





# World History and Civilizations

## East Chicago Central High School

## World History and Civilizations

### Units of Study

<b><u>Unit 1:</u></b>	Ancient Cultures and Civilizations: 8000 BCE to 600 BCE	 15 Days
<b><u>Unit 2:</u></b>	Classical Civilization: 1000 BCE to 600 CE	 24 Days
<b><u>Unit 3:</u></b>	Major Civilizations and Cultural Interactions: 600 to 1300 CE	 24 Days
<b><u>Unit 4:</u></b>	The Rise of Western Civilization and Global Interaction: 1300 CE to 1750 CE	 25 Days
<b><u>Unit 5:</u></b>	Revolutions, Nationalism, and Imperial Power: 1500 CE to 1900 CE	 30 Days
<b><u>Unit 6:</u></b>	An Era of Global Conflicts, Conflicts, Challenges, Controversies, and Changes: 1900 CE to Present	 30 Days
<b><u>Unit 7:</u></b>	Historical Thinking	 15 Days

### Appendices

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**Appendix A:** Curriculum Refinement Form

# Standards Breakdown

**Green:** Priority Standards

**Pink:** Supporting Standards

**Gray:** Additional Standards

		UNITS						
		1	2	3	4	5	6	7
Ancient Cultures and Civilizations: 8000 BCE to 600 BCE	1.1	●						
	1.2	●						
	1.3	●						
	1.4							
Classical Civilization: 1000 BCE to 600 CE	2.1		●					
	2.2							
	2.3		●					
	2.4		●					
	2.5							
	2.6		●					
	2.7							
	2.8		●					
	2.9		●					
	2.10							
	2.11		●					
	2.12		●					
	2.13							
Major Civilizations and Cultural Interactions: 600 to 1300 CE	3.1			●	●			
	3.2			●				
	3.3							
	3.4			●				
	3.5							
	3.6							
	3.7							

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▲ Units of Study

	3.8						
	3.9			●			
	3.10						
	3.11			●			
	3.12			●			
	3.13						
	3.14			●			
	3.15			●			

The Rise of Western Civilization and Global Interaction: 1300 CE to 1750 CE	4.1						
	4.2				●		
	4.3						
	4.4						
	4.5				●		
	4.6				●		
	4.7						
	4.8				●		
	4.9						

Revolutions, Nationalism, and Imperial Power: 1500 CE to 1900 CE	5.1					●	
	5.2					●	
	5.3						
	5.4					●	
	5.5					●	
	5.6						
	5.7					●	
	5.8					●	
	5.9						

An Era of Global Conflicts, Challenges, Controversies	6.1						●
	6.2						●
	6.3						
	6.4						●
	6.5						●

▲ Units of Study

sies, and Changes: 1900 CE to Present	6.6							
	6.7							●
	6.8							●
	6.9							
	6.10							
	6.11							
	6.12							●

Historical Thinking	7.1							●
	7.2							●
	7.3							●
	7.4							●
	7.5							

Content Area Literacy	1.1							
	1.2							
	2.1							
	2.2							
	2.3							
	3.1							
	3.2							
	3.3							
	4.1							
	4.2							
	4.3							
	5.1							
	5.2							
	6.1							
	6.2							
	7.1							
	7.2							
	7.3							

▲ Units of Study

▲ Units of Study

**General Description**

*Origins of Civilization (Prehistory-300 B.C.: The emergence of the first humans,*

Historians and anthropologists search for and interpret artifacts and records to determine what is human about humans.

**Literacy Assessments:**

- [Early Civilizations Teacher Document](#)
- [Early Civilizations Student Document](#)
  
- [Agriculture's Impact Teacher Document](#)
- [Agriculture's Impact Student Document](#)

**Priority Standards**

- **WH.1.1:** Describe and evaluate social, cultural, and economic changes of small agriculture communities which led to the development of large agricultural settlements such as the movement from hunting and gathering societies to civilization.

**Supporting Standards**

- **WH.1.2:** Identify the key components that make up a civilization and the key differences between civilizations and how people organize themselves outside of civilizations.
- **WH.1.3:** Review the key elements of the development of early river valley civilizations in Mesopotamia, Egypt, the Indus River Valley, and Shang China.

**Content Area Literacy Standards**

- 9-10.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.
- 9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.

**Enduring Understandings**

- Students examine the movement toward civilization, including those of North Africa, Southwest Asia, South Asia, and East Asia from 8000 to 600 CE.

**Essential Questions**

- What was life like in early times and how did it change as civilizations began to develop?
- What can we learn from the past?
- How do we know what really happened in the past?

<p><b>Key Concepts</b>  Rise of civilizations and the necessary resources  Religious beliefs</p>	<p><b>Related Concepts</b>  Hammurabi's Code  Mary Leakey  Louis Leakey</p>	<p><b>Vocabulary</b>  Civilization  Mesopotamia  Delta  Polytheism  Monotheism  Anthropology  Animism  Technology  Artifact</p> <p>Old Stone Age  Paleolithic Period  New Stone Age  Neolithic Period  nomad  animism  Neolithic Revolution  domesticate  Çatalhüyük  Jericho</p> <p>surplus  traditional economy  civilization  steppe  theocracy  polytheistic  artisan  pictograph  scribe  cultural diffusion  city-state  empire</p>
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## Resources

### Resources & Materials

- History Shorts
- Maps
- Kahoot

### Texts & Articles

- Pearson Savvas Realize
- Newsela
- Activity Assignment

### Videos & Media

- Crash Course : Human Evolution  
[https://edpuzzle.com/video/UPggkvB9\\_dc](https://edpuzzle.com/video/UPggkvB9_dc)
- Crash Course: Ancient Mesopotamia:  
[https://edpuzzle.com/video/sohXPx\\_XZ6Y](https://edpuzzle.com/video/sohXPx_XZ6Y)
- History Vault
- Khan Academy
- CNN 10
- National Geographic
- PBS
- EdPuzzle
- Selective Video Recordings
- The Story of Mankind

## School Resources

### Textbook

ap World History textbook  
Chapter 1 Origins of Civilization  
Chapter 2 Section 2 Empires in Mesopotamia  
Chapter 2 Section 2.4 Egyptian Civilization  
Chapter 3 Section 3.1 Civilization in South Asia  
Chapter 3 Section 3.3 Ancient Civilization in China  
Chapter 4 Section 4.1 Civilizations of Middle America  
Chapter 5 Greece  
Chapter 6 Rome  
Chapter 8 section 8.3 A Muslim Empire  
Chapter 8 section 8.4 The Ottoman and Safavid Empires  
Chapter 8 section 8.5 Early Civilizations of Africa  
Chapter 9 Civilizations of Asia

### Formative Assessments

Quizzes  
Tests  
Mid-Term  
Semester Final  
Assignments  
Research Project  
Journal



▲ Units of Study

### General Description

#### *Dawn of the Empire and Rise of World Religions:*

Imperial political power is generated, increased, consolidated, and resisted.

Spiritual feelings are mobilized into powerful religious systems, some of which attain global scope.

### Literacy Assessments:

- [World Religion Teacher Document](#)
- [World Religion Student Document](#)

### Priority Standards

- **WH.2.1:** Review the development and fundamental beliefs of major world religions and philosophies including Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam.
- **WH.2.3:** Examine the development of Greek civilization including differing political and social structures as well as conflicts such as the Persian and Peloponnesian wars.

### Supporting Standards

- **WH.2.11:** Compare and contrast the influence of Hinduism and Buddhism on civilization in India and Buddhism's diffusion throughout Asia.
- **WH.2.12:** Compare and contrast the influence of Confucianism, Taoism, and Legalism on East Asian civilizations
- **WH.2.4:** Describe the rise of Alexander the Great and the influence of Hellenism in Southwest and South Asia, North Africa, and parts of Europe.
- **WH.2.6:** Trace the changes that culminated in the end of the Republic and the formation of the Roman Empire.
- **WH.2.8:** Analyze the causes, conditions, and consequences of the decline and fall of the western part of the Roman Empire.
- **WH.2.9:** Examine the significant achievements of the Greeks and Romans and their impact on the modern world.

### Content Area Literacy Standards

- 9-10.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

- 9-10.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 9-10.LH.2.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● Students explore the classical civilizations of the Mediterranean, Southwest Asia, South Asia, East Asia, and the Americas from 1000 to 600 CE.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What distinct characteristics did the early civilizations and empires of the Middle East and Egypt develop?</li> <li>● What does it mean to be "civilized"?</li> <li>● What makes a civilization?</li> <li>● How have civilizations evolved?</li> <li>● How are all religions the same?</li> </ul>	
<p><b>Key Concepts</b>  World religions (Hinduism, Buddhism, Sikhism, Judaism, Christianity, Islam, Taoism, and Confucianism) and their contributions to civilizations  Hellenistic Age  Ancient Greeks and Romans</p>	<p><b>Related Concepts</b>  Library in Alexandria - learning center  Alexander the Great  Roman emperors and dictators  Jesus and His Apostles</p>	<p><b>Vocabulary</b>  Democracy  Republic  Hellenism</p> <p>Fertile Crescent  Mesopotamia  Sumer  The Epic of Gilgamesh  monarchy  hierarchy  ziggurat  cuneiform</p> <p>Sargon  Hammurabi  codify  civil law  criminal law  Nebuchadnezzar  bureaucracy  barter economy  money economy  Zoroaster  colony  alphabet</p>

monotheistic

Torah

Abraham

covenant

Moses

David

Solomon

patriarchal

Sabbath

prophet

ethics

Diaspora

cataract

delta

dynasty

pharaoh

bureaucracy

vizier

Hatshepsut

Thutmose III

Ramses II

Amon-Re

Osiris

Isis

Akhenaton

mummification

hieroglyphics

papyrus

decipher

Rosetta Stone

## Resources

▲ Units of Study

<p><b>Resources &amp; Materials</b></p> <ul style="list-style-type: none"> <li>• History Shorts</li> <li>• Maps</li> <li>• Kahoot</li> </ul>	<p><b>Texts &amp; Articles</b></p> <ul style="list-style-type: none"> <li>• Pearson Savvas Realize</li> <li>• Newsela</li> <li>• Activity Assignment</li> </ul>	<p><b>Videos &amp; Media</b></p> <ul style="list-style-type: none"> <li>• Crash Course, Ancient Mesopotamia <a href="https://edpuzzle.com/video/sohXPx_XZ6Y">https://edpuzzle.com/video/sohXPx_XZ6Y</a></li> <li>• Crash Course, Gilgamesh <a href="https://edpuzzle.com/media/5f8e816e9a601241289e7db6">https://edpuzzle.com/media/5f8e816e9a601241289e7db6</a></li> <li>• History Vault</li> <li>• Khan Academy</li> <li>• CNN 10</li> <li>• National Geographic</li> <li>• PBS</li> <li>• EdPuzzle</li> </ul> <p>Selective video recordings</p> <ul style="list-style-type: none"> <li>• Engineering An Empire: The Persians/Greece</li> <li>• Egypt's Golden Empire</li> <li>•</li> <li>• Empires: The Greeks-Crucible of Civilization</li> </ul>
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**School Resources**

<p><b>Textbook</b>  World History textbook  Chapter 2 Section 2.3 The Hebrews and the origins of Judaism  <b>Chapter 3 Section 3.2 The Origins of Hinduism and Buddhism</b>  <b>Chapter 6 Section 6.4 The Origins of Christianity</b>  <b>Chapter 7 Section 7.3 The Medieval Christian Church</b>  <b>Chapter 7 Section 7.5 The Feudal Monarchs and the Church</b></p>	<p><b>Formative Assessments</b>  Quizzes  Tests  Mid-Term  Semester Final  Assignments  Research Project  Journal</p>
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▲ Units of Study

**General Description of the Unit**

*Regional Civilizations*

How the flow of goods and people are channeled, resulting in cultural diffusion and warfare.

**Literacy Assessments:**

- [Trade Networks Teacher Document](#)
- [Trade Networks Student Document](#)

**Priority Standards**

- **WH.3.1:** Analyze the impact of trade networks such as the Silk Road and Indian Ocean trade network.

**Supporting Standards**

- **WH.3.11:** Examine the key achievements of civilizations in Africa prior to European contact.
- **WH.3.12:** Compare and contrast the developments and achievements of the Maya, Aztec and Inca civilizations.
- **WH.3.14:** Describe and explain the rise, expansion, and decline of the Mongol Empire and its influences on the early Russian Empire.
- **WH.3.15:** Examine the development of feudalism in Japan and its impact on Japanese society and government.
- **WH.3.2:** Explain the origin, rise, and achievements of the Byzantine Empire.
- **WH.3.4:** Examine the origins, rise, and spread of Islam including the life of Muhammad, Islam's division into the Sunnis and Shiites, and Islam's early impact on the west Asia, Europe, and North Africa.
- **WH.3.9:** Explain the cultural, political, economic, and religious causes of the Crusades and their consequences for Europe and Southwest Asia, including the growth in power of the monarchies in Europe.

**Content Area Literacy Standards**

- 9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- 9-10.LH.3.2: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- 9-10.LH.3.3: Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Enduring Understandings**

- Students trace the development and interactions of major civilizations and empires in different regions of the world from 600 to 1300 CE.

**Essential Questions**

- What circumstances helped the civilizations and diverse cultures to develop in ways both common and unique?
- How have civilizations evolved?
- How do we know what happened in the past?
- Are modern civilizations more “civilized” than ancient ones?



**Key Concepts**

Ottomans and Seljuk Turks  
Byzantine Empire  
Crusades  
Genghis Khan and the Mongols

**Related Concepts**

Justinian and Justinian's Code

**Vocabulary**

Sunni  
Shiite  
Feudalism

subcontinent  
plateau  
monsoon  
Harappa  
Mohenjo-Daro  
veneration  
acculturation  
Vedas  
rajah  
Indra  
brahman  
mystic

atman  
moksha  
reincarnation  
karma  
dharma  
ahimsa  
caste  
Siddhartha Gautama  
Four Noble Truths  
Eightfold Path  
nirvana  
sect

Chandragupta Maurya  
dissent  
Asoka  
missionary  
golden age

▲ Units of Study

		decimal system joint family dowry  loess clan dynastic cycle feudalism Confucius Laozi philosophy filial piety oracle bone characters calligraphy  Shi Huangdi Wudi monopoly expansionism civil servant warlord acupuncture
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**Resources**

<p><b>Resources &amp; Materials</b></p> <ul style="list-style-type: none"> <li>• History Shorts</li> <li>• Maps</li> <li>• Kahoot</li> </ul>	<p><b>Texts &amp; Articles</b></p> <ul style="list-style-type: none"> <li>• Pearson Savvas Realize</li> <li>• Newsela</li> <li>• Activity Assignment</li> </ul>	<p><b>Videos &amp; Media</b></p> <ul style="list-style-type: none"> <li>• Crash Course, Hinduism, <a href="https://edpuzzle.com/media/609d551664f28e414fa0b9b9">https://edpuzzle.com/media/609d551664f28e414fa0b9b9</a></li> <li>• Crash Course, Buddhism, <a href="https://edpuzzle.com/media/606db8b98231164237154e83">https://edpuzzle.com/media/606db8b98231164237154e83</a></li> <li>• History Vault</li> <li>• Khan Academy</li> <li>• CNN 10</li> <li>• National Geographic</li> <li>• PBS</li> <li>• EdPuzzle</li> </ul>
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Selective video recordings

- Islam, Empire of Faith
- Engineering An Empire: The Maya
- Engineering An Empire: The Aztecs
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### School Resources

#### Textbook

World History textbook  
Chapter 8 The Muslim World and Africa all sections  
Chapter 9 Section 9.5  
Chapter 11 New Global Connections all sections

#### Formative Assessments

Quizzes  
Tests  
Mid-Term  
Semester Final  
Assignments  
Research Project  
Journal

## Unit 4: The Rise of Western Civilization and Global Interaction: 1300 CE to 1750 CE

### General Description of the Unit

#### *Global Trade: The Beginning of the Modern World*

Theme: Global movement of goods and people, and the linking of continents.

#### Priority Standards

- **WH.3.1:** Analyze the impact of trade networks such as the Silk Road and Indian Ocean trade network.
- **WH.4.5:** Explain consequences of the conquests and colonization as a result of the worldwide voyages of exploration including the transatlantic slave trade, Columbian Exchange, and the effects on native populations in the Americas.

#### Supporting Standards

- **WH.4.2:** Analyze the factors that led to the rise and spread of the Protestant Reformation, the Catholic Counter-Reformation, as well as reforming movements in other religions, including the wars of religion.
- **WH.4.6:** Examine the growth and development of the European economic system as a result of exploration and the growth of mercantilism.
- **WH.4.8:** Trace the development and impact of absolute monarchies in Europe.

#### Content Area Literacy Standards

- 9-10.LH.4.2: Assess the extent to which the reasoning and evidence in a text support the author's claims.
- 9-10.LH.4.3: Analyze the relationships among primary and secondary sources on the same topic.

#### Enduring Understandings

- Students explore the rise of Europe and its consequences for worldwide exploration and colonization from 1300 to 1750 CE.

#### Essential Questions

- How did European colonization change global economies and societies?
- What happens when cultures collide?
- How are goods and services to be distributed?
- What is legitimate authority?

#### Key Concepts

Protestant Reformation  
Renaissance  
World exploration  
Colonization  
Slavery and the Transatlantic slave trade  
Absolutism

#### Related Concepts

Protestant leaders (such as Martin Luther)  
Church corruption  
Renaissance men (artists and inventors)  
European explorers (Diaz, Pizarro, Columbus, etc)

#### Vocabulary

Protestant  
Protestant Reformation  
Renaissance  
Colony  
Columbian Exchange  
95 Theses  
Middle Passage  
  
Mesoamerica

		<p>maize Olmec stela Valley of Mexico Tenochtitlan chinampa tribute Teotihuacan</p> <p>Chavín Moche adobe Nazca Huari Tiahuanaco Pachacuti Inca Yupanqui Sapa Inca Cuzco quipu ayllu Inti</p> <p>Mesa Verde pueblo Pueblo Bonito kiva earthwork Cahokia potlatch Iroquois League</p>
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▲ Units of Study

## Resources

### Resources & Materials

- History Shorts
- Maps
- Kahoot

### Texts & Articles

- Pearson Savvas Realize
- Newsela
- Activity Assignment

### Videos & Media

- Crash Course, Columbian Exchange,  
<https://edpuzzle.com/media/5fa03f01bdab6c4113ce67a5>
  - Crash Course, The Atlantic Slave Trade,  
<https://edpuzzle.com/media/5f6c7d35e12328410fd277ce>
  - Crash Course, Mesoamerica,  
<https://edpuzzle.com/media/5f6ccbd2a666b640aa8450b2>
  - History Vault
  - Khan Academy
  - CNN 10
  - National Geographic
  - PBS
  - EdPuzzle
- Selective video recordings
- The Story of Mankind/History Ch
  - Amistad

## School Resources

### Textbook

World History textbook  
Chapter 7 Section 7.8 Russia and Eastern Europe  
Chapter 10 all sections  
Chapter 11 all sections  
Chapter 12 Sections 12.1 Absolute Monarchy in Spain and France  
Section 12.2 Rise of Austria, Prussia, and Russia  
Section 12.3 Triumph of Parliament and England  
Section 12.4 The Enlightenment  
Section 12.6 The French Revolution begins  
12.8 The Age of Napoleon

### Formative Assessments

Quizzes  
Tests  
Mid-Term  
Semester Final  
Assignments  
Research Project  
Journal

▲ [Units of Study](#)

## Unit 5: Revolutions, Nationalism, and Imperial Power: 1500 CE to 1900 CE

### General Description of the Unit

*Students will trace the evolution of the Enlightenment and free thinking to how it impacted global revolutions and the new imperialism.*

#### Literacy Assessments:

- [Imperialism Teacher Document](#)
- [Imperialism Student Document](#)
  
- [The Scientific Revolution Teacher Document](#)
- [The Scientific Revolution Student Document](#)

#### Priority Standards

- **WH.5.1:** Explain the key developments of the Scientific Revolution and its impact on the world.
- **WH.5.5:** Explain the reasons for the rise of nation-states and the effects of nationalism in Europe, North America, and Asia.

#### Supporting Standards

- **WH.5.2:** Explain the key ideas of the Enlightenment in European history and describe its impact upon political and religious thought and culture in Europe and the Americas including the foundation of American government.
- **WH.5.4:** Explain the influences of colonization of Latin American independence movements in the 19th century including their outcomes.
- **WH.5.7:** Examine the economic, social, and political changes caused by the Industrial Revolution and their impact on the development of political and economic theories.
- **WH.5.8:** Analyze the causes and consequences of European imperialism upon the indigenous peoples of Africa, Asia, and Oceania.

#### Content Area Literacy Standards

- 9-10.LH.5.1: Write arguments focused on discipline-specific content.
- 9-10.LH.5.2: Write informative texts, including analyses of historical events.

**Enduring Understandings**

- Students examine the causes, events, and global consequences of intellectual, economic, social, and political movements and revolutions from 1500 to 1900 CE.

**Essential Questions**

- How did Enlightenment thinkers inspire revolutionaries to push for radical changes in government and society?
- What were the cause and effects of the various revolutions in the period from 1750 to 1900, including influences of the Enlightenment and emerging nationalism?
- How did the Renaissance shape European art, thought, and religion?
- Are revolutions inevitable?
- How can we keep governments responsive to its citizens' needs and interests?



**Key Concepts**

Agricultural revolution  
Industrial Revolution  
World Revolutions (American,  
Haitian, French/European, Latin  
American

**Related Concepts****Vocabulary**

Enlightenment  
Social contract  
Industrialization  
Suffrage  
Imperialism  
Revolution

humanism  
humanities  
Petrarch  
vernacular  
Florence  
patron  
perspective  
Leonardo da Vinci  
Michelangelo  
Raphael  
Baldassare Castiglione  
Niccolò Machiavelli

Flanders  
Albrecht Dürer  
engraving  
Erasmus  
Sir Thomas More  
utopian  
Shakespeare  
Johann Gutenberg

indulgence  
Martin Luther  
Wittenberg  
Charles V  
diet  
John Calvin  
predestination

▲ Units of Study

		<p>Geneva theocracy</p> <p>sect Henry VIII Mary Tudor Thomas Cranmer Elizabeth canonize compromise Council of Trent Ignatius of Loyola Teresa of Avila ghetto Academic</p> <p>Nicolaus Copernicus heliocentric Tycho Brahe Johannes Kepler Galileo Galilei scientific method Francis Bacon René Descartes hypothesis Robert Boyle Isaac Newton calculus gravity</p>
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**Resources**

<p><b>Resources &amp; Materials</b></p> <ul style="list-style-type: none"> <li>● History Shorts</li> <li>● Maps</li> <li>● Kahoot</li> </ul>	<p><b>Texts &amp; Articles</b></p> <ul style="list-style-type: none"> <li>● Pearson Savvas Realize</li> <li>● Newsela</li> <li>● Activity Assignment</li> </ul>	<p><b>Videos &amp; Media</b></p> <ul style="list-style-type: none"> <li>● Crash Course</li> <li>● History Vault</li> <li>● Khan Academy</li> <li>● CNN 10</li> <li>● National Geographic</li> <li>● PBS</li> </ul>
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- EdPuzzle
- Selective video recordings
- Napoleon [Soldier, Emperor, Lover, Statesman]
  - The French Revolution
  - The Vatican hy6

### School Resources

#### Textbook

World History textbook  
 Chapter 12 Agricultural Revolution p. 211  
 Chapter 12 Section 12.5 The American Revolution  
 Chapter 12 Section 12.6 French Revolution and section  
 12.7 radical phase  
 Chapter 12 section 12.8 The age of Napoleon  
 Chapter 13 The Industrial Revolution - all sections  
 Chapter 16 Section 16.4 Revolution in Russia  
 Chapter 17 Section 17.1 The Mexican Revolution

#### Formative Assessments

Quizzes  
 Tests  
 Mid-Term  
 Semester Final  
 Assignments  
 Research Project  
 Journal

**Unit 6: An Era of Global Conflicts, Conflicts, Challenges, Controversies, and Changes: 1900 CE to Present**

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**General Description of the Unit**

*Students will explore the historical foundations of terrorism, regional conflicts, and genocide as well as advances made in medicine and science.*

**Literacy Assessments:**

- [WWII Teacher Document](#)
- [WWII Student Document](#)
  
- [Relationships between States Teacher Document](#)
- [Relationships between States Student Document](#)

**Priority Standards**

- **WH.6.1:** Identify and explain the impact of nationalism, imperialism, militarism, and alliances on relationships between states.

**Supporting Standards**

- **WH.6.12:** Investigate current global issues such as terrorism, genocide, and environmental issues.
- **WH.6.2:** Trace major events and global consequences of World War I.
- **WH.6.4:** Examine the events and developments of the interwar period and their impact on the beginning of WWII including the impact of WWI on society, the Great Depression, and the rise of totalitarianism.
- **WH.6.5:** Identify the causes (social, political, militaristic, and economic) and key events of World War II and analyze the impact this war had on the global community.
- **WH.6.7:** Explain the causes and consequences of the Cold War and describe the role it played in ethnic or nationalistic conflicts in various parts of the world.
- **WH.6.8:** Describe the paths to decolonization and independence from colonial rule in Asia, Africa, and the Middle East.

**Content Area Literacy Standards**

- 9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
- 9-10.LH.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**Enduring Understandings**

- Students analyze and explain trends and events of global significance, such as world wars, international controversies and challenges, and cross-cultural changes which have influenced our modern world.

**Essential Questions**

- What effects did nationalism, imperialism, militarism, alliance and the demand for reform have in Europe?
- What was the relative significance of the causes of global conflict from 1900 to the present?
- When is war justified?
- Explain how and why globalization changed international interactions among states.
- How can we cope with the ever-increasing pace of change, perhaps even with the feeling that technology has gotten out of control?
- How can we manage technology so that the greatest number of people benefit from it?

**Key Concepts**

**Related Concepts**

**Vocabulary**

		entente militarism Alsace and Lorraine ultimatum mobilize neutrality  stalemate zeppelin T..E. Lawrence U boat  total war conscription Lusitania propaganda 14 Points radical
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**Resources**

<b>Resources &amp; Materials</b> <ul style="list-style-type: none"> <li>● History Shorts</li> <li>● Maps</li> <li>● Kahoot</li> </ul>	<b>Texts &amp; Articles</b> <ul style="list-style-type: none"> <li>● Pearson Savvas Realize</li> <li>● Newsela</li> <li>● Activity Assignment</li> </ul>	<b>Videos &amp; Media</b> <ul style="list-style-type: none"> <li>● Crash Course</li> <li>● History Vault</li> <li>● Khan Academy</li> <li>● CNN 10</li> <li>● National Geographic</li> <li>● PBS</li> <li>● EdPuzzle</li> </ul> Selective video recordings <ul style="list-style-type: none"> <li>● Cry Freedom</li> <li>● Hotel Rwanda</li> <li>● Daughters of Afghanistan</li> </ul>
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**School Resources**

<b>Textbook</b>	<b>Formative Assessments</b>
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World History textbook Chapter 16 sections 16.1 - 16.3 World War I Chapter 18 sections 18.1 18.5 World War II Chapter 16 section 16.4 Revolution in Russia Chapter 17 Section 17.2 Nationalism Movements in Africa and the Middle East Chapter 17 Section 17.3 India Seeks Self Rule Chapter 17 Section 17.4 New Forces in China and Japan Chapter 17 Section 17.5 The West After World War I Chapter 17 Section 17.6 Fascism Energies in Italy Chapter 17 Section 17.7 The Soviet Union Under Stalin Chapter 17 Section 17.8 The Rise of Nazi Germany Chapter 18 All Sections Chapter 19 The Cold War Era all sections	Quizzes Tests Mid-Term Semester Final Assignments Research Project Journal
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## Unit 7: Historical Thinking

### General Description of the Unit

*Students will go through the process of thinking like an historian, making connections from the past to their current environment.*

#### Priority Standards

- **WH.7.1:** Identify patterns of historical change and duration and construct a representation that illustrates continuity and change.
- **WH.7.3:** Investigate and interpret multiple causation in analyzing historical actions and analyze cause-and-effect relationships.

#### Supporting Standards

- **WH.7.2:** Locate and analyze primary sources and secondary sources related to an event or issue of the past.
- **WH.7.4:** Explain issues and problems of the past by analyzing various interests and viewpoints of the participants involved.

#### Content Area Literacy Standards

- 9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.LH.7.2: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and

integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (Examples: APA or Chicago).

- 9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.

<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How are different types of sources important in understanding history?</li> <li>● How do our personal stories reflect varying points of views and inform contemporary ideas and actions?</li> <li>● How can I connect to those in the past?</li> </ul>
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<b>Key Concepts</b>	<b>Related Concepts</b>	<b>Vocabulary</b>
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**Resources**

<p><b>Resources &amp; Materials</b></p> <ul style="list-style-type: none"> <li>● History Shorts</li> <li>● Maps</li> <li>● Kahoot</li> </ul>	<p><b>Texts &amp; Articles</b></p> <ul style="list-style-type: none"> <li>● Pearson Savvas Realize</li> <li>● Newsela</li> <li>● Activity Assignment</li> </ul>	<p><b>Videos &amp; Media</b></p> <ul style="list-style-type: none"> <li>● Crash Course</li> <li>● History Vault</li> <li>● Khan Academy</li> <li>● CNN 10</li> <li>● National Geographic</li> <li>● PBS</li> <li>● EdPuzzle</li> <li>● UpFront News Magazine</li> </ul> <p>Selective video recordings</p> <ul style="list-style-type: none"> <li>● Viva la Causa: Teaching Tolerance</li> <li>● The 20th Century</li> <li>● The African Americans &amp; Black in Latin America</li> <li>● Latino Americans the 500-Yr Legacy That Shape A Nation</li> <li>● A History of Black Achievement</li> <li>● The Greatest Speeches of All Time Vol.1</li> </ul>
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- The Collapse of The Soviet Union/Estonian Film Foundation

## School Resources

### Textbook

World History textbook  
Primary Sources page 932  
Indiana Inspire look up articles - Library database free to Indiana schools  
www.history.com  
Books from the School library on World History

### Formative Assessments

Quizzes  
Tests  
Mid-Term  
Semester Final  
Assignments  
Research Project  
Journal