

SOCIAL STUDIES

SS28W-2—AA World History/Geography

Course #: SS28W - 2
Course Name: AA World History/Geography
Prerequisites: None

Grade Level: 09
Level of Difficulty: High
of Credits: ½ (One semester)

The following Social Studies performance objectives are integrated throughout the entire course:

HISTORICAL RESEARCH SKILLS

- S2C1 PO 1 Interpret historical data displayed in maps, graphs, tables, charts, and geologic timescales.
- S2C1 PO 2 Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).
- S2C1 PO 3 Formulate questions that can be answered by historical study and research.*
- S2C1 PO 4 Construct graphs, tables, timelines, charts, and narratives to interpret historical data.
- S2C1 PO 5 Evaluate primary and secondary sources for:
- a. authors' main points
 - b. purpose and perspective
 - c. facts vs. opinions
 - d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective)
 - e. credibility and validity
- S2C1 PO 6 Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.
- S2C1 PO 7 Compare present events with past events:
- a. cause and effect
 - b. change over time
 - c. different points of view
- S2C9 PO 5 *Connect current events with historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).*

GEOGRAPHY SKILLS

- S4C1 PO 1 Construct maps using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).
- S4C1 PO 2 Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat).
- S4C1 PO 3 Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.
- S4C1 PO 4 Use an atlas to access information.
- S4C2 PO 1 Identify the characteristics that define a region:
- a. physical processes such as climate, terrain, and resources
 - b. human processes such as religion, political organization, economy, and demographics
- S4C2 PO 3 Examine geographic issues (e.g., drought in Sahel, migration patterns, desertification of Aral Sea, spread of religions such as Islam, conflicts in Northern Ireland/Ireland, Jerusalem, Tibet) in places and world regions.
- S4C2 PO 4 Analyze the differing political, religious, economic, demographic, and historical ways of viewing places and regions
- (Geography skills are continued on the next page.)

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GEOGRAPHY SKILLS

(continued)

- S4C3 PO 3** Analyze how earth's internal changes (e.g., earthquakes, volcanic activity, folding, faulting) and external changes (e.g., geochemical, water and carbon cycles, erosion, deposition) influence the character of places. Connect with: Science Strand 6 Concepts 1, 2
- S4C3 PO 4** Analyze how hydrology (e.g., quality, reclamation, conservation) influences the natural character of a place.
- S4C4 PO 8** Explain how ideas, customs, and innovations (e.g., religion, language, political philosophy, technological advances, higher education, economic principles) are spread through cultural diffusion.
- S4C5 PO 7** Predict how a change in an environmental factor (e.g., extinction of species, volcanic eruptions) can affect an ecosystem.
- S4C6 PO 3** Analyze how geography influences historical events and movements (e.g., Trail of Tears, Cuban Missile Crisis, location of terrorist camps, pursuit of Pancho Villa, Mao's long march, Hannibal crossing the Alps, Silk Road).

LANGUAGE ARTS CONNECTION

The following Reading and Writing performance objectives are integrated throughout the entire course:

Reading

- S1C4 Vocabulary** Acquire and use new vocabulary in relevant contexts to identify the intended meaning of unfamiliar words and identify the meaning and pronunciations of words by using a variety of reference aids including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available).
- S1C6 Comprehension Strategies** Employ strategies to comprehend text using prior knowledge, text features, organizing skills, and reading techniques.
- S3C1 Expository Text** Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.
- S3C3 Persuasive Text** Explain basis elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

Writing

- S2C1 Ideas and Content** Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.
- S2C2 Organization** Addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.
- S2C6 Conventions** Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.
- S3C2 Expository** Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation and/or experience.
- S3C4 Persuasive** Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses and opinion in order to convince an audience to agree with the opinion or to take a particular action.
- S3C6 Research** Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished produce. (Assessed in the classroom)

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World History SS28W—Suggested Teaching Timeline										
	First Semester SS28W - 1					Second Semester SS28W - 2				
	August	September	October	November	December	January	February	March	April	May
Historical Research Skills	→									
Geography Skills	→									
Language Arts Connection	→									
Early Civilizations	4 weeks →									
Ancient Greece		3 weeks →								
Ancient Rome			3 weeks →							
The World in Transition				2 weeks →						
Renaissance					3 weeks →					
Reformation						2 weeks →				
Exploration							2 weeks →			
Science and Enlightenment								2 weeks →		
Revolutions								2 weeks →		
Industrial Revolution									2 weeks →	
Imperialism									1 week →	
World War I										1.5 weeks →
Between the Wars through World War II										2 weeks →
The Cold War										1.5 weeks →
The Contemporary World										2 weeks →
<p><i>*Historical Research Skills, Geography Skills, and Language Arts Connections are to be taught throughout entire course.</i></p> <p><i>**Amount of days suggested to teach each unit are approximate.</i></p>										

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Exploration					
Students should know and be able to...					
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Readings	Humanities Enrichment	Suggested Activities
<p>S2C5-PO1: Describe the religious, economic, social, and political interactions among civilizations that resulted from early exploration:</p> <p>a. reasons for European exploration (i.e., God, glory, gold)</p> <p>b. impact of expansion and colonization on Europe</p> <p>c. impact of expansion and colonization on Africa, the Americas, and Asia</p> <p>d. role of disease in conquest (i.e., small pox)</p> <p>e. role of trade</p> <p>f. navigational technology (i.e., astrolabe, caravel, compass)</p> <p>g. impact and ramifications of slavery and international slave trade</p> <p>h. contrasting motivations and methods for colonization</p> <p>i. individuals (i.e., Henry the Navigator, Columbus, Vasco da Gama)</p>	<p>S4C4-PO2: Analyze push/pull factors that contribute to human migration.</p> <p>S4C4-PO7: Predict the effect of a change in a specific factor (e.g., social, biotic) on a human population.</p> <p>S2C3-PO3: Compare the development of empires (e.g., Incan/Inkan, Spanish, Spanish Armada, Aztecs, conquistador) throughout the world.</p> <p>S4C5-PO5 Analyze how humans impact the diversity and productivity of ecosystems (e.g., invading non-native plants and animals).</p>	<ul style="list-style-type: none"> • Columbus • Vasco da Gama • Henry the Navigator • Gold, God, Glory • small pox • slave trade • Spanish Armada • Aztec Empire • Incan/Inkan Empire • conquistador • caravel • astrolabe • compass 	<ul style="list-style-type: none"> • Excerpts from the firsthand account of Cortes and the Aztecs by Bernal Diaz del Castillo, <i>Conquest of New Spain</i> • Excerpt from Olaudah Equiano’s autobiography, <i>The Life of Gustavus Vassa</i> 	<p>Baroque Art (Bernini, Caravaggio, Velazquez, Rembrandt); Baroque Architecture (St. Peter’s Square and Basilica, Versailles); Baroque Music (Vivaldi, Bach, Handel)</p>	<ul style="list-style-type: none"> • See below 
				<p>Suggested Activities</p> <ul style="list-style-type: none"> • Write an obituary for one of the European explorers or one of the leaders of the Native American populations they encountered • Write a one week journal entry that describes your participation in this historical period and the assigned role you will be given (explorer, crew member on ship, native American, African slave, British merchant, etc.) Your journal must reflect original historical research and creativity in explaining your personal experience in this historical event. • “The Mission” edited version • Selections from “Amistad” edited version 	

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Science and Enlightenment

Students should know and be able to...					
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Readings	Humanities Enrichment	Suggested Activities
Analyze the ending contributions of the Scientific Revolution and Enlightenment.	<p>S2C4-PO1: Analyze the results of Renaissance thoughts and theories: a. scientific approach to the natural world b. Middle Eastern contributions (e.g., mathematics, science)</p> <p>S2C6-PO1: Contrast the development of representative, limited government in England with the development and continuation of absolute monarchies in other European nations: a. absolute monarchies (e.g., Louis XIV, Peter the Great, Philip II) b. the Magna Carta, the English Bill of Rights, and parliamentary government c. ideas of John Locke – natural rights, social contract, ideas behind Declaration of Independence d. Montesquieu – separation of powers e. Voltaire – freedom of speech and religion f. Rousseau – social contract g. Hobbes – social contract</p>	<ul style="list-style-type: none"> • absolute monarchy • Parliamentary Government • limited government • monarchy • separation of powers • social contract • Magna Carta • English Bill of Rights • Deism • Enlightenment • Newton’s Laws • Geocentric • Heliocentrism • scientific method • Voltaire • Montesquieu • Hobbes • Rousseau • Locke • Galileo • Copernicus • Wollstonecraft 	<ul style="list-style-type: none"> • <i>Candide</i> by Voltaire • “What is Enlightenment?” by, Kant • “A Political Theory against Royal Absolutism” by, Montesquieu • Excerpts from Descartes’, Locke, Milton • Excerpts from “The Vindication of the Rights of Women” by Wollstonecraft • Excerpts from <i>Two Treaties on Government</i> by Locke • Excerpts from <i>The Social Contract</i> by Rousseau 	Neoclassical Art (David Houdon); Neoclassical Architecture (Soufflot, Jefferson); [Viennese] Classical Music (invention of piano and symphony orchestra, Haydn, Mozart, early Beethoven)	<ul style="list-style-type: none"> • Pretend you are a journalist in Europe and create an interview with the European philosophers on the day. • Pretend you are a member of the monarchy in a country in Europe and write a Letter to the Editor refuting the new ideas of the philosophers

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Science and Enlightenment					
Students should know and be able to...					
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Readings	Humanities Enrichment	Suggested Activities
	<p>S2C6-PO2: Explain how new ideas and people (i.e., Heliocentrism, Scientific Method, Newton’s Laws, Galileo, Copernicus) changed the way people understood the world.</p> <p>S2C6-PO3: Explain how Enlightenment ideas influenced political thought and social change:</p> <ul style="list-style-type: none"> a. Deism b. role of women (e.g., Wollstonecraft) c. political thought (e.g., how it influenced the American Revolution) d. social change (e.g., music composers) 				

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Revolutions

Students should know and be able to...

Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Readings	Humanities Enrichment	Suggested Activities
Analyze the effects of the global spread of Enlightenment ideas in Europe and Latin America.	<p>S2C6-PO4: Analyze the developments of the French Revolution and rule of Napoleon:</p> <p>a. Reign of Terror (i.e., Robespierre, guillotine) b. rise of Napoleon (i.e., Napoleonic Code, coup d’etat) c. spread of nationalism in Europe and Latin America d. defeat of Napoleon (i.e., exile, Waterloo, Hundred Days) and Congress of Vienna (i.e., restructuring of Europe.) e. causes of French Revolution (i.e., Old Regime, Three Estates, debt, Fall of Bastille, American Revolution, Louis XVI, Marie Antoinette, National Assembly, Tennis Court Oath)</p> <p>S2C6-PO5: Explain the revolutionary and independence movements in Latin America (e.g., Mexico, Haiti, South America).</p>	<ul style="list-style-type: none"> • Old Regime • Three Estates • Bastille • Reign of Terror • revolution • French Revolution • Waterloo • Congress of Vienna • guillotine • Napoleonic Code • nationalism • coup d’etat • Hundred Days • exile • Louis XVI • Robespierre • Napoleon • Latin American 	<ul style="list-style-type: none"> • <i>The Count of Monte Cristo</i> by Alexandre Dumas • “A Constitution for Venezuela” by Simon Bolivar • Excerpts from: <i>The Declaration of Independence (US), The Bill of Rights to the US Constitution, Declaration of Rights of Man and of the Citizen, A Tale of Two Cities</i> • “Five Men” Zbigniew Herber • “Russia 1812” from <i>The Expiation</i> by Victor Hugo • “Tennis Court Oath (June 20, 1789)” 	See neoclassical	<ul style="list-style-type: none"> • Write a personal Declaration of Independence including rights, responsibilities, and relinquishments • Create (and perform) a song, rap or speech that inspires people in one or the countries we’ve studied the revolt • Mock trial: Put one of the European monarchs on trial • History Channel: <i>The French Revolution</i>

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Industrial Revolution					
Students should know and be able to...					
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Readings	Humanities Enrichment	Suggested Activities
<p>S2C6-PO6: Analyze the social, political, and economic development and impact of the Industrial Revolution:</p> <p>a. the transition from hand-made to machine-made goods)</p> <p>b. origins in England’s textile and mining industries</p> <p>c. the invention of the steam engine</p> <p>d. urban growth and the social impact of industrialization – child labor, labor laws, unions, transportation (railroad), immigration, factory system</p> <p>e. unequal spread of industrialization to other countries</p> <p>f. political and economic theories (nationalism, anarchism, capitalism [Adam Smith], socialism, communism [Karl Marx])</p>	<p>S4C4-PO1: Interpret population growth and demographics (e.g., birth and death rates, population growth rates, doubling time and life expectancy, carrying capacity).</p> <p>S4C4-PO5: Analyze the development, growth and changing nature of cities.</p>	<ul style="list-style-type: none"> • urban growth • industrialization • child labor • immigration • Adam Smith • Karl Marx • Industrial Revolution • steam engine • unions • anarchism • capitalism • socialism • communism 	<ul style="list-style-type: none"> • Excerpts from the writings of Adam Smith, Marx, Goethe, Bronte • Excerpts from: <i>A Modest Proposal</i> Oliver Swift • <i>Great Expectations</i> by Dickens • <i>The Gospel of Wealth</i>, by Carnegie 	<p>Romantic Art (Delacroix, Turner, Goya); Romantic Music (late Beethoven, Chopin, Brahms, Grieg, Tchaikovsky)</p>	<ul style="list-style-type: none"> • Create a commercial to entice people to come to a growing city to work in a factory – or not to migrate

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Imperialism

Students should know and be able to...					
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Readings	Humanities Enrichment	Suggested Activities
Analyze the causes and effects of Imperialism.	<p>S2C7-PO1: Explain the rationale (e.g., need for raw materials, domination of markets, advent of national competition, spread of European culture/religion) for imperialism.</p> <p>S2C7-PO2: Trace the development of the British Empire around the world (e.g., America, Southeast Asia, South Pacific, India, Africa, the Suez)</p> <p>S2C7-PO3: Describe the division of the world into empires and spheres of influence during the 18th and 19th centuries (e.g., British, French, Dutch, Spanish, American, Belgian).</p> <p>S2C7-PO4: Analyze the effects of European and American colonialism on their colonies (e.g., artificially drawn boundaries, one-crop economies, creation of economic dependence, population relocation, cultural suppression, effects of Berlin conference).</p>	<ul style="list-style-type: none"> • Imperialism • British Empire • Berlin Conference • Open Door Policy 	<ul style="list-style-type: none"> • “The White Man’s Burden” by Rudyard Kipling • “The Man Who Would Be King” by Rudyard Kipling • Excerpts from Ibsen, Nietzsche, Conrad • <i>Monroe Doctrine</i> • <i>The Threat of Japan</i> by Theodore Roosevelt • <i>The American Anti-Imperialist League Platform</i> • <i>King Leopold’s Soliloquy</i> • Excerpts from the writings of Cecil Rhodes 	Impressionism and Post-Impressionism (Monet, Renoir, Rodin, van Gogh, Cezanne); Opera (Wagner, Rossini, Verdi, Puccini)	<ul style="list-style-type: none"> • Pretend you are a British business person who works for the East India Trading Company – create a scrapbook of journal entries and pictures of at least three different regions or countries you have visited in your work.

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Imperialism					
Students should know and be able to...					
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Readings	Humanities Enrichment	Suggested Activities
	<p>S2C7-PO5: Analyze the responses to imperialism (e.g., Boxer Rebellion, Sepoy Rebellion, Opium Wars, Zulu Wars, Open Door Policy) by people under colonial rule at the end of the 19th century.</p>				
Analyze the causes and effects of Imperialism. (cont.)	<p>S2C7-PO6: Explain Japanese responses to European/American imperialism from a closed door policy to adoption of Euro-American ideas (i.e., industrialization, imperialism).</p> <p>S4C2-PO2: Describe the factors (e.g., demographics, political systems, economic systems, resources, culture) that contribute to the variations between developing and developed regions. (i.e., Japan industrialized and became imperialistic)</p>	<ul style="list-style-type: none"> Japanese imperial responses 			

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World War I					
Students should know and be able to...					
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Readings	Humanities Enrichment	Suggested Activities
Analyze aspects of World War I.	<p>S2C8-PO1: Examine the causes of World War I:</p> <ol style="list-style-type: none"> rise of nationalism in Europe unification of Germany and Otto Von Bismarck’s leadership rise of ethnic and ideological conflicts - the Balkans, Austria-Hungary, the decline of the Ottoman Empire Imperialism, alliances, militarism, Franz Ferdinand <p>S2C8-PO2: Analyze the impact of the changing nature of warfare in World War I:</p> <ol style="list-style-type: none"> trench warfare mechanization of war – machine gun, gasoline, submarine, tanks, chemical American involvement (i.e., Zimmerman Note, unrestricted submarine warfare, propaganda) two-front war Russian withdrawal 	<ul style="list-style-type: none"> nationalism militarism alliance system unification of Germany trench warfare WWI weapons Zimmerman telegram unrestricted submarine warfare propaganda two-front war Russian Revolution Lenin communism Treaty of Versailles League of Nations reparations isolationism 	<ul style="list-style-type: none"> <i>Animal Farm</i> by George Orwell Short Story from Kafka such as “The Hunger Artist” Excerpts from “The Horror of Battle”, WWI A Frenchman’s Recollections – Francois Carlotti, “The Perversion of Technology: War n No Man’s Land” from <i>All Quiet on the Western Front</i> “The Bolshevik Seizure of Power, November-December 1917) 	Surrealism (Dali)	<ul style="list-style-type: none"> Students write letters home from the trenches in World War I from multiple perspectives to multiple recipients (from Allied/Central power soldier to friend/mother, etc.) explaining their situation Write a script for a talk show (and perform it) with representatives from countries on all sides of WWI to discuss their reasons for going to war, as well as their experiences during it.

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World War I					
Students should know and be able to...					
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Readings	Humanities Enrichment	Suggested Activities
	<p>S2C8-PO3: Explain the end of World War I and its aftermath:</p> <ul style="list-style-type: none"> a. Russian Revolution (i.e., Lenin, communism) b. Treaty of Versailles (i.e., League of Nations, reparations) c. end of empires (i.e., Austro-Hungarian, Ottoman, Russian) d. U.S. isolationism 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • “Roupen of Sassoun, Eyewitness to Armenia’s Genocide” from the Treatment of Armenians in the Ottoman Empire’s Documents Presented to Viscount Grey of Fallodon, Secretary of State for Foreign Affairs. • Wilson’s “14 Points” • Lenin – “The State in Revolution” 		<ul style="list-style-type: none"> •

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Between the Wars through World War II					
Students should know and be able to...					
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Readings	Humanities Enrichment	Suggested Activities
<p>S2C8-PO4: Examine the period between World War I and World War II:</p> <p>a. rise of fascism and dictatorships (i.e., Hitler, Mussolini, Stalin)</p> <p>b. postwar economic problems (i.e., worldwide depression)</p> <p>c. new alliances (i.e., Axis, Allies, Non-aggression Pact)</p> <p>d. growth of the Japanese empire</p> <p>e. challenges to the world order</p> <p>f. appeasement</p>		<ul style="list-style-type: none"> • fascism • dictatorship • Hitler • Mussolini • Stalin • Axis Powers • Allies • Non-aggression Pact of 1939 • Japanese Empire • appeasement 	<ul style="list-style-type: none"> • Short stories of Isak Dinesen • Excerpts from: “Neutrality Act of 1935” • “The Atlantic Charter” • “Garden Hose” speech by FDR • “Give us the Tools” speech by Winston Churchill • <i>Night</i> by Elie Wiesel • <i>Hiroshima</i> by John Hersey • excerpts from Elie Wiesel’s Nobel Prize Acceptance Speech • Chamberlain’s, “Peace in Our Time” speech 	<ul style="list-style-type: none"> • Picasso’s <i>Guernica</i>, Gershwin • Examples of US, German, and Japanese propaganda posters 	<ul style="list-style-type: none"> • Debate the use of the atomic bomb to end WWII • Write and create a telecast that covers all fronts of WWII before the war breaks our, at two different points in the war, and at the end of the war.

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Between the Wars through World War II					
Students should know and be able to...					
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Readings	Humanities Enrichment	Suggested Activities
<p>S2C8-PO5: Analyze aspects of World War II: a. political ideologies (i.e., Totalitarianism, Democracy) b. military strategies (i.e., atomic bomb, air warfare, Russian front, Western and Pacific Fronts, concentration camps) c. treatment of civilian populations d. Holocaust e. leaders and their contributions (i.e., Churchill, Roosevelt, Stalin) f. U.S. involvement (i.e., Pearl Harbor, D-Day.)</p>	<p>S2C8-PO6: Examine genocide as a manifestation of extreme nationalism in the 20th century (i.e., Holocaust).</p>	<ul style="list-style-type: none"> • atomic bomb • Holocaust • Churchill • Roosevelt • Pearl Harbor • D-Day • genocide 	<ul style="list-style-type: none"> • <i>If This is a Man</i> by Primo Levi 		

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The Cold War

Students should know and be able to...					
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Readings	Humanities Enrichment	Suggested Activities
<p>S2C8-PO7: Analyze the political, economic and cultural impact of the Cold War: a. superpowers – Soviet Union, United States and China b. division of Europe (i.e., Germany, Berlin Wall, Marshall Plan, Berlin Airlift, Truman Doctrine) c. developing world d. Korean and Vietnam Wars (i.e., Domino Theory) e. political alliances (i.e., Warsaw Pact, NATO) f. nuclear arms race</p>	<p>S2C9-PO1: Explain the fall of the Soviet Union and its impact on the world (i.e., Gorbachev, Reagan, Glasnost, Perestroika, fall of Berlin Wall).</p>	<ul style="list-style-type: none"> • Soviet Union • People’s Republic of China • East Germany • West Germany • Berlin Wall • Marshall Plan • Berlin Airlift • Truman Doctrine • Korean War • Vietnam War • Domino Theory • NATO • Warsaw Pact • nuclear arms race • fall of the Soviet Union • Gorbachev • Reagan • fall of Berlin Wall 	<p>Suggested Readings</p> <ul style="list-style-type: none"> • Declaration of Independence of the Democratic Republic of Vietnam by Ho Chi Minh • Excerpts from: <i>Red Scarf Girl: A Memoir of the Cultural Revolution</i> by Ji Li Jiang • <i>Cranes</i> by Hwang Sunwon • <i>Thoughts of Hanoi</i> by Nguyen Thi Vinh • <i>To America: Personal Reflections of an Historian</i> by Stephen Ambrose – Chapter 10 • “Perestroika” by Mikahail Gorbavech • <i>An American Prisoner of War</i> from James B. Stockdale • <i>A Vietnam Experience: Views of a Viet Cong Official</i> from Truong Nhu Tang • “Myth of a Liberator • Churchill and his “Iron Curtain” speech • Havel – “Power or the Powerless” 	<ul style="list-style-type: none"> • None listed 	<ul style="list-style-type: none"> • Persuasive Essay: “Was the Marshall Plan good policy? Why or Why not?” • Write a series of letters that are exchanged between pen pals in the US and Soviet Union in the 1960’s about how each country sees the other. • <i>Atomic Café</i>: video clips

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The Contemporary World					
Students should know and be able to...					
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Readings	Enrichment Activities	Suggested Activities
S2C8-PO8: Compare independence movements of emerging nations (e.g., Africa, Asia, Middle East, Latin America).		<ul style="list-style-type: none"> independence movements 			
S2C9-PO4: Examine environmental issues from a global perspective (e.g., pollution, population pressures, global warming, scarcity of resources).	<p>S4C5-PO4: Analyze the environmental effects of human use of technology (e.g., irrigation, deforestation, overgrazing, global warming, atmospheric and climate changes, energy production costs and benefits, water management) on the environment.</p> <p>S4C5-PO6: Analyze policies and programs for resource use and management (e.g, the trade-off between environmental quality and economic growth in the twentieth century).</p>	<ul style="list-style-type: none"> environmental issues 			

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MPS Governing Board Approval, February 12, 2008

The Contemporary World

Students should know and be able to...					
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Readings	Humanities Enrichment	Suggested Activities
<p>S4C6-PO2: Analyze how changing perceptions of places and environments (e.g., Israeli settlements, role of military bases) affect the choices of people and institutions.</p>	<p>S2C9-PO2: Explain the roots of terrorism:</p> <ul style="list-style-type: none"> a. background and motives (e.g., extreme nationalism, religious extremism, lack of education, economic inequalities) b. religious conflict (e.g., Northern Ireland, Chechnya, Southwestern Philippines, southern Thailand, Kashmir) c. background of modern Middle East conflicts (e.g., Israeli-Palestinian conflict, Persian Gulf conflicts, Afghanistan) d. economic and political inequities and cultural insensitivities e. background of Israeli and Palestinian conflict f. distinction between Islam and Islamist radicalism 	<ul style="list-style-type: none"> • terrorism motives • Israel • Persian Gulf 	<ul style="list-style-type: none"> • <i>Saddam Speaks on the Gulf Crisis: A Collection of Documents</i> (Tel Aviv, 1992) • “The Balfour Declaration, 1947 UN Partition Plan” • “Palestinian Declaration of Independence” Algiers, November 15, 1988 • The Journal of Palestinian Studies • Examples of narrative pieces from <i>The Lemon Tree</i> by Sandy Tolan 		<ul style="list-style-type: none"> • Write a series of letters between an Israeli teenager and a Palestinian teenager that tries to explain to the other the point of view of their nation or territory of the conflict.

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Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Readings	Humanities Enrichment	Suggested Activities
<p>S4C4-PO4: Analyze issues of globalization (e.g., widespread use of English, the role of the global media, resistance to “cultural imperialism,” trade, outsourcing).</p>	<p>S4C4-PO3: Analyze the effects of migration on places of origin and destination, including border areas. (i.e., U.S.-Mexico border)</p> <p>S2C9-PO3: Describe the development of political and economic interdependence during the second half of the twentieth century:</p> <p>a. economics, global wage inequalities b. technology c. multinational corporations d. growth of international governmental organizations (e.g., World Trade Organization) e. growth of non-governmental organizations (e.g., Red Cross, Red Crescent) f. role of United Nations</p>	<ul style="list-style-type: none"> • Red Cross • Red Crescent • multinational corporations • globalization • U.S./Mexico border • United Nations 			<p>Persuasive Debate or Essay: Should Western Nations donate funds to developing countries in Africa?</p>

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The Contemporary World					
Students should know and be able to...					
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Readings	Humanities Enrichment	Suggested Activities
<p>S2C8-PO6: Examine genocide as a manifestation of extreme nationalism in the 20th and 21st century (e.g., Armenia, Cambodia, Bosnia, Rwanda, Kosovo and Sudan).</p>		<ul style="list-style-type: none"> genocide 	<ul style="list-style-type: none"> Excerpts from: <i>Rwanda and Genocide in the Twentieth Century</i> by Alison Marschner <i>Bosnia-Heregovina: Genocide Ethnic Cleansing in Northwestern Bosnia</i> (Zagreb: Croatian Information Centre, 1993) Excerpts from <i>America in the Age of Genocide</i> 		<ul style="list-style-type: none"> UNHCR activities for teenagers Create a five minute documentary script to tell the story of a family involved in a modern conflict or genocide Small Steps activity clips from "Hotel Rwanda" edited.

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