

| Prehistoric Times | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|--|---|----|----|--------------------------|---------------|---------|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Teaching Time | Quarter |
| | | | | | | I | | | M | | | | 2 Days | 1 |
| P.A.S.S. Objective The student will... I. Describe early physical and cultural development of humankind from the Paleolithic Era to the emergence of agriculture. | | | | | | | | | | | | | | |
| District Objective(s) Students will: <ol style="list-style-type: none"> Describe the characteristics of hunter-gatherer societies, their use of fire and tools, and the impact of geography on these societies. Identify the technological and social advancements that gave rise to stable communities. Explain how archeological discoveries change contemporary knowledge of and beliefs about prehistoric peoples. List the four river valley civilizations. | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> SAT9 <input type="checkbox"/> CRT <input type="checkbox"/> EOI <input type="checkbox"/> AP | | | | | | | | | | | | Textbook Rating 1 | | |
| Topics | | | | | | | | Textbook Correlation | | | | | | |
| 5. Stone Age 6. Neanderthal 7. Cro-Magnons 8. Agricultural Revolution | | | | | | | | Chapter 1 Telescoping History | | | | | | |
| | | | | | | | | Instructional Resources | | | | | | |
| | | | | | | | | <ul style="list-style-type: none"> Teacher’s Edition pp 3A -3B Utilize all textbook materials that apply Nystrom Atlas Nystrom Website Voices from Past: “<i>The Iceman</i>” Video - “<i>The Iceman</i>” | | | | | | |
| | | | | | | | | Literature Connection <ul style="list-style-type: none"> <i>Clan of the Cavebears</i> - Jean Auel | | | | | | |

| Instructional Resources | Suggested Strategies/Activities |
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| <p>Web Sites www.mlworldhistory.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.glencoe.com www.americanhistory.about.com www.historylink101.com</p> | <p>In-Depth Resources: Beginnings of Civilizations Literature Connection – <i>The Clan of the Cave Bear</i> activities pg. 11</p> <p>After they have completed their reading, ask students to share ideas about early humans.</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> |
| Assessments | |
| <p>Ask students to list key advances of prehistoric peoples, then rank them according to their importance to humankind.</p> <p>Critical Thinking Essay: Which do you think was more important to the progress of human development—mastery of fire or the development of language? Defend your answer.</p> <p>What location of an archaeological dig greatly influenced our understanding of early village life?</p> <ul style="list-style-type: none"> A. Catal Huyuk B. Lascaux Cave C. Olduvai Gorge D. the Neander Valley <p>Answer: A</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> | |

| Beginning of Civilization | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|-----------------------------|---|----|----|--------------------------|---------------|---------|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Teaching Time | Quarter |
| | | | | | | I | | | M | | | | 12 Days | 1 |
| <p>P.A.S.S. Objective The student will...</p> <p>II. Compare selected ancient river civilizations (e.g., Egypt, Mesopotamia, the Indus Valley, and Shang China), and other ancient civilizations (e.g., the Hebrew and Phoenician kingdoms, and the Persian Empire).</p> | | | | | | | | | | | | | | |
| <p>District Objective(s) Students will:</p> <ol style="list-style-type: none"> 1. Locate the early river civilizations and state why they were important to several ancient civilizations. 2. List the five key traits of civilization and explain how they apply to the river valley civilizations. 3. Summarize Babylonian society under Hammurabi’s Code. 4. List the contributions of the civilizations of the ancient Middle East. | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> SAT9 <input type="checkbox"/> CRT <input type="checkbox"/> EOI <input type="checkbox"/> AP | | | | | | | | | | | | Textbook Rating 1 | | |
| Topics | | | | | | | | Textbook Correlation | | | | | | |

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|---|---|
| <ol style="list-style-type: none"> 1. Geographic Setting 2. Fertile Crescent <ol style="list-style-type: none"> a. Sumer - First Civilization <ol style="list-style-type: none"> 1. Cuneiform 2. Polytheism b. Babylonians - Hammurabi's Code c. Phoenicians <ol style="list-style-type: none"> 1. Trade 2. Alphabet d. Hebrews <ol style="list-style-type: none"> 1. Monotheism 2. Judaism e. Persian Empire - Government 3. India <ol style="list-style-type: none"> a. Hinduism b. Buddhism 4. China <ol style="list-style-type: none"> a. Dynastic Rule b. Confucius c. Great Wall 5. Egypt <ol style="list-style-type: none"> a. Calendar b. Hieroglyphics c. Engineering d. Agriculture e. Art | <p>Chapter 2 - 4 Telescoping History Chapter 7 Telescoping History</p> |
| | <p>Instructional Resources</p> <ul style="list-style-type: none"> • Teacher's Edition Chapter 2, pp 23A - 23B Chapter 3, pp 53A - 54B Chapter 4, pp 79A - 79B Chapter 7, pp 169A - 169B • <i>World History</i> - CD-ROM • <i>Eyewitness to History</i> - CD-ROM • <i>The World's Religions</i> • <i>World of Myths</i> • <i>Pyramid</i> - Macaulay • National Geographic "<i>Egypt-Quest for Eternity</i>" – video • <i>Egypt-Secrets of the Pharaohs</i> – video • <i>This Old Pyramid</i> – video |
| <p>Instructional Resources</p> | <p>Suggested Strategies/Activities</p> |

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| <p>Web Sites www.mlworldhistory.com www.hprrtec.org www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.glencoe.com www.americanhistory.about.com www.historylink.com www.historylink101.com</p> | <p>Critical Thinking Transparencies – Chapter 3 CT 2: Analyzing Cause and Effect User’s Guide Activity 2</p> <p>Compare the Ten Commandments on page 45 with Hammurabi’s Code on page 31</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> |
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Assessments

Ask students which achievements of the Indo-Europeans they benefit from today.

Martha Stewart’s Hindu Dinner Party!

Your assignment is to plan a dinner party for a group of people that represent each Caste in Hinduism. What will people wear? Where will they sit? What will be served to eat? What will they discuss? The decisions you make should reflect what you know and understand about the Castes in Hindu society.

Requirements:

- A. Plan seating arrangements and draw a map of the dining room that illustrates this.
- B. Describe and illustrate the attire of each guest.
- C. Design a menu for each guest.
- D. Brainstorm some possible discussion topics. Pick one topic and write a dialogue for the guests. Everyone should speak at least twice (more than one word sentences).

*You may choose to place yourself in the dinner party host/hostess. If so, be sure to include yourself in the dialogue.

Struggle for Freedom -- See accompanying sheets/diagrams

Classical Greece

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|----|----|---------------|---------|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Teaching Time | Quarter |
| | | | | | | I | | | M | | | | 9 Days | 1 |

P.A.S.S. Objective

The student will...

III. Describe and analyze ancient Greece (circa 2000 to 300 B.C.E.) and its impact on contemporary and future civilizations.

District Objective(s)

Students will:

1. Describe influence of geography on Greek economic, social, and political development.
2. List the primary physical characteristics of city-states.
3. Describe how democracy developed in Athens.
4. Compare the growth and development of Sparta and Athens.
5. Summarize significance of the Persian War and Peloponnesian Wars.
6. Describe the contributions of Greek playwrights, poets, historians, sculptors, architects, scientists, mathematicians, and philosophers, such as Socrates, Plato, Aristotle, Sophocles, Pythagoras, Hippocrates, Herodotus, and Archimedes.
7. Describe the role Alexander the Great played in the spread of Greek civilization.
8. Describe the spread of the Hellenistic culture and its contributions in mathematics, medicine, geography, and science.

SAT9
 CRT
 EOI
 AP
 Textbook Rating 1

| Topics | Textbook Correlation |
|---|--|
| <ol style="list-style-type: none"> 9. Geographic Setting 10. Minoans/Early Greeks 11. Homer 12. Arete 13. Greek-City States 14. Sparta 15. Athens 16. Code of Lycurgus 17. Agora 18. Democracy 19. Pericles 20. Drama 21. Persian War 22. Peloponnesian War 23. Phalanx 24. Philosophers 25. Playwrights 26. Scientist and Mathematicians 27. Alexander the Great 28. Hellenism | <p>Chapter 5</p> <hr/> <p style="text-align: center;">Instructional Resources</p> <ul style="list-style-type: none"> • Teacher’s Edition pp 107A-107B • Time/Life Series - <i>Lost Civilizations</i> - Video • <i>Athenian Democracy</i> - Video • <i>Chronology of the Western World</i> - Video • <i>Conquerers</i> - Video • <i>Classical Age</i> - Video • <i>Greece, A Moment of Excellence</i> - Video • <i>Legends of Greece and Rome</i> - Video <p>Literature Connection</p> <ul style="list-style-type: none"> • <i>The Odyssey</i> – Homer |

| Instructional Resources | Suggested Strategies/Activities |
|--|--|
| <p>Web Sites</p> <p>www.mlworldhistory.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.glencoe.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p> | <p>In-Depth Resources Unit 2</p> <p>Have students read and point out cultural details in the excerpt from <i>The Odyssey</i> on page 14.</p> <p>Literature Connection</p> <p>Ask 9th grade English teachers to teach <i>The Odyssey</i> during the time students are studying Classical Greece.</p> <p>Use Warm-Up Transparency WT5 to help students understand the influence of geography on the Greek culture.</p> <p>Use Warm-Up Transparency 5, Section 2</p> <p>Discuss the different types of government</p> <p>Discuss <i>Science and Technology</i> (PE pages 133-134). To help students who have difficulty with science concepts, go over the graphic on Greek astronomy (PE page 133). Discuss the significance of the astronomers' discoveries.</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> |
| Assessments | |
| <p>Critical Thinking Essay: What was Hellenistic culture? Where and how did it originate?</p> <p>An important feature of the Athenian democracy established under Pericles was that it</p> <ul style="list-style-type: none"> A. paid salaries to public officials. B. decreased the requirements for citizenship. C. introduced the concept of elected representatives. D. unified the executive and legislative branches of government. <p>Answer: A</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> | |

Rome and Early Christianity

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Teaching Time | Quarter |
|---|---|---|---|---|---|---|---|---|---|----|----|----|---------------|---------|
| | | | | | | I | | | M | | | | 9 Days | 1 |

P.A.S.S. Objective

The student will...

IV. Describe and analyze ancient Rome (700 B.C.E. to 500 C.E.) and its impact on contemporary and future civilizations.

District Objective(s)

Students will:

1. Describe how the geography of Italy influenced the rise of a vast Roman power.
2. Explain social structure, significance of citizenship, and the development of democratic features in the government of the Roman Republic.
3. Analyze Roman military domination of the Mediterranean basin and Western Europe, and the spread of Roman culture in these areas.
4. Summarize the roles of Julius and Augustus Caesar, and the impact of military conquest on the army, economy, and social structure of Rome.
5. Explain the collapse of the Republic and the rise of imperial monarchs, such as Hadrian, Marcus Aurelius, Diocletian, and Constantine.
6. Analyze the economic, social, and political impact of *Pax Romana*.
7. Compare the origin, traditions, customs, beliefs, and spread of Christianity and Judaism.
8. Discuss the development and significance of Christianity in the late Roman Empire.
9. Summarize contributions in art, architecture, technology, science, literature, history, language, religion, and law.
10. Explain the reasons for the decline and fall of the Roman Empire, such as the invasions of the Visigoths and Vandals.

SAT9 CRT EOI AP

Textbook Rating 1

| Topics | Textbook Correlation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------------|--------------------------|--------------------------|---------------------------|--|--|----------|-----|----------|-------------|--|--|-----------|--|--|-------------|--|--|-------------|--|--|-----------|--|--|-------------------|--|--|--------------|--|--|--------------|--|--|----------------------|--|--|---------------|--|--|------------------------|--|--|----------------|--|--|----------------|--|--|-------------------------|--|--|--------------------------|--|--|--|
| <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">1. Geographic Setting</td> <td style="width: 30%;">13.</td> <td style="width: 40%;">Decline and Fall of Rome</td> </tr> <tr> <td>2. Gravitas/Pater Familus</td> <td></td> <td></td> </tr> <tr> <td>3. Forum</td> <td>14.</td> <td>Emperors</td> </tr> <tr> <td>4. Republic</td> <td></td> <td></td> </tr> <tr> <td> a. Consul</td> <td></td> <td></td> </tr> <tr> <td> b. Dictator</td> <td></td> <td></td> </tr> <tr> <td> c. Assembly</td> <td></td> <td></td> </tr> <tr> <td> d. Senate</td> <td></td> <td></td> </tr> <tr> <td>5. Social Classes</td> <td></td> <td></td> </tr> <tr> <td> a. Patrician</td> <td></td> <td></td> </tr> <tr> <td> b. Plebeians</td> <td></td> <td></td> </tr> <tr> <td>6. The Twelve Tables</td> <td></td> <td></td> </tr> <tr> <td>7. Punic Wars</td> <td></td> <td></td> </tr> <tr> <td>8. Julius and Augustus</td> <td></td> <td></td> </tr> <tr> <td>9. Triumvirate</td> <td></td> <td></td> </tr> <tr> <td>10. Pax Romana</td> <td></td> <td></td> </tr> <tr> <td>11. Greco-Roman Culture</td> <td></td> <td></td> </tr> <tr> <td>12. Rise of Christianity</td> <td></td> <td></td> </tr> </table> | 1. Geographic Setting | 13. | Decline and Fall of Rome | 2. Gravitas/Pater Familus | | | 3. Forum | 14. | Emperors | 4. Republic | | | a. Consul | | | b. Dictator | | | c. Assembly | | | d. Senate | | | 5. Social Classes | | | a. Patrician | | | b. Plebeians | | | 6. The Twelve Tables | | | 7. Punic Wars | | | 8. Julius and Augustus | | | 9. Triumvirate | | | 10. Pax Romana | | | 11. Greco-Roman Culture | | | 12. Rise of Christianity | | | <p style="text-align: center; font-weight: bold;">Chapter 6</p> <hr/> <p style="text-align: center; font-weight: bold;">Instructional Resources</p> <ul style="list-style-type: none"> • Teacher's Edition pp 137A - 137B • <i>Roman City</i> - Kit - Macaulay - 3 Video Set • <i>Rome - The Ultimate Empire</i> - Video • <i>Rise and Decline of Roman Empire</i> - Video • <i>Ancient Rome</i> - Kit • <i>Legends of Greece and Rome</i> - Video |
| 1. Geographic Setting | 13. | Decline and Fall of Rome | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Gravitas/Pater Familus | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Forum | 14. | Emperors | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Republic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Consul | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Dictator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c. Assembly | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. Senate | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Social Classes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Patrician | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. Plebeians | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. The Twelve Tables | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. Punic Wars | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. Julius and Augustus | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. Triumvirate | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. Pax Romana | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11. Greco-Roman Culture | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12. Rise of Christianity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Instructional Resources | Suggested Strategies/Activities |
|---|---|
| <p>Web Sites</p> <p>www.mlworldhistory.com</p> <p>www.hprrtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.glencoe.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p> | <p>Geography Transparencies #6 - Expansion of Roman Empire. View map and answer questions on pg. 3 from User's Guide</p> <p>In-Depth Resources: Unit 2 - Science and Technology: Roman Construction Technology - Pg. 38. Answer questions.</p> <p>Ask students to draw political cartoons about the fall of the Roman Empire. Set up a display of cartoons in the classroom.</p> <p>Use Critical Thinking Transparency CT6 to start a discussion of Rome's enduring contributions.</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> |
| Assessments | |
| <p>Critical Thinking Essay: Compare and contrast Greek democracy and the Roman Republic. Explain their influence on the American Political System.</p> <p>Critical Thinking Essay: What do you think the famous saying <i>All roads lead to Rome</i> means?</p> <p>Create a Venn Diagram comparing/contrasting the Greek, Roman, and U.S. systems of government.</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> | |

| The Muslim World | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|--|----|--------------------------|---------------|---------|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Teaching Time | Quarter |
| | | | | | | I | | | M | | | | 8 Days | 1 |
| <p>P.A.S.S. Objective The student will...</p> <p>V. Analyze the interactions and relationships between the Muslim world and Christendom from the seventh to the eleventh century C.E.</p> | | | | | | | | | | | | | | |
| <p>District Objective(s) Students will:</p> <ol style="list-style-type: none"> Describe the geographic area of the Muslim Empire. Describe the life and contributions of Muhammad. Identify the Five Pillars of Islam and religious traditions. Discuss the theological foundations of Islam and Christianity, and their commonalities. Explain why Islam spread so rapidly. Summarize the Muslim governmental organization. Describe the religious, political, and economic influences in the Mediterranean region. List the contributions Muslims made to education, science, arts and literature. | | | | | | | | | | | | | | |
| <input type="checkbox"/> SAT9 <input type="checkbox"/> CRT <input type="checkbox"/> EOI <input type="checkbox"/> AP | | | | | | | | | | | | Textbook Rating 1 | | |
| Topics | | | | | | | | | | Textbook Correlation | | | | |
| <ol style="list-style-type: none"> Geographic Setting Muhammad: Founder of Islam Five Pillars of Islam The Koran Allah Mosque Caliphs Shi'ites/Sunni Spread of Islam Jihad Rhazes Islamic Universities | | | | | | | | | | Chapter 10 Chapter 18 Telescoping History | | | | |
| | | | | | | | | | | Instructional Resources | | | | |
| | | | | | | | | | | <ul style="list-style-type: none"> Teacher's Edition Chapter 10, pp 229A - 229B Chapter 18, pp 439A - 439B <i>Islam Simulation</i> - Interact – Catalog <i>Great Islamic Empires</i> - Kit <i>Islam</i> - Video <i>Religions of the World</i> - Video | | | | |

| Instructional Resources | Suggested Strategies/Activities |
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| <p><u>Web Sites</u> www.mlworldhistory.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.glencoe.com www.americanhistory.about.com www.historylink101.com</p> | <p>World Religion Handbook - Each student will make a booklet. Each religion has a data sheet reference in the textbook on pages 256-265. See accompanying sheets.</p> <p>Use Critical Thinking Transparency CT10 to illustrate the spread of Islam.</p> <p>Empire Building: Use the map of the growth of Islam (PE page 241) to stimulate discussion of the Muslims' expanding empire. Have students answer the Geography Skillbuilder questions orally. Use the extension activity (TE page 241) to help stimulate class discussion.</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> |
| Assessments | |

Critical Thinking Essay: Why do you think Muhammad’s teachings and the subsequent establishment of Islam were as successful as they were?

Critical Thinking Essay: How did Muslim belief help to bring about scientific advancement?

The *Five Pillars* of Islam are

- A. the various divisions of Islam.
- B. the major duties required of all Muslims.
- C. the times during a day when Muslims must pray.
- D. Muhammad and the four leaders who followed him.

Answer: B

Struggle for Freedom -- See accompanying sheets/diagrams

Comparative Religions Worksheet

Byzantines, Russians and Turks Interact

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Teaching Time | Quarter |
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| | | | | | | | | | M | | | | 2 Days | 2 |

P.A.S.S. Objective

The student will...

VII. Describe and analyze the Byzantine Empire and Russia (circa 300 to 1400 C.E.) and their impact on contemporary and future civilizations.

District Objective(s)

Students will:

1. Explain the geographic advantages of Constantinople’s location.
2. Explain why Constantinople was established as the capital of the Roman Empire.
3. Discuss the expansion of the Byzantine Empire and economy.
4. Describe the codification of Roman Law and preservation of Greek and Roman traditions.
5. Analyze the conflicts that led to the split between the Roman Catholic and Eastern Orthodox churches.
6. Describe Byzantine cultural contributions particularly in art, architecture, and law.
7. Discuss Byzantine influence on Kievan Russia and Eastern Europe.
8. Discuss the historical turning points that affected the influence of both religious cultures.

SAT9
 CRT
 EOI
 AP
Textbook Rating 1

| Topics | Textbook Correlation |
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| <ol style="list-style-type: none"> 1. Geographic Setting 2. Constantine 3. Constantinople 4. Reign of Justinian 5. Code of Justinian 6. Schism <ol style="list-style-type: none"> a. Eastern Orthodox b. Icons c. Roman Catholic Church 7. Decline of the Empire 8. Slavs 9. Cyril 10. Cyrillic Alphabet 11. Seljuk Turks 12. Ottoman Turks 13. Moors | Chapter 11 Telescoping History |
| | Instructional Resources |
| | <ul style="list-style-type: none"> • Teacher's Edition pp 265A - 265B • <i>Byzantium</i> – Discovery Video |

| Instructional Resources | Suggested Strategies/Activities |
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| <p>Web Sites</p> <p>www.mlworldhistory.com</p> <p>www.hprrtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.glencoe.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p> | <p>World Religion Handbook</p> <p>Students are to make a booklet that contains a data sheet on each religion studied.</p> <p>Reference: Textbook pages 250-265</p> <p><i>The Church Divides</i> (PE pages 272-273)</p> <p>Have students list differences between the Eastern Orthodox and Roman Catholic Churches</p> <p>Critical Thinking, Pg. 265 - Comparing Two Religions</p> <p>Common Themes in World Religions</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> |
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Assessments

Critical Thinking Essay: Why might the era of Justinian rule be considered a golden age, and why might it be rejected as such? Support your ideas.

Which of the following groups fought the Crusades for the control of Jerusalem?

- A. the Seljuks
- B. the Mongols
- C. the Persians
- D. the Abbasids

Answer: A

Describe the symbols of the major world religions and explain their significance to these faiths.

Struggle for Freedom -- See accompanying sheets/diagrams

| The Middle Ages | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----------------------|----|----|-------------------|---------------|---------|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | AP | Teaching Time | Quarter |
| | | | | | | I | | | M | | | | MM | 7 Days | 2 |
| <p>P.A.S.S. Objective The student will...</p> <p>VIII. Describe and analyze the patterns of social, economic, and political change, and cultural achievement in Europe during the Middle Ages (<i>circa</i> 500 to 1500 C.E.).</p> | | | | | | | | | | | | | | | |
| <p>District Objective(s) Students will:</p> <ol style="list-style-type: none"> 1. Locate and identify the geographic setting of medieval Europe. 2. Describe how civilization declined following the collapse of the Roman empire. 3. Explain how Charlemagne expanded the Frankish empire and revived learning. 4. Discuss the contributions of the Viking Age. 5. State reasons for the development of feudalism. 6. Describe the duties and benefits of nobles, vassals, knights, peasants, and serfs in the feudal system. | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> SAT9 <input type="checkbox"/> CRT <input type="checkbox"/> EOI <input checked="" type="checkbox"/> AP | | | | | | | | | | | | | Textbook Rating 1 | | |
| Topics | | | | | | | | | | Textbook Correlation | | | | | |

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|---|---|
| <ol style="list-style-type: none"> 1. Geographic Setting 7. Age of Charlemagne 8. Treaty of Verdun 9. Vikings <ol style="list-style-type: none"> a. Eric the Red b. Leif Ericson c. Newfoundland d. Nautical Engineering e. Warfare Tactics 10. Feudalism <ol style="list-style-type: none"> a. lord, vassal, fief b. manors, serfs, peasants c. Feudalism in Japan 11. Otto the Great 12. Frederick Barbarossa 13. Holy Roman Empire | <p>Chapter 12 Telescoping History Chapter 13</p> |
| | <p>Instructional Resources</p> <ul style="list-style-type: none"> • Teacher's Edition Chapter 12, pp 283A - 283B Chapter 13, pp 313A - 313B • <i>Castle</i> - Macaulay - Video • <i>Castle</i> • <i>Medieval Times</i> - Video • <i>Feudal System</i> - Video |
| <p>Instructional Resources</p> | <p>Suggested Strategies/Activities</p> |

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| <p>Web Sites www.mlworldhistory.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.glencoe.com www.americanhistory.about.com www.historylink101.com</p> | <p>Critical Thinking Transparencies (Chapter 12) CT 48. View Transparency and answer questions on pg. 24 of User's Guide</p> <p>In-Depth Resources, Unit 3, Chapter 13, Section 3, Pg. 68 - Roles of Women</p> <p>Discuss <i>The Church and the Holy Roman Empire</i> (PE page 333) Assign the Geography Application on page 57 in <i>In-Depth Resources: Unit 3</i> and discuss religious influences in feudal Europe.</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> |
| <p>Assessments</p> | |
| <p>Critical Thinking Essays: Describe the cause and effect relationship between the breakdown of the strong central government of the Roman Empire and the development of feudalism.</p> <p>Compare the political and economic structures of feudalism with the political/economic structures of Rome.</p> <p>Viking invasions of Europe eventually ceased as a result of several factors, among which was the fact that</p> <ul style="list-style-type: none"> A. feudal lords successfully unified for defense. B. farming conditions in the Viking homeland improved. C. Muslim raiding parties threatened the Viking homeland. D. Lief Ericson turned Viking attention to the exploration of new lands. <p>Answer: B</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> | |

Formation of Western Europe

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | AP | Teaching Time | Quarter |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|---------------|---------|
| | | | | | | I | | | M | | | | MM | 7 Days | 2 |

P.A.S.S. Objective

The student will...

VIII. Describe and analyze the patterns of social, economic, and political change, and cultural achievement in Europe during the Middle Ages (*circa* 500 to 1500 C.E.).

District Objective(s)

Students will:

1. Describe how advances in agriculture affected medieval Europe.
2. Explain why trade revived in the later Middle Ages.
3. Explain how new ways of farming helped to revive European agriculture.
4. Discuss the growth of towns.
5. Explain the purpose of the wars in the Holy Land.
6. Describe how the Crusades helped to change feudal society.
7. Describe the spread and influence of Christianity throughout Europe, and the secular roles of the Roman Catholic Church.
8. Explain why the Magna Carta is considered an important document.
9. Analyze the purposes and results of the Model Parliament and of the Estates General.
10. Analyze the warfare between France and England and its effects of nationalism.
11. Describe how Christian monarchs re-conquered Spain.
12. Explain the emergence and distinctive political developments of nation-states, such as Spain, France, England, and Russia.
13. Describe the patterns of crisis and recovery, such as the Black Death.

SAT9

CRT

EOI

AP

Textbook Rating 1

Topics

Textbook Correlation

| | |
|---|---|
| <ol style="list-style-type: none"> 1. Revival of Trade <ol style="list-style-type: none"> a. towns, fairs b. guilds, apprentice c. burgers, bourgeoisie 2. Royal Governments <ol style="list-style-type: none"> a. William the Conqueror b. Henry II 3. Crusades 4. Chivalry 5. Magna Carta 6. Black Death 7. Hundred Years' War 8. Nationalism 9. Joan of Arc 10. Model Parliament 11. Estates General 12. Reconquista/Inquisition 13. Gothic Architecture | <p>Chapter 14</p> <hr/> <p style="text-align: center;">Instructional Resources</p> <hr/> <ul style="list-style-type: none"> • Teacher's Edition pp 337A - 337B • <i>Joan of Arc</i> - CBS Video • <i>Birth of Middle Ages</i> - Video • <i>Henry V</i> - Video • <i>Christendom</i> - Interact Simulation |
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| Instructional Resources | Suggested Strategies/Activities |
|---|--|
| <p><u>Web Sites</u> www.mlworldhistory.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.glencoe.com www.americanhistory.about.com www.historylink101.com</p> | <p>In-Depth Resources, Unit 3, Chapter 14, Section 4 - Primary source: Joan of Arc's Trial</p> <p>Economics: Have students compare the structure and function of medieval guilds with those of trade unions today. Which do they think were more powerful and effective?</p> <p>Use Warm-Up Transparency WT14 to discuss the sequence of the Crusades and their causes and outcomes.</p> <p>The Grim Reaper-1348 – See accompanying sheets</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> |
| Assessments | |

Critical Thinking Essays: What were the main causes and effects of the Hundred Years' War?

By the end of the Middle Ages, who had won the struggle for power in Europe among the monarchy, the Church, and the nobility? How do you account for that group's success?

What were some of the most important effects of the Bubonic Plague in Europe?

Which of the following was a result of the Fourth Crusade?

- A. Muslims seized Edessa.
- B. Christians seized Jerusalem.
- C. Christians looted Constantinople.
- D. Christians and Muslims signed a truce.

Answer: C

Simulation of the Plague (handout)

Struggle for Freedom -- See accompanying sheets/diagrams

Renaissance

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | AP | Teaching Time | Quarter |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|---------------|---------|
| | | | | | | I | | | M | | | | MM | 10 Days | 2 |

P.A.S.S. Objective

The student will...

IX. Analyze the historical sources and developments of the Renaissance.

District Objective(s)

Students will:

1. Analyze the economic, political, and social conditions that gave rise to the Renaissance.
2. Describe the ideas and attitudes Renaissance thinkers stressed.
3. Identify the best known artists and writers of the Renaissance and their contributions.
4. Discuss the roles women played in the Renaissance.
5. Compare the Renaissance in northern Europe with that in Italy.
6. Describe the cultural contributions made during this time, especially those of William Shakespeare.

SAT9
 CRT
 EOI
 AP
 Textbook Rating **1**

Topics

Textbook Correlation

| | |
|---|--|
| <ol style="list-style-type: none"> 1. Geographic Settings <ol style="list-style-type: none"> a. Italy b. Northern Europe 2. Fresco 3. Dante 4. Petrarch 5. Medici Family 6. Ghiberti 7. Donatello 8. Masaccio 9. Perspective 10. Machiavelli 11. Michelangelo 12. Raphael 13. da Vinci 14. Giotto 15. Cervantes (Chapter 21, p. 514) 16. El Greco (Chapter 21, p. 514) 17. Dürer 18. Holbein 19. Van Eyck 20. Pope Julius II 21. Shakespeare* | Chapter 17 Sections 1, 2 |
| | <p style="text-align: center;">Instructional Resources</p> <ul style="list-style-type: none"> • Teacher’s Edition pp 413A - 413B • The Louvre website • The Uffizi website • The Vatican website • <i>Vatican: Art and Glory</i> - Video • <i>The Agony and the Ecstasy</i> - Video <p>Literature Connection</p> <ul style="list-style-type: none"> • <i>Romeo and Juliet</i> |
| Instructional Resources | Suggested Strategies/Activities |

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|--|--|
| <p>Web Sites www.mlworldhistory.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.glencoe.com www.americanhistory.about.com www.historylink101.com</p> | <p>Discuss <i>Renaissance Revolutionizes Art</i> (PE pages 419 - 421) Show World Art and Cultures Transparencies AT36 and AT37. Discuss why <i>The Last Supper</i> and the <i>Mona Lisa</i> became so famous.</p> <p>Literature Connection Ask the 9th grade English teachers to teach <i>Romeo and Juliet</i> during this time period.</p> <p>In-Depth Resources: Unit 4, Chapter 17, Section 1 - Literature: <i>The Agony and the Ecstasy</i></p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> |
| <p>Assessments</p> | |
| <p>Renaissance Resume – See accompanying sheets</p> <p>Critical Thinking Essays: What do you think were the major causes of the European Renaissance? Explain your answer.</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> | |

Reformation

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | AP | Teaching Time | Quarter |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|---------------|---------|
| | | | | | | | | | M | | | | MM | 4 Days | 2 |

P.A.S.S. Objective

The student will...

- X. Analyze the historical sources and developments of the Reformation.**
- XII. Analyze the scientific, political, and economic changes in Europe and North America in the sixteenth, seventeenth, and eighteenth centuries:**
 - A. The establishment of absolute monarchies (e.g., Louis XIV, Frederick the Great, and Peter the Great)
 - G. The influence of religious beliefs on the arts, politics, science, and commerce

District Objective(s)

Students will:

1. Analyze historical forces and religious issues that sparked the Reformation.
2. Trace Martin Luther's role in the religious movement to reform the Catholic Church.
3. Analyze the impact of Luther's religious revolt.
4. Explain the spread of the Protestant faith to England during King Henry VIII's reign.
5. Explain John Calvin's Protestant teachings and their spread throughout northern and western Europe.
6. Describe the beliefs of other reformers and the roles of women in the Reformation.
7. Trace the reforms within the Catholic Church - Council of Trent.
8. Identify the problems that faced Elizabeth I.
9. Identify the safeguards against absolute monarchy established in England.
10. Explain the theory of the divine right of kings.
11. Describe the Spanish Armada and explain the significance of its defeat by England.

SAT9
 CRT
 EOI
 AP
 Textbook Rating **1**

| Topics | Textbook Correlation |
|---|--|
| <ol style="list-style-type: none"> 1. Martin Luther 2. Printing Press/Guttenburg 3. Henry VIII 4. Influence of Women 5. John Calvin 6. John Knox 7. Counter Reformation 8. Tudors and Stuarts 9. Queen Elizabeth I 10. Divine Rights of Kings 11. Spanish Armada | <p>Chapter 17 Sections 3, 4</p> <hr/> <p style="text-align: center;">Instructional Resources</p> <ul style="list-style-type: none"> • Teacher's Edition pp 413A - 413B |

| Instructional Resources | Suggested Strategies/Activities |
|--|---|
| <p>Web Sites</p> <p>www.mlworldhistory.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.glencoe.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p> | <p>Discuss <i>The Response to Luther</i> (PE pages 429 - 430)</p> <p>Have student make a chart listing positive and negative responses to Luther's teachings.</p> <p>Have students discuss whether or not the peasants would have revolted if Luther had not published his revolutionary ideas.</p> <p>Use Geography Transparency GT17 to track the Lutheran and Calvinist Reformations.</p> <p>In-Depth Resources: Unit 4, Chapter 17, Section 3 - Synthesizing</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> |
| Assessments | |
| <p>Critical Thinking Essays: Describe one important and lasting result of the invention of the printing press and explain why it came about.</p> <p>Which person from the Renaissance or Reformation do you feel had the most lasting effect on the world? Support your answer.</p> <p>John Calvin's teachings had, as a central theme, the concept of</p> <ul style="list-style-type: none"> A. humanism. B. adult baptism. C. indulgences. D. predestination. <p>Answer: D</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> | |

Exploration and Empires

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|---|---|---|---|---|---|---|---|---|---|----|----|----|----|---------------|---------|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | AP | Teaching Time | Quarter |
| | | | | | | I | | | M | | | | MM | 2 Days | 2 |

P.A.S.S. Objective

The student will...

VI. Describe and compare selected civilizations in Asia, Africa, and the Americas, focusing on chronology, location, geography, social structures, form of government, economy, religion, and contributions to later civilizations:

E. The Olmec, Mayan, Aztec, and Inca Civilizations

District Objective(s)

Students will:

1. Describe and compare the Olmec, Mayan, Aztec, and Inca Civilizations.

SAT9

CRT

EOI

AP

Textbook Rating 1

| Topics | Textbook Correlation |
|---|---|
| <p>1. Early American Civilizations</p> <ul style="list-style-type: none"> a. Olmec b. Maya c. Aztec d. Inca | <p>Chapter 9 Telescoping History Chapter 16 Telescoping History Chapter 19 Telescoping History</p> |
| | Instructional Resources |
| | <ul style="list-style-type: none"> • Teacher's Edition Chapter 9, pp 207A - 207B Chapter 16, pp 387A - 387B Chapter 19, pp 459A - 459B |

| Instructional Resources | Suggested Strategies/Activities |
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| <p>Web Sites www.mlworldhistory.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.glencoe.com www.americanhistory.about.com www.historylink101.com</p> | <p>In-Depth Resources: Unit 4, Chapter 16, Section 2, Pg. 17 - Age of Pyramids in Ancient Egypt and Mesopotamia.</p> <p>In-Depth Resources: Unit 4, Chapter 19, Section 2 - The Voyages of Zheng He.</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> |
| Assessments | |
| <p>Critical Thinking Essays: Identify one word or phrase that you think describes the Mayan culture, one that you think describes the Aztec culture, and one that you think describes the Inca culture. Explain your choices.</p> <p>What are two major differences between the early civilizations of the area that is now the United States and the areas of what are southern Mexico and Peru?</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> | |

| The Atlantic World | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|----------------------|----|----|-------------------|---------------|---------|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | AP | Teaching Time | Quarter |
| | | | | | I | R | | M | MM | | | | MM | 6 Days | 2 |
| <p>P.A.S.S. Objective The student will...</p> <p>XI. Analyze the impact of European expansion into the Americas, Africa, and Asia.</p> | | | | | | | | | | | | | | | |
| <p>District Objective(s) Students will:</p> <ol style="list-style-type: none"> Describe how Spanish culture spread to the western hemisphere. Identify the Mongol Empire and explain how its collapse contributed to European exploration. Outline the causes and effects of the age of exploration. Trace on a map the routes of the major European explorers. Explain how European nations competed for trade with Asian countries. Describe the new technologies that helped European sailors explore the oceans of the world. Analyze the exchange of technology, ideas, and agricultural practices, introduction of new diseases, and trade in slaves, gold, furs, and tobacco. Explain why English settlers came to North America. Describe how the plantation system and slave trade were connected. | | | | | | | | | | | | | | | |
| <input type="checkbox"/> SAT9 <input type="checkbox"/> CRT <input type="checkbox"/> EOI <input checked="" type="checkbox"/> AP | | | | | | | | | | | | | Textbook Rating 1 | | |
| Topics | | | | | | | | | | Textbook Correlation | | | | | |

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| <ol style="list-style-type: none"> 1. Technology <ol style="list-style-type: none"> a. Compass b. Astrolabe c. Caravel 10. Prince Henry the Navigator 11. Bartholomeu Dias 12. Vasco da Gama 13. Columbus 14. Vespucci 15. Balboa 16. Line of Demarcation 17. Golden Age of Spain <ol style="list-style-type: none"> a. Cortés b. Pizarro c. Ponce de Leon d. Cabeza de Vaca e. De Soto f. Coronado 18. Magellan 19. Middle Passage 20. Colonization in America 21. Impact of Exploration and Colonization <ol style="list-style-type: none"> a. Social b. Economic c. Religious 22. Triangular Trade 23. Columbian Exchange | Chapter 20 |
| | Instructional Resources |
| Instructional Resources | Suggested Strategies/Activities |

- Teacher's Edition
pp. 479A - 479B
- *Roots* - Video
- *Encounter* - Book
- *For God and Gold* - Video
- *Age of Discovery* - Video

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| <p>Web Sites www.mlworldhistory.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.glencoe.com www.americanhistory.about.com www.historylink101.com</p> | <p>In-Depth Resources: Unit 4, Chapter 20, Section 4, Pgs. 73-74 or Pg. 84</p> <p>Have students speculate on other possible outcomes for the confrontation between the conquistadors and the Native Americans and how they would have changed world history.</p> <p>Ask students to share what they know about Cajun culture, food, or music. Suggest that volunteers bring in examples to share with the class.</p> <p>Discuss <i>The Columbian Exchange</i> (PE pages 500 - 501) Have students identify on the diagram foods that they particularly enjoy and trace their origins.</p> <p>Economics: Have students discuss the economic consequences for the Americas of imports from Europe.</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> |
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Assessments

As part of the Columbian Exchange, which of the following was introduced to Europe?

- A. Measles
- B. Bananas
- C. Potatoes
- D. Livestock

Answer: C

Critical Thinking Essays: Describe the general pattern of conquest and settlement followed by the Spanish in the Americas.

The establishment of colonial empires in the Americas led to a dramatic increase in overseas trade and in the world's wealth. Discuss four effects that these developments had on Europe.

Speculate how life in the Americas and the rest of the world would be different without the cultural exchange and interaction sparked by Columbus.

Struggle for Freedom -- See accompanying sheets/diagrams

Absolute Monarchs in Europe

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | AP | Teaching Time | Quarter |
|---|---|---|---|---|---|---|---|---|---|----------------------|----|----|-------------------|---------------|---------|
| | | | | | | | | | M | | | | MM | 8 Days | 2 |
| <p>P.A.S.S. Objective The student will...</p> <p>XI. Analyze the impact of European expansion into the Americas, Africa, and Asia: F. Competition for resources and the rise of mercantilism</p> <p>XII. Analyze the scientific, political, and economic changes in Europe and North America in the sixteenth, seventeenth, and eighteenth centuries: A. The establishment of absolute monarchies (e.g., Louis XIV, Frederick the Great, and Peter the Great)</p> | | | | | | | | | | | | | | | |
| <p>District Objective(s) Students will:</p> <ol style="list-style-type: none"> Define the term <i>mercantilism</i> and explain its effect on the French economy. Explain the concept of the balance of power. Explain how Peter the Great attempted to westernize Russia. Describe how Frederick William I and Frederick the Great strengthened Prussia's government. Describe the alliances that formed during the War of the Austrian Succession and during the Seven Years' War. Explain how the wars of religion affected France. Describe Cardinal Richelieu's program for strengthening the Central government of France. Explain the causes and results of the Thirty Years' War. Explain how the provisions of the Treaty of Westphalia affected the nations of Europe. Analyze the causes and effects of the English Civil War. Explain how Oliver Cromwell's rule affected England. | | | | | | | | | | | | | | | |
| <input type="checkbox"/> SAT9 <input type="checkbox"/> CRT <input type="checkbox"/> EOI <input checked="" type="checkbox"/> AP | | | | | | | | | | | | | Textbook Rating 1 | | |
| Topics | | | | | | | | | | Textbook Correlation | | | | | |

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| <p>12. Mercantilism 13. Absolute Monarchies a. Louis XIV b. Peter the Great c. Frederick the Great d. Maria Theresa 14. Balance of Trade 15. Balance of Power 16. Rise of Austria and Prussia 17. War of Austrian Succession 18. Seven Years' War 19. Henry IV - Edict of Nantes 20. Cardinal Richelieu 21. Thirty Years' War 22. Treaty of Westphalia 23. Civil War 24. Oliver Cromwell 25. Restoration 26. Glorious Revolution</p> | <p>Chapter 21</p> |
| | <p>Instructional Resources</p> |
| | <ul style="list-style-type: none"> • Teacher's Edition pp 509A - 509B • <i>Conquerors</i> - Video |
| <p>Instructional Resources</p> | <p>Suggested Strategies/Activities</p> |
| <p>Web Sites www.mlworldhistory.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.glencoe.com www.americanhistory.about.com www.historylink101.com</p> | <p>Teacher's Edition, Pg. 537 - Cooperative Activity: Making a Political Pamphlet</p> <p>Examine the issues in Interact with History (PE page 512) and ask students in what nation their palace would be located and what geographical features it would be near.</p> <p>Have students create a chart to summarize Hapsburg Triumphs and Hapsburg Defeats in the Thirty Years' War.</p> <p>Have students reread the History Makers (PE page 529) and discuss the differences between Maria Theresa and Frederick the Great.</p> <p>Have students create a chart comparing the English Bill of Rights and the Bill of Rights in the U.S. Constitution.</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> |
| <p>Assessments</p> | |

Critical Thinking Essays: What is an absolute monarch? How was absolutism encouraged by the belief in the divine right of monarchs and the upheavals of the times?

Why did Peter the Great decide to westernize Russia, and what are some things he did to accomplish this?

What are some of the most important political changes that resulted from the Glorious Revolution?

Which of the following wars was sparked by religious differences, strengthened France, weakened Spain and Austria, and devastated Germany?

- A. the Seven Years' War
- B. the Thirty Years' War
- C. the War of the Spanish Succession
- D. the War of the Austrian Succession

Answer: B

Struggle for Freedom -- See accompanying sheets/diagrams

The Enlightenment and Revolution

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | AP | Teaching Time | Quarter |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|---------------|---------|
| | | | | | | | | | M | | | | MM | 8 Days | 3 |

P.A.S.S. Objective

The student will...

XII. Analyze the scientific, political, and economic changes in Europe and North America in the sixteenth, seventeenth, and eighteenth centuries.

District Objective(s)

Students will:

1. Analyze how new scientific theories and technological changes brought about social, political, and cultural changes.
2. Explain why mathematics was important to the Scientific Revolution.
3. Discuss how scientists developed new views about the universe.
4. Identify scientific achievements of the sixteenth and seventeenth centuries.
5. Compare and contrast the political views of Hobbes and Locke.
6. Identify Isaac Newton and explain the affects of his theories.
7. Analyze how the political and religious ideas of the Enlightenment affected the founders of the United States.
8. Discuss the musical contributions made during the baroque and classical periods.
9. Identify Adam Smith and his three laws of economics.
10. Explain the concept of separation of powers as set forth by Montesquieu.
11. Compare and contrast Frederick II and Catherine the Great as enlightened despots.
12. Describe how Catherine the Great changed the political geography of eastern Europe.
13. Explain why the British government is described as a limited constitutional monarchy.
14. Explain why the American colonies declared their independence from Great Britain.

SAT9 CRT EOI AP

Textbook Rating 1

| Topics | | Textbook Correlation |
|---|--|--|
| 15. Isaac Newton 16. Philosophe a. Voltaire b. Diderot c. Montesquieu d. Rousseau e. Jefferson f. Franklin 17. Scientific Advancements a. Kepler b. Copernicus c. Galileo d. Harvey e. Franklin f. Vesalius g. Fahrenheit h. Celsius i. Priestly j. Lavoisier 18. Cultural Development a. Music – Bach and Mozart b. Literature c. Art – Rembrandt and Gainsborough d. Hobbes e. Locke 19. Adam Smith and Economic Reform 20. Catherine the Great 21. Limited Constitutional Monarchy 22. American Revolution | | Chapter 22 Instructional Resources <ul style="list-style-type: none"> Teacher’s Edition pp 541A - 541B CD Series - <i>Classical Music For People Who Hate Classical Music</i> |
| Instructional Resources | Suggested Strategies/Activities | |

| | |
|---|--|
| <p>Web Sites www.mlworldhistory.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.glencoe.com www.americanhistory.about.com www.historylink101.com</p> | <p>In-Depth Resources: Unit 5, Chapter 22, Section 1 - Simulation of the trial of Galileo</p> <p>Critical Thinking Transparency CT 58 Questions from User’s Guide, Pg. 29</p> <p>Use Setting the Stage (PE page 545) to highlight the effect of the Renaissance and Reformation.</p> <p>Discuss <i>The Scientific Method</i> (PE pages 547-548). Have students design their own graphic to help them remember the steps of the scientific method.</p> <p>Read and discuss <i>Enlightenment and Monarchy</i> (PE pages 561-562) Have students write a one-sentence description of each enlightened despot.</p> <p>Discuss <i>Americans Win Independence</i> (PE pages 563-565). Have students read the excerpt from The Declaration of Independence on page 30 in <i>In-Depth Resources: Unit 5</i>. Ask students to list Enlightenment influences that they find in the document.</p> <p>Have students write a brief summary of how the ideas of the Enlightenment played a role in the founding of the American Republic.</p> <p>Struggle for Freedom – see accompanying sheets</p> |
|---|--|

Assessments

Critical Thinking Essays: What were some of the most important effects of the Enlightenment.

In what ways did the U.S. Constitution and the Bill of Rights reflect Enlightenment ideas? In your answer, be sure to discuss the system of checks and balances and the federal system.

In general, the philosophes tended to think traditionally about the

- A. rights of women.
- B. role of the Church.
- C. purpose of government.
- D. importance of individuality.

Answer: A

Struggle for Freedom -- See accompanying sheets/diagrams

The French Revolution and Napoleon

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | AP | Teaching Time | Quarter |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|---------------|---------|
| | | | | | | I | | | M | | | | MM | 8 Days | 3 |

P.A.S.S. Objective

The student will...

XII. Analyze the scientific, political, and economic changes in Europe and North America in the sixteenth, seventeenth, and eighteenth centuries.

XIII. Describe nineteenth century political developments in Europe:

A. The Congress of Vienna

District Objective(s)

Students will:

1. Identify the three estates of the Old Regime.
2. Summarize the factors that led up to the French Revolution.
3. Describe the creation of the National Assembly and the storming of the Bastille.
4. Describe the international response to the revolution in France.
5. Discuss the principles contained in the Declaration of the Rights of Man.
6. Outline the most significant events of the Reign of Terror.
7. Explain how Napoleon came to power.
8. Analyze Napoleon's reforms.
9. Outline Napoleon's three mistakes and how they contributed to the collapse of his empire.
10. Explain what principles guided the decision of the Congress of Vienna.

SAT9

CRT

EOI

AP

Textbook Rating 1

Topics

Textbook Correlation

| | |
|--|---|
| <ol style="list-style-type: none"> 1. The Old Regime 2. Bourgeoisie 3. Louis XVI 4. National Assembly 5. International Reaction to the Revolution 6. Rights of Man 7. Reign of Terror 8. Robespierre 9. Napoleon 10. Wellington and Waterloo 11. Congress of Vienna 12. Metternich 13. Balance of Power 14. Holy Alliance 15. Louis XVIII | Chapter 23 |
| | Instructional Resources |
| | <ul style="list-style-type: none"> • Teacher's Edition pp 569A - 569B • <i>Danton</i> - Video • <i>Conquerors - Napoleon</i> - Video <p>Literature Connection</p> <ul style="list-style-type: none"> • <i>A Tale of Two Cities</i> – Charles Dickens |
| Instructional Resources | Suggested Strategies/Activities |

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|--|--|
| <p>Web Sites www.mlworldhistory.com www.hprrtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.glencoe.com www.americanhistory.about.com www.historylink101.com</p> | <p>Have students make a chart comparing the Star Spangled Banner with La Marseillaise.</p> <p>In-Depth Resources: Unit 5, Chapter 23, Section 1, Pgs. 41-51 Literature: <i>The Tale of Two Cities</i> Have students read the excerpt and identify signs of the times.</p> <p>Literature Connection Ask 9th grade English Teachers to read <i>The Tale of Two Cities</i> during this time.</p> <p>Have students compare the revolutions in America and France after reading page 54 in <i>In-Depth Resources: Unit 5</i>. Students should create a Venn diagram.</p> <p>Discuss <i>Napoleon's Three Costly Mistakes</i> (PE pages 589-590). Use a three-column chart to list Napoleon's mistakes, with key words or phrases under each heading.</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> |
| <p>Assessments</p> | |
| <p>In-Depth Resources: Unit 5, Chapter 23, Pg. 54 - Comparing French and American Revolutions</p> <p>Critical Thinking Essay: Was Napoleon the logical result of the Revolution or was he the antitheses of the Revolution? Support with facts from history.</p> <p>What did the Congress of Vienna accomplish that had real and lasting value for the welfare of Europe, and which of its accomplishments were harmful to Europe's future?</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> | |

Nationalist Revolutions

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|---------------|---------|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | AP | Teaching Time | Quarter |
| | | | | | | | | | M | | | | MM | 3 Days | 3 |

P.A.S.S. Objective

The student will...

XIII. Describe nineteenth century political developments in Europe:

- B. Expansion of democracy in Europe, the effects of urbanization, the revolutions of 1848, and British reform laws
- C. Unification of Germany and the role of Bismarck
- D. Unification of Italy and the role of Garibaldi

District Objective(s)

Students will:

1. Describe how romanticism influenced the arts.
2. Compare romanticism and realism.
3. Describe Garibaldi’s role in the unification of Italy.
4. Describe how Bismarck used Realpolitik to promote Germany unity.
5. Discuss what policies Bismarck followed to strengthen the German Reich.
6. Explain how revolutionary leaders helped the people of Mexico and Central and South America win independence.
7. Explain why the United States announced the Monroe Doctrine and how it was used.
8. Assess the concept of “global economy.”
9. Describe the concept of westward expansion.

SAT9
 CRT
 EOI
 AP
 Textbook Rating **1**

| Topics | Textbook Correlation |
|---|--|
| 10. Realism in the Arts 11. Realpolitik 12. Garibaldi 13. Bismarck 14. Franco/Prussian War 15. Nationalism 16. Romanticism 17. Latin American Independence <ul style="list-style-type: none"> a. Creoles b. Bolivar c. San Martin d. Mexican Independence 9. Monroe Doctrine 10. Revolutions of 1830 and 1848 | Chapter 24 Telescoping History <hr/> <p style="text-align: center;">Instructional Resources</p> <ul style="list-style-type: none"> • Teacher’s Edition pp 599A - 599B |

| Instructional Resources | Suggested Strategies/Activities |
|---|--|
| <p><u>Web Sites</u> www.mlworldhistory.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.glencoe.com www.americanhistory.about.com www.historylink101.com</p> | <p>Have students identify the various ways people memorialize political victories by examining the art and captions on the Chapter Opener.</p> <p>Read Bismarck’s nationalist speech on page 66 in <i>In-Depth Resources: Unit 5</i> and have students look for elements of realpolitik.</p> <p>Have students stage a discussion between Cavour and Garibaldi focusing specifically on revolutionary ideas and courses of action they would have agreed upon.</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> |
| Assessments | |
| <p>Critical Thinking Essays: What conditions and realities of life made it difficult for supporters of constitutional government to succeed in Europe in the early 1800s?</p> <p>How did the industrialization of Europe help to bring about a change from romanticism to realism in art and literature?</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> | |

The Industrial Revolution

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | AP | Teaching Time | Quarter |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|---------------|---------|
| | | | | | | I | | | E | M | | | MM | 4 Days | 3 |

P.A.S.S. Objective

The student will...

XIV. Analyze and explain the effects of the Industrial Revolution:

- B. Scientific and technological changes, such as the inventions of Watt, Bessemer, and Whitney, which brought about massive social and cultural change
- D. Responses to capitalism, such as utopianism, socialism, and communism
- E. The status of women and children reflected in social changes
- F. The evolution and work and labor, such as the slave trade, mining and manufacturing, and the trade union movement
- G. How economic reasoning and cost-benefit analysis apply to societal issues

District Objective(s)

Students will:

1. Explain the concept of “global economy.”
2. Assess the impact of improved communications and transportation in the nineteenth century.
3. Describe the changes proposed by socialists.
4. Discuss the predictions Karl Marx made about capitalism and communism.
5. Compare and contrast capitalism and communism.
6. Explain how the Agricultural Revolution contributed to the Industrial Revolution.
7. Describe how inventions and new methods of production brought changes to industry.
8. Explain how geographic advantages helped Great Britain become the first industrialized nation.
9. Describe how Britain’s railroad age began.
10. Explain how advances in science and technology affected industry.
11. Discuss how industrialization spread out of England.
12. Discuss how the Industrial Revolution changed the lives of workers.
13. Describe how the new industrial society affected the lives of women and children.
14. Explain why labor unions were formed.
15. Discuss the economic theories of Adam Smith.

SAT9
 CRT
 EOI
 AP

Textbook Rating 1

Topics

Textbook Correlation

| | |
|---|---|
| <ol style="list-style-type: none"> 1. Growth of Railroads 2. Steamships 3. Telegraph's Influence 4. Agricultural Revolution 5. Textile Industry <ol style="list-style-type: none"> a. Inventors b. Mechanical Inventions c. Factory System 6. Steam Engine 7. British Dominance 8. Railway Transportation 9. Samuel Slater 10. Spread of Industrialization 11. Child Labor 12. Adam Smith <ol style="list-style-type: none"> a. Laissez-faire Government b. Capitalism 13. Rise of Unions 14. Socialism/Karl Marx 15. Suffrage 16. Proletariat 17. Bourgeoisie | <p>Chapter 25 Telescoping History</p> |
| | <p>Instructional Resources</p> |
| | <ul style="list-style-type: none"> • Teacher's Edition pp 629A - 629B |
| <p>Instructional Resources</p> | <p>Suggested Strategies/Activities</p> |
| <p><u>Web Sites</u> www.mlworldhistory.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.glencoe.com www.americanhistory.about.com www.historylink101.com</p> | <p>Use Warm-Up Transparency WT25 to demonstrate the range of inventions in communications, agriculture, and manufacturing.</p> <p>Discuss <i>The Industrial Revolution Begins</i> (PE pages 633-644). Have students list reasons why the Industrial Revolution began in England.</p> <p>Teacher's Edition, Pg. 641. Case Study: Mills of Manchester</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> |
| <p>Assessments</p> | |

Critical Thinking Essays: Think about all of the various groups of people who were involved in the Industrial Revolution, from rural aristocrats to skilled workers to the children of the poor. What one group would you say benefitted the most from the Industrial Revolution in the short term? What group would you say benefitted the least in the short term? Support your opinions.

What made 18th-century Great Britain ideal for rapid and revolutionary industrialization?

Struggle for Freedom -- See accompanying sheets/diagrams

Age of Imperialism

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | AP | Teaching Time | Quarter |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|---------------|---------|
| | | | | | | | | | I | M | | | MM | 11 Days | 3 |

P.A.S.S. Objective

The student will...

XIV. Analyze and explain the effects of the Industrial Revolution:

- A. The rise of industrial economies and their links to imperialism and colonialism
- C. The emergence of capitalism and free enterprise as a dominant economic pattern
- H. How Asia and Africa were transformed by European commercial power

District Objective(s)

Students will:

1. Describe the concept of westward expansion.
2. Describe how the U.S. expanded in the 1800's.
3. List the causes and results of the Civil War.
4. Describe the impact of British takeover of India.
5. Analyze European Imperialism in Africa.
6. Describe the geographical significance of the Suez Canal.
7. List the causes and results of the Opium War and the Taiping Rebellion.
8. Discuss why the Manchu dynasty was overthrown during the Boxer Rebellion.
9. List reasons for the U.S. endorsement of an Open Door Policy in China.
10. Discuss how Japanese ports were opened to foreigners.
11. Identify causes and consequences of the Spanish American War.
12. Identify the Panama Canal and explain its significance.

SAT9
 CRT
 EOI
 AP

Textbook Rating 1

| Topics | Textbook Correlation |
|---|--|
| <ol style="list-style-type: none"> 1. U.S. Westward Expansion 2. The RAJ 3. Economic significance of India to British 4. Imperialism 5. Extraterritorial Rights 6. Opium War 7. Open-Door Policy 8. Boxer Rebellion 9. Matthew Perry 10. Russo-Japanese War 11. U.S. Imperialism <ol style="list-style-type: none"> a. Philippines b. Cuba c. Puerto Rico d. Hawaii 12. Japan's Imperialism 13. Spanish-American War 14. Theodore Roosevelt 15. Panama 16. Roosevelt Corollary | <p>Chapter 26 Telescoping History Chapter 8, 15 for background on Africa Chapter 27 (complete) Chapter 28 Telescoping History</p> |
| | <p style="text-align: center;">Instructional Resources</p> <ul style="list-style-type: none"> • Teacher's Edition Chapter 26, pp 655A - 655B Chapter 27, pp 681A - 681B Chapter 28, pp 711A - 711B Africa Background Information: Chapter 8, pp 189A - 189B Chapter 15, pp 363A - 363B • <i>Gandhi</i> - Video • <i>Communist Manifesto</i> - Book • <i>Things Fall Apart</i> - Achebe |
| Instructional Resources | Suggested Strategies/Activities |
| <p><u>Web Sites</u> www.mlworldhistory.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.glencoe.com www.americanhistory.about.com www.historylink101.com</p> | <p>In-Depth Resources: Chapter 26, Section 2, Pg. 23: Geography Application: The British Settle Australia and New Zealand</p> <p>In-Depth Resources: Chapter 27, Section 2, Pgs. 50-51. Literature Selection: <i>Things Fall Apart</i></p> <p>In-Depth Resources: Chapter 27, Section 4, Pg. 42 - Skillbuilding Practice: Analyzing Assumptions and Biases.</p> <p>In-Depth Resources: Chapter 28, Section 1, Pgs. 60-61. Biography Application: <i>The Opium Wars</i></p> <p>Geography Transparencies: GT 28 - Japanese Imperialism - User's Guide, Pg. 14</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> |

Assessments

Create political cartoons for Imperialism working in pairs, students will create political cartoons expressing the views of the colonizer and the colonized.

Create visual metaphor projects for Imperialism. Students write metaphors/similes for Imperialism and create visuals to explain the metaphor. Students must also write a historical paragraph explaining the metaphor.

Students will write a policy statement for China and Japan explaining their countries' efforts in dealing with Imperialism.

Struggle for Freedom -- See accompanying sheets/diagrams

World War I

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | AP | Teaching Time | Quarter |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|---------------|---------|
| | | | | | | I | | | E | M | | | MM | 7 Days | 3 |

P.A.S.S. Objective

The student will...

XV. Analyze major twentieth century historical events:

- A. Causes and effects of World War I (e.g., assassination of Archduke Ferdinand; Woodrow Wilson and the Fourteen Points; and the League of Nations)

District Objective(s)

Students will:

1. Explain how nationalism, imperialism and militarism increased tension among European powers.
2. Discuss how the assassination of Francis Ferdinand led to the outbreak of war.
3. Describe the role the alliance system played in the outbreak of war.
4. Discuss the results of the fighting on the western and eastern fronts.
5. Describe how new weapons technologies affected methods of combat.
6. Explain why the United States entered the war.
7. List the guidelines Wilson proposed for peace.
8. Explain how the peace treaties changed the map of Europe.
9. Discuss the terms of the Treaty of Versailles.
10. List events leading to Armistice.

SAT9
 CRT
 EOI
 AP

Textbook Rating 1

| Topics | Textbook Correlation |
|---|---|
| <ol style="list-style-type: none"> 1. Entente 2. Militarism 3. Zimmerman Telegram 4. Nationalism 5. Balkans 6. Franz Ferdinand 7. Triple Alliance 8. Bismarck 9. Central Powers 10. Allies 11. Western Front 12. Battle of the Marne 13. e. gas 14. Lusitania 15. Bolsheviks 16. Lenin 17. Armistice 18. Treaty of Versailles | Chapter 29 |
| | Instructional Resources |
| | <ul style="list-style-type: none"> • Teacher’s Edition pp 739A - 739B • <i>All Quiet on the Western Front</i> - Video • <i>Remarque</i> - Book • <i>Foot Soldier</i> - Ave - Video • <i>1914-1918 - WWI</i> - Video • <i>Guns of August</i> - Tuchman • <i>Versailles, the Lost Peace</i> - Video • <i>An American Nurse at War</i> - Video |
| Instructional Resources | Suggested Strategies/Activities |

| | |
|--|---|
| <p>Web Sites www.mlworldhistory.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.glencoe.com www.americanhistory.about.com www.historylink101.com</p> | <p>Use Warm-Up Transparency WT29 to teach about the situation leading up to World War I.</p> <p>In-Depth Resources: Chapter 29, Section 2, Pg. 12-13. Literature: <i>All Quiet on the Western Front</i></p> <p>World War I Project (See accompanying handout)</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> |
| <p>Assessments</p> | |
| <p>In-Depth Resources: Chapter 29, Section 2, Pg. 14. Literature Selection: <i>The Soldier</i> - Have Students complete research section</p> <p>World War I Project (See accompanying handout)</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> | |

The Russian Revolution

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|---------------|---------|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | AP | Teaching Time | Quarter |
| | | | | | | I | | | M | | | | MM | 4 Days | 4 |

P.A.S.S. Objective

The student will...

XV. Analyze major twentieth century historical events:

B. The Bolshevik revolution in Russia, and the creation of the Soviet Union

District Objective(s)

Students will:

1. Identify and evaluate the mistakes made by Nicholas II.
2. Explain how Lenin adapted the idea of Marx to Russia conditions.
3. Explain how Lenin’s policies changed economic and social life in Russia.
4. Explain how Stalin defeated Trotsky for control of the Communist party.
5. Discuss Stalin’s goals for the U.S.S.R. and how he achieved them.
6. Explain the human cost of Stalin’s policies.
7. Describe how the Soviet Union became a totalitarian state.

SAT9
 CRT
 EOI
 AP
 Textbook Rating **1**

| Topics | Textbook Correlation |
|---|---|
| <ol style="list-style-type: none"> 1. Czar 2. Nicholas II 3. Menshevik 4. Bolsheviks 5. Karl Marx 6. Lenin 7. Rasputin 8. Russo-Japanese War 9. Dictatorship of the Proletariat 10. Red Army 11. U.S.S.R 12. Communist Party 13. Stalin 14. Trotsky 15. Totalitarian | <p>Chapter 30 Telescoping History</p> <hr/> <p style="text-align: center;">Instructional Resources</p> <ul style="list-style-type: none"> • Teacher’s Edition pp 765A - 765B • <i>Before Gorbachev</i> - Video • <i>Rasputin</i> - Video • <i>Dr. Zhivago</i> - Video <p>Literature Connection</p> <ul style="list-style-type: none"> • <i>Animal Farm</i> – George Orwell |

| Instructional Resources | Suggested Strategies/Activities |
|--|---|
| <p>Web Sites</p> <p>www.mlworldhistory.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.glencoe.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p> | <p>Art and Culture Transparencies AT 65 - User's Guide, Pg. 33</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> |
| Assessments | |
| <p>Critical Thinking Essays: Why did the Bolshevik Revolution succeed after earlier revolutions had failed?</p> <p>Compare the ways in which Lenin and Stalin governed the Union of Soviet Socialist Republics. Consider what actions the two men took and what life under their dictatorships was like.</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> | |

Years of Crisis

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|---------------|---------|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | AP | Teaching Time | Quarter |
| | | | | | | I | | | E | M | | | MM | 5 Days | 4 |

P.A.S.S. Objective

The student will...

XV. Analyze major twentieth century historical events:

- C. The rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan
- D. The political, social, and economic impact of the 1930's worldwide depression

District Objective(s)

Students will:

1. Explain why European countries turned to dictators in the 1930's.
2. Identify the Axis powers on a map and identify the nations they invaded.
3. Discuss the Munich Agreement.
4. Explain why isolationist feeling was strong in the United States after World War I.
5. Explain why the 1920's seemed so prosperous in the United States.
6. Describe how the Great Depression affected the United States, Great Britain, and France.
7. Explain how the Treaty of Versailles impacted Germany.

SAT9
 CRT
 EOI
 AP
 Textbook Rating **1**

| Topics | Textbook Correlation |
|--|--|
| <ol style="list-style-type: none"> 1. Dawes Plan 2. Kellogg-Briand Pact 3. Isolationism 4. Stock Market Crash 1929 5. World Depression 6. New Deal 7. Franklin D. Roosevelt 8. Fascist/Mussolini 9. Nazis/Hitler 10. Nuremberg Laws 11. Kristallnacht 12. Mein Kampf 13. Axis Powers 14. Munich Conference 15. Appeasement 16. Third Reich | <p>Chapter 31 Telescoping History</p> <hr/> <p style="text-align: center;">Instructional Resources</p> <ul style="list-style-type: none"> • Teacher's Edition pp 791A - 791B |

| Instructional Resources | Suggested Strategies/Activities |
|---|--|
| <p><u>Web Sites</u> www.mlworldhistory.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.glencoe.com www.americanhistory.about.com www.historylink101.com</p> | <p>Have students study the Chapter Opener and suggest what the storm-troopers and people in the bread line have in common.</p> <p>Have students make a Venn diagram showing what is similar and different in Fascism and Communism.</p> <p>Teacher’s Edition, Pg. 797 - Critical Thinking Activity: Cluster Diagram</p> <p>In-Depth Resources: Chapter 31, Section 3, Pg. 49 Literature: Poems</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> |
| Assessments | |

Critical Thinking Essays: What do you think President Franklin D. Roosevelt meant when he said that the only thing the United States had to fear was fear itself?

What political and social factors led to the fall of several European democracies in the 1920s and 1930s?

Struggle for Freedom -- See accompanying sheets/diagrams

World War II

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | AP | Teaching Time | Quarter |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|---------------|---------|
| | | | | | | I | | | E | M | | | MM | 10 Days | 4 |

P.A.S.S. Objective

The student will...

XV. Analyze major twentieth century historical events:

- E. The rise of nationalism, and the causes and effects of World War II (e.g., the Holocaust, economic and military power shifts since 1945, the founding of the United Nations, and the political partitioning of Europe, Africa, and Asia.

District Objective(s)

Students will:

1. Explain why Hitler signed a treaty with the Soviet Union.
2. Discuss how Europe fell to the Axis powers.
3. Discuss how the Nazis ruled their empire in Europe.
4. Explain why Hitler invaded the Soviet Union.
5. Describe how the United States responded to the outbreak of World War II.
6. Explain why the United States entered the war.
7. Discuss the success the Japanese achieved early in the war.
8. Explain how the Allies mobilized their resources for war.
9. Identify the turning points in Europe and Pacific Theater.
10. Explain why President Truman decided to use the atomic bomb.
11. Explain why the Allies held war crimes trials.
12. List the long-term effects of World War II.
13. Identify the “Final Solution” and its consequences.

SAT9

CRT

EOI

AP

Textbook Rating 1

| Topics | | Textbook Correlation |
|---|--|---|
| <ol style="list-style-type: none"> 1. Nonaggression Pact 2. Blitzkrieg 3. Polish Corridor 4. Winston Churchill 5. Vichy Regime 6. Charles de Gaulle 7. RAF 8. Lend-Lease Act 9. MacArthur 10. Eisenhower 11. Hirohito 12. Truman 13. Montgomery 14. Zhukov 15. Kamikaze 16. Rommel 17. Holocaust 18. Auschwitz 19. Internment Camps 20. Nuremberg Trial | <p>Major Battles:</p> <p>Europe-</p> <ul style="list-style-type: none"> Dunkirk Battle of Britain Stalingrad Leningrad El Alamein Sicily Anzio Normandy Battle of Bulge Fall of Berlin <p>Pacific-</p> <ul style="list-style-type: none"> Pearl Harbor Corregidor Coral Sea Midway Guadalcanal Iwo Jima/Okinawa Hiroshima/Nagasaki | <p>Chapter 32</p> <hr/> <p style="text-align: center;">Instructional Resources</p> <ul style="list-style-type: none"> • Teacher’s Edition pp 817A - 817B • <i>The Great Dictator</i> - film (Charlie Chaplin) • <i>Operation Rescue</i> - Video • <i>Longest Day</i> - Video • <i>Life is Beautiful</i> - Video |
| Instructional Resources | | Suggested Strategies/Activities |

| | |
|---|---|
| <p>Web Sites www.mlworldhistory.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.peacesite.com www.historynet.com http://geography.miningco.com www.glencoe.com www.americanhistory.about.com www.historylink101.com</p> | <p>Teacher's Edition Cooperative Activity, Pg. 823: Researching War Technology</p> <p>Geography Transparencies, GT 32 - User's Guide, Pg. 16</p> <p>Use Warm-Up Transparency WT32 to focus on the suffering of soldiers in wartime.</p> <p>Assign the selection from Wiesel's <i>Night</i> on page 66 in <i>In-Depth Resources: Unit 7</i> and discuss the element of intolerable suspense.</p> <p>Ask students to analyze what aspect of human nature they think results in the ethnic cleansing referred to in the close activity (TE page 834).</p> <p>Use Warm-Up Transparency WT32 to understand the D-day invasion by the use of maps.</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> |
|---|---|

Assessments

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| <p>Critical Thinking Essays: Why did Japan attack Pearl Harbor? What were some of the most important consequences of the attack?</p> <p>Why do you think that an event as horrifying as the Holocaust was able to occur?</p> <p>In-Depth Resources: Chapter 32, Section 5, Pg. 71. Connections Across Time and Cultures: Two World Wars</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> |
|---|

Warfare Technology

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|---------------|---------|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | AP | Teaching Time | Quarter |
| | | | | | | | | | I | M | | | MM | 7 Days | 4 |

P.A.S.S. Objective

The student will...

XV. Analyze major twentieth century historical events:

- F. New technologies, such as the armored tank, aircraft, submarines, and atomic power, which influenced patterns of conflict.

District Objective(s)

Students will:

1. Analyze the impact of new technologies on warfare.

SAT9
 CRT
 EOI
 AP

Textbook Rating 1

| Topics | Textbook Correlation |
|---|--|
| 21. Aircraft Carrier 22. Rockets 23. Jet Engines 24. Atomic Weapons 25. Armored Tank 26. Radar 27. "Enigma and Ultra" code machines | Chapter 32 |
| | Instructional Resources |
| | <ul style="list-style-type: none"> • Teacher's Edition pp 817A - 817B |

| Instructional Resources | Suggested Strategies/Activities |
|---|---|
| <p><u>Web Sites</u> www.mlworldhistory.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.glencoe.com www.americanhistory.about.com www.historylink101.com</p> | <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> <p>Teacher's Edition Cooperative Activity, Pg. 823: Researching War Technology</p> <p>Geography Transparencies, GT 32 - User's Guide, Pg. 16</p> |
| Assessments | |
| <p>In-Depth Resources: Chapter 32, Section 5, Pg. 71. Connections Across Time and Cultures: Two World Wars</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> | |

Cold War Era

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|---------------|---------|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | AP | Teaching Time | Quarter |
| | | | | | | I | | | E | M | | | MM | 10 Days | 4 |

P.A.S.S. Objective

The student will...

XV. Analyze major twentieth century historical events:

- G. Revolutionary movements in Asia and their leaders, such as Mao Zedong and Ho Chi Minh
- I. Regional military and political conflicts, such as Korea and Vietnam
- J. The creation of the modern state of Israel, and the recurring conflicts between and among Israel and her Arab neighbors
- K. The beginning and end of the Cold War and the collapse of the Soviet Union
- L. The Chinese Cultural Revolution and the pro-democracy student demonstrations at Tiananmen Square in Beijing

District Objective(s)

Students will:

1. Analyze the major events of the Cold War.
2. Discuss effects of Yalta.
3. Explain how the U.S. responded to Soviet expansion after World War I.
4. Explain why Berlin became a focus of the Cold War.
5. Discuss what role individual leaders played in the postwar recovery.
6. Describe how NATO's mission as a military alliance has changed.
7. Explain how Gorbachev attempted to reform the Soviet economy and society.
8. Discuss how Soviet foreign policy changed after 1960.
9. Describe how the U.S. dealt with challenges in Latin America and the Middle East.

SAT9
 CRT
 EOI
 AP
 Textbook Rating **1**

| Topics | Textbook Correlation | | |
|---|---|---|--|
| <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 1. Cold War 2. Yalta Conference 3. Iron Curtain 4. Containment 5. United Nations 6. Truman Doctrine 7. Marshall Plan 8. NATO 9. Warsaw Pact 10. Korean War 11. Domino Theory 12. Sputnik 13. U-2 Crisis 14. Space Race 15. Berlin Wall 16. Cuban Missile Crises 17. Limited Test Ban Treaty 18. Vietnam War 19. Tonkin Gulf Resolution 20. Tet Offensive 21. Dove/Hawk 22. SALT Treaty 23. Detente 24. Soviet Invasion of Afghanistan </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 25. Helsinki Conference 26. Solidarity 27. Leaders: Stalin Reagan Churchill Ford Truman Carter Eisenhower Yeltsin Kennedy Walesa Khrushchev Havel Johnson Dubcek Brezhnev Nagy Nixon Castro Mao Tse-tung Ho Chi Minh Gorbachev Deng Zhov Ping Chaing Kai Shek Cho En Lai </td> </tr> </table> | <ol style="list-style-type: none"> 1. Cold War 2. Yalta Conference 3. Iron Curtain 4. Containment 5. United Nations 6. Truman Doctrine 7. Marshall Plan 8. NATO 9. Warsaw Pact 10. Korean War 11. Domino Theory 12. Sputnik 13. U-2 Crisis 14. Space Race 15. Berlin Wall 16. Cuban Missile Crises 17. Limited Test Ban Treaty 18. Vietnam War 19. Tonkin Gulf Resolution 20. Tet Offensive 21. Dove/Hawk 22. SALT Treaty 23. Detente 24. Soviet Invasion of Afghanistan | <ol style="list-style-type: none"> 25. Helsinki Conference 26. Solidarity 27. Leaders: Stalin Reagan Churchill Ford Truman Carter Eisenhower Yeltsin Kennedy Walesa Khrushchev Havel Johnson Dubcek Brezhnev Nagy Nixon Castro Mao Tse-tung Ho Chi Minh Gorbachev Deng Zhov Ping Chaing Kai Shek Cho En Lai | <p>Chapter 33</p> <p>Issues of the Modern World Cold War Arab/Israeli</p> <hr/> <p style="text-align: center;">Instructional Resources</p> <ul style="list-style-type: none"> • Teacher's Edition pp 851A - 851B • <i>Berlin; Journey of a City</i> - Video • <i>Rise and Fall of Communism</i> - Video • <i>Missiles of October</i> - Video • <i>Ordinary Americans, Voices from Vietnam</i> - Video • <i>The Cold War</i> - Video |
| <ol style="list-style-type: none"> 1. Cold War 2. Yalta Conference 3. Iron Curtain 4. Containment 5. United Nations 6. Truman Doctrine 7. Marshall Plan 8. NATO 9. Warsaw Pact 10. Korean War 11. Domino Theory 12. Sputnik 13. U-2 Crisis 14. Space Race 15. Berlin Wall 16. Cuban Missile Crises 17. Limited Test Ban Treaty 18. Vietnam War 19. Tonkin Gulf Resolution 20. Tet Offensive 21. Dove/Hawk 22. SALT Treaty 23. Detente 24. Soviet Invasion of Afghanistan | <ol style="list-style-type: none"> 25. Helsinki Conference 26. Solidarity 27. Leaders: Stalin Reagan Churchill Ford Truman Carter Eisenhower Yeltsin Kennedy Walesa Khrushchev Havel Johnson Dubcek Brezhnev Nagy Nixon Castro Mao Tse-tung Ho Chi Minh Gorbachev Deng Zhov Ping Chaing Kai Shek Cho En Lai | | |

| Instructional Resources | Suggested Strategies/Activities |
|--|--|
| <p>Web Sites www.mlworldhistory.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.glencoe.com www.americanhistory.about.com www.historylink101.com</p> | <p>Critical Thinking Transparencies CT 69 User’s Guide, Pg. 35</p> <p>In-Depth Resources: Chapter 33, Section 4, Pg. 11 - Primary Source: The Cuban Missile Crisis</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> |
| Assessments | |
| <p>Critical Thinking Essay: What problems resulted from the Soviet attitude, expressed by Leonid Brezhnev, that the Soviet Union had the right to prevent its satellites from rejecting communism and the American attitude, demonstrated in Nicaragua, El Salvador, and Vietnam, that it had the right to prevent countries from becoming Communist?</p> <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> | |

Modern Nationalism

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|---------------|---------|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | AP | Teaching Time | Quarter |
| | | | | | | | | | M | | | | MM | 5 Days | 4 |

P.A.S.S. Objective

The student will...

XV. Analyze major twentieth century historical events:

H. African and Asian countries which achieved independence from European colonial rule, such as India under Mohandas Gandhi and Ghana under Kwame Nkrumah.

District Objective(s)

Students will:

1. Describe the African independence movement.
2. Describe Gandhi's contributions to Indian Independence.
3. Explain how India gained greater self-government.
4. Explain the sources of Jewish nationalism and of the conflict between Arab nationalists and Zionists.
5. Describe the changes that took place in the Middle East after World War I.
6. Discuss what groups battled for power in China.
7. Describe the role of the U.S. in Latin America during the early Twentieth century.
8. Compare and contrast the aims and achievements of China's three great nationalist leaders.

SAT9
 CRT
 EOI
 AP
 Textbook Rating **1**

| Topics | Textbook Correlation |
|--|--|
| <ol style="list-style-type: none"> 1. Nkrumah 2. Kenyatta 3. Jinnah 4. Nehru 5. Mohandas Gandhi 6. Zionist 7. Civil Disobedience 8. Indian National Congress 9. Muslim League 10. Balfour Declaration 11. Good Neighbor Policy 12. Sun Yixian 13. Mao Tse-Tung 14. Chiang Kai-Shek 15. Long March | <p>Chapter 34 - 36 Telescoping History</p> <hr/> <p style="text-align: center;">Instructional Resources</p> <ul style="list-style-type: none"> • Teacher's Edition Chapter 34, pp 881A - 881B Chapter 35, pp 907A - 907B Chapter 36, pp 937A - 937B • <i>Ghandi</i> - Video |

| Instructional Resources | Suggested Strategies/Activities |
|---|--|
| <p><u>Web Sites</u> www.mlworldhistory.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.glencoe.com www.americanhistory.about.com www.historylink101.com</p> | <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> <p>In-Depth Resources: Chapter 34, Section 3, Pg. 25 - The Congo Gains Independence</p> <p>In-Depth Resource: Chapter 35, Section 2, Pg. 46 - Primary Source: Inaugural Address by Nelson Mandela</p> <p>In-Depth Resource: Chapter 35, Section 3, Pg. 47 - Political Cartoon</p> <p>In-Depth Resource: Chapter 36, Section 3 - The Universal Declaration of Human Rights</p> |
| Assessments | |
| <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> <p>In-Depth Resource: Chapter 34, Section 3, Pg. 36 - Becoming a New Nation</p> <p>In-Depth Resource; Chapter 35, Section 4, Pg. 54 - The Breakup of Two Empires</p> <p>In-Depth Resource: Chapter 36, Section 4, Pg. 72 - Progress and Change</p> | |

World History

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | AP | Teaching Time | Quarter |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|---------------|---------|
| | | | | | | | | I | E | M | | | MM | all year | 4 |

P.A.S.S. Objective

The student will...

XVI. Demonstrate social studies research skills.

- A. Identify, analyze, and interpret primary and secondary sources and artifacts.
- B. Validate sources as to their authenticity, authority, credibility, and possible bias.
- C. Construct time lines of key events, periods, and historically significant individuals.
- D. Identify and analyze the reasons for major shifts in national political boundaries.

District Objective(s)

Students will:

SAT9
 CRT
 EOI
 AP
 Textbook Rating **1**

| Topics | Textbook Correlation |
|---|-------------------------|
| This P.A.S.S. objective must be addressed in each unit. | |
| | Instructional Resources |

| | |
|--|---|
| | <p><u>Web Sites</u> www.mlworldhistory.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.glencoe.com www.americanhistory.about.com www.historylink101.com</p> |
|--|---|

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|--|
| Suggested Strategies/Activities |
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| <p>Struggle for Freedom -- See accompanying sheets/diagrams</p> |
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|--------------------|
| Assessments |
|--------------------|

Struggle for Freedom -- See accompanying sheets/diagrams