

## World History (Master)

Teacher: Master Map

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
August	<p><b>Week 1</b></p> <p><b>A. Prehistoric Man</b></p> <ul style="list-style-type: none"> <li>Human Origins</li> <li>Spread of Modern Humans</li> <li>Neolithic People</li> </ul> <p>How does increasing globalization influence the interaction of people on Earth?</p>	<p>A1. Consider origins of man based on fossil discoveries of anthropologists/historians.</p> <ul style="list-style-type: none"> <li>List the patterns of human development.</li> <li>Identify the patterns of the spread of humans.</li> <li>Explain the lives of Neolithic People.</li> <li>vocabulary-- anthropology, archaeology, artifact, fossil, prehistory, history, hominid, Australopithecus, homo-sapiens, domestication, artisan, civilization, culture.</li> </ul> <p>Explain how the uneven distribution of resources can lead to conflict, competition and cooperation among cultural groups.</p>	<p>Suggested Assessments A</p> <ul style="list-style-type: none"> <li>Research Papers</li> <li>Oral Presentations</li> <li>Class Discussion</li> <li>Vocabulary</li> <li>Teacher-generated Assessments</li> <li>Role Playing--cro magnon man vs. neanderthal man</li> <li>skit-divide the class into groups. Have each group write and perform a skit about what they would see and how they would feel if transported back in time to a Neanderthal Village. Tell students to consider such functions as occupations, housing, clothing, communication, and social life.</li> </ul>	<p>Suggested Activities/Technology A</p> <ul style="list-style-type: none"> <li>PowerPoint presentations- <a href="http://www.petespowerpointstation.com">www.petespowerpointstation.com</a></li> <li>Web Site Research</li> <li>Videos "Mysteries of Mankind", The Neanderthal Man.</li> <li>Maps Neolithic maps via internet <a href="http://www.newworldencyclopedia.org/entry/Neolithic">www.newworldencyclopedia.org/entry/Neolithic</a></li> <li>Charts</li> <li>Timelines</li> <li><a href="http://realindy.com/anthornews.htm">http://realindy.com/anthornews.htm</a></li> <li>Debate--have students debate this resolution from the point of view of people at the end of the Neolithic period: Life as a nomad is more desirable than life as a city dweller. Following the debate,</li> </ul>	<p>Suggested Resources</p> <ul style="list-style-type: none"> <li>Textbook</li> <li>Selected Web Sites</li> <li>Teacher supplied supplemental readings</li> <li>Audio-visual materials</li> <li>Outside source readings</li> </ul>

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	<p><b>Week 2</b></p> <p><b>B. Civilizations of Southwest Asia</b></p> <ul style="list-style-type: none"> <li>• Geography of the Region</li> <li>• Sumerians</li> <li>• Phoenicians</li> <li>• Jews</li> <li>• Assyrians</li> <li>• Persians</li> <li>• 'Mesopotamia' Land Between Rivers</li> </ul> <p>Why do countries and cultures struggle to maintain spatial cohesiveness and natural identity?</p>	<p>B1. Analyze the development of the first civilizations in Southwest Asia.</p> <ul style="list-style-type: none"> <li>• (list the) Elements of a civilization</li> <li>• Explain how geography affected development of these civilizations.</li> <li>• Identify the civilizations of the area and trace their development.</li> <li>• Vocabulary--patriarchal, dynasty, satrap, polytheistic, ziggurat, empire, cuneiform, patriarchal</li> </ul> <p>Identify, evaluate and communicate strategies to respond to constraints placed on human systems by physical environment.</p>	<p>Suggested Assessments</p> <p>B</p> <ul style="list-style-type: none"> <li>• Research Papers</li> <li>• Book Report--ask students to read a book about one of the civilizations covered in this unit and write a report.</li> <li>• Newspaper articles-- Review the elements of a newspaper article: who, what, where, when, and why. Then have the students choose an event from the unit to write about in newspaper style. Encourage them to include a headline for the article and do further research, if necessary. When the articles are ready the students are required to do an oral report.</li> <li>• Teacher-generated Assessments</li> <li>• Role Playing</li> <li>• Webquest-- <a href="http://www.jennings.k12.net/SH/">www.jennings.k12.net/SH/</a></li> </ul>	<p>have the class vote on which side won the debate. Then focus class discussion on how choosing the point of view of later peoples might affect the outcome of the debate.</p> <p>Suggested Activities/Technology</p> <p>B</p> <ul style="list-style-type: none"> <li>• Virtual Tours</li> <li>• Web Site Research</li> <li>• Videos and other multi-media</li> <li>• Television news report--Have students imagine they are television journalists carried back in time to one of the river valley civilizations in this unit. Have them write and present in newscast style a report on an object or structure to be shown on the evening news in a "Let's Look Back" series.</li> <li>• Timelines</li> </ul>	<p>Suggested Resources</p> <p>B</p> <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Selected Web Sites</li> <li>• <a href="http://eawc.evansville.edu/ancient">http://eawc.evansville.edu/ancient</a></li> <li>• <a href="http://www.ancientcivilizations.com">ancient Civilizations</a></li> <li>• Teacher supplied supplemental readings</li> <li>• Audio-visual materials</li> <li>• Outside source readings</li> <li>• film "Ancient Mesopotamia"</li> </ul>

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			<a href="http://wallace/IndexMeso.html">wallace/IndexMeso.html</a>		
September	<p><b>Week 3</b></p> <p><b>A. Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>• Geography of the Region</li> <li>• Rise of Egypt</li> <li>• Old Kingdom</li> <li>• New Kingdom</li> </ul> <p><b>Vocabulary</b>--Akhenaton, Cleopatra VII, Giza, Hatshepsut, hieroglyphics, Hyksos, Upper Egypt, Lower Egypt, Menes, Monotheistic, Nile River, pharaoh, Ramses II, Tutankhamen</p> <p>What will happen if farm land degrades around the world?</p> <p><b>Weeks 4 and 5</b></p> <p><b>A. Ancient India to 1500s</b></p> <ul style="list-style-type: none"> <li>• Geography of the Region</li> <li>• Pattern of Conquest</li> </ul>	<p>A1. Describe the development of ancient Egypt.</p> <ul style="list-style-type: none"> <li>• Explain the effect of geography on Egypt and its rise to a great civilization.</li> <li>• Compare the Old and New Kingdoms of Egypt</li> </ul> <p>Explain how information and changing perceptions and values of places and environment influence personal actions.</p> <p>A1. Explain the development of ancient India and relate its early history to present conditions in India.</p> <ul style="list-style-type: none"> <li>• Describe the geography</li> </ul>	<p>Suggested Assessments A</p> <ul style="list-style-type: none"> <li>• Research Papers</li> <li>• Oral Presentations</li> <li>• Class Discussion</li> <li>• Daily Life--Have students work together to make a collage (power point) of costumes worn by people of Egypt. Tell students to look at pictures of artifacts in researching the internet as a resource for their drawings. They may also draw them by hand if they wish, then make an oral presentation for the class.</li> <li>• Teacher-generated Assessments</li> <li>• Role Playing</li> </ul> <p>Suggested Assessments A and B</p> <ul style="list-style-type: none"> <li>• Research Papers</li> </ul>	<p>Suggested Activities/Technology A</p> <ul style="list-style-type: none"> <li>• Webquest-- <a href="http://education.iupui.edu/web...">http://education.iupui.edu/web...</a></li> <li>• Virtual Tours</li> <li>• Web Site Research</li> <li>• Charts</li> <li>• Timelines-- <a href="http://www.wsu.edu/~dee/EGYPT/TIMELINE.HTM">www.wsu.edu/~dee/EGYPT/TIMELINE.HTM</a></li> </ul> <p>Suggested Activities/Technology A and B</p> <ul style="list-style-type: none"> <li>• Web Site Research</li> </ul>	<p>Suggested Resources A</p> <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Selected Web Sites</li> <li>• Teacher supplied supplemental readings</li> <li>• Guest Speakers</li> <li>• Audio-visual materials</li> <li>• Videos-- "Egypt: Cradle of Civilization"</li> <li>• Books- Pyramid by David Macaulay, Ancient Lives: Daily Life in Egypt of the Pharaohs by John Romer.</li> </ul> <p>Suggested Resources A and B</p>

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	<ul style="list-style-type: none"> <li>Hinduism</li> <li>Buddhism</li> <li>Dynasties</li> </ul> <p><b>B. Ancient China to 1500s</b></p> <ul style="list-style-type: none"> <li>Geography of the Region</li> <li>Dynasties</li> <li>Religion</li> </ul> <p><b>Vocabulary</b>--aristocracy, Buddhism, caste system, censorate, Confucius, Harappa, Hinduism, ideograph, legalism, Mohenjo Daro, monsoon, nirvana, pictograph, Sanskrit, Silk Road.</p> <p>How have philosophical and religious traditions affected the development of political institutions?</p>	<p>of the area.</p> <ul style="list-style-type: none"> <li>Summarize the pattern of conquest in India during its early centuries and the various dynasties that ruled India.</li> <li>Analyze the Hindu religion and its effect upon India.</li> <li>Compare Buddhism and Hinduism</li> </ul> <ul style="list-style-type: none"> <li>B1. Explain the culture of ancient China.</li> <li>Describe the geography of China and its effect on the development of China.</li> <li>List the dynasties of ancient China and explain their role in the development of China.</li> <li>Evaluate the role of religion in terms of ancestor worship in China and its effect on the culture.</li> </ul> <p>Discuss the historical development and impact of major religions and philosophies.</p>	<ul style="list-style-type: none"> <li>Oral Presentations</li> <li>Class Discussion</li> <li>Vocabulary</li> <li>Teacher-generated Assessments</li> <li>Role Playing</li> </ul> <ul style="list-style-type: none"> <li>Suggested Assessments A</li> <li>Research Papers</li> <li>Oral Presentations</li> <li>Class Discussion</li> <li>Vocabulary</li> <li>Teacher-generated Assessments</li> <li>Role Playing</li> </ul>	<ul style="list-style-type: none"> <li>Videos and other multi-media</li> <li>Motivational Activity--Tell students that the early Indus Valley civilization is also called Harappan, after one of its major cities. Ask students to suggest why a civilization might be named after one city.</li> <li>Charts</li> <li>Timelines</li> </ul> <p>Suggested Activities/Technology A</p> <ul style="list-style-type: none"> <li>Virtual Tours</li> <li>Web Site Research</li> <li>Videos and other multi-media</li> <li>Maps</li> <li>Charts</li> <li>Timelines</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Selected Web Sites</li> <li><a href="#">Ancient India &amp; China</a></li> <li>Teacher supplied supplemental readings</li> <li>Guest Speakers</li> <li>Audio-visual materials</li> </ul> <p>Suggested Resources A</p> <ul style="list-style-type: none"> <li>Textbook</li> <li>Selected Web Sites</li> <li><a href="http://www.petespo werpointstation.com">www.petespo werpointstation.com</a></li> <li>Teacher supplied supplemental readings</li> <li>Guest Speakers</li> <li>Audio-visual materials</li> </ul>



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	<p><b>Week 6</b></p> <p><b>A. Ancient Greece</b></p> <ul style="list-style-type: none"> <li>• Geography of the Region</li> <li>• Minoans</li> <li>• Mainland Greece</li> <li>• Athens</li> <li>• Sparta</li> <li>• Alexander</li> </ul> <p><b>Vocabulary</b>--acropolis, Aeschylus, agora, Alexander the Great, Alexandria, arete, Aristotle, Asia Minor, Athens, Classical, Crete, democracy, epic, ethics, helot, Herodotus, Homer, oligarchy, Pericles, phalanx, philosophy, Plato, Socrates, polis.</p> <p>Which ideas provide the greatest insight to understanding a culture or nation's history?</p>	<p>A1. Describe ancient Greece and identify its influence on subsequent civilizations.</p> <ul style="list-style-type: none"> <li>• Explain the effect of geography on Greece and the island civilization of Crete.</li> <li>• Compare Athens and Sparta.</li> <li>• Summarize the conquests of Alexander of Macedonia and analyze his effect on world history.</li> </ul> <p>Evaluate the historical development and impact of political thought and actions.</p>	<ul style="list-style-type: none"> <li>• Suggested Assessments A</li> <li>• Research Papers</li> <li>• Writing--Have students write their own "Odyssey" in three or more pages, using prose or poetry. Have them imagine being a Persian warrior who has escaped from the Greeks following the Persian's defeat at Salamis. They should describe the battle, their escape, and their adventures on the way home.</li> <li>• Class Discussion</li> <li>• Vocabulary</li> <li>• Teacher-generated Assessments</li> <li>• Role Playing</li> </ul>	<p>Suggested Activities/Technology A</p> <p>Webquest-- <a href="http://www.adelaidehs.sa.edu.au/ahitrinet/subjects/SOSE/AncientGreekWebquest.htm">www.adelaidehs.sa.edu.au/ahitrinet/subjects/SOSE/AncientGreekWebquest.htm</a></p> <p>Virtual Tours</p> <p>Web Site Research</p> <p>Videos and other multi-media</p> <p>Word Origins--Have students write briefly on the origin and meaning of one or more of these words, some of which have their origin in Greek mythology: clue, colossal, music, tantalize, thesaurus. Students should use reference books, (internet) of English etymology such as Word Mysteries &amp; Histories. For an extra challenge, have students write a sentence or two using all the words they found.</p> <p>Timelines</p>	

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<b>October</b>	<p><b><u>Weeks 7</u></b></p> <p><b>A. Ancient Greece (cont./</b></p> <ul style="list-style-type: none"> <li>• Geography of the Region</li> <li>• Minoans</li> <li>• Mainland Greece</li> <li>• Athens</li> <li>• Sparta</li> <li>• Alexander</li> </ul> <p>What predictions can be made about human migration patterns?</p> <p><b><u>Weeks 8 and 9</u></b></p> <p><b>A. Ancient Rome</b></p> <ul style="list-style-type: none"> <li>• Geography of the Region</li> <li>• Roman Culture</li> <li>• Roman Republic</li> </ul>	<p>A1. Describe ancient Greece and identify its influence on subsequent civilizations.</p> <ul style="list-style-type: none"> <li>• Explain the effect of geography on Greece and the island civilization of Crete.</li> <li>• Compare Athens and Sparta.</li> <li>• Summarize the conquests of Alexander of Macedonia and analyze his effect on world history.</li> </ul> <p>Analyze patterns of distribution and arrangement of settlement.</p> <p>A1. Summarize the rise and fall of ancient Rome and describe how Rome affected world history.</p> <ul style="list-style-type: none"> <li>• Explain the effects of geography on Roman</li> </ul>	<p>Suggested Assessments A</p> <ul style="list-style-type: none"> <li>• Research Papers</li> <li>• Oral Presentations</li> <li>• Class Discussion</li> <li>• Vocabulary</li> <li>• Teacher-generated Assessments</li> <li>• Role Playing</li> </ul> <p>Suggested Assessments A</p> <ul style="list-style-type: none"> <li>• Research Papers</li> <li>• Oral Presentations</li> <li>• Class Discussion</li> </ul>	<p>Suggested Activities/Technology A</p> <ul style="list-style-type: none"> <li>• Virtual Tours</li> <li>• Web Site Research</li> <li>• Videos and other multi-media</li> <li>• Maps</li> <li>• Charts</li> <li>• Timelines</li> </ul> <p>Suggested Activities/Technology A</p> <ul style="list-style-type: none"> <li>• Webquest-- <a href="http://www.bootz.us/bbenoi">www.bootz.us/bbenoi</a></li> </ul>	<p>Suggested Resources A</p> <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Selected Web Sites</li> <li>• Teacher supplied supplemental readings</li> <li>• Guest Speakers</li> <li>• Audio-visual materials</li> <li>• Outside source readings</li> </ul> <p>Suggested Resources A</p>

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	<ul style="list-style-type: none"> <li>Roman Empire</li> <li>Roman Decline</li> </ul> <p><b>Vocabulary</b>--Carthage, consul, Constantine, Crassus, Antony, dictator, Julius Caesar, ru, Etruscans, Hannibal, Huns, Nero, patricians, plebeians, Pax Romana, republic, Rome, Rubicon River, Tiber River, triumvirate,</p> <p>How has culture defined civilization?</p> <p><b>Week 10</b></p> <p><b>A. Byzantine Empire</b></p> <ul style="list-style-type: none"> <li>Geography of the Region</li> <li>Rise of the Empire</li> </ul>	<p>development.</p> <ul style="list-style-type: none"> <li>Describe early Roman culture during the period of the Roman Republic.</li> <li>Evaluate the change from a republic to an empire and its effect on Rome.</li> <li>Identify the areas that came under Roman control and consider the effects of Roman rule.</li> <li>Analyze the causes of Rome's decline.</li> </ul> <p>Evaluate continuity and change over the course of world history.</p> <p>A1. Explain the rise of the Byzantine Empire and summarize its effect on the regions it encompassed.</p> <ul style="list-style-type: none"> <li>Describe the geography</li> </ul>	<ul style="list-style-type: none"> <li>History--Have students prepare a list of the 10 most important Romans and use the internet to research each person. Write a paper describing the people (very short biography) students also need to explain why they chose each person.</li> <li>Teacher-generated Assessments</li> <li>Role Playing</li> </ul> <p>Suggested Assessments A</p> <ul style="list-style-type: none"> <li>Research Papers</li> </ul>	<p><a href="#">t/Rome.htm</a></p> <ul style="list-style-type: none"> <li>Web Site Research</li> <li>Videos and other multi-media</li> <li>The Arts--Have students prepare a PowerPoint presentation of Roman architecture. They should present illustrations, diagrams, and pictures of some of the most important Roman structures from various periods, along with an explanation of each structure.</li> <li>Math--Have students prepare a chart of Arabic numerals (1 through 15, then 20, 30, 40, 50, 60, 70, 80, 90, 100, 500, 1,000), the corresponding Roman numerals, and the Latin names for the numerals. Have students research how Romans performed mathematical calculations using their numerals, and write a few simple examples.</li> <li>Timelines</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Selected Web Sites</li> <li>Teacher supplied supplemental readings</li> <li>Guest Speakers</li> <li>Audio-visual materials</li> </ul> <p>Suggested Resources</p>

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	<ul style="list-style-type: none"> <li>Eastern Orthodox Church</li> <li>Threat from the Arabs and Islam</li> </ul> <p><b>Vocabulary</b>-- abbess, nun, monk, monastery, monasticism, missionary, abbess, clergy, laity, icon, iconoclast, schism.</p> <p>How have philosophical and religious traditions affected the development of political institutions?</p>	<ul style="list-style-type: none"> <li>of the Byzantine Empire and relate its effect on the Empire.</li> <li>Compare the Eastern Orthodox Church with the Roman Catholic Church.</li> <li>Define the religion of Islam and compare it with Christianity and Judaism.</li> <li>Describe the effect of Arabs and Islam on the Byzantine Empire</li> </ul> <p>.Discuss the historical development and impact of major world religions and philosophies.</p>	<ul style="list-style-type: none"> <li>Oral Presentations</li> <li>Class Discussion</li> <li>Compare and Contrast-- have students write a description and comparison of the two major cities studied in this unit: Kiev and Constantinople. Students must first use a Venn Diagram, then complete a written essay. Students must compare all aspects of both cities.</li> <li>Teacher-generated Assessments</li> <li>Role Playing</li> </ul>	<p>Suggested Activities/Technology A</p> <ul style="list-style-type: none"> <li>Virtual Tours</li> <li>Web Site Research</li> <li>Videos and other multi-media</li> <li>Maps</li> <li>Video--"The Byzantine Empire" and "The Fall of Constantinople"</li> <li>Timelines</li> </ul>	<p>A</p> <ul style="list-style-type: none"> <li>Textbook</li> <li>Selected Web Sites</li> <li>Teacher supplied supplemental readings</li> <li>Guest Speakers</li> <li>Audio-visual materials</li> </ul>
November	<p><b>Week 11 and 12</b></p> <p><b>A. Early Middle Ages</b></p>	<p>A1. Explain why the early Middle Ages are labeled "the Dark Ages" and describe the characteristics of the age.</p> <p>Describe the last days of Rome in</p>	<p>Suggested Assessments A and B</p>	<p>Suggested Activities/Technology A and B</p> <ul style="list-style-type: none"> <li>Virtual Tours-at</li> </ul>	<p>Suggested Resources A and B</p>



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	<ul style="list-style-type: none"> <li>• Collapse of Rome</li> <li>• Rise of Christianity</li> <li>• Charlemagne</li> <li>• Vikings</li> <li>• Feudalism</li> </ul> <p><b>Vocabulary</b>--manor, serf, apprentice, heresy, relic, Black Death, knight, etc.</p> <p><b>B. High Middle Ages</b></p> <ul style="list-style-type: none"> <li>• Power of the Church</li> <li>• Power to the Kings</li> <li>• Learning Increases</li> <li>• Crusades</li> </ul> <p><b>Vocabulary</b>--interdict, sacrament, scholasticism, theology, anti-Semitism</p> <p>How has diversity impacted the concepts of change over time?</p> <p><b>Week 13</b> <b>A. Origin of Nations</b></p> <ul style="list-style-type: none"> <li>• Nations Gained Power</li> </ul>	<p>terms of the rise of Christianity and loss of structure in European society. Identify Charlemagne and his role in the early Middle Ages. Locate the areas attacked by the Vikings and the effect on those areas. List the makeup of Feudalism .</p> <p>B1. Describe the changes that took place in Europe during the late Middle Ages.</p> <ul style="list-style-type: none"> <li>• Explain why towns evolved and their relationship to Feudalism.</li> <li>• Analyze the cause of increased power for the Catholic church during the late Middle Ages.</li> <li>• Identify the kings of the late Middle Ages and explain the cause of their increased power.</li> <li>• Describe the Crusades and their effects on European and world history.</li> </ul> <p>Analyze the complexity of events in world history.</p> <p>Colorado  National </p> <p>A1. Explain the changes that took</p>	<ul style="list-style-type: none"> <li>• Research--have students research the many inventions from the Middle Ages. Then have them create advertisements for some of these inventions, using both text and drawings. Some possibilities are portable clocks (first watches), pies, fireplaces for warming drafty castles, improved farming equipment such as wheelbarrows and plows, buttons, and buttonholes. Display the advertisements in the classroom.</li> <li>• Oral Presentations</li> <li>• Class Discussion</li> <li>• Teacher-generated Assessments</li> <li>• Role Playing</li> </ul> <p>Suggested Assessments</p>	<p><a href="http://www.mnsu.edu/emuseum/history/middleages/">www.mnsu.edu/emuseum/history/middleages/</a></p> <ul style="list-style-type: none"> <li>• webquest- <a href="http://ghills.metamorak12.il.u...">http://ghills.metamorak12.il.u...</a></li> <li>• Web Site Research</li> <li>• Videos and other multi-media</li> <li>• Literature--As students study the people of the Middle Ages, read portraits from Chaucer's Prologue to the Canterbury Tales aloud to them. Discuss the details provided by Chaucer on the following characters in relation to information provided in the text: the Knight, the Wife of Bath, the Squire, the Monk, the Friar, the Parson, and the Prioress.</li> <li>• Timelines</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Selected Web Sites</li> <li>• Teacher supplied supplemental readings</li> <li>• Guest Speakers</li> <li>• Audio-visual materials</li> <li>• Outside source readings</li> </ul> <p>Suggested Resources</p>

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	<ul style="list-style-type: none"> <li>○ England</li> <li>○ France</li> <li>○ Spain</li> <li>○ Russia</li> </ul> <ul style="list-style-type: none"> <li>• Great Schism</li> <li>• Plague</li> <li>• Hundred Years War</li> <li>• War of the Roses</li> </ul> <p><b>Vocabulary</b>--militant, armada, commonwealth, absolutism, czar.</p> <p>How does society decide what is important in history?</p>	<p>place in Europe from the 1200's to the 1500's.</p> <ul style="list-style-type: none"> <li>• Summarize the rise of nationalism in England, France, Spain and Russia.</li> <li>• Describe the Great Schism and its effect on the Catholic Church.</li> <li>• Consider the cause of the Great Plague(Black Death) and its effect upon Europe.</li> <li>• Explain the changes that were brought about in England and France because of the Hundred Years War and the War of the Roses.</li> </ul> <p>Examine and evaluate issues of unity and diversity in world history.</p>	<p>A</p> <ul style="list-style-type: none"> <li>• Research Papers</li> <li>• Oral Presentations</li> <li>• Class Discussion</li> <li>• Have students explain how conflict between England and France strengthened the monarchies of those countries.</li> <li>• Teacher-generated Assessments</li> <li>• Joan of Arc lesson plan-- <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=669">http://edsitement.neh.gov/view_lesson_plan.asp?id=669</a></li> </ul>	<p>Suggested Activities/Technology</p> <p>A</p> <ul style="list-style-type: none"> <li>• Virtual Tours</li> <li>• Web Site Research</li> <li>• Videos and other multi-media</li> <li>• research--Economic unrest, wars, and plagues led the downtrodden peasants and workers of France, Flanders, and England to unprecedented rebellions in the 1300's. One of the most famous uprisings was the 1381 Peasants' Revolt in England, led by Wat Tyler and John Ball. Have students prepare an in depth report on the Peasants' Revolt, including details about the causes and its long-term results. Have students read their reports aloud to the class.</li> <li>• Timelines</li> </ul>	<p>A</p> <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Selected Web Sites</li> <li>• Teacher supplied supplemental readings</li> <li>• Guest Speakers</li> <li>• Audio-visual materials</li> <li>• Outside source readings</li> </ul>

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<b>December</b>	<p><b><u>Week 14 and 15</u></b></p> <p><b>A. Golden Age in China</b></p> <ul style="list-style-type: none"> <li>• Great Dynasties</li> <li>• Sui</li> <li>• T'ang</li> <li>• Sung</li> <li>• Mongols</li> <li>• Ming Dynasty</li> </ul> <p><b>B. Golden Age in Japan</b></p> <ul style="list-style-type: none"> <li>• Early Culture</li> <li>• Feudalism</li> <li>• Shoguns</li> <li>• Religion</li> </ul> <p><b>C. India</b></p> <ul style="list-style-type: none"> <li>• Dynasties of India</li> </ul>	<p>A1. Describe the advances made in China under the various dynasties from 500 to 1600.</p> <p>B1. Explain the culture and government of Japan before the coming of the Europeans and the United States.</p> <p>C1. Describe India during the period from 320 to the 1600's.</p> <ul style="list-style-type: none"> <li>• List the dynasties of India and their effect on the country.</li> <li>• Analyze the wars between the Hindus and</li> </ul>	<p>Suggested Assessments A, B, C, D, E, F</p> <ul style="list-style-type: none"> <li>• Students put together PowerPoint presentations based on each civilization, and present them to the class</li> <li>• Class Discussion</li> <li>• Vocabulary</li> <li>• Teacher-generated Assessments</li> <li>• Role Playing</li> </ul>	<p>Suggested Activities/Technology A, B, C, D, E, F</p> <ul style="list-style-type: none"> <li>• Virtual Tours</li> <li>• Web Site Research</li> <li>• Videos and other multi-media</li> <li>• Maps</li> <li>• Charts</li> <li>• Timelines</li> </ul>	<p>Suggested Resources A, B, C, D, E, F</p> <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Selected Web Sites</li> <li>• Teacher supplied supplemental readings</li> <li>• Guest Speakers</li> <li>• Audio-visual materials</li> <li>• Outside source readings</li> </ul>

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	<ul style="list-style-type: none"> <li>• Hindu-Muslim Wars</li> </ul> <p><b>D Southeast Asia</b></p> <ul style="list-style-type: none"> <li>• Kingdoms of Southeast Asia</li> <li>• Muslim Influence</li> <li>• Chinese Influence</li> </ul> <p><b>E. Africa</b></p> <ul style="list-style-type: none"> <li>• Regions of Africa</li> <li>• Kush</li> <li>• Axum</li> <li>• Zimbabwe</li> <li>• West Africa</li> <li>• Mali</li> </ul> <p><b>F. The Americas</b></p> <ul style="list-style-type: none"> <li>• Early People</li> <li>• Inca</li> <li>• Olmec</li> <li>• Mayan</li> <li>• Aztec</li> <li>• Inca</li> <li>• Other South American Civilizations</li> </ul>	<p>Muslims and the effect upon modern day India and Pakistan.</p> <p>D1. List and evaluate the various kingdoms of Southeast Asia.</p> <ul style="list-style-type: none"> <li>• Describe Muslim influence in Southeast Asia.</li> <li>• Summarize the Chinese influence in Southeast Asia.</li> </ul> <p>E1. Describe the various regions of Africa and the kingdoms that existed in Africa.</p> <p>F1. Summarize the various people that lived in Pre-Columbian America.</p> <ul style="list-style-type: none"> <li>• Describe the people of North America.</li> <li>• Compare the civilizations of Central and South America.</li> </ul> <p><a href="#">Explain how altering the environment has brought prosperity to some places and created environmental dilemmas</a></p>			

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	<p>Why do countries and cultures struggle to maintain spatial cohesiveness and national identity?</p> <p><b>Week 16</b></p> <p><b>A. The Renaissance</b></p> <ul style="list-style-type: none"> <li>• Beginnings in Italy                             <ul style="list-style-type: none"> <li>○ Artists</li> <li>○ Writers</li> <li>○ Politicians</li> </ul> </li> <li>• Movement to Northern Europe</li> </ul> <p>Vocabulary--secular, mercenary, humanism, vernacular, fresco.</p> <p>How has music, art and literature reflected powerful ideas throughout history?</p>	<p>for others.</p> <p>A1. Define the Renaissance.</p> <ul style="list-style-type: none"> <li>• Explain the beginnings of the Renaissance in Italy.</li> <li>• Identify Renaissance leaders in Italy with respect to art, literature and politics.</li> <li>• Describe the movement of the Renaissance from Italy to the north.</li> </ul> <p>Describe and analyze the historical development and impact of the arts and literature on cultures.</p>	<p>Suggested Assessments</p> <ul style="list-style-type: none"> <li>• Oral Presentations--Ask students to decide whether or not the Renaissance succeeded in re-creating classical culture and civilization. Have them review Greek and Roman culture in the text, focusing on art, literature, philosophies, and religion, and prepare an oral report. Compare their answers.</li> <li>• Class Discussion</li> <li>• Have students write an essay in which they agree or disagree with the following: Without the Renaissance, the Reformation could never have taken place. Remind them to support their opinions with facts from the text.</li> <li>• Teacher-generated Assessments</li> <li>• Role Playing</li> </ul>	<p>Suggested Activities/Technology A</p> <ul style="list-style-type: none"> <li>• Virtual Tours</li> <li>• Web Site Research</li> <li>• Videos and other multi-media</li> <li>• Maps</li> <li>• Charts</li> <li>• Timelines</li> </ul>	<p>Suggested Resources A</p> <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Selected Web Sites</li> <li>• Teacher supplied supplemental readings</li> <li>• Guest Speakers</li> <li>• Audio-visual materials</li> <li>• Outside source readings</li> </ul>

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January	<p><b>Week 17</b></p> <p><b>A. Reformation</b></p> <ul style="list-style-type: none"> <li>• Protestantism                             <ul style="list-style-type: none"> <li>○ Martin Luther</li> <li>○ Henry VIII</li> <li>○ John Calvin</li> <li>○ John Knox</li> </ul> </li> <li>• Printing Press</li> <li>• Catholic Reform</li> <li>• Scientific Discoveries</li> </ul> <p>How have philosophical and religious traditions affected the development of political institutions?</p>	<p>A1. Analyze the causes of the Protestant Reformation.</p> <ul style="list-style-type: none"> <li>• Describe the leaders of the Reformation and their beliefs.</li> <li>• Explain the effect of the printing press on the Reformation.</li> <li>• Evaluate the effect of the Reformation on the Catholic Church.</li> <li>• Identify scientific discoveries that contributed to a change in perception of man and his relationship to God.</li> </ul> <p>Discuss the historical development and impact of major world religions and philosophies.</p>	<p>Suggested Assessments A</p> <ul style="list-style-type: none"> <li>• Simulation-- Have students research and reenact the trial in 1521 of Martin Luther at the Diet of Worms They should clearly present and defend the opposing points of view of the Catholic Church and of Martin Luther.</li> <li>• Oral Presentations</li> <li>• Class Discussion</li> <li>• Vocabulary</li> <li>• Teacher-generated Assessments</li> <li>• Role Playing</li> </ul>	<p>Suggested Activities/Technology A</p> <ul style="list-style-type: none"> <li>• Virtual Tours</li> <li>• Web Site Research</li> <li>• Videos and other multi-media</li> <li>• Maps</li> <li>• Charts</li> <li>• Timelines</li> </ul>	<p>Suggested Resources A</p> <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Selected Web Sites</li> <li>• Teacher supplied supplemental readings</li> <li>• Guest Speakers</li> <li>• Audio-visual materials</li> <li>• Outside source readings</li> </ul>
	<p><b>Week 18</b></p> <p><b>A. Exploration</b></p>	<p>A1. Explain the pattern of European exploration of Africa, Asia and the Western Hemisphere and the reason for exploration.</p>	<p>Suggested Assessments A</p> <ul style="list-style-type: none"> <li>• Explorer Webquest-- <a href="http://www.fcps.edu/KingsParkE">www.fcps.edu/KingsParkE</a></li> </ul>	<p>Suggested Activities/Technology A</p> <ul style="list-style-type: none"> <li>• Legends-- During the age of exploration,</li> </ul>	<p>Suggested Resources A</p>

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	<ul style="list-style-type: none"> <li>• Portugal</li> <li>• Spain</li> <li>• France</li> <li>• England</li> <li>• Dutch</li> <li>• Slavery</li> <li>• European Domination</li> </ul> <p>Why are historical questions important?</p>	<ul style="list-style-type: none"> <li>• Interpret the reason the European became involved in slave trade.</li> <li>• Describe the effects of European domination of countries they explored.</li> </ul> <p>Construct and defend a written historical argument using relevant sources as evidence.</p>	<p><a href="#">S/technology/webquests/explorers/index.htm</a></p> <ul style="list-style-type: none"> <li>• Oral Presentations</li> <li>• Class Discussion</li> <li>• Vocabulary</li> <li>• Teacher-generated Assessments</li> <li>• Role Playing</li> </ul>	<p>many Europeans believed in terrible sea monsters and odd beings that inhabited unknown lands. Some believed in the Seven Cities of Cibola, fabled cities of gold in the Americas. Have students research and report on some of those legends.</p> <ul style="list-style-type: none"> <li>• Web Site Research</li> <li>• Videos and other multi-media</li> <li>• Maps</li> <li>• Charts</li> <li>• Timelines</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Selected Web Sites</li> <li>• Teacher supplied supplemental readings</li> <li>• Guest Speakers</li> <li>• Audio-visual materials</li> <li>• Outside source readings</li> </ul>