

# Indiana Academic Standards Resource Guide World History and Civilization

Standards Approved March 2014

**Indiana Department of Education**  
**College and Career Readiness**

**WORLD HISTORY AND CIVILIZATION**  
**TEACHER RESOURCE GUIDE**  
**APPENDIX A**  
*Updated September 2017*

This Teacher Resource Guide has been developed to provide supporting materials to help educators successfully implement the social studies standards. These resources are provided to help you in your work to ensure all students meet the rigorous learning expectations set by the Academic Standards. Use of these resources is optional – teachers should decide which resource will work best in their school for their students.

This resource document will be continually updated. Please send any suggested links and report broken links to:

**Bruce Blomberg**  
**Social Studies Specialist**  
**Indiana Department of Education**  
[bblomberg@doe.in.gov](mailto:bblomberg@doe.in.gov)  
**317-232-9078**

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**GENERAL OVERVIEW WEBSITES:**

- Asia for Educators, <http://afe.easia.columbia.edu>
- BBC A History of the World in 100 Objects, <http://www.bbc.co.uk/ahistoryoftheworld/>
- BetterLesson Course: World History, <http://betterlesson.com/course/1284/world-history>
- Big History (History Channel), <http://www.history.com/shows/big-history>
- Big History Project, <https://www.bighistoryproject.com/portal>
- Bridging World History, <http://www.learner.org/courses/worldhistory/>
- Crash Course World History (40 different videos on various World History topics by Hoosier author John Green), <https://www.youtube.com/playlist?list=PLBDA2E52FB1EF80C9>
- The DBQ Project (many can be found by doing a Google search), <http://www.dbqproject.com>
- Edsitement: The Best of Humanities on the Web, <http://edsitement.neh.gov/subject/history-social-studies>
- Education Portal, History 101: Western Civilization 1, <http://education-portal.com/academy/course/western-civilization-ancient-near-east-to-1648.html>
- Education Portal, History 101: Western Civilization 2, <http://education-portal.com/academy/course/western-civilization-ii.html>
- iCivics, <https://www.icivics.org>
- Internet History Sourcebook Project, <http://www.fordham.edu/halsall/>
- Mankind: The Story of All of Us, <http://www.history.com/shows/mankind-the-story-of-all-of-us>
- Modern World History Lesson Plans, <http://modernworldhistory.org>
- NY Global History and Geography Regents Exams and Examples, <http://www.nysedregents.org/globalhistorygeography/>
- Reading Like a Historian, <http://sheg.stanford.edu/world>
- Student Handouts, <http://www.studenthandouts.com/worldhistory.htm>
- TED-Ed: Lessons Worth Sharing, <http://ed.ted.com/lessons?category=social-studies>
- World History for Us All, <http://worldhistoryforusall.sdsu.edu>
- World History Connected, <http://worldhistoryconnected.press.illinois.edu/index.html>
- World History Sources, <http://chnm.gmu.edu/worldhistorysources/>

## Standard 1

### Ancient Cultures and Civilizations: c.8000 B.C./B.C.E. to c.600 B.C. / B.C.E.

Students examine the movement toward civilization, including those of North Africa, Southwest Asia, South Asia and East Asia from 8000 B.C./B.C.E. to 600 B.C./B.C.E.

**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.**

#### Suggested Key Terms/Topics to Cover:

- Defining Hunting and Gathering Societies
- Catal Huyuk
- Neolithic Revolution

#### Teaching Ideas:

- Compare and contrast hunting and gathering societies with settled societies. Evaluate the positive and negatives of each and why humans moved to agricultural communities.

#### Key Resources:

- Agricultural and Urban Revolutions, [http://www.learner.org/courses/worldhistory/unit\\_main\\_4.html](http://www.learner.org/courses/worldhistory/unit_main_4.html)
- Catal Huyuk, <http://www.catalhoyuk.com>
- Domestication and Its Results, [http://worldhistoryforusall.sdsu.edu/units/three/landscape/Era03\\_landscape1.php](http://worldhistoryforusall.sdsu.edu/units/three/landscape/Era03_landscape1.php)
- Farmers Around the World, [http://worldhistoryforusall.sdsu.edu/units/three/landscape/Era03\\_landscape2.php](http://worldhistoryforusall.sdsu.edu/units/three/landscape/Era03_landscape2.php)
- BBC Out of Africa, <https://www.youtube.com/watch?v=vwa6o-s1Yvs>
- How Farming Planted Seeds for the Internet, <http://ed.ted.com/lessons/how-farming-planted-seeds-for-the-internet-patricia-russac>
- Digging for humanity's origins, <http://ed.ted.com/lessons/digging-for-humanity-s-origins-louise-leakey>

**WH.1.2 Identify the key components that make up a civilization and the key differences between civilizations and other forms of social organization.**

#### Suggested Key Terms/Topics to Cover:

- Characteristics of civilization

#### Teaching Ideas:

- Using the definition of civilizations from your particular textbook, have students construct a sample city illustrating those characteristics.

#### Key Resources:

- River Valleys and the Development of Complex Societies in Afroeurasia, [http://worldhistoryforusall.sdsu.edu/units/three/landscape/Era03\\_landscape3.php](http://worldhistoryforusall.sdsu.edu/units/three/landscape/Era03_landscape3.php)

**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.**

**Suggested Key Terms/Topics to Cover:**

- **Mesopotamia**
  - Role of Tigris and Euphrates
  - City-states
  - Cuneiform
  - Hammurabi's Code
  - Ziggurat
  - Epic of Gilgamesh
- **Egypt**
  - Importance and role of Nile River
  - Pharaoh
  - Papyrus
  - Hieroglyphics
  - Mummification
- **Indus River Valley**
  - Planned cities
  - Social classes
  - Undecipherable written language
  - Theories of Decline
- **Shang China**
  - Role of Huang He and Yangtze Rivers
  - Chinese writing system
  - Ancestor worship

**Teaching Ideas:**

- **Mesopotamia**
  - Read sections of Hammurabi's Code. Have students pick out examples which illustrate different social classes, religious beliefs, and roles of governmental leaders.
  - Have students practice cuneiform writing.
- **Egypt**
  - Compare and contrast the role of the pharaoh in Egyptian society with the kings in Mesopotamia society
  - Read selections from the Book of the Dead and have students analyze the religious beliefs of the Egyptians.
- **Indus River Valley**
- **Shang China**
  - Have students practice writing Chinese script and discuss the benefits of a pictograph system like Chinese/Egyptian hieroglyphics versus a phonetic system (modern alphabet)

**Resources:**

- 10 Civilizations that Disappeared Under Mysterious Circumstances, <http://io9.com/5928085/10-civilizations-that-disappeared-under-mysterious-circumstances/all>
- Assyrian Siege of Jerusalem, <http://sheg.stanford.edu/assyrian-siege-jerusalem>
- BBC: History of the World in 100 Objects – Indus River Valley Seal [http://www.bbc.co.uk/ahistoryoftheworld/objects/RRbS0YxzQQa88y\\_xkV1ADg](http://www.bbc.co.uk/ahistoryoftheworld/objects/RRbS0YxzQQa88y_xkV1ADg)
- Egyptian Pyramids, <http://sheg.stanford.edu/egyptian-pyramids>
- Hammurabi's Code, <http://sheg.stanford.edu/hammurabis-code>
- Oracle Bone Inscriptions of the Late Shang Dynasty, [http://afe.easia.columbia.edu/ps/cup/oracle\\_bone\\_general.pdf](http://afe.easia.columbia.edu/ps/cup/oracle_bone_general.pdf)
- Rajesh Rao: A Rosetta Stone for the Indus Script, [http://www.ted.com/talks/rajesh\\_rao\\_computing\\_a\\_rosetta\\_stone\\_for\\_the\\_indus\\_script](http://www.ted.com/talks/rajesh_rao_computing_a_rosetta_stone_for_the_indus_script)
- River Valleys and the development of complex societies in Afroeurasia, [http://worldhistoryforusall.sdsu.edu/units/three/landscape/Era03\\_landscape3.php](http://worldhistoryforusall.sdsu.edu/units/three/landscape/Era03_landscape3.php)

**WH.1.4 Examine the development and characteristics of early empires such as Assyria, Persia, Israel, Minoan, and Zhou.**

**Suggested Terms/Topics to Cover:**

- Assyria
  - Methods of conquering and control
- Persia
  - Cyrus the Great
  - Darius
  - Xerxes
  - Methods of control
  - Royal Road
  - Satraps
  - Zoroastrianism
- Israel
  - Yahweh
  - Ten Commandments
  - Babylonian Captivity
- Minoan/Phoenicia
  - Phonetic alphabet
  - Trading empire
  - Knossos
- Zhou
  - Dynastic cycle/Mandate of Heaven

**Teaching Ideas:**

- Have students define what makes up an empire and then create their own empire using examples from the empires within this standard.

**Resources:**

- Iron Age Empires, <http://education-portal.com/academy/lesson/iron-age-empires-neo-babylonian-neo-assyrian-and-persian-empires.html#lesson>
- Order and Early Societies, [http://www.learner.org/courses/worldhistory/unit\\_video\\_6-1.html](http://www.learner.org/courses/worldhistory/unit_video_6-1.html)
- Pressured by Persia: The Persian Empire, [http://worldhistoryforall.sdsu.edu/units/four/closeup/Era04\\_closeup442.php](http://worldhistoryforall.sdsu.edu/units/four/closeup/Era04_closeup442.php)
- The Assyrian Empire, <http://www.zipang.org.uk/teachers/Assyria-Intro.pdf>
- What We Value: The Assyrian Bird-Headed Deity, [http://creativity.denverartmuseum.org/wp-content/uploads/2008/11/assyrian\\_deity\\_secondary\\_final1.pdf](http://creativity.denverartmuseum.org/wp-content/uploads/2008/11/assyrian_deity_secondary_final1.pdf)

## Standard 2

Classical Civilization: c.1000 B.C. / B.C.E. to c.600 A.D. / C.E.

Students explore the classical civilizations of the Mediterranean, Southwest Asia, South Asia, East Asia, and the Americas from c.600 B.C./B.C.E. to c.600 A.D./C.E.

**WH.2.1 Review the development and key concepts of major world religions and philosophies including Hinduism, Buddhism, Judaism, Christianity, and Islam.**

### Suggested Topics/Key Terms:

- Hinduism
  - Vedas
  - Upanishads
  - Om
- Buddhism
  - Siddhartha Gautama/Buddha
  - Wheel of the Law
  - Reincarnation
- Judaism
  - Abraham
  - Torah
  - Star of David
- Christianity
  - Jesus
  - Bible
  - Cross
- Islam
  - Muhammad
  - Qu'ran
  - Crescent Moon

### Teaching Ideas:

- Have students make a six paneled chart comparing the background, founders, symbols, texts, and practices of each religion.
- Have students create a map of where each religion was founded and where most followers of that religion can be found today.

### Resources:

- Education World: The World's Religions ,  
[http://www.educationworld.com/a\\_lesson/world-religions-multicultural-diversity.shtml](http://www.educationworld.com/a_lesson/world-religions-multicultural-diversity.shtml)
- BBC-Religion: Religions <http://www.bbc.co.uk/religion/religions/>
- Religion Facts: Just the Facts on Religion <http://www.religionfacts.com/>
- United Religions Initiative: Kids <http://www.uri.org/kids/world.htm>
- Religions Along The Silk Roads [http://www.chinainstitute.cieducationportal.org/cimain/wp-content/themes/chinainstitute/pdfs/education/fromsilktool\\_pdf6.pdf](http://www.chinainstitute.cieducationportal.org/cimain/wp-content/themes/chinainstitute/pdfs/education/fromsilktool_pdf6.pdf)
- Sikhs
  - **General Resources**
    - [Who are Sikhs? What is Sikhism?](#)
    - [History of Sikhism](#)
    - [Introduction to Sikhism](#)
  - ["Who Are the Sikhs?" video](#)
  - [Dastaar: Defending Sikh Identity](#)

**WH.2.2 Examine the development of Judaism and the civilization of Ancient Israel, including the origins of monotheism, the significance of the Exodus from Egypt, the Hebrew Bible and the Ten Commandments as the source of many moral and ethical traditions of Western civilization.**

**Suggested Topics/Key Terms:**

- Torah
- Ten Commandments
- Covenant
- Kingdom of Israel and change in leaders
- Monotheism as a way to unify a kingdom
- Moses and Exodus from Egypt
- Canaan

**Teaching Ideas:**

- Have students make a timeline highlighting Hebrew leaders and major events that occurred during their leadership.
- Have students compare and contrast the Ten Commandments with the Code of Hammurabi.

**Resources:**

- Ancient Jewish History: History <http://www.jewishvirtuallibrary.org/jsource/Judaism/jewhist.html>
- Ancient Israel Lesson Plans [http://www.learnisrael.org/lessonplans/AncientIsrael\\_LP.doc](http://www.learnisrael.org/lessonplans/AncientIsrael_LP.doc)
- Jewish History: The story of the Jewish People over 3,300 years [http://www.chabad.org/library/article\\_cdo/aid/68870/jewish/Jewish-History.htm](http://www.chabad.org/library/article_cdo/aid/68870/jewish/Jewish-History.htm)
- Ancient Canaan, The Exodus And Babylon: A Lesson Plan On Early Israelites and Ancient Palestine - See more at: <http://www.brighthubeducation.com/middle-school-social-studies-lessons/25490-early-history-of-the-israelites-and-ancient-palestine/#sthash.irpU1YZr.dpuf>

**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.**

**Suggested Topics/Key Terms:**

- Effect of Greek geography on development of the polis
- Development of Democracy
- Oligarchy
- Comparison of Athens and Sparta
- Persian Wars and development of Delian League
- Peloponnesian Wars and effects on Greek independence

**Teaching Ideas:**

- Compare and Contrast the development of Sparta and Athens- focusing on government styles, individual rights, military techniques, and education. Have students determine which civilization would have been preferable if they were a woman, slave, or child.
- Have students create an eyewitness report of a battle from the Persian or the Peloponnesian wars from the perspective of a soldier, a citizen or Xerxes.

**Resources**

- The Greeks: Crucible of Civilization [http://www.pbs.org/empires/thegreeks/educational/index\\_html.html](http://www.pbs.org/empires/thegreeks/educational/index_html.html)
- 300 Spartans at the Battle of Thermopylae: Herodotus' Real History <http://edsitement.neh.gov/lesson-plan/300-spartans-battle-thermopylae-herodotuss-real-history#sect-introduction>
- Socrates and the Law: Argument in an Athenian Jail <http://edsitement.neh.gov/lesson-plan/socrates-and-law-argument-athenian-jail>
- Comparing Athens and Sparta <https://www.discoveryeducation.com/teachers/free-lesson-plans/comparing-athens-and-sparta.cfm>
- Pressured by Persia: The Persian Empire [http://worldhistoryforusall.sdsu.edu/units/four/closeup/Era04\\_closeup442.php](http://worldhistoryforusall.sdsu.edu/units/four/closeup/Era04_closeup442.php)
- [Battle of Thermopylae](#)

**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.**

**Suggested Topics/Key Terms:**

- Philip II
- Macedonia
- Alexander the Great
- Hellenistic Culture

**Teaching Ideas:**

- Have students evaluate the life of Alexander the Great making judgements on what was “great” about his life and what was not. Students will then determine- did Alexander deserve the title “The Great.”
- Trace the advancements of Alexander the Great on map and create a detailed timeline to correspond to those advances.
- Have the students’ use a body outline to create a “Hellenistic” person- the person should have a representation of a contribution from each of the cultures that make up Hellenism.

**Resources:**

- Was Alexander Truly Great? <http://www.beaconlearningcenter.com/Lessons/1698.htm>
- Alexander the Great <https://www.learningthroughhistory.com/newsletter/archives/112008.php>
- Alexander the Great and the Birth of Hellenism <http://education-portal.com/academy/lesson/alexander-the-great-and-the-birth-of-hellenism.html#lesson>
- Alexander the Great and the Situation ... the Great? Crash Course <http://www.youtube.com/watch?v=0LsrkWDCvxq&index=9&list=PLBDA2E52FB1EF80C9>

**WH.2.5 Analyze the development of Roman Republican government and society.**

**Suggested Topics/Key Terms:**

- Republic
- Patrician versus Plebian
- Senator and Roman Senate
- Tribune
- Consul
- Dictator
- Twelve Tables of the Law
- Punic Wars and expansion of the Roman Republic

**Teaching Ideas:**

- Read selections from the Twelve Tables of the Law. How do they address both political and societal concerns?
- Have students compare Republic vs. Republic- How does the modern American Republic resemble the Ancient Roman Republic? Where do they differ?
- Have students look at political roles from the different view points- what roles did Patricians play in the Roman Republic? What roles did Plebians play?

**Resources:**

- The Roman World <http://www.historyteacher.net/EuroCiv/EuroCiv-Topics/EuroCiv-RomanWorld.htm>
- Ancient Rome <http://www.guilford.k12.ct.us/sites/dubuca/AncientRomeDailyLessonsAssignments.htm>
- The Political Structure of the Roman Republic <http://education-portal.com/academy/lesson/the-political-structure-of-the-roman-republic.html#lesson>
- From Roman Republic to Roman Empire <http://www.smithlifescience.com/SS14RomanRepublic.htm>
- Who Rules? [https://icivics-icivicsinc.netdna-ssl.com/sites/default/files/uploads/Who%20Rules\\_2.pdf](https://icivics-icivicsinc.netdna-ssl.com/sites/default/files/uploads/Who%20Rules_2.pdf)
- The Punic Wars: Causes, Summary & Hannibal <http://education-portal.com/academy/lesson/the-roman-army-and-the-punic-wars.html#lesson>
- Roman Slavery [http://worldhistoryforusall.sdsu.edu/units/four/closeup/Era04\\_closeup452.php](http://worldhistoryforusall.sdsu.edu/units/four/closeup/Era04_closeup452.php)
- Women’s Life in Ancient Rome [http://worldhistoryforusall.sdsu.edu/units/four/closeup/Era04\\_closeup453.php](http://worldhistoryforusall.sdsu.edu/units/four/closeup/Era04_closeup453.php)

**WH.2.6 Trace the changes that culminated in the end of the Republic and the formation of the Roman Empire.**

**Suggested Topics/Key Terms:**

- Conflict between Patricians/upper class and plebians/lower class in Rome
- Expansion of Roman territory
- Civil War
- Rise and death of Julius Caesar
- Octavian to Augustus

**Teaching Ideas:**

- Can you save the Roman Republic?  
[https://stjohns.digication.com/taylors\\_teaching\\_eportfolio/Ancient\\_Rome\\_Can\\_you\\_save\\_the\\_Roman\\_Republic\\_Lesso](https://stjohns.digication.com/taylors_teaching_eportfolio/Ancient_Rome_Can_you_save_the_Roman_Republic_Lesso)

**Resources:**

- The Death of the Republic: Julius Caesar & Pompey <https://education-portal.com/academy/lesson/the-death-of-the-republic-and-birth-of-the-roman-empire.html#lesson>
- Republic to Empire <http://www.brighthubeducation.com/history-lessons-grades-9-12/64640-roman-republic-lesson-plan/>

**WH.2.7 Examine the origins, rise, and spread of Christianity including the life of Jesus, and Christianity's impact on the Roman Empire.**

**Suggested Topics/Key Terms:**

- Jesus
- Apostles
- Paul of Tarsus
- Constantine and the Edict of Milan

**Teaching Ideas:**

- Have students map the journey of Paul <http://www.omkarmin.com/pdf/lesson-1-the-origins-of-christianity-lesson-1-the-origins-246828.pdf>

**Resources:**

- Rome and Christianity [http://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS\\_6\\_14\\_03.pdf](http://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS_6_14_03.pdf)

**WH.2.8 Analyze the causes, conditions, and consequences of the decline and fall of the western part of the Roman Empire.**

**Suggested Topics/Key Terms:**

- Inflation
- Diocletian and his reforms
- Constantine and the move to Constantinople
- Use of mercenary soldiers
- General bad leadership of the Roman empire
- Outside Invaders
- Lack of innovation in technology and reliance on slave labor

**Teaching Ideas:**

- Have students categorize the reasons for the downfall of Rome as either political, economic, social or military.

**Resources:**

- Decline of the Roman Empire <http://www.brighthubeducation.com/middle-school-history-lessons/125665-the-decline-of-the-roman-empire/>
- The Fall of Rome <https://education-portal.com/academy/lesson/the-fall-of-rome.html#lesson>
- Lesson 3: Rome Didn't Fall in a Day [http://worldhistoryforall.sdsu.edu/units/five/landscape/Era05\\_landscape1.php](http://worldhistoryforall.sdsu.edu/units/five/landscape/Era05_landscape1.php)

**WH.2.9 Examine the significant achievements of the Greeks and Romans and their impact on the modern world.**

**Suggested Topics/Key Terms:**

- Review Hellenism
- Greek achievements in sculpture, drama, philosophy, science and technology
- Roman achievements in law, literature, language, engineering, art, architecture and technology

**Teaching Ideas:**

- Have students give an example of a modern day connection to the Romans and Greeks with a justification in 2-3 sentences. (E.g. Lucas Oil Stadium as a modern version of the Roman Flavian Amphitheatre.)

**Resources:**

- Roman Art and Architecture [http://worldhistoryforall.sdsu.edu/units/four/closeup/Era04\\_closeup451.php](http://worldhistoryforall.sdsu.edu/units/four/closeup/Era04_closeup451.php)
- Greek Theatre: Tragedy and Comedy <http://education-portal.com/academy/lesson/greek-theatre-tragedy-and-comedy.html#lesson>
- Achievements of Ancient Rome <http://prezi.com/xvalxgez4bsk/achievements-of-ancient-rome/>
- Greek Achievements <http://www.mitchellteachers.org/WorldHistory/AncientGreece/RecognizingAncientGreekAchievementsintheModernWorld.htm>

**WH.2.10 Trace the development and major achievements of civilizations in India such as the Mauryan and Gupta empires.**

**Suggested Topics/Key Terms:**

- Mauryan Empire and unification of India
- Mauryan Empire under Asoka
- Gupta Empire and its achievements: art, literature, science and mathematics

**Teaching Ideas:**

- As a hook activity give the students statements similar to the following and ask if they are true or false: Indian astronomers under the reign of the Gupta Empire discovered the earth was round. The decimal system and modern numerals come from Indian mathematics during the Gupta Empire. Around 500 CE an Indian mathematician correctly calculated the value of pi to the fourth decimal.
- Monument to the Stars <http://www.pbs.org/thestoryofindia/teachers/lessons/4/>

**Resources:**

- Gupta Achievements <http://www.mitchellteachers.org/WorldHistory/IndiaUnit/JournalGuptaAchievementsAssignment.html>
- Who was a better leader? Chandragupta or Asoka? <http://kyle-history.wikispaces.com/Detailed+Lesson+Plans+and+Activities+for+the+Mauryan+and+Gupta+Empires+Unit>
- Asoka's Edicts <http://www.mitchellteachers.org/WorldHistory/IndiaUnit/InterpretingAshokasEdictsActivity.html>

**WH.2.11 Compare and contrast the influence of Hinduism and Buddhism on civilization in India and Buddhism's spread throughout Asia**

**Suggested Topics/Key Terms:**

- Caste System
- Asoka and Buddhism
- Spread of Buddhism through trade
- Split of Buddhism

**Teaching Ideas:**

- Have students make a venn diagram comparing different aspects of Hinduism and Buddhism in India and Asia.

**Resources:**

- The Spread of Religions: Buddhism [http://www.learner.org/courses/worldhistory/unit\\_video\\_7-1.html](http://www.learner.org/courses/worldhistory/unit_video_7-1.html)
- Hinduism and Buddhism: Lessons for World History (Created at an NEH summer institute) [http://college.holycross.edu/projects/himalayan\\_cultures/2006\\_plans/esnyder/index.html](http://college.holycross.edu/projects/himalayan_cultures/2006_plans/esnyder/index.html)
- Lesson 2: An Edict of Asoka <http://www.pbs.org/thestoryofindia/teachers/lessons/2/>

**WH.2.12 Compare and contrast the influence of Confucianism, Taoism, and Legalism on East Asian civilizations.**

**Suggested Topics/Key Terms:**

- Confucius and filial piety
- Bureaucracy
- Laozi and Daoism
- Legalism and Hanfeizi and Li Si
- Concentrate on the purpose of each philosophy as a way to bring order and stability to China.

**Teaching Ideas:**

- Have students design a school around one of the philosophies- What classes would be taught? How would teachers interact with students? How would a classroom be physically arranged?

**Resources:**

- How would each doctrine react? <http://ancienthistory.mrdonn.org/Behavior.html>
- Belief Systems in China: Confucianism, Daoism, and Buddhism  
[http://worldhistoryforall.sdsu.edu/units/four/closeup/Era04\\_closeup421.php](http://worldhistoryforall.sdsu.edu/units/four/closeup/Era04_closeup421.php)
- Three Chinese Philosophies  
<http://www.merkinms.org/ourpages/auto/2011/6/2/50069894/21%20Three%20Chinese%20Philoso.pdf>
- Introduction to Confucius, Confucianism, and The Analects [http://www.asian-studies.org/EAA/Confucianism\\_Handouts.pdf](http://www.asian-studies.org/EAA/Confucianism_Handouts.pdf)

**WH.2.13 Trace the developments and achievements of the Qin and Han Dynasties.**

**Suggested Topics/Key Terms:**

- Shi Huangdi
- Great Wall of China
- Monopoly
- Civil Service and Civil Service Exam

**Teaching Ideas:**

- Compare and contrast the Roman Empire and the Han China.

**Resources:**

- The Qin and the Han [http://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS\\_6\\_08\\_03.pdf](http://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS_6_08_03.pdf)
- Examining the Reign of Qin Shi Huang Di  
<http://www.mitchellteachers.org/WorldHistory/AncientChinaCurriculum/ExaminingReignofQinShiHuangDiAssignment.htm>
- Han China/Ancient Rome  
<http://www.chinainstitute.org/education/for-educators/curriculum-resources/curriculum-guides-units/>

## Standard 3

### Major Civilizations and Cultural Interactions: c.600 A.D./C.E. to c.1300 A.D./C.E.

Students trace the development and interactions of major civilizations and empires in different regions of the world from c.600 A.D./C.E. – c.1300 A.D./C.E.

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

##### Suggested Terms/Key Ideas to Cover:

- Movement of ideas and goods across trade routes

##### Teaching Ideas:

- Have students create maps of the Silk Roads and Indian Ocean Trade routes. Ask students to identify what areas are connected, what goods those different areas produce, why certain areas might be connected, and what moves along the different trade routes and why
- Students can participate in trading simulations (see below)

##### Resources:

- Bridging World History: Connections Across Land, [http://www.learner.org/courses/worldhistory/unit\\_main\\_9.html](http://www.learner.org/courses/worldhistory/unit_main_9.html)
- Bridging World History: Connections Across Water, [http://www.learner.org/courses/worldhistory/unit\\_main\\_10.html](http://www.learner.org/courses/worldhistory/unit_main_10.html)
- Indian Ocean in World History, <http://www.indianoceanhistory.org>
- Indian Ocean Trade Simulation, <http://www.bu.edu/africa/outreach/resources/indian/>
- Marco Polo Takes a Trip, <http://edsitement.neh.gov/lesson-plan/marco-polo-takes-trip>
- The Silk Road Project, <http://www.silkroadproject.org/Education/TheSilkRoad/tabid/175/Default.aspx>
- Silk Road Simulation, <https://mwhdownes.wikispaces.com/file/view/Silk+Road+Exchange+Simulation+-+Resources+.pdf>

#### WH.3.2 Explain the rise and achievements of the Byzantine Empire.

##### Suggested Terms/Key Ideas to Cover:

- Constantinople's ideal location
- Justinian
- Hagia Sophia

##### Teaching Ideas:

- Examine Byzantine mosaics of Justinian and Theodora. Have students make guesses about what the mosaics reveal about Byzantine power, society, and culture.

##### Resources:

- 12 Byzantine Rulers: The History of the Byzantine Empire, <http://12byzantinerulers.com>
- Animated Maps of the Byzantine Empire, [http://commons.wikimedia.org/wiki/File:Byzantine\\_Empire\\_animated2.gif](http://commons.wikimedia.org/wiki/File:Byzantine_Empire_animated2.gif)
- The Byzantine Empires, [http://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS\\_6\\_15\\_03.pdf](http://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS_6_15_03.pdf)
- The City Walls of Constantinople, <http://ed.ted.com/lessons/the-city-of-walls-constantinople-lars-brownworth>
- The Slow Decline of the Byzantine Empires, <http://education-portal.com/academy/lesson/the-slow-decline-of-the-byzantine-empire.html#lesson>
- World History Analyzing Objects: Hagia Sophia, <http://chnm.gmu.edu/worldhistorysources/analyzing/mcobjects/analyzingobjintro.html>

**WH.3.3 Explain the division between the Eastern and Western branches of Christianity as a result of the Great Schism of 1054.**

**Suggested Terms/Key Ideas to Cover:**

- Reasons for separation
- Key ideas of Eastern and Western Christianity

**Teaching Ideas:**

- Have students create a Venn Diagram comparing the ideas of Eastern and Western Christianity

**Resources:**

- The Great Schism, <http://orthodoxinfo.com/general/greatschism.aspx>

**WH.3.4 Examine the origins, rise, and spread of Islam including the life of Muhammad, and Islam's division into the Sunnis and Shiites.**

**Suggested Topics/Key Terms:**

- Muhammad
- Five Pillars
- Caliph
- People of the Book
- Sunni
- Shi'a
- U'mayyad Dynasty
- Abbasid Dynasty

**Teaching Ideas:**

- Using the Three Religions, One God resource below, have students create a Venn Diagram comparing Judaism, Christianity, and Islam.

**Resources:**

- Afroeurasia and the Rise of Islam, [http://worldhistoryforusall.sdsu.edu/units/five/landscape/Era05\\_landscape2.php](http://worldhistoryforusall.sdsu.edu/units/five/landscape/Era05_landscape2.php)
- BBC The Life of Prophet Muhammad, <https://www.youtube.com/watch?v=CmrmQzl2YLE>
- The Islam Project, <http://www.islamproject.org/education/Lessonplans.htm>
- Three Religions, One God, <http://www.pbs.org/wgbh/globalconnections/mideast/themes/religion/index.html?pagewanted=all>

### WH.3.5 Trace the spread of Islam and its impact throughout Southern Europe, Northern Africa and Asia.

#### Suggested Topics/KeyTerms:

- Damascus
- Baghdad
- Mansa Musa
- Timbuktu
- House of Wisdom
- Astrolabe
- Calligraphy
- Scientific, mathematic, and medical contributions of Islam

#### Teaching Ideas:

- Give students a timeline of the expansion of Islam. Have them create a map showing the advancement of Islam throughout Southern Europe, Northern Africa, and Asia. Ask follow-up questions regarding why and how Islam would expand to these areas and what effects it would have as a result of its expansion.
- Students research and examine the voyages of Ibn Battuta, <http://sheg.stanford.edu/ibn-battuta>
- Give each student in class a handout on a different invention/innovation created by the Islamic culture. Have them draw a poster to represent their invention. Then do a gallery walk where students rotate to each poster and record their findings.
- Islamic Contributions to Science Webquest, [http://score.rims.k12.ca.us/activity/rosen\\_islamic\\_science/](http://score.rims.k12.ca.us/activity/rosen_islamic_science/)

#### Resources:

- 1001 Inventions: The Legacy of Muslim Civilization, <http://www.1001inventions.com>
- Afroeurasia and the Rise of Islam, [http://worldhistoryforusall.sdsu.edu/units/five/landscape/Era05\\_landscape2.php](http://worldhistoryforusall.sdsu.edu/units/five/landscape/Era05_landscape2.php)
- BBC An Islamic History of Europe, <https://www.youtube.com/watch?v=YfhZR15QRKA>
- BBC Science and Islam, <https://www.youtube.com/watch?v=AzRvfSQrcL0>
- BBC What the Islamic World Did for Us (Islamic Inventions), <https://www.youtube.com/watch?v=J1btMSGzFzA>
- Consolidation of Trans-Hemispheric Networks, 1000-1250 CE, [http://worldhistoryforusall.sdsu.edu/units/five/landscape/Era05\\_landscape3.php](http://worldhistoryforusall.sdsu.edu/units/five/landscape/Era05_landscape3.php)
- Contributions of Islamic Civilizations, <http://cmes.arizona.edu/sites/cmes.arizona.edu/files/Contributions%20of%20the%20Islamic%20Civilization.pdf>
- Expansion of the Islamic Empire, <http://sheg.stanford.edu/expansion-islamic-empire>
- Glimpses: Muslims' Contribution to Science, <http://bama.ua.edu/~msa/contrib.html>
- Islam in Africa, <http://africa.harvard.edu/wp-content/uploads/Islam-in-Africa.pdf>
- Muslim Contributions to Science, [http://www.islamawareness.net/Science/muslims\\_contributions.html](http://www.islamawareness.net/Science/muslims_contributions.html)

### WH.3.6 Explain the role of Christianity as a unifying force in medieval Europe.

#### **Suggested Topics/Key Terms:**

- Spread of Christianity into northern Europe
- Role of monasteries in medieval societies
- Role of church in medieval village
- Gothic Cathedrals
- Role of the church as international institution in Europe
- Gregory VII versus Philip IV (lay investiture controversy)

#### **Teaching Ideas:**

- Off to the Church We Go . . . Or Else!, <http://www.wvpt4learning.org/lessons/pdf02/offtochurch.pdf>
- Read letters between Gregory and Phillip. Have students create a Twitter conversation based on the key ideas in each letter.

#### **Resources:**

- Church Architecture, <http://smarthistory.khanacademy.org/church-architecture-an-overview.html>
- The Church and the Middle Ages, <http://www.csis.pace.edu/grendel/projs2c/middle.html>
- The Investiture Conflict: Rulers vs. Centralized Church, <http://education-portal.com/academy/lesson/the-investiture-conflict-rulers-vs-the-centralized-church.html#lesson>
- Going to Canossa, [http://www.education.uiowa.edu/docs/default-source/teach---social/going\\_to\\_canossa.pdf?sfvrsn=2](http://www.education.uiowa.edu/docs/default-source/teach---social/going_to_canossa.pdf?sfvrsn=2)
- Middle Ages: What was life really like in the Middle Ages?, <http://www.learner.org/interactives/middleages/>
- Monasticism from St. Benedict to Cluny, <http://education-portal.com/academy/lesson/monasticism-from-st-benedict-to-cluny.html#lesson>

### WH.3.7 Describe the rise and achievements of Charlemagne and the birth of the Holy Roman Empire.

#### **Suggested Topics/Key Terms:**

- Clovis
- Pepin the Short
- Role of religion in Charlemagne's empire
- Charlemagne's Renaissance

#### **Teaching Ideas:**

- Charlemagne Lesson Plan, <http://www.saburchill.com/history/chapters/project5/charlemagne/downloads/001.pdf>

#### **Resources:**

- Charlemagne's Holy Roman Empire and the Divine Right to Rule, <http://education-portal.com/academy/lesson/charlemagnes-holy-roman-empire-and-the-divine-right-to-rule.html#lesson>
- Frankish History, <http://education-portal.com/academy/lesson/frankish-history-clovis-and-the-merovingians.html#lesson>
- The Western Tradition: Charlemagne's Empire, <http://www.learner.org/resources/series58.html?pop=yes&pid=836>

**WH.3.8 Analyze the consequences of the fall of the Western Roman Empire and the development of feudalism and manorialism on Europe.**

**Suggested Topics/Key Terms:**

- Vikings
- Vassal
- Serf
- Fief
- Manor

**Teaching Ideas:**

- Have students construct a map of Viking invasions. Ask students why the Vikings would have chosen these areas and what the effects of the Viking invasions would be.
- Have students compare and contrast the Roman World versus the Feudal world using the Venn Diagram using the information in the Middle Ages resources below.
- Have students participate in a feudalism simulation where they assume roles of the different levels of feudalism (see Middle Ages Resource)

**Resources:**

- Not Everyone Lived in a Castle During the Middle Ages, <http://edsitement.neh.gov/lesson-plan/not-everyone-lived-castles-during-middle-ages>
- Western Reserve Public Media: The Middle Ages, <http://westernreservepublicmedia.org/middleages/images/middleages.pdf>
- What Vikings Really Looked Like, <http://sciencenordic.com/what-vikings-really-looked>

**WH.3.9 Explain the cultural, political and religious causes of the Crusades and their consequences for Europe and Southwest Asia, including the growth in power of the monarchies in Europe.**

**Suggested Topics/Key Terms:**

- Reasons for the Crusades
- Pope Urban II
- Cultural interaction and introduction of new ideas into Europe as a result of the Crusades
- Great Western Schism
- Growth of monarchies
- Hundred Years War

**Teaching Ideas:**

- Read through excerpts of Pope Urban II's call for a crusade and ask students to identify the key causes of the Crusades.
- Map the crusades. Ask students to identify what regions are affected and why results that would have.
- Read through Christian, Muslim, and Byzantine excerpt surrounding the Crusades. Ask students to identify the different viewpoints that the participants have and why they have those viewpoints.

**Resources:**

- Crusades Lesson, <http://www.ii.umich.edu/UMICH/cmenas/Home/Resources/K-14%20Educational%20Resources/Curricular%20Resources/Crusades%20Secondary%20Ed%20Lesson.pdf>
- Western Reserve Public Media: The Middle Ages, <http://westernreservepublicmedia.org/middleages/images/middleages.pdf>
- Witnesses to Joan of Arc and the Hundred Years War, <http://edsitement.neh.gov/lesson-plan/witnesses-joan-arc-and-hundred-years-war>

**WH.3.10 Describe the improvements in agriculture, the growth of towns, and the commercial revival during the Middle Ages.**

**Suggested Topics/Key Terms:**

- Three field system
- Growth of middle class
- Black Death/Bubonic Plague

**Teaching Ideas:**

- Read through accounts of the Bubonic Plague. Have students assess the key reactions of people to the plague and relate that to experiences in their own life with diseases (common colds going around school, swine flu scare, etc.)

**Resources:**

- Calamities and Recoveries, 1300-1500, [http://worldhistoryforall.sdsu.edu/units/five/landscape/Era05\\_landscape5.php](http://worldhistoryforall.sdsu.edu/units/five/landscape/Era05_landscape5.php)
- Coping with Catastrophe: The Black Death of the 14th Century, [http://worldhistoryforall.sdsu.edu/units/five/closeup/Era05\\_closeup551.php](http://worldhistoryforall.sdsu.edu/units/five/closeup/Era05_closeup551.php)
- The Path of the Black Death, <http://edsitement.neh.gov/lesson-plan/path-black-death>
- The Reemergence of Towns and Commerce, <http://education-portal.com/academy/lesson/the-reemergence-of-towns-and-commerce.html#lesson>

**WH.3.11 Examine the key achievements of civilizations in Africa prior to European contact**

**Suggested Topics/Key Terms:**

- Ghana
- Mali
- Mansa Musa
- Swahili states
- Songhai
- Great Zimbabwe

**Teaching Ideas:**

- Students research a specific African society and then present that society to the class. Then follow up by making students develop generalizations about Africa before colonization supported by evidence from the presentations.
- East Africa Kingdoms Lesson Plan, [http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=8&ved=0CGcQFjAH&url=http%3A%2F%2Ffilebox.vt.edu%2Fusers%2Fjowood4%2Fportfolio%2FEast%2520African%2520Kingdoms%2520Lesson%2520Plan.doc&ei=7G49U\\_i0DKjo2QXa14C4Dw&usq=AFQjCNESMT9T0E3ixSV39zFiYLqnk1AVMQ&sig2=F1hMs5qGnOcWOeu0AZO-pA](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=8&ved=0CGcQFjAH&url=http%3A%2F%2Ffilebox.vt.edu%2Fusers%2Fjowood4%2Fportfolio%2FEast%2520African%2520Kingdoms%2520Lesson%2520Plan.doc&ei=7G49U_i0DKjo2QXa14C4Dw&usq=AFQjCNESMT9T0E3ixSV39zFiYLqnk1AVMQ&sig2=F1hMs5qGnOcWOeu0AZO-pA)

**Resources: (for WH.3.11)**

- Africa: Pre-Imperial Civilization to Post-Imperial Conflict, <http://iad.einaudi.cornell.edu/system/files/Chudy.pdf>
- Bridging World History: Connections Across Land, [http://www.learner.org/courses/worldhistory/unit\\_main\\_9.html](http://www.learner.org/courses/worldhistory/unit_main_9.html)
- Bridging World History: Early Empires, [http://www.learner.org/courses/worldhistory/unit\\_main\\_10.html](http://www.learner.org/courses/worldhistory/unit_main_10.html)
- Exploring Africa: Module Ten, African Politics and Government, <https://exploringafrica.matrix.msu.edu/students/curriculum/m10/activity2.php>
- Migration and Change South of the Sahara 1000BCE – 200BCE, [http://worldhistoryforall.sdsu.edu/units/four/landscape/Era04\\_landscape3.php](http://worldhistoryforall.sdsu.edu/units/four/landscape/Era04_landscape3.php)
- West African Geography, Climate, History 500-1600, [http://worldhistoryforall.sdsu.edu/units/five/closeup/Era05\\_closeup531.php](http://worldhistoryforall.sdsu.edu/units/five/closeup/Era05_closeup531.php)

**WH.3.12 Compare and contrast the developments and achievements of the Maya, Aztec and Inca civilizations.**

**Suggested Topics/Key Terms:**

- Mayan city-states
- Theories on Mayan Decline
- How Aztecs grow their empire
- Aztec human sacrifice
- QuezIcoatl
- How Incans expand their empire
- Quipu
- Ayllu
- Incan Road System

**Teaching Ideas:**

- Divide students to investigate the Maya, Aztec, and Incan empires. Have them complete a chart which stresses how the empire came to power, what ways they kept themselves in power, key innovations, and possible theories of decline. Then have students do a jigsaw activity and share information with each other.
- Have students create a travel journey to each area. Their travel itinerary should showcase key ideas about each civilization.

**Resources:**

- Bridging World History: Connections Across Land, [http://www.learner.org/courses/worldhistory/unit\\_main\\_9.html](http://www.learner.org/courses/worldhistory/unit_main_9.html)
- Bridging World History: Early Empires, [http://www.learner.org/courses/worldhistory/unit\\_main\\_10.html](http://www.learner.org/courses/worldhistory/unit_main_10.html)
- Bridging World History: Transmission of Traditions, [http://www.learner.org/courses/worldhistory/unit\\_main\\_12.html](http://www.learner.org/courses/worldhistory/unit_main_12.html)
- Spheres of Interaction in the Americas 300-1500CE, [http://worldhistoryforall.sdsu.edu/units/five/landscape/Era05\\_landscape6.php](http://worldhistoryforall.sdsu.edu/units/five/landscape/Era05_landscape6.php)
- The Upside of Isolated Civilizations, <http://ed.ted.com/lessons/the-upside-of-isolated-civilizations-jason-shipinski>

### WH.3.13 Explain and understand the achievements of the Tang and Song Dynasties.

#### Suggested Topics/Key Terms:

- Empress Wu
- Gentry
- Footbinding
- Key innovations of the Tang and Song dynasties

#### Teaching Ideas:

- Was Tang Society Open or Closed?, <http://ucbhssp.berkeley.edu/Tang%20Dynasty%20-%206&7th%20Grades.pdf>
- Examine portions of the Kaifeng Scroll in class. Have students identify the key roles that they see represented within the scroll and what generalizations that can provide about Song China.

#### Resources:

- Advances under the Tang and Song, [http://www.yourhistoryteacher.com/Textbook/CJ6\\_222-229.pdf](http://www.yourhistoryteacher.com/Textbook/CJ6_222-229.pdf)
- Advances under the Tang and Song: Lesson 2, [http://www.sdsm.k12.wi.us/faculty/tblair/cms\\_files/assignment\\_attach/1583/LS\\_07\\_07\\_02.pdf](http://www.sdsm.k12.wi.us/faculty/tblair/cms_files/assignment_attach/1583/LS_07_07_02.pdf)
- China in the Middle Ages, [http://assets.pearsonschool.com/asset\\_mgr/current/201131/myWorld%20History%20Florida%20ProGuide%20Chapter.pdf](http://assets.pearsonschool.com/asset_mgr/current/201131/myWorld%20History%20Florida%20ProGuide%20Chapter.pdf)
- Imperial China: Sui, Tang, and Song, [http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=25&ved=0CE0QFjAEOBQ&url=http%3A%2F%2Fwww.forthomas.kyschools.us%2Fuserfiles%2F413%2FClasses%2F10382%2FImperial%2520China%2520Notes-1.docx&ei=jYE9U4SJEpK02AXXsIH4CQ&usq=AFQjCNHDgHaxTq3i2k\\_E4Rm8HzTzNabPlw&sig2=FNYRYfB3Uk1Fh5JVaNvJww](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=25&ved=0CE0QFjAEOBQ&url=http%3A%2F%2Fwww.forthomas.kyschools.us%2Fuserfiles%2F413%2FClasses%2F10382%2FImperial%2520China%2520Notes-1.docx&ei=jYE9U4SJEpK02AXXsIH4CQ&usq=AFQjCNHDgHaxTq3i2k_E4Rm8HzTzNabPlw&sig2=FNYRYfB3Uk1Fh5JVaNvJww)
- Life in China: Tang and Song Dynasties, <http://education.asianart.org/explore-resources/lesson-or-activity/life-china-tang-and-song-dynasties-activities>
- The Song Dynasty in China, <http://afe.easia.columbia.edu/song/>
- Tang Dynasty: Pick a Poem, [http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=14&ved=0CEEQFjADOAo&url=http%3A%2F%2Fgrad.towson.edu%2Ffulbright\\_hays%2Ffile%2FteachingResource%2Fheather\\_4%2520-%2520Tang%2520Dynasty%2520Lesson.doc&ei=xIA9U8yrCqHd2QX0noDgDw&usq=AFQjCNGXVodW36UpejBSonZneWLPsY-Xjw&sig2=zFs1KhRpaA8kV5HWuDg9\\_Q](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=14&ved=0CEEQFjADOAo&url=http%3A%2F%2Fgrad.towson.edu%2Ffulbright_hays%2Ffile%2FteachingResource%2Fheather_4%2520-%2520Tang%2520Dynasty%2520Lesson.doc&ei=xIA9U8yrCqHd2QX0noDgDw&usq=AFQjCNGXVodW36UpejBSonZneWLPsY-Xjw&sig2=zFs1KhRpaA8kV5HWuDg9_Q)

**WH.3.14 Describe and explain the rise, expansion and decline of the Mongol Empire and its consequences for Eurasian peoples.**

**Suggested Topics/Key Terms:**

- Genghis Khan
- Key reasons why the Mongols were able to create an empire
- Khanates
- Pax Mongolica
- Kublai Khan
- Key results of Mongols on Russia, Middle East, and China

**Teaching Ideas:**

- Students create a map of the expansion of the Mongol and the expansion of the Black Plague. Follow up with questions regarding why the Black Death was a key result of the expansion of the Muslim Empire.

**Resources:**

- A Close Reading of Kublai Khan, [http://greeceathena.files.wordpress.com/2011/08/common\\_core\\_activty\\_kublai\\_khan.pdf](http://greeceathena.files.wordpress.com/2011/08/common_core_activty_kublai_khan.pdf)
- The Mongol Moment, [http://worldhistoryforusall.sdsu.edu/units/five/landscape/Era05\\_landscape4.php](http://worldhistoryforusall.sdsu.edu/units/five/landscape/Era05_landscape4.php)
- The Mongols in World History, <http://afe.easia.columbia.edu/mongols/>
- Mongolian Women: Then and Now, <http://www2.ku.edu/~ceas/cgi-bin/lessons/KCTAlessons.php?country=any&grade=any&subject=history&submitted=TRUE>

**WH.3.15 Examine the development of feudalism in Japan and its impact on Japanese society and government.**

**Suggested Topics/Key Terms:**

- Shogun
- Daimyo
- Samurai

**Teaching Ideas:**

- Compare Japanese feudalism and European feudalism.
- Experiencing Japanese Feudalism, <http://ncta.osu.edu/lessons/japan/history/netter-japan.pdf>

**Resources:**

- 1450-1750: Japan, [http://afe.easia.columbia.edu/tps/1450\\_jp.htm](http://afe.easia.columbia.edu/tps/1450_jp.htm)
- Bridging World History: Land and Labor Relationships, [http://www.learner.org/courses/worldhistory/unit\\_main\\_14.html](http://www.learner.org/courses/worldhistory/unit_main_14.html)
- Imaging Japanese History, <http://www.colorado.edu/CAS/tea/curriculum/imaging-japanese-history/medieval/index.html>
- The Japan Project: Lesson 3, Japan: Feudalism, <http://www.globaled.org/japanproject/lessons/lesson03.php>
- Lesson 3: Samurais and Shoguns, <http://www.international.ucla.edu/asia-archive/lessons/saito/saito.pdf>
- The Upside of Isolated Civilizations, <http://ed.ted.com/lessons/the-upside-of-isolated-civilizations-jason-shipinski>

## Standard 4 —The Rise of Western Civilization and Global Interaction: c.1300 to c. 1750

Students explore the rise of Europe and its consequences for worldwide exploration and colonization—c.1300 to c.1750.

### WH.4.1 Trace the origins and developments of the European Renaissance and its impact throughout Western Europe.

#### **Suggested Topics/Key Terms:**

- Differentiate between the Italian Renaissance and Northern Renaissance.
- Florence and Italy as having the conditions favorable for the start of the Renaissance
- Changes in art and literature, use of the vernacular
- Humanism, Secularism, Individualism
- Use of Printing Press to spread ideas

#### **Teaching Ideas:**

- Using Michelangelo's Vitruvian man- have students create a "Renaissance Man"- What ideas are in his mind? What actions does he do? What foundations does he have? What beliefs does he hold dear in his heart?

#### **Resources:**

- The Renaissance and Reformation <http://sse6348-renaissance.weebly.com/lesson-planprocedures.html>
- The Art of Renaissance Europe- Met Museum Publication [http://www.metmuseum.org/research/metpublications/The\\_Art\\_of\\_Renaissance\\_Europe\\_A\\_Resource\\_for\\_Educators](http://www.metmuseum.org/research/metpublications/The_Art_of_Renaissance_Europe_A_Resource_for_Educators)
- Renaissance <http://www.learner.org/interactives/renaissance/>
- The Italian Renaissance and Italy's Transformation <https://education-portal.com/academy/lesson/the-italian-renaissance-and-italys-transformation.html#lesson>
- The Renaissance- Was it a Thing? Crash Course video by John Green [http://www.youtube.com/watch?v=Vufba\\_ZcoR0](http://www.youtube.com/watch?v=Vufba_ZcoR0)
- How the Printing Press Changed the World <https://education-portal.com/academy/lesson/how-the-printing-press-changed-the-world.html#lesson>

### 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.

#### **Suggested Topics/Key Terms:**

- Role of Martin Luther is starting the Protestant Reformation and the spread of the Reformation to England and other new forms of Christianity.
- Response of the Catholic Church via the Council of Trent and formation of Jesuits
- Conflict between multiple forms of Christianity and results of conflict- war, Peace of Augsburg, persecution

#### **Teaching Ideas:**

- Give students a tree outline- fill out the tree as you review Judaism, development of Christianity, the Great Schism of 1054 and then introduce Martin Luther and the Protestant Reformation and further splits/changes in Christianity.

#### **Resources:**

- NEH Teacher Planned Lessons on Reformation <http://www.calvin.edu/meeter/educational-resources/high-school-lesson-plans.htm>
- The Protestant Reformation [http://worldhistoryforusall.sdsu.edu/units/six/closeup/Era06\\_closeup671.php](http://worldhistoryforusall.sdsu.edu/units/six/closeup/Era06_closeup671.php)
- Martin Luther [http://www.pbs.org/empires/martinluther/class\\_lesson1.html](http://www.pbs.org/empires/martinluther/class_lesson1.html)
- The Council of Trent: The Catholic Church Survives the Reformation <http://education-portal.com/academy/lesson/the-council-of-trent-the-catholic-church-survives-the-reformation.html#lesson>

**WH.4.3 Discuss the emergence of nationalism and nation-states as well as the increased impact of the citizen as a result of the decline of the European medieval period.**

**Suggested Topics/Key Terms:**

- Define nationalism and nation-states.
- Centralization of government in Europe by lessening the power of feudal lords and gaining support from an expanding merchant middle class
- Decline of power of Catholic Church over European rulers
- Results of the 100 years war on English and French nationalism

**Teaching Ideas:**

- Have students fill out an anticipation guide on what makes a country a country. <https://www.icivics.org/teachers/lesson-plans/sovereign-state>

**Resources:**

- The Rise of the Nation State <http://www.flowofhistory.com/node/584>
  - Overview: The Middle Ages, 1154 – 1485  
[http://www.bbc.co.uk/history/british/middle\\_ages/overview\\_middleages\\_01.shtml](http://www.bbc.co.uk/history/british/middle_ages/overview_middleages_01.shtml)

**WH.4.4 Explain the causes of the worldwide voyages of exploration.**

**Suggested Topics/Key Terms:**

- Famous explorers such as Vasco da Gama and Dias
- Treaty of Tordesillas
- Isolationism and Closed Country Policy of East Asia
- Colonies
- Technological advances allowing for exploration

**Teaching Ideas:**

- Students can research an explorer and create a modern social media project (twitter/facebook) of that explorers journey explaining the time it took, motives, technology used, achievements and results of the journey for their home country.

**Resources:**

- The Age of Exploration <http://mrgrayhistory.wikispaces.com/UNIT+13+-+THE+AGE+OF+EXPLORATION>
- Exploration through the Ages <http://ageofex.marinersmuseum.org/>
- Famous Explorers <http://www.elizabethan-era.org.uk/famous-explorers.htm>
- Oceanic Ventures and the Joining of the Continents  
[http://worldhistoryforusall.sdsu.edu/units/six/landscape/Era06\\_landscape1.php](http://worldhistoryforusall.sdsu.edu/units/six/landscape/Era06_landscape1.php)

**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.**

**Suggested Topics/Key Terms:**

- Triangular Trade and the middle passage
- Columbian Exchange and its effects on diet and disease transmission

**Teaching Ideas:**

- Columbian Exchange and Thanksgiving- have students evaluate Thanksgiving recipes and determine what ingredients are Old World and what are New World. How “American” is a traditional Thanksgiving meal?

**Resources:**

- The Columbian Exchange and Its Consequences [http://worldhistoryforall.sdsu.edu/units/six/landscape/Era06\\_landscape2.php](http://worldhistoryforall.sdsu.edu/units/six/landscape/Era06_landscape2.php)
- Examining the Middle Passage <http://www.gilderlehrman.org/history-by-era/slavery-and-anti-slavery/resources/examining-middle-passage>
- The Middle Passage [http://old.antislavery.org/breakingthesilence/main/Activities/04\\_SlaveShipZong.pdf](http://old.antislavery.org/breakingthesilence/main/Activities/04_SlaveShipZong.pdf)

**WH.4.6 Examine the growth and development of the European economic system as a result of exploration and the growth of mercantilism.**

**Suggested Topics/Key Terms:**

- Mercantilism
- Favorable Balance of Trade
- Joint-stock companies
- Commercial Revolution and growth of capitalism

**Teaching Ideas:**

- Classroom Mercantilism Simulation <https://sites.google.com/a/caldwellschools.com/cechs-big-ideas/home/9th-grade/explorer/world-history-world-geography/mercantilism-simulation>

**Resources:**

- The Commercial Revolution: Economic Impact of Exploration and Colonization on Europe <https://education-portal.com/academy/lesson/the-commercial-revolution-economic-impact-of-exploration-and-colonization-on-europe.html#lesson>
- Early Global Commodities [http://www.learner.org/courses/worldhistory/unit\\_main\\_15.html](http://www.learner.org/courses/worldhistory/unit_main_15.html)
- The Global Economy Takes Shape [http://worldhistoryforall.sdsu.edu/units/six/landscape/Era06\\_landscape4.php](http://worldhistoryforall.sdsu.edu/units/six/landscape/Era06_landscape4.php)

**WH.4.7 Trace the development of the gunpowder empires such as the Ottoman, Mughal, and Ming empires and their reaction to Western interaction.**

**Suggested Topics/Key Terms:**

- Examine the leadership of key leaders such as Shah Jahan, Suleiman, Akbar and Hongwu.
- Role of Islam in building empires

**Teaching Ideas:**

- Have students create a chart comparing the rise, achievements, use of religion in their empires, leadership, and fall of each empire.

**Resources:**

- Rulers with Guns: the Rise of Powerful States  
[http://worldhistoryforall.sdsu.edu/units/six/landscape/Era06\\_landscape3.php](http://worldhistoryforall.sdsu.edu/units/six/landscape/Era06_landscape3.php)
- Gunpowder Empires <http://www.georgetownisd.org/Page/8895>

**WH.4.8 Trace the development and impact of absolute monarchies in Europe**

**Suggested Topics/Key Terms:**

- Divine Right as the basis of Absolutism
- Louis XIV, Philip the II, Peter the Great as examples of absolute monarchs

**Teaching Ideas:**

- Examine how well the above demonstrate the characteristics of an absolute monarch  
<http://athena.stanwickschool.org/upperschool/Wood/Lists/European%20History%20Assignments/Attachments/37/10%20Characteristics%20and%20Absolutism%20Reading.pdf>
- Have students research an absolute monarch and complete a RAFT assignment taking the role of that absolute monarch. <http://www.readwritethink.org/classroom-resources/printouts/raft-writing-template-30633.html>

**Resources:**

- Absolute Monarchs Visuals <http://www.flowofhistory.com/units/west/14>
- Age of Absolutism [http://www.mysocialstudiesite.com/wiki/index.php?title=Age\\_of\\_Absolutism](http://www.mysocialstudiesite.com/wiki/index.php?title=Age_of_Absolutism)
- Absolute Monarchy: Definition, Characteristics & Examples <https://education-portal.com/academy/lesson/absolute-monarchy-definition-characteristics-examples.html#lesson>

**WH.4.9 Describe the progression of events in England that led to constitutional monarchy such as the Magna Carta, the English Civil War, and the Glorious Revolution of 1688.**

**Suggested Topics/Key Terms:**

- Signing of the Magna Carta establishing a constitutional monarchy and Parliament
- Habeas Corpus
- Progression from James I to William and Mary and the English Bill of Rights

**Teaching Ideas:**

- Have students create a timeline with the various steps that lead England to a constitutional monarchy.

**Resources:**

- Absolutism and Constitutionalism in Western Europe (1648-1715) <http://education-portal.com/academy/topic/absolutism-and-constitutionalism-in-western-europe-1648-1715.html>
- England and the Glorious Revolution [ftp://ftp.heritageacademies.com/ET/CurriculumCenter/NHAHistoryInteractive/GLO\\_REV/GlorRev.html](ftp://ftp.heritageacademies.com/ET/CurriculumCenter/NHAHistoryInteractive/GLO_REV/GlorRev.html)

**Standard 5 – Revolutions, Nationalism, and Imperial Power: c.1500 to c.1900**

*Students examine the causes, events, and global consequences of intellectual, economic, social, and political movements and revolutions—c .1500 to c.1900.*

**WH.5.1 Explain the key developments of the Scientific Revolution and its impact on the world.**

**Suggested Topics/Key Terms:**

- Geocentric/heliocentric models of the Universe
- Copernicus
- Kepler
- Galileo and his trial
- Isaac Newton
- Rene Descartes
- Francis Bacon

**Teaching Ideas:**

- Assign each student a different person to investigate. Have them research key ideas and the effects of the person. Do a gallery walk or sharing activity where students teach each other about their particular person. Then end the lesson with coming up with generalizations about the Scientific Revolution.
- Retrying Galileo, <http://www1.umn.edu/ships/cases/galileo.htm>

**Resources:**

- Ptolemy, Copernicus, and the Church, [http://web.clas.ufl.edu/users/ufhatch/pages/05-SecondaryTeaching/NSF-PLANS/1-5\\_PTOLEMAC.htm](http://web.clas.ufl.edu/users/ufhatch/pages/05-SecondaryTeaching/NSF-PLANS/1-5_PTOLEMAC.htm)
- Scientific Revolution, [http://worldhistoryforall.sdsu.edu/units/six/landscape/Era06\\_landscape6.php](http://worldhistoryforall.sdsu.edu/units/six/landscape/Era06_landscape6.php)
- The Scientific Revolution: Lesson Plans, [http://hti.osu.edu/scientificrevolution/lesson\\_plans](http://hti.osu.edu/scientificrevolution/lesson_plans)

**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.**

**Suggested Topics/Key Terms:**

- Thomas Hobbes
- John Locke
- Baron von Montesquieu
- Jean Jacques Rosseau
- Voltaire
- Cesar Beccaria
- Mary Wollstonecraft
- Salons
- Way the Enlightenment spread and its effects
- Ideas of the Enlightenment reflected in the American government

**Teaching Ideas:**

- After identifying the key ideas of the Enlightenment philosophes, examine the Declaration of Independence and/or the US Constitution and identify key Enlightenment ideas.

**Resources:**

- The American Revolution and Enlightenment, <http://hti.osu.edu/history-lesson-plans/united-states-history/american-revolution-one>
- The Enlightenment, [http://www.learner.org/courses/amerhistory/pdf/Enlightenment\\_LOne.pdf](http://www.learner.org/courses/amerhistory/pdf/Enlightenment_LOne.pdf)
- Enlightenment Salon, <http://www.masscouncil.org/?lesson-plan=enlightenment-salon>
- The Growth of Democratic Tradition: The Enlightenment, <http://humanities9ccb.wikispaces.com/file/view/Enlightenment%20Lesson%20Plans.pdf/279713564/Enlightenment%20Lesson%20Plans.pdf>
- Influence of the Enlightenment on the Beginning of America, [http://www.tpsnva.org/teach/l\\_p/035/index.html](http://www.tpsnva.org/teach/l_p/035/index.html)
- Leaders of the Enlightenment, 1650-1800, [http://worldhistoryforall.sdsu.edu/units/six/closeup/Era06\\_closeup661.php](http://worldhistoryforall.sdsu.edu/units/six/closeup/Era06_closeup661.php)
- Lesson 2: The Enlightenment Salon, [http://modernworldhistory.org/index.php?option=com\\_k2&view=item&id=8:lesson-2-the-enlightenment-salon&Itemid=5](http://modernworldhistory.org/index.php?option=com_k2&view=item&id=8:lesson-2-the-enlightenment-salon&Itemid=5)
- Role-playing the Enlightenment, [http://www.phschool.com/eteach/social\\_studies/2001\\_04/essay.html](http://www.phschool.com/eteach/social_studies/2001_04/essay.html)

**WH.5.3 Examine the key causes, events, and consequences of the French Revolution as well as the rise and fall of Napoleon.**

**Suggested Topics/Key Terms:**

- Three Estates
- National Assembly
- Storming of the Bastille
- Reign of Terror
- Directory
- How Napoleon came to power
- Key accomplishments of Napoleon and their effects
- Reasons for Napoleon's Defeat

### **Teaching Ideas: (for WH.5.3)**

- Compare and contrast the American and French Revolution through looking at the national anthems, Star-Spangled Banner and Le Marseilles.
- The French Revolution and Reign of Terror Lesson Plan, <https://scholar.vt.edu/access/content/user/pedersjm/ePortfolio/french%20revolution%20lesson%20plan%20updated.pdf>

### **Resources:**

- BetterLesson, LP16: French Revolution, <http://betterlesson.com/lesson/12551/lp-16-french-revolution>
- Causes of Revolution, <https://www.msu.edu/~forsbe21/.../forsberg.ppt>
- The French Revolution (History Channel viewing guide), <http://www.history.com/images/media/interactives/frenchrevSG.pdf>
- The French Revolution, <http://hti.osu.edu/history-lesson-plans/european-history/french-revolution>
- French Revolution and Napoleon, [http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&ved=0CE4QFjAE&url=http%3A%2F%2Fkms-hs-bestorb.wikispaces.com%2Ffile%2Fview%2FFR\\_UptoNapoleon.docx&ei=ft8-U4CQBKHd2QX0noDgDw&usq=AFQjCNHZ-fsZAMyXNu2Ux82tOu23o-ZKVQ&sig2=m3fZPuPbp\\_52tacAbtkNQw&bvm=bv.64125504,d.b2l](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&ved=0CE4QFjAE&url=http%3A%2F%2Fkms-hs-bestorb.wikispaces.com%2Ffile%2Fview%2FFR_UptoNapoleon.docx&ei=ft8-U4CQBKHd2QX0noDgDw&usq=AFQjCNHZ-fsZAMyXNu2Ux82tOu23o-ZKVQ&sig2=m3fZPuPbp_52tacAbtkNQw&bvm=bv.64125504,d.b2l)
- Making the French Revolution Meaningful, <https://www.teachingchannel.org/videos/teaching-french-revolution>
- Napoleon's Domestic Plan, [http://www.passports.com/lesson\\_plans/france/french-revolution-napoleon-domestic-plan](http://www.passports.com/lesson_plans/france/french-revolution-napoleon-domestic-plan)
- Napoleon Lesson Plan, <http://edcp432.files.wordpress.com/2011/08/lesson-hardless-fedorak-bustin-and-kim-grade-9-napoleon.pdf>
- PBS Napoleon: Classroom Materials, [http://www.pbs.org/empires/napoleon/n\\_clas/index.html](http://www.pbs.org/empires/napoleon/n_clas/index.html)

**WH.5.4 Trace events, explain the causes, and analyze the outcomes for the Latin American independence movements of the nineteenth century.**

### **Suggested Topics/Key Terms:**

- Influence of American and French Revolutions
- Toussaint L'Overture
- Creoles
- Simon Bolivar

### **Teaching Ideas:**

- Have students research the different revolutions in Latin America. Then have them complete a body chart showing the key influences, ideas, people, and results.

### **Resources:**

- <http://www.saylor.org/courses/hist303/>
- [http://worldhistoryforusall.sdsu.edu/units/seven/landscape/07\\_landscape2.php](http://worldhistoryforusall.sdsu.edu/units/seven/landscape/07_landscape2.php)
- [http://www.learner.org/courses/worldhistory/unit\\_overview\\_17.html](http://www.learner.org/courses/worldhistory/unit_overview_17.html)
- <http://blogs.utexas.edu/15minutehistory/2013/02/06/episode-11-the-haitian-revolution/>
- [http://www.nyhistory.org/sites/default/files/curriculum\\_materials/revolution/Revolution-Teachers-Guide.pdf](http://www.nyhistory.org/sites/default/files/curriculum_materials/revolution/Revolution-Teachers-Guide.pdf)
- <https://www.gilderlehrman.org/history-by-era/global-history-and-us-foreign-policy/essays/two-revolutions-atlantic-world-connection>

**WH.5.5 Explain the reasons for the rise of nation-states and the effects of nationalism in Europe, North America and Asia.**

**Suggested Topics/Key Terms:**

- Define nationalism
- Nationalism as a force for unity versus nationalism as a force for division
- Unification of Italy
- Unification of Germany
- Problems in Austria-Hungary, Russia, and/or Ottoman Empire

**Teaching Ideas:**

- Nationalism Lesson Plans and DBQ, <http://www.oswego.org/webpages/bhall/files/02%20-%20nationalism%2011-12.pdf>

**Resources:**

- Nationalism in the Modern World, [http://istep.sdsu.edu/documents/SectionThree\\_002.pdf](http://istep.sdsu.edu/documents/SectionThree_002.pdf)
- New Identities: Nationalism and Religion, [http://worldhistoryforall.sdsu.edu/units/seven/landscape/07\\_landscape6.php](http://worldhistoryforall.sdsu.edu/units/seven/landscape/07_landscape6.php)

**WH.5.6 Explain the causes and conditions of the Industrial Revolution in England, Europe, and the United States.**

**Suggested Topics/Key Terms:**

- Factors of Production
- Second Agricultural Revolution
- Key Inventions in Textile Production

**Teaching Ideas:**

- Craft and Factory Production Lesson Plan, [http://modernworldhistory.org/index.php?option=com\\_k2&view=item&id=16:lesson-1-craft-and-factory-production&Itemid=9](http://modernworldhistory.org/index.php?option=com_k2&view=item&id=16:lesson-1-craft-and-factory-production&Itemid=9)

**Resources:**

- The Industrial Revolution, <http://hti.osu.edu/history-lesson-plans/european-history/industrial-revolution>
- The Industrial Revolution as Macro-Change, [http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=19&ved=0CG0QFjAIOAo&url=http%3A%2F%2Fwww.uwec.edu%2FCHTL%2Fprojects%2Fupload%2FIndustrializationlessonplan.doc&ei=dA8\\_U\\_2VDYbq2AW1xoCwAw&usq=AFQjCNE4o4b4G5JqN7h\\_vQeBENm2zpKwMg&sig2=XlcY6ImBnKN8NOekUWcgUQ&bvm=bv.64367178,d.b2l](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=19&ved=0CG0QFjAIOAo&url=http%3A%2F%2Fwww.uwec.edu%2FCHTL%2Fprojects%2Fupload%2FIndustrializationlessonplan.doc&ei=dA8_U_2VDYbq2AW1xoCwAw&usq=AFQjCNE4o4b4G5JqN7h_vQeBENm2zpKwMg&sig2=XlcY6ImBnKN8NOekUWcgUQ&bvm=bv.64367178,d.b2l)
- The Industrial Revolution as a World Event, [http://worldhistoryforall.sdsu.edu/units/seven/landscape/07\\_landscape6.php](http://worldhistoryforall.sdsu.edu/units/seven/landscape/07_landscape6.php)

**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 theory.**

**Suggested Topics/Key Terms:**

- Rise of consumer culture and advertising
- Growth of the middle class
- Capitalism
- Utilitarianism
- Socialism
- Marxism
- Workers' Movements
- Social Programs (Abolition, Education, Social Welfare)
- Legislative Reform (Factory Act of 1833, extension of suffrage)

**Teaching Ideas:**

- Students assume the role of children who worked in factories and role-play what that life must have been like.
- Industrial Revolution: 6 Lesson Plans, <http://www.oxfam.ca/our-work/publications/educational-resources/lesson-plans/TheIndustrialRevolutionSixLessonPlans.doc>
- Students draw their own town over the course of 150 years to see what effects industrialization has on it, <http://www.thecaveonline.com/APEH/TheUrbanGame.htm>
- Students research and then draw cartoons representing the different political strategies which developed to solve the problems of industrialization.

**Resources:**

- Child Labor in Factories, [http://www2.needham.k12.ma.us/nhs/cur/Baker\\_00/2002\\_p7/ak\\_p7/childlabor.html](http://www2.needham.k12.ma.us/nhs/cur/Baker_00/2002_p7/ak_p7/childlabor.html)
- Factory Conditions, <http://www.tes.co.uk/ResourceDetail.aspx?storyCode=6195143>
- The Industrial Revolution, <http://hti.osu.edu/history-lesson-plans/european-history/industrial-revolution>
- The Industrial Revolution as a World Event, [http://worldhistoryforall.sdsu.edu/units/seven/landscape/07\\_landscape6.php](http://worldhistoryforall.sdsu.edu/units/seven/landscape/07_landscape6.php)
- The Inventions and Effects of the Industrial Revolution, <http://filebox.vt.edu/users/ateller/portfolio/ncss/lp/ncss.pdf>

**WH.5.8 Analyze the causes and consequences of European imperialism upon the indigenous peoples of Africa, Asia and Oceania.**

**Suggested Topics/Key Terms:**

- Social Darwinism
- Need for raw materials and markets
- White Man's Burden
- Technological innovation (Machine gun, quinine, railroads, telegraph)
- Scramble for Africa
- Berlin Conference
- Different types of imperialism and colonies

**Teaching Ideas:**

- Colonialism in Africa DBQ Lesson Plan, [http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&cad=rja&uact=8&ved=0CDoQFjAC&url=http%3A%2F%2Fschoools.paulding.k12.ga.us%2Fischooldistrict%2Fmedia%2Ffiles%2F4079%2FColonialism%2520in%2520Africa%2520DBQ%2520Lesson%2520Plan.doc&ei=RxM\\_U4O\\_MK3C2qXct4GwAQ&usq=AFQjCNGlJ7zQarl\\_zsLVIRdT\\_UJsHdLE3Rg&sig2=S8R8rH5Zc8R0vtyE0AbqaQ&bvm=bv.64367178,d.b2l](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&cad=rja&uact=8&ved=0CDoQFjAC&url=http%3A%2F%2Fschoools.paulding.k12.ga.us%2Fischooldistrict%2Fmedia%2Ffiles%2F4079%2FColonialism%2520in%2520Africa%2520DBQ%2520Lesson%2520Plan.doc&ei=RxM_U4O_MK3C2qXct4GwAQ&usq=AFQjCNGlJ7zQarl_zsLVIRdT_UJsHdLE3Rg&sig2=S8R8rH5Zc8R0vtyE0AbqaQ&bvm=bv.64367178,d.b2l)
- Students read through the poem "White Man's Burden" by Rudyard Kipling and identify the key reasons for imperialism.
- Scramble for Africa Simulation, <http://shepherd.glk12.org/mod/resource/view.php?id=12015>

### **Resources:** (for WH.5.8)

- The Age of Imperialism: A Unit Plan, <http://www.coedu.usf.edu/main/departments/seced/webq/social%20studies/history/jberringer/>
- The Experience of Colonialism, [http://worldhistoryforusall.sdsu.edu/units/seven/landscape/07\\_landscape5.php](http://worldhistoryforusall.sdsu.edu/units/seven/landscape/07_landscape5.php)
- Imperialism in India, [http://filebox.vt.edu/users/ateller/portfolio/intasc6/india\\_lp.html](http://filebox.vt.edu/users/ateller/portfolio/intasc6/india_lp.html)
- Imperialism Political Cartoon Assessment, [http://modernworldhistory.org/index.php?option=com\\_k2&view=item&id=22:lesson-3-imperialism-political-cartoon-assessment&Itemid=10](http://modernworldhistory.org/index.php?option=com_k2&view=item&id=22:lesson-3-imperialism-political-cartoon-assessment&Itemid=10)
- Resistance to Imperialism in Africa, Asia, and the Americas, <http://worldhistoryforusall.sdsu.edu/units/seven/closeup/closeup751.php>

### **WH.5.9 Compare and contrast the responses of China and Japan to challenges by Western imperial powers.**

#### **Suggested Topics/Key Terms:**

- Qing Dynasty
- Opium Wars
- Taiping Rebellion
- Boxer Rebellion
- Meiji Restoration
- Key accomplishments of the Meiji Restoration
- Russo-Japanese War of 1905
- Japanese Invasion of Korea 1910

#### **Teaching Ideas:**

- Students create a Venn diagram comparing and contrasting the responses and results to Western pressure from China and Japan.

#### **Resources:**

- China and the New Imperialism, <http://ucworldstudies.wikispaces.com/Lesson+Plan+for+China+and+the+New+Imperialism>
- Imperialism in China and Japan, [http://filebox.vt.edu/users/ateller/portfolio/intasc1/imperialism\\_china.pdf](http://filebox.vt.edu/users/ateller/portfolio/intasc1/imperialism_china.pdf)
- Imperialism in the Far East, <http://ncta.osu.edu/lessons/eastasia/history/Brennan-EastAsia.pdf>
- Imperialism and the Open Door, <http://edsitement.neh.gov/lesson-plan/lesson-4-imperialism-and-open-door#sect-activities>
- Japan's Rapid Rise and Fall, [http://aboutjapan.japansociety.org/content.cfm/imperial\\_japan\\_1868\\_1945](http://aboutjapan.japansociety.org/content.cfm/imperial_japan_1868_1945)
- Meiji Imperialism: Japan Joins the West, [http://www.unc.edu/world/Japanese\\_imperialism\\_lesson\\_plan1\\_Meiji.pdf](http://www.unc.edu/world/Japanese_imperialism_lesson_plan1_Meiji.pdf)

## Standard 6 – An Era of Global Conflicts, Challenges, Controversies, and Changes: c.1900 to the Present

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.

### WH.6.1 Trace and explain the long-term and immediate causes (including Nationalism, Imperialism, Militarism, and Alliances), major events and global consequences of World War I.

#### Suggested Topics/Key Terms:

- M.A.I.N acronym – Militarism, Alliances, Imperialism, Nationalism
- Change in warfare techniques and technology with a focus on trench warfare
- Total War
- Assassination of Archduke Franz Ferdinand and its alliance consequences
- Treaty of Versailles and the formation of the League of Nations
- Wilson's Fourteen Points

#### Teaching Ideas:

- Create a menu/tic-tac-toe/choice activity using various aspects of WWI and use the BBC website to explore those topics.
- Have students create a Venn Diagram comparing the Treaty of Versailles to Wilson's Fourteen Points.
- Have students connect the M.A.I.N. concept to a powder keg and then connect the assassination as the "spark" that lit the fuse.

#### Resources:

- [World War I Resources, Grades 9-12](#)
- The Causes and Consequences of World War I [http://worldhistoryforall.sdsu.edu/units/eight/landscape/Era08\\_landscape1.php](http://worldhistoryforall.sdsu.edu/units/eight/landscape/Era08_landscape1.php)
- M.A.I.N. Video <http://www.youtube.com/watch?v=tletwavDMqM>
- BBC WWI <http://www.bbc.co.uk/history/0/ww1/>
- The Great War <http://www.pbs.org/greatwar/resources/lesson.html>
- Harry Truman's WWI [http://www.trumanlibrary.org/whistlestop/study\\_collections/ww1/index.php?action=lessons](http://www.trumanlibrary.org/whistlestop/study_collections/ww1/index.php?action=lessons)
- Lesson 4: Fighting for Peace: The Fate of Wilson's Fourteen Points <http://edsitement.neh.gov/lesson-plan/fighting-peace-fate-wilsons-fourteen-points>

### WH.6.2 Explain the causes and consequences of the Russian Revolutions of 1917 and the establishment of the Union of Soviet Socialist Republics.

#### Suggested Topics/Key Terms:

- Marxism and Communism
- V.I. Lenin and the Bolsheviks
- New Economic Policy and the establishment of the U.S.S.R.

#### Teaching Ideas:

- Students can create a "Recipe for Revolution" as an exit ticket/assessment to explain what led up to the revolution, how it occurred and what the results were.

#### Resources:

- The Russian Revolution: Timeline, Causes & Effects <http://education-portal.com/academy/lesson/the-russian-revolution-timeline-causes-effects.html#lesson>
- Russian Revolution Lesson Plan <http://filebox.vt.edu/users/mwalker1/Electronic%20Portfolio/pdf/WWI%20Russian%20Revolutions%20lesson%20plan.pdf>

**WH.6.3 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.**

**Suggested Topics/Key Terms:**

- Age of Anxiety or Uncertainty through science, music, literature and the arts
- Totalitarianism- specifically Nazism in Germany, Fascism in Italy and the leadership of Stalin
- Global Economic Depression with emphasis on hyperinflation in Germany and Stock Market Crash in the United States

**Teaching Ideas:**

- Students can role-play and create a budget with their income for the year 1928 and then have to determine the changes they would make after the stock market crash with a lowered monthly income and situation.
- Have students make a T-chart of the events of the 1920's with one side marked as "The Roaring 20's" and the other as "Age of Anxiety." They have to determine where events of the decade belong and justify in 2-3 sentences their choices.

**Resources:**

- The Search for Peace and Stability in the 1920s and 1930s  
[http://worldhistoryforall.sdsu.edu/units/eight/landscape/Era08\\_landscape2.php](http://worldhistoryforall.sdsu.edu/units/eight/landscape/Era08_landscape2.php)
- The Great Depression [http://worldhistoryforall.sdsu.edu/units/eight/landscape/Era08\\_landscape3.php](http://worldhistoryforall.sdsu.edu/units/eight/landscape/Era08_landscape3.php)
- The Great Depression Lesson Plans <https://www.stlouisfed.org/great-depression/curriculum.html>
- The Rise of Totalitarianism, the Start of World War II and the US Response  
<http://civics.sites.unc.edu/files/2012/05/RiseofTotalitarianism11.pdf>

**WH.6.4 Identify the causes and key events of World War II and analyze the impact this war had on the global community.**

**Suggested Topics/Key Terms:**

- Appeasement and Aggression including the Munich Pact
- Review end of WWI and formation of the League of Nations and the terms of the Treaty of Versailles
- Axis Powers vs. Allied Powers
- Nonaggression Pact
- D-Day Invasion
- Overview of various WWII Battles and theaters of war
- Blitzkrieg
- Atomic Bomb
- Life on the front- war and home front (revisit concept of total war)
- Results of the war including the formation of the United Nations, division of Germany, destruction of Europe

**Teaching Ideas:**

- Have students take the role of various nations- as each act of aggression happens (Japan attacks Manchuria, Italy invades Ethiopia) have them determine what role their country should take. Reveal after their decision what the countries of the world actually chose to do.
- Research individual battles from the war and have students create battle theaters based on the location of their battle (western front, pacific, eastern front, North Africa and Mediterranean).

**Resources: (for WH.6.4)**

- The War [http://www.pbs.org/thewar/edu\\_lesson\\_plan.htm](http://www.pbs.org/thewar/edu_lesson_plan.htm)
- The National WWII Museum <http://www.nationalww2museum.org/learn/education/for-teachers/classroom-resources.html>
- BBC- WWII <http://www.bbc.co.uk/history/worldwars/wwtwo/>
- WWII on the Homefront: Civic Responsibility [http://www.smithsonianeducation.org/educators/lesson\\_plans/civic\\_responsibility/index.html](http://www.smithsonianeducation.org/educators/lesson_plans/civic_responsibility/index.html)
- The Causes and Consequences of World War II [http://worldhistoryforall.sdsu.edu/units/eight/landscape/Era08\\_landscape5.php](http://worldhistoryforall.sdsu.edu/units/eight/landscape/Era08_landscape5.php)

**WH.6.5 Examine the causes, course, and effects of the Holocaust including accounts of camp inmates, survivors, liberators, and perpetrators; and, summarize world responses including the Nuremberg Trials.**

**Suggested Topics/Key Terms:**

- Nuremberg Laws
- Kristallnacht
- Anti-Semitism
- Hitler's Final Solution
- Nuremberg Trials

**Teaching Ideas:**

- Have students read an interview of a Holocaust survivor and write a summary.
- Have students make a cause and effect chart from the Nuremberg Laws to the Final Solution (e.g. Cause: Nazi's passed laws discriminating against Jews. Effect: Jews were deprived of rights to German citizenship, property, jobs and were identified by yellow stars.)

**Resources:**

- United States Holocaust Memorial Museum <http://www.ushmm.org/educators/teaching-about-the-holocaust/new-to-teaching-the-holocaust>
- CANDLES Holocaust Museum and Education Center (located in Terre Haute, IN) <http://www.candlesholocaustmuseum.org/>
- The Holocaust: Anti-Semitism and Genocide in Nazi Germany <https://education-portal.com/academy/lesson/the-holocaust-anti-semitism-and-genocide-in-nazi-germany.html#lesson>
- Teaching the Holocaust: Lesson Plans [http://www.educationworld.com/a\\_lesson/lesson187.shtml](http://www.educationworld.com/a_lesson/lesson187.shtml)
- A Teacher's Guide to the Holocaust <http://fcit.usf.edu/holocaust/activity/highschl.htm>
- Echoes and Reflections: Teaching the Holocaust Inspiring the Classroom [www.echoesandreflections.org](http://www.echoesandreflections.org)
- University of Southern California Shoah Foundation <https://sfi.usc.edu>
- Facing History and Ourselves [www.facinghistory.org](http://www.facinghistory.org)
- Yad Vashem – The World Holocaust Remembrance Center [www.yadvashem.org](http://www.yadvashem.org)

**WH.6.6 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.**

**Suggested Topics/Key Terms:**

- NATO versus the Warsaw Pact
- Post WWII division of Berlin, Berlin Airlift and Wall
- Détente Period
- Cold War around the World- Direct and Indirect Conflict
- Brinkmanship
- Nuclear Arms Race

**Teaching Ideas: (for WH.6.6)**

- Examine the Nuclear Arms race through the *Butter Battle Book* by Dr. Suess.
- Have students create a Cold War thermometer using Cold war events to explain how the war came close to direct conflict or “hot” war and how during periods like détente war time tensions were lessened or “cold”.
- Create a menu/tic-tac-toe/choice activity using various topics of the Cold War from different decades.

**Resources: (for WH.6.6)**

- The Cold War <http://chssp.ucdavis.edu/programs/historyblueprint/coldwar>
- Surviving a nuclear attack, <http://ed.ted.com/lessons/surviving-a-nuclear-attack-irwin-redlener>
- [Cold War Lesson Plans for High School](http://www.coldwar.me/lessonplanshighschool.html) <http://www.coldwar.me/lessonplanshighschool.html>
- [The Origins of the Cold War](http://edsitement.neh.gov/curriculum-unit/origins-cold-war-1945-1949) <http://edsitement.neh.gov/curriculum-unit/origins-cold-war-1945-1949>
- [Cold War International History Project](http://www.wilsoncenter.org/program/cold-war-international-history-project) <http://www.wilsoncenter.org/program/cold-war-international-history-project>
- The Butter Battle Book: World Conflict <http://www.palmbeachschools.org/multicultural/documents/11ButterBattle.pdf>
- Surviving a nuclear attack, <http://ed.ted.com/lessons/surviving-a-nuclear-attack-irwin-redlener>

**WH.6.7 Describe the paths to decolonization and independence from colonial rule in Asia, Africa, and the Middle East.**

**Suggested Topics/Key Terms**

- **Methods of Decolonization: Negotiated Independence/Civil Resistance, Violent Revolution**
- **Results of Decolonization: Civil War, Incomplete Decolonization**
- **Decolonization Leaders: Examples Ho Chi Minh, Jomo Kenyatta, Kwame Nkrumah, Gandhi**

**Teaching Ideas:**

- Have students do a case study of a movement for independence and decolonization and then have them pair and share their case studies. Students should focus on methods used, success, and leadership.

**Resources:**

- Decolonization <http://chssp.ucdavis.edu/programs/historyblueprint/coldwar>
- This Land is Our Land <http://www.thirteen.org/edonline/wideangle/lessonplans/thisland/>
- Post-WWII Independence Movements Around the World: History & Examples <https://education-portal.com/academy/lesson/post-wwii-independence-movements-around-the-world-history-examples.html#lesson>
- A Multitude of Sovereign States [http://worldhistoryforusall.sdsu.edu/units/nine/landscape/Era09\\_landscape3.php](http://worldhistoryforusall.sdsu.edu/units/nine/landscape/Era09_landscape3.php)

## WH.6.8 Explain the origins of the modern State of Israel.

### Suggested Topics/Key Terms:

- Balfour Declaration
- Palestine
- Zionism
- United Nations role in creating Israel post WWII

### Teaching Ideas:

- Have students create multiple maps of Palestine into modern Israel and Palestine as they show each historical change and explain how it changed the allocation of territory.

### Resources: (for WH.6.8)

- Heritage: Civilization and the Jews “Into the Future” <http://www-tc.pbs.org/wnet/heritage/pdfs/episode9.pdf>
- Broken Promises Made to Arabs and Jews during WWI <http://www.icsresources.org/content/curricula/Arab-IsraeliLessonII.pdf>
- How the Middle East Got that Way [http://www.uni.edu/gai/sites/default/files/lesson\\_plans/9\\_12/how\\_the\\_middle\\_east\\_got\\_that\\_way\\_ii\\_lassen.pdf](http://www.uni.edu/gai/sites/default/files/lesson_plans/9_12/how_the_middle_east_got_that_way_ii_lassen.pdf)
- Israel/Palestine and the Cold War <http://www.history.ucsb.edu/projects/ccws/conflicts/plans/israelpalestine.html>
- [A Historical Perspective on the Arab-Israeli Conflict and Peace Process](#)
- [Indiana Judaism and Jewish History](#)

## WH.6.9 Trace the rise of communism in China including its foundations, the Cultural Revolution, and modern day developments.

### Suggested Topics/Key Terms:

- Rise of Nationalism in China
- Sun Yat Sen
- Chiang Kai Shek
- Mao Zedong and the establishment of Communism
- Great Leap Forward
- Cultural Revolution
- Deng Xiaoping and the Four Modernizations
- Tiananmen Square
- Chinese concerns about industrialization, one-child policy, elderly, access to technology.

### Teaching Ideas:

- Have students explore modern issues in China through a gallery walk.
- Make a cartoon showing the development from Dynastic China to Communist China and changes that have occurred in China under different leaders.

### Resources:

- "One Nation: Two Futures?" <http://www.thirteen.org/edonline/wideangle/lessonplans/onenation/index.html>
- The Chinese Family in the Twentieth Century <http://resources.primarysource.org/content.php?pid=56206&sid=411497>
- China from the Inside <http://www.pbs.org/kged/chinainside/educators.html>
- Morning Sun: A Film and Website about the Cultural Revolution <http://www.morningsun.org/index.html>
- A Visual Sourcebook for Chinese Civilization <http://depts.washington.edu/chinaciv/contents.htm>
- Asia for Educators <http://afe.easia.columbia.edu/>
- The Chinese Revolution and Creation of Taiwan: History & Timeline <https://education-portal.com/academy/lesson/the-chinese-revolution-and-creation-of-taiwan-history-timeline.html#lesson>

## **WH.6.10 Describe and analyze the global expansion of democracy and globalization in the late 20<sup>th</sup> century.**

### **Suggested Topics/Key Terms:**

- Demography and Demographic Transition Model
- Regional Trade Agreements such as NAFTA or MERCOSUR
- International Organizations such as WTO, Red Cross, United Nations and their role in the world
- Global Culture

### **Teaching Ideas:**

- Use the Big Mac Index, iPhone, Starbucks Latte as the example of a global product worldwide and how they can be used compare global economies, show spread of culture, etc...
- Determine the purpose and role of International Organizations
- Look at the spread of a global culture phenomena like hip-hop, soccer, etc... and how it can be used politically for change (e.g. hip-hop in Senegal)
- Examine the role of population growth throughout history and into the future- connect them with what has caused major spikes in the population and what has caused major drops (agricultural achievement, spread of disease, etc...)

### **Resources:**

- World of 7 Billion [http://www.worldof7billion.org/teacher\\_resources](http://www.worldof7billion.org/teacher_resources)
- Globalization101 <http://www.globalization101.org/teaching-tools/>
- International Monetary Fund <http://www.imf.org/external/np/exr/st/eng/index.htm>
- Population Reference Bureau <http://www.prb.org/Publications/Lesson-Plans.aspx>
- International Organizations <https://www.icivics.org/teachers/lesson-plans/international-organizations>

## **WH.6.11 Investigate current global issues such as terrorism, genocide, and environmental issues**

### **Suggested Topics/Key Terms:**

- Domestic (Oklahoma City Bombing) vs. International Terrorism (9/11)
- Worldwide Environmental Issues
- Genocide Stages/Similarities

### **Teaching Ideas:**

- Examine different terrorist activities around the world- determine if they are domestic or international.
- Chart different examples of genocide on a world map.
- Examine one example of genocide using the eight stages of genocide (e.g. Holocaust/Cambodia/Rwanda).
- Connect population growth to effects on the environment through a web- more people means more housing which leads to less habitat for animals, etc....
- Determine what the most important environmental issue is facing the world today through a debate carousel, have students take different points of view- (e.g. What if you had no access to freshwater? What if you were the president of an oil company?) <https://balancedtech.wikispaces.com/Template+-+Debate+Team+Carousel>

### **Resources:**

- What is Genocide <http://www.history.com/topics/what-is-genocide>
- EPA <http://www.epa.gov/students/teachers.html>
- World of 7 Billion: A Project of Population Education [http://www.worldof7billion.org/teacher\\_resources](http://www.worldof7billion.org/teacher_resources)
- War and Terrorism <http://www.socialstudies.org/resources/moments>
- Learning from the Challenges of Our Times <http://www.state.nj.us/education/holocaust/911/k12curr.pdf>
- The Genocide Teaching Project <http://www.wcl.american.edu/humright/center/rwanda/lesson.cfm>
- Genocide [http://www.jewishworldwatch.org/wp-content/uploads/2010/06/genocide\\_curriculum\\_6-10Grade.pdf](http://www.jewishworldwatch.org/wp-content/uploads/2010/06/genocide_curriculum_6-10Grade.pdf)
- The Genocide Education Project <http://www.genocidededucation.org/>
- The Choices Program [ISIS: A New Threat](#)
- The Choices Program [Good Atoms or Bad Atoms? Iran and the Nuclear Issue](#)

## Standard 7 – Historical Thinking

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.

### CONSULT THE CONTENT AREA LITERACY STANDARDS FOR HISTORY/SOCIAL STUDIES FOR STANDARD 7

#### Chronological Thinking, Analysis and Interpretation, Research, Issues-Analysis and Decision-Making

#### **WH.7.1 Identify patterns of historical change and duration and construct a representation that illustrates continuity and change.**

##### Key Concept:

- Students can identify and explain the key patterns of change and continuity throughout history.

##### Ways to include this throughout the curriculum:

- Examine, construct and analyze different types of graphs illustrating different types of data including line, bar, and pie charts.
- Examine, construct, and analyze chart and continuity charts which show what it was like before and after an historical event.

##### Resources:

- Content-Area Graphic Organizers: Social Studies, <https://walch.com/samplepages/050078.pdf>
- Free Printable Graphic Organizers, <http://www.studenthandouts.com/graphicorganizers.htm>
- How to Choose Which Type of Graph to Use, [http://nces.ed.gov/nceskids/help/user\\_guide/graph/whentouse.asp](http://nces.ed.gov/nceskids/help/user_guide/graph/whentouse.asp)
- NC Public Schools Instructional Support Tools, <http://www.ncpublicschools.org/docs/acre/standards/support-tools/organizers/social/k12-social.pdf>
- Social Studies Graphic Organizers and Mini-Lessons, <http://michelleleba.wikispaces.com/file/view/Social+Studies+Graphic+Organizers.pdf>

#### **WH.7.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.**

##### Key Concept:

- Students can locate and analyze primary and secondary sources on any events within world history.

##### Ways to include this throughout the curriculum:

- <http://www.libraries.iub.edu/?pageId=1002226>
- <http://www.fordham.edu/halsall/>
- Primary Documents Online, [https://library.csusm.edu/subject\\_guides/history/online\\_primary.asp#world](https://library.csusm.edu/subject_guides/history/online_primary.asp#world)

##### Resources

- [http://www.uic.edu/orgs/cmhec/2\\_analyzingsecondarysources.pdf](http://www.uic.edu/orgs/cmhec/2_analyzingsecondarysources.pdf)
- <http://www.chicagohistoryfair.org/making-history/history-helpers/history-helpers-forms-index.html>
- <http://www.archives.gov/education/lessons/worksheets/>
- [http://www.uic.edu/orgs/cmhec/2\\_analyzingsecondarysources.pdf](http://www.uic.edu/orgs/cmhec/2_analyzingsecondarysources.pdf)

- Guidelines for Source Analysis,  
[http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=17&ved=0CF4QFjAGOAo&url=http%3A%2F%2Fonline-history.org%2Fstd-docs%2FGuidelines-for-Source-Analysis.doc&ei=ae0-U4T1H6me2wW6hIC4DQ&usq=AFQjCNE\\_bdkxLeBuzcl9rTSvNxLNgJfQ5g&sig2=V3xN-89UIzYT8Ve9DprqKA](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=17&ved=0CF4QFjAGOAo&url=http%3A%2F%2Fonline-history.org%2Fstd-docs%2FGuidelines-for-Source-Analysis.doc&ei=ae0-U4T1H6me2wW6hIC4DQ&usq=AFQjCNE_bdkxLeBuzcl9rTSvNxLNgJfQ5g&sig2=V3xN-89UIzYT8Ve9DprqKA)
- Library of Congress: Teacher's Guides and Analysis Tool,  
<http://www.loc.gov/teachers/usingprimarysources/guides.html>
- <https://www.teachingchannel.org/videos/choosing-primary-source-documents>
- <https://www.teachingchannel.org/videos/reading-like-a-historian-contextualization>
- Writing in the History Classroom,  
<http://www.humanities.uci.edu/history/ucihp/Partnershipsandpresentations/DBQpresentation.pdf>

**WH.7.3 Investigate and interpret multiple causation in analyzing historical actions and analyze cause-and-effect relationships.**

**Key Concept:**

- Students can recognize how one event can impact other aspects of history and lead to subsequent events.

**Ways to include this throughout the curriculum:**

- Examine, construct and analyze timelines for various events throughout history.
- Examine, construct and analyze cause and effect charts for various events throughout history.

**Resources:**

- See resources for WH 7.1.
- 14 Ways for Students to Create Timelines, <http://eduhowto.wordpress.com/2011/10/11/teaching-history-with-timelines/>
- Education World: Timelines, [http://www.educationworld.com/a\\_curr/strategy/strategy033.shtml](http://www.educationworld.com/a_curr/strategy/strategy033.shtml)
- Research-Based Lesson: Cause and Effect, <https://www.polk-fl.net/staff/teachers/reading/documents/JanuaryFOCUSCalendarHighSchool.pdf>

**WH.7.4 Explain issues and problems of the past by analyzing various interests and viewpoints of the participants involved.**

**Key Concept**

- Students can identify the different ways that people view events and why they have that particular viewpoint.

**Ways to include this throughout the curriculum:**

- Role-play different historical situations (particularly useful for situations involving different social classes) from multiple perspectives. Have students say what they would do if they were a particular person and why they would choose that option.
- Analysis historical incidents from the viewpoint of the different people involved and WHY they would have those view of the event.
- Have students complete Document Based Question essays which analyze an author's POV (why they would have this view at this time).

### **Resources: (for WH.7.4)**

- How Opinions Become History, <https://www.teachervision.com/human-relations/resource/6856.html>
- Reading Like a Historian: Sourcing, <https://www.teachingchannel.org/videos/reading-like-a-historian-sourcing>
- Reading Like a Historian: Contextualization, <https://www.teachingchannel.org/videos/reading-like-a-historian-contextualization>
- Reading Like a Historian: Corroboration, <https://www.teachingchannel.org/videos/reading-like-a-historian-corroboration>
- Reading Like a Historian: Re-Assessing Reliability, <https://www.teachingchannel.org/videos/teaching-students-to-reassess-reliability>
- Teaching Students to Interpret Documents, <https://www.historians.org/publications-and-directories/perspectives-on-history/december-2004/teaching-students-to-interpret-documents>
- Skills for a Successful World History Experience: POV, [http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=23&ved=0CDwQFjACOBQ&url=http%3A%2F%2Fwww.myteacherpages.com%2Fwebpages%2FAYi%2Ffiles%2Fmonica%20bond-lamberty%27s\\_lesson.ppt&ei=3Pk-U9GVO8mr2QXAi4G4Cg&usq=AFQjCNHPIB2M90zrYOMDXkoYfJCAXIx0HQ&sig2=z7VWKG1CL2v\\_VXTJ1mjOrQ&bvm=bv.64125504,d.b2l](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=23&ved=0CDwQFjACOBQ&url=http%3A%2F%2Fwww.myteacherpages.com%2Fwebpages%2FAYi%2Ffiles%2Fmonica%20bond-lamberty%27s_lesson.ppt&ei=3Pk-U9GVO8mr2QXAi4G4Cg&usq=AFQjCNHPIB2M90zrYOMDXkoYfJCAXIx0HQ&sig2=z7VWKG1CL2v_VXTJ1mjOrQ&bvm=bv.64125504,d.b2l)
- Understanding Different Points of View, <https://www.teachervision.com/human-relations/resource/6856.html>

### **WH.7.5 Use technology in the process of conducting historical research and to present products of historical research.**

#### **Key Concept:**

- Students can properly identify and find reliable sources for historical events and are able to demonstrate that knowledge in different ways.

#### **Ways to include this throughout the curriculum:**

- Research for different projects
- Evaluate a website to decide if it's a reliable source.

#### **Resources:**

- Reading Like a Historian: Corroboration, <https://www.teachingchannel.org/videos/reading-like-a-historian-corroboration>
- Using Research and Evidence, <https://owl.english.purdue.edu/owl/resource/588/02/>

**WH.7.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue and support that position.**

**Key Concept:**

- Students can create a position on a particular issue and defend that position with appropriate historical evidence and interpretation.

**Ways to include this throughout the curriculum:**

- Debates
- Document Based Questions
- Extended Responses on tests

**Resources:**

- The DBQ Project (many can be found by doing a Google search), <http://www.dbqproject.com>
- The DBQ Library, <http://www.whiteplainspublicschools.org/Page/9222>
- Reading Like a Historian: Class Discussion, <https://www.teachingchannel.org/videos/reading-like-a-historian-taking-positions>
- Reading Like a Historian: Focus Questions, <https://www.teachingchannel.org/videos/guide-lessons-with-focus-questions>
- Reading Like a Historian: Repetition, <https://www.teachingchannel.org/videos/reading-like-a-historian-repetition>
- Reading Like a Historian: Turn to Your Partner, <https://www.teachingchannel.org/videos/increasing-student-collaboration>
- Regents Prep Global History: DBQ, <http://www.regentsprep.org/Regents/global/examoverview/dbq.cfm>
- Writing in the History Classroom, <http://www.humanities.uci.edu/history/ucihp/Partnershipsandpresentations/DBQpresentation.pdf>