## 9<sup>th</sup> grade Social Studies Curriculum: World History

#### **Unit 1: Introduction to World History**

#### 3 days

#### WH9.1, WH9.8

- 1. How do you think God looks at World History?
- 2. With respect to human history, what difference does a Christian view of God make in comparison to the views of other world religions?
- 3. How does World History help us know God better?
- 4. How does the Bible help us make sense of World History?
- 5. What value does a Christian see in World History?
- 6. How does sin relate to World History?
- 7. How does the Biblical narrative or creation, fall, redemption, restoration relate to world history?
- 8. What purpose should a Christian see in World History?
- 9. How does a Christian view of history make a difference in the way we understand it's purpose
- 10. How does the Bible help us make sense of World history?

Objectives	Methods	Resources	Assessment
The students will:  Discuss why we study history  Examine how we should examine history from a Biblical worldview  Define important terms from ch. 1  Examine characteristics of culture  Learn how to read a timeline with A.D. and B.C. dates	<ul> <li>Lecture</li> <li>Class         discussion</li> <li>Small group         discussion</li> <li>Teacher-made         worksheets</li> <li>Worksheets         and section         review         questions from         the textbook</li> </ul>	• Textbook: Glencoe's World History ch. 1	<ul> <li>Answers to worksheets and review questions</li> <li>Teachermade quiz</li> </ul>

## Unit 2: Western Asia and Egypt

#### 1 ½ weeks

## WH9.1, WH9.2, WH9.4, WH9.6, WH9.9

- 1. How does the Biblical narrative or creation, fall, redemption, restoration relate to the Ancient world?
- 2. What purpose should a Christian see in studying the ancient world?
- 3. How does a Christian view of history make a difference in the way we understand it's purpose
- 4. How does the Bible help us make sense of ancient history?

Objectives	Methods	Resources	Assessment
The students will:  • Learn about ancient Mesopotamia • Analyze the rise and fall of ancient Egyptian civilization • Discuss the contributions of the Egyptian civilization to the world • Examine the rise of new empires in Asia: Hittites, Phoenicians, Assyrians, and Persians	<ul> <li>Lecture</li> <li>Class         discussion</li> <li>Small group         discussion</li> <li>Teacher-made         worksheets</li> <li>Worksheets         and section         review         questions from         the textbook</li> </ul>	<ul> <li>Textbook:         Glencoe's         World History         ch. 2</li> <li>PBS Home         Video Egypt's         Golden         Empire</li> <li>Glencoe's         Section         Spotlight         videos</li> </ul>	<ul> <li>Answers to worksheets and review questions</li> <li>Teacher-made quizzes</li> <li>Teacher-made test</li> </ul>

#### **Unit 3: Ancient India and China**

## 1 1/2 weeks

## WH9.1, WH9.2, WH9.3, WH9.4, WH9.6, WH9.9

- What purpose should a Christian see in ancient Indian and Chinese history?
   How does a Christian view of history make a difference in the way we understand it's purpose

Objectives	Methods	Resources	Assessment
The students will:  Discuss the impacts of ancient India civilization— Impact of the Aryans on India's caste system and the spread of Indo-Europeans  Examine a language tree and various maps to show the vast reaches of Indo-European languages  Learn about the other important Indian civilizations: Mauryan, Kushan, and Gupta  Develop an understand of ancient Chinese dynasties: Shang, Zhou, Qin, and Han  Analyze how each dynasty expanded China's borders and shaped its culture	<ul> <li>Lecture</li> <li>Class discussion</li> <li>Small group discussion</li> <li>Teacher-made worksheets</li> <li>Worksheets and section review questions from the textbook</li> </ul>	<ul> <li>Textbook: Glencoe's World History ch. 3</li> <li>Video: Ancient China: A Journey Back in Time</li> <li>Glencoe's Section Spotlight videos</li> </ul>	<ul> <li>Answers to worksheets and review questions</li> <li>Teacher-made quizzes</li> <li>Teacher-made test</li> </ul>

#### **Unit 4: Ancient Greece**

#### 1 ½ weeks

## WH9.1, WH9.2, WH9.3, WH9.4, WH9.6, WH9.7, WH9.8, WH9.9

- 1. How does the Biblical narrative or creation, fall, redemption, restoration relate to ancient Greek history?
- 2. What purpose should a Christian see in Greek History?
- 3. How does a Christian view of history make a difference in the way we understand it's purpose
- 4. How does the Bible help us make sense of Greek history?
- 5. What value should a Christian see in ancient Greek history?

Objectives	Methods	Resources	Assessment
The students will:      Examine Greek civilizations before the advent of the city-states: Minoans, Mycenaeans, and the Dark Ages      Discuss Homer's epic poetry: The Illiad and The Odyssey and their impact on Greek society and culture      Analyze the creation of city-states and the expansion of the empire      Study the Athenian Empire and the creation of democracy under Pericles      Discuss the great Peloponnesian War and the Battle of Thermopylae      Analyze the characteristics of Greek culture and their impact on the world: religion, architecture and sculpture, drama, writing of history, and philosophy      Discuss Alexander the Great and his impact on the Greek Empire      Study the scientific and mathematical advances during this time	<ul> <li>Lecture</li> <li>Class         discussion</li> <li>Small group         discussion</li> <li>Teacher-         made         worksheets</li> <li>Worksheets         and section         review         questions         from the         textbook</li> </ul>	• Textbook: Glencoe's World History ch. 4 • Glencoe's Section Spotlight videos	<ul> <li>Answers to worksheets and review questions</li> <li>Teacher-made quizzes</li> <li>Teacher-made test</li> </ul>

#### **Unit 5: Ancient Rome**

#### 1 1/2 weeks

## WH9.1, WH9.3, WH9.4, WH9.5, WH9.6, WH9.7, WH9.9

- 1. How does the Biblical narrative or creation, fall, redemption, restoration relate to Roman history?
- 2. What purpose should a Christian see in Roman History?
- 3. How does a Christian view of history make a difference in the way we understand it's purpose
- 4. How does the Bible help us make sense of Roman history?
- 5. What value should a Christian see in Roman history?

Objectives	Methods	Resources	Assessment
The students will:  Study the beginnings of the Roman Empire and the rise of the Roman republic  Analyze the 3 Punic Wars and their outcomes  Discuss the shift from Republic to Empire  Analyze the 1st and 2nd triumvirate, including the assassination of Julius Caesar and the rise of Octavian  Examine the characteristics of Roman culture  Discuss the rise of Christianity	<ul> <li>Lecture</li> <li>Class discussion</li> <li>Small group discussion</li> <li>Teacher-made worksheets</li> <li>Worksheets and section review questions from the textbook</li> </ul>	<ul> <li>Textbook:         Glencoe's         World History         ch. 5</li> <li>Glencoe's         Section         Spotlight         videos</li> </ul>	<ul> <li>Answers to worksheets and review questions</li> <li>Teachermade quizzes</li> <li>Teachermade test</li> </ul>

#### Unit 6: Rise of Islam and World Religions

#### 1 ½ weeks

## WH9.1, WH9.2, WH9.3, WH9.4, WH9.5, WH9.6, WH9.7, WH9.8, WH9.9

- 1. How does the Biblical narrative or creation, fall, redemption, restoration relate to Islamic history?
- 2. How does a Christian view of Islamic history make a difference in the way we understand it's purpose
- 3. How does the Bible help us make sense of Islamic history?
- 4. What value should a Christian see in Islamic history?

Objectives	Methods	Resources	Assessment
The students will:  Study the rise of Islam, including the arrival of Mohammed and the 5 pillars of Islam  Discuss the establishment of the Arab Empires: Uymayyad, Abbasid, Fatimid, and Seljuk  Analyze the spread of Islam throughout Asia and Europe  Study the contributions of Arab scholars to art, mathematics, architecture, and philosophy  Study the characteristics of the 6 major world religions: Christianity, Judaism, Islam, Buddhism, Hinduism, Sikhism, Confucianism, and various Indigenous religions	Lecture     Class discussion     Small group discussion     Teacher-made worksheets     Worksheets and section review questions from the textbook	• Textbook: Glencoe's World History ch. 6 and p. 214-232 • Glencoe's Section Spotlight videos	<ul> <li>Answers to worksheets and review questions</li> <li>Teacher-made quizzes</li> <li>Teacher-made test</li> </ul>

#### **Unit 7: Emerging Europe and Byzantine Empire**

#### 1 1/2 weeks

#### WH9.1, WH9.3, WH9.4, WH9.6, WH9.7, WH9.9

- 1. How does the Biblical narrative or creation, fall, redemption, restoration relate to byszantine history?
- 2. What purpose should a Christian see in Byzantine History?
- 3. How does a Christian view of history make a difference in the way we understand it's purpose
- 4. What value should a Christian see in Byzantine history?

Objectives	Methods	Resources	Assessment
The students will:	Lecture	Textbook:	Answers to
• Examine the	<ul> <li>Class discussion</li> </ul>	Glencoe's	worksheets and
transformation of the	<ul> <li>Small group</li> </ul>	World History	review questions
ancient Roman Empire	discussion	ch. 9	<ul> <li>Teacher-made</li> </ul>
by the various	<ul> <li>Teacher-made</li> </ul>	<ul> <li>Glencoe's</li> </ul>	quizzes
Germanic kingdom	worksheets	Section	<ul> <li>Teacher-made</li> </ul>
• Study the establishment	<ul> <li>Worksheets and</li> </ul>	Spotlight	test
of the Germanic	section review	videos	
kingdom of the Franks	questions from the	<ul> <li>The History</li> </ul>	
under Clovis	textbook	Channel's	
<ul> <li>Analyze the unique</li> </ul>	<ul> <li>Feudalism diagram</li> </ul>	video series	
characteristics of		The Crusades	
Germanic society			
<ul> <li>Discuss the role of the</li> </ul>			
church and its			
organizational structure			
during this time period			
• Study the establishment			
of the Carolingian			
Empire under			
Charlemagne and the			
resulting Carolingian			
Renaissance			
Analyze the			
characteristics of			
feudalism and its affect			
on early European			
society			
• Discuss the growth of European kingdoms—			
Anglo-Saxons and			
Normans in England,			
Medieval France, the			
Holy Roman Empire,			
and various Slavic			
empires, including the			
Kievan Rus in Russia			
• Examine the rise and			
fall of the Byzantine			
Empire			
<ul> <li>Discuss the crusades</li> </ul>			
and their impact on			
Europe and the Middle			
East			

## **Unit 8: Europe in the Middle Ages**

#### 1 ½ weeks

## WH9.1, WH9.3, WH9.4, WH9.5, WH9.9

- 1. How does the Biblical narrative or creation, fall, redemption, restoration relate to the Middle Ages?
- 2. What purpose should a Christian see in Middle Ages?
- 3. How does a Christian view of history make a difference in the way we understand it's purpose
- 4. How does the Bible help us make sense of Middle Ages?
- 5. What value should a Christian see in ancient Middle Ages

Objectives	Methods	Resources	Assessment
The students will:  Discuss the development of medieval European society, including population growth, creation of towns, cities, and guilds and new economic practices  Analyze the role of the Roman Catholic Church in European society, including its role in government, the different orders of monks and nuns, and the Inquisition  Examine the characteristics of the Roman Catholic, including an indepth discussion on sacraments, purgatory, Hell, and indulgences  Discuss medieval architecture and education  Examine the causes and effects of the Black Plague/Death  Examine important conflicts, like the Great Schism and the Hundred Years' War	<ul> <li>Lecture</li> <li>Class discussion</li> <li>Small group discussion</li> <li>Teachermade worksheets</li> <li>Worksheets and section review questions from the textbook</li> </ul>	<ul> <li>Textbook: Glencoe's World History ch. 10</li> <li>Glencoe's Section Spotlight videos</li> <li>Videos: The History Channel's The Plague and The Inquisition</li> </ul>	<ul> <li>Answers to worksheets and review questions</li> <li>Teacher-made quizzes</li> <li>Teacher-made test</li> </ul>

#### **Unit 9: Renaissance and Reformation**

#### 1 ½ weeks

#### WH9.1, WH9.2, WH9.3, WH9.4, WH9.5, WH9.6, WH9.7, WH9.8

- 1. How does the Biblical narrative or creation, fall, redemption, restoration relate to the Renaissance and Reformation
- 2. What purpose should a Christian see in the Renaissance and Reformation?
- 3. How does a Christian view of history make a difference in the way we understand it's purpose
- 4. How does the Bible help us make sense of Renaissance and Reformation?
- 5. What value should a Christian see in Renaissance and Reformation?

Objectives	Methods	Resources	Assessment
The students will:  • Analyze the characteristics that developed which caused the Renaissance  • Define and discuss important ideas, philosophies, and people associated with the Renaissance  • Examine the role of the RCC in European society and the perceived need for reform advocated by many  • Study Martin Luther and the Protestant Reformation and its impact on Germany and the Holy Roman Empire  • Discuss the spread of Protestantism and Reformation to the rest of Europe, especially England	Lecture     Class discussion     Small group discussion     Teacher-made worksheets     Worksheets and section review questions from the textbook	• Textbook: Glencoe's World History ch. 12 • Glencoe's Section Spotlight videos • Video: Luther	<ul> <li>Answers to worksheets and review questions</li> <li>Teacher-made quizzes</li> <li>Teacher-made test</li> </ul>

## **Unit 10: The Americas & The Age of Exploration**

#### 1 1/2 weeks

#### WH9.1, WH9.3, WH9.4, WH9.6, WH9.7, WH9,9

- 1. What purpose should a Christian see in the Age of Eploration
- 2. How does a Christian view of history make a difference in the way we understand it's purpose
- 3. How does the Bible help us make sense of the Age of Exploration?
- 4. What value should a Christian see in the Age of Exploration?\
- 5. What does God say in His word, directly or indirectly about the issues of this time period.

Objectives	Methods	Resources	Assessment
The students will:  Discuss European exploration of the New World  Examine the Aztec, Mayan, and Incan Empires, and also other Native American civilizations in North America  Analyze the establishment of colonies in the New World by different European nations and its impact on native culture and society  Discuss the role of the RCC in the New World	<ul> <li>Lecture</li> <li>Class discussion</li> <li>Small group discussion</li> <li>Teacher-made worksheets</li> <li>Worksheets and section review questions from the textbook</li> </ul>	• Textbook: Glencoe's World History ch. 11+13 • Glencoe's Section Spotlight videos	<ul> <li>Answers to worksheets and review questions</li> <li>Teachermade quizzes</li> <li>Teachermade test</li> </ul>

## **Unit 11: Crisis and Absolutism in Europe**

#### 1 ½ weeks

#### WH9.1, WH9.2, WH9.3, WH9.4, WH9.7, WH9.8, WH9.9

- 1. What purpose should a Christian see in the social changes of this ages
- 2. How does a Christian view of history make a difference in the way we understand it's purpose
- 3. How does the Bible help us make sense of the changes un this period?
- 4. What value should a Christian see in the absolutism of Europe?\
- 5. What does God say in His word, directly or indirectly about the issues of this time period.

Objectives	Methods	Resources	Assessment
The students will:  • Analyze and discuss the different crises in Europe during the 1500s and 1600s as a result of the clash of Catholics and Protestants: the French Wars of Religion, England and the Spanish Armada, 30 Years' War, and the English Civil War  • Examine the emphasis of the divine right of kings in England  • Study the English Civil War, the establishment of a commonwealth by Cromwell, and the English Restoration  • Analyze France's reaction to crisis with the establishment of an absolutist government of an absolutist government  • Examine Louis XIV and his reign's affect on France's politics, culture, economics, and social structure  • Discuss the establishment of the Prussian, Austrian, and Russian Empires  • Analyze the developments in European culture during this time period: art, philosophy, architecture, and literature  • Compare and contrast the ideas about government and society of John Locke and Thomas Hobbes, including a Christian perspective	<ul> <li>Lecture</li> <li>Class         discussion</li> <li>Small group         discussion</li> <li>Teacher-         made         worksheets</li> <li>Worksheets         and section         review         questions         from the         textbook</li> </ul>	<ul> <li>Textbook: Glencoe's World History ch. 12</li> <li>Glencoe's Section Spotlight videos</li> </ul>	<ul> <li>Answers to worksheets and review questions</li> <li>Teachermade quizzes</li> <li>Teachermade test</li> </ul>

## **Unit 12: The Muslim Empires**

#### 1 ½ weeks

## WH9.1, WH9.3, WH9.4, WH9.6, WH9.6, WH9.9

- 1. What purpose should a Christian see in the study of the Muslim empires
- 2. How does a Christian view of history make a difference in the way we understand it's purpose
- 3. How does the Bible help us make sense of the changes in this period?
- 4. What does God say in His word, directly or indirectly about the issues of this time period.

Objectives	Methods	Resources	Assessment
The students will:  Discuss the rise and expansion of the Ottoman Empire  Analyze the rule of the Safavids in Persia  Examine the rise and expansion of the Mogul Empire in India  Discuss the fall of the Moguls in India and the establishment of control by the British East India Company	<ul> <li>Lecture</li> <li>Class         discussion</li> <li>Small group         discussion</li> <li>Teacher-made         worksheets</li> <li>Worksheets         and section         review         questions from         the textbook</li> </ul>	<ul> <li>Textbook:         Glencoe's         World History         ch. 14</li> <li>Glencoe's         Section         Spotlight         videos</li> </ul>	<ul> <li>Answers to worksheets and review questions</li> <li>Teacher-made quizzes</li> <li>Teacher-made test</li> </ul>

#### **Unit 13: Revolution and Enlightenment**

#### 1 ½ weeks

#### WH9.1, WH9.2, WH9.3, WH9.4, WH9.7, WH9.8, WH9.9

- 1. What purpose should a Christian see in the social/ideological changes of this age
- 6. How does a Christian view of history make a difference in the way we understand it's purpose
- 7. How does the Bible help us make sense of the changes in this period?
- 8. What value should a Christian see in Enlightenment thought?\
- 9. What does God say in His word, directly or indirectly about the issues of this time period?

Objectives	Methods	Resources	Assessment
The students will:  Study the developments made during the scientific revolution by Newton, Galileo, Kepler, and others  Discuss the difference between inductive and deductive reasoning and the advent of the use of the scientific method  Analyze and discuss the various ideas of Enlightenment philosophers: John Locke, Rene Descartes, Montesquieu, Voltaire, Adam Smith, Rousseau, and Mary Wollstonecraft  Examine the impact of Enlightenment philosophy on the Western world  Discuss the 7 Years' and its impact on Europe, India, and NA.	<ul> <li>Lecture</li> <li>Class discussion</li> <li>Small group discussion</li> <li>Teacher-made worksheets</li> <li>Worksheets and section review questions from the textbook</li> </ul>	• Textbook: Glencoe's World History ch. 17 • Glencoe's Section Spotlight videos	<ul> <li>Answers to worksheets and review questions</li> <li>Teacher-made quizzes</li> <li>Teacher-made test</li> </ul>

#### Unit 14: The French Revolution and Napoleon

#### 1 1/2 weeks

#### WH9.1, WH9.2, WH9.3, WH9.4, WH9.7, WH9.8, WH9.9

- 1. What purpose should a Christian see in the social changes of this ages
- 2. How does a Christian view of history make a difference in the way we understand it's purpose
- 3. How does the Bible help us make sense of the changes in this period?
- 4. What value should a Christian see in the events of the French Revolution?
- 5. What does God say in His word, directly or indirectly about the issues of this time period?

Objectives	Methods	Resources	Assessment
The students will:  Analyze the causes of the French Revolution  Discuss the different committees and governmental bodies established during the Revolution  Examine the Reign of Terror under Robespierre and the Committee of Public Safety  Analyze the impact of the Revolution the rest of Europe  Study the rise of Napoleon and his path to power  Discuss the changes Napoleon made to France and the rest of Europe  Analyze Napoleon's downfall  Compare and contrast the American War for Independence and the French Revolution  Discuss whether Napoleon's impact on France was overall positive or negative	<ul> <li>Lecture</li> <li>Class discussion</li> <li>Small group discussion</li> <li>Teacher-made worksheets</li> <li>Worksheets and section review questions from the textbook</li> </ul>	<ul> <li>Textbook:         Glencoe's         World History         ch. 18</li> <li>Glencoe's         Section         Spotlight         videos</li> <li>Video: The         History         Channel's The         French         Revolution:         Liberte,         Egalite,         Fraternite</li> </ul>	<ul> <li>Answers to         worksheets and         review questions</li> <li>Teacher-made         quizzes</li> <li>Teacher-made         test</li> </ul>

#### **Unit 15: Industrialization**

#### 1 ½ weeks

#### WH9.1, WH9.2, WH9.3, WH9.6, WH9.7, WH9.8, WH9.9

- 1. What purpose should a Christian see in the social changes of this ages
- 2. How does a Christian view of history make a difference in the way we understand it's purpose
- 3. How does the Bible help us make sense of the changes in this period?
- 4. What value should a Christian see in Industrialization?
- 5. What does God say in His word, directly or indirectly about the issues of this time period?

Objectives	Methods	Resources	Assessment
The students will:  Discuss advancements made and systems created during the 1st and 2nd Industrial Revolution  Analyze the changes in working and middle classes during this time period  Examine the changes made to Western Society as a result of industrialization  Discuss the advent of Karl Marx's socialism and its impact on the Western world  Analyze the political changes to the Western world during the 1800s to early 1900s  Examine the changes in art, philosophy, music, and science during this time period	<ul> <li>Lecture</li> <li>Class         discussion</li> <li>Small group         discussion</li> <li>Teacher-         made         worksheets</li> <li>Worksheets         and section         review         questions         from the         textbook</li> </ul>	• Textbook: Glencoe's World History ch. 19-20 • Glencoe's Section Spotlight videos	<ul> <li>Answers to worksheets and review questions</li> <li>Teacher-made quizzes</li> <li>Teacher-made test</li> </ul>

## Unit 16: Imperialism and Colonialism

#### 1 ½ weeks

## WH9.1, WH9.2, WH9.4, WH9.7, WH9.8

- 1. What purpose should a Christian see in the social changes of this ages
- 2. How does a Christian view of history make a difference in the way we understand it's purpose
- 3. How does the Bible help us make sense of the changes in this period?
- 4. What value should a Christian see in Colonization?
- 5. What does God say in His word, directly or indirectly about the issues of this time period?

Objectives	Methods	Resources	Assessment
The students will:  • Analyze the philosophies behind imperialism and colonialism—social Darwinism, racism, the White Man's Burden, etc.  • Examine Western colonial/imperial rule in Asia, Africa, and Latin America  • Discuss the farreaching negative and/or positive affects of colonialism and imperialism in these different nations of Asia, Africa, and Latin America	<ul> <li>Lecture</li> <li>Class         discussion</li> <li>Small group         discussion</li> <li>Teacher-made         worksheets</li> <li>Worksheets         and section         review         questions         from the         textbook</li> </ul>	<ul> <li>Textbook:         Glencoe's         World History         ch. 21</li> <li>Glencoe's         Section         Spotlight         videos</li> </ul>	<ul> <li>Answers to worksheets and review questions</li> <li>Teachermade quizzes</li> <li>Teachermade test</li> </ul>

#### **Unit 17: War and Revolution**

#### 1 ½ weeks

## WH9.1, WH9.3, WH9.6, WH9.7, WH9.8

- 1. What purpose should a Christian see in the social changes of this ages
- 2. How does a Christian view of history make a difference in the way we understand it's purpose
- 3. How does the Bible help us make sense of the changes in this period?
- 4. What does God say in His word, directly or indirectly about the issues of this time period?

Objectives	Methods	Resources	Assessment
The students will:  Discuss the causes of WWI  Study specific battles and events that occurred during WWI  Examine how WWI ended and the resolutions made by different countries at its end  Analyze the impact of WWI on Western society  Study the causes of the Russian revolution and the changes it made to Russian society and culture  Examine the advance of communism in Russia	<ul> <li>Lecture</li> <li>Class discussion</li> <li>Small group discussion</li> <li>Teacher-made worksheets</li> <li>Worksheets and section review questions from the textbook</li> </ul>	<ul> <li>Textbook:         Glencoe's         World History         ch. 23</li> <li>Glencoe's         Section         Spotlight         videos</li> </ul>	<ul> <li>Answers to worksheets and review questions</li> <li>Teacher-made quizzes</li> <li>Teacher-made test</li> </ul>

#### **Unit 18: The West Between the Wars**

#### 1 ½ weeks

## WH9.1, WH9.3, WH9.4, WH9.6, WH9.7, WH9.8

- 1. What purpose should a Christian see in the social changes of this ages
- 2. How does a Christian view of history make a difference in the way we understand it's purpose
- 3. How does the Bible help us make sense of the changes in this period?
- 4. What does God say in His word, directly or indirectly about the issues of this time period?

Objectives	Methods	Resources	Assessment
<ul> <li>Analyze the search for stability in the West after WWI</li> <li>Discuss the Great Depression and its impact on the Western world</li> <li>Study the rise of dictators in Europe, specifically Italy, Germany, and Russia</li> <li>Examine the specifics of Hitler's rise to power and its impact on German society</li> </ul>	<ul> <li>Lecture</li> <li>Class discussion</li> <li>Small group discussion</li> <li>Teacher-made worksheets</li> <li>Worksheets and section review questions from the textbook</li> </ul>	<ul> <li>Textbook:         Glencoe's         World History         ch. 24</li> <li>Glencoe's         Section         Spotlight         videos</li> </ul>	<ul> <li>Answers to worksheets and review questions</li> <li>Teacher-made quizzes</li> <li>Teacher-made test</li> </ul>

## **Unit 19: The Cold War and Postwar Changes**

#### 1 ½ weeks

## WH9.1, WH9.3, WH9.4, WH9.6, WH9.7, WH9.8, WH9.9

- 1. What purpose should a Christian see in the social changes of this ages
- 2. How does a Christian view of history make a difference in the way we understand it's purpose
- 3. How does the Bible help us make sense of the changes in this period?
- 4. What does God say in Ĥis word, directly or indirectly about the issues of this time period?

Objectives	Methods	Resources	Assessment
The students will:  Examine the development of the Cold War  Discuss the Truman Doctrine, Marshall Plan, policy of containment, policy of deterrence, and the domino theory  Study the formation of NATO and the Warsaw Pact  Analyze the Cuban Missile Crisis  Discuss the role of the Soviet Union in Eastern Europe  Examine the leadership of Stalin and Khrushchev in the Soviet Union  Discuss the problems Western Europe faced after WWII  Analyze the changes in American society in the 1950s-1970s, specifically the civil rights and women's liberation movement	<ul> <li>Lecture</li> <li>Class         discussion</li> <li>Small group         discussion</li> <li>Teacher-made         worksheets</li> <li>Worksheets         and section         review         questions         from the         textbook</li> </ul>	<ul> <li>Textbook:         Glencoe's         World         History         ch. 27</li> <li>Glencoe's         Section         Spotlight         videos</li> </ul>	<ul> <li>Answers to worksheets and review questions</li> <li>Teachermade quizzes</li> <li>Teachermade test</li> </ul>

#### **Unit 20: Contemporary West**

#### 1 ½ weeks

## WH9.1, WH9.3, WH9.4, WH9.5, WH9.7, WH9.8, WH9.9

- 1. What purpose should a Christian see in the social changes of this ages
- 2. How does a Christian view of history make a difference in the way we understand it's purpose
- 3. How does the Bible help us make sense of the changes in this period?
- 4. What does God say in His word, directly or indirectly about the issues of this time period?

Objectives	Methods	Resources	Assessment
The students will:  Study the progression of the Soviet Union through Brezhnev and Gorbachev, Yeltsin to its fall  Examine Russia after the Soviet Union fell under Yeltsin, Putin, and Medvedev  Analyze the revolutions and changes in Poland, Czechoslovakia, Romany, Germany, and Yugoslavia  Discuss the formation of the European Union and its impact on the Western World  Examine changes and current trends, philosophies, problems, etc. in France, Germany, United Kingdom and the United States  Discuss globalization and cultural imperialism	<ul> <li>Lecture</li> <li>Class discussion</li> <li>Small group discussion</li> <li>Teacher-made worksheets</li> <li>Worksheets and section review questions from the textbook</li> </ul>	• Textbook: Glencoe's World History ch. 28 • Glencoe's Section Spotlight videos	Answers to worksheets and review questions     Teacher-made quizzes     Teacher-made test

## **Unit 21: Contemporary Latin America**

#### 1 ½ weeks

## WH9.1, WH9.3, WH9.4, WH9.5, WH9.7, WH9.8, WH9.9

- 1. What purpose should a Christian see in the social changes of this ages
- 2. How does a Christian view of history make a difference in the way we understand it's purpose
- 3. How does the Bible help us make sense of the changes in this period?
- 4. What does God say in His word, directly or indirectly about the issues of this time period?

Objectives	Methods	Resources	Assessment
The students will:  Discuss general trends in the economics, politics, society, and culture of Latin America  Examine the relationship between the U.S. and Latin America from the 1950s to the present  Analyze specific events in the contemporary history of Mexico, Cuba, Central America, Chile, Argentina, Brazil, Peru, Columbia, and Venezuela  Study the relationship between colonialism and many of the problems Latin America now faces	<ul> <li>Lecture</li> <li>Class         discussion</li> <li>Small group         discussion</li> <li>Teacher-made         worksheets</li> <li>Worksheets         and section         review         questions from         the textbook</li> </ul>	• Textbook: Glencoe's World History ch. 29 • Glencoe's Section Spotlight videos	<ul> <li>Answers to worksheets and review questions</li> <li>Teacher-made quizzes</li> <li>Teacher-made test</li> </ul>

#### Unit 22: Contemporary Africa and the Middle East

#### 1 ½ weeks

#### WH9.1, WH9.3, WH9.4, WH9.5, WH9.7, WH9.8, WH9.9

- 1. What purpose should a Christian see in the social changes of this ages
- 2. How does a Christian view of history make a difference in the way we understand it's purpose
- 3. How does the Bible help us make sense of the changes in this period?
- 4. What does God say in His word, directly or indirectly about the issues of this time period?

Objectives	Methods	Resources	Assessment
The students will:  Study various independent movements in Africa, especially those in South Africa  Analyze the current problems Africa faces in regards to the AIDS epidemic and various ethnic and religious conflicts  Discuss the impact of colonialism on modern-day Africa  Examine the progression of Israel from its establishment as an independent nation in 1948 to the present  Highlight major conflicts between the nation of Israel and various Arab countries over the past 70 years  Analyze the trends, conflicts, and problems in the Middle East, specifically in Iran, Iraq, and Afghanistan  Study specific cultural tensions in the Middle East	<ul> <li>Lecture</li> <li>Class         discussion</li> <li>Small group         discussion</li> <li>Teacher-made         worksheets</li> <li>Worksheets         and section         review         questions from         the textbook</li> </ul>	Textbook: Glencoe's World History ch. 30 Glencoe's Section Spotlight videos	<ul> <li>Answers to worksheets and review questions</li> <li>Teacher-made quizzes</li> <li>Teacher-made test</li> </ul>

#### Unit 23: Contemporary Asia and the Pacific

#### 1 ½ weeks

## WH9.1, WH9.3, WH9.4, WH9.5, WH9.6, WH9.7, WH9.8, WH9.9

- 1. What purpose should a Christian see in the social changes of this ages
- 2. How does a Christian view of history make a difference in the way we understand it's purpose
- 3. How does the Bible help us make sense of the changes in this period?
- 4. What does God say in His word, directly or indirectly about the issues of this time period?

Objectives	Methods	Resources	Assessment
The students will:  Study the progression of Communist China from 1949 to the present  Examine the impacts of the governments of Mao Zedong and Deng Xiaoping  Discuss current trends, philosophies, problems and policies of the PRC  Analyze India's progression since its independence from Great Britain  Examine India's relationship with Pakistan and Bangladesh  Study changes in Southeast Asia since the 1950s, specifically Vietnam, Cambodia, Laos, Myanmar and North and South Korea  Examine Japan's progression from the 1940s to the present  Discuss the 4 Asian Tigers: Singapore,	<ul> <li>Lecture</li> <li>Class discussion</li> <li>Small group discussion</li> <li>Teacher-made worksheets</li> <li>Worksheets and section review questions from the textbook</li> </ul>	• Textbook: Glencoe's World History ch. 31 • Glencoe's Section Spotlight videos	<ul> <li>Answers to worksheets and review questions</li> <li>Teacher-made quizzes</li> <li>Teacher-made test</li> </ul>

Hong Kong, South		
Korea, and Taiwan		
-		
and what makes		
them unique from		
their Asian		
neighbors		
<ul> <li>Study Australia and</li> </ul>		
New Zealand's		
relationship with		
Asia and Europe		

## Unit 24: Ancient Asia and Africa Project

# 1st Quarter (approx. 9 weeks)

## WH9.3, WH9.5, WH9.9

Objectives	Methods	Resources	Assessment
The students will:  • Prepare a 3-5 minute presentation on a specific topic dealing with Ancient Asia and Africa • Present their information to the class in an oral report	Teacher- made handouts	<ul> <li>Textbook:         Glencoe's World         History         ch. 7-8</li> <li>Encyclopedias</li> <li>Internet resources</li> </ul>	Teacher-made rubrics for the project

# **Unit 25: World Food Project**

# 2<sup>nd</sup> Quarter (approx. 9 weeks)

## WH9.9

Objectives	Methods	Resources	Assessment
The students will:  • Look up basic facts about their specific country  • Prepare a dish native to their country	Teacher-made handouts	<ul> <li>Textbook: Glencoe's World History</li> <li>Encyclopedia</li> <li>Internet</li> </ul>	Teacher-made rubrics for project

# **Unit 26: Current Events Project**

# 3<sup>rd</sup> Quarter (approx. 9 weeks)

## WH9.4, WH9.9

Objectives	Methods	Resources	Assessment
The students will:  • Locate 5 current events articles about a specific country  • Summarize the information in each article • Present their findings to the class	Teacher-made handouts	<ul> <li>Textbook:         Glencoe's         World History</li> <li>Internet</li> <li>Magazines</li> <li>Newspapers</li> </ul>	Teacher-made rubrics for project

## **Unit 27: World War II Propaganda Project**

# 4<sup>th</sup> Quarter (approx. 9 weeks)

## WH9.4, WH9.8

Objectives	Methods	Resources	Assessment
<ul> <li>Study examples of American and Soviet propaganda during WWII</li> <li>Prepare a propaganda poster advocating goals of either the U.S. or the U.S.S.R. during WWII</li> <li>Write a paragraph explaining their poster and its message</li> <li>Present their poster to the class</li> </ul>	Teacher-made handouts	<ul> <li>Textbook:         Glencoe's         World History</li> <li>Internet</li> <li>Magazines</li> </ul>	Teacher-made rubrics for project