The Georgia Department of Juvenile Justice

World History

Units of Instruction Resource Manual

**Table of Contents**

**World History**

**Acknowledgments**

**Superintendent’s Letter**

**Mission and Vision Statements**

Chapter 1: Introduction

Chapter 2: Teacher’s Guide

Chapter 3: Instructional Rotation

Chapter 4: Georgia Performance Standards

Chapter 5: Curriculum Map

Chapter 6: Essential Questions and Enduring Understandings

Chapter 7: Units of Instruction

Unit 1: From Prehistory to Early Civilization

 Task 1

 Task 2

 Task 3

 Task 4

 Task 5

 Task 6 Focus CAPs

Unit 2: The Growth of Empires and Government

 Task 1

 Task 2

 Task 3

 Task 4

 Task 5

 Task 6 Focus CAPs

 Unit 3: Regional Civilization

 Task 1

 Task 2

 Task 3

 Task 4

 Task 5

 Task 6 Focus CAPs

 Unit 4: Europe Undergoes Change

 Task 1

 Task 2

 Task 3

 Task 4

 Task 5

 Task 6 Focus CAPs

 Unit 5: Enlightenment and Revolution

 Task 1

 Task 2

 Task 3

 Task 4

 Task 5

 Task 6 Focus CAPs

 Unit 6: A Changing World

 Task 1

 Task 2

 Task 3

 Task 4

 Task 5

 Task 6 Focus CAPs

 Unit 7: Decades of War

 Task 1

 Task 2

 Task 3

 Task 4

 Task 5

 Task 6 Focus CAPs

 Unit 8: The World Today

 Task 1

 Task 2

 Task 3

 Task 4

 Task 5

 Task 6 Focus CAPs

Chapter 8: Task websites

**Acknowledgements**

The Georgia Department of Juvenile Justice Department of Education would like to thank the many educators who have helped to create this World History Social Studies Units of Instruction Resource Manual. The educators have been particularly helpful in sharing their ideas and resources to ensure the completion and usefulness of this manual.

Students served by the DJJ require a special effort if they are to become contributing and participating members of their communities. Federal and state laws, regulations, and rules will mean nothing in the absence of professional commitment and dedication by every staff member.

The Georgia Department of Juvenile Justice is very proud of its school system. The school system is Georgia’s 181st and is accredited by the Southern Association of Colleges and Schools (SACS). The DJJ School System has been called exemplary by the US Department of Justice. This didn’t just happen by chance; rather it was the hard work of many teachers, clerks, instructors and administrators that earned DJJ these accolades and accreditations. The DJJ education programs operate well because of the dedicated staff. These dedicated professionals are the heart of our system.

These Content Area Units of Instruction were designed to serve as a much needed tool for delivering meaningful whole group instruction. In addition, this resource will serve as a supplement to the skills and knowledge provided by the Georgia Department of Juvenile Justice Curriculum Activity Packets (CAPs).

I would like to thank all the DJJ Teaching Staff, the Content Area Leadership Teams, Kimberly Harrison, DJJ Special Education/Curriculum Consultant and Martha Patton, Curriculum Director for initiating this project and seeing it through. Thank you all for your hard work and dedication to the youth we serve.

Sincerely yours,

James “Jack” Catrett, Ed.D.

Associate Superintendent

**Mission**

The mission of Department of Juvenile Justice Social Studies Consortium (DJJSSC) is to build a multiparty effort statewide to achieve continuous, systemic and sustainable improvements in the education system serving the Social Studies students of the Department of Juvenile Justice (DJJ).

**Vision**

To achieve the mission of the DJJSSC, members work collaboratively in examining the Georgia Performance Standards. These guidelines speak specifically to teachers being able to: deliver meaning content pertaining to the Characteristics of Social Studies and its content standards across the Social Studies units of instruction. The DJJSSC will master and develop whole-group unit lessons built around Curriculum Activity Packets (CAPs), critique student work, and work as a team to solve the common challenges of teaching within DJJ. Additionally, the DJJSSC jointly analyzes student test data in order to: develop strategies to eradicate common academic deficits among students, align curriculum, and create a coherent learning pathway across grade levels. The DJJSSC also reviews research articles, attends workshops or courses, and invites consultants to assist in the acquisition of necessary knowledge and skills. Finally, DJJSSC members observe one another in the classroom through focus walks.

**Introduction**

The World History Social Studies Units of Instruction Resource Manual is a tool that has been created to serve as a much needed tool for delivering meaningful whole group instruction. This manual is a supplement to the skills and knowledge provided by the Georgia Department of Juvenile Justice Curriculum Activity Packets (CAPs). It is imperative that our students become informed Georgia citizens who understand the history of the United States and our place in an ever increasing interconnected world, understand their past and how that past influences the present day and the future, and work in cooperative learning groups. Best practices in education indicate that teachers should first model new skills for students. Next, teachers should provide opportunities for guided practice. Only then should teachers expect students to successfully complete an activity independently. The World History Social Studies Units of Instruction meets that challenge.

|  |  |
| --- | --- |
|  | **The Georgia Department of Juvenile Justice** **Office of Education** **Direct Instruction Lesson Plan** |
| Teacher: |
| Subject:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_to­\_\_\_\_\_\_\_\_\_\_\_­­\_\_\_\_\_\_\_Period □ 1st□ 2nd□ 3rd□ 4th□ 5th□ 6th | Students will engage in: □ Independent activities □ pairing □ Cooperative learning □ hands-on □ Peer tutoring □ Visuals  □ technology integration □ Simulations  □ a project □ centers □ lecture □ Other  |
| Essential Question(s):Standards:CAPs Covered:Grade Level:\_\_\_\_ Unit:\_\_\_\_\_\_RTI Tier for data collection: 2 or 3Tier 2 Students:Tier 3 Students: |
| **Time** | **Procedures Followed:** | **Material/Text**  |
| \_\_\_\_\_\_\_Minutes  | Review of Previously Learned Material/Lesson Connections:Recommended Time: 2 Minutes |  |
|  \_\_\_\_\_\_\_Minutes  | Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at[http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html) , or print on blackboard) Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard). Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.Recommended Time: 2 Minutes |  |
| \_\_\_\_\_\_\_Minutes | Introduce task by stating the purpose of today’s lesson. Recommended Time: 2 Minutes |  |
| \_\_\_\_\_\_\_Minutes | Engage students in conversation by asking open ended questions related to the essential question(s). Recommended Time: 2 Minutes |  |
| \_\_\_\_\_\_\_Minutes  | Begin whole group instruction with corrective feedback:Recommended Time: 10 Minutes |  |
| \_\_\_\_\_\_\_Minutes  |  Lesson Review/Reteach:Recommended Time: 2 Minutes |  |
| \_\_\_\_\_\_\_Minutes  | Independent Work CAPs:Recommended Time: 30 Minutes |  |
| Teacher Reflections:  |

The Instructional Rotation Matrix has been designed to assist Social Studies teachers in providing a balanced approach to utilizing the Social Studies Units of Instruction across all grade levels on a rotating schedule.

|  |  |  |  |
| --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday |
| 6th Grade ContentMiddle School | 9th Grade ContentHigh School | 7th Grade ContentMiddle School | 10th Grade ContentHigh School |
| 8th Grade ContentMiddle School | 11th Grade ContentHigh School | 6th Grade ContentMiddle School | 12th Grade ContentHigh School |
| 7th Grade ContentMiddle School | 9th Grade ContentHigh School | 8th Grade ContentMiddle School | 10th Grade ContentHigh School |
| 6th Grade ContentMiddle School | 11th Grade ContentHigh School | 7th Grade ContentMiddle School | 12th Grade ContentHigh School |

**Georgia Performance Standards**

**SSWH1 The student will analyze the origins, structures, and interactions of complex societies in the ancient Eastern Mediterranean from 3500 BCE to 500 BCE.**

a. Describe the development of Mesopotamian societies; include the religious, cultural, economic, and political facets of society, with attention to Hammurabi’s law code.

b. Describe the relationship of religion and political authority in Ancient Egypt.

c. Explain the development of monotheism; include the concepts developed by the ancient Hebrews, and Zoroastrianism.

d. Describe early trading networks in the Eastern Mediterranean; include the impact Phoenicians had on the Mediterranean World.

e. Explain the development and importance of writing; include cuneiform, hieroglyphics, and the Phoenician alphabet.

**SSWH2 The student will identify the major achievements of Chinese and Indian societies from 1100 BCE to 500 CE.**

a. Describe the development of Indian civilization; include the rise and fall of the Maurya Empire, the “Golden Age” under Gupta, and the emperor Ashoka.

b. Explain the development and impact of Hinduism and Buddhism on India and subsequent diffusion of Buddhism.

c. Describe the development of Chinese civilization under the Zhou and Qin.

d. Explain the impact of Confucianism on Chinese culture; include the examination system, the Mandate of Heaven, the status of peasants, the status of merchants, and the patriarchal family, and explain diffusion to Southeast Asia, Japan, and Korea.

e. Explain how the geography of the Indian Subcontinent contributed to the movement of people and ideas.

**SSWH3 The student will examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE to 400 CE.**

a. Compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire.

b. Identify the ideas and impact of important individuals; include Socrates, Plato, and Aristotle and describe the diffusion of Greek culture by Aristotle’s pupil Alexander the Great and the impact of Julius and Augustus Caesar.

c. Analyze the contributions of Hellenistic and Roman culture; include law, gender, and science.

d. Describe polytheism in the Greek and Roman world and the origins and diffusion of Christianity in the Roman world.

e. Analyze the factors that led to the collapse of the Western Roman Empire.

**SSWH4 The student will analyze the importance of the Byzantine and Mongol**

**empires between 450 CE and 1500 CE.**

a. Analyze the importance of Justinian, include the influence of the Empress Theodora, Justinian’s Code, and Justinian’s efforts to recapture the west.

b. Describe the relationship between the Roman and Byzantine Empires; include the impact Byzantium had on Moscow and the Russian Empire, the effect of Byzantine culture on Tsar Ivan III and Kiev, and the rise of Constantinople as a center for law, religion, and the arts.

c. Explain the Great Schism of 1054 CE.

d. Analyze the spread of the Mongol Empire; include the role of Chinggis (Genghis) Khan in developing the empire, the impact of the Mongols on Russia, China and the West, the development of trade, and European observations through the writings of Marco Polo.

e. Explain the Ottoman Empire’s role in the decline of Byzantium and the capture of Constantinople in 1453 CE.

**SSWH5 The student will trace the origins and expansion of the Islamic World between 600 CE and 1300 CE.**

a. Explain the origins of Islam and the growth of the Islamic Empire.

b. Identify the Muslim trade routes to India, China, Europe, and Africa and assess the economic impact of this trade.

c. Explain the reasons for the split between Sunni and Shia Muslims.

d. Identify the contributions of Islamic scholars in medicine (Ibn Sina) and geography (Ibn Battuta).

e. Describe the impact of the Crusades on both the Islamic World and Europe.

f. Analyze the relationship between Judaism, Christianity, and Islam.

**SSWH6 The student will describe the diverse characteristics of early African societies before 1800 CE.**

a. Identify the Bantu migration patterns and contribution to settled agriculture.

b. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca.

c. Describe the trading networks by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities.

d. Analyze the process of religious syncretism as a blending of traditional African beliefs with new ideas from Islam and Christianity.

e. Analyze the role of geography and the distribution of resources played in the development of trans-Saharan trading networks.

**SSWH7 The student will analyze European medieval society with regard to culture, politics, society, and economics.**

a. Explain the manorial system and feudalism; include the status of peasants and feudal monarchies and the importance of Charlemagne.

b. Describe the political impact of Christianity; include Pope Gregory VII and King Henry IV of Germany (Holy Roman Emperor).

c. Explain the role of the church in medieval society.

d. Describe how increasing trade led to the growth of towns and cities.

**SSWH8 The student will demonstrate an understanding of the development of societies in Central and South America.**

a. Explain the rise and fall of the Olmec, Mayan, Aztec, and Inca empires.

b. Compare the culture of the Americas; include government, economy, religion, and the arts of the Mayans, Aztecs, and Incas.

**SSWH9 The student will analyze change and continuity in the Renaissance and Reformation.**

a. Explain the social, economic, and political changes that contributed to the rise of Florence and the ideas of Machiavelli.

b. Identify artistic and scientific achievements of Leonardo da Vinci, the “Renaissance man,” and Michelangelo.

c. Explain the main characteristics of humanism; include the ideas of Petrarch, Dante, and Erasmus.

d. Analyze the impact of the Protestant Reformation; include the ideas of Martin Luther and John Calvin.

e. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.

f. Describe the English Reformation and the role of Henry VIII and Elizabeth I.

g. Explain the importance of Gutenberg and the invention of the printing press.

**SSWH10 The student will analyze the impact of the age of discovery and expansion into the Americas, Africa, and Asia.**

a. Explain the roles of explorers and conquistadors; include Zheng He, Vasco da Gama, Christopher Columbus, Ferdinand Magellan, James Cook, and Samuel de Champlain.

b. Define the Columbian Exchange and its global economic and cultural impact.

c. Explain the role of improved technology in European exploration; include the astrolabe.

**SSWH11 Students will investigate political and social changes in Japan and in China from the seventeenth century CE to mid-nineteenth century CE.**

a. Describe the policies of the Tokugawa and Qing rulers; include how Oda Nobunaga laid the ground work for the subsequent Tokugawa rulers and how Kangxi came to rule for such a long period in China.

b. Analyze the impact of population growth and its impact on the social structure of Japan and China.

**SSWH12 The student will examine the origins and contributions of the Ottoman, Safavid, and Mughal empires.**

a. Describe the geographical extent of the Ottoman Empire during the rule of Suleyman the Magnificent, the Safavid Empire during the reign of Shah Abbas I, and the Mughal Empire during the reigns of Babur and Akbar.

b. Explain the ways in which these Muslim empires influenced religion, law, and the arts in their parts of the world.

**SSWH13 The student will examine the intellectual, political, social, and economic factors that changed the world view of Europeans.**

a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European world view.

b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau and their relationship to politics and society.

**SSWH14 The student will analyze the Age of Revolutions and Rebellions.**

a. Examine absolutism through a comparison of the rules of Louis XIV, Tsar Peter the Great, and Tokugawa Ieyasu.

b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).

c. Explain Napoleon’s rise to power, the role of geography in his defeat, and the consequences of France’s defeat for Europe.

d. Examine the interaction of China and Japan with westerners; include the Opium War, the Taiping Rebellion, and Commodore Perry.

**SSWH15 The student will be able to describe the impact of industrialization, the rise of nationalism, and the major characteristics of worldwide imperialism.**

a. Analyze the process and impact of industrialization in England, Germany, and Japan, movements for political reform, the writings of Adam Smith and Karl Marx, and urbanization and its affect on women.

b. Compare and contrast the rise of the nation state in Germany under Otto von Bismarck and Japan under Emperor Meiji.

c. Describe the reaction to foreign domination; include the Russo-Japanese War and Young Turks, and the Boxer Rebellion.

d. Describe imperialism in Africa and Asia by comparing British policies in Africa, French policies in Indochina, and Japanese policies in Asia; include the influence of geography and natural resources.

**SSWH16 The student will demonstrate an understanding of long-term causes of World War I and its global impact.**

a. Identify the causes of the war; include Balkan nationalism, entangling alliances, and militarism.

b. Describe conditions on the war front for soldiers; include the Battle of Verdun.

c. Explain the major decisions made in the Versailles Treaty; include German reparations and the mandate system that replaced Ottoman control.

d. Analyze the destabilization of Europe in the collapse of the great empires; include the Romanov and Hapsburg dynasties.

**SSWH17 The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II.**

a. Examine the influence of Albert Einstein on science, Sigmund Freud on social thinking and Pablo Picasso on art.

b. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin’s first Five Year Plan.

c. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan.

d. Analyze the rise of nationalism as seen in the ideas of Sun Yat Sen, Mustafa Kemal Ataturk, and Mohandas Gandhi.

e. Describe the nature of totalitarianism and the police state that existed in Russia, Germany, and Italy and how they differ from authoritarian governments.

f. Explain the aggression and conflict leading to World War II in Europe and Asia; include the Italian invasion of Ethiopia, the Spanish Civil War, the Rape of Nanjing in China, and the German annexation of the Sudetenland.

**SSWH18 The student will demonstrate an understanding of the global political, economic, and social impact of World War II.**

a. Describe the major conflicts and outcomes; include Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia.

b. Identify Nazi ideology, policies, and consequences that led to the Holocaust.

c. Explain the military and diplomatic negotiations between the leaders of Great Britain (Churchill), the Soviet Union (Stalin), and the United States (Roosevelt/Truman) from Teheran to Yalta and Potsdam and the impact on the nations of Eastern Europe.

d. Explain allied Post-World War II policies; include formation of the United Nations, the Marshall Plan for Europe, and MacArthur’s plan for Japan.

**SSWH19 The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.**

a. Analyze the revolutionary movements in India (Gandhi, Nehru), China (Mao Zedong, Chiang Kai-shek), and Ghana (Kwame Nkrumah).

b. Describe the formation of the state of Israel and the importance of geography in its development.

c. Explain the arms race; include development of the hydrogen bomb (1954) and SALT (Strategic Arms Limitation Treaty, 1972).

d. Compare and contrast the reforms of Khrushchev and Gorbachev.

e. Analyze efforts in the pursuit of freedom; include anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall.

**SSWH20 The student will examine change and continuity in the world since the 1960s.**

a. Identify ethnic conflicts and new nationalisms; include pan-Africanism, pan- Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.

b. Describe the breakup of the Soviet Union in 1991 that produced independent countries; include Ukraine, Kazakhstan, and the Baltic States.

c. Analyze terrorism as a form of warfare in the 20th century; include Shining Path, Red Brigade, Hamas, and Al Qaeda; and analyze the impact of terrorism on daily life; include travel, world energy supplies, and financial markets.

d. Examine the rise of women as major world leaders; include Golda Meir, Indira Gandhi, and Margaret Thatcher.

**SSWH21 The student will analyze globalization in the contemporary world.**

a. Describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers.

b. Analyze global economic and political connections; include multinational corporations, the United Nations, OPEC, and the World Trade Organization.

c. Explain how governments cooperate through treaties and organizations, to minimize the negative effects of human actions on the environment

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| World HistoryGeorgia Performance Standards:  Curriculum Map  |
| 1st Semester | 2nd Semester |
| **Unit 1**From Prehistory to Early Civilizations | **Unit 2**The Growth of Empires and Governments | **Unit 3**Regional Civilizations **Unit 4**Europe Undergoes Change | **Unit 5**Enlightenment and Revolution | **Unit 6**A Changing World | **Unit 7**Decades of War **Unit 8**The World Today |
| Chapter | CAPs | Chapter | CAPs | Chapter | CAPs | Chapter | CAPs | Chapter | CAPs | Chapter | CAPs |
| 1 | 1 | 5 | 6 | 9 | 10 | 18 | 21 | 22 | 26 | 26 | 31 |
| 2 | 2 | 6 | 6 | 10 | 11 | 19 | 22 | 23 | 27 | 27 | 32 |
| 3 | 3 | 7 | 7 | 11 | 12 | 20 | 23 | 24 | 28 | 28 | 33 |
| 4 | 4 | 8 | 8 | 12 | 13 | 21 | 24 | 25 | 29 | 26-28 | 34 |
| \*1-4 | 5 | \*5-8 | 9 | 13 | 13 | \*18-21 | 25 | \*22-25 | 30 | Unit 8 |
|  |  |  |  | \* 9-13 | 14 |  |  |  |  | 29 | 35 |
|  |  |  |  | Unit 4 |  |  |  |  | 30 | 36 |
|  |  |  |  | 14 | 15 |  |  |  |  | 31 | 37 |
|  |  |  |  | 15 | 16 |  |  |  |  | 32 | 38 |
|  |  |  |  | 16 | 17 |  |  |  |  | 33 | 39 |
|  |  |  |  | 17 | 18 |  |  |  |  | \*29-33 | 40 |
|  |  |  |  | \*14-17 | 19 |  |  |  |  | \*\*18-33 | 41 |
|  |  |  |  | \*\*1-17 | 20 |  |  |  |  |  |  |
| GPS:SSWH 1 A,B,C,D,ESSWH 2 A,B,C,D | GPS:SSWH 3 A,B,C,D,ESSWH 4 A,B,C,D,E,fSSWH 5 A,B,C,D,E,F,GSSWH 12 B | GPS:SSWH 8a,bSSWH 6a,b,c,dSSWH7a,b,c | GPS:SSWH 9a,b,c,d,e,f,gSSWH 10a,b,cSSWH 11aSSWH 14 | GPS:SSWH 13 bSSWH 14b,cSSWH 15SSWH10SSWH 11a,bSSWH 15 | GPS:SSWH 16a,b,c,dSSWH 17a,b,c,d,e,fSSWH 18a,b,c,dUnit 8SSWH 19a,b,c,d,eSSWH 20a,b,c,dSSWH 21a,b |
| Focus CAPs:5 | Focus CAPs:9 | Focus CAPs:Unit 3 14Unit 4 19 | Focus CAPs:25 | Focus CAPs:30 | Focus CAPs:Unit 7 37 Unit 8 40  |

**Enduring Understandings & Essential Question**

**The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.**

What are the building blocks of culture?

How did early cultures develop?

How do unique cultures emerge from common elements?

What was the impact of religion on the development of early societies?

**The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.**

How did the earliest societies create civilizations?

In what ways did the interactions of early civilizations contribute to the greater complexity of their societies?

What was the role of the earliest governments?

How did the role of governments expand over time?

In what ways were early governments similar or different?

Why did more complex societies develop a need for writing?

**The student will understand that location affects a society’s economy, culture, and development.**

How did the physical features of a region affect the development of the beliefs, customs and traditions of that society?

How did the physical features of a region and limited natural resources necessitate trade between societies?

What was government’s role in protecting and expanding the economy of early civilizations?

**The student will understand that the movement or migration of people and ideas affects all societies involved.**

How did migration and movement lead to cultural diffusion?

What changes are brought about by migrations of people?

**The student will understand that when there is conflict between or within societies, change is the result.**

What factors led to the rise and fall of the Maurya Empire?

What factors led to the rise and fall of the Zhou and Qin Empires?

How was the culture of the Middle East transformed by the invasion of Alexander the Great?

How did conflict between patricians and plebeians change the culture of classical Rome?

What factors led to the collapse of the Roman Empire?

**The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.**

What are similarities and differences between Buddhism and Hinduism?

How did trade facilitate the diffusion of Buddhism throughout China?

How did Confucianism influence the cultural development of China?

Why did Greek civilization develop many forms of government while Roman civilization tended to develop fewer?

**The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.**

What would qualify a civilization as experiencing a “Golden Age”?

To what extent were classical civilizations built on the remains of earlier societies?

Why did the level of governmental bureaucracy in China increase as the country grew?

What are legacies in terms of Greek, Roman, Chinese and Indian cultures?

In what ways did the Roman Empire affect the origins and spread of Christianity?

**The student will understand that the actions of individuals, groups and/or institutions affect society through intended and unintended consequences.**

How did rulers like Ashoka, Alexander the Great, Julius Caesar and Augustus Caesar change their respective societies?

How did the teachings of Buddhism, Confucianism, Hinduism, and Christianity affect the world?

How did the philosophical ideas of Socrates, Plato, and Aristotle impact their society?

**The student will understand that the movement or migration of peoples and ideas affects all societies involved.**

What factors helped the diffusion of Confucianism to Southeast Asia, Japan, and Korea?

Why did Christianity diffuse throughout the Roman Empire?

**From Prehistory to Early Civilization**

**Georgia Performance Standards**

 **SSWH1 The student will analyze the origins, structures and interactions of complex societies in the ancient Eastern Mediterranean from 3500 BCE to 500 BCE.**

a. Describe the development of Mesopotamian societies including the religious, cultural, economic, and political facets of society including Hammurabi's law code.

b. Describe the relationship of religion and political authority in Ancient Egypt.

c. Explain the development of monotheism including the concepts developed by the ancient Hebrews and Zoroastrianism.

d. Identifying early trading networks and writing systems existent in the Eastern Mediterranean including those of the Phoenicians.

e. Explain the development and importance of writing including cuneiform, hieroglyphics, and the Phoenician alphabet.

**SSWH2 The student will identify the major achievements of Chinese and Indian societies from 1100 BCE to 500 CE.**

a. Describe the development of Indian civilization including the rise and fall of the Maurya Empire, "Golden Age" under Gupta, and the emperor Ashoka.

b. Explain the development and impact of Hinduism and Buddhism on India and subsequent diffusion of Buddhism.

c. Describe the development of Chinese civilization under the Zhou, Qin.

d. Explain the impact of Confucianism on Chinese culture including the examination system, the Mandate of Heaven, the status of peasants, the status of merchants and the patriarchal family and diffusion to Southeast Asia, Japan and Korea.

**Task: 1**

**Essential Questions:**

What are the building blocks of culture?

How did early cultures develop?

**Resources:**

Poster boards

[**http://mesopotamia.lib.uchicago.edu/mesopotamialife/index.php**](http://mesopotamia.lib.uchicago.edu/mesopotamialife/index.php) **(Life in Ancient Mesopotamia) \*\***Teachers will need to navigate through this site to facilitate a lesson and provide the necessary information for students to complete their visual representation.

[**http://www.mnsu.edu/emuseum/prehistory/egypt/dailylife/dailylife.html**](http://www.mnsu.edu/emuseum/prehistory/egypt/dailylife/dailylife.html) **(Life in Ancient Egypt) \*\***Teachers will need to navigate through this site to facilitate a lesson and provide the necessary information for students to complete their visual representation.

[**http://phoenicia.org/index.shtml**](http://phoenicia.org/index.shtml) **(Life in Ancient Phoenicia)**

**\*\***Teachers will need to navigate through this site to facilitate a lesson and provide the necessary information for students to complete their visual representation.

[**http://www.kamat.com/kalranga/ancient/social\_life/index.htm**](http://www.kamat.com/kalranga/ancient/social_life/index.htm) **(Life in Ancient India) \*\***Teachers will need to navigate through this site to facilitate a lesson and provide the necessary information for students to complete their visual representation.

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

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Activity

For this task, each student is to assume a personality from ancient Mesopotamia, Egypt, Phoenicia or India. These assumed roles may be those of a citizen, servant, priest, ruler, or farmer. Each student should research what life would have been like for his or her assumed character. After having researched the role, each student should:

* Include in either the written description or the visual representation
	+ A comparison of the similarities and differences between life back then and life today focusing on how culture is a product of religion, beliefs, etc.
	+ An explanation of why and how the changes that took place did.
* Prepare a written description of exactly who they are in society.
	+ This description should include details about their assumed
		- Society they are part of
		- Location and why that matters
		- Social rank
		- Gender
		- Occupation
		- Job housing
		- Other aspects of daily life
	+ This written description should
		- Have a title page that includes your name, title of description, and date
* Prepare a visual representation of that character’s life
	+ This should be done on poster board
* This visual should include detailed examples of
	+ Architecture of that society
	+ Technology of that society
	+ Physical features of that society
	+ Writing of that society
	+ Art of that society

**Task: 2**

**Essential Questions:**

What are the building blocks of culture?

How did early cultures develop?

**Resources:**

[**http://www.encyclopediaofauthentichinduism.org/articles/12\_early\_civilizations.htm**](http://www.encyclopediaofauthentichinduism.org/articles/12_early_civilizations.htm)

Copier/Printer Paper

 **Teacher’s Place:**

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units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

Introduction**:**

The need to communicate has existed as long as human beings. People have the need to express themselves, either verbally or in writing. Today, we will look at examples of writing dated back to ancient civilizations of Egypt, Sumer, Babylonia, and Assyria. At the end of the lesson, you will devise your own writing system. This system will involve the appropriate use of symbols, letters, and numbers to describe things we see every day. For example, a can be used to represent a school or a mall. You are NOT to use profanity, gang symbols, etc.

**Activity**

Teachers should divide the class into groups and have them devise a new system of writing. Their completed project should include a key like the one referenced on the website.

**Task: 3**

**Essential Questions:**

How did the earliest societies create civilizations? In what ways did the interactions of early civilizations contribute to the greater complexity of their societies?

**Resources:**

<http://www.bibarch.com/ArchaeologicalSites/TradeRoutes.htm>

[**http://www.archatlas.dept.shef.ac.uk/Trade/WStrade.php**](http://www.archatlas.dept.shef.ac.uk/Trade/WStrade.php)

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 Signal words: imagine, suppose, predict, if/then

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 Signal words: defend, judge, justify (what do you think)?

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Introduction:

The period extending from the middle of the 2nd millennium BCE to the beginning of the Current Era saw the Western Asian, Mediterranean, Chinese and Indian societies develop major transportation networks for trade.

One of the vital instruments which facilitated long distance trade was portage and the domestication of beasts of burden. Organized caravans could carry goods across a large distance. The domestication of camels allowed Arabian nomads to control the long distance trade in spices and silk from the Far East to the Arabian Peninsula. However, caravans were useful in long-distance trade largely for carrying luxury goods, the transportation of cheaper goods across large distances was not profitable for caravan operators. With productive developments in iron and bronze technologies, newer trade routes – dispensing innovations of civilizations – began to rise slowly.

**Activity**

Teachers should project the following website on to the blackboard, <http://www.bibarch.com/ArchaeologicalSites/TradeRoutes.htm> along with <http://www.archatlas.dept.shef.ac.uk/Trade/WStrade.php>. These two websites should help the students grasp the concept of trade routes and their increase based on the need to trade with other civilizations.

**Task: 4**

**Essential Questions:**

How did the earliest societies create civilizations? In what ways did the interactions of early civilizations contribute to the greater complexity of their societies?

**Resources:**

[**http://www.britannica.com/EBchecked/topic-video/370216/72094/The-rise-and-fall-of-the-Mauryan-empire**](http://www.britannica.com/EBchecked/topic-video/370216/72094/The-rise-and-fall-of-the-Mauryan-empire) **(Video)**

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Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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Introduction:

One of the greatest empires in the history of India was the Maurya Empire. It approximately lasted from 322 - 185 B.C. Most of India was united as a single entity by the great emperor Chandragupta Maurya. His son Bindusara extended the kingdom of Mauryas over almost the entire sub-continent. The Mauryan Empire had the most powerful military force in ancient India. The greatest emperor of the Maurya dynasty was Ashoka. An able administrator and a skillful warrior, Ashoka converted to Buddhism after the gruesome Battle of Kalinga.

The Maurya Empire had smooth administration and efficient rulers. The government was hierarchical and centralized with a lot of staff to make sure that work was carried on smoothly and efficiently. Taxes were collected regularly, trade and commerce was carried on smoothly, citizens were taken care of and the army was always ready for any sort of external aggression or threat. Every province had its own officials who managed administration at grassroots level. The economy was agrarian and the main economic activity of people was agriculture. The capital city of Magadha was beautifully decorated and had all facilities that any modern city would have.

In the Mauryan dynasty, art and literature flourished and the rulers built many famous temples and monuments. Ashoka preached his philosophies in the form of pillars and rock edicts all over northern India. The great advisor Chanakya, who is said to be the driving force behind the fame and success of Emperor Chandragupta, also wrote many great books that have been compiled as literary masterpieces. The Maurya dynasty also saw the rise and fall of many different empires in the south of India. There was constant struggle for power and control of the Deccan region and central India among various small rulers.

The Maurya Empire started to disintegrate towards late 2nd century. The north of India broke into a series of chaos and this situation attracted many invaders who crossed the border to establish their kingdoms. The rulers were busy fighting among themselves and exhausting resources when they should have checked external aggression. After the death of Ashoka, the disintegration had started and worsened by 3rd century.

Today, we will look at a video that illustrates the rise and the fall of the Maurya Empire. You are to take notes as well will discuss the video at the end.

**Activity**

Teacher should project the following website onto the blackboard <http://www.britannica.com/EBchecked/topic-video/370216/72094/The-rise-and-fall-of-the-Mauryan-empire> (Video). Make sure that the video has loaded appropriately and is ready for play. Play the video and have the students take notes. Teachers should ask the students pertinent questions relating to the video.

**Task: 5**

**Essential Questions:**

How did the earliest societies create civilizations? In what ways did the interactions of early civilizations contribute to the greater complexity of their societies?

**Resources:**

[**http://wps.ablongman.com/long\_stearns\_wcap\_4/18/4646/1189489.cw/index.html**](http://wps.ablongman.com/long_stearns_wcap_4/18/4646/1189489.cw/index.html)[**http://history.cultural-china.com/en/182History5679.html**](http://history.cultural-china.com/en/182History5679.html) **(Zhou Dynasty)**

[**http://www.flowofhistory.com/units/asia/8/FC54**](http://www.flowofhistory.com/units/asia/8/FC54) **(Zhou and Qin Dynasties)**

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6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

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 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

Introduction:

The first Chinese dynasty that left historical records was the Shang (Yin) dynasty which settled along the Yellow River in eastern China from the 17th to the 11th century BC. The Oracle bone script of the Shang Dynasty represents the oldest forms of Chinese writing found and the direct ancestor of modern Chinese characters used throughout East Asia. The Shang people were invaded from the west by the Zhou, who ruled from the 12th to the 5th century BC, until their centralized authority was slowly eroded by feudal warlords. Many independent states eventually emerged out of the weakened Zhou state, and continually waged war with each other in the spring and autumn period, only occasionally deferring to the Zhou king. By the time of the Warring States period, there were seven powerful sovereign states, each with its own king, ministry and army.

The first unified Chinese state was established by Qin Shi Huang of the Qin state in 221 BC, who proclaimed himself as the "First Emperor" and created many reforms in the Empire, notably the forced standardization of the Chinese language and measurements. The Qin Dynasty lasted only fifteen years, as its harsh legalist and authoritarian policies soon led to widespread rebellion.

Today, we will look at the both the Zhou and Qin dynasties. You are to take notes as I provide a lesson the

**Activity**

Students should make a compare and contrast chart analyzing the similarities and differences of the Zhou and Qin dynasties.

**The Growth of Empires and Government**

**Georgia Performance Standards**

**SSWH3 The student will examine the political, philosophical and cultural interaction of Classical Mediterranean societies from 700 BCE to 400 CE.**

a. Compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire.

b. Identify the ideas and impact of important individuals to include Socrates, Plato, Aristotle the diffusion of Greek culture by Aristotle's pupil Alexander the Great and the impact of Julius and Augustus Caesar.

c. Analyze the contributions of Hellenistic and Roman culture to include law, gender and science.

d. Describe polytheism in the Greek and Roman world and the origins and diffusion of Christianity in the Roman world.

e. Analyze the factors that led to the collapse of the western Roman Empire.

**SSWH4 The student will analyze the importance of the Byzantine and Mongol empires between 450 CE and 1500 CE.**

a. Explain the relationship of the Byzantine Empire to the Roman Empire.

b. Describe the significance of Justinian's law code, Theodora and the role of women, and Byzantine art and architecture.

c. Analyze the establishment of Christianity as the official religion of the Byzantine Empire.

d. Analyze the role of Constantinople as a trading and religious center.

e. Explain the influence of the Byzantine Empire on Russia with particular attention to its impact on Tsar Ivan III and Kiev.

f. Define the role of Orthodox Christianity and the Schism.

**SSWH5 The student will trace the origins and expansion of the Islamic World between 600 CE and 1300 CE.**

a. Explain the origins of Islam and the growth of the Islamic Empire.

b. Identify the Muslim trade routes to India, China, Europe and Africa and assess the economic impact of this trade.

c. Explain the reasons for the split between Sunni and Shia Muslims.

d. Identify the contributions of Islamic scholars in medicine (Ibn Sina), geography (Ibn Battuta).

e. Describe the impact of the Crusades on both the Islamic World and Europe.

f. Analyze the impact of the expansion of the Mongol Empire to include the stabilization of trading networks from China to the Mediterranean world.

g. Analyze the relationship between Judaism, Christianity, and Islam.

**SSWH12 The student will examine the origins and contributions of the Ottoman, Safavid, and Mughal empires.**

b. Explain the ways in which these Muslim empires influenced religion, law and the arts in their parts of the world.

**Task: 1**

**Essential Questions:**

What are the building blocks of culture?

How did early cultures develop?

How do unique cultures emerge from common elements?

What was the impact of religion on the development of early societies?

What was the role of the earliest governments?

How did the role of governments expand over time? In what ways were early

governments similar or different?

**Resources:**

[**http://www.historyguide.org/ancient/lecture13b.html**](http://www.historyguide.org/ancient/lecture13b.html)

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7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

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 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

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 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

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 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

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8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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**Activity**

Introduction:

When ancient Rome was at its most powerful, its land holdings were immense. Rome controlled most of Europe, northern Africa, parts of western Asia, and the Balkans. The Roman people were one of the first to establish a republic. Some traditions of the Roman Empire can be seen today.

Divide the students into groups. Assign each group a topic from the social history. Group 1 should read “Of Patrons and Clients”.

Group 2 should read “The Roman Family”

Group 3 should read “Education”. And so forth.

Each group should read their portions silently. After reading their selection, each group should prepare a presentation on their portion. In their presentations, students should share the conditions of the Roman Empire. They should also compare them with the conditions of today. The presentation can be either oral, written, or a combination of both.

**Task: 2**

**Essential Questions:**

How did the earliest societies create civilizations? In what ways did the interactions of early civilizations contribute to the greater complexity of their societies?

**Resources:**

[**http://www.mnsu.edu/emuseum/prehistory/aegean**](http://www.mnsu.edu/emuseum/prehistory/aegean)

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**Activity**

Teachers will navigate through the website

 <http://www.mnsu.edu/emuseum/prehistory/aegean> and facilitate a lesson in regard to the Ancient Greek Civilizations. Teachers should focus on the first four sections of this website. Students should take notes on each slide (at least five facts).

Students should answer the following questions after the lesson:

1. Who were the Minoans? List three of their significant accomplishments.
2. Who were the Myceneans? List three of their significant accomplishments.
3. Who was Homer? Why was he significant?

**Task: 3**

**Essential Questions:**

How did the earliest societies create civilizations? In what ways did the interactions of early civilizations contribute to the greater complexity of their societies?

**Resources:**

[**http://school.discoveryeducation.com/lessonplans/worksheets/spartans/worksheet1.html**](http://school.discoveryeducation.com/lessonplans/worksheets/spartans/worksheet1.html)(Comparing Athens and Sparta worksheet)

[www.primaryresources.co.uk/.../**powerpoint**/**Athens**\_V\_**Sparta**.**ppt**](http://www.primaryresources.co.uk/.../powerpoint/Athens_V_Sparta.ppt)(Teachers should use this Power Point to facilitate a lesson on the similarities and differences between Athens and Sparta.)

<http://www.authorstream.com/Presentation/Tormey381-161525-sparta-vs-athens-ancient-greece-entertainment-ppt-powerpoint> (This site can also serve as a visual aid for the lesson.)

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8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

Introduction:

Spartan and Athenian societies were very different in many aspects. However, at the same time, the two shared numerous characteristics in common. The differences are what set the two apart, while the things they shared in common are what united them as Greek city-states. Sparta and Athens shared similarities and differences in their systems of government, militaristic focuses, judgment and views of women. In addition to this, the social gatherings of Athenians and Spartans both had affinities and contrasts.

Today we will look at the similarities and differences of the two societies. I will divide you into groups. Your group will read over this handout and develop a role play. The role play will involve you recreating a day in the life of either an Athenian or a Spartan.

**Activity**

Teachers should divide the class into groups. Provide the groups with handouts of the “Comparing Athens and Sparta worksheet”. Now ask students to use what they’ve learned about the two civilizations and imagine what their lives would be like if they lived in Athens or Sparta. (Be sure they consider their age and gender). Have students write a one-page fictional piece that describes their life as a Spartan or Athenian youth. Their stories should contain at least three aspects of Spartan or Athenian life. Encourage students to be creative in their storytelling. Invite students to share their stories with the class.

Conclude by asking students to consider the following questions: Who benefited most in each society—the rich or poor, males or female? Who benefited least? What are the pros and cons of each civilization? Where do we see the seeds of their governments in today’s world?

**Task: 4**

**Essential Questions:**

What was the impact of religion on the development of early societies?

**Resources:**

[**http://wsu.edu/~dee/MA/BYZ.HTM**](http://wsu.edu/~dee/MA/BYZ.HTM)

[www.toolboxpro.org/.../070101035727\_**Byzantine**-Kiev-Mongol-Chap\_8.**ppt**](http://www.toolboxpro.org/.../070101035727_Byzantine-Kiev-Mongol-Chap_8.ppt)

(Byzantine Empire Powerpoint)

<http://philtar.ucsm.ac.uk/encyclopedia/christ/east/eastorth.html>

**Teacher’s Place:**

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1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

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Introduction:

The Byzantine Empire is the eastern section of the Roman Empire which remained in existence after the fall of the western section. After the conquest of Rome the East Roman Empire was commonly referred to as the Byzantine Empire after the original name of its capital city, Byzantium. The Roman emperor Constantine the Great rebuilt the city in AD 330 and called it Constantinople (today's Istanbul). The Byzantines referred to themselves as Romans. After the division of the empire (AD 395) into eastern and western territories during the reign of emperor Arcadius, Constantinople became the capital of the East Roman Empire.

One of the Byzantine Empire’s most significant cultural features was its development of Christianity as a religion.

**Activity**

Teachers will facilitate a lesson on the Byzantine Empire using the following website [www.toolboxpro.org/.../070101035727\_](http://www.toolboxpro.org/.../070101035727_Byzantine-Kiev-Mongol-Chap_8.ppt)**[Byzantine](http://www.toolboxpro.org/.../070101035727_Byzantine-Kiev-Mongol-Chap_8.ppt)**[-Kiev-Mongol-Chap\_8.](http://www.toolboxpro.org/.../070101035727_Byzantine-Kiev-Mongol-Chap_8.ppt)**[ppt](http://www.toolboxpro.org/.../070101035727_Byzantine-Kiev-Mongol-Chap_8.ppt)** and its development of Christianity. Students should take notes as the teacher lectures.

Teachers should also project the following website on to the blackboard, <http://philtar.ucsm.ac.uk/encyclopedia/christ/east/eastorth.html>. This should facilitate a discussion on the components of Eastern Orthodox religion. This is the form of Christianity that was practiced in the Byzantine Empire. Students should then compare the Christianity exercised during the Byzantine Empire with the Christianity of today. Students should work off of their knowledge. This is not an exercise to impose religious beliefs. This is an exercise based on the need to be educated on all religions, their origins, and practices. Students should present their comparisons and similarities at the end of class.

**Task: 5**

**Essential Questions:**

What was the impact of religion on the development of early societies?

**Resources:**

[**http://www.middle-ages.org.uk/effects-of-crusades.htm**](http://www.middle-ages.org.uk/effects-of-crusades.htm)

[**http://medievaleurope.mrdonn.org/crusades.html**](http://medievaleurope.mrdonn.org/crusades.html)

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 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

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Introduction:

The Crusades were a series of military campaigns during the time of Medieval England against the Muslims of the Middle East. In 1076, the Muslims had captured Jerusalem - the most holy of holy places for Christians. Jesus had been born in nearby Bethlehem and Jesus had spent most of his life in Jerusalem. He was crucified on Calvary Hill, also in Jerusalem. There was no more important place on Earth than Jerusalem for a true Christian which is why Christians called Jerusalem the "City of God".

However, Jerusalem was also extremely important for the Muslims as Muhammad, the founder of the Muslim faith, had been there and there was great joy in the Muslim world when Jerusalem was captured. A beautiful dome - called the Dome of the Rock - was built on the rock where Muhammad was said to have sat and prayed and it was so holy that no Muslim was allowed to tread on the rock or touch it when visiting the Dome.

Therefore the Christian fought to get Jerusalem back while the Muslims fought to keep Jerusalem. These wars were to last nearly 200 years.

Wars have lasting effects on the people and structure of that society. Today we will look at the effects of the Crusades.

**Activity**

Teachers will divide the class into groups. Teachers will project the following website on the blackboard <http://medievaleurope.mrdonn.org/crusades.html>. Teachers will facilitate a discussion on the various effects of the Crusades. Teachers will make sure that the students understand that wars have lasting and wide-reaching effects. After the lesson, teachers should ask the students to discuss in one or two paragraphs the effects of the current Iraqi war. Students can read their papers to the class.

**Regional Civilization**

**Georgia Performance Standards**

**SSWH6 The student will describe the diverse characteristics of early African societies before 1800.**

a. Identify the Bantu migration patterns and contribution to settled agriculture.

b. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai) including the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca.

c. Describe the trading networks by examining trans-Saharan trade in gold, salt, and slaves including the Swahili trading cities.

d. Analyze the process of religious syncretism as a blending of traditional African beliefs with new ideas from Islam and Christianity.

**SSWH7 The student will analyze European medieval society with regard to culture, politics, society, and economics.**

a. Explain the manorial system and feudalism, to include the status of peasants and feudal monarchies and the importance of Charlemagne.

b. Describe the political impact of Christianity to include Pope Gregory VII and King Henry IV.

c. Explain the role of the church in medieval society.

**SSWH8 The student will demonstrate an understanding of the development of societies in Central and South America.**

a. Explain the rise and fall of the Olmec, Mayan, Aztec and Inca empires.

b. Compare the culture of the Americas including government, economy, religion and the arts of the Mayans, Aztecs and Incas.

**Task: 1**

**Essential Questions:**

How did the earliest societies create civilizations?

**Resources:**

[**http://library.thinkquest.org/C006206F/?tqskip1=1&tqtime=0613**](http://library.thinkquest.org/C006206F/?tqskip1=1&tqtime=0613)

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contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

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Introduction:

Anthropologists believe people were living in the Americas as long as 20,000 years ago. According to one popular theory, the Americas were first populated by peoples who had migrated to this continent by crossing the Bering Strait (between what is now Alaska and Russia) when it was frozen over during an ice age. Over thousands of years, people gradually moved south - down through North America, Central America, and some as far as South America. For many years, people hunted and foraged for food. Between 5000 and 3000 B.C., early Americans first began to farm the land.

The first known civilization was the Olmec. They flourished from about 1300 to 400 B.C. in Central America. In the centuries to follow, other civilizations would form in the Americas, including the:

•Maya
•Aztec
•Inca

Begin this unit by telling your students that one of these early societies — the Anasazi — existed from 100 B.C. to A.D. 1600. Help your students to understand these dates, explaining the meaning of B.C. and A.D. Ask them to figure out how many centuries the Anasazi flourished. Then, challenge your students to find the dates for the Maya, Aztec, and Inca by using the encyclopedias.

**Activity**

Give your students a piece of draft paper to create their own time line of early American societies. Ask them to begin the time line with 3000 B.C. and end with the current year 2000, marking every 500 years. Using colored lines, mark the period of each early American culture. You may want to have them include significant dates of other ancient cultures for comparison: e.g., ancient Egypt, 3000–30 B.C. (Pyramids completed around 2500 B.C); ancient Greece (Athens and Sparta), 500 to 300 B.C.

Next, use a world map or print one of the online maps on the following site, <http://www.eduplace.com/ss/maps/world.html> to locate these ancient American civilizations geographically. Teachers should print a **World: Countries** map from the website. Place colored labels or use colored pencils to indicate the locations of the Maya, Aztec, Inca, and Olmec. (For example, the Anasazi lived in the "Four Corners," the place where the borders of Colorado, Utah, Arizona, and New Mexico meet.)

**Task: 2**

**Essential Questions:**

What is a pilgrimage? Why are they important to the Islam faith?

**Resources:**

[**http://wysinger.homestead.com/mansamusa.html**](http://wysinger.homestead.com/mansamusa.html)

[**http://www.blackhistorypages.net/pages/mansamusa.php**](http://www.blackhistorypages.net/pages/mansamusa.php)

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 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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Introduction:

Musa I (fl. 1312 - c. 1337), commonly referred to as Mansa Musa, was the tenth mansa, which translates as "king of kings" or "emperor", of the Malian Empire, which is also known as the Mandingo Empire, which was a West African empire. At the time of Mansa Musa's rise to the throne, the Malian Empire consisted of territory formerly belonging to the Ghana Empire and Melle (Mali) and immediate surrounding areas, and Musa held many titles, including Emir of Melle, Lord of the Mines of Wangara, and conqueror of Ghanata, Futa-Jallon, and at least another dozen states. He was perhaps the wealthiest ruler of his day.

Musa made his pilgrimage in 1324, his procession reported to include 60,000 men, 12,000 slaves, heralds dressed in silks who bore gold staffs, organized horses and handled bags. Musa provided all necessities for the procession, feeding the entire company of men and animals. Also in the train were 80 camels, which varying reports claim carried 300 pounds of gold. Musa not only gave to the cities he passed on the way to Mecca, including Cairo and Medina, but also for souvenirs. Furthermore, it has been recorded that he built a mosque each and every Friday.

Mansa Musa strengthened Islam and promoted education, trade, and commerce in Mali. The foundations were laid for Walata, Jenne, and Timbuktu becoming the cultural and commercial centers of the Western Sudan, eclipsing those of North Africa and producing Arabic-language black literature in the fifteenth and sixteenth centuries. Diplomatic relations were established and ambassadors were exchanged between Mali and Morocco, and Malinke students were sent to study in Morocco.

**Activity**

Have students define pilgrimage.

Explain to the students that people make pilgrimages for religious purposes, worthy causes such as an end to world hunger, etc. Have the students write a paper about a pilgrimage they would make. Students should list the cause they would make the pilgrimage for and the things they would need to make the pilgrimage. Teachers should print a map of the United States with capitals from the following website, <http://www.eduplace.com/ss/maps/usa.html>. Students should list outline on a printed map where in the United States they would pilgrimage to and why.

Fun Fact\*\*Mansa Musa is featured as the leader for the Mali Empire in the computer game [Civilization IV](http://en.wikipedia.org/wiki/Civilization_IV).

**Task: 3**

**Essential Questions:**

What factors contributed to the class division during the Dark Ages?

**Resources:**

[**http://www.learner.org/interactives/middleages/feudal.html**](http://www.learner.org/interactives/middleages/feudal.html)

[**http://www.www.r3.rog/life.articles/food1.html**](http://www.www.r3.rog/life.articles/food1.html)

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Introduction:

The medieval era in Europe is complete with many adjectives that describe it. Terms such as gothic, dark and barbaric are used interchangeably to characterize medieval society. Teachers should discuss with the class what you think of when you hear the phrase “dark ages”.

After the class discussion, you will be assigned to a specific medieval group or institution to evaluate the accuracy of negative portrayals of medieval culture. Your task is to research this group and create a “day in the life” simulation that will accurately portray the characteristics of life for that group. We will discuss who these people lived and you are to take notes that will help you with your simulation. After your simulation, you will write an essay answering the following question “Is it accurate to describe the culture and era of the Middle Ages as the “Dark Ages”?

**Activity**

Teachers should use the websites to facilitate a lesson on medieval culture. Teachers should project the websites on to the white board and navigate through them as students take notes on every medieval group.

Process:

When creating your simulations, groups should consider the following:

**Townspeople**: Your task is to create a day in the life of a medieval town. As townspeople, you need to demonstrate the economic, political, and social characteristics of life in a medieval European town. Another aspect of your simulation will be to incorporate the causes for the rise of cities. (Possible ideas; marketplace scene, a meeting of a guild, etc.)

**Church/clergy**: Your task is to create a day in the life of the clergy. Your group should demonstrate the diversity within the clergy by including different types of clergy, their origins, and their roles. You should also display the importance of the role of the pope, (specifically Pope Gregory VII’s actions and the intended and unintended consequences of those actions) not only on religion but also in politics. The economic nature of medieval church life need also be discussed. (Possible ideas: a day at the monastery/convent, etc.)

**Peasants/serfs**: Your task is to create a day in the life of the peasants. Your groups should portray the economic and social aspects of peasant life, specifically as it relates to the role of the peasant in the manorial and feudal system. (Possible ideas: working in the fields, a day on the manor, etc.)

**Nobility**: Your task is to create a day in the life of the nobility. Your groups should demonstrate the role of the noble in the manorial system and their status and obligations in the feudal system. The status of feudal monarchies, specifically the actions of King Henry IV and the intended and unintended consequences of those actions, should be portrayed. (Possible ideas: a noble feast, a tour of the manor/caster, etc.)

**Task: 4**

**Essential Questions:**

What was Charlemagne’s legacy? What programs did he implement during his reign?

**Resources:**

[**http://medievaleurope.mrdonn.org/charlemagne.html**](http://medievaleurope.mrdonn.org/charlemagne.html)

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Introduction:

King Charlemagne is known as the greatest of medieval kings. He was born in 742, at a place unknown. He was of German blood and speech, and shared some characteristics of his people- strength of body, courage of spirit, pride of race, and a crude simplicity many centuries apart from the urbane polish of the modern French. He had little book learning; read only a few books- but good ones; tried in his old age to learn writing, but never quite succeeded; yet he could speak old Teutonic and literary Latin, and understood Greek.

Students, today we will discuss King Charlemagne and the wonderful things that he implemented that we continue to use in our government today.

Activity

Teachers will project the following website on to the blackboard, <http://medievaleurope.mrdonn.org/charlemagne.html>. Students will take turns reading the information from the website projection. Students will then list the things that Charlemagne implemented during his tenure as king that we, as Americans, continue to in our government today.

**Task: 5**

**Essential Questions:**

What role did the church play in the medieval era?

**Resources:**

<http://people.stfx.ca/dtrembin/history%20230/Papal%20Monarchy.ppt>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

Introduction

The Medieval Church played a far greater role in Medieval England than the Church does today. In Medieval England, the Church dominated everybody's life. All Medieval people - be they village peasants or towns people - believed that God, Heaven and Hell all existed. From the very earliest of ages, the people were taught that the only way they could get to Heaven was if the Roman Catholic Church let them. Everybody would have been terrified of Hell and the people would have been told of the sheer horrors awaiting for them in Hell in the weekly services they attended.

The control the Church had over the people was total. Peasants worked for free on Church land. This proved difficult for peasants as the time they spent working on Church land, could have been better spent working on their own plots of land producing food for their families.

They paid 10% of what they earned in a year to the Church (this tax was called **tithes**). Tithes could be paid in either money or in goods produced by the peasant farmers. As peasants had little money, they almost always had to pay in seeds, harvested grain, animals etc. This usually caused a peasant a lot of hardship as seeds, for example, would be needed to feed a family the following year. What the Church got in tithes was kept in huge **tithe barns**; a lot of the stored grain would have been eaten by rats or poisoned by their urine. A failure to pay tithes, so the peasants were told by the Church, would lead to their souls going to Hell after they had died.

Today we will discuss the Development of the Papal Authority.

Activity

Teachers will project the following website on to the blackboard,

<http://people.stfx.ca/dtrembin/history%20230/Papal%20Monarchy.ppt>. Teachers will facilitate a lesson involving the website’s contents. Teachers will ask the students question to ensure comprehension.

**Europe Undergoes Change**

**Georgia Performance Standards**

SSWH9 The student will analyze change and continuity in the Renaissance and Reformation.

a. Explain the social, economic, and political changes that contributed to the rise of Florence and the ideas of Machiavelli.

b. Identify artistic and scientific achievements of Leonardo da Vinci, the “Renaissance man,” and Michelangelo.

c. Explain the main characteristics of humanism; include the ideas of Petrarch, Dante, and Erasmus.

d. Analyze the impact of the Protestant Reformation; include the ideas of Martin Luther and John Calvin.

e. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.

f. Describe the English Reformation and the role of Henry VIII and Elizabeth I.

g. Explain the importance of Gutenberg and the invention of the printing press.

SSWH10 The student will analyze the impact of the age of discovery and expansion into the Americas, Africa, and Asia.

a. Explain the roles of explorers and conquistadors; include Zheng He, Vasco da Gama, Christopher Columbus, Ferdinand Magellan, James Cook, and Samuel de Champlain.

b. Define the Columbian Exchange and its global economic and cultural impact.

c. Explain the role of improved technology in European exploration; include the astrolabe.

**Task: 1**

**Essential Questions:**

What are some of inventions or innovations that occurred during the Renaissance?

What is a Renaissance man?

**Resources:**

[**http://worldhistory.pppst.com/renaissance.html**](http://worldhistory.pppst.com/renaissance.html)(Teachers should refer to the Renaissance and Reformation Power Point to facilitate the lesson.)

Encyclopedias for student research purposes

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

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units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

Introduction:

The Renaissance (French for "rebirth") was a cultural movement that spanned roughly the 14th to the 17th century, beginning in Florence in the Late Middle Ages and later spreading to the rest of Europe. The term is also used more loosely to refer to the historic era, but since the changes of the Renaissance were not uniform across Europe, this is a general use of the term. As a cultural movement, it encompassed a resurgence of learning based on classical sources, the development of linear perspective in painting, and gradual but widespread educational reform. Traditionally, this intellectual transformation has resulted in the Renaissance being viewed as a bridge between the Middle Ages and the Modern era. Although the Renaissance saw revolutions in many intellectual pursuits, as well as social and political upheaval, it is perhaps best known for its artistic developments and the contributions of such persons like Leonardo da Vinci and Michelangelo, who inspired the term "Renaissance man".

**Activity**

During the Renaissance era many ideas and innovations-technological, political, and religious emerged. You will trace an idea/innovation-technological, political, or religious-from that time and see how it has changed from that time through today. You will research your idea/innovation to determine if it had worldwide influence. You will develop a timeline illustrating the movement of the selected idea. You will develop a presentation to submit to a Renaissance Award committee.

Some questions you will need to answer in preparing for the presentation include:

* How has this idea/innovation had a global impact?
* Did the idea/innovation have a greater impact on one region of the world over another (how and why)?
* Could this idea/innovation continue to evolve?
* What are some positive or negative consequences of the idea/innovation?

Teachers should project the following website onto the white board,  **<http://worldhistory.pppst.com/renaissance.html>.** Teachers should facilitate a lesson based on the Power Point presentation.

Teachers should also project the following website on to the blackboard <http://www.nides.bc.ca/assignments/invent69/Renaissance1.htm>. Teachers should navigate through the website highlighting the various innovations. This will prepare the students to complete the task.

**Task: 2**

**Essential Questions:**

How has exploration and migration been a product of economic, technological, social, and political forces?

How can human movement, initiated by needs and wants, create patterns and centers of activity?

**Resources:**

[**http://www.mrberlin.com/7th/Exploration/Exploration.html**](http://www.mrberlin.com/7th/Exploration/Exploration.html) **(**Teachers should select the “European Competition/African Middle Kingdoms” Power Point to facilitate the lesson.)

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Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

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**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity**

Teachers should facilitate the lesson utilizing the Power Point from the website referenced above. Teachers should ask questions to ensure student comprehension of the material.

**Task: 3**

**Essential Questions:**

How has exploration and migration been a product of economic, technological, social, and political forces?

How can human movement, initiated by needs and wants, create patterns and centers of activity?

**Resources:**

[**http://www.flushinghighschool.org/ourpages/auto/2009/3/15/53349030/Spanish%20and%20Portuguese%20Colonies%20in%20Americas%20text%20summary.pdf**](http://www.flushinghighschool.org/ourpages/auto/2009/3/15/53349030/Spanish%20and%20Portuguese%20Colonies%20in%20Americas%20text%20summary.pdf)

**Teacher’s Place:**

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**Questioning Techniques:**

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 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

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**Activity**

Teachers should print the handout from the above website. Students should take turns reading the information. Students should write down their answers to the reading comprehension questions at the end of the handout. Teachers will review the student’s answers to guarantee accuracy.

**Task: 4**

**Essential Questions:**

How has exploration and migration been a product of economic, technological, social, and political forces?

How can human movement, initiated by needs and wants, create patterns and centers of activity?

**Resources:**

[www.antlers.k12.ok.us/AHS%2007\_08/.../ch16/ch16\_sec4.**ppt**](http://www.antlers.k12.ok.us/AHS%2007_08/.../ch16/ch16_sec4.ppt)

[**http://www.pbs.org/wgbh/aia/part1/1narr4.html**](http://www.pbs.org/wgbh/aia/part1/1narr4.html)

 **Teacher’s Place:**

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**Questioning Techniques:**

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 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

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 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity**

Teachers should facilitate a lesson utilizing the Power Point from the above website, [www.antlers.k12.ok.us/AHS%2007\_08/.../ch16/ch16\_sec4.**ppt**](http://www.antlers.k12.ok.us/AHS%2007_08/.../ch16/ch16_sec4.ppt).

Teachers should also project [**http://www.pbs.org/wgbh/aia/part1/1narr4.html**](http://www.pbs.org/wgbh/aia/part1/1narr4.html)onto the blackboard. Teachers should maneuver through the website paying close attention to the details of the slave trade.

Students should write a short diary entry on how they think it felt have been kidnapped and sold into slavery. The narrative should be three to five paragraphs.

**Task: 5**

**Essential Questions:**

What were some positive and negative consequences of Louis XIV reign in France?

Resources:

[**http://www.louis-xiv.de/index.php?id=31**](http://www.louis-xiv.de/index.php?id=31)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

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units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

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 Signal words: who, what, when, where?

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**Convergent Thinking Questions**

 Signal words: who, what, when, where?

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 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity**

 Teachers should project the following website on to the white board, <http://www.louis-xiv.de/index.php?id=31>, and facilitate a lesson while navigating through the website. Teachers should pay close attention to the “politics” and “wars” tabs of the website. Students should take notes on this section.

At the end of the lesson, students should answer the following question in two to three paragraphs: **How was King Louis XIV able to maintain absolute power in France?**

**Enlightenment and Revolution**

**Georgia Performance Standards**

**SSWH9 The student will analyze the change and continuity in the Renaissance and Reformation.**

a. Explain the social, economic and political changes that contributed to the rise of Florence and the ideas of Machiavelli.

b. Identify artistic and scientific achievements of the "Renaissance man" Leonardo da Vinci, and Michelangelo.

c. Explain the main characteristics of humanism to include the ideas of Petrarch, Dante and Erasmus.

d. Analyze the impact of the Protestant Reformation to include the ideas of Martin Luther and John Calvin.

e. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.

f. Describe the English Reformation and the role of Henry VIII and Elizabeth I.

g. Explain the importance of Gutenberg and the invention of the printing press.

**SSWH10 The student will analyze the impact of the age of discovery and expansion into the Americas, Africa and Asia.**

a. Explain the roles of explorers and conquistadors, including Zheng He, Vasco DaGama, Christopher Columbus, Ferdinand Magellan, James Cook, and Samuel de Champlain.

b. Define the Columbian Exchange and its global economic and cultural impact.

c. Explain the role of the improved technology in European exploration including the astrolabe.

**SSWH11 Students will investigate political and social changes in Japan and in China from the seventeenth century CE to mid nineteenth century CE.**

1. Describe the policies of the Tokugawa and Qing rulers, to include Oda Nobunaga, and Kangxi.

**SSWH13 The student will examine the intellectual, political, social, and economic factors that changed the world view of Europeans.**

a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European world view.

b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau and their relationship to politics and society.

**SSWH14 The student will analyze the Age of Revolutions and Rebellions.**

a. Examine absolutism through a comparison of the rules of Louix XIV, Tsar Peter the Great, Tokugawa Ieyasu.

b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).

c. Explain Napoleon's rise to power, defeat, and consequences for Europe.

d. Examine the interaction with westerners to include Opium War, the Taiping Rebellion, and Commodore Perry.

**Task: 1**

**Essential Questions:**

How did technological changes in societies have worldwide impacts on subsequent generations?

**Resources:**[www.osx.lps.org/manila/tbrady/**Scientific**andEnlightenment](http://www.osx.lps.org/manila/tbrady/ScientificandEnlightenment)

**Teacher’s Place:**

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units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

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 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

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Activity

 Teachers should facilitate a lesson utilizing the power point on the above website. Students should choose a Scientific Revolution contributor to research. The students should write a 1-2 page report on their contributor. Students should make sure to mention the person’s contributions and their past and present relevance to the world.

**Task: 2**

**Essential Questions:**

How did the role of church and government change during this period?

**Resources:**

[www.mrhamlett.net/TheEnlightenment.pdf](http://www.mrhamlett.net/TheEnlightenment.pdf)

**Teacher’s Place:**

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**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity**

Teachers should utilize the following website to facilitate a lesson on the Enlightenment, [www.mrhamlett.net/TheEnlightenment.pdf](http://www.mrhamlett.net/TheEnlightenment.pdf).

 At the end of the lesson, students should choose an Enlightenment contributor to research. The students should write a 1-2 page report on their contributor. Students should make sure to mention the person’s contributions and their past and present relevance to the world.

**Task: 3**

**Essential Questions:**

How did the introduction of new ideas, concepts, beliefs led to political, economic, and social changes?

How did conflict within and/or between societies bring about change/s?

**Resources:**

[**http://www.usahistory.info/timeline/revolution.html**](http://www.usahistory.info/timeline/revolution.html)(American Revolution Timeline)

<http://www.historycentral.com/revolt/causes.html> (Causes of the American Revolution)

Poster Board and Construction Paper

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity**

Teachers should facilitate a lesson using the following website,

<http://www.historycentral.com/revolt/causes.html>. Teachers should navigate through the website highlighting the causes of the Revolutionary War.

Have students research the Stamp Act (1765), the Boston Massacre (1770) and the Boston Tea Party (1773). Then, have each group prepare a front page news page entitled The Boston Gazette. They should include facts about the story, eyewitness accounts, political cartoons relating to the event, opinion statements and a poem or song, either published or original. The front page should be made from poster board, and its design and implementation should be left to the student’s imagination. These can then be displayed in class and referred to during class discussions.

**Task: 4**

**Essential Questions:**

How did the actions of various rulers bring about change?

**Resources:**

[**http://www.bbc.co.uk/history/historic\_figures/bonaparte\_napoleon.shtml**](http://www.bbc.co.uk/history/historic_figures/bonaparte_napoleon.shtml)

**Teacher’s Place:**

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1. Explain the activity (activity requirements)

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units of instruction page, or print on blackboard)

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4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

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Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity**

Teachers should printout the information from the website. Students should take turns reading the material.

 At the end, students should answer the following questions:

1. Who was Napoleon Bonaparte?
2. What happened in 1798?
3. What did he become in 1799? In 1802?
4. What happened in 1803? 1805? 1812? May 1821?

**Task: 5**

**Essential Questions:**

How can human movement, initiated by needs and wants, create patterns and centers of activity?

**Resources:**

[**http://library.thinkquest.org/4034/dagama.html**](http://library.thinkquest.org/4034/dagama.html) **(**Vasco da Gama)

[**http://www.u-s-history.com/pages/h1033.html**](http://www.u-s-history.com/pages/h1033.html)(Christopher Columbus)

[**http://www.mrdowling.com/704-magellan.html**](http://www.mrdowling.com/704-magellan.html)(Ferdinand Magellan)

[**http://www.nndb.com/people/571/000092295**](http://www.nndb.com/people/571/000092295)(Samuel de Champlain)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

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units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

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**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

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Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity**

You recently returned from an expedition as a crewmember with one of the following explorers from the period of exploration: Vasco da Gama, Christopher Columbus, Ferdinand Magellan, or Samuel de Champlain. You are now working for an up-and-coming explorer as a recruiter seeking crewmembers to join the explorer on an expedition west across the Atlantic Ocean. Though your explorer/boss wants many good people to join him, he also wants you to be honest and open about the realities faced on the voyages across the ocean. Your explorer/boss has given you enough funds to either produce posters as a visual advertisement, but not both. You must design a poster to distribute across the country side to convince local people to join your explorer-boss on an unpredictable adventure.

Questions to consider addressing in your visual:

* What are the main objectives this explorer has in mind?
	+ Is this for trade, exploration, conquest, colonization, etc?
	+ Is this expedition planning to establish a trade route, anticipating acquiring resources, attempting to make gains (geographic or economic) for the supporting monarchy?
	+ Explain the objectives of the exploration you returned from, and whether or not the objectives were accomplished.
	+ Describe the obstacles to meeting the objectives, if there were any, and identify where these obstacles were intended or unintended.
	+ How did you, the explorer, and crew respond to those problems?
* What are some additional obstacles that the crew may face along the journey?
	+ What are additional intended and unintended obstacles you faced along your recent journey, unrelated to the expeditions’ overall objectives?
	+ How did you, the explorer, and crew respond to those problems?
* What types of intended and unintended encounters with people of others societies did you experience?
	+ How did the crew respond to these encounters?
	+ How did the other societies respond to the crew?
	+ Explain whether or not these encounters were positive and/or negative.
* How could this expedition potentially benefit the supporting monarchy’s nation as well as other nations in Europe?
	+ How did your previous expedition benefit or damage the supporting monarchy and other European nations?
	+ How could this expedition potentially benefit the other societies you may encounter?
* Are there any possible lasting affects this expedition can have on the world this crewmember can claim to have been involved with at the conclusion?
	+ What are the lasting effects that you can make claims to because you participated in a previous expedition?
* What can this crewperson expect to gain/or lose personally by participating in this expedition?
	+ What did you gain and/or lose by participating in the expedition you just returned from?
	+ You can cite examples from the expedition of the explorer you recently traveled with as well as other expeditions that departed from Spain, Portugal, and France.

**A Changing World**

**Georgia Performance Standards**

**SSWH13 The student will examine the intellectual, political, social and economic factors which changed the world view of Europeans.**

b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire and Rousseau and their relationship to politics and society.

**SSWH14 The student will analyze the Age of Revolutions and Rebellions.**

b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).

c. Explain Napoleon's rise to power, defeat, and consequences for Europe.

**SSWH15 The student will be able to describe the impact of industrialization, the rise of nationalism and the major characteristics of world wide imperialism.**

a. Analyze the process and impact of industrialization in England, Germany and Japan, movements for political reform, the writings of Adam Smith and Karl Marx, and urbanization and its impact on women.

b. Compare and contrast the rise of the nation state in Germany under Otto von Bismarck and Japan under Emperor Meiji.

c. Describe the reaction to foreign domination including the Russo-Japanese War and Young Turks.

d. Describe imperialism in Africa and Asia by comparing British policies in South Africa, French policies in Indochina, and Japanese policies in Asia.

**SSWH11 Students will investigate political and social changes in Japan and in China from the seventeenth century CE to mid nineteenth century CE.**

a. Describe the policies of the Tokugawa and Qing rulers, to include Oda Nobunaga, and Kangxi.

b. Analyze the impact of population growth and its impact on the social structure.

**Task: 1**

**Essential Questions:**

How did technological changes in societies have worldwide impacts on subsequent generations?

How did industrialization bring about social, political, and economic changes?

**Resources:**

[**http://www.virtualclassroom.net/tvc/indrev/index.htm**](http://www.virtualclassroom.net/tvc/indrev/index.htm)

[**http://www.nettlesworth.durham.sch.uk/time/victorian/vindust.html**](http://www.nettlesworth.durham.sch.uk/time/victorian/vindust.html)(Child Labor and the Industrial Revolution)

 **Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity**

Teachers should facilitate a lesson utilizing the website above. Have the students pay close attention to the following website

 [**http://www.nettlesworth.durham.sch.uk/time/victorian/vindust.html**](http://www.nettlesworth.durham.sch.uk/time/victorian/vindust.html)**.** Teachers

 should then ask the students to write a diary entry detailing a day in the life of a child during the Industrial Revolution. Students should compare and contrast a youth’s life then and now.

**Task: 2**

**Essential Questions:**

How did imperialism change the relationship/s that countries had previously experienced?

How did the rise of nationalism have global impact?

**Resources:**

[**www.esmschools.org/Data/FileManager/.../Russell/nationalism.pdf**](http://www.esmschools.org/Data/FileManager/.../Russell/nationalism.pdf) **(**Teachers should perform a Google search for the above website and click on the link.)

 **Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

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 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

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 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

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8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

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**Activity**

Teachers should allow the students to work through these handouts and answer the questions provided therein.

**Task: 3**

**Essential Questions:**

How did imperialism change the relationship/s that countries had previously experienced?

How did the rise of nationalism have global impact?

**Resources:**

[**http://www.5min.com/Video/Learn-about-the-Austro-Hungarian-Empire-38364989**](http://www.5min.com/Video/Learn-about-the-Austro-Hungarian-Empire-38364989) **(Video Clip)**

[**http://www.beyondbooks.com/eur12/2d.asp**](http://www.beyondbooks.com/eur12/2d.asp)(Website Projection)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

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 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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**Activity**

Teachers should project the following website on to the blackboard

, <http://www.beyondbooks.com/eur12/2d.asp>. Teachers should use this website to facilitate a lesson on the annexation of Austria and Hungary.

Have students view a video clip from the following website,

<http://www.5min.com/Video/Learn-about-the-Austro-Hungarian-Empire-38364989>.

At the end of the lesson, student should answer the following questions:

1. What problems existed in both Austria and Hungary that made their unification necessary?
2. What types of government did each country have after they unified?
3. What was the Settlement of 1867?
4. What events occurred to strain the Austro-Hungarian Empire?

**Task: 4**

**Essential Questions:**

How did imperialism change the relationship/s that countries had previously experienced?

How did the rise of nationalism have global impact?

**Resources:**

[**http://mclane.fresno.k12.ca.us/wilson98/assigments/impch11.html**](http://mclane.fresno.k12.ca.us/wilson98/assigments/impch11.html)

**Teacher’s Place:**

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2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

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7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

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 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

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8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

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Teachers should print the information out from the following website,

 <http://mclane.fresno.k12.ca.us/wilson98/assigments/impch11.html>.

**Activity**

The students will work in cooperative learning groups to answer the questions at the end of the handout <http://mclane.fresno.k12.ca.us/wilson98/assigments/impch11.html>.

**Task: 5**

**Essential Questions:**

How did imperialism change the relationship/s that countries had previously experienced?

How did the rise of nationalism have global impact?

**Resources:**

<http://www.oup.com/us/pdf/economic.history/imperialism.pdf> (Teachers can use this website to enhance their knowledge for their lesson.)

[www.cohs.com/teachers/docs/248\_ch25\_sec4.ppt](http://www.cohs.com/teachers/docs/248_ch25_sec4.ppt) (Power Point)

Teacher’s Place:

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

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units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

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 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

 **Activity**

Teachers should facilitate the lesson utilizing the following website,

[www.cohs.com/teachers/docs/248\_ch25\_sec4.ppt](http://www.cohs.com/teachers/docs/248_ch25_sec4.ppt). Teachers should navigate through the website and have the students read and answer questions on the website.

**Decades of War**

**Georgia Performance Standards**

**SSWH16 The student will demonstrate an understanding of long term causes of World War I and its global impact.**

a. Identify the causes of the war including Balkan nationalism, entangling alliances, and militarism.

b. Describe the conditions on the war front for soldiers including the Battle of Verdun.

c. Explain the major decisions made in the Versailles Treaty including German reparations and the mandate system that replaced Ottoman control.

d. Analyze the destabilization of Europe in the collapse of the great empires including the Romanov and Hapsburg dynasties.

**SSWH17 The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II.**

a. Examine the impact of the war on science, art, and social thinking by identifying the cultural significance of Sigmund Freud, Albert Einstein, and Picasso.

b. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan.

c. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan.

d. Analyze the rise of nationalism as seen in the ideas of Sun Yat Sen, Mustafa Kemal Attaturk, and Mohandas Ghandi.

e. Describe the nature of totalitarianism and the police state that existed in Russia, Germany, and Italy and how they differ from authoritarian governments.

f. Explain the aggression and conflict leading to World War II in Europe and Asia including the Italian invasion of Ethiopia, the Spanish Civil War, the rape of Nanjing in China, and the German annexation of the Sudentenland.

**SSWH18 The student will demonstrate an understanding of the global political, economic and social impact of World War II.**

a. Describe the major conflicts and outcomes including Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia.

b. Identify Nazi ideology, policies, and consequences which led to the Holocaust.

c. Explain the military and diplomatic negotiations between the leaders of Great Britain (Churchill), the Soviet Union (Stalin), and the United States (Roosevelt/Truman) from Teheran to Yalta and Potsdam and the impact on the nations of Eastern Europe.

d. Explain allied Post-World War II policies including formation of the United Nations, the Marshall Plan for Europe, and McArthur's plan for Japan.

**Task: 1**

**Essential Questions:**

1. What were the long term causes that brought about military conflict in 1914?

2. How was World War I a war built on the new industrial technology?

**Resources:**

Poster Board

<http://www.worldwar1.nl> (Teacher Resource website)

<http://www.mrberlin.com/8th/WWI/WWI.html> (Teachers should use any Power Point from this website.)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

Teachers should use the following website and facilitate a lesson using the various Power Points on the website <http://www.mrberlin.com/8th/WWI/WWI.html>.

Activity

You are a museum curator who is creating an exhibit about World War II. You will create a poster that displays the road to defeat of one of the Axis powers of World War II. This display will include the following:

* a written description of the development of aggressive fascist ideology that emerged in Germany, Italy or Japan during the 1930’s
* a timeline showing the steps of aggressive expansion by that nation
* an annotated map that shows the major events during World War II that led to the defeat of that nation
* a written description of the penalties imposed on the defeated nation and of its reconciliation with the victors
* a letter from an imagined citizen describing the changes in that nation by 1960

a speech of about two paragraphs that you will deliver at the grand opening of your exhibit that explains how conflict between or within societies can result in change for the societies involved.

**Task: 2**

**Essential Questions:**

How did steps of aggression lead to the outbreak of World War II?

Resources:

<http://users.ipfw.edu/gatesb/H114m.PPT>

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Cognitive operations: predicting, hypothesizing, inferring, reconstructing

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 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

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Teachers should facilitate the lesson utilizing the Power Point from the following website, <http://users.ipfw.edu/gatesb/H114m.PPT>.

Activity

Teachers should ask students pertinent questions at the end of the lesson, such as

1. What were the causes of the Russian Revolution?
2. Name the key figures and their importance?
3. What was the result of the revolution?

**Task: 3**

**Essential Questions:**

How did steps of aggression lead to the outbreak of World War II?

Resources:

[www.augusta.k12.va.us/6687125713143116/lib/.../DictatorsPPT.ppt](http://www.augusta.k12.va.us/6687125713143116/lib/.../DictatorsPPT.ppt)

[www.valleyviewsd.org/vvsd/hs/.../the%20Rise%20of%20Dictators.ppt](http://www.valleyviewsd.org/vvsd/hs/.../the%20Rise%20of%20Dictators.ppt)

<http://www.spartacus.schoolnet.co.uk/FWWversailles.htm>

**Encyclopedias**

 **Teacher’s Place:**

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 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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Activity

Teachers introduce the following vocabulary:

dictator

reparations

appeasement

totalitarian state

depression

communism

depression

Instructor will lead discussion on post-WWI Europe and conditions of the Treaty of Versailles <http://www.spartacus.schoolnet.co.uk/FWWversailles.htm>.

Assign one dictator to each student or group of students find information on dictator to compare (personal background, military history, policies, lasting influence on European history, etc).

Teachers should use the following Power Point to facilitate a lesson on the three dictators. (Teachers disregard the Chapter numbers, etc.)

[www.valleyviewsd.org/vvsd/hs/.../the%20Rise%20of%20Dictators.ppt](http://www.valleyviewsd.org/vvsd/hs/.../the%20Rise%20of%20Dictators.ppt)

Teachers should assign each student or group of students a dictator to research. Student research should include all of the following information:

personal background, military history, policies, lasting influence on European history

Students may deliver their finding in class.

Task: 4

**Essential Questions:**

How did steps of aggression lead to the outbreak of World War II?

**Resources:**

[**http://www.associatepublisher.com/e/m/mu/munich\_agreement.htm**](http://www.associatepublisher.com/e/m/mu/munich_agreement.htm)

**(Munich Agreement)**

[**http://www.johndclare.net/RoadtoWWII8.htm**](http://www.johndclare.net/RoadtoWWII8.htm) **(Nazi-Soviet Pact)**

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contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

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Introduction:

Have you ever had a problem with a bully? The bully may take your lunch money or force you to do his/her homework. In the late 1930s Hitler was bullying the rest of Europe and got his way several times. Finally, France and Britain had enough and the result was World War II.

At the end of the lesson, students will be able to answer the following questions:

1. What was the Munich conference? Why did the French and British give into Hitler's demands?

2. What was the Nazi-Soviet Pact? Why did Hitler make a deal with the Soviet Union?

Bonus: What was the name of the region in Western Germany which Hitler illegally reoccupied?

Task: 5

**Essential Questions:**

1. What were the long term causes that brought about military conflict in 1914?

2. How was World War I a war built on the new industrial technology?

**Resources:**

Resources: Poster Board

<http://www.worldwar1.com>

Russian Revolution:

<http://www.loc.gov/exhibits/archives/intro.html>

<http://www.spartacus.schoolnet.co.uk/Russian-Revolution.htm>

Stalin:

<http://www.bbc.co.uk/history/historic_figures/stalin_joseph.shtml>

Sun Yat Sen

<http://www.wsu.edu/~dee/modchina/sun.htm>

<http://www.time.com/time/asia/asia/magazine/1999/990823/sun_yat_sen1.html>

Kamal Ataturk:

<http://1cweb2.loc.gov.cgi-bin/query/r?frd/cstdy:@field(DOCID+tr0020)>

Mohandas Ghandi:

<http://www.bbc.co.uk/history/historic_figures/gandhi_mohandas.shtml>

<http://www.sscent.ucla.edu/southasia/History/Gandhi/gandhi.html>

fascism

<http://www.fordham.edu/halsall/mod/mussolini-fascism.html>

<http://www.britannia.com/history/euro/3/2_2.html>

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 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

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8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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Activity

You are a museum curator who is creating an exhibit about World War II. You will create a display that displays the road to defeat of one of the Axis powers of World War II. This display will include the following:

* A written description of the development of aggressive fascist ideology that emerged in Germany, Italy, or Japan during the 1930’s
* A timeline showing the steps of aggressive expansion by that nation
* An annotated map that shows the major events during World War II that led to the defeat of that nation
* A written description of the penalties imposed on the defeated nation and of its reconciliation with the victors
* A letter from an imagined citizen describing the changes in that nation by 1960
* A speech of about two paragraphs that you will deliver at the grand opening of your exhibit that explains how conflict between or within societies can result in change for the societies involved.

**The World Today**

**Georgia Performance Standards**

**SSWH19 The student will demonstrate an understanding of the global social, economic and political impact of the Cold War and decolonization from 1945 to 1989.**

a. Analyze the revolutionary movements in India (Gandhi, Nehru), China (Mao Zedong, Chiang Kai-shek), and Ghana.

b. Describe the formation of the state of Israel.

c. Explain the arms race to include development of the Hydrogen Bomb (1954) and SALT (Strategic Arms Limitation Treaty, 1972).

d. Compare and contrast the reforms of Khrushchev to Gorbachev.

e. Analyze efforts in the pursuit of freedom to include, anti-apartheid, Tianamen Square, and the fall of the Berlin Wall.

 **SSWH20 The student will examine change and continuity in the world since the 1960s.**

a. Identify ethnic conflicts and new nationalisms to include pan-Africanism, pan-Arabism and the conflicts in Bosnia-Herzegovina and Rwanda.

b. Describe the breakup of the Soviet Union in 1991 which produced the independent countries to include Ukraine, Kazakhstan and the Baltic States.

c. Analyze terrorism as a form of warfare in the 20th century including Shining Path, Red Brigade, Hamas, and Al Qaeda and its impact on daily life including travel, world energy supplies, and financial markets.

d. Examine the rise of women as major world leaders to include, Golda Meir, Indria Gandhi, and Margaret Thatcher.

**SSWH21 The student will analyze globalization in the contemporary world.**

a. Describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers.

b. Analyze global economic and political connections to include multinational corporations, United Nations, OPEC, and the World Trade Organization.

**Task: 1**

**Essential Questions:**

The student will understand that the culture of a society is the product of the

religion, beliefs, customs, traditions, and government of that society.

Resources:

<http://people.uncw.edu/smithrw/200/Coldwar.ppt>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

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 Cognitive operations: naming, defining, identifying, designating

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 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

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**Activity**

Teachers should facilitate a lesson utilizing the Power Point from the following website, <http://people.uncw.edu/smithrw/200/Coldwar.ppt>.

Teachers should have the students pay close attention to the “Conclusion” slide.

Have students write a journal entry about a day in their lives if they were living during the Cold War. Remind the students that many people were suspect based on skin color and affiliation.

**Task: 2**

**Essential Questions:**

Why did the creation of the Berlin Wall produce conflict?

**Resources:**

[**http://www.berlin-life.com/berlin/wall**](http://www.berlin-life.com/berlin/wall)

[**http://www.youtube.com/watch?v=MM2qq5J5A1s**](http://www.youtube.com/watch?v=MM2qq5J5A1s)

**(YouTubeVideo)**

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Activity

Teachers should facilitate the lesson utilizing the resources above. Students should write two to three paragraphs in reference to the Berlin Wall, its significance, and the results of its tearing down.

Task: 3

**Essential Questions:**

To what extent can organizations like the UN, OPEC, the WTO and other multinational organizations affect economic and political events?

**Resources:**

[**http://cyberschoolbus.un.org/unintro/unintro.asp**](http://cyberschoolbus.un.org/unintro/unintro.asp) **eacher’s Place:**

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 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity**

Teachers should facilitate the lesson using the website

<http://cyberschoolbus.un.org/unintro/unintro.asp>.

Have students answer the following questions:

What is the United Nations?

When did it begin?

What are some of its duties?

Task: 4

**Essential Questions:**

What was the cause of the revolutionary movements in India, China and Africa after WWII?

Resources:

<http://www.japan-guide.com/e/e2124.html>

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

Activity

Teachers should facilitate the lesson using the websites listed. At the end of the lesson, students should do the following:

Have students list 5 negative things that happened in Japan as a result of World War II.

What happened to cause Japan to flourish again?

Task: 5

**Essential Questions:**

What was the cause of the revolutionary movements in India, China and Africa after WWII?

Resources:

[www.antlers.k12.ok.us/AHS%2007\_08/.../ch31/ch31\_sec1.ppt](http://www.antlers.k12.ok.us/AHS%2007_08/.../ch31/ch31_sec1.ppt)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

Activity

Teachers should facilitate the lesson using the following website,

[www.antlers.k12.ok.us/AHS%2007\_08/.../ch31/ch31\_sec1.ppt](http://www.antlers.k12.ok.us/AHS%2007_08/.../ch31/ch31_sec1.ppt) . Students should answer question on the Power Point and take notes as well.

Task Websites

[http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

Unit 1

<http://mesopotamia.lib.uchicago.edu/mesopotamialife/index.php>

<http://www.mnsu.edu/emuseum/prehistory/egypt/dailylife/dailylife.html>

<http://phoenicia.org/index.shtml>

<http://www.kamat.com/kalranga/ancient/social_life/index.htm>

<http://www.encyclopediaofauthentichinduism.org/articles/12_early_civilizations.htm>

<http://www.bibarch.com/ArchaeologicalSites/TradeRoutes.htm>

<http://www.archatlas.dept.shef.ac.uk/Trade/WStrade.php>

<http://www.britannica.com/EBchecked/topic-video/370216/72094/The-rise-and-fall-of-the-Mauryan-empire>

<http://wps.ablongman.com/long_stearns_wcap_4/18/4646/1189489.cw/index.html>
<http://history.cultural-china.com/en/182History5679.html>

<http://www.flowofhistory.com/units/asia/8/FC54>

Unit 2

<http://www.historyguide.org/ancient/lecture13b.html>

<http://www.mnsu.edu/emuseum/prehistory/aegean>

<http://school.discoveryeducation.com/lessonplans/worksheets/spartans/worksheet1.html>

[www.primaryresources.co.uk/.../powerpoint/Athens\_V\_Sparta.ppt](http://www.primaryresources.co.uk/.../powerpoint/Athens_V_Sparta.ppt)

<http://www.authorstream.com/Presentation/Tormey381-161525-sparta-vs-athens-ancient-greece-entertainment-ppt-powerpoint>

<http://wsu.edu/~dee/MA/BYZ.HTM>

[www.toolboxpro.org/.../070101035727\_Byzantine-Kiev-Mongol-Chap\_8.ppt](http://www.toolboxpro.org/.../070101035727_Byzantine-Kiev-Mongol-Chap_8.ppt)

<http://philtar.ucsm.ac.uk/encyclopedia/christ/east/eastorth.html>

<http://www.middle-ages.org.uk/effects-of-crusades.htm>

<http://medievaleurope.mrdonn.org/crusades.html>

Unit 3

<http://library.thinkquest.org/C006206F/?tqskip1=1&tqtime=0613>

<http://www.eduplace.com/ss/maps/world.html>

<http://wysinger.homestead.com/mansamusa.html>

<http://www.blackhistorypages.net/pages/mansamusa.php>

<http://www.learner.org/interactives/middleages/feudal.html>

<http://www.www.r3.rog/life.articles/food1.html>

<http://medievaleurope.mrdonn.org/charlemagne.html>

<http://people.stfx.ca/dtrembin/history%20230/Papal%20Monarchy.ppt>

Unit 4

<http://worldhistory.pppst.com/renaissance.html>

<http://www.nides.bc.ca/assignments/invent69/Renaissance1.htm>

<http://www.mrberlin.com/7th/Exploration/Exploration.html>

<http://www.flushinghighschool.org/ourpages/auto/2009/3/15/53349030/Spanish%20and%20Portuguese%20Colonies%20in%20Americas%20text%20summary.pdf>

[www.antlers.k12.ok.us/AHS%2007\_08/.../ch16/ch16\_sec4.ppt](http://www.antlers.k12.ok.us/AHS%2007_08/.../ch16/ch16_sec4.ppt)

<http://www.pbs.org/wgbh/aia/part1/1narr4.html>

<http://www.louis-xiv.de/index.php?id=31>

Unit 5

[www.osx.lps.org/manila/tbrady/ScientificandEnlightenment](http://www.osx.lps.org/manila/tbrady/ScientificandEnlightenment)

[www.mrhamlett.net/TheEnlightenment.pdf](http://www.mrhamlett.net/TheEnlightenment.pdf)

<http://www.usahistory.info/timeline/revolution.html>

<http://www.historycentral.com/revolt/causes.html>

<http://www.bbc.co.uk/history/historic_figures/bonaparte_napoleon.shtml>

<http://library.thinkquest.org/4034/dagama.html>

<http://www.u-s-history.com/pages/h1033.html>

<http://www.mrdowling.com/704-magellan.html>

<http://www.nndb.com/people/571/000092295>

Unit 6

<http://www.virtualclassroom.net/tvc/indrev/index.htm>

<http://www.nettlesworth.durham.sch.uk/time/victorian/vindust.html>

[www.esmschools.org/Data/FileManager/.../Russell/nationalism.pdf](http://www.esmschools.org/Data/FileManager/.../Russell/nationalism.pdf)

<http://www.5min.com/Video/Learn-about-the-Austro-Hungarian-Empire-38364989>

<http://www.beyondbooks.com/eur12/2d.asp>

<http://mclane.fresno.k12.ca.us/wilson98/assigments/impch11.html>

<http://www.oup.com/us/pdf/economic.history/imperialism.pdf> [www.cohs.com/teachers/docs/248\_ch25\_sec4.ppt](http://www.cohs.com/teachers/docs/248_ch25_sec4.ppt)

Unit 7

<http://www.worldwar1.nl>

<http://www.mrberlin.com/8th/WWI/WWI.html>

<http://users.ipfw.edu/gatesb/H114m.PPT>

[www.augusta.k12.va.us/6687125713143116/lib/.../DictatorsPPT.ppt](http://www.augusta.k12.va.us/6687125713143116/lib/.../DictatorsPPT.ppt)

[www.valleyviewsd.org/vvsd/hs/.../the%20Rise%20of%20Dictators.ppt](http://www.valleyviewsd.org/vvsd/hs/.../the%20Rise%20of%20Dictators.ppt)

<http://www.spartacus.schoolnet.co.uk/FWWversailles.htm>

<http://www.associatepublisher.com/e/m/mu/munich_agreement.htm> <http://www.johndclare.net/RoadtoWWII8.htm>

<http://www.worldwar1.com>

<http://www.loc.gov/exhibits/archives/intro.html>

<http://www.spartacus.schoolnet.co.uk/Russian-Revolution.htm>

<http://www.bbc.co.uk/history/historic_figures/stalin_joseph.shtml>

<http://www.wsu.edu/~dee/modchina/sun.htm>

<http://www.time.com/time/asia/asia/magazine/1999/990823/sun_yat_sen1.html>

<http://1cweb2.loc.gov.cgi-bin/query/r?frd/cstdy:@field(DOCID+tr0020)>

<http://www.bbc.co.uk/history/historic_figures/gandhi_mohandas.shtml>

<http://www.sscent.ucla.edu/southasia/History/Gandhi/gandhi.html>

<http://www.fordham.edu/halsall/mod/mussolini-fascism.html>

<http://www.britannia.com/history/euro/3/2_2.html>

Unit 8

<http://people.uncw.edu/smithrw/200/Coldwar.ppt>

<http://www.berlin-life.com/berlin/wall>

<http://www.youtube.com/watch?v=MM2qq5J5A1s>

<http://cyberschoolbus.un.org/unintro/unintro.asp>

<http://www.japan-guide.com/e/e2124.html>

[www.antlers.k12.ok.us/AHS%2007\_08/.../ch31/ch31\_sec1.ppt](http://www.antlers.k12.ok.us/AHS%2007_08/.../ch31/ch31_sec1.ppt)