

UCPS Curriculum Guide: World History

Table of Contents

[Unit #1: Early Civilizations](#)

[Unit #2: Classical Civilizations](#)

[Unit #3: World Religions](#)

[Unit #4: Post-Classical World](#)

[Unit #5: European Revival](#)

[Unit #6: Age of Revolutions](#)

[Unit #7: Global Conflicts Part I](#)

[Unit #8: Global Conflicts Part II](#)

[Unit #9: The Post-War World](#)

This UCPS curriculum guide has been created using the [North Carolina Essential Standards](#), [Essential Standards Unpacking Document](#), and [North Carolina Final Exams Specifications](#) as a foundation. Additional information, topics, lessons, etc. have been developed by UCPS teachers. Like the Essential Standards, this guide represents the core of what is to be learned, but is not designed to encompass everything that individual teachers should include in their course. Teachers are encouraged to work outside this guide once they are certain their students have mastered the material enumerated in this guide.

According to NCDPI, *the World History course will address six (6) periods in the study of World History, with a key focus of study from the mid 15th century to present. Students taking this course will study major turning points that shaped the modern world. The standards of this course are grouped in a way that reflects accepted periodization by historians. The learning standards of this course have been written to focus around a basic core of chronologically- organized periods and events in history in order to have a set of learning standards that can be reasonably taught and learned with some depth and not just memorization of facts, within the time available for classroom instruction. However, local districts and teachers are encouraged to elaborate on what is included here, to add topics that they feel are important, and to organize material into Concept-based Units of study.*

The essential standards for World History have been written conceptually and identify the most critical knowledge and skills that students need to learn in this course. The Essential Standards for this course have been written to the levels of cognitive processing outlined in the Revision of Bloom's Taxonomy of Educational Objectives (RBT). The use of RBT as well as conceptually written standards are a combination that will help to ensure students successfully achieve the mission of the North Carolina State Board of Education: "...every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century." Through the study of World History, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world.

The desired outcome of this course is that students develop relevant enduring understandings of current world issues and relate them to their historical, political, economic, geographical and cultural contexts. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of civilizations of the past and societies around the world. Students taking this course will broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, technology, etc. This course is intended to be taught as a high school course that will receive high school credit. Thus, it has been developed based on the concepts, content and skills that are developmentally appropriate for students at the high school level.

Historical Thinking Skills

The “skill” standards are probably the most important from the Essential Standards. Skills, if properly developed in students, will outdistance any factual knowledge to which they will be exposed. Also, since the majority of the questions on the NCFE’s are skill-based (analyzing primary and secondary sources, maps, charts, etc.), by focusing on skills first, we are better preparing our students for those exams. Consequently, as this curriculum guide was created, effort was made to include formative and summative activities that require students to blend skills with content.

AH1.H.1.1 Use Chronological Thinking to:

1. Identify the structure of a historical narrative or story: (its beginning, middle, and end)
2. Interpret data presented in time lines and create timelines

The student will know:

- Chronological thinking is the foundation of historical reasoning—the ability to examine relationships among historical events and to explain historical causality.
- Historical eras are fluid and historians may not agree on the ‘start and end dates’ of particular periods or eras in history.

The student will be able to:

- Deconstruct the temporal structure (its beginning, middle, and end) of various types of historical narratives or stories.
 - Think forward from the beginning of an event, problem, or issue through its development, and anticipate some outcome; or work backward from some issue, problem, or event in order to explain its origins or development over time.
- Interpret data presented in time lines in order to identify patterns of historical succession (change) and historical duration (continuity).
- Create time lines to record events according to the temporal order in which they occurred and to reconstruct patterns of historical succession and duration.

Key Terminology:

- Patterns of Historical Succession - The act or process in which historical developments have unfolded.
- Patterns of Historical Duration – The time during which historical developments exhibit reliable samples of traits, acts, tendencies, etc. of events, phenomena, persons, groups or institutions.
- Temporal – of or relating to the sequence of time or to a particular time.
- Periodization - the attempt to categorize or divide time into named blocks.

AH1.H.1.2 Use Historical Comprehension to:

1. Reconstruct the literal meaning of a historical passage
2. Differentiate between historical facts and historical interpretations
3. Analyze data in historical maps
4. Analyze visual, literary and musical sources

The student will know:

- Historical passages are primary sources that provide firsthand testimony or direct evidence concerning a topic under investigation.
- Historical narratives are research based stories or accounts that describe or interpret historical events.
- Comprehending a historical passage requires that it be read to reveal the humanity of the individuals and groups who lived in the past - motives and intentions, values and ideas, hopes, doubts, fears, strengths, and weaknesses
- Comprehending a historical passage or narrative requires the appreciation for and the development of historical perspective—judging the past in consideration of the historical context in which the events unfolded and not solely in terms of personal and/or contemporary norms and values.

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

- How did the social, political, cultural, or economic world of certain individuals and groups possibly influence their motives and intentions, their values and ideas, their hopes, doubts, fears, strengths, and weaknesses?

The student will be able to:

- Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
- Differentiate between historical facts and historical interpretations but acknowledge that the two are related; that the facts the historian reports are selected and reflect the historian's judgment of what is most significant about the past.
- Analyze historical data and sources beyond written passages or narratives in order to clarify, illustrate or elaborate on data presented in historical passages or narratives. This data includes, but is not limited to, visual, mathematical, and quantitative data presented in a variety of historical maps, graphic organizers, photographs, political cartoons, paintings, music and architecture.
 - For example: visual, mathematical and quantitative data presented in a variety of historical maps, graphic organizers, photographs, political cartoons, paintings, music and architecture.

Key Terminology:

- Historical Perspective - describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, etc.
- Historical Context – placing events or situations in a given period of time or era.
- Present-mindedness – Judging things that occurred in the past based solely in terms of present-day norms and values.

AH1.H.1.3 Use Historical Analysis and Interpretation to:

1. Identify issues and problems in the past
2. Consider multiple perspectives of various peoples in the past
3. Analyze cause-and-effect relationships and multiple causation.
4. Evaluate competing historical narratives and debates among historians.
5. Evaluate the influence of the past on contemporary issues.

The student will know:

- Historical analysis involves a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past.
- The study of history is subject to an individual's interpretation of past events, issues, and problems, and there is usually no one right answer, one essential fact, or one authoritative interpretation that can be used to explain the past.
- Historians may differ on the facts they incorporate in the development of their narratives and disagree on how those facts are to be interpreted. Thus, written history is a “dialogue” among historians, not only about what happened but about the historical interpretation of why and how events unfolded.
- Historical issues are frequently value-laden and subsequently create opportunities to consider the moral convictions that possibly contributed to those actions taken by individuals and groups in the past.
- The past has a degree of relevance to one's own times.

The student will be able to:

- Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.
- Use criteria to judge the past in consideration of the historical context in which the events unfolded and not solely in terms of personal and/or contemporary norms and values.
- Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- Analyze past events in terms of cause and effect relationships.

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

- Consider multiple causes of past events by demonstrating the importance of the individual in history; the influence of ideas, human interests, and beliefs; and the role of chance, the accidental and the irrational.
- Use specific criteria to critique competing historical interpretations of past events in order to differentiate between expressions of opinion and informed hypotheses grounded in historical evidence.
- Use specific criteria to judge the relevance of the past to contemporary events and their own lives through a variety of classroom settings such as debates, simulations, and seminars.

Key Terminology:

- Historical Interpretation – Historical interpretation is when a certain historical event is described from different points of views. When this is done in first-person, it is sometimes referred to as living history.
- Multiple Causation – the mutual effect by many different forces to cause a particular action or occurrence.
- Causative – something that acts as an agent or cause; agent that is the reason for something.

AH1.H.1.4 Use Historical Research to:

1. Formulate historical questions
2. Obtain historical data from a variety of sources
3. Support interpretations with historical evidence
4. Construct analytical essays using historical evidence to support arguments.

The student will know:

- Historical inquiry, the research or investigation of change over time, often begins with a historical question.
- Historical inquiry is the process of studying history that includes questioning, forming hypotheses, analyzing evidence, and creating arguments in order to test hypotheses of past events.
- Historical inquiry requires the acquisition and analysis of historical data and documents beyond the classroom textbook.
- Historical inquiry allows one to analyze pre-existing interpretations, to raise new questions about an historical event, to investigate the perspectives of those whose voices do not appear in the textbook accounts, or to investigate an issue that the textbook largely or in part bypassed
- Citations for historical research often involve a specific style appropriate to the discipline.
 - For example: Turabian is often used in historical research, while MLA is often used in research related to literature and APA is often appropriate for economics, psychology, and sociology.

The student will be able to:

- Formulate historical questions as a result of encounters with historical documents.
- Interpret historical data, construct reasoned arguments and draw conclusions using historical evidence collected from a variety of sources.
 - For example: Sources include, but are not limited to, library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators.
- Create analytical essays that demonstrate historical interpretations, analysis, conclusions, and supporting evidence from a variety of sources.
- Develop arguments relating to the effectiveness of various solutions to social, political, or economic problems.
- Follow a methodical process to facilitate historical inquiry.
- Make appropriate citations based on historiography.

Key Terminology:

- Quantitative Analysis – the examination of measurable and verifiable data such as earnings, revenue, population, movement, trade, etc. Quantitative analysis is used to explore such topics as migration

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

patterns, changes in the economy, wealth distribution, changes in family size and composition, etc.

- Qualitative Analysis – the examination of non-measurable data such as reputation, image, feelings, beliefs, values, etc. Quantitative analysis is used to explore such topics as a person or group's feelings about a government or judicial decision, a president's image or the beliefs about reasons justifying war, etc.

Unit #1: Early Civilizations

Suggested Length of Unit: 5-7 days

Primary Essential Standards: WH2.1, WH2.2, WH2.3

Secondary Essential Standards: WH2.4, WH2.5, WH2.6, WH2.7, WH2.8, WH2.9

Overarching Question: How did mankind start to take control over his environment to build the first civilizations?

Unit Description: The Neolithic Revolution brought sweeping changes to human life. Mankind became sedentary, which paved the way for the birth of social classes, specialized labor, formalized government, male dominance, etc. As the early societies grew, some developed into the first civilizations. Geographic factors, including the flooding of river valleys, influenced the birth of these civilizations. Each civilization found their own ways of utilizing the power of their geography and experimented with different forms of governing their growing populations.

Lesson #1: The Neolithic Revolution

Essential Question: How did the Neolithic Revolution change the lifestyles of mankind?

Learning Targets: Students will...

Understand:

- Human response to the physical environment comes with consequences for both the environment and human dependence on the environment.

Know:

- The Neolithic Revolutions caused changes including the beginnings of permanent settlements, structured societies, formalized governments, specialized labor, male dominance, and accumulation of wealth.

Critical Factual Content (People, Events, Terms, etc.): Paleolithic, Neolithic, nomadic, sedentary

Enrichment Factual Content: clan

Formative Performance Task:

- Create a venn diagram to compare the lifestyles of the paleolithic and neolithic peoples.
- Create an advertisement trying to encourage people to adopt the lifestyle of either a paleolithic or a neolithic person.

Additional Resources:

Lesson #2: Characteristics of a Civilization

Essential Question: What does it mean to be “civilized”?

Learning Targets: Students will...

Understand:

- The characteristics of a civilization vary according to time and location.

Know:

- The major characteristics of a civilization include advanced cities, formal institutions (i.e. government and religion), specialization of labor, writing systems, and advanced technology.

Critical Factual Content (People, Events, Terms, etc.):

Enrichment Factual Content: civilization, culture

Formative Performance Task:

- Creation of graphic organizer to compare the key characteristics of the Ancient River Valley civilizations (and possibly the United States).
- Rank the River Valley civilizations as to which ones were the most civilized.

Additional Resources:

Lesson #3: Influence of the Environment on Early Civilizations

Essential Question: How did geography affect the settlement of the first civilizations?

Learning Targets: Students will...

Understand:

- Topography, climate and natural resources may direct the culture, economy, and lifestyle of its inhabitants.
- Human response to the physical environment comes with consequences for both the environment and human dependence on the environment.

Know:

- How and why geographic issues such as flooding, natural barriers, drought, famine, and limited fertile land influenced the settlement, trade interactions, and sustainability of ancient civilizations.
- Various ways people modified the environment to meet their need for survival (i.e. irrigation systems, dikes, etc.).

Critical Factual Content (People, Events, Terms, etc.): irrigation, fertile, sustainability, Nile River, Tigris River, Euphrates River, Indus River, Yellow River

Enrichment Factual Content: delta, silt

Formative Performance Task:

- Which early civilization had the ideal location? activity - compare the geographic features of each of the ancient civilizations to determine which one was best suited for development.
- Map activity locating the ancient civilizations w/ analysis questions

Additional Resources:

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Lesson #4: Mesopotamia

Essential Question: What can a law code reveal about the culture of the civilization that created it?

Learning Targets: Students will...

Understand:

- Written codes of laws establish rules and regulations that govern a society as well as inform those in society of acceptable and unacceptable behavior.
- Establishing laws into a written “code” can be a unifying force for a society while also reflecting duties and obligations of those in the society.

Know:

- How written laws, such as Hammurabi’s Code reinforced the belief that government had a responsibility for what behaviors were acceptable in a society and the consequences of unacceptable behaviors.
- How and why Hammurabi’s Code enforced class divisions.

Critical Factual Content (People, Events, Terms, etc.): codify, Hammurabi’s Code, cuneiform,

Enrichment Factual Content: ziggurat, city-state,

Formative Performance Task:

- Compare Hammurabi’s Code with some of our laws for the same “crimes”
- [Hammurabi’s Code: Was It Just? - DBQ](#)
- [Mesopotamia Webquest](#)

Additional Resources:

Lesson #5: Power of the Egyptian Pharaoh

Essential Question: How were the Egyptian pharaohs able to establish, maintain, and demonstrate power in ancient Egypt?

Learning Targets: Students will...

Understand:

- Culture and society shape and change how a government is organized and carries out responsibilities.
- The achievements of a society often contribute to its economic and political expansion as well as its cultural influence on those outside the society.

Know:

- How ancient Egypt developed and expanded by creating a centralized government and by promoting a unifying religion, commerce and a common culture.
- The Pyramids of ancient Egypt served as a symbol of dynastic power and religious devotion and stood as a symbol of Egyptian influence.

Critical Factual Content (People, Events, Terms, etc.): pyramid, pharaoh, theocracy

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Enrichment Factual Content: hieroglyphics, mummification

Formative Performance Task:

- [Pharaohs: Oppressors or Great Leaders](#)
- [Who built the pyramids?](#)

Additional Resources:

Lesson #6: Shang China - Interacting with the Heavens

Essential Question: How did religious beliefs affect the political development of the ancient Chinese civilizations?

Learning Targets: Students will...

Understand:

- Culture and society shape and change how a government is organized and carries out responsibilities

Know:

- The Mandate of Heaven in China provided for dynastic rule and reflected the value and beliefs of Chinese society at the time.

Critical Factual Content (People, Events, Terms, etc.): Mandate of Heaven, dynasty, monarchy, oracle bones

Enrichment Factual Content: Shang dynasty, Zhou dynasty

Formative Performance Task:

- [Mandate of Heaven Document Analysis](#)

Additional Resources:

Summative Performance Task:

- A Day in the Life Two Column Story - Students write two stories (side-by-side on their paper). One from a day in the life of a person living in one of the ancient societies and one from the same place in the world today. The stories should follow similar paths, but reflect the changes and continuities between the ancient culture and the modern one.

Suggested Enrichment Lessons/Activities:

- Mystery of the Indus Valley
- Development of writing systems
- Development of the first belief systems
- Compare social, political, or economic systems of the ancient civilizations

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Unit #2: Classical Civilizations

Suggested Length of Unit: 8-10 Days

Primary Essential Standards: WH2.2, WH2.3, WH2.4, WH2.6, WH2.7, WH2.8, WH2.9

Secondary Essential Standards: WH2.1, WH2.5

Overarching Question: How do we determine the importance of a civilization/empire?

Unit Description: During what is often referred to as the Classical Period, the previous civilizations either evolved or were replaced with new expansive empires. These empires had to solve new problems including ruling their massive empires with larger and more diverse populations. Eventually, they will all collapse due to internal struggles or external invasions. Regardless, they each left behind legacies that endure to today.

Lesson #1: Greek Geography

Essential Question: How did the Greek geography impact its development as a civilization?

Learning Targets: Students will...

Understand:

- Topography, climate, and natural resources of a region may direct the culture, economy, and lifestyle of its inhabitants.

Know:

- The physical geography Greece helped shape the development of trade and the flow of migration.
- Greek traders traveled across the Mediterranean trading goods and technology.

Critical Factual Content (People, Events, Terms, etc.): peninsula, Peloponnese

Enrichment Factual Content: city-states, Minoans, Mycenaeans

Formative Performance Task:

- Complete map of classical Greek geography; answer questions regarding the impact of Greece's geography on their development.

Additional Resources:

Lesson #2: Greek Political Systems

Essential Question: How did war and democracy shape societies in ancient Greece?

Learning Targets: Students will...

Understand:

- Culture and society shape and change how a government is organized and carries out its

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

responsibilities

- Effective distribution of power in government and order within a society can result from the creation of written laws.

Know:

- The types and structures of the governments of the major Greek city-states.
- The function of the Greek governments was different depending on the type of government system that was in place.
- The development of Draco's Laws helped lead to the development of democracy in Greece.

Critical Factual Content (People, Events, Terms, etc.): city-state, polis, direct democracy, oligarchy, monarchy, Draco's Laws

Enrichment Factual Content: Pericles, Solon, indirect democracy, republic

Formative Performance Task:

- [Was ancient Athens truly democratic?](#)
- Venn diagram comparing Athens and Sparta

Additional Resources:

Lesson #3: Greek Culture

Essential Question: Which aspects of Greek culture have impacted our lives today?

Learning Targets: Students will...

Understand:

- The achievements of a society often contribute to its expansion as well as its cultural influence on those outside the society.
- The legacies of a civilization can reflect the elements which instill a sense of pride and present a lasting contribution to global culture or society.

Know:

- Greek art, literature, architecture, philosophy, and systems of government continued after the civilization declined.

Critical Factual Content (People, Events, Terms, etc.): philosophy, Aristotle, Parthenon

Enrichment Factual Content: Socrates, Plato, doric, ionic, corinthian, Homer,

Formative Performance Task:

- [Gallery walk on Greek culture](#) - students create and visit display boards on various aspects of Greek culture then determine the aspects of Greek culture that are still evident today.

Additional Resources:

Lesson #4: Roman Government

Essential Question: How did the Roman government change as its empire expanded?

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Learning Targets: Students will...

Understand:

- As a society increases in complexity and interacts with other societies, the complexity of government often increases.
- Culture and society shape and change how a government is organized and carries out responsibilities.
- Establishing laws into a written “code” can be a unifying force for a society while also reflecting duties and obligations of those in the society.

Know:

- The strong centralized Roman government promoted commerce and a common culture across the empire.
- The Roman Twelve Tables enforced class divisions.

Critical Factual Content (People, Events, Terms, etc.): Twelve Tables, republic, senate, Julius Caesar, patricians, plebeians

Enrichment Factual Content: tribune, consuls, dictator

Formative Performance Task:

- Compare Twelve Tables with Draco’s Code and Code of Hammurabi???
- [How democratic was the Roman government?](#)

Additional Resources:

Lesson #5: Roman Culture

Essential Question: Which aspects of classical Rome still impact life today?

Learning Targets: Students will...

Understand:

- The achievements of a society often contribute to its expansion as well as its cultural influence on those outside the society.
- The legacies of a civilization can reflect the elements which instill a sense of pride and present a lasting contribution to global culture or society.

Know:

- Elements of Roman culture (art, literature, architecture, law, and government), especially those that continued after the empire collapsed.

Critical Factual Content (People, Events, Terms, etc.):

Enrichment Factual Content:

Formative Performance Task:

- Have the students make a booklet comparing and contrasting current daily life and Roman daily life (family, religion, education, social, health)

Additional Resources:

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Lesson #6: Classical Cultures of Asia (India & China)

Essential Question: What aspects of classical India and China still impact life today?

Learning Targets: Students will...

Understand:

- The achievements of a society often contribute to its expansion as well as its cultural influence on those outside the society.
- The legacies of a civilization can reflect the elements which instill a sense of pride and present a lasting contribution to global culture or society

Know:

- Elements of classical Indian and Chinese culture (art, literature, architecture, law, and government), especially those that continued after the empires collapsed.

Critical Factual Content (People, Events, Terms, etc.): Hindu-Arabic numerals

Enrichment Factual Content: Great Wall of China, Qin Dynasty, Shi Huangdi, Han Dynasty, Maurya Dynasty, Gupta Dynasty

Formative Performance Task:

- Read folktales from classical India and/or China or excerpts from stories like Marilee Heyer's *The Weaving of a Dream* to describe and explain daily life and values of ordinary citizens.
- Debate topic - Was Shi Huangdi a cruel tyrant or a great builder?
- Select a modern legal issue of interest to students and have them debate the issue as either a Daoist, Legalist, or Confucianist.

Additional Resources:

Lesson #7: Comparing Classical Social Systems

Essential Question: How did the social systems of the classical empires reflect their values and beliefs?

Learning Targets: Students will...

Understand:

- Religion and economics shape an empire's social hierarchy and consequently the lives of various groups of people.
- The hierarchal structure of society may contribute to the development of civilizations.
- Social class and caste systems may impede economic, political, and social opportunity and limit diversity within society.
- Slavery changes as contact among cultures and societies develop.

Know:

- The caste system limited social mobility in India.
- Ancient and classical societies addressed social imbalances and inequalities in different ways.
- Examples of slavery, caste, and class in various ancient and classical societies and how they compare to one another and to class and caste today.

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Critical Factual Content (People, Events, Terms, etc.): caste

Enrichment Factual Content:

Formative Performance Task:

- Create a table with the various classical civilizations as one axis and categories such as citizenship, gender, slavery, mobility, etc. on the other. Have students fill in the boxes with specific historical information from each of the cultures.
- Debate - In which classical civilization were women “better off”?
- Draw evidence from literary works in classical Greece, Rome, India (Rock and Pillar edict of Ashoka, *Ramayana*), and China (*Book of Songs*) to compare their gender relations.

Additional Resources:

Lesson #8: Inter-regional Connections

Essential Question: How does inter-regional trade impact a civilization?

Learning Targets: Students will...

Understand:

- Conquest and invasion may bring about the spread of culture and ideas as well as alter economic and political power.
- Struggle for control over trade routes can lead to the rise or decline of regional powers and influential groups.
- The movement of people, goods, and ideas often brings about the rise and spread of new belief systems that may transform societies.

Know:

- The “silk roads” connecting the Chinese and Roman empires impact both societies and the people of Central Asia through which they passed.
- The control of trade led to the accumulation of power by Rome and other empires.
- The Silk Road impacted urbanization, transportation, communication, and the development of international trade centers.

Critical Factual Content (People, Events, Terms, etc.): Silk Road

Enrichment Factual Content:

Formative Performance Task:

- Draw upon historical evidence to create an account of a person’s travels along the Silk Road.

Additional Resources:

Lesson #9: Collapse of the Classical Empires

Essential Question: Why and how did the great empires of the Classical World collapse?

Learning Targets: Students will...

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Understand:

- Territorial conflict may lead to the rise and fall of empires.
- Struggle for trade routes can lead to the rise or decline of regional powers and influential groups.

Know:

- Invasions by nomadic groups helped bring an end to the Roman Empire and Han China.
- Social, political, and economic issues led to an internal weakening of the classical empires.

Critical Factual Content (People, Events, Terms, etc.): Constantine, Theodosius, Huns

Enrichment Factual Content: Goths, Vandals

Formative Performance Task:

- [What caused the fall of the Qin Empire?](#)
- [Causes and Consequence Graphic Organizer](#)

Additional Resources:**Summative Performance Task:**

- The History Channel has approached your team and tasked you with developing a special on the five most influential ancient and classical civilizations. Each team will be given a civilization and must create a video segment of approximately five minutes. The focus of the video should be the impact of the assigned civilization on the world today, not merely a recitation of the history and culture of that civilization.

Suggested Enrichment Lessons/Activities:

- Compare the political systems of the classical empires.
- Wars of the Classical Era - Persian, Peloponnesian, Punic, etc.
- Analyze the development and impact of Hellenism.

Unit #3: World Religions			
Suggested Length of Unit: 4-6 Days			
Primary Essential Standards: WH2.5 Secondary Essential Standards: WH2.2, WH2.6, WH2.7			
Overarching Question: How do religious systems impact their civilizations, nations, etc.?			
Unit Description: The world's major belief systems, with their varying beliefs and practices, have had an enduring impact on civilization. While a few do not seek out new converts, the expansion of other belief systems has altered societies and even led to conflict. An understanding of these basic beliefs and practices of the major world religions is important to adequately prepare students for an increasing diverse and connected world.			
<p>According to the Essential Standards, students should know the “similarities between the tenets of various world religions and philosophies.” Teachers may either create a separate unit on the major world religions or include them within the appropriate unit, i.e. Christianity with Rome. In addition to the locations where the major religions started and spread, below is a list of the critical content for each religion plus some online resources.</p>			
C R I T I C A L	Religion	Critical Content	Resources
	Judaism	monotheism, Abraham, Ten Commandments, Torah, Jerusalem	Crash Course - Judaism
	Christianity	Jesus, Bible, pope, Paul of Tarsus	Crash Course - Christianity
	Islam	Muhammad, Quran, Five Pillars, Mecca, Medina	Crash Course - Islam
	Hinduism	polytheism, reincarnation, Vedas, dharma, karma, caste	Crash Course - Hinduism
E N R I C H M E N T	Buddhism	Siddhartha Gautama, Four Noble Truths, Eightfold Path	Crash Course - Buddhism
	Confucianism		Comparing Confucianism and Taoism
	Taoism		Comparing Confucianism and Taoism
	Sikhism		
	Shintoism		
	Zoroastrianism		

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Lesson #1: Spreading the Faith

Essential Question: How and why did the major world religions spread?

Learning Targets: Students will...

Understand:

- Connections between and among empires may lead to the rise and spread of religious practices and lead people to integrate new values and beliefs into a culture that may transform societies.

Know:

- Contributing factors that led to the expansion of religious influences and practices in and across Europe, Asia and Africa
- The spread of Christianity in Europe.
- Christianity, Islam and Buddhism winning converts among culturally diverse peoples across wide areas of Afro-Eurasia.

Be skilled at:

- The importance of using historical analysis and interpretation to identify issues and problems in the past

Critical Factual Content (People, Events, Terms, etc.): proselytize, Diaspora

Enrichment Factual Content:

Formative Performance Task:

- [Why did the Roman Empire persecute Christianity?](#)
- Map of world religions - places of origin and current distribution
- Venn Diagram comparing the spread of two or three of the main world religions

Additional Resources:

Lesson #2: Religious Interactions

Essential Question: How did the spread of the major belief systems impact societies?

Learning Targets: Students will...

Understand:

- Toleration of religious practices and beliefs often encourages the growth of religion within an empire, which can result in practices that may lead to internal and external conflict

Know:

- The causal connections between the breakup of the Roman and Han empires and the spread of Christianity and Buddhism.
- Interactions between the Islamic world and Europe and Asia increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
- The causes and outcomes of the Crusades.

Be skilled at:

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

- the importance of producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Critical Factual Content (People, Events, Terms, etc.): tolerance

Enrichment Factual Content:

Formative Performance Task:

- Visit the [Learning Network](#) and browse their lesson plans on religion

Additional Resources:

Summative Performance Task:

- [World Religion Issues Assignment](#)

Suggested Enrichment Lessons/Activities:

- Analysis of the reasons and impact of the division/split of the major world religions.

Unit #4: Post-Classical World

Suggested Length of Unit: 6-8 Days

Primary Essential Standards: WH2.6, WH 2.7,
Secondary Essential Standards:

Overarching Question: While medieval Europe struggled, how was the rest of the world able to thrive?

Unit Description: Following the collapse of the western portion of the Roman Empire, Europe declined into its medieval period which was dominated by the Catholic Church and characterized by decentralized political and economic systems as well as intellectual and technological degeneration. It would take centuries for Europe to recover. Meanwhile, other empires around the world were emerging and expanding their power.

Lesson #1 Byzantine Empire

Essential Question: How did the eastern half of the Roman Empire maintain its strength for centuries after the west half of the empire declined?

Learning Targets: Students will...

Understand:

- Struggle for control of trade routes can lead to the rise or decline of regional powers.

Know:

- The extent to which the Byzantine Empire influenced the Islamic world and Western Europe.
- The location of Constantinople in terms of its economic and religious importance was a source of conflict between civilizations but also enabled the spread of Christianity.

Be skilled at:

- The importance of determining the central ideas or information of a primary or secondary source and of providing an accurate summary of how key events or ideas develop over the course of the text.
- The importance of using historical research to formulate historical questions.

Critical Factual Content (People, Events, Terms, etc.): Theodosius, Justinian, Justinian's Code, Catholic, Orthodox, Great Schism

Enrichment Factual Content: Theodora

Formative Performance Task:

- Justinian's Code - Textbook (end of chapter 12) Document Based Investigation
- Venn diagram comparing Eastern Orthodox Christianity and Roman Catholicism
- [Let's Sue Them All! The Byzantine Disaster](#) (end of the Byzantine Empire)

Additional Resources:

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Lesson #2: What were the “Middle Ages”?

Essential Question: What were the effects of invasion and migration on the political and cultural landscapes of western Europe during the early Middle Ages?

Learning Targets: Students will...

Understand:

- Religious beliefs and practices allow for the development of political and cultural institutions that often unite people and groups.
- When there is conflict between or within societies, political and social change is often the result.

Know:

- The political significance of Europe being largely cut off from advanced civilizations in the Middle East, China, and India.
- How and why a new European civilization emerged that blended Greco-Roman, Germanic, and Christian traditions.
- The reasons why the Holy Roman Emperors failed to build a unified state in Europe.

Be skilled at:

- The importance of using historical comprehension to analyze visual, literary and musical sources.

Critical Factual Content (People, Events, Terms, etc.): Early Middle Ages, High Middle Ages, Late Middle Ages, Medieval, Holy Roman Empire

Enrichment Factual Content: Charlemagne

Formative Performance Task:

- [Were the Dark Ages Really Dark? Activity](#) (Read Like a Historian)

Additional Resources:

Lesson #3: Middle Ages - Feudalism

Essential Question: What were the characteristics of the feudal and manorial systems that organized societies in western Europe in the early Middle Ages?

Learning Targets: Students will...

Understand:

- The reasons for the emergence of “feudalism” and the development of the manor economy and political system.

Know:

- The reasons for the rise of feudalism and the development of the manor economy and political system.
- How the feudal and manorial systems provided a foundation for political, economic, and social relationships in Europe.

Be skilled at:

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

- The importance of producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Critical Factual Content (People, Events, Terms, etc.): viking, magyars, manorial system, feudal system, fief, peasant,

Enrichment Factual Content:

Formative Performance Task:

- Feudal Contract Activity
- [Create a Manor Activity](#)
- [Feudalism Simulation](#)

Additional Resources:

Lesson #4: Middle Ages - Power of the Catholic Church

Essential Question: How do the Crusades demonstrate the power of Christianity and the popes in medieval Europe?

Learning Targets: Students will...

Understand:

- Religious beliefs and practices allow for the development of political and cultural institutions that often unite people and groups.
- Religious decisions and actions may result in both intended and unintended consequences that can impact a group or nation's power in a region.
- Absolute power can evolve when leaders have complete authority in religious and political matters.

Know:

- The extent to which Christianity was a unifying force culturally, politically, and militarily in the European empires.
- That medieval popes enjoyed powerful positions of absolute authority during the Middle Ages.
- The powers of the Catholic Church at its height
- The causes and outcomes of the Crusades.
- Conflict between Islam and Christianity contributed to centuries of warfare between followers of the two faiths.

Be skilled at:

- The importance of using historical research to support interpretations with historical evidence.
- The importance of using historical research to construct analytical essays using historical evidence to support arguments.

Critical Factual Content (People, Events, Terms, etc.): clergy, secular, tithe, Canon Law, excommunicate, monasteries, Crusades, schism, pope

Enrichment Factual Content: Council of Clermont, Children's Crusades

Formative Performance Task:

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

- [Power of the Church notes](#)
- First Crusade [Activity](#)
- [Crusades Stations](#)

Additional Resources: Video: The History Channel Presents The Crusades - Crescent & The Cross

Lesson #5: Middle Ages - Agricultural Revolution

Essential Question: How do agricultural advances impact a society?

Learning Targets: Students will...

Understand:

- Technological innovation and expanding economic activity and markets can lead to population shifts, urbanization, and the development of complex economic systems.
- Improvements in agriculture can lead to political, economic, social and demographic changes that may have a lasting impact on the environment.

Know:

- The factors that led to medieval Agricultural Revolution - reasons, new technologies and techniques
- Impact of the medieval Agricultural Revolution - population growth, urbanization, revival of trade, weakening of feudalism, etc.

Be skilled at:

- The importance of using historical research to support interpretations with historical evidence.
- The importance of using historical research to construct analytical essays using historical evidence to support arguments.

Critical Factual Content (People, Events, Terms, etc.): Agricultural Revolution, three-field system

Enrichment Factual Content: Chinampa

Formative Performance Task:

- Compare the techniques used by medieval European to improve their agricultural output with that of other civilizations (i.e. Incas - step terraces, Aztecs - chinampas, Africa - slash and burn, Islamic world - irrigation and crop rotation).
- Was the Agricultural Revolution worth it? - Evaluate the overall impact of the Agricultural Revolution.

Additional Resources:

Lesson #6: Middle Ages - Rise of the Cities

Essential Question: How did the growth of trade affect towns and cities during the high Middle Ages?

Learning Targets: Students will...

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Understand:

- Innovation and technology may lead to economic, cultural, and social change.
- Technological innovation and expanding economic activity and markets can lead to population shifts, urbanization, and the development of complex economic systems.

Know:

- Increased trade and growth of towns transformed medieval economies in the Commercial Revolution leading to new business practices such as banking houses, partnerships, and bills of exchange.
- How the rise of cities and introduction of a new middle class, which included artisans and merchants, impacted the traditional feudal system, weakened the aristocracy and strengthened the monarch.

Be skilled at:

- The importance of using historical research to support interpretations with historical evidence.
- The importance of using historical research to construct analytical essays using historical evidence to support arguments.

Critical Factual Content (People, Events, Terms, etc.): Guilds

Enrichment Factual Content:**Formative Performance Task:**

- Compare various aspects of the medieval Commercial Revolution with similar practices today (i.e. medieval guild system to labor unions of today, bills of exchange with cash and credit cards, etc.)
- [Days of Medieval Lives](#) (may need to be adapted to fit your class)

Additional Resources:**Lesson #7: Middle Ages - Rise of the Monarchs**

Essential Question: How did the nature of Monarchy change in the Middle Ages

Learning Targets: Students will...

Understand:

- Struggles over power and authority within regions can lead to the development of nation-states.

Know:

- Examples of monarchs that struggled to exert royal authority over nobles and churchmen.
- Examples of limiting power of kings and how that led to political changes in government.
- The importance of the Magna Carta as it relates to the development of democracy in England.

Be skilled at:

- The importance of using historical research to support interpretations with historical evidence.
- The importance of using historical research to construct analytical essays using historical evidence to support arguments.

Critical Factual Content (People, Events, Terms, etc.): Magna Carta, Parliament, Common Law, Hundred Years War,

Enrichment Factual Content: War of the Roses

Formative Performance Task:

- [Documents of Democracy Activity](#)

Additional Resources:

- Document Based Investigation for Chapter 13 on page 396-397 in textbook

Lesson #8: End of the Middle Ages

Essential Question: What crises helped to bring an end to the Middle Ages?

Learning Targets: Students will...

Understand:

- The search for national identity can lead to the development of nation-states
- Global interactions may have unintended consequences that can lead to beneficial or harmful results for groups and societies.

Know:

- The establishment of distinct monarchies in England and France as a result of the Hundred Years' War.
- The "Black Death" and how and why it spread both death and social unrest throughout Western Europe.

Be skilled at:

- The importance of using historical research to support interpretations with historical evidence.

Critical Factual Content (People, Events, Terms, etc.): Black Death, Hundred Years' War

Enrichment Factual Content: Joan of Arc, Papal Schism

Formative Performance Task:

- [Understanding Black Death Activity](#) - Reading Like a Historian
- [Black Death in Florence](#) - Reading Like a Historian
- [Black Plague Classroom Simulation](#)
- [Crises of the Late Middle Ages](#) Graphic Organizer
- [The Real Joan of Arc](#) Document Analysis
- [Witnesses to Joan of Arc and the Hundred Years War](#) Document Analysis

Additional Resources:

Lesson #9: Islamic Empires

Essential Question: How did the religion serve to both unite and divide the Islamic world?

Learning Targets: Students will...

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Understand:

- Religious beliefs and practices allow for the development of political and cultural institutions that often unite people and groups.
- Religious decisions and actions may result in both intended and unintended consequences that can impact a group or nation's power in a region.

Know:

- The spread of Islam and Arabic into Africa and its influence.
- The significance of the Safavid dynasty in Persia and the spread of Shi'a Islam.
- How the Ottoman Empire emerged as one of the first ethnically and religiously diverse empires.
- That the Ottoman Empire allowed for the tolerance of different religious traditions by the "People of the Book".

Be skilled at:

- The importance of using historical research to support interpretations with historical evidence.

Critical Factual Content (People, Events, Terms, etc.): "people of the book", Ottoman Empire, Safavid Empire, Arabic

Enrichment Factual Content:**Formative Performance Task:**

- [Expansion of the Islamic Empire Activity](#) - Reading Like a Historian
- [Ibn Battuta Activity](#) - Reading Like a Historian

Additional Resources:**Lesson #10: African Kingdoms**

Essential Question: What role did trade play in the power of the African Kingdoms?

Learning Targets: Students will...

Understand:

- Struggles for the control of trade routes can lead to the rise or decline of regional powers and influential groups.

Know:

- How and why ancient trade routes in allowed for the development of major trading states and empires such as Timbuktu, Ghana, Mali, and Songhai.
- How overland African caravan routes impacted urbanization, transportation, communication, cultural diffusion, and the development of international trade centers.

Be skilled at:

- The importance of using historical research to support interpretations with historical evidence.

Critical Factual Content (People, Events, Terms, etc.):

Enrichment Factual Content: Mansa Musa

Formative Performance Task:

- [Mansa Musa Activity](#) - Reading Like a Historian
- African Kingdoms Map Activity

Additional Resources:**Lesson #11: Cultures of East Asia**

Essential Question: In what ways were the cultures of East Asia more or less advanced than those of medieval Europe?

Learning Targets: Students will...

Understand:

- When there is conflict between or within societies, political and social change is often the result.
- Struggle over power and authority within regions can lead to the development of nation-states.

Know:

- The connection between religious and secular conflict and the rise and fall of significant dynasties in China (i.e. Tang, Song, Ming).
- The relationship between shogun, daimyo, and samurai in medieval Japan.

Be skilled at:

- The importance of using historical research to support interpretations with historical evidence.
- The importance of using historical research to construct analytical essays using historical evidence to support arguments.

Critical Factual Content (People, Events, Terms, etc.): shogun, daimyo, samurai

Enrichment Factual Content: Marco Polo

Formative Performance Task:

- Compare the Japanese feudal system with that of medieval Europe.
- [Impact of Tang and Song China](#)

Additional Resources:

- [Curriculum Companion - China](#)

Lesson #12: The Mongols

Essential Question: How did the Mongol invasions impact Europe and Asia?

Learning Targets: Students will...

Understand:

- When there is conflict between or within societies, political and social change is often the result.

Know:

- The impact of Mongol invasions on Europe, Asia, and the Middle East.
- The role of the Mongol Empire in the opening of trade across Asia.

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Critical Factual Content (People, Events, Terms, etc.):

Enrichment Factual Content:

Formative Performance Task:

- [Mongol DBQ](#)
- [Genghis Khan Trial](#) (advanced)

Additional Resources:

Lesson #13: Mayas, Aztecs, and Incas

Essential Question: Were the Mayas, Aztecs, and Incas as civilized as the other major societies of their time?

Learning Targets: Students will...

Understand:

- The achievements of a society often contribute to its economic and political expansion as well as its cultural influence on those outside the society.
- Struggle for the control of trade routes can lead to the rise or decline of regional powers and influential groups.

Know:

- Urbanization and centralization strengthened the Aztec and Incan Empires.
- Quality roads and organized regional crop productions in the Incan Empire provided citizens a variety of agricultural goods not readily available otherwise.

Be skilled at:

- The importance of using historical analysis and interpretation to consider multiple perspectives of various peoples in the past and evaluate competing historical narratives and debates among historians.

Critical Factual Content (People, Events, Terms, etc.):

Enrichment Factual Content: quipu

Formative Performance Task:

- Create a graphic organizer comparing the traits, strengths, and weaknesses of the Maya, Aztec, and Inca empires with key empires around the world.

Additional Resources:

- [Large collection of resources](#)

Summative Performance Task:

- Students are assigned one of the cultural regions discussed in the unit (Byzantine Empire, Early Medieval Europe, Late Medieval Europe, Islamic Empires, China, specific African kingdom, specific American civilization, the Mongols, etc.) The student will create an entry for an "Encyclopedia of Science and Technology". Each entry must discuss: *What were the dominant attitudes to science and its basic theories? Who were the practitioners of science and*

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

mathematics? Which sciences flourished? What were the most significant scientific and technological advances of the period? Each entry must also include images representative of the people or advances discussed.

Suggested Enrichment Lessons/Activities:

- Castle or Manor [Project](#)
- Heraldry

Unit #5: European Revival

Suggested Length of Unit: 10-12 days

Essential Standards: WH.H.4.1, WH.H.4.2, WH.H.4.3, WH.H.4.4, WH.H.5.1, WH.H.5.2, WH.H.5.3, WH.H.5.4, WH.H.6.1

Overarching Question: How was Europe able to emerge from the Middle Ages to dominate the world by the 17th century?

Unit Description: Europe emerged from its millennium-long slumber known as the Middle Ages to find itself lagging behind the powers of the world. Political (nation-states), economic (mercantilism), religious (Reformation), and intellectual (Renaissance) changes all factored into Europe's Age of Exploration resulting in a new power center in the world - Europe.

Lesson #1: Beginnings of the Renaissance

Essential Question: Why did the Renaissance begin in the Italian city-states?

Learning Targets: Students will...

Understand:

- An increase in the quest for knowledge can lead to global interactions that may lead to political and cultural changes in society.
- Intellectual and religious reform movements can transform societies and influence relationships among nations.
- New ideas, theories, and philosophies often drive changes in government, economies, and societies.

Know:

- The factors that led to the Renaissance including classical knowledge, innovations from Asian and Islamic civilizations, and the recovery from the late Middle Ages
- How and why increased availability of print materials increased literacy and resulted in the spread of ideas.
- The geographic location of Italian city-states played a significant role in the fact that Italy was the center of the Renaissance.

Be skilled at:

- The importance of using historical comprehension to analyze data in historical maps.
- The importance of using historical analysis and interpretation to analyze cause-and-effect relationships and multiple-causation.

Critical Factual Content (People, Events, Terms, etc.): Humanism, Secular,

Enrichment Factual Content:

Formative Performance Task:

- Beginning of the [Renaissance](#) Activity

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Additional Resources: links to video clips, websites, etc. that relate to this subtopic

Lesson #2: Impact of the Renaissance

Essential Question: How did the ideas of the Renaissance impact the culture and society of Europe?

Learning Targets: Students will...

Understand:

- An increase in the quest for knowledge can lead to global interactions that may lead to political and cultural changes in society.
- Intellectual and religious reform movements can transform societies and influence relationships among nations.

Know:

- The impact that the Renaissance had on art and society.
- The impact of humanism on the growth of the Renaissance and the spread of new ideas.
- How and why increased availability of print materials increased literacy and resulted in the spread of ideas.

Be skilled at:

- The importance of using historical analysis and interpretation to identify issues and problems in the past.
- The importance of using historical analysis and interpretation to analyze cause-and-effect relationships and multiple-causation.

Critical Factual Content (People, Events, Terms, etc.): humanism, printing press

Enrichment Factual Content: Leonardo da Vinci, Machiavelli, Michelangelo, Raphael, Johannes Gutenberg, Machiavelli ([The Prince](#))

Formative Performance Task:

- After studying examples of Renaissance architecture, examine local buildings to determine the influence of Renaissance architecture. Collect photographs of public buildings and display them with images of Renaissance buildings that may have inspired them.
- Use lessons from [The Prince](#) to evaluate the actions and decisions of government and business leaders (use current events for this!)

Additional Resources:

- Study.com - [Renaissance](#)

Lesson #3: Beginnings of the Reformation

Essential Question: Why didn't the Reformation begin at an earlier time?

Learning Targets: Students will...

Understand:

- Intellectual and religious reform movements can transform societies and influence relationships

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

among nations.

Know:

- The factors that led to the Reformation including questions over religious matters and the recovery of the late Middle Ages.
- The ways in which the printing press contributed to the beginning and spread of the Reformation.

Be skilled at:

- The importance of using historical research to support interpretations with historical evidence.
- The importance of using historical analysis and interpretation to analyze cause-and-effect relationships and multiple-causation.

Critical Factual Content (People, Events, Terms, etc.): Reformation, Indulgences, Martin Luther

Enrichment Factual Content:

Formative Performance Task:

- [Martin Luther](#) - Reading Like a Historian

Additional Resources:

Lesson #4: Impact of the Reformation

Essential Question: How did the Reformation change the religious and political landscape of Europe?

Learning Targets: Students will...

Understand:

- Intellectual and religious reform movements can transform societies and influence relationships among nations.

Know:

- How the Protestant Reformation and the Catholic Counter Reformation affected the development of Northern and Southern European society.
- How the Protestant Reformation contributed to the rise of significant Catholic religious orders (i.e. the Jesuits).

Critical Factual Content (People, Events, Terms, etc.): John Calvin, Henry VIII, Counter Reformation, Catholic Reformation, Inquisition, Jesuits

Enrichment Factual Content:

Formative Performance task:

- [Protestant Reformation Chart](#)

Additional Resources:

Lesson #5: Rise of the Nation-State

Essential Question: What factors led to the rise of the nation-state?

Learning Targets: Students will...

Understand:

- The search for national identity can lead to the development of nation-states.
- Discontent with economic, political, and social conditions can lead to revolution or reform which may alter government systems.

Know:

- The reasons for the rise of powerful, centralized nation-states in Europe (French absolute monarchy and English limited monarchy).
- The failure of Germany and Italy to unify under national monarchies.
- The role of the Reformation in changing the political systems in Europe.
- The association of the modern system of states with the Treaty of Westphalia.

Be skilled at:

- The importance of determining the central ideas or information of a primary or secondary source and of providing an accurate summary of how key events or ideas develop over the course of the text.

Critical Factual Content (People, Events, Terms, etc.): Treaty of Westphalia (Westphalia system)

Enrichment Factual Content:

Formative Performance Task:

- [The Treaty of Westphalia](#)

Additional Resources:

Lesson #6: Absolutism

Essential Question: How were absolute monarch able to consolidate and utilize their power?

Learning Targets: Students will...

Understand:

- The search for national identity can lead to the development of nation-states.

Know:

- The significance and accomplishments of various European absolute monarchs
- Examples of the struggle for absolute power by other monarchs around the world such as the reasons for the consolidation of power by the Grand Viziers at the expense of the sultan in the Ottoman Empire and the causes and consequences of centralization of authority under the Ming emperors in China.

Be skilled at:

- The importance of determining the central ideas or information of a primary or secondary source and of providing an accurate summary of how key events or ideas develop over the course of the text.

Critical Factual Content (People, Events, Terms, etc.): absolutism, divine right, Louis XIV, Peter the Great, Catherine the Great, Frederick the Great, sultan

Enrichment Factual Content:

Formative Performance Task:

- Absolutism throughout time - compare the absolute monarchs of Europe from this unit with absolute monarch of today (sources of power, examples of their power, etc.)

Additional Resources:

- [Catherine the Great](#) WSJ article

Lesson #7: Limiting Absolutism in England

Essential Question: How and why was England able to limit the power of their monarch?

Learning Targets: Students will...

Understand:

- Discontent with economic, political, and social conditions can lead to revolution or reform which may alter government systems.

Know:

- How and why the English Civil War led to the downfall of absolutism in England.
- Why the Glorious Revolution and the creation of the English Bill of Rights were important contributors to eventual limits on British monarchy.

Be skilled at:

- The importance of producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Critical Factual Content (People, Events, Terms, etc.):

Enrichment Factual Content:

Formative Performance Task:

- English Bill of Rights and Glorious Revolution [Lesson Plan](#)

Additional Resources:

Lesson #8: Reasons for Exploration and Colonization

Essential Question: Which factors initiated the European Age of Exploration?

Learning Targets: Students will...

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Understand:

- The desire for resources and markets can serve as catalysts for exploration.
- Changes in society may serve as catalysts for new opportunities in exploration and invention.
- Exploration may occur because of the desire for wealth which motivates people and nations to take financial risks in exploring unknown territory.
- Centralized authority and decision making allows for national investment in exploration.

Know:

- How and why the recovery of the late Middle Ages set the stage for changes during the Age of Exploration.
- The various reasons for the Age of European Exploration including:
 - The 3 G's
 - The desire for an all-water trade route to Asia
 - The Crusades reintroduced Europe to the products of the Middle East and Asia.
 - Strong centralized governments competed by participating in or financing exploration of the western hemisphere and the far east.
- The major technological innovations in shipbuilding, navigation, and naval warfare.

Be skilled at:

- The importance of using historical comprehension to differentiate between historical facts and historical interpretations.
- The importance of using historical comprehension to analyze data in historical maps.

Critical Factual Content (People, Events, Terms, etc.): 3 G's, New World, Old World, caravel, astrolabe, circumnavigate

Enrichment Factual Content:**Formative Performance Task:**

- Complete the Document Based Investigation for Chapter 16 on page 492-493 of the textbook
- [The Old World and New World: Why Europeans Sailed to the Americas](#)

Additional Resources:**Lesson #9: Columbian Exchange**

Essential Question: Why do some people consider the Columbian Exchange as the worst event ever?

Learning Targets: Students will...

Understand:

- Global interactions may have unintended consequences that can lead to beneficial or harmful results for groups or societies.

Know:

- Factors that helped create the Columbian Exchange.
- Impact of the Columbian Exchange.

Be skilled at:

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

- The importance of using historical comprehension to analyze visual, literary, and musical sources.

Critical Factual Content (People, Events, Terms, etc.): Columbian Exchange

Enrichment Factual Content:

Formative Performance Task:

- Recipe analysis - students analyze a “traditional” dish from a European country (i.e. pizza from Italy) and determine if it could have been made in that country before the Columbian Exchange.
- Who got the better deal? Students compare the goods and ideas exchanged between the Old World and New World to determine which side gained the most from the Columbian Exchange.

Additional Resources:

Lesson #10: Demographic Impact of the Age of Exploration

Essential Question: What were the long-term demographic effects of the Age of Exploration?

Learning Targets: Students will...

Understand:

- Global interactions may have unintended consequences that can lead to beneficial or harmful results for groups or societies.
- The desire for economic advantage and the migration of people may cause changes in how, why, and where people settle.
- Colonization is often inspired by the desire to have access to resources and markets often at the expense of indigenous cultures, populations, and the environment.

Know:

- The establishment of the trans-Atlantic slave trade.
- The migration of Europeans to the America.
- The deaths of millions of Native Americans.
- How and why the movement of people into, from, and within the Americas and Africa resulted in a shift in societal settlement patterns in Africa, European societies, and the Americas often leading to conflict.
- The role of Europeans, Africans, and Arabs in the development of the trans-Atlantic slave trade.

Be skilled at:

- The importance of using historical analysis and interpretation to evaluate the influence of the past on contemporary issues

Critical Factual Content (People, Events, Terms, etc.): Middle Passage, Triangle Trade

Enrichment Factual Content:

Formative Performance Task:

- Second Middle Passage [Activity](#)
- Middle Passage [Activity](#)
- [Interactive Map Activity](#) Triangular Trade

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Additional Resources:

Lesson #11: The Birth of the Global Economy

Essential Question: How did economic systems change as a result of the Age of Exploration?

Learning Targets: Students will...

Understand:

- Global travel may lead to exchanges of goods and ideas that are contributing factors to the development of new economic systems.
- A nation's acquisition of new colonies increases its wealth by guaranteeing control of resources for trade, raw materials, and developing industry and markets for their manufactured products.
- Economic revolutions instigate global trade, promote new business methods, and increase competition for profits.

Know:

- The extent to which mercantilism prompted European expansion through trade, conquest and colonization.
- Trade competition among European nations and the need for new resources and economic markets fueled the Commercial Revolution.
- How new business and investment methods (e.g. joint-stock companies) allowed people to pool large amounts of capital needed for overseas ventures.

Be skilled at:

- The importance of using historical comprehension to analyze visual, literary and musical sources.

Critical Factual Content (People, Events, Terms, etc.): mercantilism, joint-stock company

Enrichment Factual Content:

Formative Performance Task:

- Have students draw editorial cartoons that illustrate one of the effects of mercantilism, such as the accumulation of gold and silver, creating favorable balance of trade, establishment of colonial empires, or policies that restricted trade and manufacturing in the home country's colonies.

Additional Resources:

Lesson #12: Europe Asserting Its Power

Essential Question: How did Europe's dominance in the America's impact the indigenous systems?

Learning Targets: Students will...

Understand:

- Colonialism may promote a system that enables the colonial power to exploit the natural resources and labor of indigenous people.

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

- Explorers, reflecting different cultures and religions, often seek to imprint their identities on areas of exploration and discovery.
- The conquest of nations or regions often creates a shift in the balance of economic and political power.
- The need for resources and markets promotes expansion and may contribute to social chaos and economic and political conflict.

Know:

- The voyages for exploration marked the start of European domination of the globe and these voyages helped Europe emerge as a powerful force in the world in the 16th and 17th centuries.
- How and why the new social stratification created by voluntary and coerced interactions among American Indians, Africans, and Europeans in Spanish colonies laid the foundation of centuries of conflict.
- The ways in which cultural changes occurred as a result of the Spanish conquest of the Americas.
- The effects of colonialism on both the imperial power and the colonized land and people.

Critical Factual Content (People, Events, Terms, etc.): encomienda system

Enrichment Factual Content:

Formative Performance Task:

- Stage a debate between las Casas, Sepulveda, the Quakers in North America, and the Jesuits in Paraguay over the treatment of Amerindians. Include an evaluation of the role of religions in the treatment of the Amerindians.

Additional Resources:

Summative Performance Task:

- Students research and make a list ranking-ordering the twenty largest cities in the world in 1450 and compare it with a second list as of 1750. Then locate those cities on a world map. Students then answer the question: *What accounts for the changes in the ranking of the cities during this period?*

Suggested Enrichment Lessons/Activities:

- Chinese and Arabic exploration
- Map Activity - European explorers and patterns of settlement in the Age of Exploration.

Unit #6: Age of Revolutions

Suggested Length of Unit: 10 - 12 Days

Essential Standards: WH.H.6.1, WH.H.6.2, WH.H.6.3, WH.H.6.4,

Overarching Question: Why did this significant number of revolutions, both political and otherwise, occur within such a relatively short time span?

Unit Description: The European nations continued their growth and dominance thanks to great periods of innovation like the Scientific and Industrial Revolutions. But along with these new innovations came new idea about government that eventually sparked revolutions around the globe and throughout the subsequent centuries.

Lesson #1: The Scientific Revolution

Essential Question: What were the causes and effects of the Scientific Revolution

Learning Targets: Students will...

Understand:

- New ideas, theories, and philosophies often drive changes in government, economies, and societies.

Know:

- New intellectual and scientific ideas caused people to reevaluate how they viewed themselves and how they viewed their physical and spiritual world such as the development of deism and new ideas about the universe.

Be skilled at:

- The importance of using historical comprehension to differentiate between historical facts and historical interpretations
- The importance of using historical analysis and interpretation to identify issues and problems in the past

Critical Factual Content (People, Events, Terms, etc.): Scientific Revolution, rationalism, reason, empiricism, heliocentric, geocentric, deism, Newton, Kepler

Enrichment Factual Content: Copernicus, Galileo

Formative Performance Task:

- Stanford History Education Group Activity on [Galileo](#)
- [Geocentric vs. heliocentric activity](#): Seeing is not always believing

Additional Resources:

-

Lesson #2: Enlightenment Ideas

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Essential Question: How did the questioning of the current governments promote the desire for self rule and what were the tangible effects?

Learning Targets: Students will...

Understand:

- New ideas, theories, and philosophies often drive changes in government, economies, and societies.

Know:

- Enlightenment theories initiated the questioning of current government practices and prompted the desire for self rule.
- How and why various ideals became driving forces for reforms and revolutions (i.e. liberty, natural rights, democracy, nationalism).
- The ideas of key Enlightenment thinkers.

Be skilled at:

- The importance of producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Critical Factual Content (People, Events, Terms, etc.): Enlightenment, natural rights, nationalism, Voltaire, Thomas Jefferson, Rousseau, Thomas Paine

Enrichment Factual Content: Thomas Hobbes, John Locke, Montesquieu

Formative Performance Task:

- [Create your own political philosophy](#)
- After analyzing and interpreting parts of the Declaration of Independence, students will write their own modern day Declaration of Independence.

Additional Resources:

Lesson #3: Christianity the Scientific Revolution/Enlightenment

Essential Question: Why do people and organizations resist new ideas or major change?

Learning Targets: Students will...

Understand:

- New ideas, theories, and philosophies often drive changes in government, economies, and societies.

Know:

- New intellectual, philosophical, and scientific ideas cause people to reevaluate how they viewed themselves and their spiritual worlds.
- The rise of the Enlightenment challenged the supremacy of the traditional Christian worldview in Europe and the Americas.
- The Inquisition was at least in part a result of the spread of the ideas of the Enlightenment that were in conflict with the doctrines of the Roman Catholic Church.

Critical Factual Content (People, Events, Terms, etc.): Inquisition, Reconquista pluralism,

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

religious pluralism, deism

Enrichment Factual Content:

Formative Performance Task:

- [Religion and the Scientific Revolution](#)
-

Additional Resources:

- <http://www.socialstudiescms.com/#!enlightenment-and-scientific-revolution/cp2x>
- [Scientific Revolution and Religion PowerPoint](#)

Lesson #4: Causes of Internal Political Revolutions

Essential Question: What conditions seem to be necessary to cause an internal political revolution?

Learning Targets: Students will...

Understand:

- New ideas, theories, and philosophies often drive changes in government, economies, and societies.
- Discontent with prevailing economic, political, and social conditions is often the impetus for change which can result in revolution or reform.

Know:

- The French, Russian, and Chinese Revolutions were a result of weak leadership, global conflict, and revolutionary ideas.
- Causes and impacts of various revolutionary conflicts across the globe.
- How the centralization of power by Russian czars contributed to changing geo-political relations during the Age of Revolutions.
- The role of the printing press and other technologies that improved communication and more rapid dissemination of ideas across the globe.

Be skilled at:

- The importance of using historical analysis and interpretation to analyze cause-and-effect relationships and multiple-causation
- The importance of using chronological thinking to interpret data presented in time lines and create time lines.

Critical Factual Content (People, Events, Terms, etc.): French Revolution, Russian Revolution, Chinese Revolution

Enrichment Factual Content:

Formative Performance Task:

- Complete a [Causes Graphic Organizer](#) to determine whether the political revolutions of the 18th and 19th centuries were caused primarily by economic, social, political, intellectual, factors or individual leadership.
- French Revolution [Timeline](#)

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Additional Resources:

Lesson #5: Independence Movements

Essential Question: Why did many of the colonized areas around the world begin their fight for independence during the 18th and 19th centuries?

Learning Targets: Students will...

Understand:

- New ideas, theories, and philosophies often drive changes in government, economies, and societies.
- Discontent with prevailing economic, political, and social conditions is often the impetus for change which can result in revolution or reform.

Know:

- Changes in political thought due to the Enlightenment, the desire for independence, and the American Revolution were a catalysts for revolutions around the globe.
- The role of the printing press and other technologies that improved communication and more rapid dissemination of ideas across the globe.

Be skilled at:

- The importance of using historical analysis and interpretation to identify issues and problems in the past.

Critical Factual Content (People, Events, Terms, etc.): American Revolution, Haitian Revolution

Enrichment Factual Content: Mexican Revolution

Formative Performance Task:

- Stamp Act [Activity](#)
- Create a timeline for one of the major independence movements of the period highlighting the events that led to the revolution.
- Create a chart comparing the American, Haitian, and Spanish-American independence movements.

Additional Resources:

Lesson #6: Impact of the Political Revolutions

Essential Question: How revolutionary were the political revolutions of the 18th and 19th centuries?

Learning Targets: Students will...

Understand:

- When there is conflict between or within societies, social, political, or economic change may result and lead to the creation of new structures for governing and new social and political relationships between groups.

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Know:

- The impacts of various revolutionary conflicts across the globe.

Be skilled at:

- The importance of using historical analysis and interpretation to identify issues and problems in the past.

Critical Factual Content (People, Events, Terms, etc.):**Enrichment Factual Content:****Formative Performance Task:**

- Groups of students will be assigned one of the major political revolution and evaluate the extent to which that event was “revolutionary” by analyzing change and continuity.

Additional Resources:**Lesson #7: Causes of the Industrial Revolution**

Essential Question: How and why did the Industrial Revolution begin in Great Britain?
How did the Industrial Revolution change society today?

Learning Targets: Students will...

Understand:

- Innovations may lead to the increased need for access to available resources.

Know:

- The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets.
- The role that geography played in the spread and development of industrialization.
- Why the early industrial revolutions took place in Western Europe and the United States as opposed to Eastern Europe, Asia, Africa, and South America.

Be skilled at:

- The importance of using historical comprehension to analyze visual, literary and musical sources

Critical Factual Content (People, Events, Terms, etc.): enclosure movement**Enrichment Factual Content:****Formative Performance Task:**

- Industrial Revolution [Project](#)

Additional Resources:**Lesson #8: Impact of the Industrial Revolution on the Environment**

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Essential Question: How did the Industrial Revolution change mankind's relationship with the environment?

Learning Targets: Students will...

Understand:

- Environmental change may often be a result of economic needs and wants, which can contribute to human adaptation of the physical environment and sociological changes.
- Industrialization, with its increased urbanization, may result in physical and cultural changes to the environment.

Know:

- That the process of industrialization led to the transformation of the physical environment (i.e. pollution in Manchester, England and Lowell, Massachusetts; the cultivation of cotton fields in India).
- Rapid growth of factories and cities were an effect of industrialism.

Be skilled at:

- The importance of using historical comprehension to analyze visual, literary and musical sources

Critical Factual Content (People, Events, Terms, etc.):

Enrichment Factual Content:

Formative Performance Task:

- Industrial Revolution [Project](#)

Additional Resources:

Lesson #9: Social and Demographic Impact of the Industrial Revolution

Essential Question: How did population and social classes shift due to the Industrial Revolution?

Learning Targets: Students will...

Understand:

- Industrialization can contribute to shifts in the population and increased urbanization.
- Industrialism and urbanization can transform social structure, creating new opportunities and challenges for peoples, groups, and nations.

Know:

- Why population shifts and urbanization were a result of and contributed industrialization.
- A migration of people to the cities occurred as a result of the Industrial Revolution.
- Social problems created as a result of the Industrial Revolution.

Be skilled at:

- The importance of using historical analysis and interpretation to consider multiple perspectives of various peoples in the past.

- The importance of using historical analysis and interpretation to analyze cause-and-effect relationships and multiple-causation.

Critical Factual Content (People, Events, Terms, etc.): urbanization

Enrichment Factual Content:

Formative Performance Task:

- [Factory Life](#) - Reading Like a Historian
- Social and Political Reform [Project](#)

Additional Resources:

Lesson #10: Economic Impact of the Industrial Revolution

Essential Question: How did the Industrial Revolution change the way people do “business”?

Learning Targets: Students will...

Understand:

- Industrialism, innovation, and urbanization can transform economic systems, creating new opportunities and challenges for peoples, groups, and nations.
- Industrialism may lead to efficiency, specialization and mass production, which can increase a society's wealth and quality of life.

Know:

- Rapid growth of factories and cities were an effect of industrialism.
- Industrialization led to the development of new methods of banking, finance, and economic systems (i.e., industrial capitalism, corporations)
- The Industrial Revolution fostered new ideas, practices, and critiques about business and economics (Laissez-faire economics, emergence of socialism, Marxism).
- Labor organizations were created due to the working conditions spurred by rapid industrialism.

Be skilled at:

- The importance of writing arguments focused on *discipline-specific content*.

Critical Factual Content (People, Events, Terms, etc.): labor union, laissez-faire, capitalism, socialism, Marxism

Enrichment Factual Content: Adam Smith, Karl Marx

Formative Performance Task:

- Economic Issues of the Industrial Revolution [Activity](#)

Additional Resources:

Summative Performance Task:

- Ch-Ch-Ch-Changes Video Essay - students select one of the “revolutions” from this unit and create a video essay depicting the changes that occurred as a result of it.

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Suggested Enrichment Lessons/Activities:

- Comparing industrialization in Britain, the US, Japan, Russia, etc.
- Compare economic systems - capitalism, socialism, communism
- Key inventions and discoveries of the Industrial Age and their impact

Unit #7: Global Conflicts Part I
Suggested Length of Unit: 9 - 11 Days
Essential Standards: WH.H.7.1, WH.H.7.2, WH.H.7.3, WH.H.7.4
Overarching Question: Did Europe deserve World War I?
Unit Description: The European nations emerged from their revolutions of the 18th and 19th centuries as powerful competitors for global control. The resulting principles of militarism, alliances, imperialism, and nationalism lay at the heart of domestic and foreign affairs as the 20th century began. It would take but a small spark to envelop Europe in total war.
Lesson #1: Nationalism
Essential Question: Is nationalism a “good thing?”
<p>Learning Targets: Students will...</p> <p>Understand:</p> <ul style="list-style-type: none"> • National ambition can lead to competition among nations, creating international conflict, and changes in global political, economic, and social relationships. • Ethnic rivalry within nations can lead to civil war or rebellion. • Nationalism can lead to division or greater centralization. <p>Know:</p> <ul style="list-style-type: none"> • Nationalism as a focal point for German and Italian unifications. • Domestic conflicts over nationalism (i.e. US Civil War, Prussia vs. Austria, unification of Germany) • How and why Bismarck was successful with German unity when others had failed. • How the Hapsburg rulers approach to ethnic diversity contributed to military tensions and economic difficulties. <p>Be skilled at:</p> <ul style="list-style-type: none"> • The importance of using historical comprehension to differentiate between historical facts and historical interpretations.
Critical Factual Content (People, Events, Terms, etc.): nationalism, Otto von Bismarck, Franco-Prussian War, Kaiser Wilhelm II
Enrichment Factual Content: US Civil War (as a nationalistic conflict)
<p>Formative Performance Task:</p> <ul style="list-style-type: none"> • Students compare how nationalism was used as a unifying force and as a dividing force then create a product - written or visual - showing whether they believe nationalism was a “good” thing or a “bad” thing. Possibly connect it to nationalism today as well. • Unification and Nationalism Activity
Additional Resources:

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

-

Lesson #2: Imperialism - Reasons and Rationale

Essential Question: How did the Europeans justify their imperial domination of Africa and Asia?

Learning Targets: Students will...

Understand:

- The desire for power and land may be manifested by imperialism.
- Scarcity of resources may increase tensions between peoples as nations pursue inclusion in global economic competition.

Know:

- Imperialism brings nations into conflict as they compete for limited resources and land.
- The contribution of the Industrial Revolution to the expansion of imperialism.
- The reasons for and the consequences of the Berlin Congress, the Open Door Policy, and Dollar Diplomacy.

Be skilled at:

- The importance of using historical analysis and interpretation to consider multiple perspectives of various peoples in the past.
- The importance of using historical analysis and interpretation to analyze cause-and-effect relationships and multiple-causation.

Critical Factual Content (People, Events, Terms, etc.): Imperialism, Scramble for Africa, Berlin Conference, Open Door Policy, Dollar Diplomacy

Enrichment Factual Content: White Man's Burden, Social Darwinism, protectorate, sphere of influence

Formative Performance Task:

- Complete the Document based Investigation for Chapter 25 on page 766-767

Additional Resources:

Lesson #3: Imperialism - Trying to Fight It

Essential Question: How and why did the natives of Africa and Asia resist imperial control and what was the result?

Learning Targets: Students will...

Understand:

- Independence movements may result from the struggle to create and maintain a national identity, which can cause conflict when people are forced to conform to an identity that is not their own.

Know:

- Examples of imperial resistance.

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

- Factors that limited the success of indigenous people to thwart imperial aggressions.

Be skilled at:

- The importance of using historical analysis and interpretation to consider multiple perspectives of various peoples in the past.
- The importance of using historical analysis and interpretation to analyze cause-and-effect relationships and multiple-causation

Critical Factual Content (People, Events, Terms, etc.): Boxer Rebellion, Sepoy Rebellion

Enrichment Factual Content: Zulu Wars, Opium Wars, Russo-Japanese War

Formative Performance Task:

- [The Sepoy Rebellion](#) - Reading Like a Historian
- [Battle of Adwa](#) - Reading Like a Historian
- Complete the Document based Investigation for Chapter 25 on page 766-767

Additional Resources:

Lesson #4: Causes of WWI

Essential Question: Why is the assassination of Franz Ferdinand NOT typically considered as one of the causes of WWI?

Learning Targets: Students will...

Understand:

- Conflicts can occur when compromise over land, national identity, and colonial possessions fail to resolve disputes.

Know:

- The underlying causes for WWI (Militarism, Alliances, Imperialism, Nationalism).
- How and why the increased feelings of nationalism and ethnic rivalries, combined with the assassination of Archduke Franz Ferdinand, sparked WWI.

Be skilled at:

- The importance of using historical analysis and interpretation to analyze cause-and-effect relationships and multiple-causation.

Critical Factual Content (People, Events, Terms, etc.): MAIN, Archduke Franz Ferdinand

Enrichment Factual Content: Black Hand, Gavrilo Princip, Balkan Powderkeg

Formative Performance Task:

- Explain how Militarism, Alliances, Imperialism, and Nationalism all had an effect on why Franz Ferdinand was assassinated and how they caused a regional conflict to spiral into a World War.
- Students are assigned a nation involved in WWI and write a position paper as a government leader/official explaining their reasons for entering the war.

Additional Resources:

- [BBC Video on the Causes of the Great War](#)

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Lesson #5: WWI Peace

Essential Question: How did the Treaty of Versailles help lead to WWII?

Learning Targets: Students will...

Understand:

- The conditions and agreements resulting from one conflict may serve as a catalyst for greater conflict when ongoing problems are not resolved.

Know:

- How and why the Second World War developed from the terms of peace following the First World War.
- Debt and the conditions of the Treaty of Versailles from WWI became a motivating factor for Germany's increased nationalism and the outbreak of WWII..

Be skilled at:

- The importance of using historical analysis and interpretation to consider multiple perspectives of various peoples in the past.
- The importance of using historical analysis and interpretation to analyze cause-and-effect relationships and multiple-causation.

Critical Factual Content (People, Events, Terms, etc.): Treaty of Versailles

Enrichment Factual Content: Big Four, Woodrow Wilson

Formative Performance Task:

- Compare and Contrast the goals of the five Allied Powers (France, Russia, Great Britain, Italy, and The US) for the peace negotiation at the end of WWI. What did each of these countries want from Germany. Explain how the terms in the Treaty of Versailles would have a lasting effect of German economy and politics.

Additional Resources:

Lesson #6: The Russian Revolution(s)

Essential Question: Why was the communist revolutions in Russia successful?

Learning Targets: Students will...

Understand:

- Societies may change as a result of significant catalysts, such as geopolitical transformation, conflict, or new ideas.

Know:

- How and why the war with Japan contributed to the Revolution in 1905 in Russia.
- How the writings of Karl Marx influenced the Russian Revolution and contributed to the creation of the Soviet Union.
- How Vladimir Lenin used the failures of Russian leadership in WWI to lead the Bolsheviks into power.

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Be skilled at:

- The importance of using chronological thinking to identify the structure of a historical narrative or story: (its beginning, middle and end).
- The importance of using chronological thinking to interpret data presented in time lines and create time lines.

Critical Factual Content (People, Events, Terms, etc.): Russo-Japanese War, Karl Marx, Vladimir Lenin, Bolsheviks

Enrichment Factual Content:**Formative Performance Task:**

- Russian Revolution [Timeline](#)
- Compare Lenin's policies and plans for the Soviet Union with Stalin's - graphic organizer or essay.

Additional Resources:**Summative Performance Task:**

- Student debate - Was World War I inevitable?
- World War I era propaganda/photo essay - Students research and collect photos and samples of propaganda relating to the events discussed in this unit to create a persuasive photo essay. (Here's some help with [creating a photo essay](#). Although the site assumes that the students will be taking the pictures, the principles are the same.)

Suggested Enrichment Lessons/Activities:

- WWI map activity - alliances
- Comparison of strengths and weaknesses of each side in WWI
- The fighting of WWI - [Letters Home](#)
- Analysis of why the US entered WWI and Russia left
- Analysis of WWI propaganda
- Impact of the collapse of the Ottoman Empire.
- [WWI Lessons and Activities](#)
- [Life on the eve of war](#)
- [Poetry of the Great War](#)

Unit #8: Global Conflicts Part II

Suggested Length of Unit: 9 - 11 Days

Essential Standards : WH.H.7.1, WH.H.7.2, WH.H.7.3, WH.H.8.1

Overarching Question: Was World War II necessary in order to make up for the mistakes of World War I?

Unit Description: World War I was supposed to be the “war to end all wars.” However, the war and its subsequent peace plans did not solve the problems that caused the war. As a result, conditions across the globe were ripe for a new generation of dictators who would take the nations of the world into a conflict that brought new levels of death and destruction.

Lesson #1: Economic Collapse

Essential Question: What caused the worldwide economic depression of the late 1920's and 1930's?

Learning Targets: Students will...

Understand:

- Economic depression in one country can substantially alter the economies of other nations.
- The threat of economic crisis may lead to political and economic reforms.
- Unequal distribution of wealth may lead to economic crisis and the need for economic and political reform.

Know:

- The factors that contributed to the Great Depression.
- How the Great Depression brought change to the western democracies (i.e. Great Britain, France, United States).

Be skilled at:

- The importance of using historical analysis and interpretation to consider multiple perspectives of various peoples in the past.
- The importance of using historical analysis and interpretation to analyze cause-and-effect relationships and multiple-causation.

Critical Factual Content (People, Events, Terms, etc.): Great Depression

Enrichment Factual Content:

Formative Performance Task:

- Countries around the world suffered greatly because of the American economic collapse. Select one country from each the following regions; Western Europe, Eastern Europe, and Asia and conduct research on each country's economic struggles after 1930. Investigate and record the most important problems related to the Great Depression in each country. Explain how each country attempted to fix the economic problems and the outcome of those attempts. You should

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

write at least one paragraph (7-10 sentences) for each country

Additional Resources:

-

Lesson #2: Totalitarianism

Essential Question: Why were the totalitarian dictators able to rise to power in the years between WWI and WWII?

Learning Targets: Students will...

Understand:

- Political instability and chaos serve as catalysts for changes to the balance of power and can lead to war.

Know:

- How the principles and ideals of fascism and totalitarianism contributed to growing tensions.

Be skilled at:

- The importance of using historical analysis and interpretation to identify issues and problems in the past.

Critical Factual Content (People, Events, Terms, etc.): fascism, Adolf Hitler

Enrichment Factual Content:

Formative Performance Task:

- Make a chart comparing and contrasting Benito Mussolini, Joseph Stalin, and Adolf Hitler, make sure to focus on how each leader built his empire. Write two paragraphs explaining the differences between fascism and communism based off of what you have learned about these leaders.

Additional Resources:

Lesson #3: Causes of World War II

Essential Question: What are the causes of World War II?

Learning Targets: Students will...

Understand:

- Political instability and chaos serve as catalysts for changes to the balance of power and can lead to war.

Know:

- How and why the rise of totalitarian governments, the failures of the Treaty of Versailles, the expansionist policies of totalitarian nations, and the policies of appeasement and isolationism contributed to World War II.

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Be skilled at:

- The importance of using historical research to formulate historical questions.

Critical Factual Content (People, Events, Terms, etc.): appeasement, isolationism

Enrichment Factual Content:

Formative Performance Task:

- [Appeasement](#) - Reading Like a Historian
- [Nazi Propaganda](#) - Reading Like a Historian
- Students evaluate and rank the causes of WWII - aggression by totalitarian nations, isolation and appeasement, failures of the Treaty of Versailles, Great Depression

Additional Resources:

Lesson #4: The WWII Peace Process - The United Nations

Essential Question: How was the WWII peace process different from that of WWI?

Learning Targets: Students will...

Understand:

- Changes in political and economic power can follow global conflict.

Know:

- The creation of the United Nations as an organization to keep world peace.
- The similarities and differences between the U.N. Declaration of Human Rights and other declarations of rights (such as the Magna Carta, US Bill of Rights, Declaration of the Rights of Man).

Be skilled at:

- The importance of using historical research to construct analytical essays using historical evidence to support arguments

Critical Factual Content (People, Events, Terms, etc.): United Nations, Declaration of Human Rights

Enrichment Factual Content:

Formative Performance Task:

- Graphic organizer (Venn diagram, T-chart, etc.) comparing the Treaty of Versailles with the peace that followed WWII.

Additional Resources:

Summative Performance Task:

- Will it happen again? Using lessons and evidence from throughout history, students select and evaluate whether a. a totalitarian dictator could ever threaten to dominate the world again; b. the world will collapse into another global struggle; c. atomic weapons will be used in warfare.

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Suggested Enrichment Lessons/Activities:

- Important battles of WWII
- New military strategies and weaponry of WWII - compare with WWI
- WWII propaganda
- Evaluate the decision to drop the atomic bomb on Japan

Unit #9: The Post-War World

Suggested Length of Unit: 9 - 11 Days

Essential Standards: WH.H.7.4, WH.H.7.5, WH.H.7.6, WH.H.8.1, WH.H.8.2, WH.H.8.3, WH.H.8.4, WH.H.8.5, WH.H.8.6, WH.H.8.7

Overarching Question: Has the progress of the past 60 years led to more difficulties than successes?

Unit Description: The past sixty years has seen the world go from polarized behind the superpowers to more connected than ever through globalization. Following the end of World War II, the United States and Soviet Union and their allies squared off in the Cold War with the threat of global thermonuclear destruction hanging in the balance. The nations that had fallen under the control of an imperial power took advantage of the weakened state of the European powers and the support of the United Nations to gain their independence. The second half of the 20th century and the early portion of the 21st century witnessed new economic problems, types of conflict, methods of warfare, environmental concerns, and technological marvels.

Lesson #1: Beginnings of the Cold War

Essential Question: How did the ending of WWII lead to the power shift that caused the Cold War?

Learning Targets: Students will...

Understand:

- Global interactions can be shaped by differences in the political and economic strength and power of various nations.
- International conflicts challenge political power structures and give rise to new balances of power throughout the world.

Know:

- The Marshall Plan, Truman Doctrine, and Eisenhower Doctrines were used to solidify the economies of new democratic nations.
- The strengths and weaknesses of capitalism as compared to competing economic philosophies (such as socialism and communism).

Be skilled at:

- The importance of using historical research to obtain historical data from a variety of sources.
- The importance of using historical research to support interpretations with historical evidence.

Critical Factual Content (People, Events, Terms, etc.): Cold War, Marshall Plan, Truman Doctrine, Eisenhower Doctrine

Enrichment Factual Content:

Formative Performance Task:

- [Who started the Cold War](#) - Reading Like a Historian

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Additional Resources:

-

Lesson #2: Key Policies of the Cold War

Essential Question: How did the policies of the superpowers serve to escalate the tensions of the Cold War?

Learning Targets: Students will...

Understand:

- Conflict between nations and peoples concerning beliefs and values may result in international crisis and drive changes in foreign policy and diplomatic relations.
- The inability to compromise and the lack of cooperation can lead to increased tension and crisis.

Know:

- How Winston Churchill's Iron Curtain speech defined the division between the communist and non-communist countries and described obstacles to international stability and peace.
- The reasons for and impact of various 20th and 21st century foreign policies of various nations.

Be skilled at:

- The importance of using historical research to obtain historical data from a variety of sources.
- The importance of using historical research to support interpretations with historical evidence.

Critical Factual Content (People, Events, Terms, etc.): Iron Curtain Speech, NATO, Warsaw Pact, containment, Brezhnev Doctrine, Eisenhower's brinkmanship, Kennedy's flexible response, Khrushchev's peaceful coexistence, domino theory

Enrichment Factual Content:**Formative Performance Task:**

- [The Strategy of Containment](#) - Document Analysis
- [What Caused the Cold War](#) - Document Analysis

Additional Resources:

- [Iron Curtain Speech](#)

Lesson #2: Key Events of the Cold War

Essential Question: Why did the Cold War not turn "hot", or did it?

Learning Targets: Students will...

Understand:

- Manmade or symbolic barriers between nations can serve to exclude or protect but may also represent reminders of political differences.
- The desire for global stability and peace may be transformed by international relationships and relative national strength.
- Conflict between nations and peoples concerning beliefs and values may result in international

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

crisis and drive changes in foreign policy and diplomatic relations.

- The inability to compromise and the lack of cooperation can lead to increased tension and crisis.

Know:

- The political purpose for the Berlin Wall and how it served as a symbol of the division of political ideology between communist and non-communist countries and how its destruction served as a symbolic end of the Cold War.
- The significance of Sputnik for the global space race, the military-industrial complex, international relations, and education.
- Reason why the Cuban Missile Crisis was a result of heightened global tensions during the Cold War.
- The reasons that political instability within Korea and Vietnam caused political and military changes as well as chaos globally.

Be skilled at:

- The importance of using historical research to obtain historical data from a variety of sources.
- The importance of using historical research to support interpretations with historical evidence.

Critical Factual Content (People, Events, Terms, etc.): Berlin Blockade, Berlin Wall, Hungarian Revolt, Cuban Missile Crisis, Korean War, Vietnam War

Enrichment Factual Content: Berlin Airlift

Formative Performance Task:

- [Cuban Missile Crisis](#) - Reading Like a Historian
- [Who started the Korean War?](#) - Reading Like a Historian
- Analyze each of the major events of the Cold War to determine which were victories for the US, which were victories for the USSR, and which were “ties”.
- Use an online timeline creator to make an interactive timeline of the major events of the Cold War.

Additional Resources:

Lesson #4: Ending of the Cold War

Essential Question: How did the actions of the US and USSR bring about an end to the Cold War?

Learning Targets: Students will...

Understand:

- The desire for global stability and peace may be transformed by international relationships and relative national strength.

Know:

- Glasnost and Perestroika created a climate that helped lead to the collapse of the Soviet Union and expanded human rights in Eastern Europe and western Asia.

Be skilled at:

- The importance of using historical research to obtain historical data from a variety of sources.

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

- The importance of using historical research to support interpretations with historical evidence.

Critical Factual Content (People, Events, Terms, etc.): perestroika, glasnost, Reagan's "trust but verify"

Enrichment Factual Content: Star Wars (not the movie)

Formative Performance Task:

- Glasnost and Perestroika [Activity](#)
- Did the US win the Cold War or did the USSR lose it? Essay
- [Cold War project ideas](#)

Additional Resources:

Lesson #5: De-colonization

Essential Question: Which is the better way to win independence - war or peace?

Learning Targets: Students will...

Understand:

- When economic power is used to dominate nations, groups within a nation may begin to seek control over their national identity, independence, and economic well-being.

Know:

- World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world and the rise of various independence movements throughout the world.
- The methods used by various groups to achieve independence (i.e. passive resistance by Mahatma Gandhi; Mau Mau in Kenya; independence movement in Algeria; Resistance movements in the Congo)

Be skilled at:

- The importance of using historical research to obtain historical data from a variety of sources.
- The importance of using historical research to support interpretations with historical evidence.

Critical Factual Content (People, Events, Terms, etc.): passive resistance, civil disobedience, Mahatma Gandhi, partitioning of India, Mau Mau

Enrichment Factual Content:

Formative Performance Task:

- [Assassination of Patrice Lumumba](#) - Reading Like a Historian
- Essay - Which method is better for winning independence: peace or war? Possibly bring in earlier independence movements such as the American or Haitian Revolution.
- Impact of the method of gaining independence on modern problems in those nations.
- Venn diagram comparing two or three independence movements

Additional Resources:

- [Decolonization Through Maps](#) (pages 68-82)

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Lesson #6: The Middle East

Essential Question: Why is it not likely for there to be “peace in the Middle East”?

Learning Targets: Students will...

Understand:

- The collapse of a government or nation causes changes in the balance of power within a region and between nations.
- Changes in political and economic power can follow global conflict.

Know:

- How and why the nation of Israel was established following the Second World War.
- Factors that contributed to and consequences of late 20th and early 21st century conflict in the Middle East (e.g., Iran-Iraq War, United States-Iraq Wars, Israeli-Arab conflicts).

Be skilled at:

- The importance of using historical analysis and interpretation to consider multiple perspectives of various peoples in the past.
- The importance of using historical analysis and interpretation to evaluate competing historical narratives and debates among historians.

Critical Factual Content (People, Events, Terms, etc.):

Enrichment Factual Content:

Formative Performance Task:

- Complete Document Based Investigation on Iranian Revolution for chapter 31 on page 960-961.

Additional Resources:

- [Crash Course](#) on the Iranian Revolution

Lesson #7: Genocides

Essential Question: What are the causes of genocide?

Learning Targets: Students will...

Understand:

- Political instability and chaos serve as catalysts for changes to the balance of power.

Know:

- The causes and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.

Be skilled at:

- The importance of using historical analysis and interpretation to evaluate the influence of the past on contemporary issues.

Critical Factual Content (People, Events, Terms, etc.): Holocaust, Great Leap Forward, Cultural Revolution

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

Enrichment Factual Content: Rwandan genocide, Armenian genocide, Darfur, Bosnia

Formative Performance Task:

- Complete the Document Based Investigation for Chapter 30 on page 930-931
- [Chinese Cultural Revolution](#) - Reading Like a Historian
- Eight Stages of Genocide - Students are assigned one of the modern examples of genocide, review Gregory Stanton's Eight Stages of Genocide, and identify each stage in their assigned topic.
- [Genocide DBQ](#)

Additional Resources:

Lesson #8: Fight for Human Rights

Essential Question: How are human rights violations being exposed and fought?

Learning Targets: Students will...

Understand:

- Human rights can be promoted or challenged by differing systems of government.
- Social change may originate with an individual or small group as an effort to address inequities.
- Laws and policies for the protection of human rights may be shaped by the values and beliefs of individuals and groups in a society.
- The influence of media can help shape responses to human rights movements and reform.

Know:

- The definition and examples of human rights and civil rights and civil liberties.
- The similarities and differences between the U.N. Declaration of Human Rights and other declarations of rights.
- The role of the expansion of democracy and private enterprise, international law, the United Nations, and other global organizations in the spread and maintenance of human rights.
- Examples of how various types media has been used to expose human rights violations across the globe.

Be skilled at:

- The importance of using historical analysis and interpretation to consider multiple perspectives of various peoples in the past.
- The importance of using historical analysis and interpretation to evaluate competing historical narratives and debates among historians.
- The importance of using historical analysis and interpretation to evaluate the influence of the past on contemporary issues

Critical Factual Content (People, Events, Terms, etc.): human rights, civil rights, civil liberties,

Enrichment Factual Content:

Formative Performance Task:

- Read The UN Declarations of Human Rights, the US Bill of Rights, and the Declaration of the Rights of Man. Have the students compare and contrast the two documents (venn diagram, essay, etc.).
- Cultural Civil Rights Movement [Activity](#)

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

-

Additional Resources:

- [Human Rights Resource Center](#) - Lots of activities to choose from!
- [UN Teaching Human Rights](#)

Lesson #9: Terrorism

Essential Question: Why have various groups throughout history used terrorism as a means to achieve their ends?

Learning Targets: Students will...

Understand:

- Acts of violence gain global attention and may prompt changes in politics, economies and geographic boundaries.
- Acts of violence can occur as a result of various factors such as the struggle for power, nationalism, religion, economic disadvantage, or globalization.
- Radical movements that espouse violence can arise from broad political conflicts centered on the demands of disadvantaged groups.
- Government measures to secure a nation and limit violence may infringe on individual freedom and personal privacy.
- The desire for change in existing political order or geopolitical boundaries can lead to violent acts and alter societies.
- Terrorist acts in one country can challenge the health of national and global economies as a result of the interconnectedness of global society, government, and trade

Know:

- The United Nations definition of terrorism. A definition of “fundamentalism” and how the modern connotation differs from its historical use.
- The origin of and similarities and differences between terrorist groups (such as the IRA, al Qaeda, the KKK, and Hezbollah) and how they have impacted politics and societies.
- Meaning of jihad and related Islamic principles and laws that are relevant to military activity.
- Factors that influence terrorist acts in the last two decades of the 20th century and the early 21st century.
- The importance of international cooperation and multinational organizations in attempting to solve global issues.
- Late 20th and 21st century terrorism has resulted in changed approaches to domestic and international security in nations throughout the world.
- Examples of terrorism and terrorist organizations in the late 20th and 21st centuries.
- The relationship between fundamentalist extremism (political, social, or economic) and international conflict.
- Examples of ways in which the interactions between nations have changed following the “9-11” attacks in the United States.

Be skilled at:

- The importance of using historical analysis and interpretation to consider multiple perspectives of various peoples in the past.
- The importance of using historical analysis and interpretation to evaluate competing historical narratives and debates among historians.

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

- The importance of using historical analysis and interpretation to evaluate the influence of the past on contemporary issues

Critical Factual Content (People, Events, Terms, etc.): terrorism, fundamental extremism, Ku Klux Klan, Al Qaeda, Basque separatists, IRA, Tamil Tigers, PLO, Chechens, FARC, Muslim Brotherhood, Hezbollah, jihad, 9-11

Enrichment Factual Content:

Formative Performance Task:

- Investigating Terrorism [Activity](#)

Additional Resources:

Lesson #10: Economic Problems

Essential Question: What have been the major causes and consequences of the recent economic crises of the world?

Learning Targets: Students will...

Understand:

- The threat of economic crisis may lead to political and economic reforms.
- Unequal distribution of wealth may lead to economic crisis and the need for economic and political reform.
- Economic problems can drive citizens to demand changes in political leadership.

Know:

- How nations have responded to global and regional trade agreements.
- The factors that have contributed to various modern economic crises (e.g., the Great Depression, the austerity crisis, the collapse of Latin American economies in the late 20th century, the bust of the Japanese economy in the 1990's, the dot-com collapse).
- Various examples of political, social, and economic changes as a result of economic crisis.

Critical Factual Content (People, Events, Terms, etc.): austerity crisis, dot-com collapse

Enrichment Factual Content: European Union, NAFTA, World Bank

Formative Performance Task:

- Students assume the role of representatives to a world forum called to discuss the disparities between industrialized and developing countries. Examine statistical information regarding resources, production, capital investment, labor, and trade. The forum must answer the following: *What accounts for the disparity? What measures should be taken by industrialized states to assist developing nations? What programs should developing nations undertake?*

Additional Resources:

Lesson #11: Technological Advances

Essential Question: What are the drawbacks to some of the great technological advances of our

Have a suggestion for an activity or resource? Notice an issue with this curriculum guide that you would like to report? [Complete this form](#) to help us make this guide even better. You must be logged into your UCPS account to access this form.

time?

Learning Targets: Students will...

Understand:

- New technologies, medicines, and scientific breakthroughs can improve the quality of life but may also present ethical dilemmas.
- Nations may use technological innovation to achieve political, military, economic, or social dominance over competing nations and groups.
- The balance of global trade may change as some nations become technologically advanced.

Know:

- The benefits and drawbacks of various technological innovations including medical discoveries, the internet, transportation and communication advances
- How and why certain countries have sought to expand or limit access to the World Wide Web.
- How and why scientific and technological improvements in the second half of the 20th century have resulted in an increasingly global economy and led to issues over free trade and with the use and consumption of global natural resources.
- Reasons for nations supporting free trade or the establishment of trade barriers.

Be skilled at:

- The importance of using historical analysis and interpretation to consider multiple perspectives of various peoples in the past.
- The importance of using historical analysis and interpretation to evaluate the influence of the past on contemporary issues

Critical Factual Content (People, Events, Terms, etc.):

Enrichment Factual Content:

Formative Performance Task:

- Complete the Document Based Investigation for Chapter 33 on page 1010-1011.
- Write a response to a (fictitious) blog entry entitled "We Can No Longer Identify Science with Progress." Express your views either supporting or opposing this assertion.

Additional Resources:

Lesson #12: Man and the Environment

Essential Question: How are humans negatively impacting their environment today?

Learning Targets: Students will...

Understand:

- Population growth, urbanization and industrialization can promote changes in the environment as a result of the need for increased space and resources.
- Scarcity of resources and land can lead to conflict and movement of peoples which can alter the physical environment.

Know:

- Examples of ways in which population increase, urbanization, and industrialization have changed the physical environment (i.e.: deforestation in Brazil, air and water pollution in Egypt, drainage of rivers and other water sources in the United States, air pollution in China.)
- The impact of warfare on the environment and the availability of resources. For example: The drug wars in the Western Hemisphere, the ongoing wars in Africa (Sudan, Congo, Liberia), the wars in Afghanistan and Iraq, the Vietnam War.

Be skilled at:

- The importance of using historical analysis and interpretation to evaluate competing historical narratives and debates among historians.
- The importance of using historical analysis and interpretation to evaluate the influence of the past on contemporary issues

Critical Factual Content (People, Events, Terms, etc.): deforestation

Enrichment Factual Content:

Formative Performance Task:

- Have students review the information on environmental issues in Ch 33.4 and have them select one and conduct research. Have the students prepare a public service announcement about their chosen issue.

Additional Resources:

Summative Performance Task:

- Students create a video essay in response to the question “*Is the world a “better place” in the post-Cold War era than in was during the Cold War?*”

Suggested Enrichment Lessons/Activities:

- Communist China