

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**GOVERNOR LIVINGSTON HIGH SCHOOL
SOCIAL STUDIES DEPARTMENT**

GLOBAL STUDIES 2
#0161

GLOBAL STUDIES 2 HONORS
#0160

Curriculum Guide

September 2006

Mrs. Judith A. Rattner, Superintendent
Dr. Matthew Jennings, Assistant Superintendent
Mrs. Katherine Venditti, District Supervisor

Developed by: Christian Walter
Kimberly Fleming

This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education
at the regular meeting held on 10/19/06.

TABLE OF CONTENTS

	Page
Philosophy and Rationale.....	1
Course Proficiencies.....	2
Course Objectives.....	2
Student Proficiencies.....	4
Methods of Evaluation	5
Social Studies Department Guidelines for Teachers	6
Course Outline/Student Objectives	7
Course Requirement and Grading Guidelines	13
Resources/Activities Guide.....	23
Suggested Audio Visual/Computer Aids	34
Suggested Materials.....	35
Resources for Students	35
Resources for Teacher.....	35

PHILOSOPHY/RATIONAL

Global Studies 2 is a required full year course taught at the ninth grade level for which the students receive credit upon completion. Ninth grade social studies builds upon the historical themes and skills taught in the K-8 curriculum. The course integrates the study of geography, economics, politics, society, and history. There is also emphasis placed on the interaction of these factors in the creation of the modern world. The course is broken down into five units that chronologically examine world history from the Renaissance to the modern day. The units are devised to meet the New Jersey Social Studies Core Curriculum Content Standards, as well as increase knowledge of social studies and provide opportunities to apply this knowledge to new situations.

The curriculum also addresses the tasks of the High School Proficiency Assessment (HSPA) and includes many skills suggested by the national standards. These include reading, study, research, technical, and critical-thinking skills. These skills are developed throughout the year. The curriculum also provides opportunity to practice many of the skills contained in the Cross Content Workplace Readiness Standards. The social studies curriculum provides consistent and enriched teaching and learning of content and skill throughout high school.

It is the purpose of the Global Studies 2 course to prepare students to perform at higher levels of historical study, in the high school and beyond. The ultimate goal of ninth grade social studies is to educate students to become informed citizens of the global age.

COURSE PROFICIENCIES

COURSE OBJECTIVES

1. To examine the formative events of the Modern Age: Renaissance, Reformation, Age of Exploration, colonization, centralization, and the formation of national cultures. (6.2/1-8; 6.3/D1-6; 6.4/D1,2,5; 6.5/E6; 6.6/A1-5, B1-3, D1-5, E3,5,7,8; 8.1/A1,4-9, B2,3,5-7,9,11; 8.2/A1-3, C2-3; 9.1/A1-3, B2-4; 9.2/A2-4, B2-3, C1-2, D1,3, E8, F1)
 - A. Articulate the causes and effects of the Renaissance, Reformation, and the Scientific Revolution.
 - B. Examine the motivations of European exploration, the societies encountered, and the consequences that resulted.
 - C. Analyze the colonial experience in the Americas, Triangular Trade, and the benefit of the Columbian Exchange.
 - D. Discuss the centralization of political power in Europe and the growth of national cultures.
 - E. Trace the factors that led to a gradual decline of Islam as a dominant political force in Europe and the Middle East during the Early Modern Era.

2. To understand the origins of the Age of Revolution and the political, social, and economic developments that lead to the dominance of Europe. (6.2/A1-8; 6.3/E1,7; 6.5/E6; 6.6/A1-5, B1-3, D1-5, E3,5,7,8; 8.1/A1,4-9, B2,3,5-7,9,11; 8.2/A1-3, C2-3; 9.1/A1-3, B2-4; 9.2/A2-4, B2-3, C1-2, D1,3, E8, F10)
 - A. Analyze the intellectual underpinnings of the Age of Revolution and their impact on society.
 - B. Summarize events in France leading to the collapse of the monarchy, the rise of republicanism, the Terror, and the advent of the empire.
 - C. Examine the Congress of Vienna and Revolutions of the mid-1800's as outgrowths of the French Revolution.
 - D. Examine the social, political, and economic impact of the process of European nation building: Germany, Italy, and Russia.
 - E. Explain the process of reform and the expansion of suffrage in the western democracies.

3. To analyze the impact of industrialization and understand the motivations for the Era of Imperialism. (6.2/A1-8; 6.3/E1-5; 6.4/H4-6, I3; 6.5/E6; 6.6/A1-5, B1-3, D1-5, E3,5,7,8; 8.1/A1,4-9, B2,3,5-7,9,11; 8.2/A1-3, C2-3; 9.1/A1-3, B2-4; 9.2/A2-4, B2-3, C1-2, D1,3, E8, F1)
 - A. Explain how the new social and political philosophies joined with the economic and technological changes of the Industrial Age.
 - B. Evaluate the societal changes that take place in the 19th century as a result of industrialization.
 - C. Analyze Europe's use of imperialism as a social, political, and economic tool.

COURSE PROFICIENCIES (continued)

- D. Explain the different responses to imperialism in other countries around the world.
4. To understand the events of the first half of the 20th Century and their social, political, and economic consequences for the world today. (6.2/A1-8; 6.3/F1-2; 6.4/I4,6,7, J5-6; 6.5/E6; 6.6/A1-5, B1-3, D1-5, E3,5,7,8; 8.1/A1,4-9, B2,3,5-7,9,11; 8.2/A1-3, C2-3; 9.1/A1-3, B2-4; 9.2/A2-4, B2-3, C1-2, D1,3, E8, F1)
- A. Analyze the causes and consequences of World War I and the Russian Revolution.
 - B. Examine the social, political, and economic crises facing interwar Europe.
 - C. Analyze World War II and its aftermath for its global implications.
 - D. Enumerate the impact of nationalist movements on a global scale from 1910 to 1939.
5. To examine the social, political, and economic development of the world in the second half of the 20th Century and beyond. (6.2/A1-8; 6.3/F2, G1-2, H1-4; 6.4/K1,2,4, L4-7; 6.5/E6; 6.6/A1-5, B1-3, D1-5, E3,5,7,8; 8.1/A1,4-9, B2,3,5-7,9,11; 8.2/A1-3, C2-3; 9.1/A1-3, B2-4; 9.2/A2-4, B2-3, C1-2, D1,3, E8, F1)
- A. Examine the emergence of the Cold War and the global implications of competing superpowers.
 - B. Analyze the establishment of new nations in South Asia, Southeast Asia, Africa, and the Middle East.
 - C. Analyze the causes and describe various violent conflicts in the recent past.
 - D. Evaluate current trends in the collective world and in specific regions.

STUDENT PROFICIENCIES

The students will be able to:

1. Interpret what is read by drawing inferences.
2. Distinguish between fact and opinion.
3. Recognize propaganda.
4. Read critically.
5. Read analytically.
6. Read to predict outcomes.
7. Read to answer a question.
8. Read to form an opinion.
9. Read to skim for facts.
10. Evaluate sources of information: print, visual, and electronic.
11. Use in-text citations and works cited pages.
12. Use IMC resources to research topics.
13. Interpret political cartoons.
14. Use online sources to gather information.
15. Use specialized social studies databases.
16. State relationships between categories of information.
17. Demonstrate understanding of cause-effect relationships in history.
18. Formulate opinions based on critical examination of facts.
19. Propose plans of actions to solve historical problems.
20. Reinterpret events in terms of what might have happened had certain events been different.
21. Develop a relatively complex thesis with proper reasoning and support.
22. Present appropriate, quality evidence in support of a thesis.
23. Write in a logical, rational, organized manner.
24. Demonstrate understanding of general historical concepts through writing.
25. Demonstrate original thinking through writing.
26. Understand the attitudes of a society in time through an examination of its culture.
27. Use multimedia technology resources to effectively give historical information to an audience.
28. Map major areas, events, and changes in history.
29. Demonstrate effective presentation abilities.
30. Understand the features of an advanced timeline.
31. Effectively participate in class discussions and lectures.
32. Take effective notes based on class discussions, lectures, and reading.
33. Develop effective study habits for assessments.

METHODS OF EVALUATION

1. Homework and/or notebook.
2. Class participation and team cooperation.
3. Tests and quizzes.
4. Classroom activities.
5. Presentations.
6. Projects.
7. Quarterly projects (Regular only).
8. Thematic analysis papers (Honors only).
9. Mid-term and final examinations or projects.

SOCIAL STUDIES DEPARTMENT GUIDELINES FOR TEACHERS

1. All teachers are to write unit plans that include objectives for the unit, a brief content outline, and a list of activities.
2. Teachers should provide students with written explanations and grading procedures on the first day of class.
3. Documentation for essays and analysis papers must follow procedures established by the district and school.
4. In order to have consistency in grading and in expectations for student achievement, all teachers should follow the guidelines described in the Resources/Activities Guide.
5. Grades are to be recorded in the teacher's grade book as decimal grades. The final grade for the marking period must be recorded as a letter grade.

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

The student will be able to:

NJ Core Curriculum Standards/ Grade	Strands & Indicators	Course Outline/Student Objectives
6.1/9 6.3/9 6.4/9 6.5/9 6.6/9 8.1/9 8.2/9 9.1/9 9.2/9	A1-8 D1-6 D1,2,5 E6 A7 A1-5 B1-3 D1-5 E3,5,7,8 A1,4-9 B2,3,5-7,9,11 A1-3 C2-3 A1-3 B2-4 A2-4 B2-3 C1-2 D1,3 E8 F1	I. Origins Of The Early Modern Era 1300-1800 (7 weeks) A. Articulate the Causes and Effects of the Renaissance, Reformation, and the Scientific Revolution 1. Examine and analyze the historical forces that led to the birth of the Renaissance and the Reformation 2. Differentiate between the various humanist thinkers 3. Describe the fundamental conflicts of the Reformation 4. Examine the impact of geography in the diffusion of both Renaissance and Reformation ideas 5. Analyze the development and impact of the Scientific Revolution B. Examine the Motivations of European Exploration, the Societies Encountered, and the Consequences That Resulted 1. Analyze the factors leading to European exploration 2. Investigate the impact of European footholds in Africa and how it affected the continent 3. Describe the cultures and traditions of East and Southeast Asia 4. Trace the causes and consequences of cultural conflict 5. Describe various aspects and changes in Chinese culture and societal structure 6. Analyze Tokugawa Japan in an economic, political, social, and cultural sense C. Analyze the Colonial Experience in the Americas, Triangular Trade, and the Benefit of the Columbian Exchange 1. Analyze the short and long-term effects of Spanish victories in the Americas 2. Outline Spanish colonial administration in the Americas 3. Examine the growth of French and English colonies in the North America 4. Investigate the causes for, and conditions of, the Triangular Trade 5. Trace the origins of the Columbian Exchange and the impact it had on both the ordinary citizen and in creating a global community D. Discuss the Centralization of Political Power in Europe and the Growth of National Cultures

		<p>I. Origins Of The Early Modern Era 1300-1800 (continued)</p> <ol style="list-style-type: none"> 1. Trace Spain’s quest for imperial power and understand the factors that led to their failure in maintaining a dominating imperial presence 2. Outline the success and failure of Louis XIV as the absolute monarch of France 3. Outline the differences between the Tudor and Stuart relationships with Parliament 4. Determine the impact of the rise of the middle class on the English political system 5. Analyze how the English Civil War and the rise of the Commonwealth led to the Glorious Revolution 6. Relate the role of the Thirty Years War in the rise of Austria and Prussia 7. Describe the modernization of Russia under Peter the Great and Catherine the Great <p>E. Trace the Factors That Led to a Gradual Decline of Islam as a Dominant Political Force in Europe and the Middle East During the Early Modern Era</p> <ol style="list-style-type: none"> 1. Trace the rise of the Ottoman Empire as a dominant power 2. Analyze the factors which led to the rise and fall of the Safavid Empire 3. Measure the effects of British imperialism in causing the decline of the once great Mogal Empire
<p>6.1/9 6.3/9 6.5/9 6.6/9 8.1/9 8.2/9 9.1/9 9.2/9</p>	<p>A1-8 E1, 7 A7 A1-5 B1-3, D1-5 E3,5,7,8 A1,4-9 B2,3,5-7,9,11 A1-3 C2-3 A1-3 B2-4 A2-4 B2-3 C1-2 D1,3 E8 F1</p>	<p>II. Enlightenment To Revolution From 1500-1900 (7 weeks)</p> <p>A. Analyze the Intellectual Underpinnings of the Age of Revolution and Their Impact on Society</p> <ol style="list-style-type: none"> 1. Outline how the individual contributions of Hobbes, Locke, Rousseau etc., impacted the society and economy of Europe and it’s colonies 2. Summarize the impact of the Enlightenment on arts and leisure 3. Discuss the inherent contradictions in Enlightened Despotism <p>B. Summarize Events in France Leading to the Collapse of the Monarchy, the Rise of Republicanism, the Terror, and the Advent of the Empire</p> <ol style="list-style-type: none"> 1. Examine the economic crisis that lead to the collapse of the old regime and the social inequities that lead to the political crisis 2. Enumerate the moderate reforms enacted by the national assembly 3. Explain how foreign intervention led to the radicalization of the Revolution 4. Analyze how the excesses of the Terror led to the rise of Napoleon

		<p>II. Enlightenment To Revolution From 1500-1900 (continued)</p> <ol style="list-style-type: none"> 5. Specify how revolutionary reforms changed under Napoleon 6. Identify the challenges that threaten Napoleon’s Empire <p>C. Examine the Congress of Vienna and Revolutions of the Mid 1800’s as Outgrowths of the French Revolution</p> <ol style="list-style-type: none"> 1. Outline how the Congress of Vienna tried to create a lasting peace 2. Describe how liberalism and nationalism challenge the old order 3. Summarize the causes and effects of the Revolutions of 1830 and 1848 4. Analyze the causes of discontent in Latin America <p>D. Examine the Social, Political, and Economic Impact of the Process of European Nation Building: Germany, Italy, and Russia</p> <ol style="list-style-type: none"> 1. Describe the basic political changes that promoted German unification and the organization of the new German empire 2. Identify the factors that make Germany an economic giant and the resulting disruption of Europe’s economic equilibrium 3. Summarize the key obstacles to Italian unity 4. Discuss the impact of nationalism on multi-national empires 5. Analyze the conditions in Russia that allowed the czars to follow a pattern of absolutism, reform, and reaction <p>E. Explain the Process of Reform and the Expansion of Suffrage in the Western Democracies</p> <ol style="list-style-type: none"> 1. Identify how the Liberal and Conservative parties helped to bring about a new era in British politics 2. Describe the social and economic reforms that benefited workers, women, and nationalists 3. Specify the steps that the French government took towards reform in the late 19th and early 20th century
<p>6.1/9 6.3/9 6.4/9 6.5/9 6.6/9 8.1/9 8.2/9</p>	<p>A1-8 E1-5 H4-6 I3 A7 A1-5 B1-3 D1-5 E3,5,7,8 A1,4-9 B2,3,5-7,9,11 A1-3 C2-3</p>	<p>III. Industrialization And The Race For Empire From 1700-1914 (6 weeks)</p> <p>A. Explain How the New Social and Political Philosophies Joined With the Economic and Technological Changes of the Industrial Age</p> <ol style="list-style-type: none"> 1. Cite the reasons why Britain was the starting point of the Industrial Revolution 2. Discuss the impact of the Industrial Revolution on daily life 3. Enumerate the benefits and problems industrialization brought to the working class, and the new middle class, and their reactions to the changes 4. Summarize and compare the ideas of scientific socialism introduced by Karl Marx with other social theorists

<p>9.1/9</p> <p>9.2/9</p>	<p>A1-3 B2-4 A2-4 B2-3 C1-2 D1,3 E8 F1</p>	<p>III. Industrialization And The Race For Empire From 1700-1914 (cont.)</p> <p>B. Evaluate the Societal Changes That Take Place in the 19th Century as a Result of Industrialization</p> <ol style="list-style-type: none"> 1. Outline the impact of new technology on industry, transportation, and communication 2. Analyze the reasons for the rapid urbanization of the 19th century 3. Summarize the impact of urbanization and industrialization on the social fabric of modern nations 4. Enumerate the themes that shaped the Romantic and Realist movements in art, literature, and music <p>C. Analyze Europe’s Use of Imperialism as a Social, Political, and Economic Tool</p> <ol style="list-style-type: none"> 1. Outline the successes of western imperialism 2. Describe European contact with Africa 3. Explain reasons for the break-up and defeat of the Muslim world 4. Assess how British rule affected India 5. Analyze the impact of the interaction of European imperial societies with native cultures 6. Discuss how imperialism spread to Southeast Asia, the Philippines, and other Pacific Islands <p>D. Explain the Different Responses to Imperialism in Other Countries Around the World</p> <ol style="list-style-type: none"> 1. Enumerate trade rights westerners sought in China 2. Outline how discontent in Japanese society and the opening of Japan led to the Meiji restoration 3. Identify the achievements of Canada, Australia, and New Zealand as they emerged as independent nations 4. Describe the political and economic problems that faced the new Latin American nations 5. Summarize how new political tensions developed as a result of imperialism 6. Analyze the political, economic, and geographic problems created by European imperialism
<p>6.1/9</p> <p>6.3/9</p> <p>6.4/9</p> <p>6.5/9</p> <p>6.6/9</p> <p>8.1/9</p>	<p>A1-8 F1-2 I4,6,7 J5-6 A7 A1-5 B1-3, D1-5 E3,5,7,8 A1,4-9</p>	<p>IV. World Wars And Revolutions From 1900-1945 (9 weeks)</p> <p>A. Analyze the Causes and Consequences of World War I and the Russian Revolution</p> <ol style="list-style-type: none"> 1. Describe how nationalism and international rivalries pushed Europe towards war 2. Explain how ethnic tensions sparked World War I 3. Assess the impact of technology on World War I 4. Specify the economic and social elements of total war 5. Summarize the causes and effects of US entry into World War I

<p>8.2/9</p> <p>9.1/9</p> <p>9.2/9</p>	<p>B2,3,5-7,9,11</p> <p>A1-3</p> <p>C2-3</p> <p>A1-3</p> <p>B2-4</p> <p>A2-4</p> <p>B2-3</p> <p>C1-2</p> <p>D1,3</p> <p>E8</p> <p>F1</p>	<p>IV. World Wars And Revolutions From 1900-1945 (continued)</p> <ol style="list-style-type: none"> 6. Enumerate the problems faced by the delegates of the Versailles peace conference 7. Outline the conditions of the Versailles peace treaty 8. Describe the evolution of the Russian revolution up through Lenin's rule <p>B. Examine the Social, Political, and Economic Crises Facing Interwar Europe</p> <ol style="list-style-type: none"> 1. Summarize the challenges facing Britain and France during the 1920's and 1930's 2. Identify the changes in western society after World War I 3. Explain how conditions in Italy favored the rise of Mussolini and the fascists 4. Analyze the problems of the Weimar Republic and how they contributed to Hitler's rise to power 5. Enumerate the political, social, economic, and cultural policies pursued by Hitler 6. Discuss how Hitler took action against German Jews 7. Assess Stalin's regime as an example of totalitarianism <p>C. Analyze World War II and Its Aftermath for Its Global Implications</p> <ol style="list-style-type: none"> 1. Outline the factors that encouraged the coming of World War II 2. Describe the early gains of the Axis powers in Europe and the Pacific 3. Reconstruct how the Allies defeated Nazi Germany and Japan 4. Analyze the debates that surrounded the defeat of Japan 5. Examine the Holocaust through different perspectives: the Jewish citizen, the Nazis, and the everyday German citizen <p>D. Enumerate the Impact of Nationalist Movements on a Global Scale from 1910 to 1939</p> <ol style="list-style-type: none"> 1. Analyze the causes of the Mexican Revolution 2. Illustrate examples of African nationalist movements 3. Explain how European mandates impacted Arab nationalism 4. Examine the inherent conflict of modernization in an Islamic society 5. Trace the factors that spark India's independence movements after World War I 6. Assess the role of Gandhi and non-violent civil disobedience in Indian independence 7. Point out the key challenges to the Chinese Republic
<p>6.1/9</p> <p>6.3/9</p>	<p>A1-8</p> <p>F2</p> <p>G1-2</p>	<p>V. The World Today (1945 – Present) (6 weeks)</p> <p>A. Examine the Emergence of the Cold War and the Global Implications of Competing Superpowers</p>

6.4/9	H1-4 K1,2, 4 L4-7	<p>V. The World Today (1945 – Present) (continued)</p> <ol style="list-style-type: none"> 1. Summarize how the break up of wartime alliances led to the start of the Cold War. 2. Examine the impact of nuclear technology and brinkmanship 3. Compare and contrast Cold War economies in Germany, Britain, Japan, and America 4. Analyze the causes and effects of the Chinese Civil War between the Nationalists and Communists 5. Describe the course and consequences of the Korean and Vietnam Wars as they relate to global politics 6. Explain the collapse of the Soviet Union and the impact the end of the Cold War had on a global community <p>B. Analyze the Establishment of New Nations in South Asia, Southeast Asia, Africa and the Middle East</p> <ol style="list-style-type: none"> 1. Describe the political, social, and economic consequences of South and Southeast Asian independence movements 2. Discuss the social, political, and economic barriers to unity and stability in Africa 3. Identify how diversity, nationalism, and religious fundamentalism have shaped the Middle East <p>C. Analyze the Causes and Describe Various Violent Conflicts in the Recent Past</p> <ol style="list-style-type: none"> 1. Examine the causes of the ethnic and religious conflicts in Europe 2. Describe how ethnic conflict, Cold War rivalries, and political instabilities brought decades of conflict to Africa 3. Analyze the difficulties faced in the resolution of the Arab/Israeli conflict 4. Identify how political, religious, and economic differences affected the Middle East <p>D. Evaluate Current Trends in the Collective World and in Specific Regions</p> <ol style="list-style-type: none"> 1. Describe the ways in which countries around the world are becoming interdependent 2. Discuss the environmental challenges that have resulted from industrial and scientific advances 3. Examine social, political, and economic trends in Europe, United States, and Japan after the Cold War 4. Analyze the factors that have helped or hurt China and India’s quest to be superpowers 5. Identify trends and challenges facing the underdeveloped third world countries
6.5/9	A7	
6.6/9	A1-5 B1-3, D1-5 E3,5,7,8	
8.1/9	A1,4-9 B2,3,5-7,9,11	
8.2/9	A1-3 C2-3	
9.1/9	A1-3 B2-4	
9.2/9	A2-4 B2-3 C1-2 D1,3 E8 F1	

Note: The New Jersey Core Curriculum Content Standards can be accessed at www.state.nj.us

COURSE REQUIREMENTS AND GRADING GUIDELINES

GLOBAL STUDIES 2 – HONORS

Course Requirements:

All students in honors must complete the following minimum course requirements.

1. Analysis papers. (Two 2-3 page papers written per quarterly marking period)
2. Tests, quizzes, projects. (As appropriate per instructor)
3. Homework/notebook. (As appropriate per instructor)
4. Class participation. (As appropriate per instructor)
5. Mid-term and final examination. (All classes)

Grading Guidelines:

First and second marking periods:

- 40% - Tests, Quizzes, Projects
- 30% - Analysis Papers
- 20% - Homework/Notebooks
- 10 % - Class Participation *
- 100% - Total

Third and fourth marking periods:

- 35% - Tests, Quizzes, Projects
- 35% - Analysis Papers
- 20% - Homework/Notebooks
- 10 % - Class Participation *
- 100% - Total

*Please be sure to record class participation grades a minimum of every two weeks.

COURSE REQUIREMENTS AND GRADING GUIDELINES - HONORS
(continued)

Analysis Papers

All honors level students will complete two 2-3 page papers per quarterly marking period. The students will have no more than three weeks to complete each assignment. Please plan accordingly. Be sure to budget time for class discussion, moderate research, and support. Analysis Papers will count as 30% of the first and second quarterly grades, and 35% of the third and fourth marking period grades.

The purpose of the assignments is to engage the honors student in higher level reading, interpretation of sources, analysis, and writing in order to prepare them for continued study at the honors and advanced placement level courses. As such, all papers are expected to be of a high quality and show a significant degree of effort and original thought. All papers will have a sufficiently complicated (not simplistic) thesis and supporting evidence. In addition, the minimum acceptable effort must include proper MLA format and documentation.

Attached is a list of possible essay topics. It is suggested that the entire class work on the same topic, at the same time, in order to gain the maximum benefit from in-class discussion and support. The individual instructor is encouraged to supplement the essay list as he or she sees fit. However, please keep in mind that beyond student preparation these assignments will also help the department discern which students are capable of advanced placement caliber work. Therefore, please be sure that any supplemented essay topics are of an equal rigor. Also, please note that the essay topics try to cover the range of interpretive and analytical skills that will be needed by the student at both the honors and advanced placement levels.

COURSE REQUIREMENTS AND GRADING GUIDELINES - HONORS (continued)

Analysis Paper Topics

Renaissance: Have students read pertinent sections of Castiglione's *The Book of the Courtier*. Have them list and discuss the qualities described in the book for the ideal "Renaissance Man". Then ask them to write a 2-3 page paper comparing and contrasting Castiglione's views with how the terms "Renaissance Man" is interpreted today.

Renaissance: Have students read excerpts of Machiavelli's *The Prince*. Have students write a 2-3 page paper in which they provide an example of the perfect prince using Machiavelli's definition. They can use any historical or fictional figure. It might be a good idea to outlaw the obvious choices of Hitler, Stalin, Cesare Borgia, and Ferdinand of Aragon. Students must give specific examples.

Reformation: Have students read selections from Machiavelli and Luther. Have students list the similarities and differences in their works. Discuss specific passages in class. Have students write a 2-3 page paper on how both Machiavelli and Luther represented the new order of the sixteenth century.

Age of Exploration: Have students research the effects of the Age of Exploration on different continents around the world (Africa, Asia, Americas, and Europe). In their papers, they should write a thesis that discusses which continent was affected most by the developments during the era.

Expansion and Religious Wars: Have students research several aspects of warfare in the seventeenth century. What was the state of the art of war then? How had warfare changed since the Middle Ages? Different students may focus on the following:

1. Fortification
2. Tactics
3. Strategy
4. Generalship
5. Arms and armor

Each paper should give an historical overview with at least one illustration from a battle of the period.

Absolutism in Eastern Europe: Have students research the following: Why was Frederick the Great called the Great? Why was Peter the Great called the Great? Why was Catherine the Great called the Great? Compare and contrast the rule of these three Monarchs and determine what does a monarch have to do to receive the accolades of history? It might be a good idea to choose two of the three.

COURSE REQUIREMENTS AND GRADING GUIDELINES - HONORS
(continued)

The Enlightenment: Have students determine how enlightened were the so-called enlightened despots? What reforms actually came about during the reigns of Catherine the Great of Russia and Joseph II of Austria.

Impact of Industrialization: Have students view Pieter Brueghel the Elder's "Children's Games" have them list as many games as they can find in the painting. Discuss the games. Then have the students write a 2-3 page paper on how the industrial revolution might have changed the nature of children's games.

Age of Revolution: Have students read and compare Frances "Declaration of the Rights of Man" with the Magna Carta. Then have the students write a 2-3 page paper comparing and contrasting the two. The students should put particular emphasis on the evidence of Enlightenment thinking.

Colonization: In a 2-3 page paper have students discuss one of the following:

1. How did European ventures in Africa and Asia nearly lead to war?
2. Why was India so important to Britain?
3. Examine native responses to the European colonialism: India, China, Japan, and Africa.

Imperialism: Students are to research some of the various imperial policies of the major world powers. Then have students write a 2-3 page paper comparing/contrasting these policies in two areas of the world. Some examples the students may choose from: the British in Ireland, India, South Africa, and Australia; the French in Algeria, and Vietnam; the Germans in Tanzania; the Americans in the Philippines, and Latin America; and the Japanese in China and Korea.

Nationalism and Unification: Have students conduct in-depth research on the policies of Otto von Bismarck. Then have students write a 2-3 page paper debating his legacy. Did he do more harm than good to Germany and/or Europe?

World War I: Why did the Western Front devolve into a one-dimensional stalemate? Students should answer the question by investigating the major technologies of the war (perhaps no more than three) and describe how these technologies contributed to the stalemate.

The Inter-War Years: Have the class read "The Love Song of J. Alfred Prufrock" by T.S. Eliot. Then have the students write a 2-3 page paper on Prufrock as the prototypical alienated person of an anxious age.

World War II: In a 2-3 page paper have students compare and contrast the main characteristics of Fascism and Communism. Or, students can compare and contrast the cult personality of Hitler and Stalin.

COURSE REQUIREMENTS AND GRADING GUIDELINES - HONORS
(continued)

The Post War Years: Have students write a 2-3 page paper examining the veracity of the monolithic view of communism. Be sure to have students give specific examples.

Developing Nations: Have students examine the fundamental conflicts created by the process of westernization on traditional societies and their belief systems. Either develop the problems of a specific country or compare and contrast the routes taken by two different countries. (Examples: Egypt, Turkey, Iran, Saudi Arabia, India, the Philippines, Vietnam, Korea, China, Indonesia, Argentina, Brazil, Bolivia, Nicaragua, Mexico, Cuba.)

Woman's Suffrage: Analyze and compare the major points of view concerning women's suffrage and the ways in which the various commentators believed suffrage would affect the political and social order.

COURSE REQUIREMENTS AND GRADING GUIDELINES - HONORS
(continued)

Analysis Paper Rubric

	4.0	3.0	2.0	1.0 - .5
<p>Content: Extent to which the student addresses the task and the level of original and critical-thinking; analysis of ideas is present. The essay should demonstrate a broader understanding of historical issues.</p>	<p>Student addressed the task assigned, showing extensive knowledge and thorough understanding. The writing is extremely sophisticated and demonstrates original thought and critical-thinking skills. The evidence chosen is specific, logical, accurate and supports the writer's ideas. The student also demonstrates a broader understanding of historical issues.</p>	<p>Student addressed the task assigned, strong knowledge and thorough understanding. The writing demonstrates original thought and critical-thinking skills. The evidence chosen is specific, logical, accurate, and mostly supports the writer's ideas. The student also demonstrates a broader understanding of historical issues.</p>	<p>Student addressed the task assigned but the knowledge and understanding lacked significant insight. Further, analysis, original thought, and critical-thinking skills were inconsistent. The evidence chosen shows some understanding of historical issues.</p>	<p>Student did not address the task assigned and displayed a lack of understanding of major ideas and little analysis. Evidence was poorly chosen.</p>
<p>Organization: Extent to which the thesis statement shows critical-thinking. Thesis statement should be well developed, complex, and sophisticated. Extent to which the student displays coherency of ideas through paragraph organization and consistency. Introduction including thesis and proper conclusion.</p>	<p>Student's thesis clearly sets forth a well-developed and sophisticated main idea for the essay. Each subsequent paragraph displays excellent coherency and flows smoothly from one to the next.</p>	<p>Student's thesis clearly sets forth a developed and complex main idea for the essay. Each subsequent paragraph displays strong coherency and flows smoothly from one to the next.</p>	<p>Student presents a thesis statement and displays some logical progression of ideas through coherent paragraph organization.</p>	<p>Student fails to present a thesis statement and subsequent paragraphs lack organization and clarity.</p>

COURSE REQUIREMENTS AND GRADING GUIDELINES - HONORS
(continued)

Analysis Paper Rubric (continued)

<p>Mechanics/Style: Extent to which the student's writing uses correct punctuation, spelling, and grammar such as subject-verb agreement, verb tense, and pronouns usage. Student should convey a formal style, voice, diction, and tone. Sentence structure should be logical and complex. First and second person should not be used throughout.</p>	<p>Student demonstrates complete mastery of sentence structure, and clearly conveys an appropriate and distinct voice and tone. Syntactical and word choice create fluent expression, and an original, formal and sophisticated style.</p>	<p>Student demonstrates mastery of sentence structure, and conveys an appropriate and evident voice and tone. Syntactical and word choices create fluent expression, and an original and formal style.</p>	<p>Student demonstrates some awareness of competent sentence structure, voice, and tone but inconsistency exists. Syntactical and word choices reflect little forethought regarding style and creating a sense of fluency.</p>	<p>Student demonstrates limited awareness of correct use of mechanics and style.</p>
<p>Format: MLA Style: works cited* bibliography*heading accurate parenthetical citations*neatly typed*12 point font*double spaced* New Times Roman font*</p>	<p>Student uses proper MLA format according to checklist: NO ERRORS</p>	<p>Student uses proper MLA format, but one or two errors exist.</p>	<p>Student uses proper MLA format, more than two errors exist.</p>	<p>The assignment lacks many of the required elements.</p>

Plus grades are awarded when papers meet some but not all of the criteria for the next highest grade.

Content 45%	_____
Organization 35%	_____
Mechanics 10%	_____
Presentation 10%	_____
Total	_____

COURSE REQUIREMENTS AND GRADING GUIDELINE

Global Studies 2 – Regular

Course Requirements:

All students in regular level must complete the following minimum course requirements.

1. Quarterly project. (One per quarterly marking period)
2. Tests, quizzes, projects. (As appropriate per instructor)
3. Homework/notebook. (As appropriate per instructor)
4. Class participation. (As appropriate per instructor)
5. Mid-term and final examination. (All classes)

Grading Guidelines:

40% - Tests, Quizzes
25% - Projects/Papers
25% - Homework/Notebooks
10 % - Class Participation *
100% - Total

*Please be sure to record Class Participation grades a minimum of every two week

COURSE REQUIREMENTS AND GRADING GUIDELINE (continued)

Required Regular Level Projects

First Marking Period:

During the course of the first marking period, students will be required to create a newspaper with articles of relevance to the time period that they are studying.

Students in pairs will:

- ◆ Create a newspaper using Desktop Publishing software
- ◆ Create at least five items to be included in this paper. These can include news articles, editorials, editorial cartoons, letters to the editor, and human interest stories
- ◆ Present their paper to the class in a 5-10 minute presentation

Teachers will grade the newspapers on the following criteria:

- ◆ Accuracy of information in articles
- ◆ Visual presentation of materials
- ◆ Presentation skills

Second Marking Period:

During the course of the second marking period, students will be required to write a paper based on an issue which they have recently studied.

Students individually will:

- ◆ Research a topic of interest
- ◆ Develop a thesis or argument about their topic
- ◆ Give background and analysis in a three page paper including bibliography of four sources
- ◆ Present their findings in a 5-10 minute presentation

Teachers will grade the papers on the following criteria:

- ◆ Research of topic
- ◆ Development of thesis
- ◆ Content and style of paper
- ◆ Outlining skills
- ◆ Accuracy of bibliography form and content
- ◆ Presentation skills

COURSE REQUIREMENTS AND GRADING GUIDELINE (continued)

Third Marking Period:

During the course of the third marking period students will be required to collaborate with another student to create a 10-15 minute multimedia presentation on a selected topic.

Students in pairs will:

- ◆ Utilize effective presentation skills
- ◆ Research their topics
- ◆ Utilize multimedia resources
- ◆ Meet minimum time requirement
- ◆ Distribute the work and time of the presentation equally
- ◆ Provide a hard copy of elements of the presentation
- ◆ Work cited

Teachers will:

- ◆ Educate students on proper presentation skills
- ◆ Grade on accuracy of information
 - Organization
 - Presentation skills
 - Meeting time requirement
 - Distribution of time and work
 - Format
 - Group coordination
 - Validity of sources
 - Work cited

Fourth Marking Period:

During the course of the fourth marking period students will complete **ONE** of the following Web Quests.

Freedom Fighter or Terrorist?

<http://www.web-and-flow.com/members/tmarch/freedom2/webquest.htm>

Globalization – What does it mean for me?

<http://www.web-and-flow.com/members/lhayman/globalization/webquest.htm>

Cold War Museum

<http://oswego.org/staff/jdeloren/coldwar/coldwarquest.html>

Developing Nations

<http://www.spx.nsw.edu.au/src/assignments/africanset.html>

RESOURCES/ACTIVITIES GUIDE

Activities That Apply To Several Units

Cooperative Learning (Suggested for students of all levels)

The following are suggestions for cooperative learning activities. Teachers may choose to use these in addition to the required projects. They may be modified for students in either regular or honors classes.

Suggested Cooperative Learning Activities.

Renaissance: What is/was a Renaissance? To further clarify the term *renaissance*, organize students into teams and have each team explore a specific historical/artistic/literary renaissance:

1. Carolingian
2. Twelfth Century
3. Italian
4. Northern European
5. Weimar
6. Harlem

How has the term *renaissance* been used by historians, art historians, journalists, and others? How has the term been misapplied or even abused? Teams should present their reports on the various renaissances. Then the students should rewrite a brief paper synthesizing the ideas and analyzing the term.

Reformation: Have student team select a piece by a composer such as Buxtehude, Pachelbel, Boh, or Bach. Each team plays a selection for the class and reads or explains how they think the particular composition expresses the mood of the age.

Exploration: Have student pairs write biographical accounts of the leading explorers and share their findings with the class. Include visual and/or technological aids. Columbus, Da Gama, Cabral, Magellan, Cartier, the Cabots, Vespucci, Verrazano, Drake, De Soto, Pizarro, Cortez, Gilbert ... to name just a few.

Exploration: Mapping of the School. Ask students to draw, from memory, a map of the school including room numbers, names of offices, etc. Then tour the school with students to see how correct their map was.

Exploration: Students act as advisors to a European King/Queen. Their role is to advise the King of the benefits of specific regions and how exploration of that region would benefit their country.

RESOURCES/ACTIVITIES GUIDE (continued)

Islam: Jigsaw of the three major religions: Judaism, Christianity, and Islam. Students in their final groups will create a visual that represents the similarities and differences.

Islam: Dinner Party. Akabar from the Mugal Empire, Shah Abbas from Safavid Empire, and Suleiman from the Ottoman Empire meet to have dinner. (You may use more or different leaders.) Students are graded on conversation guided by the teacher. This can be done in small groups or as a class. May even have the students bring in food.

Age of Absolutism: Popular Culture. Have student teams research the popular culture of England, France, the Netherlands, Germany, Spain, and Italy in the seventeenth century. Have each group focus on:

1. Entertainments
2. Games and sports
3. Children's games
4. Superstitions
5. Popular medical remedies
6. Food

Each team should have an expert on one of the six categories. Allow time for the experts of each team to meet and discuss their aspect of popular culture. Then regroup the teams for further discussion. Finally, have each team present its findings to the class. Teams can make charts etc., as needed and desired.

Age of Absolutism: Students will create a personal web page for an absolute monarch.

Enlightenment: Organize the class into six teams. Each team is to research one key figure of the Enlightenment. Allow students to discuss their findings in class. Then have all the teams make a presentation on the figure they researched. Suggested requirements: picture, timeline, contributions, sample of work. Possible figures: Voltaire, Montesquieu, Bacon, Galileo, Newton, Diderot, or others.

Enlightenment Listen to classical music from the Enlightenment Era. Emotional response, why does this type of music find such popularity, etc?

French Revolution: Recipe for revolution. Students will be given a sample recipe and then will be asked to write their own recipe for a revolution. Students will also write a justification.

Various Revolutions 1830-1848 and Revolts: In pairs/groups students can research an individual event and report to the class. Examples can include revolutions in France, Latin America, Belgium, Poland, and Greece, etc.)

RESOURCES/ACTIVITIES GUIDE (continued)

Unification/Nationalism: In groups, students will research events of European countries in Europe during the 1800's. They will draw their country and list events occurring in their country. As they present, they will place their country on a bulletin board creating a jigsaw of Europe.

Social Changes in Britain: Each group of students will represent a class of British citizens (slaves, criminals, industrial workers, women, etc). Their task is to convince the class, who is acting as the government, that their plight is the most important and the one in need of the most change.

Industrial Revolution: Have six teams create murals of their impressions of the Industrial Revolution. After the murals are completed, have teams share them with the class, explaining why they included certain details, features, and images. Students may display their work or essays may be assigned.

Industrial Revolution: History Alive Industrial Revolution simulation. Students play the roles of industrial workers in a factory setting. Students should be asked to reflect on their experiences.

Romantic Figures: Using the following list of romantic figures, have six teams make reports on six of the romantic figures, discuss the romantic qualities of each, and include pictures, lyrics, or representative lines. Suggested figures: William Wordsworth, Walter Scott, George Sand, Victor Hugo, Eugene Delacroix, and Ludwig Van Beethoven.

Imperialism: Students can play the game Risk in groups. Students will then report back to the class on their experiences (their strategies, emotions, and outcome).

Imperialism: Students will partake in a structured debate. Pro vs. Anti-Imperialism or between specific countries i.e.: Italy vs. Ethiopia. Students will work in pairs to research and then debate each other, in front of the class, as they present their information.

Imperialism: Political cartoon analysis of the Imperialism issue. Students will look at several images and compare and contrast their meanings. Students will then draw their own political cartoon relating to Imperialism.

World War I: Have student pairs discover the poem which best illustrates the horrors of World War I. Have the teams read the poems to the class. Allow time for the discussion of the poems. Students can then be asked to write their own poem about the horrors of WWI. Suggested authors: Wilfred Owen, Robert Graves, and Sigfreid Sassoon. Variation: Art and photographs of the Great War.

RESOURCES/ACTIVITIES GUIDE (continued)

World War I: Various WWI simulations. Faux Europa Diplomacy - Avalon Hill. In these simulations students take the role of a major European power and must work with and against neighboring countries to obtain national goals.

Post World War I World: Culture Museum. Each group of students will be assigned a different aspect of the post WWI world. They will each be responsible for creating an exhibit that addresses their topic. Together the exhibits create a museum in the classroom.

Philosophy: Have student teams research the modern philosophers and present a synopsis of their main ideas to the class. Nietzsche, Bergson, Wittgenstein, Sartre, Heidegger, and Kierkegaard.

World War II: Have student teams analyze and create propaganda pieces related to World War II. The teams decide whether the posters would be pro-fascist or pro-allies. Each team would use a different medium:

1. Poster
2. Song
3. Film script
4. Radio address ... any appropriate student idea.

World War II: Students will create their own WWII board game that demonstrates knowledge of the major social, political, military, and economic events of WWII. The game can be in a variety of formats including Jeopardy, Trivia Pursuit, Risk, Monopoly, etc.

Cold War: Students will be assigned a third world country and will present to the class how the Cold War affected said country.

Cold War: Create a Cold War metaphor for the relationship between America, the Soviet Union, and their allies. Metaphors should cover the Cold War from its beginning to its end. Example: The relationship between the Soviet Union and America was like the ...

Modern World: Students will examine various conflicts in the Modern World (i.e. Bosnia, Chechnya, Africa, Arab-Israeli, India-Pakistan, etc.) List the major aspects and develop a solution to the conflict.

RESOURCES/ACTIVITIES GUIDE (continued)

Popular Culture: The British Invasion. Have student teams research and report on British rock groups that had a great impact not only on youths, but on society in general, in the 1960s and 1970s. Each group should play one or two representative songs of the group and give a brief history of the group. Allow time for a class discussion of the societal impact of the music and the groups. Suggested groups: The Beatles, The Rolling Stones, The Kinks, The Dave Clark Five, The Searchers, Cream, David Bowie, and Led Zeppelin.

RESOURCES/ACTIVITIES GUIDE (continued)

Suggested Sample Activities

Activities That Apply to Specific Units

Unit 1: Origins of the Early Modern Era 1300-1800

Text:

Honors:	<u>World History</u> <u>the Modern Era</u> Chapter 1, 1-5 Chapter 2, 1-4 Chapter 3, 1-5 Chapter 4, 1-5 Pages 32-33	Regular:	<u>World History</u> <u>Modern Times</u> Chapter 5, 1-4 Chapter 6, 1-4 Chapter 7, 1-4 Chapter 8, 1-3 Chapter 9, 2-3
---------	--	----------	---

Supplementary Activities:

Honors: Early Modern World Unit 2 Resources

- A Renaissance Fair (page 27)
- Martin Luther People in World History (page 32)
- Mapping History Activity 6 (page 51)
- The Search for Andronia (page 55)
- Reteaching Activity 6 - The Age of Exploration (page 63)
- African Tribal Masks (page 65)
- Drawing Conclusions (page 74)
- Saving the “Wooden-O” (page 78)
- King or Queen for a Day (page 81)
- Recognizing Bias (page 102)
- Muslim Empires Time Line (page 107)
- Mosques and Skyscrapers (page 112)
- Laws Governing the Military Households (page 141)
- Simulation: Will the Shogun Close Japan? (Enclosed in curriculum)

Regular: All-in-One Teaching Resources Unit 1

- Viewpoints: Galileo and Kepler’s correspondence (page 10)
- Biography: Desiderius Erasmus (page 12)
- Primary Source: The Portuguese Reach India (page 29)
- Outline Map: The World During the Age of Discovery and Global Explorations (pages 33-34)
- Viewpoints: Two Views of the Treatment of Indians (page 50)
- Primary Source: The Massacre in the Temple of Tenochtitlan (page 51)
- Outline Map: Claims in the Americas, 1700s (page 54)
- Primary Source: A Busy Day at the Sun King’s Court (page 71)
- Viewpoints: Empress Maria Theresa (page 74)

RESOURCES/ACTIVITIES GUIDE (continued)

*Various activities and primary sources for the study of the Ottoman Empire, Safavids, and Mughals are enclosed. Additionally, we recommend students use blank outline maps to trace the expansion of Islam during this period.

For additional resources on the expansion of Islam look in the Glencoe teacher materials.

Audio Visual:

Renaissance for Students – DVD

Luther – Video

The Columbus Controversy: Challenging how history was written - Video

Activities from the Center for Learning: World History: Books 2, 3, 4 also apply.

Unit 2: Enlightenment to Revolution from 1500-1900

Text:

Honors:

World History
the Modern Era
Chapter 5, 1-2
Chapter 6, 1-4
Chapter 8, 1-3
Chapter 10, 1-5
Chapter 11, 1-3

Regular:

World History
Modern Times
Chapter 10, 1-4
Chapter 11, 1-4
Chapter 12, 2-3
Chapter 13, 3-4

Supplementary Activities:

Honors: Early Modern World Unit 2 Resources

Where is the World? (page 155)
Ideas that Changed the World (page 159)
Stages of Change in France (page 187)
Marie Antoinette (page 193)
Jacques-Louis David (page 199)

Early Modern World Unit 3 Resources

Industrialization and Nationalism (page 27)
Nationalism (page 28)
Social Darwinism and Human Rights (page 56)
Detecting Bias (page 45)

Regular: All-in-One Teaching Resources Unit 2

Biography: Voltaire (page 7)

Primary Source: From Essay on the Forms of Government by Frederick II (p.8)

RESOURCES/ACTIVITIES GUIDE (continued)

Link to Literature: From A Tale of Two Cities by Charles Dickens (page 29)
Viewpoints: Two Views of the French Revolution (page 31)
History Alive Simulation on the French Revolution (at GLHS)
Outline Map: Revolutions in Europe, 1820s-1840s (page 70)
Biography: Francois Dominique Toussaint L'Ouverture (page 68)
Primary Source: From Reminiscences by Carl Schurz (page 67)

All-in-One Teaching Resources Unit 3

Viewpoints: Bismarck and His Strategies (page 28)
Primary Source: The Execution in Semyonovsky Square (page 31)
Primary Source: The London Street Markets (page 50)
Biography: Queen Victoria (page 49)

Audio Visual:

The Age of the Enlightenment – Video
The French Revolution Reconsidered – Video
Napoleon by PBS (www.pbs.org has materials for this) - Video

Activities from the Center for Learning: World History Book 2 and 3 also apply.

Unit 3: Industrialization and the Race for Empire from 1700-1914

Text:

Honors:	<u>World History</u> <u>the Modern Era</u> Chapter 7, 1-2 Chapter 9, 1-4 Chapter 12, 1-5 Chapter 13, 1-4	Regular:	<u>World History</u> <u>Modern Times</u> Chapter 12, 1, 4 Chapter 13, 1-2 Chapter 14, 1-4 Chapter 15, 1-3
---------	---	----------	--

Supplementary Activities:

Honors: Early Modern World Unit 3 Resources
Industrial Revolution Flow Charts (page 23)
Riding the Liverpool-Manchester Railway, 1830 (page 31)
Recognizing Ideologies (page 46)
“Advice to Nursing Students” and “The Difficulties of Trained Nurses” (page 59)
Railroads in India (page 75)
The Height of Imperialism (page 83)
Gandhi on Nonviolent Protest (page 87)
Express Yourself! (page 109)
Hong Kong (page 112)
Bring Learning Alive: History Alive Text (Chapter 25 page 410)

RESOURCES/ACTIVITIES GUIDE (continued)

Regular: All-in-One Teaching Resources Unit 2

Viewpoints: Two Views on Child Labor in Factories (page 47)

Biography: Jeremy Bentham (page 49)

Viewpoints: Responses to the Industrial Revolution (page 50)

All-in-One Teaching Resources Unit 3

Viewpoints: Looking at London in the 1820s (page 9)

Primary Source: The People of Paris Earn a Living (page 8)

Link to Literature: From Pride and Prejudice by Jane Austen (page 11)

Viewpoints: Two Views of Imperialism in Africa (page 70)

History Alive: Scramble for Africa Activity (at GLHS)

Biography: Rabindranath Tagore (page 73)

Traveler's Tale: The First Japanese Visit to America (page 90)

From "Our America" by Jose Marti (page 94)

Outline Map: Imperialism in Asia (page 95)

Audio Visual:

The Industrial Revolution – Video

Karl Marx and Marxism – Video

Movies on Imperialism: Gandhi, Zulu, and The Last Emperor

Activities from the Center for Learning: World History Books 2, 3, 4 also apply.

Unit 4: World Wars and Revolutions from 1900-1945

Text:

Honors: World History
the Modern Era
Chapter 14, 1-5
Chapter 16, 1-5
Chapter 17, 1-5
Chapter 15, 1-5

Regular: World History
Modern Times
Chapter 16, 1-4
Chapter 17, 1-4
Chapter 18, 1-4
Chapter 19, 1-4

Supplementary Activities:

Honors: Early Modern World Unit 4 Resources

Interpreting Military Movements on Maps (page 19)

The Plight of Refugees (page 24)

In the Trenches (page 27)

Letters from Lenin (page 33)

Jews in Europe (page 29)

Mein Kampf (page 61)

What's My Name? (page 83)

RESOURCES/ACTIVITIES GUIDE (continued)

A Nation of Nations (page 80)
Propaganda and Advertising (109)
Rena's Promise: A Story of Sisters in Auschwitz

Regular: All-in-One Teaching Resources Unit IV

Viewpoints: Soldier-Poets View World War I (page 11)
Traveler's Tales Isak Dinesen's Letters from Africa (page 13)
Outline Map: Allies and Central Powers (page 15)
Simulation: In the Trenches (from Glencoe Teacher materials) (enclosed in curriculum)
Link to Literature: "The Sound of the Cicadas" by Arturo Vivante (page 53)
Viewpoints: Hitler's Propaganda Machine (page 55)
Viewpoints: Can Hitler be Trusted? (page 72)
Primary Source: From Hiroshima by John Hersey (page 75)
Outline Map: Europe and North Africa, The War in the Pacific (page 77-78)
Link to Literature: "Prayer to the Masks" by Leopold Senghor (page 31)
Biography: Jiang Jieshi (page 33)

Audio Visual:

The Last Days – Video
The Wave – Video
Mahatma Gandhi – Pilgrim of Peace – Video
Movies: Tora, Tora, Tora, Conspiracy, Nuremburg, All Quiet on the Western Front, Battle of Britain, Schindler's List

Activities from the Center for Learning: World History Books 2, 3, 4 also apply.

Unit 5: The World Today (1945 – Present)

Text:

Honors:	<u>World History</u> <u>the Modern Era</u> Chapter 18, 1-5 Chapter 19, 1-4 Chapter 20, 1-3 Chapter 22, 1-3, 5 Chapter 21, 1, 3	Regular:	<u>World History</u> <u>Modern Times</u> Chapter 20, 1-2 Chapter 21, 1-4 Chapter 22, 1-3 Chapter 23, 1-2 Chapter 24, 1-3 Chapter 25, 1-2
---------	--	----------	---

Supplementary Activities:

Honors: Early Modern World Unit 5 Resources
Cold War and Postwar Changes (page 27)

RESOURCES/ACTIVITIES GUIDE (continued)

The Marshall Plan (page 34)
Dismantling the Soviet Union (page 47)
Berlin Journal 1989-1990 (page 57)
Name That Leader (page 79)
Cuba: A Small Country with a Large History (page 82)
South African Apartheid (page 99)
Agriculture in China (page 127)
Senator Paul D. Wellstone... Massacre at Tiananmen Square (page 137)
Former Yugoslavia (page 153)

Regular: All-in-One Teaching Resources Unit 5

Biography: Mikhail Gorbachev (page 12)
Viewpoints: Two Views on the Reunification of Germany (page 13)
Outline Map: Cold War World (page 14)
Biography: Gamal Abdel Nasser (page 31)
Outline Map: Nations of the Middle East (page 35)
Primary Source: A Family in Sarajevo by Roger Cohen (page 48)
Viewpoints: The Creation of the State of Israel (page 50)
Biography: Nelson Mandela (page 52)
Outline Map: Israel and the Occupied Territories (page 54)
Viewpoints: Saving Africa's Environment? (page 68)
Primary Source: "The Outlook for China, Human Rights" (page 70)
Primary Source: "Put Your Love in Action" by Mother Theresa (page 91)

Audio Visual:

Cold War – CNN Series – DVD
Cold War Movies - The Day After, Red Dawn, War Games, and Dr. Strangelove
Introduction to the Arab world – Video

AUDIO VISUAL/COMPUTER AIDS

<http://www.academicinfo.net/hist.html>

List of sites dealing with all aspects of world history.

<http://www.loyno.edu/~history/resources.htm>

Loyola University of New Orleans site lists guides and sources for use in world history.

<http://www.womeninworldhistory.com/resources.html>

Resources that focus on women's role in world history.

<http://www.educationindex.com/history/>

List of articles on various world history topics.

<http://www.library.wisc.edu/libraries/WomensStudies/hist.htm>

Another good site listing women's history resources.

www.historyteacher.net

A good general history website created by a teacher with many activities and primary sources.

<http://www.fordham.edu/halsall/mod/modsbook.html>

A collection of primary sources covering a wide variety of topics in world history.

<http://www.mrdonn.org/worldhistory.html>

Another teacher website full of lesson plans and activities.

www.pbs.org

Has supplementary material for many of the videos teachers can use.

<http://www.yale.edu/lawweb/avalon/avalon.htm>

Another site with a collection of primary sources focusing on political history.

<http://webquest.sdsu.edu/>

A database of Web Quests with instructional help.

<http://sesd.sk.ca/teacherresource/webquest/ss.htm>

A list of social studies specific Web Quests.

SUGGESTED MATERIALS

Resources for Students:

Regular:

Spielvogel, Jackson J. World History: Modern Times. New York, NY: McGraw Hill Glencoe Inc., 2005.

Honors:

Ellis, Elisabeth Gaynor, and Anthony Esler. World History: The Modern Era. Boston, MA: Pearson Prentice Hall Inc., 2007.

Resources For Teachers

Regular:

Spielvogel, Jackson J. World History: Modern Times. New York, NY: McGraw-Hill/ Glencoe Inc., 2005.

Resource Kit included with Teacher's Edition:

Program Overview

Assessment Rubrics for High School

Skills Handbook

All-in-One Teaching Resources

Review Unit

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Honors:

Ellis, Elisabeth Gaynor, and Anthony Esler. World History: The Modern Era. Boston, MA: Pearson Prentice Hall Inc., 2007.

Costello, Mary Enda, Eileen Maloney, Gary Mangan. World History Book 2, 3, 4. Rocky River, OH: The Center for Learning, 1997.

SUGGESTED MATERIALS (continued)

Resource Kit included with Teacher's Edition:

Resource Books

- Unit 1 - The World Before Modern Times
- Unit 2 - The Early Modern World
- Unit 3 - An Era of European Imperialism
- Unit 4 - The Twentieth-Century Crisis
- Unit 5 - Towards a Global Civilization

Active Reading - Note Taking Guide

Building Geography Skills for Life

Daily Lecture and Discussion Notes

Foods Around the World

Outline Map Resource Book

Performance Assessment Activities and Rubrics

Quizzes and Tests

Foldables

Reading Essentials and Study Guide

Standardized Test Skills Practice

Teaching Strategies for the World History Classroom

Team-Teaching Interdisciplinary Strategies and Activities