

9th grade Social Studies Curriculum: *World History*

Unit 1: Introduction to World History

3 days

WH9.1, WH9.8

Essential Biblical Worldview Questions

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: <ul style="list-style-type: none">• 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 style="list-style-type: none">• Lecture• Class discussion• Small group discussion• Teacher-made worksheets• Worksheets and section review questions from the textbook	<ul style="list-style-type: none">• Textbook: Glencoe's <i>World History</i> ch. 1	<ul style="list-style-type: none">• Answers to worksheets and review questions• Teacher-made quiz

Unit 2: Western Asia and Egypt

1 ½ weeks

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

Essential Biblical Worldview Questions

1. How does the Biblical narrative of 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: <ul style="list-style-type: none">• 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 style="list-style-type: none">• Lecture• Class discussion• Small group discussion• Teacher-made worksheets• Worksheets and section review questions from the textbook	<ul style="list-style-type: none">• Textbook: Glencoe's <i>World History</i> ch. 2• PBS Home Video <i>Egypt's Golden Empire</i>• Glencoe's Section Spotlight videos	<ul style="list-style-type: none">• Answers to worksheets and review questions• Teacher-made quizzes• Teacher-made test

Unit 3: Ancient India and China

1 ½ weeks

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

Essential Biblical Worldview Questions

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

Objectives	Methods	Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none"> • 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 style="list-style-type: none"> • Lecture • Class discussion • Small group discussion • Teacher-made worksheets • Worksheets and section review questions from the textbook 	<ul style="list-style-type: none"> • Textbook: Glencoe’s <i>World History</i> ch. 3 • Video: <i>Ancient China: A Journey Back in Time</i> • Glencoe’s Section Spotlight videos 	<ul style="list-style-type: none"> • Answers to worksheets and review questions • Teacher-made quizzes • Teacher-made test

Unit 4: Ancient Greece

1 ½ weeks

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

Essential Biblical Worldview Question

1. How does the Biblical narrative of 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
<p>The students will:</p> <ul style="list-style-type: none"> • Examine Greek civilizations before the advent of the city-states: Minoans, Mycenaeans, and the Dark Ages • Discuss Homer's epic poetry: <i>The Illiad</i> and <i>The Odyssey</i> 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 style="list-style-type: none"> • Lecture • Class discussion • Small group discussion • Teacher-made worksheets • Worksheets and section review questions from the textbook 	<ul style="list-style-type: none"> • Textbook: Glencoe's <i>World History</i> ch. 4 • Glencoe's Section Spotlight videos 	<ul style="list-style-type: none"> • Answers to worksheets and review questions • Teacher-made quizzes • Teacher-made test

Unit 5: Ancient Rome

1 ½ weeks

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

Essential Biblical Worldview Question

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: <ul style="list-style-type: none">• 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 style="list-style-type: none">• Lecture• Class discussion• Small group discussion• Teacher-made worksheets• Worksheets and section review questions from the textbook	<ul style="list-style-type: none">• Textbook: Glencoe's <i>World History</i> ch. 5• Glencoe's Section Spotlight videos	<ul style="list-style-type: none">• Answers to worksheets and review questions• Teacher-made quizzes• Teacher-made test

<p>and its spread throughout the empire</p> <ul style="list-style-type: none">• Analyze the fall of the Roman Empire			
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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

Essential Biblical Worldview Question

1. How does the Biblical narrative of 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
<p>The students will:</p> <ul style="list-style-type: none"> • Study the rise of Islam, including the arrival of Mohammed and the 5 pillars of Islam • Discuss the establishment of the Arab Empires: Umayyad, 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 	<ul style="list-style-type: none"> • Lecture • Class discussion • Small group discussion • Teacher-made worksheets • Worksheets and section review questions from the textbook 	<ul style="list-style-type: none"> • Textbook: Glencoe's <i>World History</i> ch. 6 and p. 214-232 • Glencoe's Section Spotlight videos 	<ul style="list-style-type: none"> • Answers to worksheets and review questions • Teacher-made quizzes • Teacher-made test

Unit 7: Emerging Europe and Byzantine Empire

1 ½ weeks

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

Essential Biblical Worldview Question

1. How does the Biblical narrative of creation, fall, redemption, restoration relate to byzantine 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
<p>The students will:</p> <ul style="list-style-type: none"> • Examine the transformation of the ancient Roman Empire by the various Germanic kingdom • Study the establishment of the Germanic kingdom of the Franks under Clovis • Analyze the unique characteristics of Germanic society • Discuss the role of the 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 • Discuss the crusades and their impact on Europe and the Middle East 	<ul style="list-style-type: none"> • Lecture • Class discussion • Small group discussion • Teacher-made worksheets • Worksheets and section review questions from the textbook • Feudalism diagram 	<ul style="list-style-type: none"> • Textbook: Glencoe's <i>World History</i> ch. 9 • Glencoe's Section Spotlight videos • The History Channel's video series <i>The Crusades</i> 	<ul style="list-style-type: none"> • Answers to worksheets and review questions • Teacher-made quizzes • Teacher-made test

Unit 8: Europe in the Middle Ages

1 ½ weeks

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

Essential Biblical Worldview Question

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
<p>The students will:</p> <ul style="list-style-type: none">• 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 in-depth 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 style="list-style-type: none">• Lecture• Class discussion• Small group discussion• Teacher-made worksheets• Worksheets and section review questions from the textbook	<ul style="list-style-type: none">• Textbook: Glencoe's <i>World History</i> ch. 10• Glencoe's Section Spotlight videos• Videos: The History Channel's <i>The Plague</i> and <i>The Inquisition</i>	<ul style="list-style-type: none">• Answers to worksheets and review questions• Teacher-made quizzes• Teacher-made test

Unit 9: Renaissance and Reformation

1 ½ weeks

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

Essential Biblical Worldview Question

1. How does the Biblical narrative of 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
<p>The students will:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lecture • Class discussion • Small group discussion • Teacher-made worksheets • Worksheets and section review questions from the textbook 	<ul style="list-style-type: none"> • Textbook: Glencoe's <i>World History</i> ch. 12 • Glencoe's Section Spotlight videos • Video: <i>Luther</i> 	<ul style="list-style-type: none"> • Answers to worksheets and review questions • Teacher-made quizzes • Teacher-made test

Unit 10: The Americas & The Age of Exploration

1 ½ weeks

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

Essential Biblical Worldview Question

1. What purpose should a Christian see in the Age of Exploration?
2. How does a Christian view of history make a difference in the way we understand its 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: <ul style="list-style-type: none">• 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 style="list-style-type: none">• Lecture• Class discussion• Small group discussion• Teacher-made worksheets• Worksheets and section review questions from the textbook	<ul style="list-style-type: none">• Textbook: Glencoe's <i>World History</i> ch. 11+13• Glencoe's Section Spotlight videos	<ul style="list-style-type: none">• Answers to worksheets and review questions• Teacher-made quizzes• Teacher-made test

Unit 11: Crisis and Absolutism in Europe

1 ½ weeks

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

Essential Biblical Worldview Question

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
<p>The students will:</p> <ul style="list-style-type: none"> • 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 • 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 style="list-style-type: none"> • Lecture • Class discussion • Small group discussion • Teacher-made worksheets • Worksheets and section review questions from the textbook 	<ul style="list-style-type: none"> • Textbook: Glencoe's <i>World History</i> ch. 12 • Glencoe's Section Spotlight videos 	<ul style="list-style-type: none"> • Answers to worksheets and review questions • Teacher-made quizzes • Teacher-made test

Unit 12: The Muslim Empires

1 ½ weeks

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

Essential Biblical Worldview Question

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: <ul style="list-style-type: none">• 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 style="list-style-type: none">• Lecture• Class discussion• Small group discussion• Teacher-made worksheets• Worksheets and section review questions from the textbook	<ul style="list-style-type: none">• Textbook: Glencoe's <i>World History</i> ch. 14• Glencoe's Section Spotlight videos	<ul style="list-style-type: none">• Answers to worksheets and review questions• Teacher-made quizzes• Teacher-made test

Unit 13: Revolution and Enlightenment

1 ½ weeks

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

Essential Biblical Worldview Question

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
<p>The students will:</p> <ul style="list-style-type: none"> • 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 style="list-style-type: none"> • Lecture • Class discussion • Small group discussion • Teacher-made worksheets • Worksheets and section review questions from the textbook 	<ul style="list-style-type: none"> • Textbook: Glencoe's <i>World History</i> ch. 17 • Glencoe's Section Spotlight videos 	<ul style="list-style-type: none"> • Answers to worksheets and review questions • Teacher-made quizzes • Teacher-made test

Unit 14: The French Revolution and Napoleon

1 ½ weeks

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

Essential Biblical Worldview Question

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
<p>The students will:</p> <ul style="list-style-type: none"> • 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 style="list-style-type: none"> • Lecture • Class discussion • Small group discussion • Teacher-made worksheets • Worksheets and section review questions from the textbook 	<ul style="list-style-type: none"> • Textbook: Glencoe's <i>World History</i> ch. 18 • Glencoe's Section Spotlight videos • Video: The History Channel's <i>The French Revolution: Liberte, Egalite, Fraternite</i> 	<ul style="list-style-type: none"> • Answers to worksheets and review questions • Teacher-made quizzes • Teacher-made test

Unit 15: Industrialization

1 ½ weeks

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

Essential Biblical Worldview Question

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
<p>The students will:</p> <ul style="list-style-type: none">• 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 style="list-style-type: none">• Lecture• Class discussion• Small group discussion• Teacher-made worksheets• Worksheets and section review questions from the textbook	<ul style="list-style-type: none">• Textbook: Glencoe's <i>World History</i> ch. 19-20• Glencoe's Section Spotlight videos	<ul style="list-style-type: none">• Answers to worksheets and review questions• Teacher-made quizzes• Teacher-made test

Unit 16: Imperialism and Colonialism

1 ½ weeks

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

Essential Biblical Worldview Question

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: <ul style="list-style-type: none">• 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 far-reaching negative and/or positive affects of colonialism and imperialism in these different nations of Asia, Africa, and Latin America	<ul style="list-style-type: none">• Lecture• Class discussion• Small group discussion• Teacher-made worksheets• Worksheets and section review questions from the textbook	<ul style="list-style-type: none">• Textbook: Glencoe's <i>World History</i> ch. 21• Glencoe's Section Spotlight videos	<ul style="list-style-type: none">• Answers to worksheets and review questions• Teacher-made quizzes• Teacher-made test

Unit 17: War and Revolution

1 ½ weeks

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

Essential Biblical Worldview Question

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
<p>The students will:</p> <ul style="list-style-type: none">• 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 style="list-style-type: none">• Lecture• Class discussion• Small group discussion• Teacher-made worksheets• Worksheets and section review questions from the textbook	<ul style="list-style-type: none">• Textbook: Glencoe's <i>World History</i> ch. 23• Glencoe's Section Spotlight videos	<ul style="list-style-type: none">• Answers to worksheets and review questions• Teacher-made quizzes• Teacher-made test

Unit 18: The West Between the Wars

1 ½ weeks

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

Essential Biblical Worldview Question

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: <ul style="list-style-type: none">• Analyze the search for stability in the West after WWI• Discuss the Great Depression and its impact on the Western world• Study the rise of dictators in Europe, specifically Italy, Germany, and Russia• Examine the specifics of Hitler's rise to power and its impact on German society	<ul style="list-style-type: none">• Lecture• Class discussion• Small group discussion• Teacher-made worksheets• Worksheets and section review questions from the textbook	<ul style="list-style-type: none">• Textbook: Glencoe's <i>World History</i> ch. 24• Glencoe's Section Spotlight videos	<ul style="list-style-type: none">• Answers to worksheets and review questions• Teacher-made quizzes• Teacher-made test

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

Essential Biblical Worldview Question

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
<p>The students will:</p> <ul style="list-style-type: none">• 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 style="list-style-type: none">• Lecture• Class discussion• Small group discussion• Teacher-made worksheets• Worksheets and section review questions from the textbook	<ul style="list-style-type: none">• Textbook: Glencoe's <i>World History</i> ch. 27• Glencoe's Section Spotlight videos	<ul style="list-style-type: none">• Answers to worksheets and review questions• Teacher-made quizzes• Teacher-made test

Unit 20: Contemporary West

1 ½ weeks

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

Essential Biblical Worldview Question

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
<p>The students will:</p> <ul style="list-style-type: none"> • 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 style="list-style-type: none"> • Lecture • Class discussion • Small group discussion • Teacher-made worksheets • Worksheets and section review questions from the textbook 	<ul style="list-style-type: none"> • Textbook: Glencoe's <i>World History</i> ch. 28 • Glencoe's Section Spotlight videos 	<ul style="list-style-type: none"> • 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

Essential Biblical Worldview Question

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
<p>The students will:</p> <ul style="list-style-type: none">• 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 style="list-style-type: none">• Lecture• Class discussion• Small group discussion• Teacher-made worksheets• Worksheets and section review questions from the textbook	<ul style="list-style-type: none">• Textbook: Glencoe's <i>World History</i> ch. 29• Glencoe's Section Spotlight videos	<ul style="list-style-type: none">• Answers to worksheets and review questions• Teacher-made quizzes• Teacher-made test

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

Essential Biblical Worldview Question

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
<p>The students will:</p> <ul style="list-style-type: none"> • 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 style="list-style-type: none"> • Lecture • Class discussion • Small group discussion • Teacher-made worksheets • Worksheets and section review questions from the textbook 	<ul style="list-style-type: none"> • Textbook: Glencoe's <i>World History</i> ch. 30 • Glencoe's Section Spotlight videos 	<ul style="list-style-type: none"> • Answers to worksheets and review questions • Teacher-made quizzes • Teacher-made test

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

Essential Biblical Worldview Question

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
<p>The students will:</p> <ul style="list-style-type: none"> • 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 style="list-style-type: none"> • Lecture • Class discussion • Small group discussion • Teacher-made worksheets • Worksheets and section review questions from the textbook 	<ul style="list-style-type: none"> • Textbook: Glencoe's <i>World History</i> ch. 31 • Glencoe's Section Spotlight videos 	<ul style="list-style-type: none"> • Answers to worksheets and review questions • Teacher-made quizzes • Teacher-made test

<p>Hong Kong, South Korea, and Taiwan and what makes them unique from their Asian neighbors</p> <ul style="list-style-type: none">• Study Australia and New Zealand's relationship with Asia and Europe			
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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: <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Teacher-made handouts	<ul style="list-style-type: none">• Textbook: Glencoe's <i>World History</i> ch. 7-8• Encyclopedias• Internet resources	<ul style="list-style-type: none">• Teacher-made rubrics for the project

Unit 25: World Food Project

2nd Quarter (approx. 9 weeks)

WH9.9

Objectives	Methods	Resources	Assessment
The students will: <ul style="list-style-type: none">• Look up basic facts about their specific country• Prepare a dish native to their country	<ul style="list-style-type: none">• Teacher-made handouts	<ul style="list-style-type: none">• Textbook: Glencoe's <i>World History</i>• Encyclopedia• Internet	<ul style="list-style-type: none">• Teacher-made rubrics for project

Unit 26: Current Events Project

3rd Quarter (approx. 9 weeks)

WH9.4, WH9.9

Objectives	Methods	Resources	Assessment
The students will: <ul style="list-style-type: none">• Locate 5 current events articles about a specific country• Summarize the information in each article• Present their findings to the class	<ul style="list-style-type: none">• Teacher-made handouts	<ul style="list-style-type: none">• Textbook: Glencoe's <i>World History</i>• Internet• Magazines• Newspapers	<ul style="list-style-type: none">• Teacher-made rubrics for project

Unit 27: World War II Propaganda Project

4th Quarter (approx. 9 weeks)

WH9.4, WH9.8

Objectives	Methods	Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none">• Study examples of American and Soviet propaganda during WWII• Prepare a propaganda poster advocating goals of either the U.S. or the U.S.S.R. during WWII• Write a paragraph explaining their poster and its message• Present their poster to the class	<ul style="list-style-type: none">• Teacher-made handouts	<ul style="list-style-type: none">• Textbook: Glencoe's <i>World History</i>• Internet• Magazines	<ul style="list-style-type: none">• Teacher-made rubrics for project