

Trinity Area School District

Course: Honors World History Grade: 9 Designer(s):	Overview of Course (Briefly describe what students should understand and be able to do as a result of engaging in this course): Students of History will study individuals, groups, communities and nations from many different perspectives using many different techniques of the humanities to raise questions and probe for answers. Supplemental to textbook readings, students will analyze primary and secondary sources, including documents, maps, charts, graphs and photographs to learn about the political, economic, social, cultural, religious and intellectual systems of each society.
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Overarching Big Ideas, Enduring Understandings, and Essential Questions
(These “spiral” throughout the entire curriculum.)

Big Idea (A Big Idea is typically a noun and always transferable within and among content areas.)	Standard(s) Addressed (What Common Core Standard(s) and/or PA Standard(s) addresses this Big Idea?)	Enduring Understanding(s) (SAS refers to Enduring Understandings as “Big Ideas.” EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	Essential Question(s) (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)
Systems	(A list of PA and common core standards and their meanings will follow in detail): 8.1=Historical Analysis Skill Development 8.1.9A=Compare patterns of <u>continuity and change</u> over time, applying context of events 8.1.9B=Compare the <u>interpretation of historical events and sources</u> , fact v opinion, many perspectives and cause and effect 8.1.9C= <u>Research</u> , using thesis statement, <u>primary</u> and <u>secondary sources</u> 8.4=World History 8.4.9A=Compare the <u>role groups and individuals</u> played in social, political, cultural and economic development throughout world history 8.4.9B=Contrast the importance of historical documents, artifacts, sites critical to world history 8.4.9C=Analyze continuity and change’s impact 8.4.9D=Analyze conflict and cooperation among groups and organizations have influenced history and development of the world CC.8.5=Reading (A-J) CC.8.6=Writing (A-I) (Explained below)	Civilizations have systems known as the <u>institutions of society</u>. They consist of <u>political, economic, social, cultural and religious systems</u>. Each system is essential to and a trademark of every civilization.	What are examples of how one system impacts another?

Technology	<ul style="list-style-type: none"> • 8.1.9A • 8.1.9B • 8.4.9A-D • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6.E 	<p>Technology and innovation separate each civilization as technology results from Cultural influences. Advancements in technology resulted in advancement of civilizations. The study of science and mathematics, however rudimentary precluded technology.</p>	<p>How has technology and innovation changed the survival of mankind over time? Why do some societies develop technology while others remained static?</p>
Patterns	<ul style="list-style-type: none"> • 8.1.9A • 8.1.9B • 8.4.9A-D • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6.E 	<p>History is made up of themes or movements that are often repetitive. Sometimes referred to as “cycles,” there are patterns that can be assessed and information used to predict future patterns.</p>	<p>How has mankind repeated the successes and failures of society overtime?</p>
	<p>Common Core Standards for 9-10 are as follows; <u>CC.8.5.A</u>=Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information <u>CC.8.5.B</u>=Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text <u>CC.8.5.C</u>=Analyze, in detail, a series of events described in a text; determine whether earlier events caused later ones or just preceded them <u>CC.8.5.9-10.D</u>: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. <u>CC.8.5.9-10.E</u>: Analyze how a text uses structure to</p>		

emphasize key points or advance an explanation or analysis.

CC.8.5.9-10.F: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CC.8.5.9-10.G: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CC.8.5.9-10.H: Assess the extent to which the reasoning and evidence in a text support the author's claims.

CC.8.5.9-10.I: Compare and contrast treatments of the same topic in several primary and secondary sources. **CC.8.6.9-10.A:**
Write arguments focused on discipline-specific content.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from or supports the argument presented.

CC.8.6.9-10.B:

Write informative/explanatory texts, including the narration of historical events,

scientific procedures/experiments, or technical processes. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CC.8.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.9-10.D: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.8.6.9-10.E: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of

	<p>technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC.8.6.9-10.F: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.8.6.9-10.G: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.8.6.9-10.H: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>CC.8.6.9-10.I: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
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Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study
(These do NOT "spiral" throughout the entire curriculum, but are specific to each unit.)

month of Instruction (In what month(s) will you teach this unit?)	Title of Unit	Big Idea(s) (A Big Idea is typically a noun and always transferable within and among content areas.)	Standard(s) Addressed (What Common Core Standard(s) and/or PA Standard(s) addresses this Big Idea?)	Enduring Understanding(s) (SAS refers to Enduring Understandings as "Big Ideas." EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	Essential Question(s) (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student's answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)	Common Assessment(s)* (What assessments will all teachers of this unit use to determine if students have answered the Essential Questions?)	Common Resource(s)* Used (What resources will all teachers of this unit use to help students understand the Big Ideas?)
August-	<u>Early Civilizations</u> <input type="checkbox"/> Early	<ul style="list-style-type: none"> • Survival • Patterns 	<ul style="list-style-type: none"> • 8.1.9A,B • 8.4.9A-D 	<input type="checkbox"/> The study of ancient societies gives us an	<input type="checkbox"/> How do we know what the social, political,	Essay tests, terms tests, Q&A, small	Textbook (e-text)

<p>Sept. Approximately 1 week</p>	<p>civilizations</p> <ul style="list-style-type: none"> • Egyptian • Sumerian • Persian • Israeli 	<ul style="list-style-type: none"> • Interactions • Institutions of Society (usually referred to as Systems): Political, Economic, Social, Cultural (inc. Intellectual) and Religious Institutions 	<ul style="list-style-type: none"> • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6.E 	<p>understanding of how mankind has evolved over time</p> <ul style="list-style-type: none"> • New technologies change societies • Religion plays a fundamental role in the development of society • Geography dictates where and how a society will form • Advancing societies form more advanced political and social structures • Ideas and inventions are spread through trade and interaction 	<p>economic and religious makeups of early societies were like?</p> <ul style="list-style-type: none"> • How do rivers and bodies of water play a role in the development of society? • How have religious beliefs and practices impacted the structure of society? • What technological breakthroughs led to advancements in society? • How have trade, warfare and migration spread ideas and inventions? • What impact have powerful leaders had on early societies? 	<p>group discussions</p>	<p>Pptpalooza.net History Channel</p>
<p>September 1 ½ wks</p>	<p><u>Greece</u></p> <ul style="list-style-type: none"> • Minoan • Sparta • Athens • Persia and the Peloponnesian Wars • Alexander the Great 	<ul style="list-style-type: none"> • Connections • Systems • Interactions 	<ul style="list-style-type: none"> • 8.1.9A,B • 8.4.9A-D • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6.E 	<p>Geography dictates where and how a society will form</p> <ul style="list-style-type: none"> • Education impacts the political and economic structures of society • Advancing societies form more advanced political and social structures • Ideas and inventions are spread through trade and interaction 	<ul style="list-style-type: none"> • What impact did political leaders, philosophers and writers have on Greek civilization? • How did Greek ideas about government influence later societies? • How did geography influence the Greek way of life? • How did Greek civilization impact peoples across many regions? 	<p>Essay tests, terms tests, Q&A, small group discussions Project: What remnants of Greek Civ. is present in our community (students can make a poster, ppt, collage of their choosing)</p>	<p>Textbook (etext) Pptpalooza.net History Channel</p>

7-8	Rome	<input type="checkbox"/> Continuity and	<input type="checkbox"/> 8.1.9A,B	<input type="checkbox"/> All powerful nations fall	<input type="checkbox"/> How did Rome conquer	Essay tests, terms	Textbook (e-
days	<ul style="list-style-type: none"> • Republic • Caesar • Culture • Rise Christianity • Fall of Empire 	change <ul style="list-style-type: none"> • Values • interaction 	<ul style="list-style-type: none"> • 8.4.9A-D • CC..8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6.E 	<ul style="list-style-type: none"> • Conquered nations often take on traits of the conqueror • Christianity is the defining institution of western civilizations • Corruption, poverty and the breakdown of moral values is caused by the centralization of power 	<ul style="list-style-type: none"> and rule a diverse empire? • How did Rome cause the exchange of ideas between East and West? <ul style="list-style-type: none"> <input type="checkbox"/> What events led to Christianity becoming the dominant institution of Western culture? • What events led to the fall of the Roman Empire? 	tests, Q&A, small group discussions	text) Pptpalooza.net History Channel
2-3 days	<u>Early Middle Ages</u> <ul style="list-style-type: none"> • Medieval Ages • Charlemagne • Feudalism • Medieval Church • Manorialism 	<ul style="list-style-type: none"> • Order • Values • Culture • Economy • Religion 	<ul style="list-style-type: none"> • 8.1.9A,B • 8.4.9A-D • CC..8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6.E 	<ul style="list-style-type: none"> • Feudalism provides a measure of political, economic and social order • New technologies sparked a revolution in agriculture and commerce • Medieval civilizations blended traditions from multiple civilizations 	<ul style="list-style-type: none"> • How did the political, economic and social structure of society change under feudalism and the manor economy? • How did new technologies in agriculture and commerce cause revolutionary changes in the structure of society? • How were medieval civilizations a blend of Greco-Roman, Christian and Germanic traditions? 	Essay tests, terms tests, Q&A, small group discussions	Textbook (etext) Pptpalooza.net History Channel

5- Days	Late Middle Ages <ul style="list-style-type: none"> • <u>Rise of Monarchs</u> • <u>Holy Roman Empire</u> • <u>Crusades</u> • <u>100 Years War</u> 	<ul style="list-style-type: none"> • Systems • Connections • Change 	<ul style="list-style-type: none"> • 8.1.9A • 8.1.9B • 8.4.9A-D • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B 	<ul style="list-style-type: none"> • Advancing societies lead to the centralization of political power • The late medieval period was a time of trade and global contact • The disasters of the early medieval ages set the stage 	<ul style="list-style-type: none"> • Do modern societies require a centralized political framework? • How does trade of goods and ideas advance society? • Do disasters lead to the creation of better more 	Essay tests, terms tests, Q&A, small group discussions Also, group presentations on comparison between Early M.A. institutions	Textbook (etext) Pptpalooza.net History Channel
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			<ul style="list-style-type: none"> • CC.8.6.C • CC.8.6.D • CC.8.6.E 	for the modern age	efficient societies?	to those of the High M. Ages	
3-4 days	Byzantine & Russian Empires <ul style="list-style-type: none"> • Byzantine • Kievan Russia • Eastern Europe 	<ul style="list-style-type: none"> • Continuity • Invention • Evolution 	<ul style="list-style-type: none"> • 8.1.9A,B • 8.4.9A-D • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6.E 	<ul style="list-style-type: none"> • The Byzantine Empire was the preserver of the Roman political and cultural heritage • The fall of Rome led to the creation of new types of Christian thought • The creation of the Byzantine Empire allowed the Russian Empire to become part of the western world. 	<ul style="list-style-type: none"> • After the fall of Rome, how did the Byzantine Empire become the political, social and economic center of Europe? • What were the differences between the religions of Eastern and Western Europe? • Without the support of the Byzantine Empire Russia would have become an Asian nation? 	Essay tests, te ms tests, Q&A, small group ons discussi as Objective exa ed Map test Document bas questions	Textbook (etext) Pptpalooza.net History Channel
3-4 days	Islam <ul style="list-style-type: none"> • Umayyads/ Abbassids • Culture • In India • Ottoman Empire 	<ul style="list-style-type: none"> • Diversity • Interactions • Evolution 	<ul style="list-style-type: none"> • 8.1.9A,B • 8.4.9A-D • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C 	<ul style="list-style-type: none"> • Muslim rulers controlled an area of multiple ethnic and racial backgrounds • The Muslim world served as a crossroads between the continents of Asia, Africa and Europe 	<ul style="list-style-type: none"> • How were Muslim rulers able to control a diverse group of peoples from various lands? • How did Muslim control of the crossroads of the three continents impact 	Terms test on theology, culture and geopolitics of the Middle East and the foundations of Islam	Textbook (etext) Pptpalooza.net History Channel

			<ul style="list-style-type: none"> • CC.8.6.D • CC.8.6.E 	<ul style="list-style-type: none"> • Islam is made up of multiple movements 	<p>the trade of goods and ideas?</p> <ul style="list-style-type: none"> • What caused Islam to evolve into multiple movements? 		
6-7 days	<u>Renaissance and Reformation</u> <ul style="list-style-type: none"> • Renaissance • Northern Renaissance • Reformation • CounterReformation 	<ul style="list-style-type: none"> • Influence • Interactions • Challenge • Discovery 	<ul style="list-style-type: none"> • 8.1.9A • 8.1.9B • 8.4.9A-D • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B 	<ul style="list-style-type: none"> • The Renaissance was influenced by the classical models of arts and literature • The Renaissance created a movement that emphasized individualism • Discontent within the Catholic church caused the 	<ul style="list-style-type: none"> • How was renaissance Europe influenced by classical learning? • How did the idea of individual achievement cause changes in the political, social and religious makeup of 	Powerpoint completed by students in groups of 2, choosing an artist, writer ruler during R _n . r Essay exam fo _†	Text, primary sources on Erasmus, More, Machiavelli, Boccaccio, Castiglione Pptpalooza.net

			<ul style="list-style-type: none"> • CC.8.6.C • CC.8.6.D • CC.8.6.E 	<p>Protestant Reformation</p> <p>□ The scientific revolution changed how people viewed and interacted with the physical world</p>	<p>Europe?</p> <ul style="list-style-type: none"> • What were the causes and results of protests against the Catholic Church? • What new ideas and inventions had the greatest impact on European society? 		
56 days	<u>Exploration and Discovery</u> <ul style="list-style-type: none"> • Scientific Revolution • Discovery/ Columbus • Southeast Asia □ Portugal/ Dutch Trade • China/ Japan 	<ul style="list-style-type: none"> • Exploration • Systems • Connections 	<ul style="list-style-type: none"> • 8.1.9A • 8.1.9B • 8.4.9A-D • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6.E 	<ul style="list-style-type: none"> • New technologies and ideas caused the European desire to explore beyond their borders • Asian and East Asian civilizations had developed differing political and cultural systems • The introduction of direct contact with Europeans had far reaching consequences on Asian civilizations 	<ul style="list-style-type: none"> • What was the purpose of European exploration? • What are the differences between Western and Eastern culture, politics, religion and economic systems? • What western influences can be seen in Asian societies today? 	Test consisting of multiple choice, DBQ, and short essays	Text, science textbook and notes from biology class

4-5 days	Colonization <ul style="list-style-type: none"> • Conquistadors • Colonization of Asia • British-French Rivalry • Slave Trade • Mercantilism 	<ul style="list-style-type: none"> • Systems • Conflict • diversity 	<ul style="list-style-type: none"> • 8.1.9A • 8.1.9B • 8.4.9A-D • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6.E 	<ul style="list-style-type: none"> • The creation of overseas empires changed the economic systems of Europe • Christian values played a leader role in contact with other societies • Each European country treated their colonies in varying ways for varying purposes 	<ul style="list-style-type: none"> • What impact did trade with the colonies have on the home countries? • How did Christianity influence how the Europeans interacted with other societies? • What are the present day implications for how France, Britain and Spain interacted with the native populations of their colonies? 	Essay on the effects of Exploration and Discovery	Ppt on Slavery in the Americas, various primary and secondary sources from explorers, slaves, and <i>indigenous people of the New World</i>
6-7 days	Absolutism <ul style="list-style-type: none"> • Habsburg Empire • Louis XIV • English Civil War • Glorious 	<ul style="list-style-type: none"> • Systems • Interactions • Impact 	<ul style="list-style-type: none"> • 8.1.9A • 8.1.9B • 8.4.9A-D • CC.8.5.A • CC.8.5.B 	<ul style="list-style-type: none"> • The creation of absolute monarchies led to more centralized government • European monarchies played a role in shaping their 	<ul style="list-style-type: none"> □ How are the powers of the monarchies of Europe different during the age of absolutism compared with previous 	Test consisting of multiple choice, DBQ, and short essays	Text, primary and secondary sources, ppt.
	Revolution <ul style="list-style-type: none"> • Austria • Prussia • Russia 		<ul style="list-style-type: none"> • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6.E 	nations <ul style="list-style-type: none"> • Struggles between the British monarchs and parliament effected the development of Britain • Pollard's Thesis: Towards Absolutism 	monarchies of Europe? <ul style="list-style-type: none"> • Who were the individual monarchs of Europe and how did each shape the development of their country? • How did the Struggles between the British monarchies and parliament lead it to develop a different political system than mainland Europe? 		

5-6 days	Enlightenment Intellectual Rev. <ul style="list-style-type: none"> • New Thoughts • Enlightened Despots • Great Britain/ Hanovers • American Revolution 	<ul style="list-style-type: none"> • Change • Order • Liberty • Constitutional governments • Contract • Liberalism (18th c liberalism) 	<ul style="list-style-type: none"> • 8.1.9A • 8.1.9B • 8.4.9A-D • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6.E 	<ul style="list-style-type: none"> • New ideas of the Enlightenment challenged the economic, political and social order of Europe • The Enlightenment originally affected the upper classes • The enlightenment led to the creation of Constitutional government. 	<ul style="list-style-type: none"> • How did the new ideas of the Enlightenment undermine the established economic, political and social orders of Europe? • Why did enlightened ideas originally only touch the upper classes of Europe? • How did the constitutional governments of America and England evolve? 	Identifying the <i>Philosophes</i> of the Enlightenment with their political philosophies Essay on the impact that the European Enlightenment had on America, including Latin Am., France and Eastern Europe	Text, primary sources from the <i>philosophes</i>
6-7 days	French Revolution <ul style="list-style-type: none"> • French society □ Moderate to Radical Phase • Napoleon Bonaparte • Congress of Vienna 	<ul style="list-style-type: none"> • Conflict • Cycles • Change 	<ul style="list-style-type: none"> • 8.1.9A • 8.1.9B • 8.4.9A-D • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D 	<ul style="list-style-type: none"> • The beliefs present in the French revolution were inspired by enlightened thought • The French Revolution went through various stages of development that included differing goals and outcomes for each stage • Napoleon and the French 	<ul style="list-style-type: none"> • What specific ideas from the enlightenment were used in the French revolution and to what affect? • What are the differing stages of revolution and how does one lead to the other? • In what ways did 	Essay test on causes, newly formed governemnts, moderate, radical and Thermidorian Reaction phases and effects	Text, ppt., History Channel Documentary: "The French Rev." (excellent historiography of this most impt. event)
			CC.8.6.E	Revolution caused the spread of Enlightened ideas throughout Europe	Napoleon and the French Revolution change Europe?		

6-7 days	Industrial Revolution <ul style="list-style-type: none"> • 6 Factors of Industrial Countries • Social Class Change • Responses to Industry 	<ul style="list-style-type: none"> • Change • Production and consumption • communities 	<ul style="list-style-type: none"> • 8.1.9A • 8.1.9B • 8.4.9A-D • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6.E 	<ul style="list-style-type: none"> • The industrial revolution caused a change in social and political ways of life • Capital and technology created a change in business and technological development • The industrial revolution began the change from agricultural to industrial societies 	<ul style="list-style-type: none"> • How did new industry change the structure of traditional family? • How did new inventions change the way businesses operated and were structured? • What is the difference between an agricultural and an industrial society? 	<p>Group work: studying two points of view on the Ind. Rev.— Was the cost/benefit worth it?</p>	<p>Primary and Secondary sources, text, essays, ppt.</p>
5-6 days	Revolutions of Europe <ul style="list-style-type: none"> • Revolutions in Greece • Revolutions of 1830 and 1848 □ Revolutions of Latin America 	<ul style="list-style-type: none"> • Conflict • Justice • Patterns 	<ul style="list-style-type: none"> • 8.1.9A • 8.1.9B • 8.4.9A-D • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6.E 	<ul style="list-style-type: none"> • People tried to change the social and political makeup of Europe through revolution • Economic change caused unrest in Europe • Revolutions and their ideas in Europe spread unrest globally 	<ul style="list-style-type: none"> • In what ways did people attempt to change the political and social makeup of Europe? • How did economic changes lead to social and political unrest? • What impact did European revolutions have on the rest of the world? 	<p>Test consisting of multiple choice, DBQ, and short essays</p>	<p>Text, ppt.</p>
4-5 days	2nd Industrial Revolution <ul style="list-style-type: none"> • Industrial Capitalism • Social Class Change • Education in Romanticism/Realism 	<ul style="list-style-type: none"> • Technology • Consumerism • Perspectives □ Industrial Capitalism • Socialism • Utilitarianism • Marxist principles 	<ul style="list-style-type: none"> • 8.1.9A • 8.1.9B • 8.4.9A-D • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6.E 	<ul style="list-style-type: none"> • New sciences and ways of doing business promoted industrial growth • New social, economic and intellectual developments reshaped Western social values • Literature, music and visual arts reflected the changing attitudes and values of Western society 	<ul style="list-style-type: none"> • How did new sciences and thoughts in business increase production and innovation? • How did increases in technology and production change the way people lived? • How was technological and industrial advances portrayed in the arts? 	<p>As in First I.R., weigh the cost/benefit of Industrialization</p> <p>Exam on the Intellectual Responses to the 2nd I R</p>	<p>Primary sources on socialism, Marxism, capitalism, text, ppt.</p>

5-6 days	<u>German/Italian Unification</u> <ul style="list-style-type: none"> • Unification of Germany • Bismarck/ Liberalism • Unification of Italy • The Dual Monarchy • Russian and Revolution of 1905 	<ul style="list-style-type: none"> • Change • Interactions • Correlation • State Building 	<ul style="list-style-type: none"> • 8.1.9A • 8.1.9B • 8.4.9A-D • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6.E 	<ul style="list-style-type: none"> • Nationalism created new political movements for nationhood • Tough minded nationalistic leaders caused the unification of Germany and Italy • Nationalism in the home country affected countries colonial possessions within and beyond their borders 	<ul style="list-style-type: none"> • In what ways did people develop and utilize nationalistic movements? • What traits and policies did the nationalistic leaders of Germany and Italy have that others did not? • How did nationalistic movements in Europe affect the rest of the world? 	<p>Terms test</p> <p>Terms list given in class prior to the exam</p> <p>The test will consist of 8-10 terms that the student must define and give details (students may bullet their answers)</p>	<p>Text, primary sources on Bismarck, Mazzini, Garibaldi on <i>realpolitik</i></p>
6-7 days	<u>19th Century Liberalism</u> <ul style="list-style-type: none"> • Great Britain/ Victorian Era • Irish Question • Napoleon III □ USA and Expansionism 	<ul style="list-style-type: none"> • Evolution • Interdependence • Democracy 	<ul style="list-style-type: none"> • 8.1.9A • 8.1.9B • 8.4.9A-D • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6.E 	<ul style="list-style-type: none"> • Nationalism played a role in creating more democratic western societies • Western democracies adapted to the demands of the Industrial Revolution □ Britain, France and the United States became more democratic during and after the industrial revolution 	<ul style="list-style-type: none"> • How did nationalistic ideas lead to more democracy in the western world? • In what ways are democracies influenced by the capitalistic system? • What causes a country to become more democratic? 	<p>Essay on what liberalism of the 18th c meant and how it changed in the 100 years due to the Industrial Revolution</p>	<p>Text, ppt. from textbook, primary source reading from JS Mill</p>
5-6 days	<u>Imperialism</u> <ul style="list-style-type: none"> □ "New Imperialism" • Partition of Africa • Ottoman Empire • British Imperialism • Imperialism in China 	<ul style="list-style-type: none"> • Correlations • Power • Culture 	<ul style="list-style-type: none"> • 8.1.9A • 8.1.9B • 8.4.9A-D • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6.E 	<ul style="list-style-type: none"> • The Industrial Revolution had an impact on the creation of industrial empires • Western powers dominated global empires • Conditions in Africa and Asia allowed western imperialism to expand 	<ul style="list-style-type: none"> • Would imperialism have expanded without the Industrial Revolution? • In what ways were the Western nations able to dominate countries of the world? • What factors allowed western nations to dominate other nations or geographic areas? 	<p>Comparative essay on Old Imperialism and New Imperialism (globalization 1.0 v globalization 2.0)</p>	<p>Text, readings from Rudyard Kipling's <i>White Man's Burden</i>, map quiz</p>
5-6	<u>New Global</u>	□ Culture	□ 8.1.9A	□ Western domination	□ What impact did		

days	<p>Patterns</p> <ul style="list-style-type: none"> • Modernizing Japan • South East Asia and the Pacific • Sovereignty in Canada • Dollar Diplomacy in Latin America • Impact of Imperialism 	<ul style="list-style-type: none"> • Systems • Adaptation • Economics □ Spheres of Influenc 	<ul style="list-style-type: none"> • 8.1.9B • 8.4.9A-D • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6.E 	<p>threatened traditional cultures throughout the world</p> <ul style="list-style-type: none"> • Imperialism created a new Western-dominated global economy • Responses to imperialism differed in various parts of the world 	<p>Western culture have on non-Western societies?</p> <ul style="list-style-type: none"> • How did Western societies change the global economy? • What were the various responses to Western imperialism? 		
9-10 days	<p>World War I</p> <ul style="list-style-type: none"> • Causes • War in Balkans • Global War • US Entry • Treaty of Versailles 	<ul style="list-style-type: none"> • Rivalry • Systems • Fairness and Honor 	<ul style="list-style-type: none"> • 8.1.9A • 8.1.9B • 8.4.9A-D • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6.E 	<ul style="list-style-type: none"> • Political and military rivalries caused a world war • Total war impacted the societies of Europe • The peace of World War I led to bitterness and hope 	<ul style="list-style-type: none"> • What were the political and military causes of World War I? • What is total war and how did it impact both the soldiers and civil society? • How did the peace treaties of World War I cause both hope of a future peace and bitterness that would lead to a future conflict? 	<p>World War I Debates:</p> <p>Students research causes of “the war to end all wars” and defend their country’s involvement in causing WWI</p>	<p>Students will research in many different libraries, online sources as well as AP textbooks to find causes of WWI</p> <p>6 countries are represented by teams of students in the debates</p>
4-5 days	<p>Russian Revolution</p> <ul style="list-style-type: none"> • Causes • Lenin to Stalin • Totalitarianism 	<ul style="list-style-type: none"> • Connections • Interactions • Systems 	<ul style="list-style-type: none"> • 8.1.9A • 8.1.9B • 8.4.9A-D • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6.E 	<ul style="list-style-type: none"> • Political, social and economic conditions in Russia sparked revolution • Lenin and Stalin philosophies played a leading role in the development of the Soviet Union • The Soviet Union developed a totalitarian political and economic system 	<ul style="list-style-type: none"> • What conditions in Russia made it an ideal place for a socialist revolution? • How did Lenin and Stalin’s communist philosophes influence the creation of the Soviet Union? • What was the makeup and structure of the Soviet economic and political establishment? 	<p>Terms test on the February/March Revolution, Kerensky Provisional Gov’t,, and the Oct./Nov. Bolshevik Revolution</p>	<p>History Channel, multidisciplinary teaching with English classes reading <i>Animal Farm</i>, textbook, Russian texts</p>

6-7 days	Nationalism and Revolution <input type="checkbox"/> Post-war Depression	<ul style="list-style-type: none"> • Choices • Interrelationship • Influence 	<ul style="list-style-type: none"> • 8.1.9A • 8.1.9B • 8.4.9A-D 	<input type="checkbox"/> An economic depression can influence political and social developments in a society	<input type="checkbox"/> How can economic problems influence society's views of	Objective test on the Interwar Years	Text, ppts., History Channel video clip
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	<ul style="list-style-type: none"> • Cubism/ Surrealism • Rise of Fascism • Hitler's 3rd Reich 	<input type="checkbox"/> Tyranny and Order	<ul style="list-style-type: none"> • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6.E 	<ul style="list-style-type: none"> • Writers and artists of the post war era revolutionized the views of modern science and thought • Strong nationalistic leaders emerged to take control and unite their countries 	<p>political and social norms?</p> <ul style="list-style-type: none"> • Are artists influenced by society or do they themselves cause change in societies views? • Why would people be willing to give up liberties and freedoms in order to have order and stability? 		
6-7 days	World War II <ul style="list-style-type: none"> • Battles • Turning Points • War in Pacific • Aftermath of War 	<ul style="list-style-type: none"> • Conflict • Invention • Systems 	<ul style="list-style-type: none"> • 8.1.9A • 8.1.9B • 8.4.9A-D • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6.E 	<ul style="list-style-type: none"> • World War II was the continuation of problems not resolved during World War I • Technology changed the way wars are fought • World War II changed the worldwide balance of power 	<ul style="list-style-type: none"> • What unresolved issues of World War I caused the world to plunge into a second global conflict? • What new technologies were utilized in this war and to what affect? • What new international framework was created following World War II and how would it affect future interactions among countries? 	Test will include: DBQs, FRQs, objective and map questions	Text, films, outside primary sources

6-7 days	<u>Cold War</u> <ul style="list-style-type: none"> • Causes • East-West competition • Height of Cold War tensions • Détente • 1956 Revolutions in Hungary, Poland, Czech, Romania 	<ul style="list-style-type: none"> • Conflict • New World Order • Technology: the Gadget Age • Differing ideologies • 20th c Cold War Imperialism 	<ul style="list-style-type: none"> • 8.1.9A • 8.1.9B,C • 8.4.9A-D • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6.E 	<ul style="list-style-type: none"> • The Cold War resulted from ideological differences between Democracy and Communism • The Cold War created a divided world between these two ideologies • The Cold War brought about new technology at an unprecedented pace • The Cold War resulted in many wars, including Vietnam and Korean Wars 	<ul style="list-style-type: none"> • What were the immediate causes of the Cold War? • What part did the decolonization of the 20th c. play in the Cold War? <ul style="list-style-type: none"> □ How did the Age of Technology post WWII affect the Cold War □ How did the Superpowers help to widen the Cold War 	Test will include: DBQs, FRQs, objective and map questions	Video clips of Berlin Blockade, Khrushchev's Secret Speeches (primary source), the "Kitchen Debates of Krushchev and Kennedy, textbook
5-6 days	<u>Conflicts in the Middle East</u> <ul style="list-style-type: none"> • Causes • Regions that were involved • Religious effects • Effects on the two superpowers • Economic causes • Economic results 	<ul style="list-style-type: none"> • Nationalism • Conflicts • Regionalism • Religion • Government • Resources • Terrorism 	<ul style="list-style-type: none"> • 8.1.9A • 8.1.9B,C • 8.4.9A-D • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6 	<ul style="list-style-type: none"> • The conflicts in the Middle East stemmed largely from the decolonization process and the rise of nationalism • The need for oil brought about the competition for "client states" of the Middle East by both the USA/USSR • Political, cultural, religious ideological differences fostered mistrust between the West, East and Middle East • Nationalism caused conflicts 	<ul style="list-style-type: none"> • What effect did decolonization have on the Middle East • Why wasn't the Balfour Declaration honored by the United Nations • Why did the Western nations side with Israel? • Why did the USSR invade Afghanistan in 1979? • How did fundamental (radical) Islam develop? • Will peace come to the region in the 21st c? 	Test will include: DBQs, FRQs, objective and map questions	Video on insurgent cells: Al Qaeda, Hamas, Hezbollah, radical terrorist organizations, Saddam Hussein, Yassir Arafat and the PLO, Gamal Nasser, Osama Bin Laden

4-5 days	The 21st c World <ul style="list-style-type: none"> • Government • Economics • Social Systems • Culture • Religion • Intellectualism 	<ul style="list-style-type: none"> • Modernity • Social Revolution • Media • Balance of Power • Terrorism • Economies of Scale • Fundamentalism • Demographic changes 	<ul style="list-style-type: none"> • 8.1.9A • 8.1.9B,C,D • 8.4.9A-D • CC.8.5.A • CC.8.5.B • CC.8.5.C • CC.8.5.D • CC.8.6.B • CC.8.6.C • CC.8.6.D • CC.8.6 	<ul style="list-style-type: none"> • The problems in the 21st stem from post-WWII • Decolonization, democratization, rise of conservatism all served to cause world conflicts • The movement of people has changed the geopolitical landscape • Refugees continue to grow due to regional conflicts • The age of marriage and family size has greatly changed • Globalization 3.0 has caused interconnectivity and interdependence among nations • The Social Revolution has toppled gov'ts in Libya, Egypt, as well as toppled leaders around the globe • In 1st world nations, the importance of religion is 	<ul style="list-style-type: none"> • What are the changes that we face in the 21st c? • Has the world ever faced so many changes before? • How will the decline of Europeans and firstworld births affect: politics, religion, socioeconomics in the world? • Will the rise of fundamentalism increase the rise of terrorism? • What new knowledge and new tools are essential for success in the 21st c? • Who will be the hegemonic world power going forward in the next decades of this century? 	<p>Students will present, using some form of technology, a presentation on a 21st c. contemporary issue of their choosing</p> <p>Students will take a cumulative final of the entire school year. This will consist of terms and essays from a list given after the 3rd 9 weeks.</p>	<p>Texts, videoclips, primary and secondary sources, newspapers, magazines.</p>
				<ul style="list-style-type: none"> declining rapidly • 2nd and third world nations are increasingly tied to a religious group • Birth rates in 1st world nations are at an all-time low • Technical change has caused a revolution in academics 			