

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

SOCIAL STUDIES DEPARTMENT

HONORS WESTERN CIVILIZATION

Grade Level: 11-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 30, 2010

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

Course Philosophy

Students will examine cultural and historical developments that have directly influenced modern societies through the study of ancient civilizations, Greek, Roman, medieval, and modern European “worlds,” as well as the history of western literature and art.

Course Description

This course analyzes the fundamental practices that have transcended time and place, practices that have helped shape the most successful civilizations in history and have been passed along to others to adopt and modify according to their own needs. This course will examine the political, social and economic systems that exist in the world today, and question how these systems were shaped by events of the past. This approach to teaching history will take on greater meaning for students who will be able to draw meaningful correlations between people and events of the past and understand how they are still relevant today. In particular, students will examine the major achievements of ancient civilizations including Mesopotamia, Egypt, the Hebrews, Greece and Rome to identify how developments in those areas provided the foundation for western civilization. In the Middle Ages, the emergence of a *western civilization* stemmed from the fusion of Greco-Roman heritage, Germanic traditions and the Christian faith. The combination of these elements led to the creation of a distinct civilization that recognized and promoted the value of individualism. This course will also examine how Europeans created a western world hegemony in the 15th and 16th centuries as a result of exploration and colonization. By examining how Europeans attempted to impose their political, social, and economic views on others, students will have the ability to assess ways this was not only helpful, but hurtful too. Revolutions throughout the world erupted during the 19th, 20th and early 21st centuries, helping to weed out flawed practices that hindered or limited progress. Today, global forces are driving citizens of respective nations to work cooperatively to address political, social and economic concerns. This course not only examines events of the past to understand current global issues, but to also identify what role *western civilization* plays in influencing global practices.

**Freehold Regional High School District
Curriculum Map
Honors Western Civilization**

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.2.12.A.1.a 6.2.12.A.6.b 6.2.12.B.6.a 6.2.12.C.1.b 6.2.12.C.1.c 6.2.12.C.1.e 6.2.12.D.6.a 8.1.12.A 3 9.1.12.C 3	Geography defined the development of early civilizations and modern society around the world.	How did geography influence the development of early civilizations? How did people adapt to the environment in history? Today? How did people alter their way of life in history? Today?	Pretest Oral Questions/ Discussion Anticipatory Set Questions	Quizzes Tests Written Assignments Oral Presentations Research Assignments Online Learning Community Multi-Media Presentations	Projects Research Papers Mid-Terms Final Exam
6.2.12.A.1.a 6.2.12.A.6.b 6.2.12.B.6.a 6.2.12.C.1.b 6.2.12.C.1.c 6.2.12.C.1.e 6.2.12.D.6.a 8.1.12.A 3 9.1.12.C 3	Early civilizations helped to shape modern society.	Under what conditions did civilization first develop? What are the characteristics of civilization today? How do people's lives change as a result of being part of a civilization? What is religion? What is philosophy?	Pretest Oral Questions/ Discussion Anticipatory Set Questions	Quizzes Tests Written Assignments Oral Presentations Research Assignments Online Learning Community Multi-Media Presentations	Projects Research Papers Mid-Terms Final Exam
6.2.12.A.1.a 6.2.12.A.6.b 6.2.12.B.6.a 6.2.12.C.1.b 6.2.12.C.1.c 6.2.12.C.1.e 6.2.12.D.6.a 8.1.12.A 3 9.1.12.C 3	Cultural diffusion occurs as a result of trade networks throughout the world.	What is cultural diffusion? How are trade networks the cause of cultural diffusion? Why is cultural diffusion so significant to the political, economic, social and cultural developments? How is trade important to cultural diffusion today? How are different points of view about cultural change evident in various societies? How are they similar?	Pretest Oral Questions/ Discussion Anticipatory Set Questions	Quizzes Tests Written Assignments Oral Presentations Research Assignments Online Learning Community Multi-Media Presentations	Projects Research Papers Mid-Terms Final Exam
6.2.12.A.1.a 6.2.12.A.6.b 6.2.12.B.6.a 6.2.12.C.1.b 6.2.12.C.1.c 6.2.12.C.1.e 6.2.12.D.6.a 8.1.12.A 3 9.1.12.C 3	The growth of religious institutions influences society.	How did Christianity impact the growth of social, political and economic institutions in Europe during the Middle Ages? Today? How did Islam impact the growth of social, political and economic institutions in the Arab world during the Middle Ages? Today?	Pretest Oral Questions/ Discussion Anticipatory Set Questions	Quizzes Tests Written Assignments Oral Presentations Research Assignments Online Learning Community Multi-Media Presentations	Projects Research Papers Mid-Terms Final Exam

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.2.12.B.2.a 6.2.12.B.2.b 6.2.12.D.2.a 6.2.12.D.2.b 6.2.12.D.2.c 6.2.12.D.2.d 6.2.12.D.2.e	European advancements of the early modern era shaped ways of life today.	How did Renaissance ideals influence artistic and intellectual change? What were the long-term political effects of the Reformation? In what ways did the Scientific Revolution challenge the status quo in early modern Europe? Are the cultural and intellectual advances made during the early modern era still applicable or relevant in western society today?	Pretest Oral Questions/ Discussion Anticipatory Set Questions	Quizzes Tests Written Assignments Oral Presentations Research Assignments Online Learning Community Multi-Media Presentations	Projects Research Papers Mid-Terms Final Exam
6.2.12.B.1.b 6.2.12.C.1.b 6.2.12.C.1.c 6.2.12.C.1.d 6.2.12.C.1.e 6.2.12.D.1.a 6.2.12.D.1.b 6.2.12.D.1.c 6.2.12.D.1.d 6.2.12.D.1.e 6.2.12.D.1.f	European exploration and expansion shaped the global world.	What were motivations for exploration and expansion? What are some of the political advantages Europeans possessed, ultimately leading to their dominance in the world? What are some of the economic advantages Europeans possessed, ultimately leading to their dominance in the world? How are the political boundaries of the modern map in large part a direct consequence of European expansion?	Pretest Oral Questions/ Discussion Anticipatory Set Questions	Quizzes Tests Written Assignments Oral Presentations Research Assignments Online Learning Community Multi-Media Presentations	Projects Research Papers Mid-Terms Final Exam
6.2.12.A.2.a 6.2.12.A.2.b 6.2.12.A.2.c 6.2.12.A.3.a 6.2.12.A.3.c 6.2.12.A.3.d 6.2.12.B.1.a	National institutions evolve to address the needs of people.	How might change in society look from the perspective of the ruled? What was the importance of nationalism as a leading factor resulting in rebellions and revolutions? In what ways did the Enlightenment challenge the status quo in early modern Europe? How are nations dealing with the challenge to reforming political, social and economic institutions today?	Pretest Oral Questions/ Discussion Anticipatory Set Questions	Quizzes Tests Written Assignments Oral Presentations Research Assignments Online Learning Community Multi-Media Presentations	Projects Research Papers Mid-Terms Final Exam

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.2.12.A.3.e 6.2.12.A.3.f 6.2.12.B.3.b 6.2.12.C.3.a 6.2.12.C.3.b 6.2.12.C.3.c 6.2.12.C.3.d 6.2.12.D.3.b	Technological changes impact political, social and economic institutions.	<p>How did the Industrial Revolution transform the face of Europe, America, and then the world, and why did it begin in Great Britain?</p> <p>How did the new wealth generated by the Industrial Revolution, along with increases in trade and colonialism, coincide with the new intellectual trends of the Enlightenment to cause a questioning of tradition, which in some cases resulted in revolution?</p> <p>How did the Industrial Revolution and accompanying changes influence politics and economics both at home and abroad?</p>	<p>Pretest</p> <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p>	<p>Quizzes Tests</p> <p>Written Assignments Oral Presentations Research Assignments Online Learning Community Multi-Media Presentations</p>	<p>Projects</p> <p>Research Papers</p> <p>Mid-Terms</p> <p>Final Exam</p>
6.2.12.C.3.e 6.2.12.D.3.c 6.2.12.D.3.d 6.2.12.D.3.e	Cultures of the world converge.	<p>How are nationalism and self-determination related to cultural convergence and cultural divergence?</p> <p>Why does cultural convergence matter?</p> <p>What are the limits of cultural convergence?</p> <p>How do societies change as a result of cultural convergence?</p> <p>How do technological advances of the 19th and 20th centuries impact relations between different cultures?</p>	<p>Pretest</p> <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p>	<p>Quizzes Tests</p> <p>Written Assignments Oral Presentations Research Assignments Online Learning Community Multi-Media Presentations</p>	<p>Projects</p> <p>Research Papers</p> <p>Mid-Terms</p> <p>Final Exam</p>
6.2.12.A.4.a 6.2.12.A.4.c 6.2.12.A.4.d 6.2.12.B.4.a 6.2.12.B.4.b 6.2.12.B.4.d 6.2.12.D.4.a 6.2.12.D.4.d 6.2.12.A.5.a	Globalization forces interaction between nations.	<p>How might globalization overcome forces of hatred, prejudice, and cultural bias?</p> <p>How might different regions / cultures of the world react to cultural convergence and forced globalization?</p> <p>What are the views of non-western cultures in evaluating the consequences of globalization?</p>	<p>Pretest</p> <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p>	<p>Quizzes Tests</p> <p>Written Assignments Oral Presentations Research Assignments Online Learning Community Multi-Media Presentations</p>	<p>Projects</p> <p>Research Papers</p> <p>Mid-Terms</p> <p>Final Exam</p>

**Freehold Regional High School District
Course Proficiencies and Pacing
Honors Western Civilization**

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #1: Foundations of Civilization (8000BCE – 600CE)	<p>Early civilizations helped to shape modern society. Geography defined the development of early civilizations around the world.</p> <p>1. Students will be able to identify and explain how geography defined the development of social, political and economic institutions of early civilizations around the world and how they continue to influence our modern society.</p>	7 weeks (September – October)
Unit #2: Growth of Empires (600-1450)	<p>Cultural diffusion occurred as a result of trade networks throughout the world. The growth of religious institutions influenced society.</p> <p>1. Students will be able to identify how cultural diffusion impacted the social, political and economic growth of empires. 2. Students will be able to identify the impact of religious institutions on society.</p>	7 weeks (October – November)
Unit #3: Emergence and Expansion (1450-1750)	<p>European exploration and expansion shaped the global world. European advancements of the early modern era shaped ways of life today.</p> <p>1. Students will be able to examine European exploration and expansion as it shaped the global world. 2. Students will be able to examine how European advancements of the early modern era shaped social, political, and economic ways of life today.</p>	7 weeks (November - January)
Unit #4: Revolution and Imperialism (1750-1914)	<p>National institutions evolve to address the needs of people. Technological changes impacted the modern world.</p> <p>1. Students will be able to examine how national institutions evolved to address the social, political and economic needs of the people. 2. Students will be able to identify how technological advances led to changes in social, political, and economic institutions.</p>	7 weeks (February - April)
Unit #5: Toward Globalization (1914-Present)	<p>Cultures of the world converge. Globalization forces interaction between nations.</p> <p>1. Students will be able to evaluate how technological changes impact social, political and economic institutions of the modern world as cultures of the world converge due to globalization forcing interaction between nations.</p>	6 weeks (April – June)

**Freehold Regional High School District
Honors Western Civilization**

**Unit #1: Foundations of Civilization
(8000BCE – 600CE)**

Enduring Understandings: Geography defined the development of early civilizations around the world.
Early civilizations helped to shape modern society.

Essential Questions: How did geography influence the development of early civilizations? How did people adapt to the environment in history? Today? How did people alter their way of life in history? Today? Under what conditions did civilization first emerge? What are the characteristics of civilization today? How do people’s lives change as a result of being part of a civilization? What is religion? What is philosophy?

Unit Goal: Students will be able to identify and explain how geography defined the development of social, political and economic institutions of early civilizations around the world and how they continue to influence our modern society.

Duration of Unit: 7 weeks

NJCCCS: 6.2.12.A.1.a, 6.2.12.A.6.b, 6.2.12.B.6.a, 6.2.12.C.1.b, 6.2.12.C.1.c, 6.2.12.C.1.e, 6.2.12.D.6.a, 8.1.12.A 3, 9.1.12.C 3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What was the impetus for change in pre-history that led to the devolvement of humans?	<p>Compare and contrast how geography shapes social, political, and economic institutions today.</p> <p>Identify how geography shaped the development of earth and its inhabitants in pre-history.</p>	<p>Current textbook</p> <p>Maps</p> <p>United Streaming Videos including but not limited to “Lucy's Discovery: Australopithecus afarensis”.</p> <p>Discovery School Video: “Planet of Life”</p> <p>Internet Resources: www.worldatlas.com www.flowofhistory.com www.nationalgeographic.com www.prezi.com www.discoveryeducation.com</p>	<p>Lecture and class discussion</p> <p>Multi-media projects</p> <p>In a chart students can compare and contrast characteristics of Paleolithic and Neolithic cultures to arrive at an understanding of <i>civilization</i>.</p> <p>Using an outline map of the world, assign students to do brief research on a selected number of world locations for a specific era (e.g. rule of Alexander the Great). What was going on in each of these places? For this unit, students can chart the growth of civilization in Mesopotamia, Egypt, China and India.</p> <p>Research Based Projects / Topics:</p> <p>A) If you and your ten best friends were dumped in the shadow of a glacier today without so much as a scout knife to see you through, what would be your first concern? You’re second, third, and so on? What might such an experiment teach you about human social and technological development in prehistoric times? About the relative importance of basic human needs?</p> <p>B) For the human species, survival has always been a cooperative venture.” Discuss this statement, outlining the main forms of social organization characteristic of Paleolithic, Neolithic, and the first civilized societies and explaining how increasingly elaborate social integration made each of these types of cultures possible.</p>	<p>Written tests and quizzes</p> <p>Essay Rubrics</p> <p>Project Assessments</p> <p>Article Summaries</p> <p>Responses to discussion questions</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the characteristics of Civilization?</p>	<p>List and assess the characteristics of civilization.</p> <p>Compare and contrast characteristics of civilizations past and present.</p> <p>Chart the similarities and differences between ancient civilizations.</p>	<p>Current textbook</p> <p>Maps</p> <p>United Streaming Videos including but not limited to “Toward Civilization”, “Ancient Egypt”, “The Gift of the Nile”, “Qin Shi Huangdi (Ch'in Shih Huang-ti), the "First Emperor”, “Birth of Rome”.</p> <p>Primary Documents: http://www.fordham.edu/halsall/source/robinson-sources.html</p> <p>Internet Resources: www.worldatlas.com www.flowofhistory.com www.nationalgeographic.com www.prezi.com www.discoveryeducation.com http://www.hartford-hwp.com/archives/</p>	<p>Lecture and class discussion</p> <p>Multi-media projects</p> <p>Distribute primary documents corresponding with the topic being discussed in class. Students will use these documents to help identify biases and to define their own perceptions of a particular era. For this unit, students will examine excerpts from Hammurabi’s Code of Law, Epic of Gilgamesh and <i>The Art of War</i>.</p> <p>Assign students to research headline news stories to compare and contrast major current events to events of the past. Students may use graphic organizers to organize ideas.</p> <p>Research Based Project / Topic: Social class distinctions and socially assigned sex roles have both been important features of many societies down the centuries. How early did each of these basic social divisions apparently appear in the history of the species?</p>	<p>Written tests and quizzes</p> <p>Essay Rubrics</p> <p>Project Assessments</p> <p>Article Summaries</p> <p>Responses to discussion questions</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How did religion and philosophy play a major role in early civilization?</p>	<p>Research and identify how religions and philosophies influence societies today.</p> <p>Assess how early civilizations were influenced by religious and philosophical ideas.</p>	<p>Current textbook</p> <p>Periodicals (online and in print)</p> <p>Maps</p> <p>United Streaming Videos including but not limited to “The Roots of Religion”.</p> <p>Edith Hamilton’s <i>Mythology</i></p> <p>Primary Documents: http://www.fordham.edu/halsall/source/robinson-sources.html</p> <p>Internet Resources: http://www.mythinglinks.org/ct~creation.html (Creation Myths) www.worldatlas.com www.flowofhistory.com www.nationalgeographic.com www.prezi.com www.discoveryeducation.com http://www.hartford-hwp.com/archives/</p>	<p>Lecture and class discussion</p> <p>Research based projects</p> <p>Multi-media projects</p> <p>Divide the class into three groups. Assign each group to research and write a one-act play illustrating the teachings of Confucianism, Daoism, and Buddhism OR Abraham, Jesus and Muhammad.</p> <p>Analyze primary documents including the Bible, Confucius’s Analects, Egypt’s Book of the Dead, selections from Plato’s <i>The Apology</i> and <i>The Republic</i>.</p> <p>All students will read the introduction in Edith Hamilton’s <i>Mythology</i>. Divide class into five groups. Assign each group to research one particular Greek myth contained in <i>Mythology</i> and create a multi-media presentation to convey the main ideas of that story.</p> <p>Assign students to research the creation myths of different ancient / early civilizations. Compare and contrast using a graphic organizer. Are there similarities between myths?</p>	<p>Written tests and quizzes</p> <p>Essay Rubrics</p> <p>Project Assessments</p> <p>Article Summaries</p> <p>Responses to discussion questions</p>

Suggestions on how to differentiate in this unit:

Research Paper / Project Topics:

1. Research the correlation between geography and the birth of humanity? Geography and the birth of civilization?
2. What part did women play in the hunting-and-gathering community of the Old Stone Age? What contribution did they make to the Agricultural Revolution which led to the New Stone Age?
3. Research the roles of women in Sparta and Athens. Which city-state provided the most opportunities and freedom for women?
4. Research the role of mythology in Greek culture. How did it compare to the role of religion in other cultures?

Organize the class into groups of equal number students. One student in each group is charged with finding a descriptive passage of an ancient Near Eastern place. One might choose the Bible, Gilgamesh, or other primary sources to find the passage. Or, students may choose to use a more contemporary description. After securing the description, the student should read the passage aloud to the other members of the group. The other group members will attempt to draw the place and will compare their drawings at the end. Students will then discuss why it is so difficult to get accurate portrayals of ancient places.

Touring the Empire: Students will create a two-week tour of cities of the Roman Empire. Divide students into four teams and assign them each one of the four Roman Prefectures. The team then decides which cities of the old prefecture would be most interesting and informative to visit. When the teams have completed their work, the whole class has to decide how to work the tour into a two-week timeframe. The teams should then decide on a workable two-week tour, explaining why they want to visit each place. This project can be adapted for any time or place in history.

Fact vs. Fiction: Students can select from many questionable historical events and research to find what historical evidence exists to support or refute the story. Examples include the Trojan War, the Lost City of Atlantis, the existence of the Seven Wonders of the Ancient World, the Terra Cotta Soldiers.

Current Events: assign students to report on current topics in the news that correlate to topics covered in this unit.

Freehold Regional High School District Honors Western Civilization

Unit #2: Growth of Empires (600-1450)

Enduring Understandings: Cultural diffusion occurs as a result of trade networks throughout the world.
The growth of religious institutions influences society.

Essential Questions: What is cultural diffusion? How are trade networks the cause of cultural diffusion?
Why is cultural diffusion so significant to the political, economic, social and cultural developments?
How is trade important to cultural diffusion today?
How are different points of view about cultural change evident in various societies? How are they similar?
How did Christianity impact the growth of social, political and economic institutions in Europe during the Middle Ages? Today? How did Islam impact the growth of social, political and economic institutions in the Arab world during the Middle Ages? Today?

Unit Goals: Students will be able to identify how cultural diffusion impacted the social, political and economic growth of empires.
Students will be able to identify the impact of religious institutions on society.

Duration of Unit: 7 weeks

NJCCCS: 6.2.12.A.1.a, 6.2.12.A.6.b, 6.2.12.B.6.a, 6.2.12.C.1.b, 6.2.12.C.1.c, 6.2.12.C.1.e, 6.2.12.D.6.a, 8.1.12.A.3, 9.1.12.C.3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
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Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is cultural diffusion?</p>	<p>Define and give examples of cultural diffusion.</p> <p>Comprehend how cultural diffusion influences society today.</p>	<p>Current textbook</p> <p>Periodicals (online and in print)</p> <p>Maps</p> <p>United Streaming Videos including but not limited to: “The Black Death”, “The Great Age of Exploration”,” The Silk Road”</p> <p>Primary Documents: http://www.fordham.edu/halsall/source/robinson-sources.html</p> <p>Internet Resources: www.worldatlas.com www.flowofhistory.com www.nationalgeographic.com www.prezi.com www.discoveryeducation.com http://www.hartford-hwp.com/archives/</p>	<p>Lecture and class discussion</p> <p>Research based projects</p> <p>Multi-media projects</p> <p>Using an outline map of the world, assign students to do brief research on a selected number of world locations for a specific era. What was going on in each of these places? For this unit, students can chart the spread of religions throughout the Middle East and Europe. Students can also trace the Silk Route and identify the path of the Black Death as it travelled east to west in the mid-fourteenth century.</p> <p>Using various resources, students will explain how the Black Death impacted political, social and economic institutions in the late fourteenth century.</p>	<p>Written tests and quizzes</p> <p>Essay Rubrics</p> <p>Project Assessments</p> <p>Article Summaries</p> <p>Responses to discussion questions</p>
<p>How did networks of trade encourage cultural diffusion?</p>	<p>Identify trade routes that were vital to the shaping of today’s society</p> <p>Assess the impact of social, political and economic of trade on society.</p> <p>Understand how advancements in trade have influenced cultural diffusion today.</p>	<p>Current textbook</p> <p>Periodicals (online and in print)</p> <p>Maps</p> <p>Ken Follett’s <i>Pillars of the Earth</i> and <i>A World Without End</i></p> <p>Primary Documents: http://www.fordham.edu/halsall/source/robinson-sources.html</p> <p>Internet Resources: www.worldatlas.com www.flowofhistory.com www.nationalgeographic.com www.prezi.com www.discoveryeducation.com http://www.hartford-hwp.com/archives/</p>	<p>Lecture and class discussion</p> <p>Research based projects</p> <p>Multi-media projects</p> <p>Assign students to assume the roles of pilgrims travelling throughout Europe during the Middle Ages. Where would they go and what would they encounter along the way?</p> <p>Assign students to read parts of Follett’s <i>Pillars of the Earth</i> and <i>A World Without End</i> to gain insight to the Middle Ages and the interaction between social classes.</p>	<p>Written tests and quizzes</p> <p>Essay Rubrics</p> <p>Project Assessments</p> <p>Article Summaries</p> <p>Responses to discussion questions</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How did cultural diffusion impact the social, political, and economic growth of empires?	<p>Analyze how cultural diffusion impacted the social, political, and economical growth of empires.</p> <p>Research and discuss different ways cultural diffusion impacts societies today</p>	<p>Current textbooks</p> <p>Periodicals (online and in print)</p> <p>Maps</p> <p>William Manchester's <i>A World Lit Only By Fire</i></p> <p>Internet Resources: www.worldatlas.com www.flowofhistory.com www.nationalgeographic.com www.prezi.com www.discoveryeducation.com</p>	<p>Lecture and class discussion</p> <p>Research based projects</p> <p>Multi-media projects</p> <p>Examine the question: What is Western Civilization? After reading and discussing part one in <i>A World Lit Only By Fire</i>, define Western Civilization.</p> <p>Research Topic: European civilization stemmed from the fusion of Greco-Roman heritage, Germanic traditions, and the Christian faith. How did these three elements combine to create a distinct European civilization? What other factors influenced the development of civilization in Europe?</p>	<p>Written tests and quizzes</p> <p>Essay Rubrics</p> <p>Project Assessments</p> <p>Article Summaries</p> <p>Responses to discussion questions</p>

Suggestions on how to differentiate in this unit:

1. “Reporting live from”: Each group will create a broadcast, live from a scene in Medieval history. Group is responsible for researching the event from history and creating a skit including accurate and interesting information about that event. The group will then “Report live from...” to tell the tale. Requirements include researching event in history, write a skit or dialogue between reporter and actors ... live from the scene, record broadcast and commercials, edit broadcast (10-15 minutes) and submit broadcast, typed 2-page summary of event and individual list of responsibilities.

Suggestions for Scenes from Medieval history ...

#A – Battle of Hastings, October 14, 1066

#B – Thomas a Becket is murdered, December 29, 1170

#C – Richard the Lionhearted massacres the Saracens, 1101

#D – Black Death, first appears in Europe 1347

#E – Battle of Agincourt, 1415

2. Show scenes “Monty Python and the Holy Grail” and discuss relevancy to the Middle Ages in Europe

3. What was the lasting importance of the Black Death? Has its significance been overrated? What other diseases have had a potential to change civilization? Can the AIDS epidemic turn the 21st century into a period like the later Middle Ages? Students will read and research the following resources to answer these questions: W.H. McNeill’s *Plagues and Peoples* (1976), R.S. Gottfried’s *The Black Death* (1983), Jared Diamond’s *Guns, Germs, and Steel* (1999). Students can present their findings in a written research paper, class presentation, and/or class debate.

4. Reactionary or Progressive?: Have two student groups debate this topic. One team should research and support the idea that the Magna Carta was a reactionary document, designed to protect the traditional rights of the feudal nobility. The other team defends the idea that the Magna Carta was a progressive idea that brought greater liberties to all classes of society. Allow the teams to stage their debate in class.

5. Current Events: assign students to report on current topics in the news that correlate to topics covered in this unit.

**Freehold Regional High School District
Honors Western Civilization**

**Unit #3: Emergence and Expansion
(1450-1750)**

Enduring Understandings: European exploration and expansion shaped the global world.

European advancements of the early modern era shaped ways of life today.

Essential Questions: How did Renaissance ideals influence artistic and intellectual change?

What were the long-term political effects of the Reformation? In what ways did the Scientific Revolution challenge the status quo in early modern Europe? Are the cultural and intellectual advances made during the early modern era still applicable or relevant in western society today? What were motivations for exploration and expansion?

What are some of the political advantages Europeans possessed, ultimately leading to their dominance in the world?

What are some of the economic advantages Europeans possessed, ultimately leading to their dominance in the world?

How are the political boundaries of the modern map in large part a direct consequence of European expansion?

Unit Goals: Students will be able to examine European exploration and expansion as it shaped the global world.

Students will be able to examine how European advancements of the early modern era shaped social, political, and economic ways of life today.

Duration of Unit: 7 weeks

NJCCCS: 6.2.12.B.1.b, 6.2.12.C.1.b, 6.2.12.C.1.c, 6.2.12.C.1.d, 6.2.12.C.1.e, 6.2.12.D.1.a, 6.2.12.D.1.b, 6.2.12.D.1.c, 6.2.12.D.1.d, 6.2.12.D.1.e, 6.2.12.D.1.f, 6.2.12. B.2.a, 6.2.12.B.2.b, 6.2.12.D.2.a, 6.2.12.D.2.b, 6.2.12.D.2.c, 6.2.12.D.2.d, 6.2.12.D.2.e

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
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<p>How did the Renaissance and Reformation impact political, social and economic institutions in fifteenth and sixteenth century Europe?</p>	<p>Examine ways the Renaissance period introduced new cultural and intellectual ideals.</p> <p>Identify the characteristics of Renaissance art and explain how they reflected a renewed interest in the art of the Classical Age.</p> <p>Major figures of the Renaissance including but not limited to Michelangelo.</p> <p>Identify the new political and social institutions that emerged as a result of the Reformation.</p> <p>Protestant churches emerge in Europe.</p> <p>Identify how conflict between Church and State led to changes in political, social and economic institutions in western society.</p>	<p>Current textbooks</p> <p>Periodicals (online and in print)</p> <p>Maps</p> <p>William Manchester's <i>A World Lit Only By Fire</i></p> <p>Ross King's <i>Brunelleschi's Dome</i></p> <p>Ross King's <i>Michelangelo and the Pope's Ceiling</i></p> <p>Jonathan Harr's <i>The Lost Painting: The Quest for a Caravaggio Masterpiece</i></p> <p>Internet Resources: www.worldatlas.com www.flowofhistory.com www.nationalgeographic.com www.prezi.com www.discoveryeducation.com</p>	<p>Lecture and class discussion Research based projects Multi-media projects</p> <p>Oral Presentations (Greek sculpture, early medieval architecture, Gothic cathedral tour, "postmodern" interpretations of Renaissance paintings, travel posters to non-European locales)</p> <p>After reading and discussing part one in <i>A World Lit Only By Fire</i>, students will chose to complete <u>one</u> of the following assignments:</p> <ol style="list-style-type: none"> 1. Research topic: <i>Analyze the role and the criticisms of the Catholic Church in the sixteenth century.</i> 2. Re-write the first and last chapter of the book (8-10 pages). Be sure to include the same general content and most important ideas ... in an abbreviated version. Include an index. 3. Gather images of paintings, sculptures and other works of architecture mentioned in <i>AWLOBF</i> and create an online exhibit. Include no fewer than ten examples and provide a 1-page explanation of each work. Explanations should include a brief biography of artist / architect, unique technique employed by artist / architect and an explanation of subject-matter in history. And where applicable, identify who commissioned the creation of the painting, etc. Brief summaries should be posted online, as well as turning in a hard copy of all information. 4. Create a storyline of your book in a one act play, video record your performance and share it with the class. One act play should be approximately 10-12 pages ... submit along with video. 	<p>Written tests and quizzes Essay Rubrics Project Assessments Article Summaries Responses to discussion questions</p>
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Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How do the advancements of the Scientific Revolution reflect the changes introduced by the Renaissance and Reformation?</p>	<p>Analyze how the Renaissance and Reformation paved the way for the Scientific Revolution to occur.</p> <p>New scientific discoveries challenge traditional views of the earth and nature.</p>	<p>Current textbooks</p> <p>Periodicals (online and in print)</p> <p>Maps</p> <p>Internet Resources: www.worldatlas.com www.flowofhistory.com www.nationalgeographic.com www.prezi.com www.discoveryeducation.com</p>	<p>Lecture and class discussion Research based projects Multi-media projects</p> <p>Student-made timelines (for each major period to include the ancient world, the Middle Ages, the Renaissance, and the modern world)</p>	<p>Written tests and quizzes Essay Rubrics Project Assessments Article Summaries Responses to discussion questions</p>

<p>What major advancements are achieved in Europe as a result of the Enlightenment?</p>	<p>Political ideologies of Enlightenment thinkers including but not limited to Locke, Hobbes, and Rousseau.</p> <p>List and analyze the major advancements that resulted from the Enlightenment.</p> <p>Political systems that were influenced on the ideas of Enlightenment thinkers.</p>	<p>Current textbooks</p> <p>Periodicals (online and in print)</p> <p>Maps</p> <p>Primary Documents: http://www.fordham.edu/hall/source/robinson-sources.html</p> <p>Internet Resources: www.worldatlas.com www.flowofhistory.com www.nationalgeographic.com www.prezi.com www.discoveryeducation.com http://www.hartford-hwp.com/archives/</p>	<p>Lecture and class discussion</p> <p>Research based projects</p> <p>Multi-media projects</p> <p>Face book for Revolutionaries: Students will create a face book profile for a specific revolutionary from the 17th and 18th centuries. Each face book site will include personal and professional information about specific revolutionary. From the perspective of a revolutionary, each student will conduct a conversation with other revolutionaries by posting wall-to-wall comments. This activity can be done online or on paper. This activity can also work with Renaissance Artists, Reformation Leaders, Early Explorers, and Enlightenment Thinkers.</p> <p>Using Primary Sources: Read selections from John Locke's <i>Two Treatises on Government</i> and Thomas Hobbes' <i>Leviathan</i>. Guide them in a discussion on the authors' political views and how these views are reflected in the history of the seventeenth century. The students might follow up on a short comparative paper.</p>	<p>Written tests and quizzes</p> <p>Essay Rubrics</p> <p>Project</p> <p>Assessments</p> <p>Article Summaries</p> <p>Responses to discussion questions</p>
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Suggestions on how to differentiate in this unit:

1. Research Paper / Project Topics:

“Whether one sees the Renaissance as a period of originality or just drawing upon older cultures, it did generate four ideas that have been and still are central to Western Civilization: secularism, humanism, individualism and skepticism.” Of these four ideas, select one that you believe had the greatest impact on the period of the Renaissance and beyond. Begin by explaining the significance of the term itself and then use a minimum of THREE (3) examples from William Manchester’s *A World Lit Only By Fire* to support your response. Conclude your essay by explaining the relevance of this concept in today’s world.

2. Read Ross King’s *Michelangelo and the Pope’s Ceiling* to learn more about the life of Michelangelo’s life to learn about the love/hate relationship portrayed between Pope Julius and Michelangelo. Assign students to replicate select panels from the ceiling of the Sistine Chapel. Before painting, each student will research a particular panel, find the Biblical story, read it, and write an essay about the panel. Students must bring appropriate materials and inspiration to complete painting this panel in class ... under the desks of course!

3. Read selections from Machiavelli and Luther and have students list the similarities and differences between *The Prince* and the *Ninety-Five Theses*. Discuss specific passages in class. Finally, have students write a short paper on how both Machiavelli and Luther represented the new order of the sixteenth century.

4. What factors led to the Atlantic slave trade? What were Europeans towards Africans in the eighteenth century? Have students read and write on topic using the following resources: E. Williams, *Capitalism and Slavery* (1966); R. Pares, *Yankees and Creoles* (1956). After researching answers to these questions, students could present info in an essay, presentation to the class, class discussion, and /or diary written from perspective of either the European or African involved in the slave trade.

5. Select a modern figure who exemplifies Machiavelli’s prince and defend that choice.

6. Students will understand that newly emerging ideas on government, crime and punishment, social classes, science and religion, among other facets of life, build from previous cultures and discoveries by assuming the role of philosophies in a salon. Students will partake in a “salon” where they will have the opportunity to listen to, question and debate with philosophies.

7. Current Events: assign students to report on current topics in the news that correlate to topics covered in this unit.

**Freehold Regional High School District
Honors Western Civilization**

**Unit #4: Revolution and Imperialism
(1750-1914)**

Enduring Understandings: National institutions evolve to address the needs of people.
Technological changes impacted the modern world

Essential Questions: What are the causes of change in society? How might change in society look from the perspective of the ruled?
What was the importance of nationalism as a leading factor resulting in rebellions and revolutions?
In what ways did the Enlightenment challenge the status quo in early modern Europe?
Are the cultural and intellectual advances made during the early modern era still applicable or relevant in western society today?
How did the Industrial Revolution transform the face of Europe, America, and then the world, and why did it begin in Great Britain?
How did the new wealth generated by the Industrial Revolution, along with increases in trade and colonialism, coincide with the new intellectual trends of the Enlightenment to cause a questioning of tradition, which in some cases resulted in revolution?
How did the Industrial Revolution and accompanying changes influence politics and economics both at home and abroad?

Unit Goals: Students will be able to examine how national institutions evolved to address the social, political and economic needs of the people.

Students will be able to identify how technological advances led to changes in social, political, and economic institutions

Duration of Unit: 7 weeks

NJCCCS: 6.2.12.A.2.a, 6.2.12.A.2.b, 6.2.12.A.2.c, 6.2.12.A.3.a, 6.2.12.A.3.c, 6.2.12.A.3.d, 6.2.12.A.3.e, 6.2.12.A.3.f, 6.2.12.B.1.a, 6.2.12.B.3.b, 6.2.12.C.3.a, 6.2.12.C.3.b, 6.2.12.C.3.c, 6.2.12.C.3.d, 6.2.12.D.3.b

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>In what ways do technological advances lead to changes in social, political, and economic institutions?</p>	<p>Comprehend how technological advances lead to changes in social, political, and economic institutions.</p> <p>Describe how a change in industry impacts the social, political and economic entities of society</p> <p>Analyze the changes made to societies social structure</p> <p>Compare and contrast traditional ideals with new ideals during the Industrial Revolution. Analyze why they conflict.</p>	<p>Periodicals (online and in print)</p> <p>Maps</p> <p>Upton Sinclair: <i>The Jungle</i></p> <p>United Streaming not limited to; “The Industrial Revolution”, “Socialism”, “Social Darwinism”</p> <p>Webquest: http://www.42explore2.com/industrial.htm</p> <p>Primary Source: http://eudocs.lib.byu.edu/index.php/Main_Page</p> <p>Internet Resources: www.worldatlas.com www.flowofhistory.com www.nationalgeographic.com www.prezi.com www.discoveryeducation.com www.loc.gov</p>	<p>Lecture and class discussion Research based projects Multi-media projects</p> <p>Read selections from <i>The Jungle</i>.</p> <p>After reviewing primary documents, students will debate topics: 1. Industrial Revolution: Bringing Prosperity or Dealing out Suffering 2. Darwin: Inspired Scientist vs. Attacker on Christianity</p> <p>Have students review black and white photos of women and children at work in factories.</p> <p>Students will complete a webquest on the Gilded Age or Industrial Revolution. Visit (http://www.42explore2.com/industrial.htm) to select a webquest.</p> <p>Write An Industrial Revolution Story. Pretend that you are a child living and working in the 19th Century. Visit sites like “Child Labor in America”, “Textile Industry”, and “Child Labor” by D. Doty to learn of those days. Write a short story about your imagined life. Visit http://www.42explore2.com/industrial.htm for more information.</p>	<p>Written tests and quizzes Essay Rubrics Project Assessments Article Summaries Responses to discussion questions</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How do people from different socioeconomic levels view change in society?</p>	<p>Recognize viewpoints of people from different socioeconomic levels.</p> <p>Analyze how conflict may arise from changes in society.</p>	<p>Periodicals (online and in print)</p> <p>Maps</p> <p>United Streaming not limited to “The French Revolution”, “Causes for Revolution”, “French Society”</p> <p>Primary Source: http://eudocs.lib.byu.edu/index.php/Main_Page</p> <p>Internet Resources: www.worldatlas.com www.flowofhistory.com www.nationalgeographic.com www.prezi.com www.discoveryeducation.com www.loc.gov</p>	<p>Lecture and class discussion</p> <p>Research based projects</p> <p>Multi-media projects</p> <p>Students will create graphic organizers to a)Distinguish between limited government and autocracy, and b)Contrast the theory of divine right with the theory of constitutionalism.</p> <p>Discuss with students the story behind certain works of art and use specified questions below to foster discussion. Artwork to include in PowerPoint includes <i>The Death of Marat</i> by Jacques Louis David, 1793, <i>Bonaparte Crossing the Alps at Grand-Saint-Bernard</i> by Jacques-Louis David, 1801, Kehinde Wiley’s <i>Napoleon Leading the Army over the Alps</i> and <i>Passing/Posing (St. Lucy)</i> 2005</p> <ul style="list-style-type: none"> • What do you see in each image? • What does the figure seem to be doing? How can you tell? • Where are they? • Describe the attire and postures of the person/people. • What do you think this painting means? • What evidence supports your ideas? <p>Investigate nations attempting to reform political, social and economic institutions today? Are the circumstances surrounding those efforts today similar to why people attempted reform / revolt two hundred years ago?</p>	<p>Written tests and quizzes</p> <p>Essay Rubrics</p> <p>Project Assessments</p> <p>Article Summaries</p> <p>Responses to discussion questions</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does nationalism result in revolutions and rebellions?</p>	<p>Define Nationalism</p> <p>Analyze how a rise in nationalism resulted in revolutions and rebellions.</p>	<p>Periodicals (online and in print)</p> <p>Maps</p> <p>United Streaming not limited to “Verdi and Unification”, “German Way of Life”, “Rise of Nationalism”</p> <p>Primary Source: http://eudocs.lib.byu.edu/index.php/Main_Page</p> <p>Internet Resources: www.worldatlas.com www.flowofhistory.com www.nationalgeographic.com www.prezi.com www.discoveryeducation.com www.loc.gov</p>	<p>Lecture and class discussion Research based projects Multi-media projects</p> <p>Investigative Reporting: Assign groups to research particular regions or countries that were affected by imperialism in the 19th and early 20th centuries. Students will act as investigative reporters to find answers to the following questions: How were these places affected as a result of imperialism ... then and now? Were these countries ultimately positively or negatively affected by the influence and/or occupation of an imperialistic nation? Based on their findings, each group will create a presentation. Students should use old photos, maps, recent news clips, and modern documents to create a comprehensive analysis of the affects of imperialism.</p> <p>Current Events: assign students to report on current topics in the news that correlate to topics covered in this unit.</p>	<p>Written tests and quizzes Essay Rubrics Project Assessments Article Summaries Responses to discussion questions</p>

Suggestions on how to differentiate in this unit:

1. Read excerpts from the *Communist Manifesto*. Students should answer the following questions: What is the essential argument of this document; how does the scientific method inform the authors' analysis of European society and the remedies they propose; and, what do the ideas expressed in this document seem to have in common with those of the Liberals we have been discussing?
 2. Have students trace the steps taken in the unification of Germany and the unification of Italy. How were these experiences similar? Different?
 3. Students will understand that political movements and revolutions throughout the world are the result of European expansionism and ideological diffusion by assuming the roles of European political leaders. Students in class will take on the role of European political leaders and be attendees at a political rally. They will be charged with researching the political leanings of various political groups in Europe during this time period in order to write an informative and fiery (inspirational) speech to be given at a political rally in an attempt to raise awareness, support and enthusiasm for their group. Students will submit a written and presented speech which includes all of the information outlined below.
- Divide the class into pairs or small groups. Assign students a political group to research. Using all available sources, students will research the following:
- a. Economic status of group and its members
 - b. Social standing of group and its members
 - c. Previous successes and failures of the group
 - d. Long and short term goals of the group
 - e. Precedence and philosophy
- Students will organize a detailed summary of their data into a speech which will be presented to fellow Europeans at a political rally. The charge of the speech is to persuade those at the rally to join forces with their political group so they may affect the change they want. At the end of all speeches, the class as a whole will discuss which political speeches would and would not most resonate with Europeans in the 18th and 19th centuries. They may also discuss why they would support one group over another.

**Freehold Regional High School District
Honors Western Civilization**

**Unit #5: Toward Globalization
(1914-Present)**

Enduring Understandings: Cultures of the world converge.
Globalization forces interaction between nations.

Essential Questions: How are nationalism and self-determination related to cultural convergence and cultural divergence?
Why does cultural convergence matter? What are the limits of cultural convergence?
How do societies change as a result of cultural convergence? How do technological advances of the 19th and 20th centuries impact relations between different cultures? How might globalization overcome forces of hatred, prejudice, and cultural bias?
How might different regions / cultures of the world react to cultural convergence and forced globalization?
What are the views of non-western cultures in evaluating the consequences of globalization?

Unit Goal: Students will be able to evaluate how technological changes impact social, political and economic institutions of the modern world as cultures of the world converge due to globalization forcing interaction between nations.

Duration of Unit: 6 weeks

NJCCCS: 6.2.12.C.3.e, 6.2.12.D.3.c, 6.2.12.D.3.d, 6.2.12.D.3.e, 6.2.12.A.4.a, 6.2.12.A.4.c, 6.2.12.A.4.d, 6.2.12.B.4.a, 6.2.12.B.4.b, 6.2.12.B.4.d, 6.2.12. D.4.a, 6.2.12.D.4.d, 6.2.12.A.5.a

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How does technology impact the social, political, and economic institutions of the modern world?	<p>Analyze the impact of technology on social, political, and economic institutions of the modern world.</p> <p>Technological advances have influenced the way modern wars are waged. Identify and discuss these changes.</p> <p>Identify the impact of technology on modern cultures.</p>	<p>Periodicals (online and in print)</p> <p>Maps</p> <p>Erich Maria Remarque’s <i>All Quiet on the Western Front</i></p> <p>Eugene Sledge’s <i>With the Old Breed</i></p> <p>United Streaming videos including but not limited to “World War I: A New Kind of War” and “Unfinished Nation: A Nation at War”</p> <p>Internet Resources: www.worldatlas.com www.flowofhistory.com www.nationalgeographic.com www.prezi.com www.discoveryeducation.com www.loc.gov</p>	<p>Lecture and class discussion</p> <p>Research based projects</p> <p>Multi-media projects</p> <p>“-isms” Project: Have students get into groups of four to create a multi-media project on the new regimes of the twentieth century. Groups can include communism, socialism, Nazism, fascism, isolationism, totalitarianism and militarism. Students are to include a definition, leader involved in the –ism, country involved, and citizen’s roles within this –sim. Students will present these –isms to the class while the class fills in a chart.</p>	<p>Written tests and quizzes</p> <p>Essay Rubrics</p> <p>Project Assessments</p> <p>Article Summaries</p> <p>Responses to discussion questions</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How does self-determination relate to cultural convergence and divergence?	<p>Discuss how the world is impacted by cultural convergence.</p> <p>Analyze how self-determination relates to cultural convergence and divergence.</p> <p>Analyze the impact of self-determination on modern society</p>	<p>Periodicals (online and in print)</p> <p>Maps</p> <p>United Streaming videos including but not limited to “Impact of Globalization”</p> <p>Internet Resources: www.worldatlas.com www.flowofhistory.com www.nationalgeographic.com www.prezi.com www.discoveryeducation.com www.loc.gov</p>	<p>Lecture and class discussion Research based projects Multi-media projects</p> <p>Complete an independent research project on modern globalization and the acceptance or resistance of its influences in one or more places.</p>	<p>Written tests and quizzes Essay Rubrics Project Assessments Article Summaries Responses to discussion questions</p>
How is the world impacted by cultural convergence?	<p>Discuss how globalization can both overcome and encourage forces of hatred, prejudice and cultural bias.</p> <p>Analyze the positives and negatives of cultural convergence on modern society</p> <p>Debate the views of non-western cultures in evaluating the consequences of globalization.</p>	<p>Periodicals (online and in print)</p> <p>Maps</p> <p>United Streaming videos including but not limited to “Globalization leave the poor behind”</p> <p>Internet Resources: www.worldatlas.com www.flowofhistory.com www.nationalgeographic.com www.prezi.com www.discoveryeducation.com www.loc.gov</p>	<p>Lecture and class discussion Research based projects Multi-media projects</p> <p>Debate at what point internal affairs (human rights, the environment, genocide) become international issues and transcend national boundaries.</p>	<p>Written tests and quizzes Essay Rubrics Project Assessments Article Summaries Responses to discussion questions</p>

Suggestions on how to differentiate in this unit:

1. Students will break into groups and will be assigned a country to represent in the UN. Students will be presented with three issues that we are currently facing in the world today that they must come up with formal resolutions to. Students will debate the resolutions and pass or deny them accordingly.
2. Give students a blank map with the political boundaries in 1914. Have students label and color code the map based on military and political alliances. Give students another map with the political boundaries in 1938. Have students again label and color code the map based on military and political alliances. Compare and contrast the maps from the beginning of both wars followed by the end of the wars.
3. Current Events: assign students to report on current topics in the news that correlate to topics covered in this unit.