- Francisco Franco
- Adolf Hitler
- Aryan Race
- Beer Hall Putsch
- Swastika
- Lebensraum
- Gestapo
- Neville Chamberlain
- Winston Churchill
- Eduard Daladier
- Franklin Roosevelt
- Woodrow Wilson
- Bernard Montgomery
- Dwight Eisenhower
- George Patton
- Douglass MacArthur
- Charles De Gaulle
- Hermann Goering
- Heinrich Himmler
- Joseph Goebbels
- Erwin Rommel
- 2nd Sino-Japanese War
- Chiang Kai-Shek
- Mao Zedong
- Emperor Hirohito
- Hideki Tojo
- Rape of Nanking
- Austrian Anschluss
- Munich Conference
- Sudetenland
- Appeasement
- Atlantic Charter
- Flying Tigers
- Doolittle Raid
- Vichy France
- Philippe Petain Bataan Death March
- Invasion of North Africa
- Battle of Stalingrad
- Burma Road
- Island Hopping
- D-Day Invasion
- Saipan Invasion
- Battle of the Bulge
- Iwo Jima
- Okinawa
- Manhattan Project
- Trinity Test
- Hiroshima/Nagasaki
- V-E Day
- V-J Day
- United Nations
- Nuremberg Trials
- Tokyo War Crimes Trials

UNIT 5 – BETWEEN THE WARS AND WORLD WAR II (15 DAYS)

2. Resources

LDOE SUGGESTED RESOURCES

Between the Wars and World War II:

- [Appeasement](#), Stanford History Education Group
- [Nazi Propaganda](#), Stanford History Education Group
- [The Economic Consequences of the Peace](#), John Maynard Keynes
- [Speech of April 12, 1921](#), Adolf Hitler

- [Nazi Postage Stamps](#), German Propaganda Archive
- [The Oath to Adolf Hitler](#), Rudolf Hess
- [Peace in Our Time](#), Neville Chamberlain
- [Letter to Adolf Hitler](#), Franklin D. Roosevelt
- [To Arms!](#), Benito Mussolini
- [On the Nazi Invasion of Poland](#), Neville Chamberlain
- *Selling the War: Art and Propaganda in World War II*, Z.A.B. Zeman
- [Their Finest Hour](#), Winston Churchill
- [The Atomic Bombing of Hiroshima](#), Father Johannes Siemes
- *D-Day, June 6, 1944: The Climactic Battle of World War II*, Stephen Ambrose

ADDITIONAL SUPPORTING RESOURCES

Discovery Education Streaming:

- Content Collection – World War II
https://app.discoveryeducation.com/learn/collections/ECAB55B2-662D-48BE-ABDA-B26FCB7950EC?utm_campaign=Curated_Collections&utm_medium=Search_Banner&utm_source=DiscoveryEducation&homework_id

Plato Courseware:

- PLATO Course World History Since 1815

Misc.:

- U.S. Department of State, Office of the Historian Website: [“The League of Nations, 1920,” “The Atlantic Conference & Charter, 1940”](#)
- WYES Website: American Experience [“Woodrow Wilson”](#)
- NATO Website: [“The Atlantic Charter”](#)
- United Nations Website: [“The History of the United Nations”](#)
- Yad Vashem, Shoah Resource Center Website: [“Munich Conference”](#)
- History Channel Website: [“Bataan Death March”](#)
- *Dr. Seuss & Co. Go to War* by Andre Schiffrin
- *The Rape of Nanking: The Forgotten Holocaust of World War II* by Iris Chang
- *Hiroshima* by John Hersey
- **History Channel’s** *The World Wars*
- **History Channel’s** *World War II in HD*

- **History Channel's** *World War II from Space*
- [National World War I Museum](#)
- [National World War II Museum](#)
- [United States Holocaust Memorial Museum](#)
- [Yad Vashem-The World Holocaust Remembrance Center](#)

 UNIT 5 – BETWEEN THE WARS AND WORLD WAR II (15 DAYS)

 3. Activities for Understanding

SUGGESTIONS

- WH.1.1, WH.1.3, WH.6.3, WH.6.5 LDOE Task – Russian Revolution (Recommendation)
[Russian Revolution](#)
- WH.6.2 Students will work in groups of 4-5 to research primary and secondary resources using their textbooks and/or the Internet to explore the important aspects of post-World War I society: Influenza Pandemic of 1918 (cause and effects), Scientific Theories of Sigmund Freud and Albert Einstein, Lost Generation Writers (Ernest Hemingway, F. Scott Fitzgerald, T.S. Eliot, Gertrude Stein, Franz Kafka, James Joyce, Thomas Mann), Music (Igor **Stravinsky and Jazz artists**), Art (**Pablo Picasso, Salvador Dali, Ch'i Pai-shih**), Architecture (Louis Sullivan, Frank Lloyd Wright, international style), Entertainment (radio, motion pictures, rise in popularity of sports such as **soccer, baseball, golf, and modern Olympic games**), and **Women's Movement (flappers, women's suffrage, changes in norms for women)**. Students will explore how these topics were influenced by the changing attitudes of people after the devastation of World War I. Each group will present their research information in a variety of formats, including multimedia when appropriate (PowerPoint®, story boards, collages, etc).
- WH.6.3 Students will work in pairs to generate two-three questions about the following prompt which they would **like answered: "Governments that print their own money in order to pay debts and meet the needs of its people will cause an economic depression."** When all student pairs have generated at least two questions, a member of **each team will share the pair's questions with the entire class. The questions will be recorded on the board or chart paper**, and similar questions will be starred or highlighted to denote importance. After all questions have been shared, the teacher will pose additional questions that may have been omitted. Upon completion, students will review the economic aspects of the Treaty of Versailles, 1919, focusing on reparations. They will explain how Britain and **France used them to punish Germany for its "war guilt."** **Students will** write 4-6 paragraphs using information gathered from their textbooks, primary and secondary sources, and/or the Internet to describe the economic conditions of Germany, France, Great Britain, and the United States during the depression as well as how each government responded and the Global consequences of those actions. Below are resources that

students can use to aid in writing their paragraphs. Additionally, students will create a Venn diagram to compare and contrast the Great Depression of the 1920s/1930s with the Great Recession that began in 2008.

[Resource 1](#)

[Resource 2](#)

[Great Recession of 2008](#)

- WH.6.6 Students will use their textbooks, primary and secondary sources, and/or the Internet to research one of the following people with a partner: Adolf Hitler, Benito Mussolini, Joseph Stalin, Winston Churchill, Franklin Roosevelt, Philippe Petain, Charles de Gaulle, Erwin Rommel, Dwight Eisenhower, George Patton, Omar Bradley, Bernard Montgomery, Herman Goering, Joseph Goebbels, or Heinrich Himmler. Students will record their information about the World War II leader on chart paper or individual sheets that will be displayed in the classroom. Below is an example of how the students will organize their information:

Nation <i>Germany</i>	Dates of life <i>1889-1945</i>
Adolph Hitler	
Role in the war <i>Chancellor</i>	Significance to the war <i>Leader of Germany whose goal was to take over the world and create a superior Aryan race. His aggression began WWII.</i>

UNIT 6 – CHANGES, CHALLENGES, AND ADVANCES (12 DAYS)

1. Overview

In this unit students explore how nations around the world have developed a culture of global interdependence starting with the Cold War and through the present.

World History Claims

What are the causal relationships between events in world history?

How have interactions between nations changed over time?

How are societies impacted by geography, historical events, politics, and the economy?

CONTENT AND CLAIMS

Historical Thinking Skills

- WH.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:
 - conducting historical research
 - evaluating a broad variety of primary and secondary sources
 - comparing and contrasting varied points of view
 - determining the meaning of words and phrases from historical texts
 - using technology to research, produce, or publish a written product
- WH.1.2 Compare historical periods in terms of differing political, social, religious, and economic issues
- WH.1.3 Use a variety of sources to analyze the validity of information in terms of facts, opinions, or propaganda
- WH.1.4 Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources

Changes, Challenges, and Advances

What were the political, economic, religious, social, and intellectual causes of the Cold War?

- WH.7.1 Summarize the origins of the Cold War, including the major differences in the political ideologies and values of the Western democracies versus the Soviet Bloc

How did Cold War crisis and military tensions impact the world?

- WH.7.2 Describe the causes and effects of the Cold War crises and military conflicts on the world

How did Post Cold War impact global economies?

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

What changes occurred as a result of the end of colonial rule in Asia, Africa and the Middle East?

- WH.7.3 Evaluate the changes that occurred in Asia, Africa, and the Middle East as a result of the end of colonial rule

What is the role of NATO, the United Nations, and other international organizations in the contemporary world?

- WH.7.3

What are the causes and consequences of the breakup of the Soviet Union for the rest of the world?

- WH.7.5 Explain the causes and consequences of the breakup of the Soviet Union on the world

What are the political, economic, and social impacts of the proliferation of terrorist movements?

- WH.7.6 Analyze terrorist movements in terms of their proliferation and political, economic, and social impact

TOPICS OF CONSIDERATION

- Competition
- Containment
- Deterrence
- Communism
- MAD
- Thermonuclear Weapons
- Domino Theory
- ICBM/SLBM
- 2nd Great Red Scare
- Cold War
- NATO
- Warsaw Pact
- United Nations (UN)
- Iron Curtain
- Soviet Satellites
- Arms Race
- Space Race
- Sputnik I & II
- U-2 Incident
- Apollo 11/Apollo 13
- Space Shuttle
- Four Powers Agreement
- Partition of India
- Marshall Plan
- Berlin Airlift, Berlin Crisis/Wall, Bay of Pigs
- Indo-Pakistan Nuclear Crisis
- Operation Enduring Freedom/Iraqi Freedom, Zionism
- Israel-Palestine
- PLO
- OPEC
- Proliferation
- Chernobyl Nuclear Disaster
- Three Mile Island Nuclear Accident
- Fukushima Daiichi Nuclear Disaster

- Joseph Stalin
- Nikita Khrushchev
- Leonid Brezhnev
- Mikhail Gorbachev
- Mao Zedong
- **People's Republic of China (PRC)**
- Invasion, Cuban Missile Crisis, Korean War
- Vietnam War
- Invasion of Afghanistan
- Persian Gulf War
- Somalia/Rwanda/Bosnia
- Terrorism
- Reunification
- AIDS, 9/11 Attack
- Fundamentalism
- Ideology

UNIT 6 – CHANGES, CHALLENGES, AND ADVANCES (12 DAYS)

2. Resources

LDOE SUGGESTED RESOURCES

Changes, Challenges, and Advances:

- [The Cold War](#), Stanford History Education Group
- [Castro and the United States](#), Stanford History Education Group
- [Assassination of Patrice Lumumba](#), Stanford History Education Group
- [China's Cultural Revolution](#), Stanford History Education Group
- *The Cold War, 1945-1991*, John W. Mason
- [The Cold War](#), JFK Presidential Library
- [Cuban Missile Crisis](#), The History Channel
- [Bay of Pigs: CIA's "Perfect Failure,"](#) The History Channel
- [H-Bomb Development Summary](#), Cold War Museum
- *Nuclear Proliferation*, Joseph Morris
- [The Fall of the Soviet Union](#), The History Channel
- [Berlin Wall](#), The History Channel
- [Berlin Wall Exhibit](#), Cold War Museum
- [End of the Cold War](#), Library of Congress
- [The Hobsbawm File](#), BBC
- [The Evolution of Islamic Terrorism: An Overview](#), PBS

ADDITIONAL SUPPORTING RESOURCES

Discovery Education Streaming:

- Video – The Cold War
- <https://app.discoveryeducation.com/learn/videos/F7305311-5F56-43DC-90A2-CAC79B5F1D2B?hasLocalHost=false>

Plato Courseware:

- PLATO Course World History Since 1815

UNIT 6 – CHANGES, CHALLENGES, AND ADVANCES (12 DAYS)

3. Activities for Understanding

SUGGESTIONS

- WH.1.1, WH.7.1, WH.7.2, WH.7.4 LDOE Task – Fall of Communism (Recommended)
[Fall of Communism](#)
- WH.7.1 Students will construct a chart showing at least 10 differences in the values of ideas between the western democracies and the eastern bloc. As an extension, students will create a poster comparing the daily lives of former Soviet countries: then and now.
- WH.7.2 Students will research the Cuban Missile Crisis, and then, pretend that they are reporters conducting an interview with President Kennedy. They will construct 10 questions that they would ask the president about the importance of the crisis and why he responded in the manner in which he did. As an extension, student will work in groups of 3-4 to brainstorm how the interview process would be different today as opposed to when Kennedy was alive.
- WH.7.3 Students will work in groups of 2-3 to generate several questions they have about the Arab-Israeli conflicts. Each group will share its questions with the rest of class, while someone records the questions on the board or chart paper. Any similar question or those asked more than once should be marked with some symbol to signify its importance as a question. Students will be guided to additional questions if there are major content gaps, and all questions will remain posted throughout the study of the Arab-Israeli conflicts for reference. Students will attempt to answer the questions before continuing the activity by working with a shoulder partner. Upon completion, students will be divided into groups of two-three in order to research the following list of specific events associated with the Arab-Israeli and Middle East tensions: First Arab-Israeli War (1948), Baghdad Pact

1955), Suez Crisis (1956-1957), Pan-Arabianism and Islamic Fundamentalism (1958), Six Day War (1967), Yom Kippur War (1973), Iranian Revolution (1979), Iran-Iraq War (1980-1988), 1st Palestinian Intifada (1987), Persian Gulf War (1990-1991), 2nd Palestinian Intifada (2000), Iraq War (2003-2011), and Arab Spring (2011). For each event, students will present the major personalities involved, a short summary of the event, the event's outcome, and how the event is directly associated with the Arab-Israeli conflict. After the different groups have presented their information to the class, students will have a whole class discussion focusing on the current status of the Arab-Israeli conflict in which they connect back to the events they just researched.

- WH.7.6 Students will write a definition of terrorism in their own words, and then, student volunteers will share their definitions with the class. Student responses will be recorded on the board or chart paper. Then, students will develop a class definition of terrorism based on the various responses. Key elements of the definition should include use or threatened use of force or violence against people or property; intention of the act is to intimidate or coerce individuals, societies, or governments; and the purpose of the act is often for ideological or political reasons. Upon completion, students will work in groups of 3-4 to determine the causes and effects of a given event. Remembering the class-created definition of terrorism, each group will determine whether their assigned event should be considered an act of terrorism and be prepared to defend their answer. The groups will be assigned one the following events: Kashmir (Indian-Pakistani Conflict) (1947, 1965, and 1999); The Troubles of Northern Ireland (1963-1985); United States Embassy in Beirut, Lebanon (1982); Sri Lanka (Tamil uprising) (1983-2009); PLO Intifadas (1987 and 2000); Pan Am Airlines Flight 103 (1988); World Trade Center (1993); Chechnya and Russia (1994-1996, 1999-2008); Timothy McVeigh/Oklahoma Federal Building (1995); United States Embassy bombings in East Africa (1998); Al-Qaeda attack of September 11, 2001; & Darfur in Western Sudan (Janjaweed and Sudan Liberation Movement) (2003-2005). Using specific evidence from their research on the above topics, students will engage in a class discussion based on the following questions: Why is terrorism so much more prevalent and dangerous today? How is the availability of weapons a serious problem? How did the Cold War make weaponry more available to terrorists? As an extension, students will develop a definition religious fundamentalism (e.g. religious thought and practice based on the literal interpretation of religious texts **such as the Bible or the Qur'an**, and sometimes, in anti-modernist movements like the Iranian Revolution). Students will differentiate between religious fundamentalism and religious extremism (e.g. an irrational, unjustifiable, or otherwise unacceptable religious ideology according to the greater civil society). Students will read informational texts on the activities listed below and explain how religious extremism may be partly responsible for the actions. Students will also determine if the following situations could be defined as terrorism according to the definition of terrorism they created earlier: Bombing Planned Parenthood clinics in the United States, Taliban rule in Afghanistan, Shiite Muslim **fundamentalists' activities in Iran, and Shiite Muslims and other religious factions' activities in Iraq. Finally**, students will engage in a class discussion dealing with the concept of religious toleration and religious extremism, and they will explain why diversity is not an acceptable concept for religious extremists.