History & Social Science

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INSTRUCTIONAL GUIDE
Teaching History and Social Science in Massachusetts Department of Youth Services Classrooms

2020 Edition

Aligned with the 2018 Massachusetts History and Social Science Curriculum Framework
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When beginning to study World History I, a course with a vast timeline that starts more than 50 centuries ago and covers significant happenings from all around the globe, students may feel daunted. Students may comment, “This is an overwhelming amount of information.” They may also ask, “Why are ancient events important to learn?” “How can developments from far-away civilizations have any relevance today?” It’s true that the magnitude of information included in World History I is great, but one of the best answers that teachers can provide for their students is that this course deals with the tough questions that people have been grappling with for centuries.

World history provides the best and most useful contexts for many historical purposes. Historical development takes place and historical processes unfold on many different registers: local, regional, and national, obviously, but also transregional, continental, hemispheric, oceanic, and global. Better than other approaches to the past, world history situates historical development and historical processes in appropriate larger contexts that enable historians to construct meaning out of the myriad bits and pieces of information that constitute past experience (Bentley).

When using the lens of world history to consider some of the challenging issues we face today—the spread of infectious disease, mass migration, war, hunger/starvation, just to name a few—it is apparent that these crises are really not recent developments.

People and civilizations in the past wrestled with the same tough questions we still struggle with today:

• How do religions and belief systems affect society?
• What are the intended and unintended effects of trade?
• What are the benefits and costs of science and technology?
• How do political systems rise, develop, and decline?

The past is, in Barbara Tuchman’s phrase, “a distant mirror” of our own times. Actions, events, and ideas from the past can inform not only our understanding of the present but also our decision-making in the future.
In addition, the study of World History I has social as well as political implications. World History I has the potential to ensure that all students see themselves and their origins in the curriculum. It also opens doors to different cultures, introduces different values, and asks students to contend with different forms of social and political organization. Studying diverse human societies gives students the opportunity to reflect on their own culture and values and consider alternative worldviews.

Furthermore, the dramatic changes in communication over the past 20 years have increased the interconnectedness of the world’s nations and cultures. People everywhere are now able to witness world events (inspiring and disastrous) almost instantaneously; participate in international video conferences and gaming events; purchase products from other countries without ever leaving home; and examine the daily lives of people who live, work, and think differently. These encounters can provide students with ways to engage in constructive conversations across cultural and social distinctions. And as citizens and future policy makers, students need to understand that many of today’s crises cannot be solved by one country alone.

It takes a well-informed citizenry to understand the complexity of shared world problems and learn to work cooperatively to implement solutions that will benefit all people. Students who understand the past will have the ability to “Think Globally” and “Act Locally” as agents of change in the present.

While studying World History I, students will use a wide variety of primary source materials, which will provide multiple points of view that often reveal vastly different ideas about how events unfolded. For example, when students study the Crusades, they will read not only primary source documents from European and Byzantine monarchs, Pope Urban II, and Crusaders; but also accounts from Muslim leader Saladin and author Ibn al-Athir. These primary source documents will provide students with varied and complex views of the religious motivations and political and military approaches to these “holy wars.”

When students think of careers directly associated with the study of world history, historian, anthropologist, paleontologist, geographer, and teacher often come to mind. However, these are not the only career options open to students with an interest in history. There are a host of transferable skills that students gain as they study history, such as critical thinking and problem-solving, research and analysis of data to illustrate historical trends, identifying patterns and relationships, understanding cause and effect relationships, discerning fact from fiction, and effective communication skills, which are highly attractive attributes in the workplace. A 2020 survey conducted by the National Association of Colleges and Employers also notes that many of these key qualities are what employers look for in an applicant’s resume (NACE Staff). Career choices with not-so-obvious but real connections to the study of world history include the fields of business, journalism, law, medicine, tourism, international relations, communication, and filmmaking, as well as employment opportunities with non-governmental organizations (NGOs) engaged in humanitarian initiatives.
World History I Course Content

World History I is usually organized chronologically, and this remains the approach in the 2018 Massachusetts History and Social Science Framework. However, rather than beginning with the fall of Rome, in the new curriculum framework the study of World History I begins in prehistory and ends in 1800 CE. Besides this addition to the timeline, there are several important shifts in the framework. The first is an emphasis on inquiry and applying knowledge, rather than the more traditional approach of memorizing factual information.

The framework also takes a more holistic approach to learning, linking units of study in history and social science to the standards for literacy instruction and increasing the connections to other disciplines (the arts, sciences, mathematics, literature, and other social sciences). In addition, students are asked to “practice” critical thinking skills based on the investigative methods used by historians and exercise civic skills, such as advocating for informed action.

One other important shift specific to World History I is that the content of the course was reorganized by topics instead of by region. This brings a greater conceptual focus and expands the standards, adding many new primary sources related to non-European areas to address concerns about the balance of content across regions of the world. Since inquiry and research are staples of daily learning for students, students should be encouraged to think deeply and critically about World History I content topics and develop their own inquiry questions.

To aid teachers and students with the inquiry process, guiding questions and Essential Questions are embedded within the curriculum framework in each content standard and highlighted in the Scope and Sequence and units of study in this guide. In the introduction to World History I, two overarching questions ask teachers and students to think deeply and critically about the timeless topics of global diffusion of ideas and social change:

- How do ideas migrate across cultures?
- What brings about change in societies?

Each content topic also begins with an Essential Question linked to these broader World History I questions. As students move through the topics and explore the units of study, teachers should also present other Essential Questions, e.g., “How do governments gain, use, and justify power?” or “How do governments attempt to meet the needs of everyday citizens?” Questions like these (from the Enlightenment unit) could also be addressed in earlier units, and these discussions would provide an opportunity to make connections across time and compare earlier world governments with governments of today.

Many of the standards offer several subtopics from which students can choose one to research using primary sources, as in the exemplar unit on Religion in the Ancient and Medieval Worlds in this chapter. Additionally, many of the formative and summative assessments found throughout the exemplar units ask students to engage in sustained, formal research projects that begin with a research question or problem and result in written, oral, or media presentations that allow students to practice and perform these skills.

World History I is organized into six topics, spanning several millennia, from the early development of human civilizations through the Enlightenment Era in the 1800s CE. The World History I Scope and Sequence highlights the standards that should be emphasized across the year. Teachers should consult the History and Social Science Framework to review and address additional standards.

Topic Resources

**World History I Topics (6)**
An overview of each topic and ideas for units that could be included within it are provided on pp. 6.1.4-5.

**World History I Scope and Sequence**
See pp. 6.2.1-4.

**Exemplar Units (3)**
This chapter includes exemplar units for three of the six World History I topics, starting on p. 6.4.1.

**Topic Synopses (3)**
Synopses of suggested units for the other three topics are found at the end of this introduction, on pp. 6.3.1-4.
**World History I Topics**

1. **(WHI.T1) Dynamic Interactions Among Regions of the World** explores the different ways in which early societies and civilizations interact across regions and how these interactions are affected by geographical factors. Students will use primary sources, including texts, maps, diagrams, and works of art, to show the diffusion of ideas and practices among and between early civilizations.

   A unit on this topic could include an examination of the interactions of particular ancient empires (before 500 CE), determining the positive and negative implications of these interactions. Another unit could focus on how social interactions among societies are impacted by geographical and factors, as illustrated in Jared Diamond’s *Guns, Germs, and Steel: The Fates of Human Societies*. A third unit could compare how civilizations interacted in the past to how they interact today. More detailed unit recommendations presented in the World History I Unit Suggestions section include a comparative study of the causes, characteristics, and impacts of the Han Dynasty’s Silk Road and contemporary China’s Belt and Road Initiative and a study of the history of the Khmer Empire.

   **See Topic Synopsis**, p. 6.3.1

2. **(WHI.T2) Development and Diffusion of Religions and Systems of Belief, c. 500 BCE–1200 CE** examines the development of religions and how belief systems influenced the political and cultural structures of the regions where they were produced. Students will study major world religions of the time period, comparing core religious beliefs, determining how they spread, and analyzing how the development of religions and belief systems had an impact on the political, cultural, and social structures of the times.

   Units on this topic include one on the growth and spread of seven major world religions throughout Eurasia and Africa, the central tenets of these belief systems, and how the development of religions and belief systems influenced the political, cultural, and social structures (see exemplar unit in this chapter). Another unit could focus on indigenous religious practices in Africa and how these practices survived and shaped African Islamic and Christian religious practices.

   **See Exemplar Unit**, starting on p. 6.4.1

3. **(WHI.T3) Interactions of Kingdoms and Empires, c. 1000–1500 CE** explores the interactions of kingdoms and empires during this era and how the interactions influenced political, economic, and social developments. Students will study the conceptual underpinnings that created and sustained political power and governments in different historical periods and places, and research one kingdom or empire to determine its central political, economic, and cultural developments, as well as its role in trade, diplomatic alliances, warfare, and exchanges with other parts of the world.

   One unit on this topic could focus on the West African empires of ancient Ghana (c. 700–1240 CE), Mali (c.1230–1670 CE), and Songhai (15th-17th centuries CE), investigating the importance of Timbuktu as a center of trade and learning, with specific attention given to gold and salt and the slave trade. Another unit might examine the Inca regional empire (c. 13th century–1572 CE), its extensive networks of roads, conquests of neighboring states, and monumental architecture at sites, such as Machu Picchu and Cusco. More detailed unit recommendations presented in the World History I Unit Suggestions section include a study of the vibrant religious, cultural, and social cooperation and interchange between Jews and Muslims in Al-Andalus; a study of the impact of the Crusades on European Jews; and a study of these invasions from the Islamic point of view.

   **See Topic Synopsis**, pp. 6.3.2-3
4. **(WHI.T4) Philosophy, the Arts, Science, and Technology, c. 1200 to 1700 CE** examines how increasing global connectedness led to major developments in philosophy, arts, and sciences in the early modern world. Students will consider how the study of classical learning, inventions, technologies, the Agricultural and Scientific Revolutions, the European Renaissance, and religious conflicts contributed to interconnectedness and the diffusion of ideas.

Units on this topic include one exploring the impact of the printing press on the spread of knowledge and cultural ideas, the characteristics of the Renaissance and its origin in Italy, and how the spread of humanism and new ideas during the Renaissance affected the arts (see exemplar unit in this chapter). A second unit could focus on how developments in science, technology, and agriculture had global implications. A third unit could examine the political and religious tensions during this time period, including a growing discontent with the Catholic Church, the Protestant Reformation, the Catholic Counter-Reformation, and the roles they played as political power shifted in Europe.

See Exemplar Unit, starting on p. 6.7.1

5. **(WHI.T5) Global Exploration, Conquest, Colonization, c. 1492– 1800 CE** explores the effect of European conquests on the political and social structures of other regions of the world. Students will study the religious and economic motivations for global expansion and the economic, political, demographic, and social effects during the European colonial period.

A unit on this topic could focus on the religious and economic motivations for exploration and conquests, including the expulsion of Jews and Muslims from the Iberian Peninsula after the Treaty of Granada (1492), the rise of Spanish and Portuguese Kingdoms, the Spanish Inquisition, and the Spanish expeditions to conquer and christianize the Americas and the Philippines, and Portuguese conflicts with Muslim states. Another unit could include an analysis of the major economic, political, demographic, and social effects of the European colonial period in the Americas and Caribbean, including the impact of missionaries and the slave trade, by comparing the lives of the native peoples in the Americas before 1491 and after 1493. More detailed unit recommendations presented in the World History I Unit Suggestions section include a study of the “Columbian Exchange,” with a particular focus on the spread of infectious diseases, and a comparative study of the causes, characteristics, and consequences of Native American uprisings against Spanish colonizers.

See Topic Synopsis, pp. 6.3.3-4

6. **(WHI.T6) Philosophies of Government and Society, c. 1500-1800** examines how philosophies of government shape the everyday lives of people. Students will use primary source documents to explore the origins and the ideals of the European Enlightenment; examine how Enlightenment intellectuals challenged existing political, economic, social, and religious structures; explain why England was the exception to the growth of absolutism in Europe; and describe the development of constitutional democracy.

Units on this topic include one on the origins and ideals of the European Enlightenment; the origins of absolutist governments; and how Enlightenment intellectuals challenged existing political, economic, social, and religious structures. This unit also includes an extension that links Enlightenment ideals to the development of a constitutional democracy in the United States (see exemplar unit in this chapter). Another unit could explore why England was the exception to the growth of absolutism in Europe.

See Exemplar Unit, starting on p. 6.10.1
Teaching World History I in DYS Schools

Student Engagement

The World History I standards and this guide encourage student engagement in a variety of ways. First, they allow students multiple opportunities to visit and revisit themes and patterns in history and build on the knowledge they have created in class. Students may consider how the interactions between early civilizations are similar to or different than those during later time periods.

The Scope and Sequence and lessons in this guide make connections to the arts, STEM, and other social sciences to further student interest. Additionally, the use of primary source materials (artifacts, illustrations, maps, photographs, videos, music, art forms, etc.) can also help students imagine and critically examine the past in deeper and more powerful ways. The formative and summative assessments in each unit are also designed as performance tasks where students create projects and exhibitions that demonstrate their knowledge while also honing speaking and listening skills.

Active participation is also encouraged throughout the exemplar units. Teachers can promote collaboration among or between students in the introduction of lessons, during the lesson studies themselves, as students conduct individual or paired research projects, when students present their learning, and as they provide peer feedback.

Access for All

In order to address a variety of student learning styles and ability levels, structural supports for learning and understanding are included with each lesson in the exemplar units. If students struggle with literacy skills or short attention spans, teachers can supply supplementary readings from sources like Newsela that are appropriate for a student’s reading lexile. When students read more difficult and complex primary sources or texts in translation, teachers can pre-teach difficult vocabulary; provide vocabulary anchor charts for easy reference; and model the process of reading, annotating, and interpreting a text.

To assist students with organization and writing tasks, teachers can provide note-taking charts, graphic or digital organizers, and planning sheets. Students should also be encouraged to read their writing aloud as a first strategy for editing their work. When presenting visual primary source texts, teachers should also pre-teach students how to examine and interpret these texts. Teachers should also model the process and encourage student input.

Universal Design for Learning (UDL) strategies are also included with each lesson in the exemplar units.
These UDL suggestions open up the learning process by providing diverse learners—indeed, all students—with multiple ways to engage with learning materials, view and comprehend a variety of texts, and express or show their learning in multiple ways.

**Instructional Flexibility**

Knowing that students in DYS classrooms come from a variety of different educational backgrounds and may move in and out of the classroom during a unit of study, the exemplar units are designed with short-term and long-term plans to create flexibility for both teachers and students. Teachers can use refresher lessons that will help students who arrive mid-unit. Extensions in lessons allow students to learn more about a specific topic, and the long-term units allow greater time for research, creating and revising the performance task, and presenting projects. In some mixed-level classrooms, such as those with students who are taking different history courses, DYS teachers will need additional flexibility in planning and instruction.

Teachers should take advantage of the DYS co-planning and co-teaching models, which encourage cooperation among content teachers, instructional and literacy coaches, and special educators. Mirroring approaches developed in one-room school houses, teachers can establish a sense of classroom community at the beginning of each lesson by introducing Essential Questions, themes, or examples that link the courses of study and grade levels, allowing time for student discussion before moving into direct individual instruction with one or two students, while others conduct individual research or work at learning stations. Keeping some time at the end of class for students to review and assess their progress in pairs or small groups also provides additional time to collaborate and reestablish a sense of teamwork.

**Civic Engagement Project Recommendations for World History I**

As outlined in Chapter 1, the Commonwealth of Massachusetts requires districts to offer students two opportunities to complete civic action projects, one in eighth grade and one in high school (“Chapter 296”). (See block above.) Due to the increased emphasis on civics in the new standards, teachers can utilize the wide variety of access points for the integration of civic action projects throughout the curriculum by making connections between historical events and policies, current events, and students’ life experiences in their own communities. For a more detailed description of the specific Massachusetts Department of Elementary and Secondary Education expectations for completing the six stages of civic action projects, see Chapter 1 (see p. 1.1.6-7) and DESE’s *Civics Projects Guidebook*. The discussion of specific World History I content connections and examples of projects below can be tied to the *History and Social Science Framework*.

**Civic Action Requirements**

Students who interact with DYS may be required to complete some or all of their civic action requirements within a DYS program, so it is imperative for teachers to think about ways to bridge the content standards with opportunities for students to develop civic knowledge, skills, and dispositions.

**Connections and Examples**

The World History I standards begin with an overview of the characteristics and formation of ancient societies, and how their surrounding geography impacted their populations and economies. This topic provides students with a foundational understanding of how ancient societies organized themselves into kingdoms, empires, and religious and political subgroups, emphasizing how this process contributed to their social and economic development.

In addition, students study how societies interacted with each other through examples of exploration, conquest, colonization, and trade. In this topic, students are asked to explain these interactions and to construct graphic
displays of information, both important civic skills. As the standards progress, students must consider multiple perspectives by studying different belief systems and religions and their relationships to politics and power.

The World History I course also covers great advances in science, art, and philosophy. In this topic, students gain an understanding of how advancement and dissemination of science and technology (in agriculture, weaponry, navigation, and communication, for example) can cause economic and social change not only for particular geographic areas but also globally. Students can enhance their civic skills by examining the impact of certain technologies on colonization and trade and how the development or decline of technological advantages can shift the balance of power.

In World History I, students gain civic knowledge through the study of different forms of government and power structures by examining the rise and fall of kingdoms and empires. They are also introduced to the origins of the American democratic ideals through the study of the final topic in the course, philosophies of government. In this topic, students gain historical context for the civic values of liberty, happiness, and natural rights.

Students who are studying the formation and preservation of ancient societies might use historical information about how geography influenced the development of ancient societies to research and better understand how the local geography has influenced the development of their own communities. Students can conduct research on the types of industries that are located in their communities and make comparisons to other communities with different geographical features. Students could also research and make comparisons regarding trends in employment, wages, and the workforce for certain industries over time. They could also look at recent advancements in technology and determine the impact new inventions have had on jobs and the growth or decline of some industries.

Another option would be for students to use maps and other primary source documents to look at the economic development of their own cities or towns and how that development has impacted the types of employment available and the incomes associated with those jobs, in comparison to surrounding communities. Students could use their research to plan a civic action project that advocates for new types of industries in their communities, creates awareness about wage inequality, or advocates for additional vocational opportunities at their schools based on local employment demand.

Students studying the bubonic plague and the impact of other global diseases could decide to focus their civic action projects on researching trends in health diagnoses for different demographic groups, the impact of the COVID-19 pandemic on their communities, or disparities in access to health care. Students could choose
to focus on a specific goal of creating awareness through pamphlets or brochures about prevalent health issues in their communities. They could also plan fundraisers to raise money for specific health causes that are relevant to the project or advocate for changes in access to health care for marginalized groups. Another possibility would be to use the historical data they have collected to provide context for exploring multiple perspectives surrounding vaccinations present in today’s society.

Works Cited


<table>
<thead>
<tr>
<th>U.S. History II Topics</th>
<th>Essential Questions</th>
<th>Emphasized Standards</th>
<th>Textbook Sections</th>
</tr>
</thead>
</table>
| Dynamic Interactions among Regions of the World | • What kinds of global connections existed among early societies?  
• What was the impact of these societies on the lives of ordinary people? | WHI.T1.1. Explain different ways that societies interact across regions and provide examples.  
WHI.T1.3. Explain how social interactions among societies are impacted by geographical and human factors.  
WHI.T1.4. Demonstrate the ability to analyze primary sources including texts, maps, diagrams, works of art, and architecture. | World History. Prentice Hall, 2014.  
Unit 1: Early Civilizations  
Chapters 1-6 |
| Development and Diffusion of Religions and Systems of Belief, c. 500 BCE-1200 CE | • How did the development of religions and belief systems influence the political and cultural structures of the regions where they were produced?  
• How did indigenous religious practices survive to shape the religions that spread into their regions? | WHI.T2.1. Map how the Buddhist, Christian, and Islamic religions spread from their places of origin to other parts of Eurasia and Africa to c. 1400 CE, and explain some of the means by which religions spread.  
WHI.T2.2. Describe the central tenets of Hinduism, Judaism, Buddhism, Confucianism, Christianity, and Islam; create a timeline that shows when and where each religion or belief system began.  
WHI.T2.4. Describe indigenous religious practices in Africa and explain how these practices survived and shaped African Christian and Islamic religions. | Unit 1: Early Civilizations  
Chapter 2: 5  
Chapter 3: 1-4  
Chapter 4: 1  
Chapter 5: 4  
Chapter 6: 1  
Unit 2: Regional Civilizations  
Chapter 7: 1, 3  
Chapters 8-11 |
| Interactions of Kingdoms and Empires, c. 1000-1500 CE | • How did the interactions of kingdoms and empires in this time period influence political, economic, and social developments? | WHI.T3.1. Explain the concepts hereditary rule, kingdom, empire, feudal society, and dynasty and why they are important.  
WHI.T3.5. Explain the practices of enslaving captives and buying/selling slaves.  
WHI.T3.7. Explain the wealth and power struggles of the Catholic Church; the development of feudalism, knighthood and chivalry; and the emergence of rights in England.  
WHI.T3.8. Evaluate the causes, course, and consequences of the Crusades.  
WHI.T3.9. Explain the global consequences of diseases, especially the Bubonic Plague. | Unit 1: Early Civilizations  
Chapters 2-3, 5, 7, 9, 10-11 |

* Asterisk indicates that this chapter includes an exemplar unit addressing this standard.
### Connections to Literacy (Grades 11-12) and Math Standards

<table>
<thead>
<tr>
<th>RCA-H.1. Cite specific textual evidence to support analysis.</th>
<th>Social Sciences: Emerging governmental and political structures; barter economies, money systems; civil and criminal legal codes; philosophy; oral tradition and written language</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCA.1. Write arguments focused on discipline-specific content.</td>
<td><strong>WELA.3. Write narratives.</strong></td>
</tr>
<tr>
<td>SLCA.1. Initiate and participate effectively in a range of discussions.</td>
<td><strong>SLCA.5. Write narratives.</strong></td>
</tr>
<tr>
<td>SMP.4. Model with mathematics (e.g., design graphs and use ratios to compare economies and trade between nations and global regions).</td>
<td><strong>SMP.4. Model with mathematics (e.g., graph the spread of Islam and other demographic data).</strong></td>
</tr>
</tbody>
</table>

### Connections to Other Social Science Disciplines, the Arts, STEM

<table>
<thead>
<tr>
<th>RCA-H.2. Determine the central ideas of a primary or secondary source.</th>
<th>Social Sciences: Caste and feudal systems; religious texts (<em>Book of the Dead</em>, <em>Hebrew Bible</em>, <em>Dead Sea Scrolls</em>, <em>Vedas</em>, <em>Mahabhara</em> <em>Bhagavad-Gita</em>), <em>Tripi</em> <em>taka</em>; parochial schools, universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCA.1. Write arguments focused on discipline-specific content.</td>
<td><strong>WCA.2. Write explanatory texts.</strong></td>
</tr>
<tr>
<td>SLCA.1. Initiate and participate effectively in a range of discussions.</td>
<td><strong>SLCA.2. Initiate and participate effectively in a range of discussions.</strong></td>
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<td>SMP.4. Model with mathematics (e.g., graph the spread of Islam and other demographic data).</td>
<td><strong>SMP.4. Model with mathematics (e.g., design graphs and use ratios to compare economies and trade between nations and global regions).</strong></td>
</tr>
</tbody>
</table>

### Performance Assessment Ideas

<table>
<thead>
<tr>
<th>RCA-H.3. Evaluate various explanations for actions or events.</th>
<th>• Construct a display that conveys information about interactions among and comparisons between societies. Identify one set of interactions and formulate an argument that proves one of the societies benefited most from the interaction. Cite evidence and primary sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCA.2. Write explanatory texts.</td>
<td>• Compare the interactions of the great nations of today (China, Russia, U.S.) with those of ancient civilizations. Based on current interactions and knowledge of the past, predict the outcomes and impact on our world.</td>
</tr>
<tr>
<td>SLCA.1. Initiate and participate effectively in a range of discussions.</td>
<td><strong>SLCA.1. Initiate and participate effectively in a range of discussions.</strong></td>
</tr>
<tr>
<td>SMP.4. Model with mathematics (e.g., graph the spread of Islam and other demographic data).</td>
<td><strong>SMP.4. Model with mathematics (e.g., graph the spread of Islam and other demographic data).</strong></td>
</tr>
</tbody>
</table>

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4. Analyze the purpose and point of view of each source; distinguish opinion from fact.  
   *Examine primary sources to compare perspectives of various participants in exploration and conquest.*

5. Evaluate the credibility, accuracy, and relevance of each source.  
   *Analyze the debate between religious reformers and the established church, noting influences and motives.*

6. Argue or explain conclusions, using valid reasoning and evidence.  
   *Argue for or against Enlightenment ideals and explain how they impact politics, society, and religion.*

7. Determine next steps and take informed action.  
   *Recommend appropriate actions to prevent exploitation by other countries of cultural antiquities and natural resources.*
<table>
<thead>
<tr>
<th>U.S. History II Topics</th>
<th>Essential Questions</th>
<th>Emphasized Standards</th>
<th>Textbook Sections</th>
</tr>
</thead>
</table>
| Philosophy, the Arts, Science, and Technology, c. 1200-1700 CE                | • How did global connections lead to changes in philosophy, arts, and sciences in the Renaissance?  
• What technology innovations led to the diffusion of knowledge and ideas during the High Middle Ages, Renaissance, and dawn of Modernity? | *WHI.T4.5. Describe the origins and development of the Renaissance, humanism, and the influence of key artists, writers, and inventors.  
WHI.T4.6. Describe the political and religious origins of the Reformation and its effects on European society.  
WHI.T4.10. Summarize how the scientific method and new technologies led to new theories of the universe; describe the accomplishments of Scientific Revolution figures; explain how advances in shipbuilding contributed to exploration and conquest. | Unit 2: Early Civilizations  
Chapter 7: 4  
Chapter 8: 4-5  
Chapter 9: 1-3  
Chapter 10: 1-3  
Chapter 11: 1-3  
Chapter 12: 1-2, 4-5 |
| Global Exploration, Conquest, Colonization, c. 1492-1800 CE                   | • What was the effect of European conquests on the political and social structures of other regions of the world? Who lost? Who gained? What is the present-day impact? | WHI.T5.1. Describe the expulsion of Jews and Muslims from the Iberian Peninsula, the rise of Spanish and Portuguese Kingdoms, the Spanish Inquisition, and the Spanish expeditions to conquer and Christianize America.  
WHI.T5.2. Explain European nations’ motivations to find a sea route to Asia.  
WHI.T5.3. Identify the major economic, political, demographic, and social effects of the European colonial period in the Americas and Caribbean, including the impact of the “Columbian Exchange,” missionaries, and the slave trade. | Unit 3: Early Modern Times  
Chapters 14-15 |
| Philosophies of Government and Society, c. 1500-1800 CE                       | • How did philosophies of government shape people’s everyday lives?  
• How did Enlightenment thinkers inspire revolutionaries to push for changes in government and society? | *WHI.T6.1. Identify the origins and ideals of the Enlightenment and how intellectuals of the movement exemplified these ideals that challenged existing structures.  
*WHI.T6.2. Explain historical philosophies of government, giving examples from world history.  
WHI.T6.3. Explain why England was the exception to the growth of absolutism in Europe. | Unit 3: Early Modern Times  
Chapter 16  
Unit 4: Enlightenment and Revolution  
Chapter 17 |

World History I Standards for History and Social Science Practice

1. Demonstrate civic knowledge, skills, and dispositions.  

Explain the emergence of representative government and how it erodes monarchy.

2. Develop focused questions or problem statements and conduct inquiries.  

Research how technological innovations led to the diffusion of knowledge and ideas.

3. Organize data from multiple primary and secondary sources.  

Compile sources that show the diverse views of participants in global exploration and conquest.

*Asterisk indicates that this chapter includes an exemplar unit addressing this standard.*
### Connections to Literacy (Grades 11-12) and Math Standards

- **RCA-H.3.** Evaluate various explanations for actions or events.
- **WCA.1.** Write arguments focused on discipline-specific content.
- **SLCA.2.** Integrate multiple sources of information presented in diverse formats and media.
- **SMP.2.** Reason abstractly and quantitatively (e.g., qualitatively and quantitatively analyze the impact of scientific and technological innovations on the lives of people).

### Connections to Other Social Science Disciplines, the Arts, STEM

- **Social Sciences:** New schools of philosophy, mathematics; religious schism; beginnings of democratic governance
- **Arts:** Golden Age of painting, sculpture, and design; theater, novels, modern forms of poetry
- **STEM:** Technological innovations that helped spread ideas throughout an expanding world, boost food production, explore the universe, and add to scientific knowledge

### Performance Assessment Ideas

- After observing video of a debate and learning the rules of competitive speaking, stage a debate in which two thinkers of opposing philosophies defend their approaches to a common problem or question.
- Research a philosopher or significant intellectual figure from the time frame 1200-1700. Generate questions that illustrate her/his origins, ideas, and impact. Compare and contrast with other figures. Present project using three distinct methods: written, visual, and oral.

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<table>
<thead>
<tr>
<th>RCA-H.2. Determine the central ideas of a primary or secondary source.</th>
<th>Social Sciences: Global markets, exploitation of New World resources, mercantilism; international slave trade and race-based subjugation; Protestant Reformation and Counter-Reformation, imposition of Christianity on New World and Africa, Spanish Inquisition and diasporas of Jews and Muslims; “discoveries” and mapping of world</th>
<th>• Design and explain a diagram of the Triangle Trade, mapping the flow of goods, slaves, and gold from Africa to the New World and Europe. • Develop a critical profile of a key figure in the European exploration of the globe. Formulate research questions in collaboration with teachers and peers. Present findings using written, visual, and oral presentations. • Analyze the autobiography of Olaudah Equiano and explain how the author helped to pioneer the abolitionist movement in England.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCA-H.3. Evaluate various explanations for actions or events.</td>
<td>Social Sciences: Mercantilism, taxation, tariffs, laissez-faire economics; absolute, enlightened, and constitutional monarchy, representative government</td>
<td>• Prepare a presentation explaining the Enlightenment ideals and how they challenged existing political, economic, social, and religious structures. • Design a chart that compares and contrasts philosophies of government. Assess their impacts on the lives of everyday people. • Write a narrative chronicling the development of American democracy following the American Revolution, through the Constitutional Conventions (1787) to the Bill of Rights (1791).</td>
</tr>
<tr>
<td>RCA-H.9. Integrate information from diverse sources into a coherent understanding of an idea or event.</td>
<td><strong>Arts:</strong> Baroque and Rococo architecture, theater, opera, literature, painting of the era (El Greco, Fragonard, Watteau) <strong>STEM:</strong> Spread of flora, fauna, diseases; advance in ship design; invention of chronometer, telescope, sextant; measuring longitude</td>
<td></td>
</tr>
<tr>
<td>WCA.7. Conduct research projects to answer a question.</td>
<td><strong>Arts:</strong> Global Age of painting, sculpture, and design; theater, novels, modern forms of poetry</td>
<td></td>
</tr>
<tr>
<td>SLCA.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective.</td>
<td><strong>STEM:</strong> Scientific revolution, epidemics</td>
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</tr>
<tr>
<td>SMP.4. Model with mathematics (e.g., graphs of Adam Smith’s free markets).</td>
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</tbody>
</table>

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4. Analyze the purpose and point of view of each source; distinguish opinion from fact. 

Examine primary sources to compare perspectives of various participants in exploration and conquest.

5. Evaluate the credibility, accuracy, and relevance of each source. 

Analyze the debate between religious reformers and the established church, noting influences and motives.

6. Argue or explain conclusions, using valid reasoning and evidence. 

Argue for or against Enlightenment ideals and explain how they impact politics, society, and religion.

7. Determine next steps and take informed action. 

Recommend appropriate actions to prevent exploitation by other countries of cultural antiquities and natural resources.
Suggestions for Topics without Exemplar Units

This chapter includes exemplar units for World History I course Topics 2, 4, and 6 (beginning on p. 6.4.1) in the Massachusetts History and Social Science Framework. Presented below are unit suggestions for Topics 1, 3, and 5. All of these unit ideas are offered in the spirit of “decolonizing” the World History I curriculum; that is, moving away from Eurocentric viewpoints and broadening the range of content to include more attention to the global majority.

Topic 1. Dynamic Interactions Among Regions of the World

1a. Pathways to China, Past and Present

One possible unit that would enable students to explain how societies interact across regions would be a comparative study of the causes, characteristics, and impacts of the Han Dynasty’s Silk Road and contemporary China’s Belt and Road Initiative. While students should be able to discuss the commercial nature of both of these networks, it would also be beneficial if they could discuss the political and diplomatic aspects of both systems. A possible performance task would be for students to act as investigative journalists, researching the characteristics and impacts (positive and negative) of a specific project in one of the 60 countries of China’s Belt and Road Initiative and reporting on their findings in a Democracy Now-like news broadcast.

Suggested resources include:


“Silk Road,” History, https://www.history.com/topics/ancient-middle-east/silk-road


1b. The Khmer Empire

Another possible unit in this topic that would enable students to explain how social interactions among societies are impacted by geographical and human factors would be a study of the history of the Khmer Empire (802 CE–1431 CE), especially its expansion throughout Southeast Asia along rivers and coastal cities, as well as its decline in large part due to Thai migration. A possible performance task would be for students to create short video travelogue documentaries of the major geographical features that were within the Khmer Empire, such as the Mekong River and Tonle Sap Lake, as well as of the water bodies that allowed for trade with neighbors such as the Java Empire.

Suggested resources include:

“Khmer Empire,” New World Encyclopedia, https://www.newworldencyclopedia.org/entry/Khmer_Empire


Topic 3. Interactions of Kingdoms and Empires, c. 1000–1500 CE

3a. Jews and Muslims in Iberian Al-Andalus

One possible unit for this topic would be a study of the vibrant religious, cultural, and social cooperation and interchange between Jews and Muslims in Al-Andalus, the Muslim name for the Iberian Peninsula, from the 10th through the 12th centuries. Doing this would go a long way toward challenging the simplistic, but all too common, notion that Jewish and Muslim animosities stretch unendingly into the past. A possible performance task would be for students to research and give an oral presentation on an assigned Jewish or Muslim artist, writer, scholar, or musician from this time period in Iberian history, such as Dunash ben Labrat, Moses ibn Ezra, or Ibn Tufail.

Suggested resources include:


3b. Impact of the Crusades on European Jews

Another possible unit would be a study of the impact of the Crusades on European Jews, which was not positive or beneficial. The typical approach to studying the Crusades is to focus on the battles between Muslim and Christian forces in the Holy Land. However, an equally important development that happened during this time period was the significant escalation of Christian anti-Semitism against their Jewish neighbors, which, over succeeding centuries, would reach its European nadir in the Holocaust. A possible performance task would be for students to write a piece of historical fiction—in short story format—from the point of view of a medieval European Jewish adolescent whose community is the victim of anti-Semitic violence.

Suggested resources include:

Topic 3. Interactions of Kingdoms and Empires, c. 1000–1500 CE (continued)

3c. The Crusades from the Perspective of Islam

An alternative or complementary approach to teaching the Crusades, which, as the name implies, were promoted in the West as “holy wars” against the “infidels” occupying the sacred sites of Christianity, would be a study of these invasions from the Islamic point of view, investigating the church’s true motivations, the conduct of the Crusaders, the nature of the civilization they were attacking, why it was vulnerable at the time, and why the series of events still rankles Muslims in the Middle East today. As in the previous suggestion, the performance task could be a work of historical fiction, narrated by a young Muslim living in Jerusalem, perhaps.

Suggested resources include:

Topic 5. Global Exploration, Conquest, Colonization, c. 1492-1800 CE

5a. Native American Uprisings Against Spanish Colonizers

A possible unit for this topic would be a comparative study of the causes, characteristics, and consequences of Native American uprisings against Spanish colonizers in the Chocó Department of what is now Colombia and the southwestern region of what is now the United States. The conventional high school historical approach to studying Spanish colonization ignores indigenous resistance after the collapse of the Aztec and Inca empires in the 16th century. However, indigenous resistance to European colonizers (and their descendants) continues to this day. A good performance task would be to have students research and create short video documentaries about contemporary uprisings by indigenous peoples throughout the Americas.

Suggested resources include:
- “As They Had Been in Ancient Times’: Pedro Naranjo Relates the Pueblo Revolt, 1680,” History Matters, http://historymatters.gmu.edu/d/6527/
Topic 5. Global Exploration, Conquest, Colonization, c. 1492-1800 CE (continued)

5b. New People, New Diseases

Another possible unit for this topic would be a study of the “Columbian Exchange,” with a particular focus on the spread of infectious diseases between Europe and the Americas and the social and cultural impacts on the indigenous peoples of the “New World.”

A possible performance task would be to organize an Indigenous Peoples’ World Health Forum, in which students research and present reports about the contemporary health and social well-being of a chosen or assigned specific indigenous people (preferably not in the United States).

Suggested resources include:


Introduction

Various forms of religion seem to have been a part of human societies since the Stone Age, when some people began burying their dead with provisions for an afterlife. By the dawn of civilization, many societies had developed complex polytheistic religions with priests, temples, rituals, and hymns. In this unit, students will study six major religious traditions that originated in ancient and medieval times and continue to exercise great influence today, with billions of followers: from South and East Asia, the ancient traditions of Hinduism, Buddhism, and the Chinese belief systems Confucianism and Daoism; from the Middle East, the monotheistic Abrahamic religions Judaism, Christianity, and Islam. Developing a working knowledge of these religions is essential not only to understanding history but also to comprehending events in the modern world.

The Religion in the Ancient and Medieval Worlds unit focuses on three World History I Content Standards (WHI.T2):

1. Map how the Buddhist, Christian, and Islamic religions spread from their places of origin to other parts of Eurasia and Africa to c. 1400 CE, and explain some of the means by which religions spread (e.g., by official government decree, missionary work, pilgrimages, translations of texts, the diffusion of religious imagery, and the construction of buildings such as temples, churches, cathedrals, monasteries, and mosques for religious purposes).

2. Describe the central tenets of Hinduism, Judaism, Buddhism, Confucianism, Christianity, and Islam; create a timeline that shows when and where each religion or belief system began.

3. Locate on a map and analyze relationships between political power, religion, and cultural achievement in one empire that flourished between c. 100 and 1000 CE.

The first of these standards concerns three religions that spread widely over time: Buddhism from its origins in...
India to most of East and Southeast Asia; Christianity from its birthplace in Palestine to Asia Minor, Europe, and eventually, through colonialism, the Americas, Africa, and Asia; and Islam from the Arabian peninsula to northern Africa in the west and the Phillippines in the east. The second standard asks students to learn the basics—the core beliefs and the development story—of the world’s most dominant belief systems, each having hundreds of millions or even billions of followers. The exception is Judaism, which has comparatively few adherents but great historical impact as an antecedent of Christianity and Islam. The final standard places religion in political and cultural context. In this unit, students will examine the Golden Age of Islam as a case study and make similar investigations when completing the performance task.

The performance task will require that students dig deeper into one religious tradition to create a tri-fold or digital poster that presents the central tenets of that religion and maps how it spread from its point of origin to other parts of the world. Students will explain the means by which the religion spread and analyze its impact on the political power and cultural achievements of one ancient or medieval empire. This task will require that students combine explanatory text, illustrations, maps, and timelines to develop an informative presentation.

The study of Religion in the Ancient and Medieval Worlds will focus on these three Essential Questions:

- How do religions grow and spread? What value do they have for their believers?
- How do the core beliefs of the world’s major religions differ? In what ways do they align?
- How did the development of religions and belief systems influence the political, cultural, and social structures of the regions where they were produced?

Of course the purpose of this inquiry is to analyze religious traditions using a historical lens, not to promote (or denigrate) religion in general or any religion in particular. Tolerance of and respect for others’ religious beliefs should be constant themes in this unit, reflected in classroom expectations and modeled by the teacher. The need for balance will be especially acute when alluding to current events, as religions often make the news because of conflict between followers of different faiths.
Plan Calendars

**Topic 2: Development and Diffusion of Religions and Systems of Belief, c. 500 BCE-1200 CE (WHI.T2)**

This unit is designed for long-term programs. It may be condensed for short-term settings.

The Religion in the Ancient and Medieval Worlds unit is intended to teach students about the development, spread, and belief systems of the world’s major religions in approximately a four-week span, as outlined in the Plan 1 calendar below.

### Unit: Religion in the Ancient and Medieval Worlds

<table>
<thead>
<tr>
<th>Plan 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Lesson 1: Introduction to World Religions</td>
<td>Lesson 2: Hinduism</td>
<td>Lesson 3: Buddhism</td>
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<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Lesson 4: Daoism and Confucianism</td>
<td>Lesson 8: Judaism</td>
<td></td>
<td>Lesson 6 (Day 1): Christianity</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Lesson 6 (Day 2): Christianity</td>
<td>Lesson 7: Islam</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Lesson 9: Religion Topic Research</td>
<td>Lesson 10: Religion Poster Production</td>
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<td>Lesson 11: Poster Session</td>
</tr>
</tbody>
</table>

In a short-term setting, the unit can be reduced to two weeks by limiting the number of standards addressed, the depth of study of each religion, and the complexity of the performance task. In the Plan 2 model, standard WHI.T2.5c, which focuses on the Golden Age of Islam, is omitted (but could be addressed in a separate mini-unit). The time devoted to introducing each major religion is just one day, so only the essential facts and tenets can be addressed. The time allocated for the performance task is reduced to three days, necessitating a more streamlined process and less elaborate explanations.

### (Condensed) Unit: Religion in the Ancient and Medieval Worlds

<table>
<thead>
<tr>
<th>Plan 2</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
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<td>Lesson 3: Buddhism</td>
<td>Lesson 4: Daoism and Confucianism</td>
<td>Lesson 5: Judaism</td>
</tr>
</tbody>
</table>

This unit may present two distinct kinds of challenges for students. One has to do with the subject matter. Some students may come to the classroom with their own deeply held beliefs—or non-belief—and thus find it difficult to study other traditions with an open mind. The teacher should remind students daily that their purpose is not to judge the religions they are studying but rather to understand how these faith traditions impacted the societies in which they originated and how they continue to influence the modern world. The second type of challenge is related to the complexity of religious ideas and terminology. The unit’s lessons include a variety of sources and methods for clarifying these concepts, but additional accommodations in the forms of direct instruction, analogies, illustrations, and dialogue may be required to aid comprehension for some students.
UNIT GOALS

Emphasized Standards (High School Level)

World History I Content Standards

(WHI.T2)

1. Map how the Buddhist, Christian, and Islamic religions spread from their places of origin to other parts of Eurasia and Africa to c. 1400 CE, and explain some of the means by which religions spread (e.g., by official government decree, missionary work, pilgrimages, translations of texts, the diffusion of religious imagery, and the construction of buildings such as temples, churches, cathedrals, monasteries, and mosques for religious purposes).

2. Describe the central tenets of Hinduism, Judaism, Buddhism, Confucianism, Christianity, and Islam; create a timeline that shows when and where each religion or belief system began. Clarification Statement: Students should understand that religions are not monolithic entities and that each religion mentioned in the standards has historically had a diversity of traditions, practices, and ideas, and continues to do so today.

5. Locate on a map and analyze relationships between political power, religion, and cultural achievement in one empire that flourished between c. 100 and 1000 CE.

   c. the Abbasid Caliphate in western Asia and North Africa (750–1258 CE) and the flourishing of Islamic arts, science, and learning

Grades 11-12 Reading Standards for Literacy in the Content Areas (RCA-H)

8. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Grades 11-12 Writing Standards for Literacy in the Content Areas (WCA)

9. Draw evidence from informational texts to support analysis, interpretation, reflection, and research.

Grades 11-12 Speaking and Listening Standards for Literacy in the Content Areas (SLCA)

5. Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, claims, reasoning, and evidence and to add interest.
Essential Questions (Open-ended questions that lead to deeper thinking and understanding)

• How do religions grow and spread? What value do they have for their believers?
• How do the core beliefs of the world’s major religions differ? In what ways do they align?
• How did the development of religions and belief systems influence the political, cultural, and social structures of the regions where they were produced?

Transfer Goal (How will students apply their learning to other content and contexts?)

• Students will distinguish the world’s major religions, citing their origins, areas of influence, and central tenets.
• Students will demonstrate understanding of and respect for diverse religious convictions.
## Learning and Language Objectives

By the end of the unit:

<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand...</th>
<th>and be able to...</th>
</tr>
</thead>
</table>
| Basic questions addressed by religions:  
Where did we come from?  
What is our place in the world?  
What happens to us after we die? | Religions are systems of belief found in most cultures that address basic questions about life, usually through belief in a higher power or source.  
**Hinduism** is based on belief in a cycle of life. Its core idea *karma* is the law of cause and effect. What one does in this life determines what one will be in the next life, after reincarnation. One who lives a life of high holiness can break the cycle and achieve *moksha*.  
Hindus believe in one supreme spirit that is manifested in many gods who are worshipped with hymns and practices in the Vedas. The Indian caste system is related to the concepts of *karma* (work) and *dharma* (duty). | Define *religion* in their own words and explain why it has been an aspect of cultures all over the world, noting features religions have in common.  
Explain Hinduism’s core ideas and how they impact believers’ lives.  
Describe the Hindu concept of deity and identify the roles of the most important gods.  
Interpret the meanings of Hindu symbols and sacred texts.  
Explain the structure of the Indian caste system and how it reflects the Hindu concepts of *karma* and *dharma*.  
Map the origins and spread of Hinduism in ancient times. |
| Hindu concepts: *karma*, *dharma*, reincarnation, *samsara*, *moksha*  
Hindu polytheism: *Brahman* as transcendent reality that includes many gods, such as Krishna, Brahma, Vishnu, and Shiva  
Hindu symbols (om, swastika, Sri Yantra) and sacred texts (*Vedas*)  
Indian caste system’s relationship to the Hindu concepts of *karma* and *dharma*  
Hinduism’s origins in India and later spread to Southeast Asia |  |  |
### Students should know...

| Daoist concepts: Dao (the Way), wu-wei, harmony with nature  |
| Confucian concepts: unitary principle, five relationships, five virtues, filial piety  |
| Daoism founder: Laozi  |
| Confucianism founder: Confucius  |
| Dao and Confucian symbols (yin-yang, eight trigrams, shui) and sacred texts (Dao De Jing, Analects of Confucius)  |
| Philosophies that combined with each other and other religions  |
| Daoism and Confucianism's origins in China and spread to East and Southeast Asia  |

| Jewish concepts: monotheism, covenant with God, law and prophecy, ethical conduct  |
| Judaism founders and leaders: Abraham and Sarah, Moses, David, Solomon  |
| Jewish symbols (menorah, Star of David, chai) and sacred texts (Torah, Tanakh, Talmud)  |
| 12 tribes, Kingdom of Israel, conquest by various empires  |
| Judaism's origins in Canaan, enslavement in Egypt, and spread through Diaspora  |

### Understand...

| **Daoism** is based on a belief that relationships should not be based on domination: to win the world, one must do nothing; while **Confucianism** is based on the belief that people should return to virtue, and that the unitary principle is “Do not do to others what you would not want done to you.”  |
| Daoism and Confucianism arose during the Zhou dynasty, when chaos reigned due to endless wars. Daoists turned from the “unnatural” ways of society and thought that government caused many problems. Confucians believed that government should be led by well-educated, virtuous bureaucrats who would win loyalty.  |

### and be able to...

| Explain Daoism's and Confucianism's core ideas, including their emphases on harmony with nature and harmony in society, respectively.  |
| Describe the lives, concerns, and teachings of Laozi and Confucius.  |
| Interpret the meanings of Daoist and Confucian symbols and sacred texts.  |
| Explain how Daoism and Confucianism differ and overlap in their approaches to life.  |
| Map the origins and spread of Daoism and Confucianism in ancient times.  |

| **Judaism** is based on a belief that the “one true God” called Abraham and Sarah to Canaan, where they would become a great nation. Later, after enslavement in Egypt, Moses was called by God to lead a return to the “Promised Land.”  |
| The 12 tribes of Israel eventually became a kingdom, but it was repeatedly conquered by empires, its temple and capital destroyed, and its people scattered to many parts of the world. The Diaspora changed Judaism's emphasis to the study of scripture and following its ethical codes.  |

| Explain Judaism's core ideas, including monotheism, covenant, and devotion to scripture.  |
| Describe the Jewish origin stories of Abraham and Sarah's migration to Canaan and Moses's liberation of the Israelites from Egypt.  |
| Interpret the meanings of Jewish symbols and sacred texts.  |
| Explain how, through conquests, Judaism changed from a temple religion to a “religion of the book.”  |
| Map the origins and movement of Judaism in ancient times.  |
Christian concepts: the trinity, the Kingdom of God, baptism and communion, resurrection
Christian founders and leaders: Jesus of Nazareth and disciples, apostles Peter and Paul
Christian symbols (Latin cross, ichthys, dove) and sacred texts (Old and New Testaments)
Grew out of Judaism but eventually included Gentiles also
Christianity's origins in Galilee and Jerusalem, rapid spread through Roman Empire, persecution and eventual acceptance by emperors

**Christianity** is based on a belief that God came to earth in human form in Jesus, fulfilling the Jewish prophecy of a messiah. Jesus preached love of God and love of neighbor, as well as forgiveness. He associated with and taught people from all levels of society.
Jesus placed special emphasis on preaching to and healing the poor and outcasts, giving them hope for better lives in the Kingdom of God.
Followers of Jesus continued his outreach to Jews and Gentiles.
Christian apostles evangelized the Roman Empire and experienced persecution from the authorities.

Islamic concepts: monotheism, the Five Pillars, *jihad* (struggle in God's service), *Sharia* law
Islamic founders, leaders, and sects: the prophet Muhammad, Abu Bakr, Shiites and Sunnis
Islamic symbols (star and crescent, *Shahada*, *Rub el Hizb*) and sacred texts (Quran)
Accepted prophets of Judaism and Christianity (not divinity of Jesus)
Islam's origins in Mecca and Medina, rapid spread through Asia and North Africa via conquest

**Islam** is based on a belief that Allah (God) called Muhammad to be his messenger and revealed the holy Quran to the prophet. Muhammad taught followers about the duties of Muslims (those who submit to Allah) and the right path to follow in life.
The Quran and the sayings of the prophet place special emphasis on people's duties to Allah and to the less fortunate. Islam incorporates many prophets and scriptures from Judaism and Christianity.
Muslim caliphs established Islamic empires through conquests.
<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand...</th>
<th>and be able to...</th>
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</thead>
<tbody>
<tr>
<td>Golden Age of Islam: social and economic advances, art and architecture, history and philosophy, science and math, medicine</td>
<td>In the Golden Age of Islam, Muslim civilizations brought together the administrative skills, economies, knowledge, philosophy, science, mathematics, medicine, and arts of many cultures, creating great centers of learning and talent.</td>
<td>Explain the achievements of the Golden Age of Islam and its impact on later eras such as the Renaissance in Europe. Create content for a poster on the Golden Age of Islam.</td>
</tr>
<tr>
<td>Umayyad and Abbasid Caliphates</td>
<td>A poster presentation is different from a speech: less formal, more interactive, and sometimes interspersed with audience questions and comments.</td>
<td>Create an informative poster explaining a religion's growth and spread and impact on an empire. Deliver an effective poster talk.</td>
</tr>
<tr>
<td>tri-fold board digital poster poster presentation</td>
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</tbody>
</table>

Tier II vocabulary:
- religion
- belief
- portfolio
- prevailing
- predominant
- symbol
- calligraphy
- ancient
- medieval

Tier III vocabulary:
- indigenous
- tenet
- sacred
- ethical
- monk
- nun
- clergy
- lay people
- temple
- church
- mosque

Conceptual words (Tier II vocabulary) are used across disciplines, but their meanings vary depending on the context.

Discipline-specific words (Tier III vocabulary) have precise meanings referring to core ideas, facts, events, or processes in a particular subject area.

Use general and discipline-specific vocabulary appropriately in writing, discussions, and formal oral presentations.
ASSESSMENT  (Based on established Know, Understand, and Do (KUD) learning objectives)

Performance Task and Summative Assessment (see pp. 6.5.35-42)

Aligning with Massachusetts standards

Lessons 9-11: Each student will create and present a tri-fold or digital poster about one religion (other than Islam) studied during the unit.

The poster presentation will include information and insights already gained and recorded, but the student will conduct additional research to learn more about:

- How the religion spread from its point of origin to other parts of the ancient or medieval world
- How it impacted the political power, cultural achievements, and social development of one empire

The poster will include the religion’s central ideas, key figures, and historical development.

The student will share the poster with the class, presenting information clearly and answering questions effectively.

The student will also actively listen to other students’ presentations and provide helpful feedback.
Formative Assessments (see pp. 6.5.15-35)
Monitoring student progress through the unit

Lesson 2: World Religions Portfolio activity sheet (video and website notes and Exit Ticket):
Hinduism
Lesson 3: World Religions Portfolio activity sheet (video and website notes and Exit Ticket):
Buddhism
Lesson 4: World Religions Portfolio activity sheet (video and website notes and Exit Ticket):
Daoism and Confucianism
Lesson 5: World Religions Portfolio activity sheet (video and website notes and Exit Ticket):
Judaism
Lesson 6: World Religions Portfolio activity sheet (video and website notes and Exit Ticket):
Christianity
Lesson 7: World Religions Portfolio activity sheet (video and website notes and Exit Ticket):
Islam
Lesson 8: World Religions Portfolio reflection and co-constructed poster on the Golden Age of Islam
Lesson 9: World Religions Final Project activity sheet (research plan and notes and Exit Ticket)
Lesson 10: Tri-fold or digital poster for final project

Pre-Assessment (see pp. 6.5.13-17)
Discovering student prior knowledge and experience

Lesson 1: World Religions Portfolio activity sheet (video and website notes and Exit Ticket):
Introduction
Unit Resources (by type, in order of appearance)

Print
World History. Prentice Hall, 2014. (Unit 1, Chapters 2, 3, 5; Unit 2, Chapters 7, 10)

Websites

LESSON 1:
“This animated map shows how religion spread across the world”: https://www.businessinsider.com/map-shows-how-religion-spread-around-the-world-2016-6
“World Religions Map”: https://www.pbslearningmedia.org/resource/sj14-soc-religmap/world-religions-map/#.XeUM4ehKhPy

LESSON 2:
The Christian Science Monitor: https://www.csmonitor.com/
“Is it OK to leave justice to Karma?”: https://hinduperspective.com/2015/03/22/is-it-ok-to-leave-justice-to-karma/
“The Vedas”: https://www.ancient.eu/The_Vedas/
“Ramayana-The Great Indian Epic”: https://www.youtube.com/watch?v=bBiWDKuEalE

LESSON 3:
“The Types and Benefits of Meditation”: https://www.verywellmind.com/what-is-meditation-2795927
“Buddha different poses and meaning”: https://www.youtube.com/watch?v=mfkjoNfBlo
“Practice”: https://depts.washington.edu/chinaciv/bud/5ritmain.htm
“Day in the Life of Tibetan Buddhist Nuns at Dolma Ling Nunnery”: https://www.youtube.com/watch?v=2W8DR4jw9uE
“9a Buddhist practices - monasticism, monks, nuns, sangha”: https://www.youtube.com/watch?v=uO6U4IjwtY

LESSON 4:
“Picturing Modern America, 1880-1920”: http://cct2.edc.org/PMA/
“Story Map”: http://www.readwritethink.org/classroom-resources/student-interactives/story-30008.html#lessons
“Confucianism vs. Taoism”: https://www.diffen.com/difference/Confucianism_vs_Taoism
“Confucianism and Daoism”: https://www.youtube.com/watch?v=Z37q2f-XMJ0
“Sacred Sites of Taoism”: http://s-wadsworth.cengage.com/religion_d/special_features/popups/maps/schmidt_patterns/content/map_28.html
Unit Resources, continued (by type, in order of appearance)


“Tao Te Ching (excerpts)”: http://www.sjsu.edu/people/james.lindahl/courses/Phil70A/s3/Tao-Te-Chingfin.pdf


“Daoism”: https://asiasociety.org/education/daoism

“Confucianism”: https://asiasociety.org/education/confucianism

“Buddhism in China”: https://asiasociety.org/buddhism-china

LESSON 5:


“Judaism and Numbers”: https://www.myjewishlearning.com/article/judaism-numbers/

“The Torah”: https://www.myjewishlearning.com/article/the-torah/


LESSON 6:


“Matthew 5-7”: https://www.biblegateway.com/passage/?search=Matthew+5-7&version=ERV


LESSON 7:


“Which is the correct spelling, ‘Muhammad’ or ‘Mohammad’?”: https://www.quora.com/Which-is-the-correct-spelling-Muhammad-or-Mohammad


“8 Masterpieces of Islamic Architecture”: https://www.britannica.com/list/8-masterpieces-of-islamic-architecture
LESSON 8:
“Islamic Golden Age”: https://en.wikipedia.org/wiki/Islamic_Golden_Age
“The Islamic Golden Age”: https://courses.lumenlearning.com/suny-hccc-worldcivilization/chapter/the-islamic-golden-age/

LESSON 9:
“Gupta Dynasty”: https://www.khanacademy.org/humanities/world-history/ancient-medieval/early-indian-empires/v/gupta-dynasty (see also “The history of Hinduism” tab)
“Hinduism - Spread and Distribution”: https://www.globalsecurity.org/military/world/india/religion-hinduism-spread.htm (includes map)
“Ashoka the Great”: https://www.ancient.eu/Ashoka_the_Great/
“Buddhism in Southeast Asia”: http://www.buddhanet.net/e-learning/buddhistworld/southeast.htm
“Buddhism in East Asia”: http://www.buddhanet.net/e-learning/buddhistworld/east-asia.htm
“Neo-Confucianism and Zhu Xi” (the second half of video is most relevant)
“The Persian Empire and Judaism”: http://www.fsmitha.com/h1/mideast4.htm (two pages)
“History of the Jews—summary from 750 BC to Israel-Palestine conflict”: https://www.youtube.com/watch?v=KR9sWRzbdJw
“Jewish history—to the middle ages”: https://www.khanacademy.org/humanities/ancient-art-civilizations/judaism-art/a/jewish-historyto-the-middle-ages
“Christianity”: https://www.britannica.com/topic/Christianity
“Christianity and the Roman Empire”: http://www.bbc.co.uk/history/ancient/romans/christianityromanempire_article_01.shtml
Unit Resources, continued (by type, in order of appearance)

LESSON 10:
“How to prepare a poster board presentation?”: https://www.middlesex.mass.edu/honors/downloads/poster2a.pdf
“Using Google Slides to make a Poster”: https://www.youtube.com/watch?v=CXTZJBiJIOw
“Making a Digital Poster in Google Slides”: https://www.youtube.com/watch?v=skzm2Ps05p0

LESSON 11:
“Poster Presentation Basics”: (01:05-05:05) https://www.youtube.com/watch?v=cRNQjo2IstY

Materials (Teacher-created or in the Supplement)

SUPPLEMENT CONTENTS:

Lesson 1 (Presentation) pp. 6.6.1-2
Activity Sheet World Religions Portfolio-Introduction

Lesson 2 (Presentation) pp. 6.6.3-4
Activity Sheet World Religions Portfolio-Hinduism

Lesson 3 (Presentation) pp. 6.6.5-6
Activity Sheet World Religions Portfolio-Buddhism

Lesson 4 (Presentation) pp. 6.6.7-8
Activity Sheet World Religions Portfolio-Daoism and Confucianism

Lesson 5 (Presentation) pp. 6.6.9-10
Activity Sheet World Religions Portfolio-Judaism

Lesson 6 (Presentation) pp. 6.6.11-12
Activity Sheet World Religions Portfolio-Christianity

Lesson 7 (Presentation) pp. 6.6.13-14
Activity Sheet World Religions Portfolio-Islam

Lesson 8 (Presentation) pp. 6.6.15-16
Activity Sheet World Religions Portfolio-Portfolio Reflection and Islamic Golden Age Poster

Lesson 9-11 (Presentation) pp. 6.6.17-18
Activity Sheet World Religions Final Project

Historical Images

Most historical images in this Guide are from the Library of Congress. Additional sources include the National Archives and Smithsonian Museums. Details about images used in this publication can be found in the Guide Appendix.

Library of Congress, Washington D.C.
https://www.loc.gov/

Library of Congress, Prints and Photographs Online Catalog
https://www.loc.gov/pictures
Lesson 1
Introduction to World Religions

Goal
Students will define religion in their own words and explain why it has been an aspect of cultures all over the world, noting features religions have in common.

Do Now (time: 5 minutes)
As the teacher displays a world map, students will brainstorm (individually or as a group) a list of all the religions they can think of and try to locate on the map where most of the believers in each religion live. After the students have shared their knowledge, the teacher will explain briefly that in this unit students will be studying major world religions that developed in ancient times and the Middle Ages.

Hook (time: 10 minutes)
The teacher will introduce and play (twice) a Business Insider animated map that shows how five major religions spread across the world.

See: “This animated map shows how religion spread across the world”

The first time through, the teacher should stop the video at 00:05 to point out that the five religions included are color-coded, and that the video will show where they originated and where they spread. The teacher should also note that there is a 5,000-year timeline at the bottom of the screen showing when the various religions were developing. Then, students can watch the entire video (02:35) to get a sense of the sweep of religious history.

After the first showing, the teacher should ask students what they noticed. Answers may relate to when and where religions developed and/or how much territory they occupied.

During the second showing, the teacher should stop the video briefly as each of the pop-up events appears (the first is “Hinduism takes root in the Indus River Valley”). Again, the teacher should ask students what they notice, as well as what
questions they have. Some events (such as “Abraham is born in Ur”) will likely require that the teacher provide background information. At the end of the second viewing, students should share their takeaways from the video and any additional questions that they would like to explore in the unit.

**Presentation** (time: 20 minutes)
The teacher will present an overview of the unit, explaining that students will be studying not only the five religions presented in the previous video, but also two important Chinese systems of belief, Daoism and Confucianism. At the conclusion of the unit, each student will choose one religion to research in more depth and create a poster about that religion’s history and core beliefs.

**Note:** It is essential that the teacher clarify to students that they will be learning about these religions using a historical lens—focusing on how religions develop and how they influence and are influenced by politics and culture. The purpose of the unit is not to promote religious belief or any particular religion, but students will be expected to demonstrate tolerance of and respect for others’ beliefs, whether or not they share them.

To provide a more in-depth overview of the unit, the teacher will distribute a World Religions Portfolio handout like the two-page Introduction Activity Sheet found in the Supplement (see pp. 6.6.1-2). This is the first of a series of Activity Sheets that will be combined to create a World Religions Portfolio. The teacher will preview its expectations, including the World Religions Map on page 2 of the Introduction Activity Sheet, which will also be used in Lessons 2-7.

The teacher will then show the Khan Academy video “The five major world religions” (10:50).

**See:** “The five major world religions”

- **Opening** 00:05-00:40
- **Hinduism** 00:41-02:20
- **Judaism** 02:21-04:18
- **Buddhism** 04:19-06:26
- **Christianity** 06:27-08:26
- **Islam** 08:27-10:25
- **Closing** 10:26-10:50

Portions of this video will be used again in future lessons, so the purpose today is only to present the “big picture” of the development of world religions. The teacher should stop the video at the end of each section listed to allow students time to reflect, ask questions, and record information in Items 1-3 of the Activity Sheet, which will also be used in the later portions of the lesson.

**Note:** This video, like the previous one, does not include Daoism or Confucianism, which are related to Chinese folk religion; they will be treated in Lesson 4. Students may ask why the video presents Judaism as a major religion when it has so few followers compared to the others. The producer does not explain, but it is reasonable to assume that Judaism’s influence on Christianity and Islam is a key factor.
Practice and Application (time: 15 minutes)
The teacher will project and launch PBS Learning Media’s interactive “World Religions Map.” The opening page, “Prevailing Beliefs,” is a color-coded map of the world showing the largest religious group in each country.

See: “World Religions Map”
https://www.pbslearningmedia.org/resource/sj14-soc-religmap/world-religions-map/#.XeU5hKhPY

The teacher should ask students to share their observations (e.g., Hinduism is concentrated in India, but Christianity is all over the world). Then, the teacher should show that by hovering over each country, users can see the percentages of people in each country that follow religions other than the dominant one. For example, Japan is coded primarily “Non-Religious,” but hovering over it reveals that it is 36.2% Buddhist. Similar diversity can be seen in many other countries. The teacher should also point out that by clicking on Menu, users can choose to see the worldwide distribution of each major religious group.

After this demonstration, students will open the interactive map on their Chromebooks in order to explore the map and complete the second part of the Introduction Activity Sheet in the Supplement (see pp. 6.6.1-2). Items 4 and 5 ask them to look at one country and one religion, respectively, and record some key information. Students should be encouraged to share their findings—and pose questions for further study—as they are working with the interactive map.

Review and Assessment (time: 5 minutes)
To conclude the lesson, the teacher will ask students to reflect on what they have learned about religion and to complete the Exit Ticket (Item 6) on the Introduction Activity Sheet (see pp. 6.6.1-2). The teacher should remind students that they will be studying each of the major religions in more depth and eventually choosing one as the focus of a project.

Extension (optional)
The “World Religions Map” page on indigenous religions shows high concentrations of believers in Vietnam, China, and parts of Africa and the Americas. The page explains, “this category refers to religions practiced by tribes of people that have lived in the same region of the world for perhaps thousands of years or to religions that were carried by people to other regions of the world.” The teacher could prepare a supplemental lesson on some of these religions, especially the folk religions of Vietnam, the predominant form of belief in that country.


INSTRUCTIONAL LESSONS
Build upon background knowledge, make meaning of content, incorporate ongoing Formative Assessments.

Notes:
- Lessons 2-7 are all two-day lessons that follow a similar pattern: exploration of a major religion’s history and tenets on Day 1 and interpretation of its symbols and core texts on Day 2.
- Activity Sheets to support students’ information gathering in each of these lessons are provided in the Supplement. These activity sheets will comprise a unit portfolio.
- To help students monitor their learning, the teacher should create on the whiteboard or on multiple sheets of chart paper a large, blank chart something like the Comparative Religion Chart on the next page (see p. 6.5.16) and keep it posted for daily updates throughout these lessons. Some sample entries are included in this example.
### Instructional Lessons Notes: Lessons 2-7—Comparative Religion Chart

<table>
<thead>
<tr>
<th>RELIGION</th>
<th>Hinduism</th>
<th>Buddhism</th>
<th>Daoism and Confucianism</th>
<th>Judaism</th>
<th>Christianity</th>
<th>Islam</th>
</tr>
</thead>
<tbody>
<tr>
<td>God/Creator</td>
<td>Brahman is core reality; many gods</td>
<td>Many gods but focus on good or bad deeds</td>
<td>Philosophical focus, but god worship also</td>
<td>The God of Israel only—monotheism</td>
<td>Jesus as son of God, three-in-one</td>
<td>Allah as the one God—monotheism</td>
</tr>
<tr>
<td>Founder</td>
<td>No founder, but fusion of many beliefs</td>
<td>Siddhartha Gautama, the Buddha</td>
<td>Daoism: Laozi</td>
<td>Confucianism: Confucius</td>
<td>Abraham and Sarah—covenant</td>
<td>Jesus and apostles Peter, Paul</td>
</tr>
<tr>
<td>Geographic Region(s)</td>
<td>Origins in India, spread to SE Asia, retreated</td>
<td>Origins in India, spread to E/SE Asia, left India</td>
<td>Origins in China, spread to E/SE Asia and combined</td>
<td>Origins in Canaan, defeats led to Diaspora</td>
<td>Origins in Palestine, spread through Roman Empire</td>
<td>Origins in Arabia, spread through Asia, Africa</td>
</tr>
<tr>
<td>Core Beliefs</td>
<td>Karma, dharma, reincarnation</td>
<td>Eightfold Path, enlightenment, and nirvana</td>
<td>Wu-wei, five virtues, and “Golden Rule”</td>
<td>Covenant with God, ethical code</td>
<td>Love God, neighbors; forgiveness</td>
<td>Five Pillars, obedience to Allah</td>
</tr>
<tr>
<td>Symbols and Sacred Texts</td>
<td>Om, swastika, Sri Yantra; Bhagavad Gita, Vedas</td>
<td>Dharma wheel, lotus, endless knot; sayings of the Buddha</td>
<td>Yin-yang, 8 trigrams, shui; Dao De Jing, Analects</td>
<td>Menorah, 6-point star, chai; Torah and Talmud</td>
<td>Cross, fish, dove; Old and New Testaments</td>
<td>Crescent, shahada, Rub el Hizb; Quran</td>
</tr>
<tr>
<td>Religious Practices</td>
<td>Sacrifices, hymns, yoga, meditation</td>
<td>Meditation, compassion, peace</td>
<td>Follow the Dao (Way); apply the five virtues</td>
<td>Sacrifices, study of scripture</td>
<td>Baptism, communion, evangelism</td>
<td>Struggle or jihad, study of scripture</td>
</tr>
<tr>
<td>Political, Cultural, and Social Effects</td>
<td>Caste system with 5 levels; arts, temples</td>
<td>Rejection of caste system; Buddha in art</td>
<td>Turn from or reform society, government</td>
<td>Defeats led to focus on “the book”</td>
<td>Challenged authority, gave hope</td>
<td>Sharia law, conquest and empire</td>
</tr>
</tbody>
</table>

**SOURCE:** Adapted from http://college.holycross.edu/projects/himalayan_cultures/2011_plans/jpei/chart.html
• The teacher may also want to introduce current events related to these religions but should do so with caution and balance, as news items often focus on religions in conflict. The Christian Science Monitor (not a religious publication) is a good source of articles about religions, as it takes an analytical and explanatory approach to problems and also focuses on positive developments and on people making a difference.


Lesson 2 (2 days)

Hinduism

Goal
Students will explain the origins, spread, and core beliefs of Hinduism and interpret representative samples of its symbols and sacred texts.

Lesson 2–DAY 1

Do Now (time: 5 minutes)

Students will freewrite in response to the following prompt:

What does it mean to have “good karma” or “bad karma”? How do you get one or the other?

If students are unfamiliar with the term, the teacher should offer that karma is often associated with the aphorism “What goes around comes around.” Students will share their explanations or examples of karma. A cartoon image illustrating karma is available at the website below.

See: “Is it OK to ‘leave justice to Karma’?”
https://hinduperspective.com/2015/03/22/is-it-ok-to-leave-justice-to-karma/

Hook (time: 10 minutes)

The teacher will explain that karma is a central idea of Hinduism, which will be the focus of this two-day lesson. Before delving deeper into Hinduism, though, the teacher will explain that this lesson and the next five will focus on three Essential Questions, which should be posted in the room throughout the unit:

1. How do religions grow and spread? What value do they have for their believers?
2. How do the core beliefs of the world’s major religions differ? In what ways do they align?
3. How did the development of religions and belief systems influence the political, cultural, and social structures of the regions where they were produced?

After reviewing these questions, the teacher should point out the large, blank Comparative Religion Chart posted on the board and explain that the students will be working together to complete it while learning about the history and beliefs of these religions (see filled in reference sample on p. 6.5.16). Students will then choose one religion as the focus of a final project.
**Presentation** (time: 15 minutes)
The teacher will distribute the two-page Hinduism Activity Sheet found in the Supplement (see pp. 6.6.3-4) and review its expectations with students.

Then, the teacher will replay the Hinduism portion (00:41-02:20) of the Khan Academy video from Lesson 1, but this time pausing frequently for reflection and responding to Items 1-4 on the Activity Sheet. The teacher should encourage students to raise questions and discuss the tenets of Hinduism.


**Practice and Application** (time: Day 1—25 minutes)
To reinforce and extend what they have learned from the video, students will read, discuss, and respond to questions on Chapter 3, Section 2, pp. 76-78 (and some related excerpts) of the *World History* textbook. The teacher may wish to begin this activity with oral reading to the whole class, but then students should work in pairs or individually to interpret the text and respond to Items 5-9 of the Activity Sheet.

During the last 5 to 10 minutes of class, the teacher should conduct a discussion of the caste system, including its relationship to the concept of *karma* (merit based on works) and *dharma* (duty) as well as its social implications. To aid students in responding to Activity Sheet Item 9, the teacher may wish to replay a portion of the *Business Insider* animated map video from Lesson 1. At the end of Day 1, the teacher should collect and review the students’ activity sheets.


**Lesson 2—DAY 2**

**Do Now** (time: 15 minutes)
The teacher will return the Lesson 2 Activity Sheets and ask students to look at the three symbols at the top of page 2. The teacher should ask if students recognize any of these symbols, and some will likely recognize the swastika as a Nazi symbol. The teacher will explain that the swastika is actually an ancient religious symbol that has a very positive meaning in Hinduism and that it is one of three symbols they will learn about.

The teacher should then project the *Ancient-Symbols* website and read aloud the descriptions of the om (or aum), swastika, and Sri Yantra symbols, pausing to allow students to paraphrase their meanings on their activity sheets (item 10). The teacher should note that the version of the Sri Yantra symbol on the activity sheet also includes the lotus, which is a symbol of creation.


**Practice and Application** (time: Continued, Day 2—25 minutes)
The teacher will explain that students’ main focus today will be on reading and discussing examples of Hinduism’s most...
Lesson 3–Day 1

**Do Now** (time: 10 minutes)

Students will freewrite in response to the following prompt:

- Have you ever tried meditation, or do you know anyone who practices meditation?
- What value does this practice have?
If students are unfamiliar with the practice of meditation, the teacher can offer the popular term *mindfulness* as an alternative. The teacher may wish to show an image of someone meditating, such as the one at the website below, or even ask students to practice a meditation posture.

See: “The Types and Benefits of Meditation”
https://www.verywellmind.com/what-is-meditation-2795927

**Hook** (time: 5 minutes)
The teacher will explain that meditation is a practice followed in many religions, but one that is especially important in Buddhism, which will be the focus of this two-day lesson. The teacher should remind students of the three Essential Questions posted in the room that are the focus of the unit and of the Comparative Religion Chart on the board that the students will continue working to complete.

**Presentation** (time: 15 minutes)
The teacher will distribute the two-page Buddhism Activity Sheet found in the Supplement (see p. 6.6.5-6) and review its expectations with students. Then, the teacher will replay the Buddhism portion of the Khan Academy video from Lesson 1 (04:20-06:26), but this time pausing frequently for reflection and responding to Items 1-7 on the Activity Sheet. The teacher should encourage students to raise questions and discuss the tenets of Buddhism.

See: “The five major world religions” (Buddhism: 04:19-06:26)

**Practice and Application** (time: Day 1—25 minutes)
To reinforce and extend what they have learned from the video, students will read, discuss, and respond to questions on Chapter 3, Section 2, pp. 79-82 of the *World History* textbook. The teacher may wish to begin this activity with oral reading to the whole class, but then students should work in pairs or individually to interpret the text and respond to Items 8-11 of the Activity Sheet.

During the last 5 to 10 minutes of class, the teacher should conduct a discussion of the life of the Buddha as depicted in art (page 79), the Four Noble Truths, and the Eightfold Path. To
aid students in responding to Items 10 and 11, the teacher may wish to replay a portion of the Business Insider video from Lesson 1.

See: “This animated map shows how religion spread across the world”

At the end of Day 1, the teacher should collect and review the students’ activity sheets.

Lesson 3—DAY 2

Do Now (time: 15 minutes)
The teacher will return the Lesson 3 Activity Sheets and ask students to look at the three symbols at the top of the second page. The teacher should ask if students recognize any of these symbols, and some may recognize that the lotus was part of the Hindu Sri Yantra symbol. It is likewise a sacred symbol in Buddhism.

The teacher should then project the website “Buddhist Symbols” and read aloud the descriptions of the dharma wheel, lotus flower, and endless knot symbols, pausing to allow students to paraphrase their meanings on their Activity Sheets in Item 12. The teacher should note that Buddhism has many other symbols, as shown on the website.

See: “Buddhist Symbols”

These eventually included images of the Buddha himself, with a variety of poses and hand gestures. The teacher should show the video below explaining these postures, and students should complete Item 13 on the Activity Sheet.

See: “Buddha different poses and meaning” (starting at 01:03)
https://www.youtube.com/watch?v=mfkjoNftBIo

Practice and Application (time: Continued, Day 2—25 minutes)
The teacher will explain that students’ main focus today will be on reading and discussing excerpts from one of Buddhism’s most sacred texts, “The Dhammapada,” part of the Tripitaka or Pali Canon. For background, the teacher should consult the preface at the link below and share selected information with students. Then, the teacher should distribute a handout of Chapter 1, “The Pairs” (pages 23-25 of the document), which consists of 20 sayings of the Buddha. Working individually or in pairs, students should read through the sayings and choose one pair for closer study.


The teacher may wish to assign the selected pairs to ensure distribution. Pairs 3-4, 7-8, 13-14, 15-16, and 19-20 may be especially valuable, as they resemble some of the sayings of Jesus in the Christian Bible and thus will enable later comparison. As students study their selections, they should respond to Items 14 and 15 on the Activity Sheet.

Review and Assessment (time: 15 minutes)
The teacher will lead a review of this two-day lesson by asking students to volunteer entries for the Comparative Religion Chart (see p. 6.5.16) on the whiteboard. This activity will enable the teacher to assess students’ comprehension and to clarify any misconceptions. Finally, the students will respond to the Exit Ticket prompt (Item 16) and submit their Buddhism Activity Sheets for teacher review.
Extension (optional)

If time allows, the teacher may wish to develop an additional lesson around the religious practices of Buddhist monks and nuns and how these differ from the practices of lay people. These websites provide resources.

See: “Practice” | https://depts.washington.edu/chinaciv/bud/5ritmain.htm

“Day in the Life of Tibetan Buddhist Nuns at Dolma Ling Nunnery”
https://www.youtube.com/watch?v=2W8DR4jw9uE

“Buddhist practices - monasticism, monks, nuns, sangha” | https://www.youtube.com/watch?v=uO6U4L_jtwY

Lesson 4 (2 days)

Daoism and Confucianism

Goal

Students will explain the origins, spread, and core beliefs of Daoism and Confucianism and interpret representative samples of its symbols and sacred texts.

Lesson 4–DAY 1

Do Now (time: 10 minutes)

The teacher will project an image of the 16th-century Japanese painting *The Three Vinegar Tasters* and tell students its title.

See: “Confucianism vs. Taoism” (scroll to “Core Philosophy”)
https://www.diffen.com/difference/Confucianism_vs_Taoism

Students will freewrite in response to the following prompt:

Study this painting carefully and describe the three men’s reactions to tasting the vinegar.

After students share their responses, the teacher will explain that the central figure is the Buddha, who finds the vinegar bitter, symbolizing his concern for the bitterness and suffering of human life. The other two figures are the ancient Chinese philosophers Confucius (left) and Laozi (right), who find the vinegar sour and sweet, respectively. To Confucius, life is sour because in the present times people are not in harmony with the Way of Heaven. To Laozi, life is sweet because people can find harmony—natural balance—at any time.

Hook (time: 5 minutes)

The teacher will explain that prior to the arrival of Buddhism in China, there were a variety of religious practices, including...
sacrifices for good harvests and ancestor worship. However, during the Zhou dynasty (1046-256 BCE) two important philosophies developed that are still influential today in China and across the world: Daoism (sometimes spelled Taoism) and Confucianism, which will be the focus of this two-day lesson.

Neither is a religion per se, but both contributed to Chinese folk religion and were associated with religious practices. The teacher should remind students of the three Essential Questions posted in the room that are the focus of the unit and of the Comparative Religion Chart on the board that the students will continue working to complete.

Presentation (time: 20 minutes)
The teacher will distribute the two-page Daoism and Confucianism Activity Sheet found in the Supplement (see pp. 6.6.7-8) and review its expectations with students. Then, the teacher will play the video “Confucianism and Daoism,” pausing frequently for reflection and responding to items 1-4 on the activity sheet. The teacher should encourage students to raise questions and discuss the tenets of Daoism and Confucianism.

See: “Confucianism and Daoism” (starting at 03:35) | https://www.youtube.com/watch?v=Z37q2f-XMJ0

Practice and Application (time: Day 1—20 minutes)
To reinforce and extend what they have learned from the video, students will read, discuss, and respond to questions on Chapter 3, Section 4, pp. 96-98 of the World History textbook. The teacher may wish to begin this activity with oral reading to the whole class, but then students should work in pairs or individually to interpret the text and respond to Items 5-7 of the Daoism and Confucianism Activity Sheet. To aid students in responding to Item 7, the teacher should project the maps at the two links below.

See: “The Spread of Confucianism by 200 BCE”

“Sacred Sites of Taoism”
http://s-wadsworth.cengage.com/religion_d/special_features/popups/maps/schmidt_patterns/content/map_28.html

During the last five minutes of class, the teacher should conduct a discussion of the key ideas of and differences between Daoism and Confucianism. The link below may be a helpful resource.


At the end of Day 1, the teacher should collect and review the students’ Activity Sheets.

Lesson 4—DAY 2
Do Now (time: 10 minutes)
The teacher will return the Lesson 4 Activity Sheets and ask students to look at the three symbols at the top of the second
page. The teacher should ask if students recognize any of these symbols, and some will likely recognize the yin-yang symbol, which appeared in the World History textbook reading, but they still may not have a thorough understanding of its significance.

The teacher should then project the websites “Taoism Sacred Symbols” and “Symbols of Confucianism” and read aloud the descriptions of the yin-yang, eight trigrams, and water symbols, pausing to allow students to paraphrase their meanings on their Activity Sheets (Item 8). The teacher should note the other symbols mentioned on these websites and point out that the yin-yang is used in Confucianism as well as Daoism.

     “Symbols of Confucianism” | https://confucianismbmhs.weebly.com/symbols-icons--sacred-writings.html

Practice and Application (time: Continued, Day 2—30 minutes)

The teacher will explain that students’ main focus today will be on reading and discussing excerpts from the sacred texts of Daoism and Confucianism, the Dao De Jing and the Analects, respectively. For background, the teacher should consult the first two links below and share selected information with students. Then, the teacher should distribute a handout of “Tao Te Ching (excerpts)” and “Selections from the Confucian Analects.”

See: “Tao-te Ching”  
https://www.britannica.com/topic/Tao-te-Ching
     “The Analects as the embodiment of Confucian ideas”  
     “Tao Te Ching (excerpts)” (Activity Sheet Handout)  
http://www.sjsu.edu/people/james.lindahl/courses/Phil70A/s3/Tao-Te-Chingfin.pdf
     “Selections from the Confucian Analects” (Activity Sheet Handout)  

The teacher should lead an oral reading of one selection from each document, and students should respond to Item 9.

Note: Tao Te Ching 2, “When all the world recognizes beauty as beauty,” is recommended, as it presents interesting oppositions. From the Analects 1:2 is suggested, as it focuses on the importance of relationships and order.

Then, working individually or in pairs, students should read at least one other selection from each document. The teacher may wish to assign them to ensure distribution. As students study their selections, they should respond to Item 10 on the Activity Sheet.

Review and Assessment (time: 15 minutes)

The teacher will lead a review of this two-day lesson by asking students to volunteer entries for the Comparative Religion Chart on the whiteboard (see p. 6.5.16 for sample entries). This activity will enable the teacher to assess students’ comprehension and to clarify any misconceptions. Finally, the students will respond to the Exit Ticket prompt (Item 11) and submit their Activity Sheets for teacher review.

Extension (optional)

If time allows, the teacher may wish to develop an additional lesson focusing on the overlapping of Daoism, Confucianism, and Buddhism in Chinese society, and on their intersection with Chinese folk religions. The following resources can provide a starting point:
Lesson 5

Judaism

Goal

Students will explain the origins, spread, and core beliefs of Judaism and interpret representative samples of its symbols and sacred texts.

Lesson 5–DAY 1

Do Now (time: 10 minutes)

The teacher will play the following one-minute video from Mel Brooks’s History of the World, Part 1.

https://www.youtube.com/watch?v=I48hr8HhDv0&feature=youtu.be

Then, students will freewrite in response to the following prompt:

This comic scene refers to an important episode in the Bible. If you are familiar with the story, briefly explain what happens. If you are not familiar with it, try to figure it out based on the clues in the film.

After a discussion of the scene, the teacher may ask students if they know any of the Ten Commandments.

Hook (time: 5 minutes)

The teacher will explain that the Ten Commandments are the core of God’s law in Judaism, which will be the focus of this two-day lesson. The teacher should remind students of the three Essential Questions posted in the room that are the focus of the unit and of the Comparative Religion Chart on the board that the students will continue working to complete.
**Presentation** (time: 15 minutes)
The teacher will distribute the two-page Judaism Activity Sheet found in the Supplement (see pp. 6.6.9-10) and review its expectations with students. Then, the teacher will replay the Judaism portion of the Khan Academy video from Lesson 1 (02:21-04:18), but this time pausing frequently for reflection and responding to Items 1-6 on the Activity Sheet. The teacher should encourage students to raise questions and discuss the tenets of Judaism.


**Practice and Application** (time: Day 1—25 minutes)
To reinforce and extend what they have learned from the video, students will read, discuss, and respond to questions on Chapter 2, Section 5, pp. 57-60, and Chapter 5, Section 4, p. 167, of the *World History* textbook. The teacher may wish to begin this activity with oral reading to the whole class, but then students should work in pairs or individually to interpret the text and respond to Items 7-9 of the Activity Sheet.

During the last 5 to 10 minutes of class, the teacher should conduct a discussion of Jewish beliefs, history, and law, noting the importance of *monotheism*, Abraham and Sarah’s *covenant* with God, the scattering of Jewish people after military defeats in the Diaspora, and the reliance of these disparate communities on “the book” rather than on a particular location.

To aid students in responding to Item 9 on the Activity Sheet, the teacher may wish to replay a portion of the *Business Insider* video from Lesson 1, which shows how Israel appears and then disappears from the map.

- See: “This animated map shows how religion spread across the world” https://www.businessinsider.com/map-shows-how-religion-spread-around-the-world-2016-6

At the end of Day 1, the teacher should collect and review the students’ Activity Sheets.

**Lesson 5—DAY 2**

**Do Now** (time: 10 minutes)
The teacher will return the Lesson 5 Activity Sheets and ask students to look at the three symbols at the top of the second page. The teacher should ask if students recognize any of these symbols, and some may recognize the Star of David, the well-known Jewish symbol featured on the flag of Israel. It was, of course, also used by the Nazis to identify Jews before and during World War II.

The teacher should then project the website “13 Jewish Symbols to Know” and read aloud the descriptions of the menorah, Star of David, and *chai* symbols (including the links under them), pausing to allow students to paraphrase their meanings on their Activity Sheets (Item 10). The teacher should note that Judaism places great significance on...
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numbers. *Gematria*, the spiritual interpretation of numbers, is a technique for understanding sacred texts. The teacher should project the website “Judaism and Numbers” and read through several examples, especially 7, 10, 12, and 40. Students should then respond to Item 11.

See: “13 Jewish Symbols to Know”

“Judaism and Numbers” | https://www.myjewishlearning.com/article/judaism-numbers/

**Practice and Application** (time: Continued, Day 2—30 minutes)
The teacher will explain that students’ main focus today will be on reading and discussing excerpts from Judaism’s most sacred text, the *Torah* (the first five books of the Hebrew Bible). For background, the teacher should consult the link below and share selected information with students.


Then, the teacher should distribute handouts of Genesis 1:1-2:3, the first creation story (the seven days), and Exodus 12:1-30, the Passover (the last plague of Egypt, after which Pharaoh freed the enslaved Israelites). The links below are to the Easy-Reading Version, but other translations are available on the Bible Gateway website. Working individually or in pairs, students should read one of these selections.

See: “Genesis 1:1-2:3 (Easy-to-Read Version)” *(Activity Sheet Handout)*

“Exodus 12:1-30—Passover (Easy-to-Read Version)” *(Activity Sheet Handout)*

The teacher may wish to assign the readings to ensure equal distribution. The creation story has some similarities to one of the hymns in the Hindu Vedas, so comparison is possible. As students study their selections, they should respond to Items 12 and 13 on the Activity Sheet.

**Review and Assessment** (time: 15 minutes)
The teacher will lead a review of this two-day lesson by asking students to volunteer entries for the Comparative Religion Chart on the whiteboard (see p. 6.5.16 for sample entries). This activity will enable the teacher to assess students’ comprehension and to clarify any misconceptions. Finally, the students will respond to the Exit Ticket prompt (Item 14) and submit their Judaism Activity Sheets for teacher review.

**Extension** *(optional)*
If time allows, the teacher may wish to develop an additional lesson around Jewish law, including both the *Torah* and the *Talmud*. Selections could include familiar passages such as the Ten Commandments but also an exploration of the centuries-long tradition of commentary on and discussion of the biblical law.

See: “Exodus 20:1-17—The Ten Commandments (Easy-to-Read Version)”

“The Talmud: Why has a Jewish law book become so popular?”
Lesson 6 (2 days)

Christianity

Goal
Students will explain the origins, spread, and core beliefs of Christianity and interpret representative samples of its symbols and sacred texts.

Lesson 6–DAY 1

Do Now (time: 10 minutes)
The teacher will display the first image from the article below (without surrounding text) and ask students who the person depicted might be. Many will recognize the subject of this mosaic from the Hagia Sophia as Jesus.

See: “The Real Face of Jesus”
https://www.popularmechanics.com/science/health/a234/1282186/

Then, the teacher will display the digitally recreated face of Jesus that appears later in the article (again, without text) and ask the same question. Students will likely have less success recognizing this image as Jesus, and the teacher should explain that it was created using forensic anthropology (as explained in the article) and is likely a more culturally accurate portrayal than the ones we are accustomed to seeing. Then, students will freewrite a response to the following prompts:

Why are most of the images we see of Jesus so inaccurate?
How does this new picture affect your understanding of who Jesus was?

Hook (time: 5 minutes)
The teacher will explain that the life and teachings of Jesus are at the center of the Christian religion, which will be the focus of this two-day lesson. The teacher should remind students of the three Essential Questions posted in the room that are the focus of the unit and of the Comparative Religion Chart on the board that the students will continue working to complete.

Presentation (time: 15 minutes)
The teacher will distribute the two-page Christianity Activity Sheet found in the Supplement (see p. 6.6.11-12) and review its expectations with students. Then, the teacher will replay the Christianity portion of the Khan Academy video from Lesson 1 (06:27-08:26), but this time pausing frequently for reflection and responding to Items 1-4 on the Activity Sheet. The teacher should encourage students to raise questions and discuss the tenets of Christianity.

See: “The five major world religions” (Christianity: 06:27-08:26)
**Practice and Application** (time: Day 1—25 minutes)
To reinforce and extend what they have learned from the video, students will read, discuss, and respond to questions on Chapter 5, Section 4, pp. 167-170 of the *World History* textbook. The teacher may wish to begin this activity with oral reading to the whole class, but then students should work in pairs or individually to interpret the text and respond to Items 5-6 of the Activity Sheet.

During the last 5 to 10 minutes of class, the teacher should conduct a discussion of the life of Jesus and of Christian beliefs and history, noting the importance of Jesus’s teachings (love God, love your neighbor, forgive), the early Christian apostles and martyrs, and the spread of Christianity throughout the Roman Empire. To aid students in responding to item 6, the teacher may wish to replay a portion of the *Business Insider* video from Lesson 1.

See: “This animated map shows how religion spread across the world”

At the end of Day 1, the teacher should collect and review the students’ Activity Sheets.

**Lesson 6—DAY 2**

**Do Now** (time: 10 minutes)
The teacher will return the Lesson 6 Activity Sheets and ask students to look at the three symbols at the top of the second page. The teacher should ask if students recognize any of these symbols, and many will recognize the Latin Cross, the well-known symbol of Christianity. They may also recognize the *ichthys* (fish) symbol, which often appears on bumper stickers.

The teacher should then project the website “Christian Symbols Illustrated Glossary” and read aloud the descriptions of the cross, fish, and dove symbols, pausing to allow students to paraphrase their meanings on their Activity Sheets (Item 7). The teacher should also scroll to some of the other symbols on the website, emphasizing the point that Christianity has used a wide variety of symbols to represent its beliefs, which include the teachings of Hebrew Bible (known as the Old Testament in Christianity).

See: “Christian Symbols Illustrated Glossary”
https://www.learnreligions.com/christianity-symbols-illustrated-glossary-4051292

**Practice and Application** (time: Continued, Day 2—30 minutes)
The teacher will explain that students’ main focus today will be on reading and discussing excerpts from Christianity’s most sacred text, the New Testament (the Christian Bible, which includes biographies of Jesus and stories and documents about the early church). For background, the teacher should show all or part of the eight-minute animated video at the link below, which explains the Christian view of the relationship between the Old and New Testaments. After viewing, students should respond to Item 8 on the Activity Sheet.

Then, the teacher should distribute a handout of Matthew 5-7, the Sermon on the Mount (Jesus’s first major public speech). The link below is to the Easy-Reading Version, but other translations are available on the Bible Gateway website. The teacher should read the opening lines (The Beatitudes, 5:1-10) aloud, initiate a brief discussion, and ask students to respond to Item 9 on the Activity Sheet.

See: “Matthew 5-7 (Easy-to-Read Version)” (Activity Sheet Handout)
https://www.biblegateway.com/passage/?search=Matthew+5-7&version=ERV

Then, the teacher should assign two or more other sections to each member of the class to read independently. As students study their selections, they should respond to Items 10 and 11 on the Activity Sheet and then share what they have learned. Students may notice some similarities between the teachings of Jesus and those of the Buddha.

Review and Assessment (time: 15 minutes)
The teacher will lead a review of this two-day lesson by asking students to volunteer entries for the Comparative Religion Chart on the whiteboard (see p. 6.5.16 for sample entries). This activity will enable the teacher to assess students’ comprehension and to clarify any misconceptions. Finally, the students will respond to the Exit Ticket prompt (Item 12) and submit their Activity Sheets for teacher review.

Extension (optional)
If time allows, the teacher may wish to develop an additional lesson around the spread of Christianity (eventually to Gentiles as well as Jews) after the death of Jesus and the governance and doctrines of the early and medieval church. The following websites, in addition to Chapter 7, Section 3, of the World History textbook, provide relevant resources.

“The spread of Christianity”
https://www.khanacademy.org/humanities/world-history/ancient-medieval/christianity/v/paul-apostles-christianity

Lesson 7 (2 days)

Islam

Goal
Students will explain the origins, spread, and core beliefs of Islam and interpret representative samples of its symbols and sacred texts.

Lesson 7–DAY 1

Do Now (time: 5 minutes)
The teacher will write or project the following quotation on the board:

“What actions are most excellent? To gladden the heart of human beings, to feed the hungry, to help the afflicted, to lighten the sorrow of the sorrowful, and to remove the sufferings of the injured.”

Students will “take this line for a walk,” that is, freewrite responses to what it says. After writing for two or three minutes, students will share their ideas. Some may note that it sounds like some of Jesus’s teachings, but the teacher will share that it is attributed to Muhammad, the founder of Islam, in one of the collections of Hadith (sayings) of the prophet. (For a note on
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the spelling of the prophet’s name, see the second link below.)

See: “Hadith: The Words and Deeds of the Prophet Muhammad SAW”

“Muhammad or Mohammad?”
https://www.quora.com/search?q=Muhammad+or+Mohammad%3F

Hook (time: 5 minutes)
The teacher will explain that the life and beliefs of Muhammad are at the center of Islam, which will be the focus of this two-day lesson. Muhammad accepted the prophets and teachings of Judaism and Christianity but created a new religion that is now the second largest in the world. Because stereotypes of Muslims, the followers of Islam, are prevalent in the media, the teacher should take some time to discuss these negative perceptions and to emphasize that in this lesson, students will be learning about the origins and actual core beliefs of Islam.

The teacher should remind students of the three Essential Questions posted in the room that are the focus of the unit and of the Comparative Religion Chart on the board, which students will complete at the end of this lesson.

Presentation (time: 15 minutes)
The teacher will distribute the two-page Islam Activity Sheet found in the Supplement (see p. 6.6.13-14) and review its expectations with students. Then, the teacher will replay the Islam portion of the Khan Academy video from Lesson 1 (08:27-10:25), but this time pausing frequently for reflection and responding to items 1-4 on the activity sheet. The teacher should encourage students to raise questions and discuss the tenets of Islam.

See: “The five major world religions” (Islam: 08:27-10:25)

Practice and Application (time: Day 1—30 minutes)
To reinforce and extend what they have learned from the video, students will read, discuss, and respond to questions on Chapter 10, Section 1, pp. 304-308, and Section 2, pp. 310-312, and the map on p. 315 of the World History textbook. The teacher may

Multiple Means of Engagement:
• Start with a KWL activity based on previous lessons in this unit.
• Activate prior knowledge by connecting to students’ interests and experiences.

Multiple Means of Representation:
• Provide digital versions of images and highlight critical features to help students focus on key points and information.
• Support students by engaging them in using historical documents in multiple media formats.
• Offer note-taking guides and guiding questions.

Multiple Means of Action and Expression:
• Use game formats to review information and comprehension (Jeopardy, Taboo, etc.).
• Use Think-Pair-Share: Pose a question; allow think time; have students pair up, discuss, and share out.

Reading:
• Students will gather information about Islam from secondary sources and interpret selections from Islamic sacred texts.

Writing:
• Students will compose responses to questions about the history, beliefs, and practices of Islam.

Language:
• Students will explain key concepts in Islam such as monotheism, Five Pillars, and jihad.
wish to begin this activity with oral reading to the whole class, but then students should work in pairs or individually to interpret the text and respond to Items 5-9 of the Activity Sheet.

During the last 5 to 10 minutes of class, the teacher should conduct a discussion of the life of Muhammad and of Islamic beliefs and history, noting the importance of the teachings of Muhammad, the Five Pillars of Islam, the connection between Islam and Judaism and Christianity, and the rapid spread of Islam by conversion and conquest. To aid students in responding to Item 9, the teacher may wish to replay a portion of the Business Insider video from Lesson 1, which shows the rapid expansion of Islam.

See: “This animated map shows how religion spread across the world”  

At the end of Day 1, the teacher should collect and review the students’ Activity Sheets.

Lesson 7—DAY 2

Do Now (time: 10 minutes)
The teacher will return the Lesson 7 Activity Sheets and ask students to look at the three symbols at the top of the second page. The teacher should ask if students recognize any of these symbols, and some may recognize that the middle one is Arabic calligraphy. They may also have seen the star and crescent on flags or mosques.

The teacher should then project the websites “Islamic Symbols” and “Shahada” and read aloud the descriptions of the star and crescent, Shahada, and Rub el Hizb symbols, pausing to allow students to paraphrase their meanings on their Activity Sheets (Item 10).


Practice and Application (time: Continued from Day 1—30 minutes)
The teacher will explain that students’ main focus today will be on reading and discussing excerpts from Islam’s most sacred text, the Quran. For background, the teacher should refer students to page 309 of the World History textbook, which describes the Quran and provides excerpts that set forth two of the Five Pillars, zakat (alms) and sawm (fasting). After reading, students should respond to Items 11 and 12 on the Activity Sheet.

Then, the teacher should ask students to navigate to the website “The Noble Qur’an,” which includes all 114 surahs (chapters) in Arabic and English translation and allows the user to hear the verses chanted in Arabic. The teacher should demonstrate by clicking on Surah 1, “Al-Fatihah” (“The Opener”) and playing the recitation; students should respond to Item 13 on the Activity Sheet.


Then, the teacher should assign other sections for students to read independently or allow them to explore on their own. To understand the connections between the Quran and the Hebrew and Christian Bibles, whose prophets were accepted in Islam because Judaism and Christianity were monotheistic religions, students might want to read the story of Musa (Moses) in Surah 28:3-53 or Maryam (Mary) and Isa (Jesus) in Surah 3:45-60, 5:110-120, or 19:16-40. As students study their selections, they should respond to Item 14 on the Activity Sheet and then share what they have learned.

Review and Assessment (time: 15 minutes)
The teacher will lead a review of this two-day lesson by asking students to volunteer entries for the Comparative
Religion Chart on the whiteboard (see p. 6.5.16 for sample entries). This activity will enable the teacher to assess students’ comprehension and to clarify any misconceptions. Finally, the students will respond to the Exit Ticket prompt (Item 15) and submit their Activity Sheets for teacher review.

Extension (optional)
Lesson 8, which spotlights the Golden Age of Islam, will extend this introduction to Islam. However, the teacher may wish to develop a separate lesson on Islamic art, including its prohibitions on depicting humans or animals and its emphasis on floral patterns, geometric designs, and calligraphy. The first link below includes a series of short essays on Islamic art; the second features examples of Islamic architecture.

“8 Masterpieces of Islamic Architecture” | https://www.britannica.com/list/8-masterpieces-of-islamic-architecture

Lesson 8 (2 days)
Portfolio Reflection and the Golden Age of Islam

Goal
Students will reflect on the major similarities and differences among the ancient and medieval world’s major religions and the value they had for their believers. Students will co-construct a poster presentation on the Golden Age of Islam in preparation for the final performance task.

Lesson 8–DAY 1
Do Now (time: 10 minutes)
The teacher will lead students in a review of all the pages in their world religion portfolios, with the aim of creating two lists: the most significant differences and the most important similarities among the religions. Students should volunteer items to include on the lists based on their own reflections, and the teacher should prompt them to add contrasts and comparisons that they may have missed.

Hook (time: 10 minutes)
The teacher will distribute the two-page Portfolio Reflection and Islamic Golden Age Poster Activity Sheet found in the Supplement (see pp. 6.6.15-16) and point out the unit’s Essential Questions on the first page. Using the lists compiled in the Do Now, students will draft responses to Items 1 and 2, using complete sentences and as many examples as possible. (Students may use Google Documents and/or speech-to-text applications for drafting as alternatives to handwriting.)
Presentation (time: 5 minutes)
The teacher will explain to the class that they will continue to think about these questions, as well as the one in Item 3 of the Activity Sheet, during this two-day lesson. At the end of Day 2, students will revisit the questions and write a second draft of their responses to these Essential Questions.

The teacher will also explain that students will also be pursuing a collaborative activity during the lesson, creating a poster about the Golden Age of Islam similar to the ones that they will be doing individually about different religions for the final performance task in Lessons 9-11. The teacher should point out the features of the poster template under Item 4 in the Activity Sheet.

To prepare for the collaborative poster-making, students should jot down ideas for the contents of all of its sections as they are reading the textbook assignments below. Students should also each be assigned one or more sections for which they will be primarily responsible, and they should use the spaces in Item 5 to list specific facts and images to be included.

Practice and Application (time: Day 1—30 minutes)
To gain background information about the Umayyad and Abbasid Caliphates, students will read the text and study the map in Chapter 10, Section 2, pp. 312-316, of the World History textbook, making notes as specified above. The teacher may wish to begin this activity with oral reading to the whole class, but then students should work in pairs or individually. To learn about the social and cultural aspects of the Golden Age, students should also read the text and study the images in Chapter 10, Section 3, pp. 317-323, adding to their notes. During the last 5 to 10 minutes of class, the teacher should conduct a discussion of the readings. At the end of Day 1, the teacher should collect and review the students’ Activity Sheets.

Lesson 8–DAY 2

Do Now (time: 5 minutes)
Students will review their draft responses to the Essential Questions in Items 1 and 2 of the Activity Sheet and go on to draft a response to Item 3, a more general reflection on the value of religions for their believers. Students may share their responses if they wish. They will return to them at the end of class to finalize their reflections.

Practice and Application (time: Continued, Day 2—35 minutes)
Students will review their notes on the Golden Age of Islam, then conduct some additional research on their assigned topics in order to create content for a co-constructed poster based on the activity sheet template. One or more of the sources that follow may be helpful, but students may also search “Golden Age of Islam (topic)” using topics such as “science” or “art.”

Suggested Resources:
• “Islamic Golden Age”
  https://en.wikipedia.org/wiki/Islamic_Golden_Age
As students are compiling their information and images, the teacher should provide a tri-fold poster for the project or create an equivalent one with chart paper on the board. Students will need access to a printer and/or markers and construction paper, as well as paste or tape, to produce and display their contributions. The finished poster about the Golden Age of Islam will serve as a rough model for students’ individual projects in the following lessons.

**Review and Assessment** (time: 15 minutes)

Students will review their portfolio reflection drafts (Items 1-3 on the Lesson 8 Activity Sheet), make revisions as needed, and then make a final draft to serve as a cover sheet for the portfolio. If students drafted their responses online, they may revise them there, adding titles and transitions or subheadings. If students made handwritten drafts, they may either write out fair copies or use Google Documents and/or speech-to-text applications to produce their final drafts.

**Extension** (optional)

The poster project in this lesson is intended primarily as a “dry run” for the performance task rather than as a formal assignment, and the product is likely to be somewhat rough and imperfect. If the teacher wishes for students to create a more polished co-constructed poster, she or he may schedule additional time for research and production. Similarly, additional time for the portfolio reflection would allow students to fashion a fully developed essay on the Essential Questions.

**CULMINATING LESSONS**

*Includes the Performance Task (Summative Assessment)—measuring the achievement of learning objectives*

**Lesson 9**

(2 days)

**Religion Topic Research**

**Goal**

Students will conduct additional research into the world religions they have studied, each student choosing one religion and learning more about how it spread from its point of origin to other parts of the ancient or medieval world and how it impacted the political power, cultural achievements, and social development of one empire.

**Lesson 9—DAY 1**

**Do Now** (time: 5 minutes)

Students will review their portfolios of activity sheets about world religions and choose two religions (other than Islam) that they would be interested in learning more about. Students will write their names and choices on sticky notes (one
**Hook (time: 5 minutes)**

The teacher will remind students that their final project for the unit will involve each of them creating and presenting a tri-fold or digital poster about one of the religions studied in this unit. The work that students did collectively for the poster on the Golden Age of Islam in Lesson 8 will serve as a model for this project, which will require additional research on the history of the religion chosen.

Looking at the array of sticky notes on the board, the teacher and students will work together to decide how the religions should be distributed to ensure both a variety of topics and a respect for students’ interests. If possible, students should all study different religions.

**Presentation (time: 10 minutes)**

The teacher will present the Final Project (see above) using an assignment sheet like the two-page Final Project Activity Sheet for Lessons 9-11 found in the Supplement (see pp. 6.6.17-18).

The teacher will explain that students will incorporate the knowledge that they have already acquired, and they will be able to revisit the sources that were used in Lessons 1-6 to strengthen their understanding. However, they will also be looking at new sources to learn more about how the religions they are studying grew per religion) and place them in the appropriate columns of the Comparative Religion Chart.

**Access for All Options**

**Multiple Means of Engagement:**
- Offer options for students to select project topics and options for collaboration or individual work.
- Provide options for students to interview sources when possible.
- Provide time to conference with students to encourage self-regulation.

**Multiple Means of Representation:**
- Provide real-world examples by using multimedia such as video, graphic organizers, and text.
- Provide glossaries, wordbanks, and dual-language dictionaries to develop and build vocabulary skills.

**Multiple Means of Action and Expression:**
- Provide self-monitoring guides and templates for planning, gathering data, and goal-setting.
- Offer meaningful ways students can present and share their work.

**FINAL PROJECT: World Religions Poster**

Your final project for this unit will be to create and present a tri-fold or digital poster about one religion (other than Islam) we have studied. (A poster about the Golden Age of Islam was created in Lesson 8.)

Your poster presentation will include information and insights that you have already gained and recorded, but you will conduct additional research to learn more about:

- How the religion spread from its point of origin to other parts of the ancient or medieval world
- How it impacted the political power, cultural achievements, and social development of one empire

- Your poster will include the religion’s central ideas, key figures, and historical development.
- You will share your poster with the class, presenting information clearly and answering questions effectively.
- You will also actively listen to other students’ presentations and provide helpful feedback.

Lessons 9-11
and spread, and how they impacted politics, culture, and society in one empire. The teacher should caution students that this project will not tell the complete story of a religion but capture a slice of its history. The teacher should also review and unpack the evaluation criteria so students understand what is expected.

**Practice and Application (time: Day 1—35 minutes)**

Students will spend the remainder of Day 1 conducting research for their projects. They should begin by returning to the relevant Activity Sheets from Lessons 1-6 to refresh their memories and identify data points that need further review and clarification. They should list these points in the Research Plan section (Item 1) of the World Religions Final Project Activity Sheet. Students may wish to revisit some of the sources from previous lessons, and if possible, the teacher should copy the list of unit resources into Google Drive and make it available as a table of links.

Students will also need to find additional sources to respond to two prompts central to the project (Activity Sheet Item 2):

1. How did the religion spread from its point of origin to other parts of the ancient or medieval world?
2. What impact did the religion have on the politics, culture, and social development of one empire?

Ideally, students will find relevant sources themselves through internet searches, but they will likely require teacher assistance in selecting search terms, such as:

- “How did (religion) spread,” and “impact of (religion) on _____________________ Empire”
- “___________________ Empire impact on (religion)”

A list of suggested empires and sources follows for students who need assistance. They should also consult the sources listed in the Extensions of Lessons 2-6, as appropriate. At the end of Day 1, the teacher should debrief students on their progress and review their Activity Sheets.

Suggested empires and sources include:

- **Hinduism | Gupta Empire, the Golden Age of India** *(World History textbook, pp. 86-88)*
  - “The Gupta Empire”
    https://www.arcgis.com/apps/Cascade/index.html?appid=db157912ae7944b5a1a07902adeba6a6
  - “Gupta Dynasty” (see also “The history of Hinduism” tab)
    https://www.khanacademy.org/humanities/world-history/ancient-medieval/early-indian-empires/v/gupta-dynasty
  - “The spread of Hinduism in Southeast Asia and the Pacific”
  - “Hinduism—Spread and Distribution” (includes map)
    https://www.globalsecurity.org/military/world/india/religion-hinduism-spread.htm

- **Buddhism | Maurya Empire** *(World History textbook, pp. 84-85, 107, 394-395)*
• “Ashoka the Great” | https://www.ancient.eu/Ashoka_the_Great/
• “Spread of Buddhism in Asia”
• “Buddhism in Southeast Asia” | http://www.buddhanet.net/e-learning/buddhistworld/southeast.htm
• “Buddhism in East Asia” | http://www.buddhanet.net/e-learning/buddhistworld/east-asia.htm

Daoism and Confucianism | Tang and Song Dynasties (World History textbook, pp. 368-374)
• “Daoism and Chinese culture”
  https://courses.lumenlearning.com/boundless-worldhistory/chapter/the-maurya-empire/
• “The Confucian Revival” | https://www.britannica.com/topic/Confucianism/The-Confucian-revival
• “The Song Confucian Revival” | http://afe.easia.columbia.edu/songdynasty-module/confucian-neo.html
• “Daoism in the Tang (618–906) and Song (960–1279) Dynasties”
• “Neo-Confucianism and Zhu Xi” (the second half of the video is most relevant)

Judaism | Assyrian, Babylonian, and Persian Empires (World History textbook, pp. 38-42)
• “History Crash Course #21: Assyrian Conquest” | https://www.aish.com/jl/h/cc/48937787.html
• “The Jewish Temples: The Babylonian Exile” | https://www.jewishvirtuallibrary.org/the-babylonian-exile
• “The Persian Empire and Judaism” | http://www.fsmitha.com/h1/mideast4.htm (two pages)
• “Under Babylonian and Persian Rule”
• “History of the Jews - summary from 750 BC to Israel-Palestine conflict”
  https://www.youtube.com/watch?v=KR9sWRzbdJw
• “Jewish history—to the middle ages”
  https://www.khanacademy.org/humanities/ancient-art-civilizations/judaism-art/a/jewish-history-to-the-middle-ages

Christianity | Roman Empire (World History textbook, pp. 170-172)
• “Christianity” | https://www.britannica.com/topic/Christianity
• “Christianity and the Roman Empire”
  http://www.bbc.co.uk/history/ancient/romans/christianityromanempire_article_01.shtml
• “Christianity in the Roman Empire”
• “How Constantine Decided the Future of Christianity”
  https://turningpointsoftheancientworld.com/index.php/2017/03/31/licinius-constantine-civil-war/
Lesson 9—DAY 2

Do Now (time: 5 minutes)
Students will create pages in their notebooks or (preferably) headings on a Google Document for notes and sources related to Items 1 and 2 of their Research Plans, outlined in the Final Project Activity Sheet (see Supplement pp. 6.6.17-18). As they are doing this, the teacher should provide personalized feedback and assistance to students regarding their plans and possible sources.

Practice and Application (time: Continued, Day 2—45 minutes)
Students should devote the bulk of Day 2 to gathering relevant information and images for their posters and presentations. The teacher must caution them to make notes from their sources, not merely copy and paste (especially if they are working in Google Documents). Students must also record the sources of their data as they are conducting their research to avoid having to reconstruct their searches later on. The teacher should circulate among the students, answering questions and offering assistance as needed.

Review and Assessment (time: 5 minutes)
Students will complete the Exit Ticket (Item 3) on the second page of the Final Project Activity Sheet, reflecting on their research progress and stating lingering questions or needs, and submit their research notes for review.

Extension (optional)
After reviewing students’ Exit Tickets and research notes, the teacher may decide to provide additional time for information gathering if necessary.

Lesson 10 (2 days)

Religion Poster Production

Goal
Students will create tri-fold or digital posters that present information on the religions that they have researched, with the religions’ central tenets, key figures, and historical development, including how they spread from their points of origin and how they impacted the politics, culture, and society of one empire.

Lesson 10—DAY 1

Do Now (time: 10 minutes)
Students will discuss the strengths and weaknesses of their co-constructed poster from Lesson 8, and then use the Poster Design template (Item 4) on the second page of the Final Project Activity Sheet (see pp. 6.6.18) to sketch (in pencil) possible designs for their posters. Students will modify this “dummy” as they continue creating their posters.

Hook (time: 5 minutes)
The teacher will project Middlesex Community College’s “How to prepare a poster board presentation?” (or a similar sampling of poster designs), showing first the examples beginning on page 8. The teacher will ask students what they notice about the various poster designs and which ones appeal or do not appeal to them and why. Possible responses
include “effective visuals,” “good organization,” “too much text,” or “too crowded.”


Presentation (time: 5 minutes)
The teacher will scroll back to the beginning of the Middlesex site to review with students its recommendations for creating successful posters. The teacher should also review the requirements and evaluation criteria and encourage students to add their own suggestions for making their projects effective and attractive.

Practice and Application (time: Day 1—35 minutes)
Students will return to their poster design sketches and modify them based on the previous discussion. If students will be creating their posters with tri-fold boards, the teacher should distribute the boards but remind students not to write or paste anything on them until they are sure of their designs.

For the remainder of Day 1, students should create by hand or on their Chromebooks the components that they will need for their posters: images (including a map), titles and headings, informational text, sources, and design elements to add visual appeal. The teacher will circulate among the students, offering advice and helping with supplies and printouts.

If, instead of using tri-fold boards, the students will create digital posters, the teacher will introduce the software they will be using. The simplest approach is to use Google Slides. Students can change the size of the slide, insert images, backgrounds, text boxes, and numerous other design elements without much training. Since they will likely be projecting their posters rather than printing them, the Widescreen 16:9 layout will work well, but custom designs are also possible (File > Page Setup). The following sites offer helpful tips:

See: “Using Google Slides to make a Poster” (09:23) https://www.youtube.com/watch?v=CXTZJBIjJoW
“Making a Digital Poster in Google Slides” (07:37) https://www.youtube.com/watch?v=skzm2P05p0

As noted in the first video, it is important that students keep track of and document the sources that they use for images and information. At the end of the class period, students will write
“to do” lists for their posters either on sticky notes that can be attached to their tri-fold boards or as comments inserted in their Google Slides.

**Lesson 10—DAY 2**

**Do Now** (time: 5 minutes)
Students will review their poster “to do” lists and seek additional suggestions from partners and/or the teacher.

**Practice and Application** (time: Continued, Day 2—35 minutes)
Students will continue working on their poster designs, adding new elements, revising layout and text, documenting sources, and proofreading to avoid typos and layout errors. The teacher will spend some time with each student offering personalized advice and encouraging fact-checking when necessary.

**Review and Assessment** (time: 15 minutes)
When the posters are complete, the teacher will pair students for a feedback session. Using the criteria for evaluation, students will review each other’s posters for completeness, clarity, and visual appeal. After giving and receiving feedback, students will revise their posters as necessary and, if using tri-fold boards, paste all elements in their proper places. At the end of class, students will submit their posters for teacher review.

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**Lesson 11**

**Poster Session**

**Goal**
Students will create speaking notes and share their tri-fold or digital posters with an audience, presenting information clearly and answering questions effectively; they will also actively listen to and participate in the presentations of other students and provide constructive feedback.

**Do Now** (time: 5 minutes)
Students will review their posters and write the major points that they want to discuss on separate note cards.

**Hook** (time: 5 minutes)
The teacher will play the following video (starting at 01:05) and then ask students what they observed about the speaker’s manner of presenting.

See: “Poster Presentation Basics”
https://www.youtube.com/watch?v=cRNQjo2IstY
(starting at 01:05)
Presentation (time: 5 minutes)
The teacher will explain that a poster presentation is different from a speech: less formal, more interactive, sometimes interspersed with audience questions and comments. The goal of a poster presentation is to tell the story of the poster topic, emphasizing the most important takeaways. The presenter should point out elements of the poster but should not face it or read from it. The presenter should always address the audience directly, keep the language simple, and look for signs of confusion.

Practice and Application (time: 10 minutes)
Students will practice presenting the ideas and information on their posters in five minutes or less, adding to or revising their note cards as needed to remember key points.

Review and Assessment (time: 30 minutes)
Students will take turns giving their poster presentations. Audience members should be encouraged to ask questions and give feedback. The teacher may ask students to give formal responses to each other using the evaluation criteria, but it is important that the atmosphere be one of sharing new insights and celebrating everyone’s achievements. At the conclusion of the class, students should write reflections on their own presentations on the Final Project Activity Sheet (Item 5).

Extension (optional)
The teacher may wish to treat the class presentation as a “draft” and then arrange for another poster session with a more high-stakes audience or on video.
Introduction (1)
World Religions Portfolio

VIDEO: “The five major world religions”

1. **Opening**: What is a religion? What kinds of questions do religions try to answer?

2. **Religions**: Where and when did the following religions begin? How many followers do they have today?
   a. Hinduism
   b. Judaism
   c. Buddhism
   d. Christianity
   e. Islam

3. **Closing**: Despite their great variety, what purposes and characteristics do religions have in common?

WEBSITE: “World Religions Map”
https://www.pbslearningmedia.org/resource/sj14-soc-religmap/world-religions-map/#.XeUM4ehKhPY

4. On the “Prevailing Beliefs” page, choose a country that interests you: ___________________________
   What is its dominant religion? ___________________________
   What other religions are followed by at least 1% of the population? ___________________________

5. Click on MENU and choose one religion from the list provided: ___________________________
   What part(s) of the world have the most followers of the religion? ___________________________

Exit Ticket

6. In your own words, define religion and explain why it has been an aspect of cultures all over the world.

________________________________________
________________________________________
________________________________________
**World Religions Portfolio**

**COLOR KEY:**

<table>
<thead>
<tr>
<th>Religion</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hinduism</td>
<td></td>
</tr>
<tr>
<td>Buddhism</td>
<td></td>
</tr>
<tr>
<td>Confucianism</td>
<td></td>
</tr>
<tr>
<td>Daoism</td>
<td></td>
</tr>
<tr>
<td>Judaism</td>
<td></td>
</tr>
<tr>
<td>Christianity</td>
<td></td>
</tr>
<tr>
<td>Islam</td>
<td></td>
</tr>
</tbody>
</table>

**World Religions Map and Timeline**

Use this map in Lessons 2-7 to show the origins and spread of the world's major religions.

1. Using a different color marker for each religion, draw a circle around the area on the map where the religion originated, and then draw arrows to show where it spread.
2. Create a color key at left.
3. Note that the origin and expansion areas of some religions will overlap, so try to keep your lines neat.
4. On the timeline below, use the same colors to show the approximate start of each religion.

**TIMELINE:**

<table>
<thead>
<tr>
<th></th>
<th>3000 BCE</th>
<th>2000 BCE</th>
<th>1000 BCE</th>
<th>0</th>
<th>1000 CE</th>
<th>2000 CE</th>
</tr>
</thead>
</table>

Map source: *Wikimedia Commons* | https://commons.wikimedia.org/wiki/File:BlankMap-World-v2.png
Hinduism (1)
World Religions Portfolio

VIDEO:  “The five major world religions” (00:40–02:20)

1. Who was Krishna? What did he teach? ____________________________
   ________________________________________________________________

2. Briefly define each of the following Hindu concepts:
   a. Karma ________________________________________________________
   b. Dharma ______________________________________________________
   c. reincarnation _________________________________________________
   d. samsara ______________________________________________________
   e. moksha ______________________________________________________

3. The narrator states, “Hinduism teaches that everything is one. The whole universe is one transcendent reality called Brahma, and there is just one Brahma.” Explain this concept in your own words:
   ________________________________________________________________

4. Although there is one Brahma, there are many gods in Hinduism. Identify the following:
   a. Bhahma ______________________________________________________
   b. Vishnu ______________________________________________________
   c. Shiva ______________________________________________________

RESOURCE:  World History Textbook | Chapter 3, Section 2, pp. 76-78 (plus p. 72 and pp. 399-400)

5. After reading, add to your answers above if necessary and define these two additional concepts (p. 77):
   a. atman ______________________________________________________
   b. ahimsa _____________________________________________________

6. What was the Indian caste system (p. 78)? ______________________

7. What were the occupations of the five castes (see p. 72 for details)? ________________________________

8. How was the caste system related to karma (p. 78)? ______________________

9. Where did Hinduism spread (see pp. 399-400)? ______________________
   Use a marker to show the origin and spread of Hinduism on the map/timeline in the Lesson 1 Activity Sheet.
Hinduism (2)
World Religions Portfolio

WEBSITE: “Hindu Symbols”
https://www.ancient-symbols.com/hindu-symbols.html

10. Write the meanings of these Hindu symbols in the spaces below them:

Aum or Om
Hindu Swastika
Sri Yantra

HANDOUT: “The Rig Veda”

11. What are the Vedas?
What does the Rig Veda include?

12. Which hymn did you read?
What does this hymn describe?
What views of life does it present?

Exit Ticket

13. How would you explain Hinduism to a friend in one or two sentences? What core values does it promote?
Buddhism (1)
World Religions Portfolio

VIDEO: “The five major world religions” (04:19–06:26)

1. Who was Siddhartha? What kind of life did he live as a child? ____________________________________________

2. What question did he seek the answer to as a young man? ________________________________
   What did he think the answer was at first, and what did he do as a result? ________________________________

3. What did Siddhartha overhear a music teacher say to a student? What did he realize after hearing this?
   ______________________________________________________________________________________________

4. The narrator states that while meditating Siddhartha realized, “All of life abounds with suffering. It’s caused
   by selfish craving for one’s own fulfillment at the expense of others.” Explain this insight in your own words:
   ______________________________________________________________________________________________

5. Siddhartha became the Buddha. What does “Buddha” mean? ________________________________

6. Buddha discovered the Eightfold Path to enlightenment. What four qualities are associated with this state?
   ______________________________________________________________________________________________

7. What did Buddha teach others about how to achieve enlightenment? What is most important in Buddhism?
   ______________________________________________________________________________________________

RESOURCE: World History Textbook | Chapter 3, Section 2, pp. 79-82

8. After reading, add to your answers above if necessary and define these two additional concepts (p. 80):
   a. Four Noble Truths ____________________________________________________________________________
   b. nirvana ____________________________________________________________________________________

9. How does Buddhism compare with Hinduism (p. 80)? ____________________________________________

10. Where did Buddhism spread (pp. 81-82)? ________________________________________________________________________________________________
    Use a marker to show the origin and spread of Hinduism on the map/timeline in the Lesson 1 Activity Sheet.

11. What happened to Buddhism in India? ___________________________________________________________
12. Write the meanings of these Buddhist symbols in the spaces below them:

Dharma Wheel
Lotus Flower
Endless Knot

13. Choose a Buddha pose that interests you. What is it called? ____________________________
What gestures or pose does it include? ____________________________

HANDOUT: “The Dhammapada” (Chapter 1, “The Pairs”)

14. How is this chapter organized? ____________________________

15. Which pair of sayings did you study? What is their subject? ____________________________
   Explain the Buddha’s teaching in this pair in your own words: ____________________________

Exit Ticket

13. How would you explain Buddhism to a friend in one or two sentences? What core values does it promote? ____________________________
Daoism and Confucianism (1)

World Religions Portfolio

VIDEO: “Confucianism and Daoism” (starting at 03:35)
https://www.youtube.com/watch?v=Z37q2f-XMJ0

1. When did Confucius live? _________ What problems did he see during the time of the Zhou kings? What did he think was the solution? What were Confucius’s views on poverty, riches, and learning?

2. According to Confucius, what was the unitary principle of living? And what were the five virtues?

3. When is Laozi thought to have lived? _________ What did he think was the way all could be well?

4. Why did Laozi say the highest good is like water? How did he describe the Dao? And the principle of wu-wei?

5. After reading, add to your answers above if necessary and define these concepts (pp. 97-98):
   a. Analects ______________________
   b. five relationships ______________________
   c. filial piety ______________________
   d. Dao De Jing ______________________

6. How did Daoism and Confucianism differ about government? How did they change and blend (p. 98)?

7. Where did Confucianism/Daoism spread (p. 98 and maps)? ______________________
   Use markers to show the origin and spread of Daoism and Confucianism on the Lesson 1 Activity Sheet map.
Daoism and Confucianism (2)
World Religions Portfolio

WEBSITES:
“Symbols of Confucianism”
https://confucianismbmhs.weebly.com/symbols-icons--sacred-writings.html

8. Write the meanings of these Daoist and Confucian symbols in the spaces below them:

![Yin-Yang](https://commons.wikimedia.org/wiki/File:yin_yang.svg)
![Eight Trigrams](https://en.wikipedia.org/wiki/File:Trigrams.svg)
![Shuǐ](https://commons.wikimedia.org/wiki/File:Character/Shui_Trad.svg)

9. What do you think is the main idea in each of the following selections?
   a. *Tao Te Ching* 2
   b. *Analects* 1:2

10. What other selections did you study? Why did you choose them? Explain what they teach in your own words:
   a. *Tao Te Ching* : ______________________________________________________
   b. *Analects* : ______________________________________________________

**Exit Ticket**

11. How would you explain Daoism and Confucianism to a friend in one sentence each? What are their values?

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Image sources, from left: Wikimedia Commons | https://commons.wikimedia.org/wiki/File:Yin_yang.svg
Wikimedia Commons | https://commons.wikimedia.org/wiki/File:Character_Shui_Trad.svg
Judaism (1)
World Religions Portfolio

VIDEO: “The five major world religions” (02:21–04:18)

1. According to Judaism, what did God call on Abraham and Sarah to do? What did God promise in return?

2. The narrator states that Abraham and Sarah’s believing in “the one true God” was “a revolutionary concept in the polythesistic world of that time.” Explain this comment in your own words:

3. What problems did Israelites face trying to stay in the Promised Land? What did these empires do to them?
   a. Egypt
   b. Rome

4. What was Moses’s role?

5. Why did Israel transform itself from a “temple religion” to a “religion of the book”? What does that mean?

6. Identify the following terms that are important in Judaism:
   a. Tanakh / Talmud
   b. Passover meal
   c. bar / bat mitzvah

7. After reading, add to your answers above if necessary and explain the importance of the following (p. 59):
   a. David / Solomon
   b. Israel / Judah
   c. Assyria / Babylon / Persia

8. What standards of behavior are part of the Jewish code of ethics (p. 60)?

9. What was the Diaspora (p. 60)?

Use markers to show the origin and spread of Judaism on the map/timeline in the Lesson 1 Activity Sheet.
Judaism (2)
World Religions Portfolio

WEBSITES:
“13 Jewish Symbols to Know”
“Judaism and Numbers” | https://www.myjewishlearning.com/article/judaism-numbers/

10. Write the meanings of these Jewish symbols in the spaces below them:

Menorah
Star of David
Chai

11. Choose a number from the “Judaism and Numbers" website: ______ What does this number signify to Jews?


12. What happens in the story you read? Tell some of the details. What role(s) does God play?

13. Why do you think this story is important to believers in Judaism? What does it show or explain?

Exit Ticket
14. How would you explain Judaism to a friend in one or two sentences? What core values does it promote?
Christianity (1)  
World Religions Portfolio

VIDEO:  “The five major world religions” (06:27–08:26)  

1. What does Christianity have in common with Hinduism and Buddhism, according to the video?  
a. Like Krishna in Hinduism, Jesus was considered ________________________________

b. As Buddhism grew out of Hinduism, Christianity ________________________________

2. The life of Jesus as told in the Bible consists of the following parts. Add several details about each one:
   a. parents and birth ____________________________________________________________
   b. public career ______________________________________________________________
   c. arrest and death _____________________________________________________________

3. The narrator says that Jesus’s “unconventional wisdom got him into trouble.” What was “unconventional” about his approach to religion, teaching, and socializing? What did he mean by “the Kingdom of God”?  
   ____________________________________________________________

4. What is the significance of each of the following holy days and rituals in Christianity?  
   a. Christmas and Easter _________________________________________________________
   b. baptism ________________________________________________________________
   c. communion ______________________________________________________________

RESOURCE:  World History Textbook  |  Chapter 5, Section 4, pp.167-170

5. After reading, add to your answers above if necessary and explain the importance of the following (p. 168):  
   a. apostles ________________________________________________________________
   b. messiah ________________________________________________________________
   c. rising from death _________________________________________________________

6. What role did Paul (and others) play in the spread of Christianity across the eastern Mediterranean region?  
Why were Christians persecuted in the Roman Empire? When did that abuse officially end (pp. 169-170)?  
   ____________________________________________________________

Use markers to show the origin and spread of Christianity on the map/timeline in the Lesson 1 Activity Sheet.
Christianity (2)
World Religions Portfolio

WEBSITES:
“Christian Symbols Illustrated Glossary”
https://www.learnreligions.com/christianity-symbols-illustrated-glossary-4051292


7. Write the meanings of these Christian symbols in the spaces below them:

- Latin Cross
- Ichthys
- Dove

8. According to Christian tradition, how are the Old and New Testaments connected? _________________

HANDOUT: Matthew 5-7 (“The Sermon on the Mount”)

9. According to Jesus, who will get God’s blessings? _________________

10. What were Jesus’s messages in the other passages you read? _________________

11. What aspect of Jesus’s teachings go against popular beliefs? _________________

Exit Ticket

12. How would you explain Christianity to a friend in one or two sentences? What core values does it promote?

__________________________________________________________

__________________________________________________________

Image sources, from left: Wikimedia Commons | https://commons.wikimedia.org/wiki/File:Christian_cross.svg
Wikimedia Commons | https://commons.wikimedia.org/wiki/File:Ichthys_symbol.svg
Wikimedia Commons | https://commons.wikimedia.org/wiki/File:Black_Peace_Dove.svg
Islam (1)
World Religions Portfolio

VIDEO: "The five major world religions" (08:27–10:25)

1. How did Islam begin? ____________________________________________________________
2. What does Muslim mean? _______________________________________________________
3. Briefly explain the Five Pillars of Islam using the sentence starters below:
   a. Shahada: Muslims declare _______________________________________________________
   b. Salat: Muslims pray ____________________________________________________________
   c. Zakat: Muslims are required ____________________________________________________
   d. Sawm: Muslims fast _____________________________________________________________
   e. Hajj: Muslims must _____________________________________________________________
4. What is the Quran? What do Muslims say about it? In what language is it written?
   ____________________________________________________________
   ____________________________________________________________

RESOURCE: World History Textbook | Chapter 10, Section 1, pp. 304-308; Section 2, pp. 310-312, 315

5. After reading, add to your answers above if necessary and explain the importance of the following (p. 305):
   a. hijra to Medina ________________________________________________________________
   b. Kaaba in Mecca ______________________________________________________________
6. What does jihad mean (p. 306)? ________________________________________________
7. What is Sharia (p. 308)? ________________________________________________________
8. What conflicts emerged in Islam after Muhammad’s death? What role did Abu Bakr play? What is the main difference between Shiite and Sunni Muslims? What caused the schism between them? (See pp. 310-312.)
   ____________________________________________________________
9. Where and how did the Muslim empire spread (pp. 311-312, 315)?
   ____________________________________________________________

Use a marker to show the origin and spread of Islam on the map/timeline in the Lesson 1 Activity Sheet.
HISTORY

Religion in the Ancient and Medieval Worlds
—SUPPLEMENT

World History I—Chapter 6
Topic: Development and Diffusion of Religions and Systems of Belief (WHI.T2)
Religion in the Ancient and Medieval Worlds—SUPPLEMENT

Islam (2)
World Religions Portfolio

WEBSITES:
“Islamic Symbols” |  https://www.ancient-symbols.com/islamic-symbols.html

10. Write the meanings of these Islamic symbols in the spaces below them:

   Star and Crescent .........................................................
   Shahada ...........................................................................
   Rub el Hizb ........................................................................

RESOURECE:  World History Textbook |  Chapter 10, Section 2, p. 309

11. How is the Qur’an organized (p. 309)? ........................................................................

12. Which of the Five Pillars are explained by the passages provided (p. 309)?  ,

13. What phrases does Surah 1 of the Qur’an use to refer to Allah (God)? What guidance does it request?

14. What selections did you read independently?  Surah , verses ; Surah , verses 
What stories do these passages tell, and what messages are they intended to convey?

Exit Ticket
15. How would you explain Islam to a friend in one or two sentences? What core values does it promote?

Image sources, from left:  Wikimedia Commons |  https://commons.wikimedia.org/wiki/File:Star_and_Crescent.svg
   Wikimedia Commons |  https://commons.wikimedia.org/wiki/File:1st-Shahada_white.jpg
   Wikimedia Commons |  https://commons.wikimedia.org/wiki/File:ROUB_EL_HIZB_06DE.svg
Portfolio Reflection and Islamic Golden Age Poster (1)
World Religions Portfolio

ESSENTIAL QUESTIONS: Draft Responses

1. How do the core beliefs of the world’s major religions differ?

2. In what ways do the world’s major religions align with each other?

3. What value do these religions have for their believers?
POSTER DESIGN:

4. Using the template below, jot down some ideas about details that should be included on the poster.

<table>
<thead>
<tr>
<th>Islam Essentials</th>
<th>The Golden Age of Islam</th>
<th>Impact of Islam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beliefs</td>
<td></td>
<td>Social Structure</td>
</tr>
<tr>
<td>Founder</td>
<td></td>
<td>Art and Architecture</td>
</tr>
<tr>
<td>Religious Practices</td>
<td></td>
<td>History and Philosophy</td>
</tr>
<tr>
<td>Symbols</td>
<td></td>
<td>Science and Math</td>
</tr>
<tr>
<td>Sacred Text</td>
<td></td>
<td>Medicine</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Islam Essentials</th>
<th>The Golden Age of Islam</th>
<th>Impact of Islam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beliefs</td>
<td>Umayyad &amp; Abbasid Caliphates</td>
<td>Social Structure</td>
</tr>
<tr>
<td>Founder</td>
<td>Map(s) Showing Spread of Islam</td>
<td>Art and Architecture</td>
</tr>
<tr>
<td>Religious Practices</td>
<td>Empire Facts and Dates</td>
<td>History and Philosophy</td>
</tr>
<tr>
<td>Symbols</td>
<td>Images</td>
<td>Science and Math</td>
</tr>
<tr>
<td>Sacred Text</td>
<td></td>
<td>Medicine</td>
</tr>
</tbody>
</table>

5. What poster topic(s) are you responsible for? _________________________________________

List details and images to be included on the poster _______________________________________

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________
World Religions Final Project (1)

Your final project for this unit will be to create and present a tri-fold or digital poster about one religion (other than Islam) we have studied. (A poster about the Golden Age of Islam was created in Lesson 8.) Your poster presentation will include information and insights that you have already gained and recorded, but you will conduct additional research to learn more about:

- How the religion spread from its point of origin to other parts of the ancient or medieval world
- How it impacted the political power, cultural achievements, and social development of one empire

Your poster will include the religion’s central ideas, key figures, and historical development.

You will share your poster with the class, presenting information clearly and answering questions effectively.

You will also actively listen to other students’ presentations and provide helpful feedback.

<table>
<thead>
<tr>
<th>Research Plan (see below)</th>
<th>Poster Design (see next page)</th>
<th>Presentation (see next page)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data is gathered from at least four sources, including two new ones.</td>
<td>Images include religious symbols, historical maps, and relevant art.</td>
<td>Presenter has prepared notes and practiced giving the poster talk.</td>
</tr>
<tr>
<td>Notes include materials on the religion’s central tenets, key figures, origin and development, and impact on one empire.</td>
<td>Poster text summarizes clearly and accurately the religion’s key ideas, historical development, and political/cultural/social impact.</td>
<td>Presentation goes beyond reading from the poster, including added details or anecdotes and accurate response to audience questions.</td>
</tr>
<tr>
<td>All sources are cited accurately in a resource list or bibliography.</td>
<td>Display of images and information is clear and visually attractive.</td>
<td>Audience member attends and responds appropriately to others.</td>
</tr>
</tbody>
</table>

Research Plan (Lesson 9—Day 1)

The questions below are designed to help you plan your research for the project. Use the spaces after each item to list possible sources. When you are ready to begin note-taking, you may use a notebook or (preferably) a Google Document to record information. Be sure to credit your sources as you are researching.

1. Review the activity sheet you completed on the religion you are studying. Highlight points that you need to clarify or learn more about. What sources from previous lessons could you use to find information?
   a. Core beliefs: ________________________________
   b. Key figures (founder, gods): ________________________________
   c. Practices, symbols, sacred texts: ________________________________

2. You will also need to gather new information about the following questions. Find at least two sources:
   a. How did the religion spread from its point of origin to other parts of the ancient or medieval world?
      Possible sources: ________________________________
   b. What impact did the religion have on the politics, culture, and social development of the ________ empire?
      Possible sources: ________________________________
Exit Ticket (Lesson 9—Day 2)

3. How successful have you been in researching your topic? What lingering questions or needs do you have?

Poster Design (Lesson 10)

4. Use the template below to sketch out a possible design for your poster. Be sure to include the following: beliefs, founder and/or god(s), religious practices, symbols, sacred texts, place of origin and spread, impact on one empire. Use images (symbols, figures, art, temples, map) and text (not too much!) to convey ideas.

Presentation Reflection (Lesson 11)

5. What parts of your poster session went well? What aspects would you like to improve next time?
Humanism in Renaissance Art

Topic 4: Philosophy, the Arts, Science, and Technology, c. 1200-1700 CE (WHI.T4)

This unit is designed for short-term programs. It may be adapted for long-term settings.

Unit Designer: Glenn Stewart
Contributors: Momodou Sarr and Bruce Penniman

Introduction

The Renaissance period in European history (14th to 17th centuries) was a critical era in developing new ideas in philosophy, literature, art, and science. It was a “rebirth” of classical Greek and Roman cultural ideals, laying the foundation for a transition to a more “modern” world as these concepts were spread across the globe with the advent of the printing press, increased trade, and contact with other cultures. The movement away from divine explanations for events produced humanism, a movement that stressed the value of human needs and emotions, and a renewed appreciation of reason and rational thought.

The Renaissance provides students with a historical example of how an era’s media (in this period, the printing press) can facilitate the spread of ideas across societies and cultures. By analyzing the transition from the artistic style of the Middle Ages to that of the Renaissance, students can recognize how abstract concepts can take tangible form, as represented by the art of this fruitful period in history.

“The Humanism in Renaissance Art unit focuses on one World History I Content Standard (WHI.T4):

5. Describe the origins and development of the European Renaissance, the emerging concept of humanism, and the influence and accomplishments of key artists, writers, and inventors of the Italian and Northern European Renaissance.

The performance task of this unit will connect to this content standard by having students create a product (museum brochure) that demonstrates a knowledge of key Renaissance figures and how their works expressed humanist values.

To aid in understanding the Renaissance, this unit will focus on three Essential Questions:

- What impact did the printing press have on the spread of knowledge and cultural ideas?
What were the characteristics of the Renaissance, and why did it begin in Italy?

How did the spread of humanism and new ideas in the Renaissance affect the arts of the period?

These Essential Questions will reinforce to students how a society’s media influence common thought and the spread of ideas. A culture’s works of art are often reflective of the world around the artist, and they serve as a means of conveying information about that experience. Students can apply such an appreciation to understanding the many art forms in their own culture today.

Teaching Difficult Topics

This unit includes difficult, graphic, or potentially sensitive content. Information about teaching difficult topics is available in Chapter 2 (see p. 2.2.1).
The Humanism in Renaissance Art unit is intended to teach students about the development and spread of new ideas in the Renaissance period and how those ideas influenced a transition in artistic styles from the Middle Ages to the Renaissance. This will happen in an approximately two-week span, outlined in the Plan 1 calendar below.

### Unit: Humanism in Renaissance Art

<table>
<thead>
<tr>
<th>Plan 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Lesson 1: Transitioning to Humanism After the Middle Ages</td>
<td>Lesson 2: Spreading Humanist Ideas</td>
<td>Lesson 3: Italy: Birthplace of the Renaissance</td>
<td>Lesson 4: Humanism in Renaissance Art (Part 1)</td>
<td>Lesson 5: Humanism in Renaissance Art (Part 2)</td>
</tr>
<tr>
<td>Week 2</td>
<td>Lesson 6: Renaissance Men—da Vinci and Michelangelo</td>
<td>Lesson 7: There Were Also Renaissance Women</td>
<td>Lesson 8: Renaissance Museum Brochure Project</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Plan 2 includes extension lessons as suggested in the unit at different stages of Plan 1. The extensions provide recommendations and allow the teacher to build lessons around them.

<table>
<thead>
<tr>
<th>(Expanded) Plan 2</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Lesson 1: Transitioning to Humanism After the Middle Ages</td>
<td>L1-Extension: Muslim Contributions to Humanism</td>
<td>Lesson 2: Spreading Humanist Ideas</td>
<td>Lesson 3: Italy: Birthplace of the Renaissance</td>
<td>L3-Extension: Additional Greek and Roman Architecture of Italy</td>
</tr>
<tr>
<td>Week 3</td>
<td>L6-Extension: Separate Lessons for the Works of da Vinci and Michelangelo</td>
<td>Lesson 7: There Were Also Renaissance Women</td>
<td>Lesson 8: Renaissance Museum Brochure Project</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Studying works of art is an inherently visual exercise, and while visual learners will enjoy such lessons, there is a possibility that others may be challenged by interpreting art. Pairing a non-visual learner with a visual learner may be a useful accommodation in such instances.
UNIT GOALS

Emphasized Standards (High School Level)

World History I Content Standards

(WHI.T4)

5. Describe the origins and development of the European Renaissance, the emerging concept of humanism, and the influence and accomplishments of key artists, writers, and inventors of the Italian and Northern European Renaissance.

Clarification Statement: Students may use the following examples to meet this Standard:

**Italian Renaissance:**
Michelangelo Buonarroti, Leonardo da Vinci, Raphael, Niccolò Machiavelli, Filippo Brunelleschi

**Northern Renaissance:**
Jan van Eyck, Albrecht Durer, Pieter Bruegel the Elder, Hieronymus Bosch, William Shakespeare, Erasmus, Johannes Gutenberg

Grades 11-12 Reading Standards for Literacy in the Content Areas (RCA-H)

9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Grades 11-12 Speaking and Listening Standards for Literacy in the Content Areas (SLCA)

5. Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, claims, reasoning, and evidence and to add interest.
Essential Questions (Open-ended questions that lead to deeper thinking and understanding)

- What impact did the printing press have on the spread of knowledge and cultural ideas?
- What were the characteristics of the Renaissance, and why did it begin in Italy?
- How did the spread of humanism and new ideas in the Renaissance affect the arts of the period?

Transfer Goal (How will students apply their learning to other content and contexts?)

- Students will make connections between media usage and the spread of ideas.
- Students will compare cultural artifacts from different eras of history and connect them to the major ideas of these eras.
- Students will explain how art forms can represent different themes and concepts.
## Learning and Language Objectives

By the end of the unit:

<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand...</th>
<th>and be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements of humanist values that flourished in the Renaissance: <em>individualism, Greek and Roman culture, secularism</em></td>
<td>The development of humanist secularism was a key shift in the transition of Europe from the Middle Ages to the Renaissance.</td>
<td>Compare and contrast general attitudes toward learning in the Middle Ages and the Renaissance.</td>
</tr>
<tr>
<td>The Renaissance was a period of remarkable expansion of reading, education, knowledge, and ideas.</td>
<td>The invention of the printing press played a key role in spreading new ideas and education.</td>
<td>Interpret and create graphs to show the output of books after the invention of the printing press.</td>
</tr>
<tr>
<td>Factors that led to Italy’s wealthy merchants originating and spreading humanism and Renaissance ideas: <em>printing press, art patrons, European trade</em></td>
<td>Italy was at the center of the early Renaissance movement in Europe.</td>
<td>Analyze and interpret maps that help demonstrate how Italy became the prime country to disseminate humanist and Renaissance ideas.</td>
</tr>
<tr>
<td>Elements of Renaissance art that were influenced by humanist thinking: <em>secularism, individualism, realism, Greek and Roman traditions</em></td>
<td>Humanist values influenced Renaissance art and distinguishes it from works of the Middle Ages.</td>
<td>Recognize the differences between artwork of the Middle Ages and art of the Renaissance, and analyze a classic painting to determine why it is of the Renaissance period.</td>
</tr>
<tr>
<td>Areas of expertise for Leonardo da Vinci and Michelangelo: <em>painting, architecture, science, poetry, sculpture, biology, astronomy</em></td>
<td>A “Renaissance Man” is someone considered very knowledgeable and skilled at a variety of activities.</td>
<td>Create speech balloons as a means of demonstrating why da Vinci and Michelangelo were “Renaissance Men.”</td>
</tr>
</tbody>
</table>
**Students should know...**

“Renaissance Woman” painter Artemisia Gentileschi (or Sofonisba Anguissola), baroque style (dramatic and emotional), *chiaroscuro*

**understand...**

Though women’s sphere was restricted in the Renaissance, several women artists overcame gender bias to make important contributions to the art of painting.

**and be able to...**

Describe the work and explain the artistic perspective of a “Renaissance Woman” painter.

Elements of a museum brochure: *artist biography, historical facts and background, pictures of artifacts, cultural context*

Museum brochures are a way to educate visitors about subjects and pieces on display.

Prioritize important information and design engaging materials to educate people about a topic.

**Tier II vocabulary:**
- rebirth
- culture
- merchant
- patron
- perspective
- brochure

**Tier III vocabulary:**
- Middle Ages
- Black Death
- humanism
- Renaissance
- movable type
- printing press
- city-states
- Renaissance Man

Conceptual words (Tier II vocabulary) are used across disciplines, but their meanings vary depending on the context.

Discipline-specific words (Tier III vocabulary) have precise meanings referring to core ideas, facts, events, or processes in a particular subject area.

Use general and discipline-specific vocabulary appropriately in writing, discussions, and formal oral presentations.

---

**Humanism in Renaissance Art—UNIT PLAN**

**World History I—Chapter 6**

**Topic: Philosophy, the Arts, Science, and Technology (WHI.T4)**

Though women’s sphere was restricted in the Renaissance, several women artists overcame gender bias to make important contributions to the art of painting.

Museum brochures are a way to educate visitors about subjects and pieces on display.

Prioritize important information and design engaging materials to educate people about a topic.

Conceptual words (Tier II vocabulary) are used across disciplines, but their meanings vary depending on the context.

Discipline-specific words (Tier III vocabulary) have precise meanings referring to core ideas, facts, events, or processes in a particular subject area.

Use general and discipline-specific vocabulary appropriately in writing, discussions, and formal oral presentations.
Lesson 8: Museum brochure presenting the life and work of Leonardo da Vinci or Michelangelo

**GOAL:**
To create a museum brochure that accurately depicts and describes exhibits on display by either Michelangelo or Leonardo da Vinci.

**ROLE:**
You are an employee in the marketing department of the region’s Renaissance Museum.

**AUDIENCE:**
Your audience is tourists who come to the museum and want accurate information about the exhibits.

**SITUATION:**
There is a new exhibit at your museum of works by Leonardo da Vinci or Michelangelo (your choice). Tourists coming to the museum will need information about this “Renaissance Man” and about the exhibits that are on display.

**PRODUCT:**
You will create a museum brochure that has some biographical information about Leonardo da Vinci or Michelangelo, background information about the Renaissance, plus images and information for each exhibit that the museum is displaying (including their connections to humanist values).

**STANDARDS:**
- The brochure contains at least one paragraph of accurate biographical information about the artist.
- The brochure contains background information about the Renaissance that provides historical context.
- The brochure provides photographs and accurate information about a minimum of three artist exhibits, including their connections to humanist values (one paragraph for each exhibit).
- The brochure is well-organized, visually neat, and easy-to-read.
- The brochure follows Standard English conventions for grammar, punctuation, and spelling.
- The brochure is written in your authentic voice, not cut-and-pasted from sources.
- The brochure includes appropriate documentation of sources.

**Performance Task and Summative Assessment** (see pp. 6.8.31-36)

*Aligning with Massachusetts standards*
Formative Assessments (see pp. 6.8.13-30)

Monitoring student progress through the unit

Lesson 2: Venn Diagram and paragraph: “In what way do you think the invention of the printing press was similar to the invention of the internet?”

Lesson 3: Class discussion comparison of how current-day celebrities showing off their wealth could be similar to patrons commissioning artwork in the Renaissance era

Lesson 4: Three written sentences that explain the differences in sculptures of the Middle Ages and Renaissance

Lesson 5: Analysis and paragraph that explain and provide evidence of how a Renaissance painting was influenced by humanism

Lesson 6: Speech balloons for da Vinci and Michelangelo explaining why they are “Renaissance Men”

Lesson 7: Graphic organizer on Artemisia Gentileschi’s painting and Exit Ticket: “What does the work of Artemisia Gentileschi (and other women artists of the period) add to our understanding of the Renaissance that we don’t get in the work of men such as da Vinci and Michelangelo?”

Pre-Assessment (see p. 6.8.10-12)

Discovering student prior knowledge and experience

Lesson 1: Written summary of how attitudes evolved from the Middle Ages to the Renaissance
Unit Resources (by type, in order of appearance)

Print


Websites

**LESSON 1:**
- “Catholic Church in Medieval Europe”: https://www.slideshare.net/agosta/catholic-church-in-medieval-europe-1322877
- “Medieval Life: Religion, Medicine and Women”: https://www.youtube.com/watch?v=aPh-SMPuqYI
- “The Islamic Renaissance—Events That Changed The World 1/20”: https://www.youtube.com/watch?v=4YTzkQRKN8
- “How Islam influenced the European Renaissance”: https://www.irfi.org/articles/articles_1601_1650/how_islam_influenced_the_europea.htm

**LESSON 2:**
- “Beneventan Hand Lettering”: https://amoderndayscribe.wordpress.com/2013/03/31/beneventan-hand-lettering/
- “Xerox ‘It’s A Miracle’ Commercial (1975)”: https://www.youtube.com/watch?v=LAiLb9Iqkw
- “Copiserv TV - Xerox & Brother Dominic Celebrating 40 Years of Miracles”: https://www.youtube.com/watch?v=mdYompmlw

**LESSON 3:**
- “City-States in Italy”: https://mrdowling.com/documents/704-italy.pdf

**LESSON 4:**
- Storyboard That: https://www.storyboardthat.com/
  - “Maestà (Duccio)”: https://en.wikipedia.org/wiki/Maest%C3%A0_(Duccio)#/media/File:Duccio_maesta1021.jpg
  - “Maestà (Cimabue)”: https://en.wikipedia.org/wiki/Maest%C3%A0_(Cimabue)#/media/File:Cimabue_-_Maest%C3%A0_du_Louvre.jpg
  - “Codex Manesse”: https://commons.wikimedia.org/wiki/Codex_Manesse
  - “The Descent from the Cross (van der Weyden)”: https://en.wikipedia.org/wiki/The_Descent_from_the_Cross_(van_der_Weyden)#/media/File:Weyden_Deposition.jpg
  - “The Money Changer and His Wife—An oil painting of a money-lender or tax collector and his wife”; https://en.wikipedia.org/wiki/The_Money_Changer_and_His_Wife#/media/File:Quentin_Massys_001.jpg
  - “La Vecchia di Giorgione”: https://upload.wikimedia.org/wikipedia/commons/c/cf/La_vecchia_di_Giorgione_%282%29.JPG
Unit Resources, continued (by type, in order of appearance)


“Jamb Figures”: https://www.wga.hu/html_m/zgothic/gothic/1/01f_1231.html

“Pietà (Michaelangelo)” (1498-1499): https://en.wikipedia.org/wiki/Piet%C3%A0_(Michelangelo)#/media/File:Michelangelo's_Pieta_5450_cut_out_black.jpg

LESSON 5:


“19 Pics That Show Perspective is Everything”: https://pleated-jeans.com/2016/12/28/19-pics-that-show-perspective-is-everything/


“School of Athens: http://www.success.co.il/projects/10pk/map/school-of-athens


LESSON 6:


LESSON 7:

“These Women Artists Influenced the Renaissance and Baroque”: https://www.artsy.net/article/artsy-editorial-these-women-artists-influenced-the-renaissance-and-baroque

“Sofonisba Anguissola”: https://smarthistory.org/sofonisba-anguissola/

“Sofonisba Anguissola, Italian Painter”: https://www.theartstory.org/artist/anguissola-sofonisba/

“Sofonisba Anguissola”: https://en.wikipedia.org/wiki/Sofonisba_Anguissola

“Female Painter Artemisia Gentileschi”: https://www.youtube.com/watch?v=g8GpRVrxPjc

“Women in Art: Judith and Her Maidservant with the Head of Holofernes”: https://www.youtube.com/watch?v=___XIKwDxB3E

“Biblical art by Artemisia Gentileschi”: https://www.artbible.info/art/work/artemisia-gentileschi


**Unit Resources**, continued (by type, in order of appearance)

**LESSON 8**

“JuJu” (Metropolitan Museum brochure):
http://juju-park.com/metropolitan-museum


“Springfield Museums”:
http://www.katiecraigdesign.com/springfieldmuseumsdesign

“How to Make a Brochure Using Google Docs”:
https://www.techwalla.com/articles/how-to-make-a-brochure-using-google-docs

“Blank Brochure Templates”:
https://www.mycreativeshop.com/templates/brochures/blank


“Leonardo da Vinci”:
https://www.britannica.com/biography/Leonardo-da-Vinci


“Michelangelo is born”: https://www.history.com/this-day-in-history/michelangelo-born

“Michelangelo”:
https://www.britannica.com/biography/Michelangelo

“Michelangelo Biography”:
https://www.biography.com/artist/michelangelo

**Materials (Teacher-created or in the Supplement)**

**SUPPLEMENT CONTENTS**:

**Lesson 3**
Activity Sheet City-States in Italy p. 6.9.1

**Lesson 6**
Activity Sheet Can you tell what they are? Leonardo da Vinci Inventions p. 6.9.2

**Lesson 6**
Activity Sheet Renaissance Men in Their Own Words p. 6.9.3

**Historical Images**

Most historical images in this Guide are from the Library of Congress. Additional sources include the National Archives and Smithsonian Museums. Details about images used in this publication can be found in the **Guide Appendix**.

Library of Congress, Washington D.C.
https://www.loc.gov/

Library of Congress, Prints and Photographs Online Catalog
https://www.loc.gov/pictures

Unit Resources, continued (by type, in order of appearance)
Outline of Lessons
Introductory, Instructional, and Culminating tasks and activities to support achievement of learning objectives

INTRODUCTORY LESSON
Stimulate interest, assess

Lesson 1
Transitioning to Humanism after the Middle Ages

Goal
Students will identify key factors in the evolution of religious thought from the Middle Ages to the humanist values of the Renaissance. Students will also identify the important elements of humanism.

Do Now (time: 5 minutes)
Students will each write down five qualities of human beings that make us different from other animals. The teacher will note that the exercise is not asking for physical differences between humans and other animals. The teacher may provide an example (e.g., abstract thought and ideas).

Hook (time: 10 minutes)
Students will share their answers with the class while the teacher writes them on the whiteboard. The teacher will then ask students to indicate which of their answers show positive qualities of humans, which might be negative, and which are neutral. The teacher can guide discussion to consider the qualities that make each person a unique individual. The teacher will note that students will connect back to this discussion later in the class.

Presentation (time: 15 minutes)
The teacher will explain that this unit will focus on a time of transition in Europe—from the Middle Ages, when the Catholic Church was the center of life, to a time when people focused more on human concerns. The teacher will begin by showing slides 1-5 of “Catholic Church in Medieval Europe,” a brief explanation of the importance of the church in everyday life of the Middle Ages. Before showing the slides, the teacher will tell students that as they watch, they should write down three ways the Catholic Church controlled everyday life in the Middle Ages.

See: “Catholic Church in Medieval Europe”
https://www.slideshare.net/agosta/catholic-church-in-medieval-europe-1322877

The teacher will then show a video re-creation of a set of “interviews” with people of the Middle Ages asking them about
the role of God in their lives. The teacher will ask students:

How did many people feel about God in the Middle Ages? Why?

Answers should indicate the fearful nature of the relationship between average people and the God of the Catholic Church of this era.

See: “Medieval Life: Religion Medicine And Women” (4:15)
https://www.youtube.com/watch?v=aPh-SMPuqYI

The excerpted sections of the next video explain the Black Death, which decimated much of Europe in the mid-1300s. The teacher will pose the following questions for students to answer:

What did people blame for the Black Death?
What was the actual reason for the bubonic plague?

See: “Religious Responses to the Black Death”
(show 0:00 to 2:01 and 7:26 to 9:18)

Note: The teacher can stop the video at several points to allow relevant discussion.

The teacher will ask students for thoughts on what people may have thought the role of God was during this plague. Using information from the Ancient History website, the teacher will explain that most people felt that God was punishing them with the Black Death. This led people to begin to question the value of religion and the role of the church in their lives. This was one factor that opened the door to considering other values and ways of thinking that were not religious. Other factors influencing Renaissance ideas will be addressed in future lessons.

Practice and Application (time: 15 minutes)

The teacher will now introduce the unit topic of the Renaissance, explaining that this phrase means “rebirth.” Following the tragic events of the Middle Ages, there were new attitudes toward culture and learning. It was a time of great creativity and change across Europe in literature, art, politics, and science. There was now more of an emphasis on the individual and what it means to be “human.” The teacher should make a connection to the Do Now and Hook from earlier in the class.

Students will read the short sections “A New Worldview Evolves” (p. 410) and “Expressing Humanism” (p. 411) in the World History textbook. They will take notes using a variation of the two-column notes format, like the Chart of Humanist Values activity sheet on the next page (see p. 6.8.12), with the left column labeled “Renaissance Humanism” and the right column labeled “Middle Ages Religion.” The right column can be filled out in advance, so students’ note-taking will be focused entirely upon the textbook reading and the questions in the sample chart.

Review and Assessment (time: 10 minutes)

Students will use their two-column notes to write five-sentence paragraphs summarizing their learning about this topic:

What was the change in attitude toward religion from the Middle Ages to the Renaissance, and how did this change inspire humanist values? Your answer will need to refer to the humanist values in your chart.
Extension (optional)

The teacher may wish to instruct students on Islamic origins of the European Renaissance. Muslim scholars preserved much of the Greek and Roman classical tradition (World History text, p. 411), and their role can be credited.

Suggested Resources:

- “The Islamic Renaissance - Events That Changed The World”
  https://www.youtube.com/watch?v=4YTkzQrAKN8
- “Golden Age of Islam”
- “How Islam influenced the European Renaissance”
  https://www.irfi.org/articles/articles_1601_1650/how_islam_influenced_the_europea.htm
- “Islamic Impact on European Renaissance”:
  http://languages.oberlin.edu/blogs/relg270/gail-johnson-islamic-impact-on-european-renaissance/

Practice and Application: Lesson 1—Chart of Humanist Values

<table>
<thead>
<tr>
<th>Renaissance Humanism</th>
<th>Middle Ages Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>“A New Worldview Evolves,” p. 410</td>
<td>Many people were peasants.</td>
</tr>
<tr>
<td>Why was the Renaissance called a “rebirth”?</td>
<td>People believed that the church and God were all-powerful.</td>
</tr>
<tr>
<td>What classical cultures did Renaissance thinkers study?</td>
<td>Religion was expected to solve problems.</td>
</tr>
<tr>
<td>What did Renaissance thinkers explore?</td>
<td>People feared God and what He might do to punish them for their sins.</td>
</tr>
<tr>
<td>What kinds of subjects did humanists focus on?</td>
<td>Many people questioned religion after the plague.</td>
</tr>
<tr>
<td>What was the role of education for humanists?</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2

Spreading Humanist Ideas

**Goal**

Students will explain the critical importance of the invention of the printing press and its role in advancing knowledge, education, cultural ideas, and reading skills across Europe.

**Do Now** (time: 10 minutes)

Students will copy a question from the whiteboard:

How long would it take to copy the whole Bible by hand?

After 60 seconds, the teacher will ask students to stop. The teacher will explain that the King James Bible has 783,000 words, and the average adult can copy 22 words per minute.

At this point, the teacher can engage students with calculators to determine that copying the Bible would take about 35,590 minutes, or 590 (almost 600) hours. If copying 6 hours per day, it would take at least 100 days to copy a Bible. If done with illustrations and calligraphy, it would take much longer. The teacher should show an example of this kind of hand lettering.

See: “Benevetan Hand Lettering”
https://amoderndayscribe.wordpress.com/2013/03/31/benevetan-hand-lettering/

The teacher will tell students that before the invention of the printing press, this was how books were created.

**Note:** To streamline the Do Now, the teacher may decide to present the figures without requiring student calculation.

**Hook** (time: 10 minutes)

Students will watch two short videos: a 1977 Xerox commercial depicting a monk scribe at work, and its 2017 follow-up.

See: “Xerox ‘It’s a Miracle’ Commercial (1975)”
https://www.youtube.com/watch?v=LAt-lB9J1qw

“Copiserv TV - Xerox & Brother Dominic Celebrating 40 Years of Miracles”
https://www.youtube.com/watch?v=mdYompmgImw

**Multiple Means of Engagement:**

- Select secondary reading materials that have personal and cultural values for students.
- Provide mastery-oriented feedback to students using verbal cues or digital badges.

**Multiple Means of Representation:**

- Model think-alouds to clarify vocabulary and comprehension strategies.
- Provide multiple displays of information (print-based, other formats), and use real-world experiences to build background knowledge.

**Multiple Means of Action and Expression:**

- Allow students to use resources, tools, and technology to express what they know (assistive technology, speech-to-text, graphic organizers, etc.).
- Guide students to give their input through chalk talks, polls, or small-group conversations.
- Assign students chunks of information and have them teach each other.
Students will engage in a Think-Pair-Share exercise for the following question:

How did writing books by hand limit the spread of knowledge and ideas?

Students will think for one minute, pair off and discuss with a partner for two minutes, and then share their answers in a brief class discussion. Possible responses could include:

- Few books to read, books were expensive, people did not learn, lack of reading skills, ideas were not shared

**Presentation (time: 15 minutes)**

The teacher will show a four-minute Bill Nye video about the evolution of printing, from writing to the printing press invented by Johann Gutenberg.

See: “Printing Press” (4:07)

Note: The teacher should contact the Instructional Technology Coach to create a Discovery Education account to view the video.

The teacher will stop the video to ask for students’ oral responses:

- What was the major difference between block printing and movable type? (2-minute mark)
  and
- What were positive effects of Gutenberg’s printing press?” (4-minute mark)

Students will read “The Printing Revolution” in the World History textbook (p. 418) and view the Books in Europe graph (shown at right). Students will summarize what they have learned by writing a response to this question:

- What was the impact of the printing press?

**Practice and Application (time: 15 minutes)**

The teacher will provide students with copies of a Venn diagram. The teacher will explain that in the left portion of the overlapping circles, students should write what they think are results of the invention of the printing press (particular to that invention only). In the right portion of the overlapping circles, they should write what they think are results of the invention of the internet. In the middle, they should write results of the invention of the printing press and the invention of the internet.

**Books in Europe**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>1450</td>
<td>0</td>
</tr>
<tr>
<td>1500</td>
<td>12 million</td>
</tr>
<tr>
<td></td>
<td>8 million</td>
</tr>
<tr>
<td></td>
<td>4 million</td>
</tr>
</tbody>
</table>

**SOURCE:** Source: “Content Strategy 101” Scriptorium Publishing
https://contentstrategy101.com/contents/getting-started/a-historical-perspective-on-content/ (scroll down for graph)
that were similar (example: both inventions spread knowledge). The teacher should review and lead a discussion of the results.

**Review and Assessment** (time: 5 minutes)
Using their Venn diagrams as a guide, students will write a paragraph answering this question:

In what ways do you think the invention of the printing press was similar to the invention of the internet?

---

### Lesson 3

**Italy: Birthplace of the Renaissance**

**Goal**
Students will evaluate how the growth of city-states and the rise of patrons led to the country of Italy’s becoming the “birthplace” of humanism and the Renaissance movement.

**Do Now** (time: 5 minutes)
The teacher will project Map D, “Cities with Printing in 1480,” at the following website.

**See:** “The Spread of Technology: The Printing Press” (Scroll down for Map D–Cities with Printing in 1480)

**Note:** The teacher may want to make sure that a wall map of Europe allows students to identify the country as Italy.

Students will be asked to answer these questions:

- Which country has the highest concentration of dots in it?
- How would you summarize this map in one sentence?

**Hook** (time: 10 minutes)
The teacher will ask one or two students to share their summaries from the Do Now. Using the answer(s) as a springboard, the teacher will conduct a quick review of the prior lesson about the impact of the invention of the printing press. The teacher will guide students to realize that the high number of printing presses in Italy was one reason that the country was at the center of the Renaissance movement. This facilitated the origination and spread of humanist ideas from Italy. The teacher will explain that the high number of printing presses was just one factor in Italy’s close association with the Renaissance.

**Presentation** (time: 15 minutes)
The teacher will review the role of Greek and Roman cultures noted in the Lesson 1 textbook reading and Humanism Chart: As part of the “rebirth” of ideas after the Middle Ages, there was an interest in following in the footsteps of the
great thinkers and originators of Greek and Roman culture. The teacher will show photographs of Italian landmarks of classic Greek and Roman architecture: the ruins of Paestum, the temples of Sicily, and the Roman Colosseum. The Renaissance was a revival of classical learning of Greece and Rome, so such attractions were admired and studied as inspirations.

See: “The Best Ancient Greek Ruins in Italy’s Mainland: Paestum”

“7 Stunning Ancient Sights in Sicily”

“Colosseum Italy The Greatest Work of Roman Architecture”
http://www.arounddegglobe.com/colosseum-italy-greatest-work-roman-architecture/

Students will read “Italy’s History and Geography” in the World History textbook (p. 411). Students will write responses to this question:

What were two ways that trading helped the growth and spread of Renaissance ideas?

(Answer: Trading created wealth to support Renaissance works, and trade routes carried people with Renaissance ideas all over Europe.)

Students will analyze the map of trade routes on page 413 of the World History textbook. The teacher will ask students for oral responses to these prompts:

Name at least three Italian cities that were trading ports.
Name three places outside of Italy where ships landed for trading with Italy.

Note: Answers may include continents as well as cities or countries, as long as students understand how trading took ideas to a variety of different locations.

Practice and Application (time: 20 minutes)
The teacher will present students with a City-States in Italy Resource Sheet (see Supplement p. 6.9.1) about the growth of Italian city-states and their wealthy merchants. These merchants became patrons of the arts, and they commissioned artists to create paintings and sculptures for their homes. Students will engage in a Think-Pair-Share exercise with the reading. After reading the handout (individually or aloud as a class), students will be asked these questions:

1. Why do you think shipbuilding became the primary industry in Venice?
2. Why do you think Venice became the most attractive port city of the region?
3. Why do you think patrons hired artists to work for them?

Students will think about these questions for one minute, and then each will be paired with another student in the class to share thinking about the questions for five minutes. The teacher will then expand the “share” into a whole-class discussion.
Lesson 4

Humanism in Renaissance Art (Part 1)

Goal
Students will evaluate and explain the humanist influences on and the elements of Renaissance art.

Note: The teacher should be prepared to display large projections of the paintings described in this lesson to allow students the best opportunity possible to recognize and analyze key elements of these works.

Do Now (time: 10 minutes)
The teacher will project two paintings side-by-side: Duccio’s *The Virgin Enthroned With the Child* (1309) and Cimabue’s *Madonna and Child in Majesty Surrounded by Angels* (1280).

See: “The Virgin Enthroned With the Child”
https://en.wikipedia.org/wiki/Maest%C3%A0_(Duccio)#/media/File:Duccio_maesta1021.jpg

“Madonna and Child in Majesty Surrounded by Angels”
https://en.wikipedia.org/wiki/Maest%C3%A0_(Cimabue)#/media/File:Cimabue_-_Maest%C3%A0_du_Louvre.jpg

Students will answer these questions:

What do you think is the subject matter of the paintings? (What are they about?)

Do the paintings look realistic? Why or why not?
Hook (time: 5 minutes)

Students will share out their answers with the class for discussion. The teacher will explain that these are two representative paintings from the Middle Ages. The teacher should guide this discussion to highlight typical elements of the art from the era, which can be found in at least one of the paintings shown. These include:

• Rigid lines
• Sizes not to scale/unrealistic
• Expressionless and similar faces
• Religion as the subject

Presentation (time: 15 minutes)

The teacher will select and project a painting from the *Codex Manesse*, a source of Germanic poetry illustrations of the Middle Ages. (Suggested selections are 13r and 14v.)

See: “Codex Manesse” | https://commons.wikimedia.org/wiki/Codex_Manesse

The teacher will explain that art of the Middle Ages was created to tell a story (in this case, a poem), and was not designed to be realistic. For example, servants are depicted much smaller than royalty, reflecting their social status. Individual features were not considered important in art of the era.

Then the teacher will ask students to return to their Chart of Humanist Values (see p. 6.8.12) from the textbook reading of Lesson 1. The class review of the charts will focus on the following key factors:

In the Middle Ages, religion dominated everyday living, and God was feared.

Humanists elevated focus on the individual and unique characteristics.

Humanists focused on worldly subjects rather than religious ones.

The teacher will emphasize that in the Renaissance, art reflected these new humanist values. The teacher will project Rogier van der Weyden’s *The Deposition* (or *The Descent from the Cross*, 1435). The teacher will ask students how humanist values might be reflected in the painting. Discussion should note the attention to individual details and facial expressions. These gave paintings a much more realistic look, with more curved lines and lifelike features for each subject.

See: “The Descent from the Cross c. 1435”
https://en.wikipedia.org/wiki/The_Descent_from_the_Cross_(van_der_Weyden)#/media/File:Weyden_Deposition.jpg

Note: It is helpful to zoom in on various parts of the painting to highlight its details.

The teacher will then project Quentin Massys’s *The Moneylender and his Wife*, (1514). The teacher will ask students what the subject of the painting is, and how this differs from a Middle Ages piece. Discussion should note that this is not a religious painting, and the Renaissance featured a much wider range of subjects that did not have to be based on religion. The teacher may also point out the attention by the artist to tiny details (such as the reflection in the mirror) to give the painting a realistic feel.

See: “An oil painting of a money-lender or tax collector and his wife”
https://en.wikipedia.org/wiki/The_Money_Changer_and_His_Wife#/media/File:Quentin_Massys_001.jpg
### Practice and Application: Lesson 4—Contrasting Middle Ages and Renaissance Works

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>Left Image</th>
<th>Right Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>What would you say is the subject of the painting?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you describe the facial expressions, if there are any?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the sizes of the people and objects realistic?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are people’s bodies painted to look realistic?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which painting would you say is the one from the Renaissance?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Practice and Application (time: 15 minutes)

The teacher will hand out copies of the Contrasting Middle Ages and Renaissance Works graphic organizer found on the preceding page (see p. 6.8.19) for students to use in analyzing paintings that compare and contrast Middle Ages and Renaissance works.

The teacher will need to project two paintings simultaneously, which may best be done through a PowerPoint or Google Slides presentation. Students will begin by completing a copy of the graphic organizer.

**LEFT:** Giorgione's *La Vecchia* (The Old Woman), c.1502-08
*See:* https://upload.wikimedia.org/wikipedia/commons/c/cf/La_vecchia_di_Giorgione_%282%29.JPG

**RIGHT:** DiBicci's *Madonna and Child With Angels*, c. 1408
*See:* https://upload.wikimedia.org/wikipedia/commons/1/13/Lorenzo_di_Bicci_-_Madonna_and_Child_with_Angels.jpg

After 3-5 minutes, students will share out their answers in a teacher-led discussion, likely concluding that *The Old Woman* is the Renaissance painting. In addition to the way in which the painting is created with attention to emotions, the teacher should make sure to note the non-religious nature of the art.

Following this exercise, the teacher will distribute more graphic organizers and project these two paintings:

**LEFT:** Raphael's *Miraculous Draught of Fishes*, 1515

**RIGHT:** Duccio's *The Calling of the Apostles Peter and Andrew*, 1308

After 3-5 minutes, the teacher should explain that each painting tells the same story of Jesus calling his first disciples. Jesus approaches two fishermen at work on the Sea of Galilee with empty nets, but when he tells Peter to cast out his nets again, they are filled. After drawing upon student responses, the teacher should note that Raphael's is the Renaissance painting because it has more realistic and lifelike poses and expressions and more details.

Review and Assessment (time: 10 minutes)

The teacher will project two images of statues.

**LEFT:** Michaelangelo's *Pietà*, 1498-1499
*See:* https://en.wikipedia.org/wiki/Pietà_(Michelangelo)#/media/File:Michelangelo's_Pieta_5450_cut_out_black.jpg

**RIGHT:** Chartres Cathedral *Jamb Figures*, 1140-1500
*See:* https://www.wga.hu/html_m/zgothic/gothic/1/01f_1231.html

Students will write three sentences that explain the differences in the statues, indicating which one they believe is the Renaissance sculpture and why.

Extension (optional)

The teacher may choose other Renaissance and Middle Ages artwork to extend the lesson, demonstrating the differences between the eras. Humanist values highlighted individualism and decreased emphasis on religion. The artwork listed in this lesson was chosen to provide straightforward contrasts and aid students in their analysis, but teachers can elect to substitute their own examples if they so choose.
Lesson 5

Humanism in Renaissance Art (Part 2)

**Goal**

Students will continue to evaluate and explain the humanist influences and components of Renaissance art that they began in Lesson 4.

**Do Now (time: 5 minutes)**

The teacher will project two paintings simultaneously, which may best be done through a PowerPoint or Google Slides presentation.

**LEFT:** Phoebus’s *Livre de la Chasse*, 1380

**See:** https://commons.wikimedia.org/wiki/File:Gaston_Phoebus_2.jpg

**RIGHT:** Rubens’s *Tiger and Lion Hunt*, 1618

**See:** https://en.wikipedia.org/wiki/The_Tiger_Hunt#/media/File:Peter_Paul_Rubens_110.jpg

The teacher will note that the subject matter (an animal hunt) is the same in both paintings, but the painting by Rubens is the Renaissance artwork. Building upon the previous lesson, students will write down three elements that show what makes the Rubens painting a Renaissance—and not a Middle Ages—piece of art. Students may consult their work from the previous lesson to aid them.

**Hook (time: 10 minutes)**

Students will briefly share their answers as a way to review what distinguishes a Renaissance painting from a painting of the Middle Ages. The teacher will now introduce another element of Renaissance works: perspective. The teacher will project two paintings.

**LEFT:** David Composing the Psalms, 900s


**RIGHT:** Raphael’s *The Marriage of the Virgin*, 1504

**See:** http://totallyhistory.com/the-marriage-of-the-virgin/

The teacher will use this comparison to demonstrate the concept of perspective: creating the illusion of realistic depth or distance.
Students will be asked how they think the painter achieves this impression. Answers in the discussion should include:

- The use of lines that meet in the distance
- Objects and people that are different sizes
- The use of space between people and objects

The teacher can project several funny modern photographs from the site below that show how perspective is related to size and how perspective can allow artists to manipulate their images.

See: “19 Pics That Show Perspective is Everything”
https://pleated-jeans.com/2016/12/28/19-pics-that-show-perspective-is-everything/

**Presentation** (time: 10 minutes)

Students will read from the *World History* textbook, pp. 412-413, the sections “Reflecting Humanist Thought” and “Using New Artistic Techniques.” This will serve as a review of Lesson 4 and this lesson’s Do Now and Hook.

Volunteers can read the passages aloud, or students can read silently to themselves. If the reading is aloud, the teacher may choose to write key notes about Renaissance artistic techniques on the whiteboard to aid students in the upcoming Practice and Application activity. The teacher will note that this reading and the exercises from Lessons 4 and 5 can be used to help students with the Practice and Application that follows.

**Practice and Application** (time: 15 minutes)

The teacher will hand out copies of the Analyzing a Renaissance Masterpiece graphic organizer found on the next page (see p. 6.8.23) for students to use in tying together all the distinctive elements of Renaissance art seen in Lessons 4 and 5 and using their knowledge to analyze a classic Renaissance masterpiece.

The teacher will project Raphael’s *The School of Athens* (1510).

See: “Scuola di Atene (The School of Athens)”

The teacher will explain that this painting shows classic Greek philosophers (such as Plato and Aristotle) engaging in intellectual discussions about astronomy, math, science, and other topics. This explanation is also the first box in the graphic organizer that students can fill in. Students will complete their organizers, and the teacher can assess their work individually before they use their organizers to answer the question in the Review and Assessment.

**Review and Assessment** (time: 15 minutes)

Students will analyze Raphael’s *The School of Athens* in a paragraph, composing at least eight sentences that explain and provide evidence that this is a Renaissance painting and that humanism influenced this piece of work.

**Extension** (optional)

The teacher may wish to devote additional time to a more detailed study of Raphael’s *The School of Athens*, including an examination of all the Greek philosophers and individuals depicted in the work, what schools of thought they represent, and the overall importance of the painting in the world of art.

**Suggested Resources:**

- “The Story Behind Raphael’s Masterpiece ‘The School of Athens’”
  https://mymodernmet.com/school-of-athens-raphael/
### Practice and Application: Lesson 5—Analyzing a Renaissance Masterpiece

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>Image Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the subject matter of the painting?</td>
<td></td>
</tr>
<tr>
<td>How does the painting connect to ancient cultures?</td>
<td></td>
</tr>
<tr>
<td>Describe the setting of the painting with details. Where is the scene located?</td>
<td></td>
</tr>
<tr>
<td>What makes the people look like different individuals?</td>
<td></td>
</tr>
<tr>
<td>What makes the people look realistic?</td>
<td></td>
</tr>
<tr>
<td>How does the painting achieve perspective?</td>
<td></td>
</tr>
</tbody>
</table>
• “10 Pillars of Knowledge: The School of Athens”
  http://www.success.co.il/projects/10pk/map/school-of-athens

The extension lesson may also include an activity that allows students to demonstrate their understanding of perspective by drawing an example of the concept. Students could create a vanishing point and draw lines to outline a road to that point.

See: “The Beginning Artist’s Guide to Perspective Drawing”
  https://www.artistsnetwork.com/art-mediums/drawing/learn-to-draw-perspective/

Lesson 6

Renaissance Men—da Vinci and Michaelangelo

Goal
Students will explain why Leonardo da Vinci and Michelangelo can be considered “Renaissance Men.”

Do Now (time: 5 minutes)
Students will answer the question:
If you could be great at performing five different skills, what five skills would you want to be famous for being able to do?

Hook (time: 5 minutes)
Students will share out their answers to let others know what talents they would like to have and be famous for being able to do. The teacher will explain that the phrase “Renaissance Man” is used to describe someone who displays a variety of knowledge and talents (someone who is good at doing many things).

The teacher will then write on the whiteboard a series of career interests that a current performer has developed, asking students to guess who it might be as each career activity is revealed (in order, one or two at a time):

- Fashion designer, business person, singer/songwriter,
- shoe and sneaker designer, music producer; actor, rapper,
- jewelry designer. (Answer: Kanye West)

The teacher will use this opportunity for discussion and pointing out that some artists—the “Renaissance Men” of the era—were the celebrities of their day. The teacher should also initiate a discussion about any modern-day “Renaissance Women” who are multi-talented (e.g., Oprah Winfrey, Lady Gaga).

Access for All Options

Multiple Means of Engagement:
- Provide students opportunities to tell their own stories of accomplishments.
- Engage students by asking a provocative question, polling, or chalk talk activity.

Multiple Means of Representation:
- Use games or other formats to present and review information (Jeopardy, Taboo, etc.).
- Provide closed caption or transcripts for video.

Multiple Means of Action and Expression:
- Provide options for students to record answers on index cards or electronically.
- Provide options for students to compose in multiple media such text, drawing, or illustrations.

Literacy and Numeracy Across Content Area Elements

Writing:
- Students will take notes to answer questions about videos and write speech balloons in the “voices” of da Vinci and Michelangelo.

Language:
- Students will engage in discussions about contemporary “Renaissance Men” (and women).
Presentation (time: 10 minutes)
The teacher will play an 8-minute Discovery Education video about the life and works of Michelangelo. The teacher should contact the Instructional Technology Coach to create an account for Discovery Education.

See: “Part Three: Michelangelo” (07:54)

Note: The video is closed-captioned for comprehension assistance.

The statue of David referenced in the video is a nude and the teacher may want to take this into account before presentation. As with other Renaissance works, there are religious themes, but the focus of student education is on the artwork itself and not religious teachings. Before the viewing, the teacher will ask students to write answers to these questions using the video as a resource:

- What sculptures was Michelangelo famous for?
- What massive piece of art did Michelangelo create, and where did he create it?
- What piece of architecture is Michelangelo known for?

After viewing the video, students will share their answers. The teacher should initiate discussion about why Michelangelo could be considered a “Renaissance Man” and a celebrity of his day.

Practice and Application (time: 25 minutes)
The teacher will project one or several examples of T-shirts with Leonardo da Vinci’s Vitruvian Man on them, asking students if they are familiar with the design. The teacher should Google “Vitruvian Man T-shirt,” which will list commercial sites that have this item for sale.

The teacher will use the iconic Vitruvian Man as an introduction to the work of da Vinci. The teacher will hand out a “Can you tell what they are? Activity Sheet with inventions created by da Vinci, asking students what they might be (see Supplement p. 6.9.2). The teacher will then distribute the Leonardo da Vinci Works, Careers, and Skills graphic organizer on the next page (see p. 6.8.26) for use while students are watching two videos about da Vinci.

https://app.discoveryeducation.com/learn/videos-2019/21953de2-cadc-4d99-8c01-14a64feb993d/
Note: The quiz at the end of this video is optional.

VIDEO TWO: “Achievements of Leonardo da Vinci” (04:50)
https://app.discoveryeducation.com/learn/videos-2019/5d736e84-d188-4c0c-aa90-acedb85b4c96/

Review and Assessment (time: 10 minutes)
The teacher will hand out a Renaissance Men in Their Own Words Activity Sheet (see Supplement p. 6.9.3), asking
### Practice and Application: Lesson 6—Leonardo da Vinci Works, Careers, and Skills

<table>
<thead>
<tr>
<th>Video Prompts</th>
<th>Viewing Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VIDEO ONE:</strong> List three major da Vinci paintings.</td>
<td></td>
</tr>
<tr>
<td><strong>VIDEO ONE:</strong> Why didn’t da Vinci get credit for his inventions when he created them?</td>
<td></td>
</tr>
<tr>
<td><strong>VIDEO TWO:</strong> List da Vinci’s careers and skills (stop at 1:04)</td>
<td></td>
</tr>
<tr>
<td><strong>VIDEO TWO:</strong> List more of da Vinci’s careers and skills (stop at 1:30)</td>
<td></td>
</tr>
<tr>
<td><strong>VIDEO TWO:</strong> List more of da Vinci’s careers and skills (stop at 2:12)</td>
<td></td>
</tr>
<tr>
<td><strong>VIDEO TWO:</strong> List more of da Vinci’s careers and skills (stop at 2:43)</td>
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</tbody>
</table>
students to use the information they have gathered in the lesson to write speech balloons as da Vinci and Michelangelo, having each of them state why he is a “Renaissance Man.” The teacher should explain that students will be choosing one of these “Renaissance Men” as the focus of the unit’s final project in Lesson 8.

Extension (optional)
The teacher may wish to devote separate lessons to “Renaissance Men” Leonardo da Vinci and Michelangelo for a more in-depth look at their contributions in their varied fields of interest.

Lesson 7
There Were Also Renaissance Women

Note: This lesson focuses on the work of Artemisia Gentileschi, now considered one of the foremost artists of the late Renaissance, not only because of her talent but also because of her frequent depiction of biblical and classical women dealing with powerful men. She has become a feminist icon because of the statements these paintings make. However, the teacher should be aware that there are themes of violence and sexual assault in this lesson. The DYS facility clinician should be given advance notice and consulted to determine if this lesson would be inappropriate for select students. If so, another artist could be substituted, as suggested below.

Goal
Students will analyze paintings by a “Renaissance Woman” artist and identify what unique perspectives the paintings provide in understanding the era.

Do Now (time: 5 minutes)
Students will respond to the following prompt in a Think-Pair-Share:

Yesterday we studied two “Renaissance Men”; do you think there were also “Renaissance Women” with great artistic talent? Why or why not?

After the paired conversations, the teacher will invite students to share their conclusions with the class.

Hook (time: 10 minutes)
To answer the Do Now question by example, the teacher will project the article “These Women Artists Influenced the Renaissance and Baroque” and read the opening sentences aloud. Then the teacher should scroll through the images,

Multiple Means of Engagement:
• Connect discussion with relevant and authentic topics of interest to student experiences (e.g., gender representations).
• Select alternative reading materials that have personal meaning or value for students.

Multiple Means of Representation:
• Model think-alouds that clarify vocabulary and decoding techniques for comprehension.
• Highlight big ideas, similarities, differences, and relationships illustrated in readings.

Multiple Means of Action and Expression:
• Offer alternative means for participation, including assistive technology.
• Offer guided reflection, reflective journaling, and small-group discussion opportunities that are valuable to students.
pausing at each one to read (or ask a volunteer to read) one or two sentences about each woman’s accomplishments. The two paragraphs on Artemisia Gentileschi should be read in their entirety, and the teacher should explain that this remarkable artist, who has recently become a feminist hero, will be the focus of today’s lesson. The teacher should apprise students that Gentileschi’s biography includes a sexual assault and that some of her paintings have violent images.

See: “These Women Artists Influenced the Renaissance and Baroque”
https://www.artsy.net/article/artsy-editorial-these-women-artists-influenced-the-renaissance-and-baroque

Note: If the teacher and clinician have concerns about the appropriateness of this lesson for some students, another artist of the period such as Sofonisba Anguissola may be substituted. The following resources may be used to develop a lesson based on her work.

Suggested Resources:
- “Sofonisba Anguissola”
  https://smarthistory.org/sofonisba-anguissola/
- “Sofonisba Anguissola, Italian Painter”
  https://www.theartstory.org/artist/anguissola-sofonisba/
- “Sofonisba Anguissola”
  https://en.wikipedia.org/wiki/Sofonisba_Anguissola

Presentation (time: 10 minutes)

Before presenting the biographical video “Female Painter Artemisia Gentileschi,” the teacher should note that Gentileschi worked during the Baroque period, or the late Renaissance. Baroque style was dramatic and emotional. After showing the video, the teacher will ask students to recall some key facts about Gentileschi’s life and work. The teacher will record these contributions on the board and prompt students for more if needed.

Next, the teacher will introduce and show the second video from the Detroit Institute of Arts, which focuses on Gentileschi’s famous painting Judith and Her Maidservant with the Head of Holofernes, an image of a biblical story in which Judith saves Israel from conquest by beheading the attacking general, who had hoped to seduce her but instead got drunk and fell asleep. (For more information about this episode, see the book of Judith, Chapter 13.) The narrator of the video explains some of the artist’s techniques, including chiaroscuro (contrasted light and shadow), and the teacher should reinforce those elements and invite students’ comments and questions.

See: “Female Painter Artemisia Gentileschi” (2:24)
https://www.youtube.com/watch?v=g8GpRVrxPjc

“Women in Art: Judith and Her Maidervant with the Head of Holofernes” (3:05)
https://www.youtube.com/watch?v=_XIKwDxB3E
**Practice and Application:** Lesson 7—Artemisia Gentileschi Painting Graphic Organizer

<table>
<thead>
<tr>
<th>Practice and Application: Lesson 7—Artemisia Gentileschi Painting Graphic Organizer</th>
</tr>
</thead>
</table>
| **Title of Painting:**  
| | What story does this painting depict?  
| | What more do you learn from the Bible text? |
| | What details in the painting stand out?  
| | What does this painting “say” to you? |

**Review and Assessment:** Lesson 7—Exit Ticket

What does the work of Artemisia Gentileschi (and other women artists of the period) add to our understanding of the Renaissance that we don’t get in the work of men such as da Vinci and Michelangelo?
Practice and Application (time: 20 minutes)

In this activity, students will examine several more biblically themed paintings by Artemisia Gentileschi using screenshots from the website below.

See: “Biblical art by Artemisia Gentileschi”
https://www.artbible.info/art/work/artemisia-gentileschi

Note: This website may be blocked on DYS student computers because of social media links. The teacher should make screenshots not only of the paintings and accompanying text but also the biblical passages linked to the paintings.

The teacher will explain that the artist often chose subjects involving women dealing with powerful men, sometimes as victims, sometimes in revenge. The teacher should assign each student one of the following works:

- *Bathing Bathsheba*
- *Esther Before Ahasuerus*
- *Jael and Sisera*
- *Susanna and the Elders*

Students will study the assigned paintings, the accompanying explanations, and the related Bible stories (at least the highlighted text). Then, they should complete an Artemisia Gentileschi Painting Graphic Organizer like the one on the preceding page (see p. 6.8.29).

Review and Assessment (time: 10 minutes)

When students have finished their individual analyses of the paintings, they will share their work. Then, on the same paper as the graphic organizer, students will respond to the following prompt, which will serve as an Exit Ticket (see p. 6.8.29):

What does the work of Artemisia Gentileschi (and other women artists of the period) add to our understanding of the Renaissance that we don't get in the work of men such as da Vinci and Michelangelo?

Extension (optional)

The teacher may wish to develop an additional lesson related to the African presence in Renaissance art. The following sources provide examples and background information, including the story of mixed-race first duke of Florence, Allesandro de’ Medici.

- **Suggested Resources:**
  - “In Depth: Revealing the African Presence in Renaissance Europe”
    https://artmuseum.princeton.edu/story/depth-revealing-african-presence-renaissance-europe
  - “Africans in Renaissance Europe”
  - “The Forgotten History of Florence’s Mixed-Race Medici”
    https://lithub.com/the-forgotten-history-of-florences-mixed-race-medici/
Lesson 8 (3 days)

Renaissance Museum Brochure Project

Goal
Students will design and create a museum brochure that depicts and describes key works of art by either Leonardo da Vinci or Michelangelo.

Lesson 8—DAY 1

Do Now (time: 5 minutes)
Students will write a single-sentence answer to this question:

Which “Renaissance Man” have you decided to research for a class project, Leonardo da Vinci or Michelangelo, and why?

Students may refer to the Lesson 6 Leonardo da Vinci Works, Careers, and Skills graphic organizer (see p. 6.8.26) and speech balloons for review in answering this question. Students will share their choices.

Hook (time: 5 minutes)
The teacher will inquire if students have been to a museum and how they might learn information about the exhibits at a museum. Response may be limited, and the teacher will present examples such as the following brochures that provide information about the exhibits on display inside a museum.

See: “Juju Park Design—Metropolitan Museum”
http://juju-park.com/metropolitan-museum

“Brochure for Museum Exhibit”
http://www.studentshow.com/gallery/36250221/
Brochure-for-Museum-Exhibit

“Katie Craig Design—Springfield Museums”
http://www.katiecraigdesign.com/
springfieldmuseumsdesign

Note: If possible, the teacher may wish to search out and provide brochure samples from local museums.

Multiple Means of Engagement:
• Provide a visual model of the final product for students.
• Provide students opportunities to create their projects using their cultural lenses.

Multiple Means of Representation:
• Provide scaffolds for students who need them, and break assignments into shorter segments.
• Offer alternatives for visual simulations or illustrations.

Multiple Means of Action and Expression:
• Provide self-monitoring guides for goal-setting and planning.
• Provide varied options for students to show their work, including slides, comic strips, 3D models, etc.

Literacy and Numeracy Across Content Area Elements

Reading:
• Students will research biographical information and details about the works of either Leonardo da Vinci or Michelangelo.

Writing:
• Students will present, in the form of a brochure, biographical information and details about the works of either Leonardo da Vinci or Michelangelo.
**FINAL PROJECT: Renaissance Museum Brochure Project**

**Goal:** To create a museum brochure that accurately depicts and describes exhibits on display by either Michelangelo or Leonardo da Vinci.

**Role:** You are an employee in the marketing department of the region’s Renaissance Museum.

**Audience:** Your audience is tourists who come to the museum and want accurate information about the exhibits.

**Situation:** There is a new exhibit at your museum of works by Leonardo da Vinci or Michelangelo (your choice). Tourists coming to the museum will need information about this “Renaissance Man” and about the exhibits that are on display.

**Product:** You will create a museum brochure that has some biographical information about Leonardo da Vinci or Michelangelo, background information about the Renaissance, plus images and information for each exhibit that the museum is displaying (including their connections to humanist values).

**Standards:**

- The brochure contains at least one paragraph of accurate biographical information about the artist.
- The brochure contains background information about the Renaissance that provides historical context.
- The brochure provides photographs and accurate information about a minimum of three artist exhibits, including their connections to humanist values (one paragraph for each exhibit).
- The brochure is well-organized, visually neat, and easy-to-read.
- The brochure follows Standard English conventions for grammar, punctuation, and spelling.
- The brochure is written in your authentic voice, not cut-and-pasted from sources.
- The brochure includes appropriate documentation of sources.

**Notes:**
After determining that students understand the assignment (and particularly discouraging cut-and-paste plagiarism), the teacher will hand out blank pieces of paper and ask students to fold them in thirds to create templates for their brochures. Using the project standards as a guide, students will pencil in where they might include text, images, and other visual elements to create effective brochure designs. Students should keep these “dummy” brochures throughout the project and modify them as needed as they complete process steps.

**Practice and Application** (time: Day 1—20 minutes)

When students have a sense of how to create their brochures, they can then begin to research their choices of da Vinci or Michelangelo for additional information and images to include (beyond what they learned in Lesson 6). Although some potential websites may be blocked on DYS student computers, the following sites should be available for research.

Suggested resources include:

- **Leonardo da Vinci**
  - “Da Vinci—The Genius” | https://www.mos.org/leonardo/

- **Michelangelo**
  - “Michelangelo is born” | https://www.history.com/this-day-in-history/michelangelo-born
  - “Michelangelo—Italian Artist” | https://www.britannica.com/biography/Michelangelo
  - “Michelangelo (1475-1564)” | https://www.biography.com/artist/michelangelo

Students should use a Brochure Subject Notecatcher such as the one on the next page (see p. 6.8.34) to collect and organize information. Students will submit their notecatchers at the end of Day 1 so the teacher can assess their progress.

**Lesson 8—DAY 2**

**Do Now** (time: 5 minutes)

Students will review their research and teacher feedback from Day 1 and choose one fact about their brochure subject to share with their classmates.

**Practice and Application** (time: Continued, Day 2—20 minutes)

Students will complete their research for the brochure project with individual assistance from the teacher as needed. The
**Practice and Application:** Lesson 8 (Day 1)—Brochure Subject Notecatcher

<table>
<thead>
<tr>
<th>Topic</th>
<th>Source</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biographical information about the artist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Background information on the Renaissance and/or Humanism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibit #1 Title:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibit #2 Title:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibit #3 Title:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
teacher should ensure that students’ notecatchers have sufficient biographical and historical information, three (or more) exhibits, and an accurate listing of sources. At this point, students should return to their “dummy” brochures and adjust the layout as needed to accommodate the information they have gathered.

**Review and Assessment** (time: Day 2—30 minutes)

The teacher will instruct students on how to create their brochures. Although the teacher is encouraged to research different methods of production that might work best with individual students, the simplest is to create a blank template in Microsoft Word or Google Docs and share it with students.

- In Word, create a new document and click Layout. Go to Margins and change them to Narrow (.5 inches). Go to Orientation and choose Landscape. Go to Columns and choose Three.
  
  **Note:** To move from one column to the next, students will need to know how to insert column breaks. After placing the cursor in the appropriate spot, go to Breaks and choose Column.

- In Google Docs, create a new document and click File > Page setup. Click Landscape, change all margins to .5, and click OK. Click Format > Columns. Click the icon showing three columns.
  
  **Note:** To move from one column to the next, students will need to know how to insert column breaks. After placing the cursor in the appropriate spot, go to Insert > Break > Column break.

For students with advanced skills, Microsoft Word offers brochure templates. On a blank document under File, click New, then type Brochures into the Search bar for a variety of selections to use. Each brochure has instructions for how to work with that template and insert text and pictures. Alternatively, the teacher may allow students to use Google Docs templates or use a free online design site such as *My Creative Shop*.

See: “How to Make a Brochure Using Google Docs”
https://www.techwalla.com/articles/how-to-make-a-brochure-using-google-docs

“Blank Brochure Templates”
https://www.mycreativeshop.com/templates/brochures/blank

Students will use the remainder of Day 2 to transfer their “dummy” designs to the computer and insert images and text, as the teacher circulates to offer advice and assistance. The teacher should remind students to include credit lines for their sources (in small type). At the end of the class period, students should print out or share their brochure drafts for teacher review and feedback.

**Lesson 8—DAY 3**

**Do Now** (time: 5 minutes)

Students will review the teacher’s feedback on their brochure drafts and create “punch lists” of items that need to be finished or revised.

**Review and Assessment** (time: Continued, Day 3—50 minutes)

Students will utilize this time to complete the creation, revision, and editing of their Renaissance Museum brochures as the teacher circulates to provide advice and assistance. When students have completed their work, they should print their brochures, assemble the pages back-to-back, and fold them. During the last 10 minutes of class, students will present their printed brochures to the class and give and receive constructive feedback.
Extension (optional)
If students need more time to complete the assignment to acceptable standards, the teacher can schedule another work session.

Notes:
City-States in Italy

Power and wealth centers of the Renaissance

During the Middle Ages, much of Italy was controlled by the Holy Roman Empire. As the emperors and popes fought for control, both were weakened. Several Italian cities formed states that were independent of both the empire and the church. Venice and Florence were two centers of power and wealth that became the center of the Renaissance.

Venice was founded by people who settled on a group of islands on the northeastern edge of the Italian peninsula. Shipbuilding was the primary industry in Venice. By the 13th century, Venice was the most prosperous city in Europe. The city became rich by collecting taxes on all goods and merchandise brought into its harbor. With the vast wealth from trade, many of the leading families of Venice vied with one another to build the finest palaces or support the work of the greatest artists.

Florence was located in the hill country of north-central Italy. It prospered because of the wool industry. Sheep were raised in the rock hill country of central Italy, and Florence was a center of wool processing. During most of the Renaissance, wealthy merchants dominated Florence.

The merchants competed with one another by building grand palaces for themselves. The merchants were patrons of the arts. Patron comes from the Latin word for father. They hired artists to fill their homes with beautiful paintings and sculptures. Patrons bought rare books and paid scholars to teach their children. The money and encouragement of patrons together, with that of the church, made the masterpieces of Renaissance art possible.

Think–Pair–Share

1. Why do you think shipbuilding became the primary industry in Venice?

2. Why do you think Venice became the most attractive port city of the region?

3. Why do you think patrons hired artists to work for them?
Can you tell what they are?
Leonardo da Vinci's Inventions

1. ________________  
2. ________________  

(Do you notice anything unusual about the notes that accompany some of the drawings? Leonardo often wrote backwards, and there are many theories on why he used "mirror writing," but no one really knows for certain.)

3. ________________  
4. ________________  


Answers: 1) helicopter, 2) tank, 3) parachute, 4) machine gun
Renaissance Men in Their Own Words

**INSTRUCTIONS:** Have each person explain in his own words why he is a “Renaissance Man.”

Leonardo da Vinci

Michelangelo Buonarroti

**SOURCES:**
- Wikimedia Commons (Leonardo da Vinci)
- Metropolitan Museum (Michelangelo Buonarroti, c. 1545.Attributed to Daniele da Volterra, c. 1545. Oil on canvas)
  https://www.metmuseum.org/art/collection/search/436771
The Enlightenment’s Impact on Government and Society

Topic 6: Philosophies of Government and Society, c. 1500-1800 CE (WHI.T6)

This unit is designed for short-term programs. It may be adapted for long-term settings.

Unit Designers: Jane Baer-Leighton and Karen Miele
Contributor: Momodou Sarr

Introduction

After the Scientific Revolution in the 16th and 17th centuries, philosophers began to think about the importance of Natural Law and the ability of humankind to use logic and reason to solve the problems of governments and of society. While philosophers disagreed on basic beliefs about human nature and the role that the government should play in human life, two things were certain: writings about these ideas were being disseminated and discussions about these ideas were taking place. The Enlightenment had far-reaching historical significance; it influenced rulers during the time period, and both the American and French Revolutions were direct results of ideas that were born in the era.

In order for students to gain an understanding of this era in world history, the Enlightenment unit focuses on two World History I content standards (WHI.T6):

1. Identify the origins and the ideals of the European Enlightenment, such as happiness, reason, progress, liberty, and natural rights, and how intellectuals of the movement (e.g., Denis Diderot, Emmanuel Kant, John Locke, Charles de Montesquieu, Jean-Jacques Rousseau, Mary Wollstonecraft, Cesare Beccaria, Voltaire, or social satirists such as Molière and William Hogarth) exemplified these ideals in their work and challenged existing political, economic, social, and religious structures.

2. Explain historical philosophies of government and society, giving examples from world history:
   a. the Chinese doctrine of the Mandate of Heaven, in which a ruler must be worthy of the right to rule
   b. absolute monarchy, in which a monarch holds unlimited power with no checks and balances (e.g., in France of Louis XIV, Spain, Prussia, and Austria)
   c. enlightened absolutism (e.g., in Russia under Czars Peter the Great and Catherine the Great, in which ideas of the Enlightenment temper absolutism)
   d. constitutional monarchy, in which a ruler is limited by a written or unwritten constitution (e.g., English traditions beginning with Magna Carta).

“Man is born free; and everywhere he is in chains.”

— Jean-Jacques Rousseau
The Social Contract (1762)

https://www.bl.uk/learning/histcitizen/21cc/utopia/revolution1/rousseau1/rousseau.html
If teachers choose to expand this short-term unit to a long-term unit, it can include one additional World History I content standard:

4. Explain the development of constitutional democracy following the American Revolution, the United States Constitution (1787), and the Bill of Rights (1791).

To engage with these standards, students will spend a little over a week learning about the views of Enlightenment philosophers by reading excerpts from their writings, discussing how their views were spread, and thinking about how leaders reacted to the ideas of the Enlightenment. Their study will conclude with individual research projects that ask students to create Facebook page profiles of philosophers of their choice. In this Summative Assessment, students will use primary and secondary sources to advocate for their philosophers’ proposed reforms, determine contemporaries who are “friends” with the philosopher and explain their support, and determine contemporaries who express opposition. Students will share their Facebook page creations with their classmates at the end of the unit.

In order for students to be prepared to complete the Summative Assessment, they will need to engage with the unit’s two Essential Questions:

- How do philosophies of government and society shape the everyday lives of people?
- How did Enlightenment thinkers inspire revolutionaries to push for changes in government and society?

The teacher should post these questions in the classroom for the duration of the unit. Students should be encouraged to discuss, write about, and think about these questions as they learn more about the Enlightenment thinkers that they are studying. Being able to think about these Essential Questions throughout the unit will be imperative to their success on the Summative Assessment.

While studying this topic, students will read excerpts from many Enlightenment philosophers’ writings, which can be dense and challenging. Teachers will need to preview difficult vocabulary and provide notecatchers for students to use. Students will also need adequate time to research the Enlightenment philosophers they select for their Summative Assessment and construct the belief statements that will be on their philosophers’ Facebook pages. Graphic organizers will support students as they construct their “This I Believe” statements. A model of a completed Summative Assessment will help students understand what their projects could look like.
This unit is intended to teach students about Enlightenment ideals, their impact on the everyday lives of citizens, and their greater impact on government and society in approximately a two-week span, as outlined in the Plan 1 calendar below.

### Unit: The Enlightenment’s Impact on Government and Society

<table>
<thead>
<tr>
<th>Plan 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Lesson 5: Researching an Enlightenment Philosopher</td>
<td>Lesson 6: Planning and Composing the Philosopher’s “This I Believe” Statement</td>
<td>Lesson 7: Creating and Revising the Philosopher’s Facebook Pages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Lesson 8: Rehearsing and Presenting the Facebook Pages</td>
<td></td>
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</tbody>
</table>

If the teacher chooses to extend the unit, lessons on how the United States formed a constitutional democracy after the American Revolution and how the newly formed U.S. government was based on ideals from the Enlightenment can be added, as outlined in Plan 2. Included in this new week of study would be discussion of the development of the U.S. Constitution and the writing of the Bill of Rights. The teacher could also allow more time for research on and creation of the Summative Assessment.

<table>
<thead>
<tr>
<th>Plan 2</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td>Lesson 6: Planning and Composing the Philosopher’s “This I Believe” Statement</td>
<td>Lesson 7: Creating and Revising the Philosopher’s Facebook Pages</td>
<td>Lesson 8: Rehearsing and Presenting the Facebook Pages</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explicit teaching of annotation strategies and reading strategies such as Questioning the Author will be useful for students when they are reading challenging texts. (See: https://www.readingrockets.org/strategies/question_the_author).
UNIT GOALS

Emphasized Standards (High School Level)

World History I Content Standards

(WHI.T6)

1. Identify the origins and the ideals of the European Enlightenment, such as happiness, reason, progress, liberty, and natural rights, and how intellectuals of the movement (e.g., Denis Diderot, Emmanuel Kant, John Locke, Charles de Montesquieu, Jean-Jacques Rousseau, Mary Wollstonecraft, Cesare Beccaria, Voltaire, or social satirists such as Molière and William Hogarth) exemplified these ideals in their work and challenged existing political, economic, social, and religious structures.

2. Explain historical philosophies of government and society, giving examples from world history:
   a. the Chinese doctrine of the Mandate of Heaven, in which a ruler must be worthy of the right to rule
   b. absolute monarchy, in which a monarch holds unlimited power with no checks and balances (e.g., in France of Louis XIV, Spain, Prussia, and Austria)
   c. enlightened absolutism (e.g., in Russia under Czars Peter the Great and Catherine the Great, in which ideas of the Enlightenment temper absolutism)
   d. constitutional monarchy, in which a ruler is limited by a written or unwritten constitution (e.g., English traditions beginning with Magna Carta).

If extended to three weeks:

4. Explain the development of constitutional democracy following the American Revolution, the United States Constitution (1787), and the Bill of Rights (1791).
Grades 11-12 Reading Standards for Literacy in the Content Areas (RCA-H)

3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where a text leaves matters uncertain.

9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Grades 11-12 Writing Standards for Literacy in the Content Areas (WCA)

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Grades 11-12 Speaking and Listening Standards for Literacy in the Content Areas (SLCA)

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Essential Questions (Open-ended questions that lead to deeper thinking and understanding)

- How do philosophies of government and society shape the everyday lives of people?
- How did Enlightenment thinkers inspire revolutionaries to push for changes in government and society?

Transfer Goal (How will students apply their learning to other content and contexts?)

- Students will apply their understanding of the European Enlightenment to evaluate its impact on the everyday lives of people and its inspiration of revolutionaries to push for changes in government and society.
### Learning and Language Objectives

By the end of the unit:

<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand...</th>
<th>and be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core ideas of Enlightenment philosophies, including the power of reason in solving social, political, and economic problems</td>
<td>After the Scientific Revolution in the 1500s and 1600s expanded the understanding of natural laws, reformers extended natural rules discovered by reason to explore human behavior and solve problems of society.</td>
<td>Explain how scientific successes sparked Enlightenment thinkers to assert that reasoning could be used to explain and solve problems in all aspects of humanity.</td>
</tr>
<tr>
<td>Ideas of the European Enlightenment, including: • happiness • reason • progress • liberty • natural rights</td>
<td>The intellectuals of the Enlightenment exemplified its ideals in their work and challenged existing political, economic, social, and religious structures.</td>
<td>Compare and contrast the philosophies of Enlightenment thinkers and the intuitions they challenged.</td>
</tr>
<tr>
<td>Philosophies of Government and Society: • Mandate of Heaven • absolute monarchy • enlightened absolutism • constitutional monarchy</td>
<td>Although interested in Enlightenment philosophies, monarchs made limited or few reforms until everyday citizens began to question economic and social inequalities.</td>
<td>Analyze the reactions of monarchs to Enlightenment philosophies and the influence of other governments on Enlightenment philosophers.</td>
</tr>
</tbody>
</table>
### Students should know...

**Tier II vocabulary:**
- reason
- individualism
- skepticism
- philosophy
- salon
- ideals
- reforms
- enlighten
- executive
- legislative
- judiciary
- monarch

**Tier III vocabulary:**
- Enlightenment
- enlightened despot
- leviathan
- absolutism
- censorship

### understand...

Conceptual words (Tier II vocabulary) are used across disciplines, but their meanings vary depending on the context.

Discipline-specific words (Tier III vocabulary) have precise meanings referring to core ideas, facts, events, or processes in a particular subject area.

### and be able to...

Use general and discipline-specific vocabulary appropriately in writing, discussions, and formal oral presentations.
ASSESSMENT  (Based on established Know, Understand, and Do (KUD) learning objectives)

Performance Task and Summative Assessment (see pp. 6.11.25-32)

Aligning with Massachusetts standards

Lessons 6-8: Create “Facebook pages” for an Enlightenment philosopher including a “This I Believe” statement.

GOAL:
To research and present the work of Enlightenment philosophers and the impact of their progressive ideas on governments and everyday people. Ideals that may be explored include:

- The social contract
- Natural rights (life, liberty, property)
- The spirit of the law (separation of powers, checks and balances)
- Freedom of expression
- Education for all
- Rights for women

ROLE:
You are a student researcher tasked with creating a social media presence for an Enlightenment philosopher of your choosing.

AUDIENCE:
Your audience is other students who are learning about the Enlightenment and its implications.

SITUATION:
The philosopher and the reforms you are researching are from the Enlightenment era. You want to use a contemporary communication method (Facebook pages) to explain to other students the ideals proposed by your chosen philosopher and the merits of the reforms she or he suggests. However, new ideas never happen in isolation, so you will also need to provide more context to illustrate the greater conversations about these political and social reforms by identifying other contemporary thinkers who also support these reforms, explaining their reasoning, and identifying those who oppose these reforms and clarifying their rationales.

PRODUCT:
The product will be two Facebook pages. The “About” page will include an image of the Enlightenment philosopher, biographical and historical background information, and a “This I Believe” statement based on primary and secondary sources that advocates for the philosopher's proposed reforms. The “Wall” page will include an image of and belief statement by the Enlightenment figure, images of two contemporaries who are “friends” with the philosopher and an explanation of their support, as well as an image of one contemporary who expresses opposition and an explanation of her/his rationale. The Enlightenment philosopher will also respond to those who post responses on the Wall. You will display and explain your Facebook pages and present the philosopher’s “This I Believe” statement to the class.
STANDARDS:

• The Facebook pages contain complete and accurate information based on primary and secondary sources and are organized and creative.

• The “This I Believe” statement states the philosopher’s opinion about an Enlightenment era reform and contains primary source evidence that supports the philosopher’s belief.

• The “This I Believe” statement is well organized and follows Standard English conventions for grammar, punctuation, and spelling.

• The oral presentation of the Facebook pages, including the “This I Believe” statement, demonstrates appropriate pacing, tone, and stage presence.

Formative Assessments (see pp. 6.11.12-31)

Monitoring student progress through the unit

Lesson 2: Notecatcher on philosophers’ views and Exit Ticket on one philosopher’s ideas
Lesson 3: Salon discussion and Exit Ticket on how Enlightenment ideas spread
Lesson 4: Notecatchers on Enlightenment philosophers’ impact on government and governments’ impact on Enlightenment thinkers
Lesson 5: Notecatchers and Exit Ticket on the philosopher the student is researching
Lesson 6: “This I Believe” statement and sticky note assessing its strengths and areas for improvement
Lesson 7: Sticky note for questions about or challenges with the project, to be left in the “parking lot” and Stop/Go Exit Ticket about project areas that need more work or are “good to go”

Pre-Assessment (see pp. 6.11.9-11)

Discovering student prior knowledge and experience

Lesson 1: Notecatcher and discussion on Hobbes’s views in Leviathan
**Unit Resources (by type, in order of appearance)**

**Print**


**Websites**

**LESSON 1:**

“What Was the Enlightenment? AP Euro Bit by Bit #25”:
https://www.youtube.com/watch?v=nly9r_xYyPA

“12.2—The Enlightenment”:
https://slideplayer.com/slide/13114433/

“Frontispiece of Thomas Hobbes’ Leviathan”:
https://www.college.columbia.edu/core/content/frontispiece-thomas-hobbes’-leviathan-abraham-bosse-creative-input-thomas-hobbes-1651

“The Scientific Revolution”:
https://slideplayer.com/slide/10753508/

**LESSON 2:**

“What Does Free Speech Mean?”:
https://www.uscourts.gov/about-federal-courts/educational-resources/about-educational-outreach/activity-resources/what-does

“12.2—The Enlightenment”:
https://slideplayer.com/slide/13114433/

“Philosopher of the month: Mary Wollstonecraft [infographic]”:

“Mary Wollstonecraft Debates Jean-Jacque Rousseau, 1791”:

“Handout G: Excerpts from Montesquieu’s *The Spirit of the Laws*”:

“Handout A: Excerpts from Hobbes’s *The Leviathan* and from Locke’s *Second Treatise of Civil Government*”:
https://docs-of-freedom.s3.amazonaws.com/uploads/document/attachment/509/Pages_from_2.4_Rights_Handouts_FINAL.pdf

“Jean-Jacques Rousseau, *The Social Contract and Discourses* [1761]”:
https://iol.LibertyFund.org/titles/rousseau-the-social-contract-and-discourses (Chapters 1 and 3)

**LESSON 3:**

“Literacy Rate, 1475-2003”:
https://ourworldindata.org/grapher/cross-country-literacy-rates?time=1475..2003&country=FRA+GBR

“Newberry French Pamphlet Collection”:
https://archive.org/details/newberryfrenchpamphlets?&sort=downloads&page=4

“Classical Radio—Mozart”:
https://www.classicalradio.com/mozart

“18th-Century France — Boucher and Fragonard”:
https://www.nga.gov/features/slideshows/18th-century-france-boucher-and-fragonard.html

**LESSON 4:**

“Enlightened Despots in Europe”:
https://www.youtube.com/watch?v=FZ_i6wTa7yw

“The Grandeur of the Qing State”:

“Peter the Great Biography”:
https://www.biography.com/political-figure/peter-the-great

**LESSON 5:**

“Hobbes’s Moral and Political Philosophy”:
https://plato.stanford.edu/entries/hobbes-moral/#MajPolWri

Thomas Hobbes image:

“John Locke and the *Second Treatise on Government*”:

“John Locke Biography and image”:
https://www.biography.com/scholar/john-locke

“Baron de Montesquieu, Charles-Louis de Secondat”:
https://plato.stanford.edu/entries/montesquieu/

Baron de Montesquieu image:

“Jean-Jacques Rousseau”:
https://thegreatthinkers.org/rousseau/biography/

Jean-Jacques Rousseau image:
Unit Resources, continued (by type, in order of appearance)


“Frederick II King of Prussia”: https://www.britannica.com/biography/Frederick-II-king-of-Prussia/images-videos

“Joseph II: Reformist Emperor or Enlightened Despot”: https://www.habsburger.net/en/chapter/joseph-ii-reformist-emperor-or-enlightened-despot


“Catherine the Great”: http://www.saint-petersburg.com/royal-family/catherine-the-great/

Catherine the Great image: https://cdn.britannica.com/60/176360-050-33D949F8/oil-Catherine-II-canvas-collection-Richard-Brompton-1782.jpg


Peter the Great image: https://cdn.britannica.com/94/82594-050-F9B60F21/Peter-I.jpg

LESSON 7:

“DYS History Guide-Chapter 6-Enlightenment Unit Resource” (Google Drive folder): https://tinyurl.com/y4fn4ye

Materials (Teacher-created or in the Supplement)

SUPPLEMENT CONTENTS:

Lesson 1 (Practice and Application) pp. 6.12.1-3
Activity Sheet Thomas Hobbes’s Leviathan Notecatcher

Lesson 2 (Practice and Application) p. 6.12.4
Activity Sheet Enlightenment Philosophers Notecatcher

Lesson 6 (Hook) pp. 6.12.5-6
Activity Sample Facebook Pages Resource and Template

Lesson 6 (Presentation) pp. 6.12.7-8
Activity Sheet Enlightenment Philosopher Final Project

Lesson 6 (Presentation) pp. 6.12.9-10
Activity Sheet “This I Believe” Outline Organizer

Historical Images

Most historical images in this Guide are from the Library of Congress. Additional sources include the National Archives and Smithsonian Museums. Details about images used in this publication can be found in the Guide Appendix.

Library of Congress, Washington D.C.
https://www.loc.gov/

Library of Congress, Prints and Photographs Online Catalog
https://www.loc.gov/pictures
Lesson 1

What Was the Enlightenment?

Goal
Students will explain the scientific developments that led to the Enlightenment and how these developments encouraged Enlightenment philosophers to apply human reasoning to solve the problems of society.

Do Now (time: 5 minutes)
The teacher will write the word **enlightenment** on the board and ask the students:

What do you think the word **enlightenment** means?
Are you familiar with the word? Are there some parts of the word that give you a clue to its meaning?

Students will discuss their ideas about the word with partners, and then share their thoughts with the class.

Hook (time: 10 minutes)
The teacher will provide the dictionary definition of **enlighten** and explain that during this unit of study, the class will be learning about the Enlightenment, sometimes called the Age of Enlightenment. The Enlightenment occurred in the late 17th and 18th centuries and was an intellectual movement emphasizing:

- **reason** (to think, understand, and form judgments by a process of logic)
- **individualism** (the idea that freedom of thought and action for each person is the most important quality of a society)
- **skepticism** (doubting the truth or value of an idea or belief)

The teacher should stop to discuss the meanings of these terms and add them to a vocabulary anchor chart for the Enlightenment unit. To provide an overview of the Enlightenment era and its major thinkers and ideas, the teacher will play the video below with one or more pause-and-reflect breaks.

See: “What Was the Enlightenment? AP Euro Bit by Bit #25” (06:21)
https://www.youtube.com/watch?v=nly9r_xYyPA
The Enlightenment’s Impact on Government and Society

Presentation (time: 10 minutes)
As noted in the video, the Enlightenment grew out of the Scientific Revolution of the 17th century. The teacher will explain that just as the Scientific Revolution challenged traditional religious beliefs about nature, the Enlightenment questioned traditional beliefs about society. Prior to the Enlightenment, most countries were ruled by monarchs. The teacher will ask students:

If countries were ruled by monarchs, how much say did the common people have in how they were governed?

Students will briefly discuss how a monarchy is different from a democracy, in which people have more say in government. Enlightenment thinkers were what we would call progressives today, supporters of equality and human dignity. The teacher will ask students to ponder:

Who are the “Enlightenment thinkers” of today?

To help students think about this question and participate in a short discussion, the teacher will ask students:

Who is currently challenging ideas about our government or society?
Who is encouraging society to change its traditional beliefs?

The teacher will explain that groups of people could also be considered as “Enlightenment thinkers” of today. After a brief discussion, the teacher will make connections to Enlightenment thinkers of the past by saying that they, too, were opposed (in varying degrees) to the supernatural, superstition, intolerance, and bigotry. In his famous essay “An Answer to the Question: What is Enlightenment?” (1784), Immanuel Kant said it is the process of undertaking to think for oneself, to employ and rely on one’s own intellectual capacities in determining what to believe and how to act.

At this point, the teacher should introduce the Performance Task/Summative Assessment. The teacher will explain that the class will be studying the major philosophers of the Enlightenment, their ideas for change, and the impact those ideas had on government, society, and everyday people. The teacher should note that in the final project, students will each be focusing on one philosopher, for whom they will create Facebook pages, so they should be thinking about which philosopher’s views they would like to study deeply and advocate for.

Practice and Application (time: 25 minutes)
The teacher will distribute copies of the 3-page Thomas Hobbes’s Leviathan Notecatcher activity sheet on Thomas Hobbes, the 17th-century English thinker, and his seminal work, Leviathan (see Supplement pp. 6.12.1-3). The teacher will introduce and provide background on Hobbes by using Slide 5 of the Enlightenment slide deck below. Additional information can be drawn from pages 545-549 of the World History text.


Next, the teacher will introduce and project the excerpts from Leviathan (where Hobbes argues that people are inherently evil and cruel, and they will take advantage of one another; and because of our vile “human nature,” it is incumbent
UNIT PLAN—The Enlightenment’s Impact on Government and Society

on people to give up their freedoms and enter into a “social contract” with a powerful government that could impose order, compel obedience, and provide protection). Because Leviathan is written in 17th-century English, the teacher should read the excerpts aloud for students to aid their understanding. The teacher will model how to annotate the text, highlighting the writer’s main points and noting important quotations. If there are any words the students do not understand, the teacher can point them to resources that will help with definitions. Using the annotated excerpts, the teacher will model how the students should fill out the notecatcher column to identify the main points of Hobbes’s text.

The teacher will then point out the visual of the title page of Hobbes’s Leviathan and project it using a document camera. If the teacher needs background information on the image, Columbia College offers a short reading.


The teacher will explain that the word leviathan is a biblical/mythical term that refers to sea monsters or powerful whales. After the students look closely at the image, the teacher will ask them to describe what they see:

What is the “leviathan” in the image? What is it doing? What is it composed of?
Are there any symbols of power in the image? What is the message the image leaves you with?

The students should write responses to the questions in the Thomas Hobbes’s Leviathan Notecatcher activity sheet.

Review and Assessment (time: 5 minutes)

After students complete the notecatcher, the teacher will lead a discussion about the ideas argued by Hobbes and the imagery in the image from Leviathan. The teacher or designated students can take notes on the board or chart paper as students consider these questions:

Do you feel that people are naturally evil?
How do you feel about the idea of an all-powerful central government?
How would you feel about giving up your rights to that government? What would be the benefits?
What would be the disadvantages?

The teacher will encourage students to think about why a social contract with a powerful government might be attractive to people living in the 17th century and why our views might differ today. The teacher will encourage discussion on contemporary views of powerful governments, ensuring that students see connections and differences between the 17th century and today.

Extension (optional)

Scientific thinking played a crucial role in the Enlightenment, as thinkers employed the scientific method to understand the world around them. To contextualize the lesson, the teacher could review the major scientific breakthroughs of the Scientific Revolution by presenting a slideshow drawing from the slide deck below. As students watch the slideshow, they will make a list of scientific accomplishments and discuss how these changed people’s worldview.

Lesson 2 (2 days)

Enlightenment Philosophers and Ideals

**Goal**

Students will compare the views of Enlightenment philosophers John Locke, Montesquieu, Jean-Jacques Rousseau, and Mary Wollstonecraft.

**Lesson 2–DAY 1**

**Do Now** (time: 10 minutes)

The teacher will ask students to select from the following statements the one they agree with most and explain why in writing:

- a. Freedom of speech should always be protected.
- b. Freedom of speech should be restricted during times of war.
- c. Freedom of speech should be restricted if it hurts someone.
- d. Freedom of speech should be restricted if it endangers someone’s life.

When students have completed their explanations, the teacher will take a class poll, record the results, and lead a brief discussion. The teacher will tell students that today, the First Amendment protects our freedom of speech in the United States. The First Amendment does have limitations, however. The teacher will share with students what is and what is not protected by the First Amendment, using the following resource as a guide.

See: “What Does Free Speech Mean?”
https://www.uscourts.gov/about-federal-courts/educational-resources/about-educational-outreach/activity-resources/what-does

After the discussion, the teacher will explain that over the next two days, students will be reading about Enlightenment philosophers’ ideas on freedom of speech, just government, separation of powers, checks and balances, and individual freedoms.

**Hook** (time: 15 minutes)

The teacher will present a slideshow introduction to Locke,
Montesquieu, and Rousseau that includes images, biographical and historical information, as well as the major Enlightenment ideals they proposed (Slides 6-8 and 10-11). Additional information can be drawn from pages 545-549 of the World History text. To introduce Wollstonecraft, the teacher will present the infographic below.

See: “12.2 The Enlightenment”
https://slideplayer.com/slide/13114433/
“Philosopher of the month: Mary Wollstonecraft [infographic]”

The teacher will pass out two copies of the Enlightenment Philosophers Notecatcher found in the Supplement (see p. 6.12.4), which students will use to record important information about the lives and ideals of philosophers Jean-Jacques Rousseau and Mary Wollstonecraft.

Presentation (time: 5 minutes)
The teacher will explain to the students that there will be two stations set up in the classroom. The stations will include printed excerpts from primary documents from two Enlightenment philosophers, so the students can read about the philosophers’ ideas in their own words. The documents that students will read can be found at the link below. Students will take notes on the major points and evidence for each philosopher’s argument, similar to the notes they took on Thomas Hobbes and his argument for a social contract. Students will be divided into pairs or groups and visit each station for 10 to 15 minutes before rotating to the next station.

Note: To scaffold this assignment (and the next day’s), the teacher may paste passages from the readings into the notecatcher to help focus students’ attention on important ideas.

STATION 1: Jean-Jacques Rousseau—excerpts from Émile
STATION 2: Mary Wollstonecraft—excerpts from A Vindication of the Rights of Woman

See: “Mary Wollstonecraft Debates Jean-Jacques Rousseau, 1791”

Practice and Application (time: Day 1—25 minutes)
The teacher will guide the students to the stations of Jean-Jacques Rousseau and Mary Wollstonecraft. Students will read the text, note (or annotate) important passages, and record in their notecatchers important points and quotations that support the writers’ arguments. Halfway through the Practice and Application portion of the class, the students will rotate to the next station and complete the same activity with the other philosopher.

After students have read both pieces, the teacher will ask students to think about how the debate over women’s role in society is alive today:

What are the various points of view about women’s role in society?
How are women expected to act today?

As students share their thoughts, the teacher can ask students to elaborate by asking:

How would Rousseau respond to women’s wanting to attend college, not wanting to get married or have children, etc.?

What would Wollstonecraft say about women not making the same salary as men for the same work?

At the end of Day 1, the teacher will collect the notecatchers for review. On Day 2 students will visit two more stations.
Lesson 2—DAY 2

Do Now (time: 10 minutes)
The teacher will pass back the student notecatchers from the previous day, which examined the excerpts from Jean-Jacque Rousseau’s *Émile* and Mary Wollstonecraft’s *A Vindication of the Rights of Woman*. The teacher will provide feedback to the whole class, noting specific ways that the students can improve their notecatchers, and talk with individual students who may need extra help.

Then, the teacher will pass out a copy of the Enlightenment Philosophers Notecatcher (see Supplement p. 6.12.4) to examine:

**Baron de Montesquieu**—excerpts from *The Spirit of the Laws*

The teacher will also project the excerpts, using a document camera. The teacher will again guide the students through a reading of the excerpts. The teacher could read a section and ask for student volunteers to read other sections, stopping periodically to check for understanding. The teacher will model with students how to annotate the text, highlighting the writer’s main points and noting important passages. If there are any words the students do not understand, the teacher can point them to resources that will help with definitions.

See:  “Handout G: Excerpts from Montesquieu’s *The Spirit of the Laws* (1748)”
Excerpts_from_the_Spirit_of_Laws.pdf

The teacher should take care to point out the words *legislative*, *executive*, and *judiciary* when reading the first paragraph and ask students where they have heard those words before. Students likely will know that those are the three branches of our government and that our government uses checks and balances to ensure that no one person or branch of government gains too much power. The teacher will ask students to keep this in mind as they continue to read the text. Using the annotated excerpts, the teacher will model with students how to fill out the notecatcher to identify the main points of Montesquieu’s text. Then, the teacher will ask students to reflect on and share the improvements they see in this notecatcher.

Practice and Application (time: Continued, Day 2—40 minutes)
The teacher will guide the students to the remaining two primary source stations, excerpts from John Locke’s *Second Treatise of Civil Government* and Jean-Jacques Rousseau’s *The Social Contract*. Students will read and annotate the text and record in notecatchers major points and important quotations that support the writers’ arguments. Halfway through the Practice and Application, the students will rotate to the next station and complete the same activity.

STATION 1: John Locke—excerpts from *Second Treatise of Civil Government*

STATION 2: Jean-Jacques Rousseau—excerpts from *The Social Contract*

See:  “Handout A: Excerpts from Hobbes’s *The Leviathan* and from Locke’s *Second Treatise of Civil Government*” (pp. 3-4)
https://docs-of-freedom.s3.amazonaws.com/uploads/document/attachment/509/Pages_from_2.4_Rights_
Handouts_FINAL.pdf

“Jean-Jacques Rousseau, *The Social Contract and Discourses* [1761]” (Chapters 1 and 3)

Review and Assessment (time: 5 minutes)
Students will review the five Enlightenment Philosophers Notecatchers and the Thomas Hobbes’s *Leviathan* Notecatcher (from Lesson 1) and decide which of the five Enlightenment philosophers’ ideas or arguments are most compelling to
them. On an Exit Ticket, each student should name one philosopher and answer one or more of the following questions:

- Why are the ideas of this philosopher important? What change(s) does she or he advocate for?
- How would these changes affect the government, society, and lives of everyday people in the 17th and 18th centuries?
- Are the changes that the philosopher advocates for still relevant today?
- How would they affect the government, society, and lives of everyday people today?

The students should share their thoughts with the class, and the teacher should save the Exit Tickets to use in a later class period (Lesson 5, Do Now). The teacher will also remind the students that this information will help them create their Facebook pages and “This I Believe” statements for the Final Project.

**Extension (optional)**

This lesson could be extended for one more day and include additional primary source documents from Enlightenment philosophers such as Voltaire, Denis Diderot, Adam Smith, and Cesare Beccaria.

### Lesson 3

**How Did Enlightenment Ideals and Reforms Spread?**

**Goal**

Students will explore how Enlightenment ideals and reforms spread during the Enlightenment and participate in a mock salon.

**Do Now** (time: 5 minutes)

The teacher will project the following image and pose the following question:

What is this graph telling us about literacy rates during the Enlightenment?

See: “Literacy Rate, 1475 to 2003”

https://ourworldindata.org/grapher/cross-country-literacy-rates?time=1475..2003&country=FRA+GBR

Note: The image has been customized to show literacy rates in the United Kingdom and France, but the teacher can add other countries as well. Pressing the play button at the bottom of the screen will show bar graphs that change over time.

**Hook** (time: 5 minutes)

Students will share what they noticed in the literacy rate graph, and the teacher will ask them to come to the board to point out specific aspects as they are sharing their thoughts. Generally, students should note that the literacy rates in both countries were higher during the Enlightenment than they were before, but they might also note that compared to today, many people were still not literate during the Enlightenment.
The teacher will ask students if they have ever heard the term **censorship** and what they think it means. After explaining that it means restricting access to ideas and information, the teacher will share that leaders often banned and burned books that opposed their ideas, or they imprisoned writers who wrote things with which they disagreed.

The teacher will then ask how rulers opposed to Enlightenment ideas might have responded to this rapid dissemination of ideas. The teacher will ask students if they have ever heard the term **censorship** and what they think it means. After explaining that it means restricting access to ideas and information, the teacher will share that leaders often banned and burned books that opposed their ideas, or they imprisoned writers who wrote things with which they disagreed.

The teacher will then tell students that another way that ideas were spread and discussed was through **salons**. The teacher will ask students if they have heard that word before. (They may be familiar with the term as a place where people get their hair cut.) The teacher will tell students that a salon is a social gathering where writers, artists, and philosophers exchange ideas.

The teacher can show students photographs of pamphlets from this time period. Although they are not translated and students will not be able to read them, students can see what they looked like.

**See:** “Newberry French Pamphlet Collection”

The teacher will then ask how rulers opposed to Enlightenment ideas might have responded to this rapid dissemination of ideas. The teacher will ask students if they have ever heard the term **censorship** and what they think it means. After explaining that it means restricting access to ideas and information, the teacher will share that leaders often banned and burned books that opposed their ideas, or they imprisoned writers who wrote things with which they disagreed.

The teacher will then tell students that another way that ideas were spread and discussed was through **salons**. The teacher will ask students if they have heard that word before. (They may be familiar with the term as a place where people get their hair cut.) The teacher will tell students that a salon is a social gathering where writers, artists, and philosophers exchange ideas.

**Note:** Pages 550-556 in the *World History* textbook provide information for students and teachers about the spread of ideas.

**Practice and Application** (time: 25 minutes)

The teacher will create a salon experience for students. Music from this period will be playing in the background with artwork projected so students feel immersed in the Enlightenment era. For music, teachers can play Mozart. For artwork, the teacher can select paintings from The Metropolitan Museum of Art’s website to project. The teacher could also print several paintings and post them around the room.

**See:** “Classical Radio—Mozart”
https://www.classicalradio.com/mozart

“18th-Century France — Boucher and Fragonard”
https://www.nga.gov/features/slideshows/18th-century-france-boucher-and-fragonard.html
Students will imagine that they are the Enlightenment philosophers that they studied over the past few days and participate in a salon discussion. Each student will be assigned a philosopher: Thomas Hobbes, Jean-Jacques Rousseau, Mary Wollstonecraft, Baron de Montesquieu, or John Locke. Students should be given nameplates that tell other students in the class who they are and provided with their notecatchers from Lessons 1 and 2 for reference. The teacher can also take on the role of one of the philosophers in order to participate in the discussion. The teacher will tell students that they should pay attention to the thoughts that each philosopher shares because this might help them determine which philosopher they are interested in exploring more in the Facebook page Final Project creation. In this project, they will detail the beliefs of a philosopher and identify other leaders of the time who agree and disagree with the philosopher’s beliefs.

The teacher will post the following questions on the board that students can use as discussion starters for the salon:

- What should freedom of speech look like?
- What is a just government?
- What individual freedoms should all people have?

Students will be given a few minutes to review their notecatchers from Lesson 1 or Lesson 2 about the philosophers that they have been assigned and jot a few ideas on 3 x 5 cards. When students are ready, they will participate in the discussion.

**Review and Assessment (time: 5 minutes)**

After the discussion, students will complete Exit Tickets responding to these questions:

- Why were salons (like the one in our simulation) and pamphlets effective ways for people to discuss and disseminate Enlightenment ideals? How do people discuss and disseminate ideas today? Are they effective? Why or why not?

Students will likely think about the role that social media plays in the discussion and dissemination of information, but if they are struggling with the question, the teacher can prompt them with this idea.

**Lesson 4**

**What Was the Impact of the Enlightenment on Government?**

**Goal**

Students will compare historical philosophies of government and society and explain the effect of the Enlightenment on absolutism.

**Do Now (time: 5 minutes)**

Students will respond to the following questions in writing:

- What role should the government play in our lives? How much power should a leader have?

**Hook (time: 5 minutes)**

Students will conduct an informal debate based on their thoughts on the role of government in people’s everyday lives and the role that government leaders should play in their lives today. After students debate, the teacher will tell students that philosophers in the 17th and 18th century debated these ideas in much the same way that they were debating today.

**Presentation (time: 10 minutes)**

The teacher will tell students that they will be learning about the effect that Enlightenment ideals had on some
The teacher will tell students what they will explore the reactions that different rulers had to Enlightenment ideas so that they can analyze the impact of the Enlightenment on government.

The teacher will show the following video to students to teach students about some historical philosophies of government and society so that they understand some of the different types of governments and beliefs about leadership that have existed.

Definitions of the types of government, listed below, should be posted in the classroom. The teacher will need to explain the Chinese idea of the Mandate of Heaven since it is not included in the video.

- **Mandate of Heaven:**
  The Chinese political and religious doctrine that justified the rule of the emperor. If rulers were overthrown, it was seen as Heaven's will.

- **Absolute monarchy:**
  A form of government in which a monarch holds unlimited power with no checks and balances.

- **Enlightened absolutism:**
  A form of government in which absolute monarchs pursued legal, social, and educational reforms inspired by the Enlightenment.

- **Constitutional monarchy:**
  A form of government in which a ruler's power is limited by a written or unwritten constitution.

See: “Enlightened Despots in Europe” (05:23) [https://www.youtube.com/watch?v=FZ_i6wTa7yw](https://www.youtube.com/watch?v=FZ_i6wTa7yw)

**Practice and Application** (time: 25 minutes)

Students will divide into two groups, and members of each group will receive two graphic organizers. Each group will complete one organizer and use the second organizer for note-taking when the other group shares its work on that topic (see Review and Assessment).

Group One will read the first 2½ pages of “The Grandeur of the Qing State” PDF from the link that follows. While they are reading, students will highlight and take notes on the section titled “Four Aspects of Qing Government Impressive to Western
### Practice and Application: Lesson 4—Qing State Graphic Organizer

<table>
<thead>
<tr>
<th>Aspect of Qing Government</th>
<th>Aspect of Qing Government</th>
<th>What Enlightenment Philosophers Would Have Thought About It</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Emperor and the Mandate of Heaven</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An Integrated Bureaucracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examination System for Entry to Government Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Government of “Elite Commoners”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Practice and Application: Lesson 4—Enlightened Despot Graphic Organizer

<table>
<thead>
<tr>
<th>Enlightened Despot</th>
<th>Positive Aspects of Leadership and/or Changes that the Ruler Made (Note the Enlightenment philosopher that affected the ruler’s ideas, if applicable)</th>
<th>Problems or Limitations of the Ruler’s Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frederick the Great of Prussia</td>
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<td>Catherine the Great of Russia</td>
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<tr>
<td>Peter the Great of Russia</td>
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</tbody>
</table>
Observers of the Time” that begins on page one of the document.

See: “The Grandeur of the Qing State”

Students in Group One will complete a Qing State Graphic Organizer like the one on the preceding page (see p. 6.11.19).

Group Two will explore how Frederick the Great of Prussia, Joseph II of Austria, Catherine the Great of Russia, and Peter the Great of Russia reacted to Enlightenment ideas of the time. The teacher will reminded students that these rulers were known as “enlightened despots” because Enlightenment principles influenced their rule. The World History textbook (pp. 554-555) provides an overview of Frederick the Great, Joseph II, and Catherine the Great. The Biography.com link below gives an overview of Peter the Great.

See: “Peter the Great Biography”
https://www.biography.com/political-figure/peter-the-great

Students in Group Two will read the brief overviews of these rulers, and then complete an Enlightened Despot Graphic Organizer like the one on the preceding page (see p. 6.11.20).

Review and Assessment (time: 10 minutes)

Students in the Group One will present their findings about the Qing State to Group Two, and Group Two will take notes. The groups will then trade roles, and Group Two will present information about Enlightened Despots to Group One while they take notes. As an Exit Ticket, students will write one way that governments influenced Enlightenment thinkers and one way that Enlightenment thinkers influenced governments.

Extension (optional)

To extend this lesson and to add another standard (WHI.T6.4) to the unit plan, the teacher can create a two-day lesson that explores the creation of a constitutional democracy in the United States after the American Revolution and the development of the Constitution and Bill of Rights. Students will explore how the Enlightenment influenced the American Revolution and the writing of these documents. Students can analyze the Constitution and the Bill of Rights for influences of the philosophers that they studied.

Lesson 5

Researching an Enlightenment Philosopher

Goal
Students will complete research on Enlightenment philosophers of their choice, related Enlightenment philosophers, and enlightened despots in order to write about their chosen philosophers’ beliefs.

Do Now (time: 5 minutes)
The teacher will return students’ Exit Tickets from Lesson 2. Students will review the philosophers that they wrote about and share their comments with partners. Students will discuss with their partners whether they are interested in learning more about their chosen philosopher or wish to research a different philosopher for the Final Project. If needed, the teacher will provide a refresher on the Final Project’s task. Then, students will each write one question about the philosophers that they are thinking about researching.
Hook (time: 5 minutes)
Students will do a whip around the room, sharing the Enlightenment philosophers that they want to research, what interests them the most about their philosophers, and the questions that they wrote in the Do Now. After hearing their classmates’ thoughts, some students might decide that they are more interested in a philosopher that they did not think about in the Do Now. Students will then decide whom they want to research.

Presentation (time: 10 minutes)
The teacher will return the Enlightenment Philosophers Notecatchers from Lesson 1 and Lesson 2 to students along with the Enlightened Despot Graphic Organizers from Lesson 4. Using the Enlightenment Figures Resources that follow on the next two pages (see pp. 6.11.23-24) or others provided by the teacher, students will add more information about their chosen philosophers on the reverse side of the Lesson 2 notecatchers, or they can collect information and images for their Final Project Facebook pages in a Google Document.

Additionally, students will review their notecatchers and Enlightened Despot organizers and choose two people (other Enlightenment philosophers or despots) who would agree with the ideas of their chosen philosophers and choose one other person (Enlightenment philosopher or despot) who would disagree. The teacher will model how to add additional information on the reverse side of the notecatcher or Google Document and how to select philosophers or despots who would agree or disagree and identify their points of view.

Practice and Application (time: 30 minutes)
Students will begin researching their selected Enlightenment philosophers. Then, students will find additional information on the views of two Enlightenment philosophers or enlightened despots that agree with the selected philosopher and on one that disagrees. They will be given resource links to articles that they can read as well as to images of the persons they selected (see pp. 6.11.23-24).

The images will be useful later in the lesson sequence when students create the philosopher’s Facebook pages, and supporting and opposing views will be useful when they are creating their “Wall” pages. While students are reading about the individuals they selected to research, they will continue to take notes on the reverse side of the notecatchers or organizers.

Review and Assessment (time: 5 minutes)
Students will complete Exit Tickets that answer the following questions:

Who is my Enlightenment philosopher, and what Enlightenment ideals does she or he advocate for?
Which two Enlightenment philosophers or enlightened despots agree with my philosopher’s ideals and why?
Which Enlightenment philosopher or enlightened despot disagrees with my philosopher’s ideals and why?

The teacher will remind students of the discussion that they had on Day 1 about the Enlightenment thinkers of today and ask students to add one more response to their Exit Tickets:

Who, today, would support your Enlightenment philosopher’s ideals?
Practice and Application/Presentation: Lesson 5—Enlightenment Figures Resources (1 of 2)

- **Thomas Hobbes** (article and image)
  - “Hobbes’s Moral and Political Philosophy”
    https://plato.stanford.edu/entries/hobbes-moral/#MajPolWri
  - “Thomas Hobbes (image)”

- **John Locke** (article and image)
  - “John Locke and the Second Treatise on Government”
  - “John Locke Biography (with image)”
    https://www.biography.com/scholar/john-locke

- **Baron de Montesquieu** (article and image)
  - “Baron de Montesquieu, Charles-Louis de Secondat” (choose a few of the subheadings for students to read)
    https://plato.stanford.edu/entries/montesquieu/
  - “Baron de Montesquieu (image)”

- **Jean-Jacques Rousseau** (article and image)
  - “Jean-Jacques Rousseau Biography”
    https://thegreatthinkers.org/rousseau/biography/
  - “Jean-Jacques Rousseau (image)”

- **Mary Wollstonecraft** (article and image)
  - “Equal Rights for Rights for Women: The Contribution of Mary Wollstonecraft”
    https://fee.org/articles/mary-wollstonecraft-equal-rights-for-women/
  - “Mary Wollstonecraft (image)”
Practice and Application/Presentation: Lesson 5—Enlightenment Figures Resources (2 of 2)

- **Frederick the Great of Prussia** (article and image)
  - “Frederick the Great and the Enlightenment”
  - “Frederick II King of Prussia”
    https://www.britannica.com/biography/Frederick-II-king-of-Prussia/images-videos

- **Joseph II of Austria** (article and image)
  - “Joseph II: Reformist emperor or enlightened despot?”
    https://www.habsburger.net/en/chapter/joseph-ii-reformist-emperor-or-enlightened-despot
  - “Joseph as a Representative of Enlightened Absolutism: A Philosopher on the Imperial Throne”
    https://www.habsburger.net/en/chapter/joseph-representative-enlightened-absolutism-philosopher-imprial-throne
  - “Joseph II Holy Roman Emperor (image)”
    https://www.britannica.com/biography/Joseph-II/images-videos

- **Catherine the Great of Russia** (article and image)
  - “Catherine the Great (with image)”
    http://www.saint-petersburg.com/royal-family/catherine-the-great/
  - “Catherine the Great (image)”
  
  **Note:** If students conduct additional research beyond the links provided here, the teacher will need to screen sites about Catherine the Great since there are many resources that talk about Catherine’s love life and myths surrounding her death that might be inappropriate for students to read.

- **Peter the Great of Russia** (article and image)
  - “Peter the Great: The Man who Westernized Russia”
  - “Leadership In Russia: The Legacy Of Peter The Great”
  - “Peter the Great (image)”
    https://cdn.britannica.com/94/82594-050-F9B60F21/Peter-I.jpg
HISTORY
UNIT PLAN—The Enlightenment's Impact on Government and Society

CULMINATING LESSONS
Includes the Performance Task (Summative Assessment)—measuring the achievement of learning objectives

Lesson 6 (2 days)
Planning and Composing the Philosopher’s “This I Believe” Statement

Goal
Students will create “This I Believe” outlines and statements that illustrate the Enlightenment reforms proposed by the philosophers they selected.

Lesson 6–DAY 1

Do Now (time: 10 minutes)
The teacher will return the notecatchers the students used in Lesson 5. Students will respond to the following prompts and then briefly share their answers with partners:

- What does my Enlightenment philosopher believe?
- What does my Enlightenment philosopher want to prove about an important Enlightenment ideal?
- What are the values embedded in the Enlightenment ideal?
- What are the strongest pieces of supporting evidence?

Hook (time: 10 minutes)
To spark interest, the teacher will show the students an example of the Enlightenment Facebook “About” page and “Wall” page that illustrates the beliefs of Thomas Hobbes shown in the Sample Facebook Pages and Template handout in the Supplement (see pp. 6.12.5-6). The teacher will point out the important characteristics of each Facebook page, and in particular the statement of Hobbes’s beliefs on the “About” page.

These examples will serve as a model for students as they work on their own Enlightenment Facebook pages using the template provided (see Supplement pp. 6.12.5-6). Students will give feedback on the sample Facebook pages, noting what caught their attention, what they learned, and what changes they might make. Students may refer back to the example Facebook pages for Thomas Hobbes as they create their own Facebook pages.

Access for All Options

Multiple Means of Engagement:
- Offer models for coping with frustration and anxiety.
- Provide opportunities for conferences with students, and allow peer mentors to help facilitate self-regulation.

Multiple Means of Representation:
- Clarify abstract language for students and provide visual or authentic examples.
- Offer word banks, glossaries, and dual-language dictionaries as resources.

Multiple Means of Action and Expression:
- Provide students with models of the final product.
- Offer alternatives for information sharing that include access to assistive technologies.

Literacy and Numeracy Across Content Area Elements

Writing:
- Students will outline and compose a statement of a philosopher’s beliefs.
Goal: To research and present the work of Enlightenment philosophers and the impact of their progressive ideas on governments and everyday people. Ideals that may be explored include:

- The social contract
- Natural rights (life, liberty, property)
- The spirit of the law (separation of powers, checks and balances)
- Freedom of expression
- Education for all
- Rights for women

Role: You are a student researcher tasked with creating a social media presence for an Enlightenment philosopher of your choosing.

Audience: Your audience is other students who are learning about the Enlightenment and its implications.

Situation: The philosopher and the reforms you are researching started in the Enlightenment era. You want to use a contemporary communication method (Facebook pages) to explain to other students the ideals proposed by your chosen philosopher and the merits of the reforms she or he suggests. However, new ideas never happen in isolation, so you will also need to provide more context to illustrate the greater conversations about these political and social reforms by identifying other contemporary thinkers who also support these reforms, explaining their reasoning, and identifying those who oppose these reforms and clarifying their rationales.

Product: The product will be two Facebook pages. The “About” page will include an image of the Enlightenment philosopher, biographical and historical background information, and a “This I Believe” statement based on primary and secondary sources that advocates for the philosopher’s proposed reforms. The “Wall” page will include an image of and belief statement by the Enlightenment figure, images of two contemporaries who are “friends” with the philosopher and an explanation of their support, as well as an image of one contemporary who expresses opposition and an explanation of her/his rationale. The Enlightenment philosopher will also respond to those who post responses on the Wall. You will display and explain your Facebook pages and present the philosopher’s “This I Believe” statement to the class.

Standards:
- The Facebook pages contain complete and accurate information based on primary and secondary sources and are organized and creative.
- The “This I Believe” statement states the philosopher’s opinion about an Enlightenment era reform and contains primary source evidence that supports the philosopher’s belief.
- The “This I Believe” statement is well organized and follows Standard English conventions for grammar, punctuation, and spelling.
- The oral presentation of the Facebook pages, including the “This I Believe” statement, demonstrates appropriate pacing, tone, and stage presence.
Presentation (time: 15 minutes)

The teacher will reintroduce the Facebook project in detail and provide students with two-page Enlightenment Philosopher Final Project handout (see Supplement pp. 6.12.7-8). Students will be familiar with the project from references to it in Lessons 1, 2, and 5.

Next, the teacher will distribute copies of the “This I Believe” Outline Organizer found in the Supplement (see pp. 6.12.9-10) and use a document camera to project it. The teacher will explain how the organizer will help students develop an effective “This I Believe” statement based on the views of their selected Enlightenment philosophers. Using information from one of the Enlightenment philosophers that the students did not choose (preferably Thomas Hobbes, the subject of the sample Facebook pages), the teacher will model how to use the organizer to create a philosophy statement that summarizes the beliefs of the philosopher, identify two arguments that support the belief, transfer evidence (quotations) and reasons from the notecatcher that support the arguments, and provide commentary and transitions between paragraphs. Students may also wish to consider using the language and style of their philosophers in their outlines.

Practice and Application (time: Day 1—20 minutes)

The teacher will ask the students to begin developing their “This I Believe” outlines, following the modeled process. First, they will create a belief statement based on the positions of their selected Enlightenment philosophers.

For each paragraph, students will:

a. Create one argument presented by the philosopher.

b. Transfer one piece of evidence that supports the philosopher’s argument from the notecatcher.

c. Provide commentary that explains the importance of the evidence and why the philosopher’s reform idea will benefit government, society, or everyday people.

Then students will create an introductory hook, transition between paragraphs, and a summary/conclusion.

The teacher will move around the classroom assisting students with their “This I Believe” outlines. If time allows, students should transfer their outlines to Google Documents. They will continue working on their outlines and develop them into full paragraphs the next day.

At the end of Day 1, the teacher will pass out a sticky note to each student and ask:

Which of your two arguments is the strongest? Why?

Which argument needs more support or reasoning in order to prove the point?

The teacher will ask the students to put their names on the sticky notes and collect them to review.

Lesson 6—DAY 2

Do Now (time: 5 minutes)

The teacher will pass back the sticky notes. Working with partners, students will share their two arguments and explain why one argument seems to be stronger than the other. They will also discuss how they can strengthen (add evidence or reasoning to) their arguments.

The teacher will review the example of the “This I Believe” presentation featuring Thomas Hobbes with the students. The
The teacher will point out the areas on the Facebook “About” page that the students will need to complete when they are finished with the “This I Believe” outline.

**Practice and Application** (time: Continued from Day 1—40 minutes)
The teacher will review the teacher-constructed “This I Believe” outline featuring Thomas Hobbes’s beliefs and the sample Facebook “About” page. The teacher will review the components of each paragraph and ask students if they have questions about the structure. Then, students will continue working with their “This I Believe” Outline Organizers (see Supplement pp. 6.12.9-10) and transfer their outlines to Google Documents if they have not done so already.

When finished, they will work on transforming the outlines into two-paragraph “This I Believe” statements that can be used on the Facebook “About” pages that they will create in Lesson 7. The teacher will circulate around the classroom assisting students, answering their questions, and ensuring that their completed “This I Believe” statements are saved in Google Documents.

**Review and Assessment** (time: 10 minutes)
Working with partners again, students will share their “This I Believe” statements and discuss whether they meet the two applicable standards from the Enlightenment Philosopher Final Project handout (see Supplement pp. 6.12.7-8).

- The “This I Believe” statement states the philosopher’s opinion about an Enlightenment era reform and contains primary source evidence that supports the philosopher’s belief.
- The “This I Believe” statement is well organized and follows Standard English conventions for grammar, punctuation, and spelling.

Using sticky notes, students will identify the strengths of the statements as well as areas for improvement. The teacher will review the sticky notes and return them during Lesson 7.

### Lesson 7 (2 days)

**Creating and Revising the Philosopher’s Facebook Pages**

**Goal**
Students will construct their Enlightenment philosopher Facebook pages using a template, then review and revise their work based on the project rubric.

**Lesson 7–Day 1**

**Do Now** (time: 15 minutes)
Students will assemble resource materials needed for their Enlightenment Facebook pages:

- primary sources
- historical and biographical information
- class and research notes, images
- the “This I Believe” statement

Students will need to select information for the following categories:
UNIT PLAN—The Enlightenment’s Impact on Government and Society

1. Biographical information for and an image of the Enlightenment philosopher
2. Images and viewpoints of two contemporary figures who agree with (like) the philosopher’s ideals
3. An image and viewpoint of one contemporary figure who opposes (dislikes) the philosopher’s ideals
4. The selected philosopher’s “This I Believe” philosophy statement and paragraphs

**Hook** (time: 5 minutes)
The teacher will revisit the example Facebook pages for Thomas Hobbes, noting the places where information needs to be added, including the images, biographical information, “Wall” posts, and “This I Believe” statement and paragraphs. Students can refer to these examples as they fill out the Facebook pages that represent their philosophers.

**Presentation** (time: 5 minutes)
The teacher will share the interactive Google Slides Facebook page template and then pass out and discuss the Instructions for Editing the Interactive Facebook Pages that follow on the next page (see p. 6.11.30), which students will use as a guide to add images and specific information.

See: “DYS History Guide—Chapter 6—Enlightenment Unit Resource” (Google Drive folder)
https://tinyurl.com/y4jfn4ye

**Note:** The folder, available to any teacher using this Guide, contains two files that match the items pictured in the Supplement (see pp. 6.12.5-6) and may be used with either Google Slides or PowerPoint. The first is a blank template and the second is a sample populated with philosopher information.

The teacher should note that as students copy and paste information into the interactive Facebook pages, they may need to resize the images and adjust the size of the text to fit the text boxes. The teacher should suggest that students begin with the “About” page and then move to the “Wall.”

**Practice and Application** (time: Day 1—30 minutes)
Students will add information, images, the “This I Believe” statement, and posts to their Facebook pages. The teacher will circulate around the classroom, helping students as needed. At the end of class, students will use sticky notes to write down their names and any questions that they have, or anything that they need help with. They will leave the sticky notes on a “parking lot” for the teacher to review. The teacher will check in with students individually the next day, or if several students have the same questions, address them with the entire class.
Lesson 7–DAY 2

Do Now (time: 10 minutes)
The teacher will pass back students’ sticky-note comments from Day 1 and from Lesson 6. The students will share their comments with partners, give and receive feedback on their Facebook pages, and make checklists for improvement.

Practice and Application (time: Continued, Day 2—40 minutes)
The teacher will review the Enlightenment Philosopher Final Project rubric with the students and then lead a discussion of performance indicators for each of the standards, seeking students’ input (see Supplement pp. 6.12.7-8). The teacher will also answer questions the students may have about the Facebook pages they are constructing. If there are questions that need to be addressed individually with students, the teacher will provide specific feedback as they are working.

The remainder of the class period will be divided into two parts. During the first 20 minutes (approximately), students

Instructions for Editing the Interactive Facebook Pages

The template for the interactive Facebook pages has been created with Google Slides.

1. All the gray boxes should be replaced with images of your Enlightenment philosopher and other historical figures that either agree or disagree with your philosopher’s ideals. You will need to modify the size of the images so they will fit into the spaces provided.

2. All textboxes are editable: you can add text and change the size of the type as needed.

3. In the information section on both pages, you can add your philosopher’s “Network” identification, Birthday, and Hometown.

4. On the “About” page, you can add your philosopher’s “This I Believe” statement and paragraphs.

5. On the “Wall” page, you can add your philosopher’s “This I Believe” statement, comments by those who agree and disagree with the philosopher’s ideals, and responses from the philosopher.

You can use the examples of the Facebook pages featuring Thomas Hobbes for reference as you construct the Facebook pages for the philosopher you selected.
will add to and revise their “Wall” posts. During the final 20 minutes, students will add to and revise their “This I Believe” paragraphs to improve the content and writing mechanics. As they work, students will refer to peer and teacher feedback.

**Review and Assessment** (time: 5 minutes)
The teacher will pass out STOP and GO Exit Tickets and ask students to answer the following questions:

- What do I need to STOP and think about or work on further?
- What parts of the project are good to GO?

The teacher will collect the Exit Tickets to review before the next class.

**Extension** (optional)
If teachers are extending this unit to a three-week plan, another class period can be devoted to teaching revision strategies in more depth and giving students more time to polish the Facebook pages.

### Lesson 8

**Rehearsing and Presenting the Facebook Pages**

**Goal**
Students will rehearse and deliver their Facebook presentations and give and receive constructive feedback.

**Do Now** (time: 5 minutes)
The teacher will hand back the STOP and GO Exit Tickets from the last class so students can be reminded of what they needed to stop and think about. Students will also use the project rubric to make sure that they have completed all aspects of the Facebook project. If they realize that something is missing or that they need to fix something, they will make notes of what they need to do.

**Hook** (time: 5 minutes)
The teacher will clarify the purpose of the Facebook presentations:

- The students will highlight key features of their Facebook pages, walking their classmates through the ideas that they found in their research.
- They will not have time to read everything from the Facebook page, but should point out who are the friends of the philosophers they researched, who disagrees with their philosophers’ ideas, and some key points about the philosophers’ ideals and beliefs.

**Multiple Means of Engagement:**
- Offer opportunities for students to co-design or collaborate on activities and assignments; pair advanced students with developing students.
- Provide mastery-oriented feedback and self-assessment tools.

**Multiple Means of Representation:**
- Provide visual and graphic representations of key ideas and strategies.
- Model think-alouds that highlight critical features and relationships between selected thinkers.
- Offer scaffolds for students who may need them (sentence starters, vocabulary banks, questions).

**Multiple Means of Action and Expression:**
- Allow students to use self-reflection checklists or templates and planning guides.
- Provide multiple options for composition and writing.
- Follow conventions to ensure a predictable and consistent student experience.
As a class, students will make a list that describes what good presentations look and sound like, and the teacher will write this list on the board for students to refer back to as they are practicing with peers. As the class is creating this list, the teacher will model what the list items should look and sound like (e.g., making eye contact, enunciating, speaking slowly enough that people can understand).

**Presentation** (time: 5 minutes)
The teacher will partner students so that they can practice their presentations, focusing on items from the list of good presentation techniques that they created. The teacher will answer any questions students have before giving them time to practice.

**Practice and Application** (time: 15 minutes)
If students noted anything in the Do Now that they need to finish, they will do that before practicing their presentations. Then, students will practice their presentations with partners. The partners will make note of two things that the presenters are doing well and one thing that they need to practice again. After receiving this feedback, the presenters will practice again, focusing on the areas for improvement. The teacher will circulate around the room as the practice is taking place to give students suggestions on how to improve.

**Review and Assessment** (time: 25 minutes)
Once students have been given time to practice their presentations, they will share their Facebook pages with the whole class. All students will be given sticky notes to provide feedback. For each presenter, they will write one positive piece of feedback, which should focus on something specific from the rubric or the list of good presentation techniques.

After listening to all of their peers’ presentations, students will engage in a discussion about which philosopher’s ideas are most relevant today:

- Whose ideas are important for us to keep in mind with our present state of affairs?
- Are any of the philosophers’ ideas outdated and irrelevant today? Why?

Students will complete self-assessments of their presentations and projects, using the rubric and the feedback that they received from their peers. Students will write two things that they think they did well and one goal that they have for themselves for the next time they present a project. The teacher will save these goals and return them to students before they present another project.
Thomas Hobbes’s Beliefs: Complete These Sentences

1. Human beings are naturally ________________________________
2. Without government, ________________________________
3. In the Social Contract, ________________________________
4. The best form of government is ________________________________

Excerpts from *The Leviathan*

BRACKETED PHRASES ARE ADDED TO AID UNDERSTANDING. HIGHLIGHT KEY PASSAGES.

[In a state of nature] Hereby it is manifest that during the time men live without a common power to keep them all in awe, they are in that condition which is called war; and such a war as is of every man against every man. …

In such condition there is no place for industry, because the fruit thereof is uncertain: … and which is worst of all, continual fear, and danger of violent death; and the life of man, solitary, poor, nasty, brutish, and short.

And because the condition of man … is a condition of war of every one against every one, in which case every one is governed by his own reason, … it followeth that in such a condition every man has a right to every thing, even to one another’s body. And therefore, as long as this natural right of every man to every man, how strong or wise soever he be, of living thing endureth, there can be no security to any man, how strong or wise soever he be, of living out the time which nature ordinarily alloweth men to live.

And consequently it is a precept, or general rule of reason: that every man ought to endeavour peace, as far as he has hope of obtaining it; and when he cannot obtain it, that he may seek and use all helps and advantages of war. The first branch of which rule containeth the first and fundamental law of nature, which is: to seek peace and follow it. The second, the sum of the right of nature, which is: by all means we can to defend ourselves. …

Right is laid aside, either by simply renouncing it, or by transferring it to another … And when a man hath in either manner abandoned or granted away his right, [as in consenting to obey a government that helps protect his life] then is he said to be obliged, or bound, not to hinder those to whom such right is granted, or abandoned, from the benefit of it. …

The mutual transferring of right is that which men call contract …

If a covenant be made wherein neither of the parties perform presently, but trust one another, in the condition of mere nature (which is a condition of war of every man against every man) upon any reasonable suspicion, it is void: but if there be a common power set over them both, with right and force sufficient to compel performance, it is not void …

Therefore before the names of Just and Unjust can have place, there must be some coercive Power, to compel men equally to the performance of their Covenants ..., to make good that Propriety, which by mutual contract men acquire, in recompense of the universal Right they abandon: and such power there is none before the erection of the Commonwealth.
Thomas Hobbes’s *The Leviathan* Notecatcher (3)

Examining the cover image

This is a portion of the cover page from *Leviathan* by Thomas Hobbes. Examine this image carefully. Continue on the back of this sheet if necessary.

1. What is the large figure composed of?

2. List five things you see in this image:

3. Circle the items that represent monarchy (king) or power.

4. How would this image look different if Hobbes supported a democracy rather than a monarchy?

SOURCES:

"Is government a necessary evil? - Thomas Hobbes’ *Leviathan* (Debate This! #1)"
https://steemit.com/philosophy/@gamesjoyce/is-government-a-necessary-evil-thomas-hobbes-leviathan-debate-this-1

Image contributed by RTG Wikimedia Commons (Public Domain Mark 1.0):
**Enlightenment Philosophers Notecatcher**

**Philosopher's Name: ____________________________**

**BELIEFS:**

1. Human beings

   

2. Government

   

In the section below, write the paragraph numbers and key words, along with your notes and comments.

**TITLE OF WRITING: ____________________________**

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<thead>
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<th>Key Words of Important Passages</th>
<th>Notes on Major Ideas and Arguments</th>
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Continue on the back of this sheet if necessary.
Sample Facebook Pages and Template

Sample Pages with Philosopher Information

"Wall" page

"About" page
The Enlightenment’s Impact on Government and Society

Sample Facebook Pages and Template (2)

“Wall” page

“About” page

SOURCE: Adapted from “Facebook Template”
https://docs.google.com/presentation/d/1mA0CUYJtccpTB6dAy8mDTSmvZEFYElmQ3ZMjHCM9eCg/edit#slide=id.g73c8ba826_0_6
Enlightenment Philosopher Final Project

Goal: To research and present the work of Enlightenment philosophers and the impact of their progressive ideas on governments and everyday people. Ideals that may be explored include:

- The social contract
- Natural rights (life, liberty, property)
- The spirit of the law (separation of powers, checks and balances)
- Freedom of expression
- Education for all
- Rights for women

Role: You are a student researcher tasked with creating a social media presence for an Enlightenment philosopher of your choosing.

Audience: Your audience is students who are learning about the Enlightenment and its implications.

Situation: The philosopher and the reforms you are researching started in the Enlightenment era. You want to use a contemporary communication method (Facebook pages) to explain to other students the ideals proposed by your chosen philosopher and the merits of the reforms she or he suggests. However, new ideas never happen in isolation, so you will also need to provide more context to illustrate the greater conversations about these political and social reforms by identifying other contemporary thinkers who also support these reforms, explaining their reasoning, and identifying those who oppose these reforms and clarifying their rationales.

Product: The product will be two Facebook pages. The “About” page will include an image of the Enlightenment philosopher, biographical and historical background information, and a “This I Believe” statement based on primary and secondary sources that advocates for the philosopher’s proposed reforms. The “Wall” page will include an image of and belief statement by the Enlightenment figure, images of two contemporaries who are “friends” with the philosopher and an explanation of their support, as well as an image of one contemporary who expresses opposition and an explanation of her/his rationale. The Enlightenment philosopher will also respond to those who post responses on the Wall. You will display and explain your Facebook pages and present the philosopher’s “This I Believe” statement to the class.
## Project Standards Checklist

<table>
<thead>
<tr>
<th>Standards</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Facebook pages contain complete, accurate information based on primary and secondary sources and are organized and creative.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The “This I Believe” statement states the philosopher’s opinion about an Enlightenment era reform and contains primary source evidence that supports the philosopher’s belief.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The “This I Believe” statement is well organized and follows Standard English conventions for grammar, punctuation, and spelling.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The oral presentation of the Facebook pages, including the “This I Believe” statement, demonstrates appropriate pacing, tone, and stage presence.</td>
<td></td>
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## Notes:

__________________________________________________________________________
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“This I Believe” Outline Organizer

Philosophy Statement

Philosopher Name: ____________________________

This I Believe: ____________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Philosophy Statement Outline (1)

Paragraph 1:

1. Begin with a Hook—a startling example or statistic, an anecdote or story, or a personal account that introduces a statement explaining what the philosopher believes.

2. Next, provide a complete sentence that expresses Argument #1 (one important aspect of the philosopher’s beliefs).

3. Add one or two sentences that contain the evidence (statistics, expert testimony, examples) or reasoning to support Argument #1. (Remember to include the source.)

4. Include two or three more sentences of commentary in which you explain the importance of the evidence or reasoning and how this reform will impact the government, society, and everyday people (the audience).

5. Build a transition into the next argument.

1. ____________________________________________

________________________________________________________________________

2. ____________________________________________

________________________________________________________________________

3. ____________________________________________

________________________________________________________________________

4. ____________________________________________

________________________________________________________________________

5. ____________________________________________
Paragraph 2:

1. Provide a complete sentence that expresses Argument #2 (another important aspect of the philosopher’s beliefs).

2. Add one or two sentences that contain the evidence (statistics, expert testimony, examples) or reasoning to support Argument #2. (Remember to include the source.)

3. Include two or three sentences of commentary in which you explain the importance of the evidence and how this reform will impact government, society, and everyday people (the audience).

4. Summarize the arguments, draw important conclusions, and explain how the beliefs of your Enlightenment philosopher will create a useful change that will benefit society, government, and/or everyday people.

SOURCE: Adapted from “This I Believe—A national dialogue about personal values and civic ideals” (41-pg PDF)
https://www.npr.org/thisbelieve/guides/tib_highschool_curriculum.pdf
### Introduction to World History II

- World History II Course Content
  - 7.1.3
- Teaching World History II in DYS Schools
  - 7.1.7
- Civic Engagement Project Recommendations for World History II
  - 7.1.8

### World History II: Scope and Sequence

**T3. Synopsis**—The Global Effects of 19th Century Imperialism
- 7.3.1
**T4. Synopsis**—The Great Wars (1914-1945)
- 7.3.2
**T5. Synopsis**—The Cold War Era (1945-1991)
- 7.3.4
- 7.3.5

### Exemplar Units

1. **T1. Introduction**—Absolute Power, Political Revolutions, and Growth of Nation-States
   - UNIT PLAN | The Haitian Revolution
   - Supplement
   - 7.4.1
2. **T2. Introduction**—The Agricultural and Industrial Revolutions and Their Consequences*
   - UNIT PLAN | The Cotton Textile Revolution
   - Supplement
   - 7.7.1
   - UNIT PLAN | Never Again? Genocide in the Modern Era
   - Supplement
   - 7.10.1

*Note: The full Topic 2 title in the History and Social Science Framework is “The Agricultural and Industrial Revolutions in Europe and social and political reactions in Europe, c. 1750-1900.”
The World History II section of this instructional guide consists of a Scope and Sequence chart, three exemplar units, and four sets of suggested units, all designed to meet the standards of the 2018 Massachusetts History and Social Science Framework. Educators and other stakeholders have long disagreed on how world history should be taught. Some have argued that history should be approached as “cultural literacy,” a set of core facts and concepts to be learned, while others have pushed for history to be taught as a set of skills and habits of mind that allow students to read and think like historians.

Teachers can navigate this debate by teaching “usable history” (OER Project | World History, https://www.oerproject.com/world-history/), a hybrid approach wherein students learn essential skills that enable them to build complex stories about the past using facts and evidence to support their claims. This guide emphasizes “usable history” by promoting culturally relevant teaching (CRT), which in this guide refers to inclusion of diverse materials, perspectives, and ideas that reflect the cultural identities and family backgrounds of DYS students.

Students frequently ask about world history:
Why do I need to learn this? It happened so long ago; what does this have to do with my life?

CRT, when used appropriately, helps students to see how events and patterns from the past influence the present, as in the three exemplar World History II units in this guide.

- The Haitian Revolution
- The Cotton Textile Revolution
- Never Again? Genocide in the Modern Era

In the first exemplar, The Haitian Revolution, students will examine the little-known story of the slave rebellion that led to the founding of the first free Black republic in the Americas. In the second, The Cotton Textile Revolution, students will explore the impacts of 19th century industrialization on commerce and labor and how these shaped the early labor movement in England. Finally, in Never Again? Genocide in the Modern Era, students will analyze several modern genocides through the experiences of people and groups directly involved in the conflicts and the ways in which their actions or inactions shaped...
the course of the “never again” movement. Inclusion of these topics, which bend away from the traditional World History II syllabus, is intentional and designed to “decolonize” the curriculum and to meet the needs of our diverse and multicultural student body.

In this same vein, this guide emphasizes themes and social movements over individuals, heroes, and holidays. This shift in historical thinking marks a movement toward “usable history.” Through understanding how social movements like abolitionism in France, Haiti, and the Americas changed the course of world events, students can make connections to contemporary social movements such as Black Lives Matter and to the impact that people of color have had when addressing institutional racism within their own communities.

Highlighting the history of the labor movement in England can enable students to see their continuity with current movements to end child labor and human trafficking. Similarly, through studying the nature and persistence of genocide and mass violence in the modern world, students can recognize how violence against Rohingya Muslims in Myanmar in 2018 mirrors the historical patterns that led to the Rwandan and Sudanese genocides. Seeing such patterns is the bedrock of historical thinking. Engaging students in a curriculum that fosters multiple perspectives and thematic analysis of social movements allows them to move from being passive observers of world events to active and engaged participants on the world stage.

If teaching “usable history” is successful, students will become more interested in the world around them and their place in it. Students have a wealth of experience that can be integrated into the world history curriculum, which should encourage students to see themselves as global citizens. When discussing current events, teachers should help students to contextualize what is happening now within historical themes while giving students a chance to “dig in” to real-world issues. Spotlighting current events as a means to understanding the past helps to bring the world into the classroom and allows students to make personal connections to history.

Moreover, highlighting young people’s contributions to world history may help students to see themselves in the curriculum. Youth voices like Malala Yousafzai, Emma Gonzalez, and Greta Thunberg can inspire students to become more engaged citizens. Thinking like historians helps students analyze the social principles and organizing efforts these activists have taken and allows students to reflect on their own lives and social goals. Making world history meaningful to students in these ways is the aim of “usable history.”

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**World History II**

* Topic 1. Absolute Power, Political Revolutions, and the Growth of Nation-States, c. 1700–1900

* Topic 2. The Agricultural and Industrial Revolutions and Their Consequences, c.1750–1900**

  **Note:** The full topic title in the Framework is “The Agricultural and Industrial Revolutions in Europe and social and political reactions in Europe, c. 1750-1900”

  **Exemplar unit**

* Topic 3. The Global Effects of 19th Century Imperialism

* Topic 4. The Great Wars, 1914–1945


* Topic 7. The Politics of Difference: Conflicts, Genocide, and Terrorism

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Chapter 7—World History II

History and Social Science Instructional Guide

COURSE INTRODUCTION

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7.1.2 Chapter 7, Section 1 | Massachusetts DYS Education Initiative—History & Social Science—2020 Edition
World History II Course Content

The current Massachusetts History and Social Science Framework was adopted in 2018, almost 20 years after its predecessor. During that time educational practice has evolved significantly, and the new framework reflects dramatic changes in pedagogy. Proponents of the revised standards argue that the traditional paradigm of teaching history as a set of names, dates, and events is outdated. Instead, they advocate teaching history as a set of essential skills and habits of mind that use knowledge of individuals and events as building blocks in the construction of larger themes, patterns, and processes.

This shift comes at an important time. Never before have the issues affecting one country so fully impacted those of all others. Climate change, global pandemics, immigration, and food and water shortages are among the challenges with deep historical roots that impact the world at large and require a more inclusive interpretive lens.

The World History II standards cover more than four centuries, from the 1700s to the present. One major change in the 2018 framework is the inclusion of a topic on contemporary conflicts, genocide, and terrorism. The addition of this topic reflects the need for citizens to be better informed on the subject of systemic violence. At the same time, the framework gives more attention to parts of the world and viewpoints underrepresented in traditional Eurocentric World History curricula: Asia, Africa, Latin America, and indigenous populations. This change serves the need to build a more tolerant and just society in an era that has higher rates of hate crimes, bullying, gun violence, and other symptoms of social disparity based on intolerance of differences.

Another new feature of the framework is its focus on seven cross-cutting Standards for History and Social Science Practice, which include emphasis on increasing civic awareness and engagement, developing research and data analysis skills, and learning how to argue a point of view using valid evidence to support claims. (See Chapter 1 for more details on the practice standards, and see below for World History II civic engagement project suggestions.)

Teachers planning a year-long World History II curriculum should first consult the Scope and Sequence chart in Section 2 (see pp. 7.2.1-6) to determine which units to teach at what times during the year. The chart outlines the seven topics covered in the Massachusetts framework with corresponding Essential Questions, emphasized standards, connections to other subjects, and performance assessment ideas.

Each topic utilizes Essential Questions to stimulate student discussion and frame further inquiry questions, and these questions should be used both to build lessons and to provide continuity across the curriculum. Essential Questions such as “In what ways has globalization improved and/or negatively impacted societies?” can help teachers to think of creative ways to organize instruction. Teachers should return to these questions frequently throughout the course of a unit to check for understanding and identify areas for growth.

Topic Resources

World History II Topics (7)
An overview of each topic and ideas for units that could be included within it are provided on the next three pages, on pp. 7.1.4-6.

World History II Scope and Sequence
See pp. 7.2.1-6.

Exemplar Units (3)
This chapter includes exemplar units for three of the six World History II topics, starting on p. 7.4.1.

Topic Synopses (4)
Synopses of suggested units for the other four topics are provided at the end of this introduction, on pp. 7.3.1-6.
World History II Topics

1. (WHII.T1) **Absolute Power, Political Revolutions, and the Growth of Nation-States, c. 1700-1900**
   
   explores the consolidation of political power in Europe from 1500 to 1800 and the similarities and differences among revolutions in this period, including the political, social, intellectual, and economic causes of the French, American, and Haitian revolutions. Students will explore the negative impacts of class hierarchy, colonialism, and slavery throughout the world during this period, as well as how social movements shaped history and how philosophical ideals such as human rights helped to reorganize human society.

   Units in this topic may include one on the French and Haitian revolutions (with an extension on the American Revolution) and their shared philosophical underpinnings (see exemplar unit in this chapter); one on the growth of European nations such as Russia, Germany, and Italy; and one on the economic development of Central and South America in the 19th century.

   See Exemplar Unit, starting on p. 7.4.1

2. (WHII.T2) **The Agricultural and Industrial Revolutions and Their Consequences**

   analyzes the economic, political, social, and technological factors that led to the Agricultural and Industrial Revolutions and how they gave rise to new social, political, and economic philosophies, including, but not limited to, feminism, abolitionism, socialism, and communism. Students will explore inventions that changed society and the impact that these inventions had on laborers, including children, who were a key focus of the labor reform movement and who continue to be protected by labor laws today. The topic also allows students to explore the role that identity, including race, class, ethnicity, nationality, religion, and sex, has had in shaping society then and now.

   *Note: The full topic title in the Framework is “The Agricultural and Industrial Revolutions in Europe and social and political reactions in Europe”*

   Units in this topic can include one focused on the Industrial Revolution, specifically the cotton textile revolution and the resulting labor movement (see exemplar unit in this chapter), and one addressing identity politics, specifically how growing inequality and group identity have shaped social reform movements from the 19th century to the present.

   See Exemplar Unit, starting on p. 7.7.1

3. (WHII.T3) **The Global Effects of 19th Century Imperialism**

   examines the worldwide locations of European colonial control and the causes and outcomes of Western imperialism. This topic examines the causes of imperialism, such as economic competition among European powers, reliance on slave labor, and scientific racism; it also identifies the cultural and artistic impacts of encounters between European groups and the peoples of Africa, Asia, and the Americas. Students will explore the impact of 19th century European expansion into East and South Asia, Africa, and Latin America on indigenous populations and ways that artifacts and foods from colonies were integrated into European lifestyles.

   Units on this topic should include one that maps key locations in Africa, Asia, and Latin America controlled by European countries and investigates the causes and results of European imperialism. Another unit could focus on traditional artisans and artifacts from Africa, Asia, and Latin America that changed and were changed by European culture during the 19th century. More detailed unit recommendations presented in the World History II Unit Suggestions section include a comparative study of the famines during the late 19th century, a comparative study of late 19th century revolts, and a study of the Belgian colonization of central Africa.

   See Topic Synopsis, pp. 7.3.1-2
4. *(WHII.T4) The Great Wars, 1914-1945* shows how rising nationalism, weakening empires, and competition for world domination led to the outbreaks of World War I and World War II. Students will evaluate the causes and consequences of World War I and World War II by exploring how the physical and economic destruction of societies brought about vast social changes throughout the world. Students will look at the sweeping impacts of World War II by examining some of the less-studied regions of the world, including parts of Asia, Africa, and South America.

This topic offers many possibilities for units. One could examine World War I: why it was considered a “total war” and how the political, social, economic, and cultural life of Europe was changed in its aftermath. Another unit could focus on fascism, totalitarianism, and authoritarian government in Europe in the 1920s and 1930s, including the rise of Hitler, Mussolini, and Stalin and their use of propaganda, antisemitism, and racist ideologies. A third unit could include important battles in World War II and the postwar plans of the allied nations. A fourth could examine the global outcomes of World War II: the growth of international organizations as a means for peacekeeping, the development of international world economic banking institutions as a means to rebuild war-torn areas, and the establishment of international criminal justice courts to prosecute war criminals. The impact of these outcomes in the developing world should be a particular focus. More detailed unit recommendations presented in the World History II Unit Suggestions section include a study of the history of the Pan-African movement; a comparative study of the Indian and Arab nationalist movements; and a comparative study of the causes, characteristics, and effects of the Armenian genocide and the Holocaust.

See Topic Synopsis, pp. 7.3.2-3

5. *(WHII.T5) The Cold War Era, 1945–1991* identifies the different ideological, economic, and political views of the U.S.S.R. and the U.S. and their European allies and explains how Cold War tensions led to the creation of NATO and the Warsaw Pact. Students will explore the key concepts of capitalism and communism and how these economic systems conflicted with each other. Students will evaluate the incentives that the U.S.S.R., Western Europe (predominantly England), and the U.S. offered war-torn countries to help them rebuild after World War II and how these incentives fueled deeper divides during the Cold War. Students will also explore the growth of military technology, the theory of mutually assured destruction (MAD), and the impact these developments had on regions of the world including Korea, Cuba, and Vietnam. Significantly, this topic includes the development and goals of nationalist movements in Africa, Asia, Central and South America, and how these movements brought about decolonization and independence in the second half of the 20th century. Students will identify the impact the Cold War had on these movements from 1945 to the 1990s.

Numerous units can be taught within this topic. Teachers should choose two or three from the following non-exhaustive list of possibilities and/or create others from the standards:

- The contrasting economic systems of communism and capitalism
- The Cold War in the early years, including the growing tensions between the U.S.S.R. and Western Europe and the U.S., resulting in the creation of NATO and the Warsaw Pact
- The growth of military technology during the Cold War, emphasizing MAD and the Space Race
- The “hot wars” fought during this era, including the Korean, Vietnam, and Soviet-Afghan wars
- The growth of Zionism, establishment of the state of Israel, and subsequent military and political unrest in the Middle East
COURSE INTRODUCTION

Chapter 7—World History II
History and Social Science Instructional Guide

7.1.6

• The nationalist movements in Africa, Asia, and Central and South America and how they sought to decolonize and rebuild nations in a “new world order”

• The anti-apartheid movement in South Africa and the rise of Nelson Mandela as a charismatic leader for all of humanity

• The growth of China in the 20th century, detailing the rise and fall of Mao Tse-Tung and the growth of market capitalism in the post-Mao era.

More detailed unit recommendations presented in the World History II Unit Suggestions section include a comparative study of the Convention People’s Party (led by Kwame Nkrumah) and the Vietnamese Communist Party (led by Ho Chi Minh), the history of women’s rights in the People’s Republic of China, and the Israeli-Palestinian Conflict.

See Topic Synopsis, pp. 7.3.4-5

6. (WHII.T6) The Era of Globalization, 1991–Present considers how the fall of the Soviet Union increased globalization but also explores the consequences of this movement on less-developed nations struggling to compete in larger world markets. The topic also examines humanitarian and environmental crises. Students will investigate some of the effects of globalization such as sweatshops in Central America and Asia, child labor and human trafficking in the global economy, the impact of debt and trade agreements that benefit developed nations to the detriment of developing nations, and resource extraction resulting in civil and proxy wars in Africa and the Middle East. Students will also study the impact that globalization has had on the environment: changes in climate, destruction of rainforests and other ecosystems, endangerment and extinction of plant and animal species, and disruption of indigenous cultures all over the planet.

Units on this topic could include one on global sweatshops and their disproportionate impact on people of color in the developing world and/or one on child labor and human trafficking around the world from the 1990s to the present. A unit on debt and trade agreements could focus on neocolonialism in the developing countries, including “blood” oil, gold, and diamonds and the civil wars they have spurred in Africa and the Middle East. More detailed unit recommendations presented in the World History II Unit Suggestions section include neoliberal globalization and its opponents and the intensification of the global climate emergency.

See Topic Synopsis, pp. 7.3.5-6

7. (WHII.T7) The Politics of Difference among People: Conflicts, Genocide, and Terrorism distinguishes genocide and mass atrocity and analyzes the causes of both. Students will consider the central question of how and why people use difference as a rationale for violence while exploring the history of modern mass violence and the action and/or inaction of the international community. Students will also have an opportunity to explore the rise of international terrorism and evaluate the responses of individual governments and collective international organizations to mitigate this crisis.

Units on this topic could include the history of modern genocides and the movement toward making “never again” a reality (see the exemplar unit in this chapter), and another on international terrorism and the root causes of hate-based movements.

See Exemplar Unit, starting on p. 7.10.1
Teaching World History II in DYS Schools

**Student Engagement**

Like the World History I standards, the World History II standards encourage student engagement by:

1. allowing students multiple opportunities to visit and revisit themes and patterns in history and build on the knowledge they have created in class
2. making connections to the arts, STEM, and other social sciences
3. using primary source materials (artifacts, illustrations, maps, photographs, videos, music, art forms, etc.) to imagine and critically examine the past
4. creating projects and exhibitions that demonstrate their knowledge while also honing speaking and listening skills
5. collaborating with other students in the lesson studies themselves, in individual or paired research projects, and in presentations of their learning

**Access for All**

In order to address a variety of student learning styles and ability levels, structural supports for learning and understanding are included with each lesson in the exemplar units. If students struggle with literacy skills or short attention spans, teachers can supply supplementary readings from sources like *Newsela* that are appropriate for a student’s reading lexile. When students read more difficult and complex primary sources or texts in translation, teachers can pre-teach difficult vocabulary; provide vocabulary anchor charts for easy reference; and model the process of reading, annotating, and interpreting a text. To assist students with organization and writing tasks, teachers can provide note-taking charts, graphic or digital organizers, and planning sheets. Students should also be encouraged to read their writing aloud as a first strategy for editing their work. When presenting visual primary source texts, teachers should also pre-teach students how to examine and interpret these texts. Teachers should also model the process and encourage student input.

Universal Design for Learning (UDL) strategies are also included with each lesson in the exemplar units. These UDL suggestions open up the learning process by providing diverse learners—indeed, all students—with multiple ways to engage with learning materials, view and comprehend a variety of texts, and express or show their learning in multiple ways.
Instructional Flexibility

Working with youth assigned to DYS requires educators to consider many factors in course preparation. World History II naturally builds on students’ prior knowledge, but many youth come to DYS schools with huge gaps in their learning and as a result have below grade-level literacy skills and a limited grasp of history. These learning deficits can prove especially challenging in DYS’s typically mixed-level classrooms, where a teacher may have a mixture of students in grades 7-12 enrolled in courses ranging from U.S. History I to World History II. Others may be pursuing HISET (High School Equivalency Test) for graduation or have already graduated and be taking post-secondary courses online.

DYS teachers also need to adjust materials and lessons according to what phase of the DYS cycle they work in (detention, assessment, treatment, or revocation). Depending on their time assignment and phase, students may be in a DYS school for as little as a few days or as long as several years. Planning meaningful instruction for all students means carefully reviewing course materials and selecting units and lessons that fit within the time parameters, course assignments, and learning preferences of youth in the facility. However, because DYS serves youth where they are, classes are intentionally kept small to maximize one-on-one instruction time and hands-on learning opportunities. DYS teachers also have support from other educators, including special education teachers (SEIS), reading specialists, educational coaches, technology coaches, and administrators.

Teaching mixed-level classes may mean having only one or two students enrolled in World History II at a given time. This can prove problematic in some lessons, when students want or need classmates to work with. One way to address this challenge is to build in common learning time that reinforces students’ prior social studies knowledge, helping all students to access new materials and fostering community within the classroom. DYS teachers can periodically include refresher mini-lessons on geography, civics, and government. These can be taught as Do Now segments that the whole class can participate in before they begin their differentiated assignments.

Allowing students opportunities to work together is an essential part of maintaining classroom norms. Teachers can also utilize educational models like those provided by the Stanford History Education Group (https://sheg.stanford.edu/) to strengthen historical thinking in classrooms of mixed learners. For example, students may be working on different assignments, but all could be developing the same skill (such as corroborating) and using the same assessment method (such as creating a slide presentation). Designing instruction to bridge differences in a community of learners helps students to learn from each other.

Civic Engagement Project Recommendations for World History II

As outlined in Chapter 1, the Commonwealth of Massachusetts requires districts to offer students two opportunities to complete civic action projects, one in eighth grade and one in high school (“Chapter 296”).

Due to the increased emphasis on civics in the new standards, teachers can utilize the wide variety of access points for the integration of civic action projects throughout the curriculum by making connections among historical events and policies, current events, and students’ life experiences in their own communities. For a more detailed description of the specific Massachusetts Department of Elementary and Secondary Education expectations for completing the six stages of civic action

Civic Action Requirements

Students who interact with DYS may be required to complete some or all of their civic action requirements within a DYS program, so it is imperative for teachers to think about ways to bridge the content standards with opportunities for students to develop civic knowledge, skills, and dispositions.
COURSE INTRODUCTION

The World History II course begins with an examination of the concentration of political power in Europe in 1500. Students are introduced to civic knowledge about politics and government. Through the study of different forms of government, such as communism and monarchy, students are able to reflect on different ways to organize government and make comparisons, in order to understand the need for democratic principles. Students can also make connections to democracy through the study of liberal and conservative political ideologies and constitutional principles such as popular sovereignty. Students are introduced to the concept of radical social change through the study of the various revolutions that took place during this time period: England’s Glorious Revolution, the French Revolution, the American Revolution, and the Haitian Revolution. These political events also provide examples of civic skills through the many examples of political organizing to protest unjust governments.

As the course progresses, students can explore the dynamics of government and power through the colonization and decolonization of Latin America, Asia, and Africa. Through the study of the various conflicts, such as World War I, World War II, the Cold War, the rise of communism in China, and apartheid, students will enhance their civic knowledge of political systems and democratic principles. In addition, by learning about the consequences of these global conflicts by studying the establishment of the United Nations, the Universal Declaration of Human Rights, and the Geneva Convention, students gain an understanding of the power of compromise and the value of human rights.

This time period provides students myriad opportunities to explore the civic value of maintaining a commitment to a larger good. Teachers can utilize primary source narratives of upstanders and individuals who engaged in civic action to take a stand against oppressive governments and policies, such as the student protests at Tiananmen Square, to provide concrete examples of this civic value in action. Teachers can also enhance students’ media literacy skills through the study of censorship and the repression of dissent by Hitler, Stalin, and Mussolini.

The examination of propaganda and other primary sources from this time period can help students to
understand the value of seeking information from multiple sources. Students can also think critically by examining how biased forms of media can contribute to widespread oppression and persecution of ethnic groups. In addition, the civic skills of communication, collaboration, and compromise can be highlighted in this era through the examination of peace treaties, alliances, and diplomatic policies. The World History II course also invites examination of social movements, asking students to study the progress made by groups that organized for change. Students have the opportunity to study the interactions of various groups throughout the World History II course, as the standards touch on genocide, Islamophobia, terrorism, and other religious and political conflicts around the world.

Students taking the World History II course could choose to focus their civic action projects on different forms of government. They might choose to research different cities, towns, states, or countries, comparing and contrasting the types of government present in each. Based on their research, students might choose to focus on specific injustices that impact the citizens in those areas. For example, students could compare the application of laws regarding juvenile crimes or trends in the outcomes for specific crimes in states that have elected judges compared to states with appointed judges. They might also look at the rights of offenders in two states or countries and make comparisons to the crime rates for those areas. As a focus for their civic action projects, students could also choose to create informational websites or resources for citizens, informing them of disparities in the application of laws for certain demographic groups.

For those students studying the impact of scientific developments on society, a possible civic action project might involve researching how the sequencing of DNA and the ability to use DNA evidence to identify criminals revolutionized the criminal justice field. Students may choose to research how this discovery led to changes in the rates of arrest, incarceration, and exoneration for certain groups of people. Students could also choose to conduct research on the ethics of collecting and storing DNA. For example, students may choose to conduct a public opinion survey in order to understand how citizens feel about criminal justice cooperation with ancestry genetic testing organizations to identify
criminals. As a civic action project, students could draft a letter to a genealogy website or genetic testing company summarizing their survey findings and their opinions.

The World History II course provides a variety of access points, throughout the year, where civic action projects can be embedded. The overarching theme of political ideologies provides a foundation for students interested in conducting research on local, state, or national candidates for political office. Students could choose to examine the specific policy recommendations of liberal and conservative politicians in their areas and research campaign donations or ties to lobbyists. Students might choose to write letters to politicians expressing their opinions on particular issues.

Works Cited


OER Project | World History.
https://www.oerproject.com/world-history/

<table>
<thead>
<tr>
<th>World History II Topics</th>
<th>Essential Questions</th>
<th>Emphasized Standards</th>
<th>Textbook Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absolute Power, Political Revolutions, and the Growth of Nation-States, c. 1700-1900</td>
<td>• What were the similarities and differences of political revolutions in this period? • How and why have unjust economic and social systems existed throughout time?</td>
<td>• WHII.T1.1. Describe the consolidation of political power in Europe from 1500 to 1800. • WHII.T1.5. Compare the causes, goals, and outcomes of the American, French, and Haitian revolutions. WHII.T1.7. Identify developments in 19th century political, social, and economic history of Central and South America and Mexico and compare them to Europe’s.</td>
<td>World History. Prentice Hall, 2014. Unit 4: Chapter 17 Chapter 18 Chapter 20 Unit 5: Chapter 22 Chapter 23</td>
</tr>
<tr>
<td>The Agricultural and Industrial Revolutions in Europe and Social and Political Reactions in Europe, c. 1750-1900</td>
<td>• In what ways did development and technology bring improvements, as well as new challenges, in Europe and the United States? • How did new philosophical and ideological beliefs shape and encourage changes in society?</td>
<td>• WHII.T2.1. Analyze the economic, political, social, and technological factors that led to the Agricultural and Industrial Revolutions. • WHII.T2.3. Analyze how the Industrial Revolution gave rise to new social, political, and economic philosophies, including, but not limited to, feminism, abolitionism, socialism, and communism.</td>
<td>Unit 4: Chapter 19 Unit 5: Chapter 21 Chapter 22 Chapter 23</td>
</tr>
<tr>
<td>The Global Effects of 19th Century Imperialism</td>
<td>• What factors led to European imperial ambitions? • How did non-European groups respond to and resist European imperialism? • In what ways did imperialism change patterns of development?</td>
<td>WHII.T3.3. Analyze the impact of Western imperialism in Asia, Africa, and Latin America. WHII.T3.4. Analyze the cultural impact of colonial encounters and trade on people in Western nations.</td>
<td>Unit 5: Chapter 24 Chapter 25</td>
</tr>
</tbody>
</table>

*Asterisk indicates that this chapter includes an exemplar unit addressing this standard.
### Social Sciences: Feudalism and the mercantile economy, limited government/individual rights, map of declining empires and emerging states

**Arts:** *The Black Jacobins* by C.L.R. James, *Buffalo Soldiers* by T.G. Steward, Haitian art on race and class, Vodou dance and culture, Mexican votive paintings, African drumming and slave songs

- Create a table or slide show comparing the causes, goals, and outcomes of the American, French, and Haitian revolutions. Evaluate their effectiveness and impact.

- Analyze a piece of art as an art historian. Write an explanatory essay: Why did the artist create the work? Who were her/his patrons? Who were her/his teachers? Who was the audience? What forces shaped the artist's point of view? How did the creation affect art, politics, and history?

### Social Sciences: Capitalism (Adam Smith) vs. Marxism (Karl Marx), rise of the anti-slavery and the women’s rights movements, map of Atlantic world commerce and industry

**Arts:** *Oliver Twist* by Charles Dickens, realism in painting/photography, sacred/secular dance, “La Marseillaise,” protest songs

**STEM:** Industrialization and carbon generation

- Compare and contrast feminism and abolitionism on freedom and equality. Research leaders of each movement and identify points of intersectionality and divergence in their visions and voices.

- Research an important invention of the Industrial Revolution; report on its purpose, effect on the people of the time, and impact on people today. Build a model that includes parts central to the original. Write captions to inform viewers about the invention’s purpose and function.

### Social Sciences: Economics of imperialism; human rights development; maps of Africa, Asia, Latin America, with regions’ natural resources

**Arts:** *Things Fall Apart* by Chinua Achebe, influence of East Asian and African art on European art forms, dances (of Africa, Asia, Latin America), Mandé music

**STEM:** Effects of climate change on biodiversity of Asia and Africa

- Examine maps of Africa, Asia, and the Americas created by cartographers from 1500 to 1800. Identify differences from today’s maps. Reflect on how perceptions and values have impacted cartographers’ depictions of the world throughout history.

- Compare the poems “The White Man’s Burden” by Rudyard Kipling with a response, “The Black Man’s Burden” by H. T. Johnson. Write an original poem that addresses the central themes of colonialism and imperialism.

### 4. Analyze the purpose and point of view of each source; distinguish opinion from fact.

Analyze the *Communist Manifesto* to distinguish theory and assertion from fact.

### 5. Evaluate the credibility, accuracy, and relevance of each source.

Evaluate first-hand written accounts from the Warsaw Ghetto uprising.

### 6. Argue or explain conclusions, using valid reasoning and evidence.

Argue and explain how environmental degradation has led to the desertification in Sub-Saharan Africa.

### 7. Determine next steps and take informed action.

Determine steps to promote peace and security in the Middle East while securing religious freedom and equitable development.
## SCOPE AND SEQUENCE (Topics 4-5)

### World History II Topics

<table>
<thead>
<tr>
<th>Topics</th>
<th>Essential Questions</th>
<th>Emphasized Standards</th>
<th>Textbook Sections</th>
</tr>
</thead>
</table>
| The Great Wars, 1914-1945                   | • What were the causes and consequences of the 20th century’s two World Wars?       | WHII.T4.1. Analyze the factors that led to the outbreak of World War I.              | Unit 6:
|                                             | • What factors led to the rise of fascism and totalitarianism in Italy, Germany, and the Soviet Union? | WHII.T4.8. Identify characteristics of fascism and totalitarianism as exhibited in authoritarian regimes. | Chapter 26
|                                             |                                                                                      | WHII.T4.13. Describe the Holocaust, including its roots in Christian anti-Semitism.      | Chapter 27
|                                             |                                                                                      | WHII.T4.15. Evaluate the global political, economic, and social consequences of World War II. | Chapter 28
|                                             |                                                                                      |                                                                                      | Chapter 29

#### Mid-January to February

#### Topic 4

| The Cold War Era, 1945-1991                | • How did the Cold War manifest itself in conflicts and shifting alliances in the second half of the 20th century? | WHII.T5.1. Identify the differences in worldview between the US and USSR and analyze how tensions between the USSR and the West led to the division of Europe. | Unit 7:
|                                             | • What factors led certain countries to side with the USSR (Soviet Union) versus the USA? | WHII.T5.2. Analyze the impact of transnational organizations and alliances such as the UN, the European Economic Community, NATO, the Warsaw Pact, and the non-alignment movement on the developments of the Cold War. | Chapter 30
|                                             | • How and why did national liberation movements arise in Asia, Africa, the Middle East, Central America, and the Caribbean region during the Cold War? | WHII.T5.5. Analyze developments and goals of nationalist movements in Africa, Asia, Central and South America, and the Middle East. | Chapter 31

#### March to mid-April

#### Topic 5

| World History II Standards for History and Social Science Practice | 1. Demonstrate civic knowledge, skills, and dispositions. Analyze the advocacy work of G.W. Williams in initiating the Congo human rights campaign. | 2. Develop focused questions or problem statements and conduct inquiries. Conduct research on the role music played in the anti-apartheid era. | 3. Organize data from multiple primary and secondary sources. Compare and contrast revolutionary movements in 1700s Haiti, France, and North America. |

*Asterisk indicates that this chapter includes an exemplar unit addressing this standard.*
### Connections to Literacy (Grades 11-12) and Math Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCA-H.1</td>
<td>Cite specific textual evidence to support analysis.</td>
</tr>
<tr>
<td>RCA-H.8</td>
<td>Evaluate premises, claims.</td>
</tr>
<tr>
<td>WCA.1</td>
<td>Write arguments focused on discipline-specific content.</td>
</tr>
<tr>
<td>WCA.5</td>
<td>Develop and strengthen writing.</td>
</tr>
<tr>
<td>SLCA.5</td>
<td>Make strategic use of digital media in presentations.</td>
</tr>
<tr>
<td>SMP.4</td>
<td>Model with mathematics (e.g., analyze financial impact of WWII).</td>
</tr>
</tbody>
</table>

### Connections to Other Social Science Disciplines, the Arts, STEM

<table>
<thead>
<tr>
<th>Disciplines</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>Night by Elie Wiesel, The Diary of Anne Frank, and Maus by Art Spiegelman; Modernism in the arts; drawings by Auschwitz prisoners; popular dances during WWII and jazz.</td>
</tr>
<tr>
<td>STEM</td>
<td>Environmental impact of nuclear proliferation.</td>
</tr>
</tbody>
</table>

### Performance Assessment Ideas

- Create a display with mock newspaper clippings, photographs, and letters by survivors depicting how WWII devastated the lives and infrastructure of Europe.
- Analyze maps of Allies and Axis powers and the impact of Nazi expansion on remote parts of the globe. Evaluate the threat that Germany posed to the world.
- Construct a virtual museum or a physical model commemorating WWII, modeled on the Washington Holocaust museum.

### RCA-H.3
Evaluate various explanations for actions or events.

### RCA-H.4
Determine the meaning of general academic and domain-specific words and phrases in a text.

### WCA.10
Write routinely over extended and shorter time frames.

### SLCA.3
Evaluate a speaker’s point of view, reasoning, and evidence.

### SMP.2
Reason abstractly and quantitatively (e.g., use statistical analysis to compare capitalist and communist economies).

### Social Sciences: Market vs. command economies; rise of NGOs, e.g., Human Rights Watch, Amnesty International, Doctors Without Borders; map of the emerging nations in Asia, Africa, Middle East and capitalist/communist alliances, non-aligned nations.

### Arts: The Gulag Archipelago by Aleksandr Solzhenitsyn, Kaffir Boy by Mark Mathabane; Abstract Impressionism, Situationists, Pop Art, Socialist Realism; South African freedom songs.

### STEM: Environmental impact of nuclear proliferation.

### Participate in a Yalta Conference simulation as a member of Russian, American, or British government. Research your position on the issues discussed at the conference so you can vote accordingly. Prepare clear and well-thought-out talking points on four important issues your leader discussed at the conference.

### Compare and contrast the countries aligned with NATO and the Warsaw Pact from 1949 to 1991. Write a short reflection essay on which side you would join if you were a leader of a non-aligned country in Asia or Africa.
## World History II

### Topics
- **The Era of Globalization**
  - 1991-present
  - Mid-April to May
- **The Politics of Difference among People:** Conflicts, Genocide, and Terrorism
  - June

### Essential Questions
- **The Era of Globalization**
  - What were the factors that brought about globalization in the 21st century?
  - In what ways has globalization improved and/or negatively impacted societies?

### Emphasized Standards
- **WHII.T6.1.** Analyze reasons for globalization—an international network of economic systems—and explain its consequences for workers in highly developed and less developed countries.
- **WHII.T6.5.** Evaluate the impact of international efforts to address global issues (e.g., environment, disease, education).

### Textbook Sections
- **Unit 7:**
  - **Chapter 34**

### World History II Standards for History and Social Science Practice
1. Demonstrate civic knowledge, skills, and dispositions. Analyze the advocacy work of G.W. Williams in initiating the Congo human rights campaign.
2. Develop focused questions or problem statements and conduct inquiries. Conduct research on the role music played in the anti-apartheid era.
3. Organize data from multiple primary and secondary sources. Compare and contrast revolutionary movements in 1700s Haiti, France, and North America.

*Asterisk indicates that this chapter includes an exemplar unit addressing this standard.*
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<th>Connections to Literacy (Grades 11-12) and Math Standards</th>
<th>Connections to Other Social Science Disciplines, the Arts, STEM</th>
<th>Performance Assessment Ideas</th>
</tr>
</thead>
</table>
| RCA-H.1. Cite specific textual evidence to support analysis. | **Social Sciences**: Global neoliberal capitalism, including development of global free trade blocs, General Agreement on Tariffs and Trade; map of the new nations in Post-Cold War Europe and Asia<br>**Arts**: *One Half from the East* by Nadia Hashimi, World Music/Global Music, K-pop and the spread of music videos, contemporary digital art<br>**STEM**: Environmental impact of oil industry on West Africa | • After watching *Life and Debt* (on Jamaica and globalization), write a letter to the World Bank or IMF that argues in favor or against free-trade policies, using evidence from the movie and two supporting texts.  
• Create a radio broadcast about a country that achieved independence between 1945-1990. In the broadcast, present a succinct history of the impacts of colonialism and neocolonialism. Then, advocate for a trade policy that you believe would help your country develop. Cite specific evidence from two primary documents and three supporting texts to substantiate your claims. |
| WCA.6. Use technology to produce, publish, and update writing products. | **Social Sciences**: Mission, structure, and functions of the International Criminal Court; ideology and movements associated with right-wing nationalism/populism<br>**Arts**: *God Grew Tired of Us* by Jon Dau, *The Kite Runner* by Khaled Hosseini | • After reading and watching *God Grew Tired of Us*, research the causes and outcomes of the Sudanese genocide. Then, as the UN leader charged with investigating this conflict, develop a plan.  
• Create several charts, tables, and graphs to display data on the rise and fall of three international terrorist groups. Present a short speech explaining the data. |
| SLCA.5. Make strategic use of digital media in presentations. | **Social Sciences**: Mission, structure, and functions of the International Criminal Court; ideology and movements associated with right-wing nationalism/populism<br>**Arts**: *God Grew Tired of Us* by Jon Dau, *The Kite Runner* by Khaled Hosseini | • After reading and watching *God Grew Tired of Us*, research the causes and outcomes of the Sudanese genocide. Then, as the UN leader charged with investigating this conflict, develop a plan.  
• Create several charts, tables, and graphs to display data on the rise and fall of three international terrorist groups. Present a short speech explaining the data. |
| SMP.5. Use appropriate tools strategically (e.g., choose tools for analysis of globalization). | **Social Sciences**: Mission, structure, and functions of the International Criminal Court; ideology and movements associated with right-wing nationalism/populism<br>**Arts**: *God Grew Tired of Us* by Jon Dau, *The Kite Runner* by Khaled Hosseini | • After reading and watching *God Grew Tired of Us*, research the causes and outcomes of the Sudanese genocide. Then, as the UN leader charged with investigating this conflict, develop a plan.  
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4. Analyze the purpose and point of view of each source; distinguish opinion from fact.  
Analyze the Communist Manifesto to distinguish theory from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.  
Evaluate first-hand written accounts from the Warsaw Ghetto uprising.
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Argue and explain how environmental degradation has led to the desertification in Sub-Saharan Africa.
7. Determine next steps and take informed action.  
Determine steps to promote peace and security in the Middle East while securing religious freedom and equitable development.
Suggestions for Topics without Exemplar Units

This chapter includes exemplar units (beginning on p. 7.4.1) for World History II course Topics 1, 2, and 7 in the Massachusetts History and Social Science Framework. Presented below are unit suggestions for Topics 3, 4, 5, and 6. All of these unit ideas are offered in the spirit of “decolonizing” the World History II curriculum; that is, moving away from Eurocentric viewpoints and broadening the range of content to include more attention to the global majority.

Topic 3. The Global Effects of 19th Century Imperialism

3a. Famines in the Late 19th Century

One possible unit for this topic would be a comparative study of the famines during the late 19th century that contributed to unprecedented mortality levels in India, China, and Northern Africa, with a particular focus on the roles that climate systems (El Niño) and British and other imperialist powers’ economic policies played in these calamities. A possible performance task would be for students to be assigned to research a specific famine and create a combined history/science fair exhibit about the human and natural causes of the events, as well as the political, economic, and social effects of their assigned famines.

Suggested resources include:


3b. Belgian Colonization of Central Africa

A second possible unit would be a study of the Belgian colonization of central Africa (Congo River region), but with a focus on the work of George Washington Williams, Roger Casement, E. D. Morel, Herzekiah Andrew Shanu, and other human rights advocates and their international campaign to expose the atrocities in that colony. A promising performance task for this unit would be to ask students to research and create presentations about specific contemporary human rights campaigns and their organizers.

Suggested resources include:

- Adam Hochschild, King Leopold’s Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa (1998). (The book is the basis of a 2006 documentary film of the same name, directed by Pippa Scott and narrated by Don Cheadle.)
**Topic 3. The Global Effects of 19th Century Imperialism** (continued)

3c. Late 19th Century Revolts

Another possible unit would be a comparative study of the late 19th century revolts that occurred in the Sudan (the Mahdist Revolution), India (Sepoy Rebellion and Munda Agitation and Rebellion), China (the Taiping and Boxer Rebellions), Korea (the Danghok Uprising), and Brazil (the Canudos War). All of them were driven not just by political and economic factors, but also by related religious/spiritual movements. Since each of these uprisings was led by a charismatic political/spiritual leader, one possible performance task idea would be to have a forum in which students are assigned to research and take on the personas of specific leaders or members of movements, with the goal of speaking from their assigned individuals’ perspectives about the oppression they faced and their and their comrades’ thinking and actions.

Suggested resources include:


**Topic 4. The Great Wars, 1914-1945**

4a. The Pan-African Movement

One possible unit would be a study of the history of the Pan-African Movement from the late 19th century until the end of World War II, with particular focus on how this movement impacted and inspired nationalist movements across Africa. One of the accomplishments of this movement was the organization of several congresses attended by political leaders and intellectuals from Africa, Europe, and the Americas, which could be given significant attention in this unit. The performance task could involve students creating a virtual “Hall of Fame” of both female and male figures associated with the movement and their various contributions to the cause of advancing independence, freedom, and equality.

Suggested resources include:

Topic 4. The Great Wars, 1914-1945 (continued)

4b. Indian and Arab Nationalist Movements

Another possible unit would be a comparative study of the Indian and Arab nationalist movements, especially in the decades between World War I and World War II. While these movements arose in the late 19th century, they both gained new energy and momentum as a result of the Great War and the international conversations going on inside and outside of Versailles about self-determination for colonized peoples. A performance task could include students’ creating an NPR-style podcast that tells the comparative story of the organizations, leaders, strategies, and accomplishments that were at the heart of each movement.

Suggested resources include:

4c. The Armenian Genocide and the Holocaust

A third possible unit would be a comparative study of the causes, characteristics, and effects of the Armenian genocide and the Holocaust, with a particular focus on both the long-term and wartime proximate causes of each atrocity. (This unit would complement the exemplar unit on modern genocides included in the guide for Topic 7.) A good performance task for this unit would be for students to participate in a mock United Nations Human Rights Council session on a contemporary human rights controversy. As with such mock events, students will be assigned to take on the perspective of a country-member of the UNHRC and provide its perspective on how this international body should respond to the contemporary event.

Suggested resources include:
- United States Holocaust Memorial Museum, https://www.ushmm.org/
- Facing History and Ourselves, https://www.facinghistory.org/

5a. Comparing the Convention People’s Party and the Vietnamese Communist Party

One promising unit would be a comparative study of the Convention People’s Party (led by Kwame Nkrumah) and the Vietnamese Communist Party (led by Ho Chi Minh), specifically their respective strategies and accomplishments in struggles for national liberation during the post-World War II era. A good performance task would be for students to create a short (7-10 minute) video documentary that compares the two nations’ respective paths to create sovereign countries.

Suggested resources include:


5b. History of Women’s Rights in the People’s Republic of China

Another potential unit of study for this time period could be the history of women’s rights in the People’s Republic of China, from 1947 to 1991. Given Mao Zedong’s well-known statement that “women hold up half of the sky,” as well as the Communist Party’s early campaign against the feudal practice of foot-binding, Chinese feminism has a close association with socialism. A good performance task would be for students to research the political, economic, and social rights and status of Chinese women post-1991 and give oral presentations addressing the extent of progress they have made since the end of the Cold War.

Suggested resources include:


Topic 5.  The Cold War Era, 1945–1991 (continued)

5c. The Israeli-Palestinian Conflict

A third possible unit for this time period could be the Israeli-Palestinian Conflict, with a particular emphasis on making the voices and perspectives of average Israelis and Palestinians a prominent component of the unit materials. A possible performance task would be to have students role-play a peace conference between “average Israelis” and “average Palestinians” that would potentially settle some of the points of conflict between the two communities.

Suggested resources include:


6a. Neoliberal Globalization and its Opponents

One possible unit for this time period could be neoliberal globalization and its opponents. The first part of the unit would consist of lessons about neoliberal advocates’ promotion of a global economy based on the principles of “free market” competition, “flexible” labor, deregulation, and reduction of social welfare programs, with a particular focus on the political, economic, and social impacts of this philosophy. The second part of the unit would require teachers and students to study critics from both the political left, such as labor unions, peasants’ rights groups, and environmental organizations; and the political right, including the Austrian Freedom Party and other nationalist political parties and movements in Europe and the United States. A possible performance task would be for students to have a roundtable discussion that presents all three points of view about globalization, with students working in teams to research and advocate for their assigned perspectives.

Suggested resources include:


6b. Global Climate Emergency

Another possible unit for this time period is the intensification of the global climate emergency, particularly as it pertains to developing nations. As the countries that have contributed the least, but stand to be impacted the most, by this existential environmental problem, developing nations’ experiences and points of view on this issue have much to offer students about the highly stratified nature of the global economy. A good performance task would be for students to produce a podcast of communities in Africa, the Americas, and Asia that have been impacted by the global climate emergency, with an emphasis on what members of those communities are doing to survive this dire threat.

Suggested resources include:


The Haitian Revolution

**Topic 1: Absolute Power, Political Revolutions, and the Growth of Nation-States, c. 1700-1900 (WHII.T1)**

This unit is designed for short-term programs. It may be adapted for long-term settings.

Unit Designer: Melina Palumbo
Contributor: Momodou Sarr

**Introduction**

The island of Hispaniola was first inhabited by the Taino Indians prior to conquest. The Tainos had a rich culture that was all but eradicated when Spanish colonizers came to the island in 1492. During the Age of Exploration, lasting from the 15th to the 17th century, European countries battled over land and territories in the Americas. In 1659, the island of Hispaniola was further colonized and divided by two colonial empires, Spain and France, and by 1790, Saint-Domingue had quickly become the richest French colony in the New World due to its immense profits from the sugar, coffee, and indigo industries.

Driven by slave labor and enabled by fertile soil and ideal climate, Saint-Domingue produced these goods for its motherland, France. The French, who were outnumbered 10:1 by their slaves in Saint-Domingue (modern-day Haiti), lived in constant fear of a revolution. To prevent them from organizing resistance movements, the plantation owners tried to keep slaves of the same tribes apart, forbade any meetings of slaves, tied slaves to their own plantations, and used brutal forms of punishment to keep the slaves under control. Despite these precautions, a plethora of leaders dedicated to ending slavery used Vodou, a mixture of the religious and cultural ideologies from various ethnic groups in Africa, and military zeal to orchestrate the largest slave rebellion in the history of the world.

In this unit, students will explore the changing geopolitical landscape of Saint-Domingue from conquest (1492) through the end of the revolution (1801). During the course of the unit, students will analyze some of the major philosophical ideas that emerged from the French Revolution and the impact these ideas had on France’s colonies and the world at large. Students will then examine the use of Vodou during the revolutionary period as a form of social and spiritual resistance to slavery, and lastly, students will examine the choices that Toussaint Louverture and Napoléon Bonaparte made at the close of the revolution that further shaped the course of human history.

“Never again will a European colonist set foot on the territory of Haiti as a master or proprietor.”

—Jean-Jacques Dessalines, April 28, 1804

This unit, The Haitian Revolution, focuses on Topic 1 of the World History II framework and four content standards (WHII.T1):

1. Describe the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation states ruled by monarchs.

2. Analyze the various political, social, intellectual, and economic causes of the French Revolution (e.g., the influence of Enlightenment philosophy, the development of a middle class, the excesses and growing economic struggles of the French monarchy, the incompetence and corruption of the monarchy and government officials).

3. Summarize the main events of the French Revolution and analyze whether the revolution achieved its desired goals.

4. Compare the causes, goals, and outcomes of the American Revolution (1776–1787), the French Revolution (1789–1799), and the Haitian Revolution (1791–1804), and analyze the short-term and long-term impact of these revolutions on world history.

To measure achievement of these standards, the performance task at the end of the unit requires students to analyze issues of race and class in both Saint-Domingue and in France at the close of their respective revolutions. Students will then be given four possible options for Saint-Domingue's development. They will need to carefully choose and research one option and write a persuasive statement (to either Toussaint Louverture or Napoléon Bonaparte) representing the interests of their assigned character and country.

Throughout this unit, students will consider the following Essential Questions:

- What were the similarities and differences of political revolutions in this period?
- How and why have unjust economic and social systems existed throughout time?
- How have social movements and resistance to oppression transformed society?

Teaching Difficult Topics

This unit includes difficult, graphic, or potentially sensitive content. Information about teaching difficult topics is available in Chapter 2 (see p. 2.2.1).
Plan Calendars

Topic 1: Absolute Power, Political Revolutions, and the Growth of Nation-States, c. 1700-1900 (WHII.T1)
This unit is designed for short-term programs. It may be expanded for long-term settings.

The Haitian Revolution unit is intended to help students gain an understanding of a pivotal revolution that shaped the course of world history. As the world’s only successful slave rebellion, the Haitian Revolution drew inspiration and momentum from the French Revolution and gave hope to enslaved peoples throughout the Americas, including the United States. The unit will last two weeks, as outlined in the Plan 1 calendar below.

Unit: The Haitian Revolution

Plan 1

<table>
<thead>
<tr>
<th>Week 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1: The Tainos and Hispaniola</td>
<td>Lesson 2: Mercantilism and the Colonial Economy</td>
<td>Lesson 3: Mapping European Colonization of the Americas</td>
<td>Lesson 4: The Creation of Saint-Domingue</td>
<td>Lesson 5: Enslaved People in Saint-Domingue</td>
<td></td>
</tr>
</tbody>
</table>

Week 2


In the long-term version of the unit, outlined in Plan 2 below, students will complete the same lessons and assignments that are included in the short-term unit. An additional week has been added, including lessons on the aftermath of the Haitian Revolution and the larger issues of debt and dependency to France as a result of choices that were made in the wake of the revolution. Please refer to the Extension section of Lesson 9 for additional information for Week 3 (See p. 7.5.31).

(Expanded) Unit: The Haitian Revolution

Plan 2

<table>
<thead>
<tr>
<th>Week 1</th>
<th>MONDAY</th>
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<td></td>
</tr>
</tbody>
</table>

Week 2


Week 3


NOTE: Teachers may encounter challenges during some parts of the unit that require accommodations. In Lesson 2, the mercantilism game requires at least three players but is best with more. Teachers can ask program staff to participate. Students may have negative perspectives of Vodou and may not want to participate in creating a veve in Lesson 6. If this is the case, an alternative assignment would be writing a short summary of how Vodou was used during the revolution as a source of resistance to slavery.
UNIT GOALS

Emphasized Standards (High School Level)

World History II Content Standards (WHII.T1)

1. Describe the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation states ruled by monarchs.

3. Analyze the various political, social, intellectual, and economic causes of the French Revolution (e.g., the influence of Enlightenment philosophy, the development of a middle class, the excesses and growing economic struggles of the French monarchy, the incompetence and corruption of the monarchy and government officials).

4. Summarize the main events of the French Revolution and analyze whether the revolution achieved its desired goals. Clarification Statement: Students may use the following events to address this standard.
   - the storming of the Bastille on July 14, 1789 and the Declaration of the Rights of Man and Citizen

5. Compare the causes, goals, and outcomes of the American Revolution (1776-1787), the French Revolution (1789-1799), and the Haitian Revolution (1791-1804), and analyze the short-term and long-term impact of these revolutions on world history. Clarification Statement: Students may use the following events to address this standard.
   - the revolutions' contributions to modern nationalism
   - the abolition of theocratic absolutism and remaining feudal restrictions and obligations in France
   - the revolutions' support for the ideas of popular sovereignty, religious tolerance, and legal equality

Grades 11-12 Reading Standards for Literacy in the Content Areas (RCA-H)

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Grades 11-12 Writing Standards for Literacy in the Content Areas (WCA)

1. Write arguments focused on discipline-specific content.
   - Develop claim(s) and counterclaims/critiques fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
Grades 11-12 Speaking and Listening Standards for Literacy in the Content Areas (SLCA)

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Essential Questions (Open-ended questions that lead to deeper thinking and understanding)

- What were the similarities and differences of political revolutions in this period?
- How and why have unjust economic and social systems existed throughout time?
- How have social movements and resistance to oppression transformed society?

Transfer Goal (How will students apply their learning to other content and contexts?)

- Students will evaluate how historical events continue to impact people and places today.
- Students will analyze and evaluate multiple perspectives on historical events to determine point of view and context, explain the conflicting values represented by different points of view, and develop and articulate original viewpoints.
### Learning and Language Objectives

**By the end of the unit:**

<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand...</th>
<th>and be able to...</th>
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<tr>
<td>Taino Indians</td>
<td>The present-day nations of Haiti and the Dominican Republic occupy the island that the Spanish once called Hispaniola. This island was home to many different indigenous peoples, including the Arawak and Taino Indians.</td>
<td>Discuss several aspects of Taino and Arawak culture and use a Venn diagram to compare and contrast Taino Indians’ and Columbus and his men’s worldviews.</td>
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<tr>
<td>Arawak Indians</td>
<td>Mercantilism was the leading economic system in the world from the 16th through 18th centuries. Under mercantilism, countries traded goods and sought gold, which was considered the base currency. In order to achieve more power, most European countries sought to colonize other parts of the world so they could have greater access to trade and natural resources.</td>
<td>Evaluate the system of mercantilism from the perspective of a parent country (England, Spain, France) and a colony (13 Colonies, Haiti, Mexico, Peru, South Africa).</td>
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<td>indigenous population</td>
<td>The Age of Exploration lasted from the 15th through 17th centuries and led to many European countries’ exploring the world by sea to find new lands to colonize.</td>
<td>Analyze maps of the Americas from 1650, 1763, and 1804 and interpret the data to determine which European powers had possessions in the Americas during each period.</td>
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<tr>
<td>Hispaniola</td>
<td>French and Spanish conquest of Hispaniola divided the island into two distinct regions named Saint-Domingue (modern-day Haiti) and Santo Domingo (modern-day Dominican Republic). Under the economic system of mercantilism, these regions imported slaves and relied on them to produce raw materials for export.</td>
<td>Describe what life was like in Saint-Domingue prior to the revolution using evidence from the text to support claims.</td>
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<td>Christopher Columbus</td>
<td>De Las Casas</td>
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<td>The Age of Exploration</td>
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<td>oppression/oppressed groups</td>
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<td>Black Code (Code Noir)</td>
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<td>Vodou</td>
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<td>Francois Makandal</td>
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<td>maroons (runaway slaves)</td>
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<td>white planters</td>
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<tr>
<td>caste system</td>
<td>In the colonial period, the French imposed a three-tiered social structure similar to a caste system: 87% of Saint-Domingue’s population were slaves, 8% were white planters, and 5% were mulatto; in spite of this, white planters had total control of the island’s economy and social life.</td>
<td>Examine the experiences of enslaved people living on the island of Saint-Domingue prior to the revolution and write creatively about difficult choices they made in the form of journal entries.</td>
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<tr>
<td>Vodou</td>
<td>The traditions and cultures of enslaved people brought from Africa merged under the common practice of Vodou. This practice served as a shared language for enslaved people to communicate without the knowledge of their masters.</td>
<td>Cite some of the core beliefs of Vodou practitioners and followers and use these core beliefs to create a veve (a Haitian religious symbol or image) that captures three to five beliefs or ideals of enslaved people living in Saint-Domingue.</td>
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<td>freedom(s)</td>
<td>Changing philosophical beliefs in France, commonly referred to as the Enlightenment, led to the modern-day human rights movement. This movement dramatically altered the course of history in America, France, and Haiti during their respective revolutions.</td>
<td>Create a modern Declaration of Human Rights that identifies 10 freedoms all humans should have.</td>
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<tr>
<td>rights/human rights</td>
<td>Many individuals, groups, and countries were involved in the Haitian Revolution, and their varying motivations were oftentimes oppositional to each other.</td>
<td>Explain how leadership styles differed among Haiti’s revolutionary leaders and answer text-dependent questions using evidence from the readings to support claims.</td>
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<tr>
<td>The Enlightenment</td>
<td>In 1801, both Napoléon and Toussaint were faced with difficult choices on how to govern the colony of Saint-Domingue.</td>
<td>Prepare and present persuasive arguments to either Toussaint or Napoléon, as a citizen of either Saint-Domingue or France, advocating specific actions for Saint-Domingue at the close of the revolution.</td>
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<td>Toussaint Louverture</td>
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<td>André Rigaud</td>
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<td>Napoléon Bonaparte</td>
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ASSESSMENT  (Based on established Know, Understand, and Do (KUD) learning objectives)

Performance Task and Summative Assessment (see p. 7.5.28-32)
Aligning with Massachusetts standards

Lesson 9: Research, writing, preparation, and presentation of a persuasive argument on Saint-Domingue’s development at the close of the Haitian revolution in 1801

GOAL: Acting as a citizen of either Saint-Domingue or France, you will prepare and present a persuasive argument on one of the four options for Saint-Domingue’s development, to either Toussaint Louverture or Napoléon Bonaparte, at a public meeting convened in their respective countries.

ROLE: You are a member of an assigned citizen group (either a citizen of Saint-Domingue or a citizen of France). You will, in addition to presenting your own argument, listen to the presentations of opposing groups and, at the conclusion of the forum, complete the Perspectives Graphic Organizer, which will show your understanding of the diverse options presented.

AUDIENCE: The class represents two general assemblies, one in France and one in Saint-Domingue, but for the purposes of the lesson, all members of the assembly can weigh in and ask clarifying questions of any student’s recommendations so that they can complete the Perspectives Graphic Organizer.

SITUATION: It is mid-1801, and Toussaint Louverture has charged an assembly with writing a new constitution for Saint-Domingue. He has called a meeting to hear views about the course he should set for Saint-Domingue’s future. Meanwhile, Napoléon Bonaparte has been in power for a year and a half in France, issued a new constitution, and declared the French Revolution over. He has called a meeting to hear options for French policy toward Saint-Domingue, now controlled by Toussaint Louverture.

PRODUCT: You will present your persuasive argument to the assembly on one of the four options for Saint-Domingue’s development. You will listen to other presentations and take careful notes. When all have presented, everyone will have a chance to ask follow-up questions. You will be expected to ask one follow-up question to an opposition group. You will then complete the Perspectives Graphic Organizer and submit a final draft of the persuasive argument speech with the graphic organizer attached.

STANDARDS:
- Your persuasive argument is well written and contains an introduction, supporting paragraph(s), and conclusion.
- Your oral presentation of the persuasive argument is effective, including appropriate pacing, tone, and stage presence.
- Your persuasive argument contains at least three pieces of evidence from the Haitian Revolution text to support the claim.
• You are attentive throughout the assembly and prepare a follow-up question for the opposition group.
• You complete the Perspectives Graphic Organizer and show a strong understanding of the other options presented at the assembly.

**Formative Assessments** (see pp. 7.5.12-28)

*Monitoring student progress through the unit*

**Lesson 2:** Participation in the mercantilism simulation game and short open-response reflection on the debrief questions

**Lesson 3:** Analysis of three different maps of the Americas (from 1650, 1763, and 1804) and interpretation of the data to determine which European powers had possessions in the Americas during each period

**Lesson 4:** Idea map describing what life was like in Saint-Domingue prior to the revolution created with responses to short-answer questions using evidence from the text to support claims

**Lesson 5:** Three short journal entries from the perspectives of two different enslaved people living in Saint-Domingue prior to the revolution

**Lesson 6:** Creation of a *veve* (a Haitian symbol or image) representing three to five beliefs or values that slaves in Saint-Domingue had during the pre-revolutionary period

**Lesson 7:** Draft of a modern Declaration of Human Rights that identifies 10 freedoms all human beings should have

**Lesson 8:** Explanation of how various leaders’ actions in Saint-Domingue influenced the course of history and discussion of their leadership styles in answers to text-dependent questions using evidence to support claims

**Pre-Assessment** (see pp. 7.5.10-11)

*Discovering student prior knowledge and experience*

**Lesson 1:** Discussion of several aspects of Taino culture using a Venn diagram to compare and contrast the cultural and ideological differences between the Tainos and Columbus
Unit Resources (by type, in order of appearance)

Print

World History. Prentice Hall, 2014. (Unit 4, Chapter 18)

Websites

NOTE:
The Choices Program has been purchased by the Collaborative for Educational Services and thus, all of its lessons are available to DYS teachers online at:
https://curriculum.choices.edu/account/1752/licenses

The program, from Brown University, includes a plethora of resources, some of which this unit does not incorporate due to time constraints. DYS teachers will need to contact the Technology Coach to create accounts that will provide access to the resources and enable them to set up classes. All links to the Choices Program curriculum assume that teachers are already logged in to the program. This unit relies heavily on Choices’ The Haitian Revolution materials.

LESSON 1:
“Consequences of Columbus’s voyage on the Tainos and Europe”: https://youtu.be/VbKB4dRO2jc


“Columbus, The Indians, and Human Progress”: https://www.historyisaweapon.com/defcon1/zinncol1.html

LESSON 2:
“Hw#4: mercantilism”: https://www.slideshare.net/Gonzo24/hw4-mercantilism (Slide 2)

“Mercantilism Game”: https://www.teacherspayteachers.com/Product/Mercantilism-Game-533100

LESSON 3:
Socrative: https://socrative.com/


The Choices Program (login required):

“The Haitian Revolution”: https://curriculum.choices.edu/system/preview/units/50/

“European Colonization of the Americas” (questions): https://curriculum.choices.edu/system/preview/units/50/parts/4644

“Maps”: https://curriculum.choices.edu/system/preview/units/50/parts/4645

LESSON 4:

The Choices Program (login required):


**Unit Resources**, continued (by type, in order of appearance)

**LESSON 5:**

**LESSON 6:**
“25 True Things You May Not Know About Voodoo”: https://www.youtube.com/watch?v=-QWkvYT3WUs


**LESSON 7:**
“Different Views of Freedom”: https://sites.google.com/site/nitzanscourses/caribbean-history/caribbean-history-unit/defining-freedom


**LESSON 8:**
“PBS Égalité for All: Toussaint Louverture and the Haitian Revolution (2009)”: https://www.youtube.com/watch?v=iOGVqQYX6SU

DVDs of this PBS documentary can be borrowed from:

*Boston Public Library*: https://www.bpl.org/

*CW Mars Libraries*: https://www.cwmars.org/

*WorldCat*: https://www.worldcat.org/title/egalite-for-all-toussaint-louverture-and-the-haitian-revolution/oclc/302001314#borrow

or

*DVD.com (Netflix)*: https://dvd.netflix.com/Movie/Égalite-for-All-Toussaint-Louverture-and-the-Haitian-Revolution/70114233 (account login required)

The *Choices Program* (login required):

“Part II: The Revolution in Saint-Domingue”: https://curriculum.choices.edu/system/preview/units/50 parts/4662

“Digital Timeline”: https://curriculum.choices.edu/system/preview/units/50 parts/4661

“Perspectives in Brief”: https://curriculum.choices.edu/system/preview/units/50 parts/4665

“Presenting Your Perspective”: https://curriculum.choices.edu/system/preview/units/50 parts/4683

“Perspectives: Graphic Organizer”: https://curriculum.choices.edu/system/preview/units/50 parts/4684

“Expressing the Haitian Revolution Today”: https://curriculum.choices.edu/system/preview/units/50 parts/4700


“TIA&TW: Haiti Today - Looking to the Future”: https://www.youtube.com/watch?v=L42In3P_loc

**LESSON 9:**
The *Choices Program* (login required):

“Digital Timeline: Europe and Saint-Domingue” (graphic organizer): https://curriculum.choices.edu/system/preview/units/50 parts/4662

“Digital Timeline”: https://curriculum.choices.edu/system/preview/units/50 parts/4661

“Perspectives in Brief”: https://curriculum.choices.edu/system/preview/units/50 parts/4665

“Presenting Your Perspective”: https://curriculum.choices.edu/system/preview/units/50 parts/4665

“Perspectives: Graphic Organizer”: https://curriculum.choices.edu/system/preview/units/50 parts/4683

“Expressing the Haitian Revolution Today”: https://curriculum.choices.edu/system/preview/units/50 parts/4700


“TIA&TW: Haiti Today - Looking to the Future”: https://www.youtube.com/watch?v=L42In3P_loc

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7.5.8
Unit Resources, continued (by type, in order of appearance)

Materials (Teacher-created or in the Supplement)

SUPPLEMENT CONTENTS:

Lesson 1  (Presentation)  p. 7.6.1
Activity Sheet  Venn Diagram
Graphic Organizer

Lesson 2  (Presentation)  pp. 7.6.2-6
Activity Resources  Mercantilism Game
Game Play Resources

Lesson 2  (Review and Assessment) p. 7.6.7
Activity Sheet  Mercantilism Simulation:
Debriefing

Lesson 5  (Presentation)  p. 7.6.8
Activity Resource  Enslaved Character
Profiles

Historical Images
Most historical images in this Guide are from the Library of Congress. Additional sources include the National Archives and Smithsonian Museums. Details about images used in this publication can be found in the Guide Appendix.

Library of Congress, Washington D.C.
https://www.loc.gov/

Library of Congress, Prints and Photographs Online Catalog
https://www.loc.gov/pictures
Outline of Lessons
Introductory, Instructional, and Culminating tasks and activities to support achievement of learning objectives

INTRODUCTORY LESSON
Stimulate interest, assess prior knowledge, connect to new information

Lesson 1
The Tainos and Hispaniola

Goal
After studying the rich life and culture of the Taino Indians prior to European colonial conquest and Columbus's first contact with indigenous peoples, students will compare and contrast the attitudes, assumptions, and cultures of these two groups.

Do Now (time: 5 minutes)
Students will freewrite to the following prompt:

What do you think life was like on the island of Hispaniola (modern-day Haiti and the Dominican Republic) prior to European conquest?

Describe the scene using as much detail as you can.

If students have trouble imagining the scene, the teacher can prompt them with some or all of the following questions:

How do you think the people dressed? What do you think they ate? Did they farm or hunt and gather?
Were they all one ethnic group, or were there many different groups? Did they live in harmony or did they fight?

Hook (time: 5 minutes)
Students will watch “Consequences of Columbus’s voyage on the Tainos and Europe” (0:20-5:10). As students are watching the video, they should consider:

How did the Tainos greet Columbus and his men? How did Columbus view the Tainos?
What do you think happened next?

See: “Consequences of Columbus's voyage on the Tainos and Europe” | https://youtu.be/VbKB4dRO2jc

Presentation (time: 15 minutes)
The teacher will explain that students will be studying the Haitian Revolution, which took place from 1791 to 1804. In order to understand what happened in Haiti, they will first need to understand the early history of the region and the major
indigenous group living there at the time of conquest in 1492. The teacher will review the goals of the unit and explain that the focus of this lesson will be on the Taino and Arawak Indians because they were the primary ethnic groups living on the island at the time of conquest. The teacher will then hand out two readings.

http://teamsigmasocialstudies.weebly.com/uploads/2/2/7/0/22708616/reading-men_of_the_good.pdf

“Columbus, The Indians, and Human Progress” by Howard Zinn
https://www.historyisaweapon.com/defcon1/zinncol1.html
(Print out approximately the first third of the chapter, ending with the paragraph beginning “Thus began the history, five hundred years ago, of the European invasion of the Indian settlements in the Americas.”)

The teacher will instruct students to highlight key details from both documents to be used on the Venn diagram later in the lesson.

Note: In the first document, students should focus on the positive attributes of the Taino people. In the second document, students should focus on Christopher Columbus’s and Bartolomé de las Casas’s journals, which provide evidence of these two men’s core beliefs and values. Columbus and de las Casas were very different, and their writings will help students to take a deeper look at some of the conflicting beliefs and attitudes of European explorers.

Then, the teacher will hand out a Venn Diagram Graphic Organizer (see Supplement, p. 7.6.1) and explain that students will use the details they highlighted in the documents to write notes on the Venn diagram comparing the attitudes, assumptions, and cultural beliefs of the Arawaks and Tainos with those of Columbus and de las Casas. In the middle, students will write any attitudes, assumptions, and cultural beliefs the two groups had in common.

Note: The teacher will need to unpack the term “culture” by explaining that this refers to language, religion, food, family structure, and anything else that deals with how people view themselves as members of a group.

Practice and Application (time: 20 minutes)
Students will work independently or with a partner on actively reading and highlighting each reading. Then, students will use their highlighted key details to complete the Venn diagram.

Review and Assessment (time: 10 minutes)
The teacher will draw a Venn diagram on the board and ask students to share what they wrote. While students share, the teacher will write their answers on the board. After reviewing, the teacher may ask probing questions, such as:

What is similar about how Columbus viewed the Tainos and how the Tainos viewed themselves?
What is different about how the Tainos viewed themselves and how Columbus viewed them?

If students have not found enough evidence, the teacher can use a document camera to project the text and read and highlight sections for the class to see.
Lesson 2

Mercantilism and the Colonial Economy

Goal
Students will explain how mercantilism was used during the Age of Exploration and how this system negatively impacted colonies.

Do Now (time: 5 minutes)
To review the previous lesson, students will respond to the following writing prompt:

Who were the original inhabitants of Hispaniola? List five aspects of their culture.

Hook (time: 10 minutes)
The teacher will project a political cartoon by Philip Dorf depicting mercantilism. Students will analyze the image using the two questions provided in the slide:

1. Who is the “Mother Country”?
2. What is the role of the colonies?

See: “Hw #4 mercantilism” (Slide 2)
https://www.slideshare.net/Gonzo24/hw4-mercantilism

After students have analyzed the cartoon, the teacher will review the lesson’s KUDs. The teacher will then write on the board the technical definition of colonialism:

Colonialism is the policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically.

The teacher will ask students if they can put this definition in their own words or shorten it. Students should brainstorm about the relationship between mother countries and colonies. After a short discussion, the teacher will share a student-friendly definition:

Colonialism is the enslavement of other countries for the benefit of the mother country.

Using the metaphor of slavery will help students to see that colonialism didn’t benefit the individual colonies in any way. Students will write down their own definitions.
UNIT PLAN—The Haitian Revolution

Presentation (time: 10 minutes)

The teacher will explain that students will be playing “The Mercantilism Game,” which simulates what life may have been like in a mercantile economy.

Note: Before class, the teacher will need to review the game instructions, country information, and game materials (see Supplement pp. 7.6.2-6). Game Cards for Gold, Industry, Raw Material, and Food and Country Cards for parent countries and colonies should be printed and cut apart in advance (see Supplement p. 7.6.4). Several versions of the Mercantilism Game are available on the internet. The one presented in this lesson is adapted with permission from Sarah Dupont’s version on Teachers Pay Teachers.

See: “Mercantilism Game”
https://www.teacherspayteachers.com/Product/Mercantilism-Game-533100

The teacher will explain that each student will be ruling one or two countries (depending on numbers). While ruling the countries, the students will be given a certain amount of food, raw materials, industry, and in some cases gold. Country Cards will dictate how much of each item the students will start with in each round and how they can acquire points. The goal is simple: Students will need to barter/trade goods to accumulate as many points as they can by the end of the game.

Note: The teacher may want to give examples of raw materials that were considered valuable at that time, such as cotton, sugar, timber, leather, and tobacco.

Once students have a basic understanding of the game, the teacher will distribute copies of game play information (see Supplement pp. 7.6.2-3). The teacher should read through the information slowly, taking questions as they come up.

The teacher then will distribute the country roles outlined on the Country Cards (see Supplement pp. 7.6.5-6).

Note: The teacher should be sure to give motherland (parent) countries—England, France, Spain—to individuals who demonstrate a higher participation level and will likely do a lot of bartering. If there are not enough students to distribute all the country roles, the teacher should make sure that the class has at least two motherland countries and two colonies. This will ensure that students get to see that the mercantile system did not benefit colonies. Students can easily rule two countries if numbers are low. If students are managing two countries, they should keep resources for each country in a separate pile; the teacher may want to provide them with envelopes for this purpose. The teacher must ensure that students understand the point values of each item by pointing them out on the handouts so students can refer to them as they are playing the game.

Practice and Application (time: 15 minutes)

Students will play two rounds of the game; lasting 10-15 minutes in total; if students are really involved, the teacher can extend each round to 7
minutes. While students are playing, the teacher should walk around and encourage students to keep trading. If students forget the rules, the teacher can remind them. After students play one round (lasting 5-7 minutes), the teacher will tally scores on the board, instructing students to report out or write what each country ended the round with. At the end of the second round (lasting 5-7 minutes) the teacher will repeat the same procedure. If additional time is available, the teacher can extend the lesson to a second day and add more rounds to the game.

**Review and Assessment** (time: 15 minutes)

After the scoring process is complete, the teacher will ask:

> Who won the game?

After students respond (it will almost always be Spain), the teacher will hand out the Mercantilism Simulation Debriefing Activity Sheet and ask students to read and quietly reflect (see Supplement p. 7.6.7).

After students have had a chance to reflect and write, the teacher will ask some of the questions from the Debriefing sheet to get students talking about what they learned from the game. The teacher should direct the conversation to the concept that the game was “rigged” because in a mercantile economy whoever had the most access to gold would always come out on top. The other main point the teacher should emphasize is that colonies often went bankrupt because they gave all their natural resources to the mother countries, which left them with few resources to feed, clothe, and shelter local populations. The teacher will end the discussion by emphasizing that the extreme economic imbalance of this system led many colonies (including America and Haiti) to revolt.

**INSTRUCTIONAL LESSONS**

*Build upon background knowledge, make meaning of content, incorporate ongoing Formative Assessments*

### Lesson 3

**Mapping European Colonization of the Americas**

**Goal**

Students will practice general map reading skills and identify the European powers that were competing for land and territories in the Americas.

**Do Now** (time: 5 minutes)

Students will answer the following question in their journals or aloud as a class:

> What impact did colonialism have on areas of the world, like Haiti, that were once colonies?

**Note:** If students have not yet studied colonialism, the teacher should explain that colonialism occurred when many European nations sought to develop empires by taking over other regions of the world. In this process, those European countries controlled other countries’ governments, schools, jobs, and economies.

**Hook** (time: 10 minutes)

The teacher will hand out the “Roots of Poverty” article published by *Teaching for Change* and ask for student volunteers to read page 1 aloud. After reading, students will unpack the term *neocolonialism* and add this definition to their journals.

*See:* “Roots of Poverty”

The teacher will navigate to the I. The Creation of Saint-Domingue tab and scroll down to the lesson “Mapping European Colonization of the Americas.” (This section has links to a set of 11 questions and three maps downloadable into Microsoft Word). The teacher will project the maps and hand out the questions and maps.

See: “The Haitian Revolution (Part I—The Creation of Saint-Domingue)”
https://curriculum.choices.edu/system/preview/units/50/parts/4644 (Questions)
https://curriculum.choices.edu/system/preview/units/50/parts/4645 (Maps)

Note: If the teacher has created a class within the Choices Program and added this unit, students will be able to access the same materials on their Chromebooks.

The teacher will explain that students will be looking at European colonial maps from 1650, 1763, and 1804 in order to answer the 11 questions. The teacher will model responding to question 1 with the whole class to make sure students understand the process. Here is a potential way a teacher may model this question:
Teacher: Question number 1 states, “What countries had possessions in the Americas in 1650? 1763? 1804? First, you should take a look at the European possessions in the Americas 1650 map. Based on what you see, which country had claimed the most land in the Americas?

Student: It looks like Spain had a lot of land.

Teacher: Good, What other countries had land in the Americas?

Student: Britain, France, Portugal, Sweden, Denmark-Norway, and the Netherlands.

Teacher: Good, that is what you will write for 1650 on the first question. Then you will do the same thing using the 1763 map and the 1804 map. Let’s get started. You can work individually or in pairs.

**Practice and Application** (time: 25 minutes)

Students will analyze the Choices Program maps and answer the questions. The teacher will circulate around the room checking on students’ work and clarifying questions as needed. Note that question 11 refers to readings that students have not yet been assigned, but they can use their learning from Lesson 2 to answer the question. The question may be modified as follows:

Using what you learned in yesterday’s lesson and your knowledge of European colonization in the Americas, list three reasons why European countries wanted possessions in the Americas.

**Review and Assessment** (time: 5 minutes)

The teacher will ask students what they wrote for Question 11. The teacher should re-read the question aloud, and as students respond, the teacher will write their answers on the board. If answers don’t include natural resources and economics, the teacher will ask probing questions to get students to think about how the Mercantilism Game simulated some reasons why European countries colonized distant parts of the world.
Lesson 4
The Creation of Saint-Domingue

**Goal**
Students will describe what life was like in Saint-Domingue prior to the revolution.

**Do Now** (time: 5 minutes)
Students will use their three different maps of European possessions in the Americas from the day before to answer the following question in their journals:

By 1650, which European country had colonized the island of Hispaniola? How did this change by 1763?

**Hook** (time: 5 minutes)
Students will brainstorm what kinds of natural resources Spain and France found on the island of Hispaniola that may have been useful for their mercantile economies. The teacher will write this list on the board so students can refer to it later in the lesson. The teacher will reiterate that the purpose of the mercantile economy was to expand empires so countries would have more resources to trade and grow their economies, mainly by acquiring gold.

**Presentation** (time: 10 minutes)
After reviewing the lesson’s KUDs, the teacher will direct students to navigate to the “Life in Saint-Domingue” section of *I. The Creation of Saint-Domingue* in the online Choices Program’s Haitian Revolution unit (or provide a printout) and instruct them to take notes using the downloadable “Study Guide—Introduction and Part 1” (questions 3-11).

**Practice and Application** (time: 25 minutes)
Students will read the Choices Program section *Life in Saint-Domingue* and take notes using the study guide. The teacher will walk around and help individual students as needed.

**Review and Assessment** (time: 10 minutes)
The students will review the big ideas from the section and develop a summary of its content using an idea map on chart paper to record the big ideas. The teacher will begin by asking the class what they learned from the section. They will then...
label the center of the idea map “Life in Saint-Domingue.” The teacher will make sure students understand that not all enslaved people in Saint-Domingue were treated the same. The teacher will ask problem-posing questions such as:

How were people of African descent treated differently in Saint-Domingue? What were some of the crops that slaves grew in Saint-Domingue? How were slaves treated?

The teacher can use the following summary notes from Part I to generate more problem-posing questions and make sure students understood all the big ideas in this section.

- The French devoted nearly all the land in Saint-Domingue to plantations. It quickly grew to become the most lucrative colony in the Western Hemisphere.
- The French imported 700,000 slaves to do all the work.
- The life of a slave consisted of brutal manual labor that often resulted in death due to fatigue, hunger, exhaustion, or sickness. Due to the high death rates, the importation of slaves on the island grew exponentially. Slaves came from many different cultures in Africa and spoke a variety of languages. Not all enslaved people were treated the same.
- Over time, the French imposed a hierarchy of sorts, modeled after their own feudalistic monarchy at home. Some slaves were considered elites and got to work in the home. They became carpenters, drivers, and blacksmiths. Over time, these slaves earned their freedom and became part of the affranchis (free Black people who owned land and could vote).
- Over time, these classes of people ran into many challenges as more and more affranchis bought land and voted to put free Black people in positions of power.
- The planter class (whites living in the island) were threatened by these changes and petitioned the king to put a stop to these advances.
- To heed their requests, the King instituted the Code Noir (or Black Code in English). These were a strict set of laws designed to take power away from all people of African descent living on the island and return that power to the planter class.
- These laws had an unforeseen consequence: many enslaved people choose to run away from the plantations and formed their own communities deep in the mountains. These people were called maroons.
- Vodou was a primary form of resistance, in which slaves formed a common culture and language by merging their native religious practices and using music, dance, and art to communicate with slaves across the island.

After students have finished contributing to the idea map, the teacher will ask if students have any questions on the information provided in the article. The completed idea map should be posted as an anchor chart for future reference.
Lesson 5

Enslaved People in Saint-Domingue

Goal
Students will consider the experiences of enslaved people living in Saint-Domingue prior to the revolution and write creatively about the difficult choices enslaved people had to make and the positive or negative outcomes of these choices.

Do Now (time: 5 minutes)
Students will answer the following questions in their journals:

What was life like for enslaved people in Saint-Domingue?  
What challenges did enslaved people face?  
How did enslaved people resist their enslavement?

After students have had a chance to write, the teacher will ask students to share and discuss.

Hook (time: 5 minutes)
Students will watch the PBS video “Segment 3: St. Domingue” (2:27) from The African Americans: Many Rivers to Cross and discuss the impact that enslaved peoples in Saint-Domingue had in Haiti and around the world.

See: “Segment 3: St. Domingue”  

Presentation (time: 10 minutes)
The teacher will explain that students will be stepping into the shoes of several different enslaved people and that they will be assigned to write three journal entries from their perspectives.

The teacher will assign each student an identity from the Enslaved Person Character Profiles resource in the Supplement (see p. 7.6.8). They will write three short journal entries, approximately one paragraph each, reflecting their characters’ perspectives and experiences during three different moments in time. In the first entry, students will write about their characters and describe what daily life was like for them, including their daily work duties, relationships with other slaves, and relationships with their masters and/or the community at large.
Students could also imagine what their characters ate, where they slept, and any other details they can think of to include. In the second entry, students will write about their characters’ hearing about the beginning of the revolution in Saint-Domingue. In this entry, students should include details about whether their characters decided to help their white masters, run away to the maroon communities, or stay and join the rebel army. In the final entry, students will write about their characters from the perspective of fighting alongside the white planters, being in a maroon community, or fighting in the rebel army, as appropriate. If students have trouble imagining these scenarios, the teacher should encourage them to go back in the Choices Program reading and gather details there.

Practice and Application (time: 20 minutes)
As students are reading and writing, the teacher will walk around and ask probing questions to get students thinking and applying their knowledge to the assignment.

Review and Assessment (time: 15 minutes)
The teacher will reconvene the class and ask if any students would be willing to volunteer to read their journal entries aloud. If no students volunteer, the teacher will ask what difficult choices enslaved people had to make and what positive or negative consequences these choices may have led to. The teacher will make a two-column list on the board labeling the columns Choices and Outcomes. The teacher will summarize each choice and outcome a student shares on the board so all can see the range of experiences enslaved people in Saint-Domingue had and the choices they had to make.

Lesson 6

Vodou in Saint-Domingue

Goal
Students will explain how the traditions of enslaved people in Saint-Domingue were used to form a common culture called Vodou, which allowed them to organize and resist their enslavement and carry on some of their religious beliefs through veves (art forms).

Do Now (time: 5 minutes)
Students will answer the following question aloud or in their journals as a writing prompt:

What, if anything, do you know about Vodou?

Hook (time: 15 minutes)
The teacher will draw an iceberg on the board or project an image of an iceberg.

Note: If the teacher is using the same whiteboard to draw the iceberg and show the video that follows, the image of the iceberg can be put on flip chart paper and moved when showing the video.

The teacher will discuss the metaphor of an iceberg as it pertains to culture. The iceberg is frequently used when discussing culture because only 10% of the iceberg can be seen, while 90% is submerged below the water. The teacher will ask students to come to the board and write what they know/think they know about Vodou on the iceberg. If what they wrote is something that can be observed, they will write it on top; if it is something that they have only heard but not observed, then they will write it below. The teacher will review the beliefs and ideas aloud and ask if students agree or disagree with what was written.

After the review, the teacher will introduce the short film “25 True Things You May Not Know About Vodou” (8:10).
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The teacher should ask students to pay careful attention to what myths are busted in this short film. After watching, students will add any new facts that they learned about Vodou to the iceberg. The teacher should emphasize the positive elements of Vodou.

See: “25 True Things You May Not Know About Vodou” (8:10)
https://www.youtube.com/watch?v=-QWkvYT3WUs

Presentation (time: 10 minutes)
The teacher will review the lesson’s KUDs and then, to reinforce and expand on what students learned in the video, give a short lecture on Vodou. The talking points for the lecture are as follows. It would be helpful to have a map of Africa on hand to point out the locations from which people of African descent were taken.

• The word Vodou means “spirit” and comes from the Fon language of Benin and Ghana. During the 16th through 19th centuries, many diverse African peoples were brought to the Americas as slaves. Some of these ethnic groups included the Yoruba and Ibo of modern-day Nigeria, the Kongo people of modern-day Democratic Republic of the Congo and Angola, and the Fon people of modern-day Benin and Ghana. Despite many religious, linguistic, and cultural differences, all African peoples had a relationship to the divine and expressed this relationship through a combination of animism (the worship of everyday natural objects as sources of divine or godlike qualities) and ritualistic practices. Vodou was the coming together of these many different African religions under the common language of music, dance, veves (spiritual drawings), and song.

• These activities were a powerful form of resistance because many enslaved peoples throughout the Caribbean merged Vodou with Catholicism so they could continue to perform their personal religious practices. They used the names of the Catholic saints to represent the Lwas (a subset of lesser gods and goddesses in the Vodou religious worldview), and slave masters had no idea that their slaves were practicing their own religion.

• Some key elements of Vodou are that worshipers believe in a distant but all-knowing God whose name is Bondye. Lwas are lesser deities that are thought of as having more human qualities, and they are believed to handle the day-to-day

Access for All Options

Multiple Means of Engagement:
• Provide multiple sources of information and activities to help students personalize and contextualize content.
• Offer activities that are culturally relevant and responsive to student experiences.

Multiple Means of Representation:
• Start by pre-teaching vocabulary in ways that connect student experiences and prior knowledge to content.
• Provide strategies that bridge concepts with relevant analogies and metaphors.

Multiple Means of Action and Expression:
• Use sentence starters, sentence strips, story webs, etc., to support student composition when possible.
• Offer multiple options for composition and writing.

Literacy and Numeracy Across Content Area Elements

Reading:
• Students will read and analyze veve drawings and Lwa profiles.

Writing:
• Students will write short descriptions of their veves and state the reasons that they selected each image.

Language:
• Students will learn and discuss Vodou-related terms, including animism, veve, bondye, Lwa, monotheism, polytheism, and trance/possession.
challenges of life on earth. Practitioners worship various Lwas depending on their needs and wants, and often create elaborate veves and offerings to the Lwas to get their help and support. So, although Vodou is monotheistic (believing in one god), it has a polytheistic (believing in many gods) element because the Lwas are a pantheon of lesser gods and goddesses.

- The practice of Vodou is comprised of singing, dancing, chanting, and drumming in a ceremony to a specific Lwa. The ceremony is thought to be a success when the worshiper goes into a trance, or is possessed by the spirit of the Lwa. Trance and possession are both altered states of consciousness in which humans do not experience reality in the ways they normally do. In this case, the worshiper takes on the personality and movements of the Lwa and is thought to be guided by them for the duration of the ceremony.

The teacher will then ask students if they have any questions. After the teacher answers questions, students will open the following website on their Chromebooks (or the teacher will distribute it as a handout).

See:  “Vodoun Symbols for Their Gods”
https://www.learnreligions.com/vodou-veves-4123236

Practice and Application (time: 20 minutes)
Students will analyze the veve drawings and interpretations from the article. After students are done analyzing, they will select three to five symbols they want to recreate in their own veve drawings. Each veve is accompanied by interpretation of the drawings and important information about the Lwa the drawing is for. Students will analyze several veve drawings using the list of questions below. The teachers can choose to do this activity as a dialogue using the Socratic method or create a handout with these questions:

- What veves do you like, and why?
- What Lwas are they for?
- Why would a slave or person of African descent draw inspiration from this Lwa?
- What symbols or images would you like to put in your own veve?
- What Lwa would you like to make a veve for?

After students have an understanding of the drawings, they will create their own veve drawings by picking three to five symbolic elements from the drawings they analyzed to represent the values and beliefs of Vodou followers. Students will consider what the worshipers needed at that time and how they might have expressed their needs and wants through a veve. The teacher should encourage students to think about how symbols from their own historical pasts might hold significance in modern times. Some examples are the cross, the ankh, the crescent, and the hamsa.

Review and Assessment (time: 5 minutes)
When students are done with their veves, they will write short descriptions of the elements they selected and why they selected them. The teacher will collect students’ veve drawings and ask students if they would allow their drawings to be displayed.
Lesson 7

The French Revolution and the Making of Modern-Day Human Rights

Goal
Students will define human rights and explain the historical background of the codification of human rights in human society.

Do Now (time: 5 minutes)
Students will answer the following questions in their journals or aloud:

What does it mean to have rights? What is freedom? Are rights and freedoms the same thing?

Hook (time: 10 minutes)
The teacher will print out 12 quotations about freedom and cut them into strips.

See: “Different Views of Freedom” (scroll down, if necessary)
https://sites.google.com/site/nitzanscourses/caribbean-history/caribbean-history-unit/defining-freedom

The teacher will ask students to read their quotations aloud and discuss them. The teacher will draw a two-column chart on the board and write Agree and Disagree in the columns. As students read and discuss the quotations, the teacher will ask them to vote on whether they agree with the statements and write them in the Agree or Disagree column depending on students’ votes. There may not be time to discuss all of the quotations. Once students understand the complexity of the concept of freedom, the class can move on.

Presentation (time: 5 minutes)
The teacher will explain that the Bill of Rights, from which our modern-day human rights movement derives its ideological origins, came out of a moment in history known today as the French Revolution. The teacher will then return to explaining the historical background by giving a mini-lecture that could go as follows:

During the 15th through 17th centuries, most European societies were monarchies, which consolidated their power to the point of near-absolute control. Under feudalism, each person in society had a caste (a job or duty to which their family and their family’s family was bound), and these social castes never changed. The largest group of people were called serfs or peasants, and they worked the land for food and natural resources in exchange for the land they lived on and access to the food they produced. Most people in this society believed that kings were given the right to rule from God (“divine right”). In contrast, citizens had no rights and were considered bound to obey the king’s wishes.

Note: The teacher may want to ask or remind students about some of the rights that were granted to U.S. citizens in the Bill of Rights.
The teacher will then explain that the lesson is focused on unpacking how ordinary citizens challenged the notion of “divine right” and came up with something they called “natural laws” and on the students’ identifying several rights that they believe all human beings should have.

**Practice and Application (time: 20 minutes)**

The teacher will then distribute a copy of the “Historical Background” sections (pp. 6-8) of *Human Rights in the Making: The French and Haitian Revolutions*.


A copy of this booklet is available for DYS teachers in the History and Social Sciences folder within the DYS Education Programing Resource Guide found on Google Drive.

The teacher will instruct students to read the “Historical Moment” section aloud as a whole class, with a partner, or alone depending on the class and preferences.

The teacher will hand out and project a two-column Notes Graphic Organizer like the one on the next page (see p. 7.5.25) and model best practices for note-taking. The first key concept in the article is “natural laws.” The teacher will write Natural Laws in the left-hand column of the graphic organizer and then ask students to provide supporting details from the text in the right column. Students may include details such as “justice and fairness are considered natural laws because all people deserve to have this” or “Enlightenment philosophers popularized the concept of natural law because they believed it would lead to a happier and more productive society.”

At this point, students should continue reading the handout and completing the graphic organizer. Students may work independently or in pairs, with the teacher walking around and checking for understanding, or the teacher may continue leading the discussion.

Other key elements that should be included in the left column are King Louis XIV, the Third Estates General, the National Assembly of France, and Napoléon Bonaparte. After students have completed the “Historical Background” section (or as they are completing it, if the teacher is leading), the teacher will call on students to contribute supporting details related to the key elements and write these in students’ own words in the right-hand column of the projected graphic organizer.

Next, the teacher will hand out copies of the “Dramatic Moment” section of *Human Rights in the Making: The French and Haitian Revolutions* (pp. 9-10) and read the text in the box about the Declaration of the Rights of Man and Citizen aloud for the class. The teacher will then ask students to circle the rights enumerated in items 1, 4, 7, 9, and 11 from the Declaration of the Rights of Man and Citizen document, which was published on August 4, 1789. The teacher will then call on students to take turns reading each declaration aloud. As students read, the teacher will check for understanding, and if need be, simplify language.

The teacher will explain that students should keep in mind how events in France had a dramatic impact on the rest
**Practice and Application**  Lesson 7—Notes Graphic Organizer

<table>
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<tr>
<th>Key Concepts/Elements</th>
<th>Supporting Details</th>
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of the world and specifically Saint-Domingue (Haiti). If time permits, students can select five more items from the Declaration of Human Rights document to review.

Review and Assessment  (time: 15 minutes)
The teacher will ask the class to summarize what the Declaration of the Rights of Man and Citizen said in their own words and write a few abbreviated statements on the board as students share. After there are at least five rights listed on the board, the teacher will hand out blank paper and instruct students to label the sheet “My Declaration of Human Rights.” Then, the teacher will ask students to write five human rights that they think everyone around the world should have, in order of importance.

The teacher should encourage students to think about what rights they feel they, or others they know, have been deprived of in our modern world. The teacher should reference some current issues to jog students’ thinking. These could include the Black Lives Matter movement or the Me Too movement or any other social issue that would resonate with students. Once students have completed their personal declarations of human rights, the teacher will ask students to share their declarations with the class. After the students who want to share have had a chance to do so, the teacher will collect their work and ask permission to display it in the classroom.

Lesson 8

The Haitian Revolution

Goal
Students will explain when and where the revolution began in Saint-Domingue and several of the effects and outcomes of the revolution, including European involvement in Saint-Domingue and the differing views of freedom of the affranchis and the rebels.

Do Now  (time: 5 minutes)
Students will answer the following questions in their journals or aloud:

What ideas from the Declaration of the Rights of Man and Citizen do you think Saint-Domingue would want to adopt during the revolutionary period?

Hook  (time: 10 minutes)
The teacher will explain that the class will be watching a section of the PBS video Égalité for All: Toussaint Louverture and the Haitian Revolution (9:16-15:15) to introduce Toussaint Louverture, the mastermind of the Haitian Revolution. After watching, the teacher will ask students to consider how various individuals and groups living in Saint-Domingue, and abroad, were involved in the conflict.

Access for All Options

Multiple Means of Engagement:
- Provide activities that personalize and contextualize information that are relevant and culturally responsive.
- Offer activities that invite students to share personal responses/reflectons.
- Begin class with a provocative question or quotation to engage students.

Multiple Means of Representation:
- Clarify abstract language with visual and authentic examples.
- Use real-world experiences to build on background knowledge.
- Consider close captioning and transcripts for videos.

Multiple Means of Action and Expression:
- Offer meaningful ways for students to share their work, including the use of assistive technologies.
- Provide options for students to record their thoughts in varied ways.
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Note: The video, which is no longer available through PBS, has been uploaded to the internet by individuals. DVDs of the program may be borrowed from libraries or rented.

See: “PBS Égalité for All: Toussaint Louverture and the Haitian Revolution (2009)”
https://www.youtube.com/watch?v=IOGVgQYX6SU

Boston Public Library | https://www.bpl.org/
CW Mars Libraries | https://www.cwmars.org/
WorldCat | https://www.worldcat.org/title/egalite-for-all-toussaint-louverture-and-the-haitian-revolution/oclc/302001314#borrow
https://www.worldcat.org/title/egalite-for-all-toussaint-louverture-and-the-haitian-revolution/oclc/302001314#borrow

DVD.com (rental option)
https://dvd.netflix.com/Movie/Egalite-for-All-Toussaint-Louverture-and-the-Haitian-Revolution/70114233

Presentation (time: 5 minutes)
The teacher will direct students to II. Revolution in Saint-Domingue on the Choices Program curriculum website and the Part II Study Guide.

Note: The links below are to the unit preview pages. The same materials are accessible within the class created by the teacher.

See: “The Haitian Revolution (Part II—Revolution in Saint-Domingue)”
https://curriculum.choices.edu/system/preview/units/50/parts/4650 (Introduction)
https://curriculum.choices.edu/system/preview/units/50/parts/4656 (Study Guide)

The teacher will explain that students will be reading and answering text-dependent questions as they did in Part I and should pay close attention to the various leaders of the Haitian Revolution and the roles they played.

Practice and Application (time: 30 minutes)
Students will work independently or in pairs on reading and answering the questions. The teacher will walk around and provide support to students who need it.

Review and Assessment (time: 5 minutes)
The teacher will get the class back together and review some of the concepts using the Socratic method. The teacher will ask the class:

How did events in France affect Saint-Domingue? What happened in the early days of the rebellion?
Over time, how did the affranchis and the whites try to use the slaves in their power struggle?

These questions reflect the headers in the Choices Program reading and can be broken down further if need be, but this review is intended primarily to assess students’ understanding of the material they just read.

The teacher will then explain that the next day students will be preparing for their Final Project. The teacher will briefly explain that students will be participating in a simulation as if they were citizens of either France or Saint-Domingue and will write and present arguments to be shared at a general assembly to their respective leaders (Toussaint Louverture or Napoléon Bonaparte). Students will select one of four options for Saint-Domingue’s future and be responsible for
writing well-prepared statements that use strong evidence from the text to support their claims. Students will have one day to research and draft their arguments and a second day to complete and present them.

**Extension (optional)**

Students will likely want to see all of the *Égalité for All: Toussaint Louverture and the Haitian Revolution* video (55:22 minutes). If time permits spending another class period, the teacher can show the full documentary. A teacher-created video guide is available online.

See: “Video guide: *Égalité For All: Toussaint Louverture and the Haitian Revolution*”

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**CULMINATING LESSON**

*Includes the Performance Task (Summative Assessment)—measuring the achievement of learning objectives*

**Lesson 9** (2 days)

**Napoléon Bonaparte vs. Toussaint Louverture: Role-Playing the Options**

**Goal**

Students will interpret the interests guiding various groups on and off Saint-Domingue, develop an argument for one of the four options for Saint-Domingue’s future in 1801, and reenact a moment in history to understand how individuals and/or groups can participate in decision-making and shape the course of human events.

**Lesson 9–DAY 1**

**Do Now** (time: 15 minutes)

Students will watch a short section of the *Égalité for All: Toussaint Louverture and the Haitian Revolution* (16:00-26:50) video (see p. 7.5.27 for viewing information) and reflect on the following questions in their journals or aloud:

- What do you think most enslaved people would do to gain their freedom?
- Would they fight for gradual or immediate emancipation?
- Is the use of violence to attain freedom a necessary aspect of a liberation movement?

**Hook** (time: 15 minutes)

To get students thinking more deeply about how Europe’s involvement in Saint-Domingue continued to shape its history, the teacher will hand out a Digital Timeline Graphic Organizer from the Choices Program curriculum, and students will
fill this out using the online digital interactive timeline from the curriculum projected on the board. Students will stop at “Toussaint Louverture Proclaims the Saint-Domingue Constitution in 1801.”

See: “The Haitian Revolution (Part II— Revolution in Saint-Domingue)”
https://curriculum.choices.edu/system/preview/units/50/parts/4662 (Digital Timeline Graphic Organizer)
https://curriculum.choices.edu/system/preview/units/50/parts/4661 (Interactive Timeline)

Presentation (time: 10 minutes)
The teacher will distribute and review the Final Project that was introduced in the previous class using a handout like the one on the next page (see p. 7.5.30), emphasizing the standards (criteria) for successful completion of the task.

The teacher will explain that students will be choosing one of four options that examine the perspectives and motivations of a key group of people during the Haitian Revolution. The teacher will read and project the options (first URL below) in brief on the board so students can see these options as they listen.

See: “The Haitian Revolution (The Four Perspectives)”
https://curriculum.choices.edu/system/preview/units/50/parts/4665 (Overview)
https://curriculum.choices.edu/system/preview/units/50/parts/4683 (Presenting Your Perspective)

After students have had a chance to consider their options and ask clarifying questions, they will select one perspective on which to conduct research. The teacher will direct students to the digital materials online (second link above; scroll down from “Perspectives in Brief”) and distribute the “Presenting Your Perspective” questions from the Choices Program website to help them take notes.

Note: The teacher should ensure that as many of the four perspectives are selected as possible. Students do not need to agree with a perspective to research it.

Practice and Application (time: Day 1—15 minutes)
Students will research the options they chose using the question sheet and begin constructing persuasive arguments that include claims, evidence, and conclusions. (If possible, students should also state and refute counter-claims.) The teacher will walk around and help individual students as they work.
At the end of the class, students should submit their question sheets and partial drafts for teacher feedback.

Lesson 9–DAY 2
Do Now (time: 5 minutes)
Students will respond to the following prompt in their journals or aloud:

Based on the option you chose, list as many individuals and groups that you can think of (inside and outside the colony of Saint-Domingue) that would have supported your view.

Note: The teacher may want to list examples on the board such as slaves, affranchis, white planters, abolitionists in France and the U.S., French citizens (lower class, middle class, elites), Napoléon Bonaparte, Toussaint Louverture, the U.S. government, the Spanish government, the British government, etc.
**Goal:** Acting as a citizen of either Saint-Domingue or France, you will prepare and present a persuasive argument on one of the four options for Saint-Domingue’s development, to either Toussaint Louverture or Napoléon Bonaparte, at a public meeting convened in their respective countries.

**Role:** You are a member of an assigned citizen group (either a citizen of Saint-Domingue or a citizen of France). You will, in addition to presenting your own argument, listen to the presentations of opposing groups and, at the conclusion of the forum, complete the Perspectives Graphic Organizer, which will show your understanding of the diverse options presented.

**Audience:** The class represents two general assemblies, one in France and one in Saint-Domingue, but for the purposes of the lesson, all members of the assembly can weigh in and ask clarifying questions of any student’s recommendations so that they can complete the Perspectives Graphic Organizer.

**Situation:** It is mid-1801, and Toussaint Louverture has charged an assembly with writing a new constitution for Saint-Domingue. He has called a meeting to hear views about the course he should set for Saint-Domingue’s future. Meanwhile, Napoléon Bonaparte has been in power for a year and a half in France, issued a new constitution, and declared the French Revolution over. He has called a meeting to hear options for French policy toward Saint-Domingue, now controlled by Toussaint Louverture.

**Product:** You will present your persuasive argument to the assembly on one of the four options for Saint-Domingue’s development. You will listen to other presentations and take careful notes. When all have presented, everyone will have a chance to ask follow-up questions. You will be expected to ask one follow-up question to an opposition group. You will then complete the Perspectives Graphic Organizer and submit a final draft of the persuasive argument speech with the graphic organizer attached.

**Standards:**
- Your persuasive argument is well written and contains an introduction, supporting paragraph(s), and conclusion.
- Your oral presentation of the persuasive argument is effective, including appropriate pacing, tone, and stage presence.
- Your persuasive argument contains at least three pieces of evidence from the Haitian Revolution text to support the claim.
- You are attentive throughout the assembly and prepare a follow-up question for the opposition group.
- You complete the Perspectives Graphic Organizer and show a strong understanding of the other options presented at the assembly.
Practice and Application (Continued, Day 2—20 minutes)
Students will review teacher feedback on the previous day’s work and ask clarifying questions as needed. They should then complete and revise their arguments and practice delivering them aloud in preparation for the simulation.

Review and Assessment (time: 30 minutes)
The teacher will divide students into four groups based on the options they chose, positioning the two groups arguing the French perspectives on one side of the room and the two groups arguing the Saint-Domingue perspectives on the other. The teacher will hand out the Perspectives Graphic Organizer from the Choices Program curriculum, available online or on the next page (see p. 7.5.32). The teacher will explain/demonstrate how students should take notes when other students are presenting. Then, the teacher will set an order of presentations and begin the simulation.

See: “The Haitian Revolution (Perspectives)”
https://curriculum.choices.edu/system/preview/units/50/parts/4684 (Perspectives Graphic Organizer)

Students will present their arguments. When they have finished, other students will ask follow-up questions. All students will have a chance to present, with appropriate pauses so students can fill out their graphic organizers as they go. The teacher will play the roles of both Toussaint Louverture and Napoléon Bonaparte and should ask follow-up questions of students if the recommendations they are making are not clear.

Finally, the teacher will collect all the argument speeches and Perspectives Graphic Organizers and congratulate students on their hard work throughout the unit.

Extension (optional)
If time permits, it would be meaningful to end the unit with a lesson on modern-day Haiti. There are literary and artistic resources in the Choices Program curriculum under the Synthesis tab. An episode of This Is America and the World, “Haiti Today—Looking to the Future,” focuses on the country’s resilience and promise.

See: “The Haitian Revolution (Synthesis)”
https://curriculum.choices.edu/system/preview/units/50/parts/4700 (Expressing the Haitian Revolution Today)

“Haiti Today—Looking to the Future”
https://www.youtube.com/watch?v=L42In3P_loc

Note: Additional days of instruction are included in the Plan 2 long-term option for this unit. Please refer to the Plan Calendar on p. 7.4.3 for details.

For the Plan 2 long-term version of this unit, an additional week has been added, including lessons on the aftermath of the Haitian Revolution and the larger issues of debt and dependency to France as a result of choices that were made in the wake of the revolution. Several formative assessments are advisable, including a letter to president Emmanuel Macron of France arguing for or against reparations for Haiti today to repay the Haitian people for the debt they were forced to pay for their freedom. In addition, students could then research the 2010 earthquake and its impact on Haiti’s development. Students should conduct independent research on one of the Non-Governmental Organizations (NGOs) that worked in Haiti in the aftermath of the earthquake to provide relief efforts. Students should analyze the NGOs’ relative effectiveness using teacher-generated criteria to determine who was helped and at what cost.
### Review and Assessment  Lesson 9—Perspectives Graphic Organizer

<table>
<thead>
<tr>
<th></th>
<th>What is the long-term goal of this group?</th>
<th>According to this perspective, what should the course for Saint-Domingue’s future be?</th>
<th>According to this perspective, what should France do in Saint-Domingue?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saint-Domingue: Rebuild the Colonial Economy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saint-Domingue: Reclaim the Land</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>France: Accept Louverture’s Authority in the Colony</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>France: Invade and Reestablish Slavery</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SOURCE: The Choices Program (Brown University) | The Haitian Revolution: Considering the Perspectives
https://curriculum.choices.edu/system/preview/units/50/parts/4684
Venn Diagram Graphic Organizer

DIRECTIONS:

Use your highlighted details from the document about the Taino people and the document about Christopher Columbus and Bartolomé de las Casas to write notes about their attitudes, assumptions, and cultural beliefs on the Venn diagram below.

List things that are different in the outer circles and things that are similar in the shaded area where the circles intersect. Use the left side for the Taino and Arawak people, and the right side for Columbus and de las Casas.

Comparing Cultures:
Attitudes, Assumptions, and Cultural Beliefs

Taino and Arawak people

Columbus and de las Casas

BOTH GROUPS
The Mercantilism Game

This is a hands-on demonstration of what life may have been like in a mercantile economy. The teacher will make copies of the Game Cards on the next pages for students to use in the activity.

**GAME PLAY—Part 1**

**Set-Up**

- Print 5 copies of the Game Cards (see p. 7.6.4) and cut them apart.
- Distribute the resulting 100 Gold cards, 25 Industry cards, 25 Raw Material cards, and 25 Food cards as indicated on the left side of the grid below.
- Print 1 set of the 9 Country Cards (see pp. 7.6.5-6) and cut them apart. See the Lesson 2 Presentation (p. 7.5.13) for details on distribution to students.

**Starting Game Cards for each country:**

<table>
<thead>
<tr>
<th>Country</th>
<th>Gold</th>
<th>Industry</th>
<th>Raw Material</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLAND</td>
<td>10 (none later)</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>FRANCE</td>
<td>10 (none later)</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SPAIN</td>
<td>20 (none later)</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>13 Colonies</td>
<td></td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>South Africa</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Haiti</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexico</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Cuba</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Points rules for each country:**

<table>
<thead>
<tr>
<th>Each Complete Set</th>
<th>Gold Sets (at the end of each turn)</th>
<th>Industry</th>
<th>Raw Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLAND</td>
<td>2 pts</td>
<td>1 pt for 5 Gold</td>
<td></td>
</tr>
<tr>
<td>FRANCE</td>
<td>2 pts</td>
<td>1 pt for 5 Gold</td>
<td></td>
</tr>
<tr>
<td>SPAIN</td>
<td>3 pts</td>
<td>1 pt for 5 Gold</td>
<td></td>
</tr>
<tr>
<td>13 Colonies</td>
<td>2 pts</td>
<td>1 pt for 3 Gold</td>
<td>1 pt</td>
</tr>
<tr>
<td>South Africa</td>
<td>4 pts</td>
<td>1 pt for 3 Gold</td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td>3 pts</td>
<td>1 pt for 3 Gold</td>
<td>1 pt</td>
</tr>
<tr>
<td>Haiti</td>
<td>5 pts</td>
<td>1 pt for 3 Gold</td>
<td>2 pts</td>
</tr>
<tr>
<td>Mexico</td>
<td>3 pts</td>
<td>1 pt for 4 Gold</td>
<td>1 pt</td>
</tr>
<tr>
<td>Cuba</td>
<td>5 pts</td>
<td>1 pt for 2 Gold</td>
<td>2 pts</td>
</tr>
</tbody>
</table>

**Game Play—Part 2** (Rules, Points, and Scoring: see p. 7.6.3)

Adapted from: "Mercantilism Game," published by Sarah Dupont
https://www.teacherspayteachers.com/Product/Mercantilism-Game-533100
The Mercantilism Game

GAME PLAY—Part 2

Rules
• The goal: Barter/trade or sell goods to accumulate as many points as possible by the end of the game.
• You must follow the rules of trade restrictions:
  PARENT COUNTRIES (England, France, and Spain) may trade with each other.
  Colonies can only trade with their parent countries:
  – 13 Colonies and South Africa can only trade with England.
  – Canada and Haiti can only trade with France.
  – Mexico and Cuba can only trade with Spain.
• In each round, start with what your country card tells you, except for gold. Gold is distributed only in the first round to parent countries (England, France, Spain). In subsequent rounds, only three colonies (Canada, South Africa, Mexico) produce gold, which is added to the game by these colonies.
• You set your own prices and trade, either bartering for goods or selling for gold.

Points
• Points are scored at the end of each round.
• Countries earn points for every Complete Set, as per the rules on their Country Cards. A Complete Set is one of each Game Card (Gold, Industry, Raw Material, Food).
• Countries earn points at the end of each round for every Gold Set, as per the rules on their Country Cards.
• Some colony countries may earn extra points for Industry or Raw Material.

Scoring
• At the end of each round, you should count up your points, based on the rules for your country or countries.
• Points rules for each country are listed in the Game Play—Part 1 grid (p. 7.6.2) and on Country Cards.
• If a country gets five Complete Sets over time, add one Industry card to what the country starts each round with.
• At the end of each round, the teacher will count up the points students have accumulated, and then you should return Game Cards for Industry, Raw Material, and Food to their original owners. Gold cards stay with the countries that hold them at the end of the round.
• It is possible for every team to score points in every round. However, going at least 3-4 rounds reveals a trend, while going 5-7 rounds levels the playing field.

Adapted from: “Mercantilism Game,” published by Sarah Dupont
https://www.teacherspayteachers.com/Product/Mercantilism-Game-533100
The Mercantilism Game—Game Cards

**DIRECTIONS:**
Print 5 copies of the Game Cards and cut the cards apart on the dotted lines. (Use heavier weight paper or card stock for best results).

You will have:
- 100 Gold cards
- 25 Industry cards
- 25 Raw Material cards
- 25 Food cards

Adapted from: “Mercantilism Game,” published by Sarah Dupont
https://www.teacherspayteachers.com/Product/Mercantilism-Game-533100
### ENGLAND
(PARENT COUNTRY)

**Starts with:**
- 10 Gold (Produces no gold later)
- 3 Industry
- 1 Raw Material

**Scoring:**
- 2 points for every complete set
- 1 point for every 5 gold (at the end of each turn)

**Trade Rules:**
- 13 Colonies and South Africa can only trade with England.
- Canada and Haiti can only trade with France.
- Mexico and Cuba can only trade with Spain.
- France, England, and Spain can trade with each other.

### FRANCE
(PARENT COUNTRY)

**Starts with:**
- 10 Gold (Produces no gold later)
- 2 Industry
- 1 Raw Material
- 1 Food

**Scoring:**
- 2 points for every complete set
- 1 point for every 5 gold (at the end of each turn)

**Trade Rules:**
- 13 Colonies and South Africa can only trade with England.
- Canada and Haiti can only trade with France.
- Mexico and Cuba can only trade with Spain.
- France, England, and Spain can trade with each other.

### SPAIN
(PARENT COUNTRY)

**Starts with:**
- 20 Gold (Produces no gold later)
- 1 Industry
- 1 Food

**Scoring:**
- 3 points for every complete set
- 1 point for every 5 gold (at the end of each turn)

**Trade Rules:**
- 13 Colonies and South Africa can only trade with England.
- Canada and Haiti can only trade with France.
- Mexico and Cuba can only trade with Spain.
- France, England, and Spain can trade with each other.

### 13 Colonies
(COLONY)

**Starts with:**
- 2 Raw Material
- 5 Food

**Scoring:**
- 2 points for every complete set
- 1 point for every 3 gold (at the end of each turn)
- 1 point for every industry

**Trade Rules:**
- 13 Colonies and South Africa can only trade with England.
- Canada and Haiti can only trade with France.
- Mexico and Cuba can only trade with Spain.
- France, England, and Spain can trade with each other.

### South Africa
(COLONY)

**Starts with:**
- 2 Gold
- 2 Raw Material

**Scoring:**
- 4 points for every complete set
- 1 point for every 3 gold (at the end of each turn)

**Trade Rules:**
- 13 Colonies and South Africa can only trade with England.
- Canada and Haiti can only trade with France.
- Mexico and Cuba can only trade with Spain.
- France, England, and Spain can trade with each other.

### Canada
(COLONY)

**Starts with:**
- 1 Gold
- 1 Raw Material
- 3 Food

**Scoring:**
- 3 points for every complete set
- 1 point for every 3 gold (at the end of each turn)
- 1 point for every industry

**Trade Rules:**
- 13 Colonies and South Africa can only trade with England.
- Canada and Haiti can only trade with France.
- Mexico and Cuba can only trade with Spain.
- France, England, and Spain can trade with each other.
Haiti (COLONY)
Starts with:
• 3 Food
Scoring:
• 5 points for every complete set
• 1 point for every 3 gold
  (at the end of each turn)
• 2 points for every raw material
Trade Rules:
• 13 Colonies and South Africa can only trade with England.
• Canada and Haiti can only trade with France.
• Mexico and Cuba can only trade with Spain.
• France, England, and Spain can trade with each other.

Mexico (COLONY)
Starts with:
• 3 Gold
• 1 Raw Material
• 1 Food
Scoring:
• 3 points for every complete set
• 1 point for every 4 gold
  (at the end of each turn)
• 1 point for every industry
Trade Rules:
• 13 Colonies and South Africa can only trade with England.
• Canada and Haiti can only trade with France.
• Mexico and Cuba can only trade with Spain.
• France, England, and Spain can trade with each other.

Cuba (COLONY)
Starts with:
• 2 Food
Scoring:
• 5 points for every complete set
• 1 point for every 2 gold
  (at the end of each turn)
• 2 points for every industry
Trade Rules:
• 13 Colonies and South Africa can only trade with England.
• Canada and Haiti can only trade with France.
• Mexico and Cuba can only trade with Spain.
• France, England, and Spain can trade with each other.

Print 1 set of the 9 Country Cards and cut them apart.
Use heavier weight paper or card stock for best results.

Adapted from:
“Mercantilism Game,”
published by Sarah Dupont
https://www.teacherspayteachers.com/Product/Mercantilism-Game-533100
Mercantilism Simulation Debriefing

Regardless of what country you were, you had an opportunity to score points in the game setting. However, during the 1600s-1800s, colonies and countries practicing and participating in mercantilism did not have an opportunity to score points. These colonies and countries had to follow the strict trade regulations and rules associated with mercantilism. Limited trade made it very difficult for colonies to gain power and the true power resided in the hands of the parent country.

Reflect on the game and how it felt to play as a colony and/or as a parent country. Respond to these questions and add anything else you would like to say. Responses need to be in complete sentences.

• What was your motivation as a parent country?
• What was your motivation as a colony?
• Did access to gold change how you played the game?
• If you were a member of a gold-producing country, did the parent country treat you any differently?
• Did you notice specific “country” behaviors, unrelated to your classmates (that is, did specific countries act a certain way regardless of who was playing them)?
• How do you feel the power of a parent country affected the individual playing that country?
• You may have asked, “Can’t we revolt?” while playing as a colony. What made you feel this way?
Enslaved Character Profiles

<table>
<thead>
<tr>
<th>Character</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jean</td>
<td>A 28-year-old man from central Africa who was brought to Saint-Domingue five years ago. He still remembers and speaks his own language and dreams of a day when he can go home. He works 13-15 hours a day on a sugar plantation. He tried to marry the woman he fell in love with on the plantation last year, but his master decided to sell her to a neighboring farm. He hates his master and has considered running away to the maroon communities he has heard about in the mountains.</td>
</tr>
<tr>
<td>Esther</td>
<td>A 13-year-old girl from the coast of West Africa. She was stolen from her family and sold into slavery by a conquering tribe eight years ago and has very few memories of her homeland. She can't speak her native language and has worked hard to be liked by her master's wife and was made her personal helper in the house. Her master's family has been kind, often feeding her the best foods and letting her sleep in the house so she can wake up and take care of their three-year-old child.</td>
</tr>
<tr>
<td>Farah</td>
<td>A 38-year-old woman from central Africa. She was allowed to marry another slave and has two children by him. She works as a house servant at a wealthy sugar estate and frequently serves tea to some of the wealthiest women on the island.</td>
</tr>
<tr>
<td>Ricardo</td>
<td>A 44-year-old man who was born in West Africa and brought to Saint-Domingue at the age of 15. He had a daughter, but she was murdered for helping to start an unsuccessful slave rebellion. When he tried to run away after that, the planters caught him and cut off three of his fingers.</td>
</tr>
<tr>
<td>Lovelie</td>
<td>A 21-year-old woman born in Saint-Domingue. She works as a cook in one of the many estates and also tends a small vegetable garden. She is relatively happy and hopes to one day buy her freedom. Her master and his wife are nice people, and she thinks someday they will let her become free.</td>
</tr>
<tr>
<td>Pierre</td>
<td>A 13-year-old boy born in Saint-Domingue to a mother who died in childbirth. He was raised by other slaves on the sugar plantation where he works and dreams of learning to read and write. He keeps hearing talk of a community of runaway slaves and thinks when he's older and stronger he'll go there.</td>
</tr>
<tr>
<td>Emmanuel</td>
<td>A 55-year-old man born in Saint-Domingue. He has heard stories of Africa but views the island of Hispaniola as his home and doesn't want to leave. He works hard as a carpenter and has been saving money to buy his freedom. His master is fair and can be kind. He believes that slavery is wrong and must one day end, but he doesn't want violence and hopes that France will come to the slaves' aid.</td>
</tr>
<tr>
<td>Mirlande</td>
<td>A 30-year-old woman who currently lives in the maroon community in the mountains, but she frequently sneaks back to the plantation to visit her sister and her children. She is happy to be &quot;free,&quot; but it's hard being without family, and she has heard whispers of rebellion. She hopes the country will revolt against French rule and kick out the white planters. She is prepared to fight for freedom if need be.</td>
</tr>
<tr>
<td>Casandra</td>
<td>A 25-year-old woman who was born in Saint-Domingue. She has a four-year-old son and has attempted to run away with him on two separate occasions. She has endured painful whipping for these supposed crimes, but it will not stop her. She hopes to finally get herself and her son to a maroon community one day.</td>
</tr>
<tr>
<td>Junior</td>
<td>A 20-year-old man born in West Africa and brought to Saint-Domingue a year ago. He still doesn't speak the language and frequently gets whipped by his master for things he doesn't understand. He can't understand why other slaves don't fight back, but he recently met someone who speaks his native language, who advised him to stop fighting and try to get used to life here. He will never do that.</td>
</tr>
</tbody>
</table>

The Cotton Textile Revolution

Topic 2: The Agricultural and Industrial Revolutions and Their Consequences, c. 1750-1900 (WHII.T2)

This unit is designed for long-term programs. It may be adapted for short-term settings.

Unit Designers: Lawrence O’Brien and Karen Miele
Contributor: Momodou Sarr

Introduction

From the beginning of the Common Era until approximately the early 1700s, most humans, regardless of where they lived in the world, existed at a subsistence standard of living, growing their own food and acquiring the other necessities of life either by producing them in their own homes or bartering for them with other members of their communities. Then, starting in the mid- to late-18th century, a number of British inventors and entrepreneurs introduced a host of technological innovations. This time period, commonly referred to as the Industrial Revolution, dramatically changed production methods, which consequently increased the amount of goods that humans could produce in a day’s work. By the early 19th century, these technological innovations had spread to nearby Western European countries and the United States.

This technological revolution not only altered the workplace and general standard of living in the regions where it started and eventually spread, but it also initiated, or contributed to, a slew of global economic, social, and political changes, including, but not limited to, the creation of the wage labor system, the exploitation of women and children in Great Britain and enslaved African Americans in North America, the establishment of a new social class system, the acceleration of urbanization, the growth of consumerism, the intensification of environmental degradation, and the development of new ways of thinking about society and the world.

In this unit, students will gain knowledge and a deeper understanding of the Industrial Revolution through a focused study of the production of textiles because the textile industry was at the forefront of the great transformation. Students will be asked to analyze factors that drove the revolution, such as the technological innovations, the textile industry entrepreneurs, and the enslaved African Americans whose work provided the essential raw material for textiles. They will also explore the economic and social inequities that arose as a result of industrialization. In the latter part of the unit, students will study the social and political reform movements that arose to address those inequities, including the campaign to reform child labor, which was the most prominent campaign to arise in the early decades of the Industrial Revolution.

The Cotton Textile Revolution unit focuses on four World History II Content Standards (WHII.T2):

“[It had a black canal in it, and a river that ran purple with ill-smelling dye ...]”
— Charles Dickens
*Hard Times (Book I, Chapter V)*

1. Analyze the economic, political, social, and technological factors that led to the Agricultural and Industrial Revolutions.
   b. the technological advancements of the textile, energy, and transportation industries in the 18th and 19th centuries

2. Evaluate the economic and social impact of the Agricultural and Industrial Revolutions in England, including population growth and the migration of workers from rural areas to new industrial cities, the emergence of a large middle class, the growing inequity in wealth distribution, the environmental impact of industrialization, and the harsh living and working conditions for the urban poor.

3. Analyze how the Industrial Revolution gave rise to new social, political, and economic philosophies, such as feminism, socialism, and communism, including the ideas and influence of Robert Owen and Karl Marx.

4. Explain the impact of British economic and political reform movements such as labor unions on creating political reforms during the 19th century.
   b. the development of labor laws and social reform laws such as the Factory Act of 1833 and the Mines Act of 1842

To engage with these standards, the performance task at the end of the unit asks students to research a specific economic or political reform movement that arose in Great Britain in response to industrialization. Once they have completed their research, students will then present their findings by curating a virtual museum exhibit that tells the story of their movement through a combination of powerful images and interesting information organized the way an effective historical museum exhibit would be laid out. To be successful at this task, students will need to thoroughly research their assigned topics and then be able to express their knowledge and understanding through carefully chosen images, objects, and information extracted from the primary and secondary sources they consult.

In order to help students understand the Industrial Revolution and, more broadly, technological innovation from a more critical perspective, the unit lessons are organized around the following two Essential Questions:

- In what ways did the Industrial Revolution bring improvements, as well as new challenges, in Europe and the United States?
- How did workers and social reformers respond to the new challenges that arose from industrialization, and how successful were their efforts?

The first Essential Question is integrated consistently in various forms in the first three weeks of instruction, and the second is the foundational point of inquiry for the unit’s summative assessment on a political or social reform movement.

### Teaching Difficult Topics

This unit includes difficult, graphic, or potentially sensitive content. Information about teaching difficult topics is available in Chapter 2 (see p. 2.2.1).
Plan Calendars

Topic 2: The Agricultural and Industrial Revolutions and Their Consequences (WHII.T2)

This unit is designed for long-term programs. It may be adapted for short-term settings.

The Cotton Textile Revolution unit is intended to teach students about the Agricultural and Industrial Revolutions in approximately a four-week span, as outlined in the Plan 1 calendar below.

### Unit: The Cotton Textile Revolution

<table>
<thead>
<tr>
<th>Plan 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Lesson 1:</strong> The Benefits and Costs of Automation</td>
<td><strong>Lesson 2:</strong> The Traditional Indian System of Cotton Textile Production</td>
<td><strong>Lesson 3:</strong> The English Domestic System of Textile Production</td>
<td><strong>Lesson 4:</strong> 18th-Century Technological Innovations in Cotton Textiles</td>
<td><strong>Lesson 5:</strong> Cotton Textile Entrepreneurs</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>Lesson 6:</strong> The Growth of the British Textile Industry</td>
<td><strong>Lesson 7:</strong> Working in a Cotton Textile Factory</td>
<td><strong>Lesson 8:</strong> Enslaved African Americans and American Cotton</td>
<td><strong>Lesson 9:</strong> “Cottonopolis”: The Manchester, England Area</td>
<td></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>Lesson 10:</strong> Living in an Industrial City</td>
<td><strong>Lesson 11:</strong> Virtual Museum Exhibit Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td><strong>Lesson 12:</strong> Curating a Museum Exhibit</td>
<td><strong>Lesson 13:</strong> Presenting and Touring the Virtual Museum Exhibits</td>
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</tr>
</tbody>
</table>

Teachers in short-term programs have the option of shortening the schedule above by merging Lessons 2 and 3, Lessons 4 and 5, and Lessons 9 and 10; reducing all two-day lessons to one day; and focusing the study on the effect of industrialization on people and cities. Furthermore, the time spent on the summative museum exhibit has been shortened in the two-week plan.

(Condensed) **Unit: The Cotton Textile Revolution**

<table>
<thead>
<tr>
<th>Plan 2</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Lesson 1:</strong> The Benefits and Costs of Automation</td>
<td><strong>Lesson 2/3:</strong> Indian / English Systems of Cotton Textile Production</td>
<td><strong>Lesson 4/5:</strong> 18th-Century Cotton Textile Innovations / Entrepreneurs</td>
<td><strong>Lesson 6:</strong> The Growth of the British Textile Industry</td>
<td><strong>Lesson 7:</strong> Working in a Cotton Textile Factory</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>Lesson 8:</strong> Enslaved African Americans and American Cotton</td>
<td><strong>Lesson 9/10:</strong> “Cottonopolis” / Living in an Industrial City</td>
<td><strong>Lesson 11:</strong> Virtual Museum Exhibit Research</td>
<td><strong>Lesson 12:</strong> Curating a Museum Exhibit</td>
<td><strong>Lesson 13:</strong> Presenting and Touring the Virtual Museum Exhibits</td>
</tr>
</tbody>
</table>

Many primary source readings throughout this unit are short to help students understand them better, but in cases where the primary source readings are long, the teacher may decide to use excerpts with students. Videos have been embedded in the unit to provide students with additional ways to access content. Notecatchers are provided for students to take notes as they read and watch videos. In many lessons, students are asked to look at maps and data tables, so the teacher may need to review map reading skills and graphing skills with students.
UNIT GOALS

Emphasized Standards (High School Level)

World History II Content Standards

(WHII.T2)
1. Analyze the economic, political, social, and technological factors that led to the Agricultural and Industrial Revolutions.
   b. the technological advancements of the textile, energy, and transportation industries in the 18th and 19th centuries
2. Evaluate the economic and social impact of the Agricultural and Industrial Revolutions in England, including population growth and the migration of workers from rural areas to new industrial cities, the emergence of a large middle class, the growing inequity in wealth distribution, the environmental impact of industrialization, and the harsh living and working conditions for the urban poor.
3. Analyze how the Industrial Revolution gave rise to new social, political, and economic philosophies, such as feminism, socialism, and communism, including the ideas and influence of Robert Owen and Karl Marx.
4. Explain the impact of British economic and political reform movements such as labor unions on creating political reforms during the 19th century.
   b. the development of labor laws and social reform laws such as the Factory Act of 1833 and the Mines Act of 1842

Grades 11-12 Reading Standards for Literacy in the Content Areas (RCA-H)
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Grades 11-12 Writing Standards for Literacy in the Content Areas (WCA)
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Grades 11-12 Speaking and Listening Standards for Literacy in the Content Areas (SLCA)

2. Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, claims, reasoning, and evidence and to add interest.

3. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Standards for Mathematical Practice (SMP)

4. Model with mathematics (e.g., analyze and represent the impact of technological innovations).

Essential Questions (Open-ended questions that lead to deeper thinking and understanding)

- In what ways did the Agricultural and Industrial Revolutions bring improvements, as well as new challenges, in Europe and the United States?
- How did workers and reformers respond to the new challenges that arose from industrialization and how successful were their efforts?

Transfer Goal (How will students apply their learning to other content and contexts?)

- Students will apply their understanding of the cotton textile revolution to assessing how society and government respond to and address challenges that arise with other technological innovations.
**Learning and Language Objectives**

By the end of the unit:

<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand...</th>
<th>and be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>The effects of automation on the modern-day world</td>
<td>Automation can make our lives easier, but it can also limit job availability as machines take over work that humans used to do.</td>
<td>List the effects of automation and explain who benefits and who does not benefit from automation.</td>
</tr>
<tr>
<td>Steps for producing textiles in the traditional Indian system</td>
<td>The traditional Indian system of textile production required the time and effort of many individuals to make cloth.</td>
<td>Describe the steps of making cloth in the traditional Indian system of textile production.</td>
</tr>
<tr>
<td>Household jobs associated with the domestic system of cotton production</td>
<td>The domestic system of cotton production required the entire family to participate in the production of textiles.</td>
<td>Describe the roles that each family member played in the production of textiles under the domestic system.</td>
</tr>
<tr>
<td>Inventors’ innovations during the Industrial Revolution, such as John Kay’s flying shuttle, William Hargreaves’s spinning jenny, and Richard Arkwright’s water frame and factory (1769)</td>
<td>Innovations in the textile industry changed the way that textiles were produced and completely transformed the way of life for many people.</td>
<td>Explain how inventors and innovations changed the way that textiles were produced during the Industrial Revolution.</td>
</tr>
<tr>
<td>Important entrepreneurs during the Industrial Revolution, such as: • Richard Arkwright • John Marshall • George Courtauld • John Fielden • Titus Salt • Jedidiah Strutt • Robert Hyde Greg • Samuel Greg • John Wood</td>
<td>Entrepreneurs used their money to buy the raw materials, install the new technologies, build the factories, and hire the workers who produced the goods in their new factories, helping to spark the Industrial Revolution.</td>
<td>Explain the role that entrepreneurs played in the Industrial Revolution.</td>
</tr>
</tbody>
</table>
### Students should know...

| Working conditions in factories during the Industrial Revolution | Factories dramatically changed the amount of textile that could be produced and changed the day-to-day lives of many people. |
| The role that slave labor played in the Industrial Revolution | Since England’s climate was not conducive to growing cotton, it relied on importing cotton from the American South, which used slave labor to pick it. |
| The effects of industrialization on a textile city such as Manchester | Industrialization changed the landscape of textile cities such as Manchester, with the growth of factories and movement of workers to cities. |
| Political and reform movements during the Industrial Revolution, such as the rise of unions and reforms regarding child labor, as well as labor reform movements today | Political and social reforms aimed to improve working and living conditions for people during the Industrial Revolution, just as labor reform movements aim to improve working conditions today. |
| Tier II vocabulary: • automation • domestic • factory • revolution • innovation • entrepreneur • reform | Conceptual words (Tier II vocabulary) are used across disciplines, but their meanings vary depending on the context. Discipline-specific words (Tier III vocabulary) have precise meanings referring to core ideas, facts, events, or processes in a particular subject area. |
| Tier III vocabulary: • textile • urbanization • industrialization • Parliament | Use general and discipline-specific vocabulary appropriately in writing, discussions, and formal oral presentations. |

### understand...

<table>
<thead>
<tr>
<th>and be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graph cotton imports, exports, and factory worker information during the Industrial Revolution. Describe the life of a worker in a textile factory.</td>
</tr>
<tr>
<td>Observe photographs of slavery in the American South, ask questions, and read an excerpt from a slave narrative to answer questions.</td>
</tr>
<tr>
<td>Describe the changing landscape of cities such as Manchester and explain housing and living conditions in textile cities.</td>
</tr>
<tr>
<td>Create a museum exhibit that displays a political or social reform movement that arose in response to the Industrial Revolution and highlights a movement today.</td>
</tr>
</tbody>
</table>
ASSESSMENT  (Based on established Know, Understand, and Do (KUD) learning objectives)

Performance Task and Summative Assessment (see pp. 7.8.37-47)
Aligning with Massachusetts standards

Lessons 11-13: Research an economic or political reform movement in late 18th- or 19th-century Great Britain and contribute research findings to a class virtual museum exhibit.

GOAL:
To research an 18th- or 19th-century British economic or political reform movement that arose in response to the effects of the Industrial Revolution and present your findings in a virtual museum exhibit that you will present to your classmates.

ROLE:
You are a history scholar tasked with researching and curating a museum exhibit on an economic or political reform movement from either late 18th- or 19th-century Great Britain. You will then guide museum visitors through your curated exhibit.

AUDIENCE:
Your audience will be museum attendees who have an interest in the history of industrialization, child labor, labor laws, workplace safety laws and regulations, and/or economic and social protest movements.

SITUATION:
As modern-day reformers are fighting for a higher minimum wage, paid sick leave, and other rights for workers, a museum has decided to highlight historical economic and political reforms for which workers have fought. You have been asked to curate a museum exhibit on an economic or political reform movement in late 18th- or 19th-century Great Britain.

PRODUCT:
You must compile information about an economic or political reform movement in late 18th- or 19th-century Great Britain that you will present in a museum exhibit. The first room of the exhibit will showcase a modern reform movement, and the other rooms will take viewers back in time to showcase the 18th- or 19th-century reform movement. The exhibit will contain carefully chosen images, objects, and information extracted from the primary and secondary sources that you consult.

STANDARDS:
• The project will include artifacts (maps, photographs, etc.) relevant to your topic.
• The project will highlight people significant to the political or economic reform movement.
• The project will include descriptors for all artifacts in the exhibit, detailing their significance.
• The project will be well-organized.
• The project will have relevant citations for all research.
Formative Assessments (see pp. 7.8.13-37)

Monitoring student progress through the unit

Lesson 2: Exit Ticket on the effects industrialization would have on the traditional Indian system of textile manufacturing

Lesson 3: Notecatcher about the domestic system of textile production and diary entry from the perspective of a family member

Lesson 4: Notecatcher on innovators and innovations and an Exit Ticket noting how these innovations would change the domestic system

Lesson 5: Entrepreneur research notecatcher and class discussion about traits of successful entrepreneurs

Lesson 6: Graphs of British cotton imports, finished cotton good exports, and cotton industry employment information

Lesson 7: Notecatcher on factory life and bio poem about a worker in the factory

Lesson 8: Know-Wonder-Observe analysis chart and concept map that shows connections of all people involved in the textile industry

Lesson 9: Timeline of important dates in the Industrial Revolution and graph of population growth

Lesson 10: Photo analysis activity sheet, notecatcher, and “take a line for a walk” writing activity

Lesson 11: Notecatcher on reform research with information highlighted for virtual museum exhibit

Lesson 12: Virtual museum exhibit drafts and self-confidence ratings

Pre-Assessment (see p. 7.8.10-12)

Discovering student prior knowledge and experience

Lesson 1: Notecatcher and Exit Ticket on automation in the modern day
Unit Resources (by type, in order of appearance)

Print

Websites

LESSON 1:

“Automation and Artificial Intelligence: How machines are affecting people and places”: https://www.brookings.edu/research/automation-and-artificial-intelligence-how-machines-affect-people-and-places/

LESSON 2:
Socrative: https://socrative.com/

“The Evolution of Cotton”: https://learn.genetics.utah.edu/content/cotton/evolution/


“How was it made? Traditional Indian Weaving”: https://www.youtube.com/watch?v=9OHBjq3Q0hY


LESSON 3:
StoryboardThat: https://www.storyboardthat.com


LESSON 4:
“Turning Points in History – Industrial Revolution”: https://www.youtube.com/watch?v=3Efq-aNBkvc

“John Kay Flying Shuttle”: https://www.youtube.com/watch?v=kNqJgY4TQwM

“Industrial Revelations Series 1 E02 Pants for All”: https://www.youtube.com/watch?v=k6qjDWA7a7o

LESSON 5:


LESSON 6:


“44 Types of Graphs Perfect for Every Top Industry”: https://visme.co/blog/types-of-graphs/

LESSON 7:

“Private Life Of the Industrial Revolution: Social Change | History Documentary | Reel Truth History”: https://www.youtube.com/watch?v=6As8AlbKK5Q


Unit Resources, continued (by type, in order of appearance)

LESSON 8:
“The Evolution of Cotton”: https://learn.genetics.utah.edu/content/cotton/evolution/

“World Climate Maps”: https://www.climate-charts.com/World-Climate-Maps.html#temperature

“Welcome to the Plant Hardiness Zone Map of the British Isles”: https://www.trebrown.com/hrdzone.html


LESSON 9:
“Making Sense of Maps”: http://historymatters.gmu.edu/mse/maps/

“View from Kersal Moor, Salford - 1820.jpg”: https://upload.wikimedia.org/wikipedia/commons/1/15/View_from_Kersal_Moor%2C_Salford_-_1820.jpg

“Wyld, William - Manchester from Kersal Moor, with rustic figures and goats - Google Art Project.jpg”: https://upload.wikimedia.org/wikipedia/commons/e/e2/Manchester_from_Kersal_Moor_Wyld__%281857%29.jpg

“Map of Manchester circa 1650.jpg”: https://upload.wikimedia.org/wikipedia/commons/0/0e/Map_of_manchester_circa_1650.jpg

“Manchester Historical Maps”: https://manchester.publicprofiler.org/beta/index.php

“Manchester”: https://spartacus-educational.com/HTmanchester.htm

LESSON 10:
“Excerpt from Hard Times by Charles Dickens”: https://www.summitlearning.org/docs/60060


“Primary Source Description of Manchester (1844)”: https://webs.bcp.org/sites/cleary/ModernWorldHistoryTextbook/IndustrialRevolution/PSEnglesManchester.html

“Slums”: https://www.bl.uk/romantics-and-victorians/articles/slums

LESSON 11:


“Modern History Sourcebook: Letter from Leeds Cloth Merchants, 1791”: https://sourcebooks.fordham.edu/mod/1791machines.asp

“Luddites”: http://www.nationalarchives.gov.uk/education/politics/g3/

“What the Luddites Really Fought Against”: https://www.smithsonianmag.com/history/what-the-luddites-really-fought-against-264412/

“Child Labour during the Industrial Revolution”: https://spartacus-educational.com/IRchild.htm

“Child Labour”: https://www.bl.uk/romantics-and-victorians/articles/child-labour


**Unit Resources** (by type, in order of appearance)

“Robert Owen”:
https://spartacus-educational.com/lRowen.htm

“Robert Owen, socialist and visionary”:
https://www.bbc.co.uk/blogs/wales/entries/b39285e4-19eb-347e-9af3-06b2391b525f

“People’s Historian: Robert Owen and New Lanark”:
https://www.youtube.com/watch?v=-ZU21nOymg

“New Lanark (UNESCO/NHK)”:
https://www.youtube.com/watch?v=F1nlAjJge_w

“Illustration of New Lanark, a cotton mill village”:
https://www.bl.uk/collection-items/illustration-of-new-lanark-a-cotton-mill-village#

“New Lanark: schools, mills, the Owen home”:
https://faculty.evansville.edu/ck6/bstud/nlanark.html

“The utopian cotton-spinning factory of New Lanark”:
https://britishheritage.com/utopian-new-lanark

“Trade unionism”:
http://www.nationalarchives.gov.uk/pathways/citizenship/struggle_democracy/trade_unionism.htm

“The 1842 Strike, Part 1”:

“Extracts from an article in The Preston Chronicle and Lancashire Advertiser, 13 August 1842, about trouble in Manchester and its surroundings”:
http://www.nationalarchives.gov.uk/education/politics/g7/source/g7s3a.htm

“Trade Union Movement”:
https://spartacus-educational.com/TU.htm

“Raising the Minimum Wage”:
https://www.nelp.org/campaign/raising-the-minimum-wage/

“Fight for $15”:
https://fightfor15.org

“Paid Sick Time”:
https://www.abetterbalance.org/our-campaigns/paid-sick-time/

“Paid Sick Leave”:

“Winning Paid Family Leave for Everyone”:
https://paidleave.us

“The US doesn’t offer paid family leave--but will that change in 2020?”:

“In A Historic Bill, Federal Workers Will Receive 12 Weeks Of Paid Parental Leave”:

“In The Fight For Paid Parental Leave, 6 Months Should Be The Minimum”:

**LESSON 12**:

“Educational Virtual Museums Developed Using PowerPoint”:
http://christykeeler.com/EducationalVirtualMuseums.html

**Materials** (Teacher-created or in the Supplement)

**SUPPLEMENT CONTENTS**:

<table>
<thead>
<tr>
<th>Lesson 10</th>
<th>Primary Source</th>
<th>Description of Manchester (1844)</th>
</tr>
</thead>
</table>

**Historical Images**

Most historical images in this Guide are from the Library of Congress. Additional sources include the National Archives and Smithsonian Museums. Details about images used in this publication can be found in the Guide Appendix.

Library of Congress, Washington D.C.
https://www.loc.gov/

Library of Congress, Prints and Photographs Online Catalog
https://www.loc.gov/pictures
Outline of Lessons
Introductory, Instructional, and Culminating tasks and activities to support achievement of learning objectives

INTRODUCTORY LESSON
Stimulate interest, assess prior knowledge, connect to new information

Lesson 1
The Benefits and Costs of Automation

Goal
Students will understand and explain the effects of automation in our modern-day society.

Do Now (time: 5 minutes)
The teacher will tell students that they are going to watch a video from The Guardian that explores the idea of machines and technology taking over jobs, noting the title of the video.

See: “The Last Job on Earth: Imagining a Fully Automated World”

While students are watching the three-minute video, they will write down what they notice machines doing. When the video is over, students will respond to one of the two statements at the end of the video and share their thoughts about those statements with a partner:

Machines could take 50% of jobs in the next 30 years.

or

Machines are already undertaking tasks which were unthinkable—if not unimaginable—a decade ago.

Hook (time: 5 minutes)
Students will share with the class their thoughts about the statements at the end of the video. The teacher will ask students to think about how machines are, or could be soon, taking over tasks in their everyday lives. The teacher will ask students to provide examples of this and will make a list on the board. Students might note that there are self-checkout machines at grocery stores or that there are driverless cars being tested in areas and that they could be widespread soon.

Presentation (time: 10 minutes)
The teacher will introduce the unit under study, which focuses on the cotton textile revolution and the ways that it
Practice and Application: Lesson 1—Automation and Artificial Intelligence Notecatcher

<table>
<thead>
<tr>
<th>“Automation and Artificial Intelligence: How machines are affecting people and places”</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some ways that automation affects labor?</td>
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<tr>
<td></td>
</tr>
<tr>
<td>According to the graph, “Automation potential by major occupation group, 2016,” which jobs or types of jobs are <strong>most</strong> affected by automation?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>According to the graph, which jobs or types of jobs are <strong>least</strong> affected by automation?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>According to the map, “Average automation potential by metropolitan area, 2016,” which areas of the country will be <strong>most</strong> affected by automation?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>According to the map, which areas of the country will be <strong>least</strong> affected by automation?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>According to the graph, “Average automation potential by age or race/ethnicity, 2017,” which demographics will be <strong>most</strong> affected by automation?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>According to the graph, which demographics will be <strong>least</strong> affected by automation?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>What are some ways that we can minimize negative effects of automation?</td>
</tr>
</tbody>
</table>
changed textile production. Students will be asked to think about the ways that the revolution affected workers, entrepreneurs, and inventors, and about the ways that society changed as a result of this revolution. Ultimately, they will be creating a virtual museum exhibit that explores a political or economic reform that came about as a result of industrialization. They will also think about labor reform movements that are happening in our country today.

The teacher will explain that they just discussed ways that our society is currently changing as a result of automation, and the teacher will define the term for students. Automation is the use of automatic equipment in a system of manufacturing or other production process. The teacher will tell students that they are going to look at how modern-day automation affects workers so they can understand how automation affected workers during the cotton textile revolution.

The teacher will refer students to the list that they created in the Hook and ask them what jobs could be lost due to technological advances. They might say that checkout clerks at stores would no longer be needed or that taxi and Uber drivers wouldn't be needed with driverless cars. They may also think about all of the things that they can do now with cell phones and internet access that don't require another person's help. The teacher will ask students:

What effect do you think this will have on our society as more and more things become automated?

**Practice and Application** (time: 30 minutes)

With partners, students will read a *Brookings* article about automation and artificial intelligence.

**See:** “Automation and Artificial Intelligence: How machines are affecting people and places”

While students are reading the article, they will fill out an Automation and Artificial Intelligence Notecatcher like the one on the preceding page (see p. 7.8.11). Before students begin to read the article, the teacher will highlight difficult vocabulary that students will find in the article and create a word wall. The teacher should be careful to select words that students need to know to understand the meaning of the article, but should not select so many words that the vocabulary list seems daunting. Vocabulary words that the teacher might want to review include *discourse, complement, mitigate, augmentation,* and *dystopian.*

**Review and Assessment** (time: 5 minutes)

On an Exit Ticket, students will answer the following questions:

- What effect does automation have on our society?
- Who benefits from automation?
- Who does not benefit?
INSTRUCTIONAL LESSONS

Build upon background knowledge, make meaning of content, incorporate ongoing Formative Assessments

Lesson 2

The Traditional Indian System of Cotton Textile Production

Goal
Students will describe the traditional (pre-industrial) system of cotton textile manufacturing that developed in India.

Do Now (time: 5 minutes)
The teacher will pose the following questions to students:

- How do you think your clothes are made?
- What do you know about modern-day textile manufacturing?

Students will discuss their thoughts with partners.

Hook (time: 5 minutes)
Students will share their thoughts about clothing production with the class. The teacher will tell students that before clothes can be manufactured, the cloth or textiles that make up the clothing has to be made. Modern-day textile manufacturing is much different from the ways that cotton used to be manufactured before the Industrial Revolution. Now, large factories produce the cloth that turns into the clothing that we wear. These factories rely on machines and workers. Before the Industrial Revolution, textile production was a slow and labor-intensive task that took place in the home.

Presentation (time: 25 minutes)
The teacher will remind students that in Lesson 1, they learned about the effects of automation on our modern-day society. The teacher will tell students that they will now learn about the ways that automation and the Industrial Revolution affected cotton manufacturing. In order to understand the effects of the Industrial Revolution, they need to understand the way that cotton was cultivated in a pre-industrial world.

The teacher will project an image available at the University of Utah’s Genetic Science Learning Center and ask students to...
compare and contrast the characteristics (size, color, shape, composition) of wild versus domesticated cotton.

See: “The Evolution of Cotton”  
(Image and text—Cotton was domesticated from wild ancestors; Map—Cotton was domesticated in four places)  
https://learn.genetics.utah.edu/content/cotton/evolution/

The teacher will ask students to think about why domesticated cotton would be better for people to work with. The teacher will then show students the map on the University of Utah website showing the four original locations of cotton domestication. The teacher will use text provided on the website to inform students that

Thousands of years ago, ancient people discovered that the fibers from wild cotton plants could be spun into ropes or yarn and woven into fabric, and they began farming cotton. As early farmers did with many types of crops, they took advantage of natural variations in the cotton plants. They noticed that some plants were more useful than others—maybe their fibers were longer or stronger, which made for a better yarn. Or maybe some produced bigger seed pods with more fibers. The farmers knew that traits passed through seeds from parent to offspring, so they collected seeds from the best plants and used them for the next year’s crop. This process, known as selective breeding, gradually changed wild cotton into a domesticated form that was even more useful.

The teacher will ask the students to identify the contemporary names of those four regions, accepting country or regional names as satisfactory answers. Then, the teacher will ask the students what all four regions had in common in terms of climate and geography, helping them understand that the ideal cotton-growing location was hot and humid, with a long growing season. Then, the teacher will inform the students that in each of the locations where cotton was originally domesticated, people developed a manufacturing process to turn raw cotton into finished products.

If desired, the teacher can consult the University of California Santa Cruz website for additional background information about cotton production.

See: “Cotton in World History”  
https://humwp.ucsc.edu/cwh/brooks/cotton/index.html

Practice and Application (time: 15 minutes)
The teacher will explain that students are going to watch a video that illustrates the cotton cloth manufacturing process that developed in India. While they watch the video, students will complete the Traditional Cotton Manufacturing Process Notecatcher that follows on the next page (see p. 7.8.15) in order to know and understand the discrete phases of cotton cloth production.

See: “How was it made? Traditional Indian Weaving”  
https://www.youtube.com/watch?v=9OHbJQ09hfY

The video is only a few minutes long, but the teacher will stop the video frequently to allow students to take notes about what they see as they watch it. The teacher will allow students a few minutes to study the frozen image of the video each time it is paused so that they can understand the intricate work involved in the weaving process. Students will notice that there is a lot of time and labor involved in the pre-industrial process of weaving cotton.

Review and Assessment (time: 5 minutes)
The teacher will ask students to recall what they discussed in Lesson 1 about how workers are affected by industrialization and to think about what effect industrialization might have on workers like the ones in the video. Students will write down their answers and submit them as an Exit Ticket.
### Understanding the Traditional Indian Cotton Textile Weaving Process

As you watch the video, please jot down your observations about the steps in the process.

<table>
<thead>
<tr>
<th>Phase</th>
<th>What I See</th>
<th>What I Wonder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleaned and carded cotton is spun using a charkha</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spun yarn is braided into skeins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some skeins are loaded onto bobbins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warp is loaded on a loom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bobbins are placed in shuttle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weaving process begins</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Extension (optional)

Teachers can extend this lesson by looking at modern-day factories around the world to see what textile manufacturing looks like today. The resource below will show students the working conditions of people in textile factories today.

See: “Why Is It So Hard for Clothing Manufacturers to Pay a Living Wage?”

Lesson 3

The English Domestic System of Textile Production

Goal
Students will analyze a map, as well as secondary and primary sources, in order to identify and explain the geographic, social, and economic characteristics of the domestic system of cotton textile production in mid-18th century England.

Do Now (time: 5 minutes)
The teacher will project two images on the board and ask students:

Who is in these pictures? What are they doing?
Students will write down anything that they see.

See: “Two illustrations of 18th century textile production”

Hook (time: 5 minutes)
Students will share what they noticed in the two pictures. The teacher will make a list on the board that will give students some background knowledge about the domestic system of cotton textile production before they read about it in the Practice and Application.

Presentation (time: 5 minutes)
The teacher will explain to students that the spinning and weaving system of textile production that they learned about in the previous class was not restricted to India; similar textile production methods arose across the globe in all ancient civilizations. Wherever people had an ample supply of plant or animal-based fiber, they devised some kind of manufacturing process to turn those raw materials into usable products.

Approximately 2,000 years ago, the Romans introduced the handloom to England, and by the 18th century, the production of textiles (made of wool or cotton) was one of the leading industries in Great Britain. Teachers will direct
The Geographic, Social, and Economic Features of the Domestic System of Production

As you read the secondary and primary sources about the domestic system of cloth production in mid-18th century England, please jot down brief answers to the following questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What jobs did the children of the family have in cloth making?</td>
<td></td>
</tr>
<tr>
<td>What jobs did mothers and adult women have in cloth making?</td>
<td></td>
</tr>
<tr>
<td>What jobs did fathers and boys have in cloth making?</td>
<td></td>
</tr>
<tr>
<td>According to Daniel Defoe and Samuel Bamford, how was the entire family kept busy with work?</td>
<td></td>
</tr>
<tr>
<td>After reading all of the primary source excerpts at the bottom of the page, how would you describe the quality of life of these families?</td>
<td></td>
</tr>
<tr>
<td>What was good?</td>
<td></td>
</tr>
<tr>
<td>What was maybe not so good?</td>
<td></td>
</tr>
</tbody>
</table>
students to the Resources and Industries in England (1750) map on page 613 of the World History textbook, asking them to use the legend to identify where the cotton linen cloth industry arose and to identify nearby cities and rivers.

See: Resources and Industries in England (1750)—Map
World History textbook, p. 613

The teacher will then inform the students that they are now going to study the social and economic features of the domestic (household) system of cloth production in mid-18th century England. The teacher will define the word domestic for students.

Practice and Application (time: 25 minutes)
In order for students to understand the social structure that arose around the domestic system, the teacher will distribute copies of the Domestic System of Production Notecatcher found on the preceding page (see p. 7.8.17) and direct students to information about the domestic system on the Spartacus Educational website.

See: “Domestic System”
https://spartacus-educational.com/TEXdomestic.htm

Students will read the secondary and primary source texts and answer the questions in the spaces provided on the handout.

Review and Assessment (time: 15 minutes)
Students will imagine that they are living in mid-18th century England and will each write a diary entry about what they did that day as it relates to cloth making. They will include information from their reading in the diary entries to show an understanding of what life was like for people who made cloth during this time. Each student can choose to be a woman, man, or child and tell about the day from that perspective.

Lesson 4

18th-Century Technological Innovations in Cotton Textiles

Goal
Students will identify and describe the major technological innovators and innovations that occurred in cotton textile production in the 18th century, as well as explain the significant effects of these innovations.

Do Now (time: 5 minutes)
The teacher will put the words revolution and innovation on the board and ask students:

What do you think these two terms mean? Where have you heard them before?

Students will be given a couple minutes to think before turning and talking with partners about where they have heard these terms before.
**Hook** (time: 5 minutes)
The teacher will ask students to share the definitions that they came up with and where they have heard these terms before. The teacher will prompt students to discuss technological innovations and ways that those innovations revolutionized our society. As the students discuss new innovations, the teacher will use the student examples and definitions to explain the two words, telling students that:

- A *revolution* is a dramatic change in the way something works or is organized.
- An *innovation* is a new method, product, or way of doing something.

The teacher will post the words *revolution* and *innovation* on a word wall for students to refer back to throughout the unit.

**Presentation** (time: 10 minutes)
The teacher will inform students that, starting in the mid- to late-18th century, a great transformation happened in the way goods were produced and distributed in Great Britain. Traditional methods of manufacturing like handloom weaving in the home started to be replaced by large machines in new buildings called factories, which could produce vast amounts of products for consumption by larger numbers of people in the general population.

Historians call this great transformation the Industrial Revolution. To give students a brief introduction to this time period, teachers can show the video “Turning Points in History—Industrial Revolution,” stopping it at 03:10. The video provides a good introduction to ideas that they will be discussing throughout the rest of the unit.

See: “Turning Points in History—Industrial Revolution”
https://www.youtube.com/watch?v=3Efq-aNBkvc

Even though the revolution started in Great Britain, it quickly spread to other Western European countries and the U.S. Once again, using the Resources and Industries in England, 1750 map on page 613 in the *World History* textbook, the teacher will point out that Great Britain’s abundance of natural resources, such as coal and metals, along with its many port cities for trade and navigable rivers for transportation, made that country the ideal location for the start of this revolution.

See: Resources and Industries in England (1750)—Map
*World History* textbook, p. 613

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**Access for All Options**

**Multiple Means of Engagement:**
- Allow students to share their relationships to current trends in the fashion industry.
- Allow students a choice of innovations and an opportunity to collaborate.

**Multiple Means of Representation:**
- Build background knowledge through real-world examples of technological innovations using multiple media (video, film, graphics).
- Highlight critical features to support students’ focus on key information to build understanding.

**Multiple Means of Action and Expression:**
- Offer multimedia tools for research including text, websites, graphic organizers, etc.
- Offer alternatives for participation including assistive technologies (video, text, text-to-speech).

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**Literacy and Numeracy Across Content Area Elements**

**Writing:**
- Students will complete a notecatcher about three technological innovations in the mid-18th century.

**Language:**
- Students will define the terms *revolution* and *innovation.*
### Practice and Application: Lesson 4—18th Century British Innovators Notecatcher

<table>
<thead>
<tr>
<th>Inventor and Invention</th>
<th>Information on Technological Innovation</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Kay's flying shuttle (1733)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>William Hargreaves's spinning jenny (1764)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richard Arkwright's water frame and first factory (1769)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Another factor was that many British merchants had a lot of extra money they had made from enslaving and trading human beings from Africa to invest in new business opportunities. The teacher will explain that students will turn their attention to the merchants and slave trade in future lessons.

**Practice and Application** (time: 30 minutes)

The focus for today's lesson is to look at three key technological inventions that happened in the British cotton textile industry in the 1700s that effectively replaced the domestic system with the factory system of production. In order to do this, the teacher will distribute copies of the 18th Century British Innovators Notecatcher on the preceding page (see p. 7.8.20) for students to fill in while they watch two video clips on the inventions of John Kay, William Hargreaves, and Richard Arkwright. Students will record information in the notecatchers as they watch the videos, which the teacher will pause periodically to allow for discussion and writing time. The first video can be watched in its entirety. The teacher will stop the second video at 16:07.

See: “John Kay Flying Shuttle” (02:28)  |  https://www.youtube.com/watch?v=kNqHgY4TQwM

“How Industrial Revelations Series 1 E02 Pants for All” (stop at 16:07)
https://www.youtube.com/watch?v=khqoDWAta7o

**Review and Assessment** (time: 5 minutes)

The teacher will hand back students’ diary entries from the Review and Assessment in Lesson 3. Students will answer the following questions on an Exit Ticket:

- What differences do you notice between the way cloth was made in the domestic system and how it is being made here?
- How would these inventions have changed the diary entry that you wrote in Lesson 3?

Lesson 5

Cotton Textile Entrepreneurs

**Goal**

Students will explain the critical factors that contributed to entrepreneurs’ business success.

**Do Now** (time: 5 minutes)

The teacher will show students the list of names in the article “11 Most Famous Entrepreneurs of All Time” (but not the part of the headline that says “and What Made Them Wildly Rich”) and ask if they can define entrepreneur based on those listed in the article. The teacher will keep a list of the entrepreneurs on the board as students talk with partners. They will then share their definitions with the class.


**Hook** (time: 5 minutes)

The teacher will give students a dictionary’s definition of entrepreneur:

“A person who organizes and operates a business or businesses, taking on greater than normal financial risks in order to do so.” (https://www.lexico.com/en/definition/entrepreneur)
The teacher will add the vocabulary word to the word wall and then reveal the final part of the article’s headline:

“... and What Made Them Wildly Rich.”

The teacher will ask students these questions and make a list of student responses:

What qualities do you think successful entrepreneurs have?
What helps them to be successful?
What modern-day entrepreneurs can you think of?

Note: There is no need to read the article with students, but the teacher might decide to share pieces of it if students are interested in particular entrepreneurs.

**Presentation** (time: 5 minutes)

The teacher will inform students that, while ample natural resources, helpful geography, and technological innovation all played a critical role in Great Britain’s starting the Industrial Revolution, also critical to this transformation were the entrepreneurs, the business people, who used their money to buy the raw materials, build the factories, install the new technologies, and hire the workers who produced the goods. The teacher will explain that the purpose of today’s lesson is to do some mini-research into several of the entrepreneurs who helped industrialize and expand the British cotton textile industry, with students particularly focusing on critical aspects of these business leaders’ lives that contributed to their success.

**Practice and Application** (time: 30 minutes)

The teacher will hand out a copy of the Cotton Entrepreneur Research Findings sheet on the next page (see p. 7.8.23) to each student and randomly assign an entrepreneur from the following list to each student to research:

- Richard Arkwright
- George Courtauld
- Titus Salt
- Robert Hyde Greg
- John Wood
- John Marshall
- John Fielden
- Jedediah Strutt
- Samuel Gregg

Students will start their research at Spartacus Educational’s page on “The Textile System.”

See: “The Textile System”
https://spartacus-educational.com/Textiles.htm

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**Access for All Options**

**Multiple Means of Engagement:**
- Allow students to use historical documents in multiple media (audio, maps, art, etc.).
- Select contemporary reading materials that students value and can relate to.
- Allow discussion opportunities for students to define their meanings of success.

**Multiple Means of Representation:**
- Offer scaffolds for processing information to students who need them (games, organizers, response cards, etc.).
- Use multimedia to summarize content for students.

**Multiple Means of Action and Expression:**
- Teach explicitly and discuss rules for entering and leaving discussions.
- Offer focused discussion questions to avoid unfocused or open-ended discussion.

**Literacy and Numeracy Across Content Area Elements**

**Reading:**
- Students will research and read about textile entrepreneurs.

**Writing:**
- Students will complete notecatchers about their assigned entrepreneurs.

**Speaking and Listening:**
- Students will discuss the qualities of a successful entrepreneur.

**Language:**
- Students will define the word entrepreneur.
### Practice and Application: Lesson 5—Cotton Entrepreneur Research Findings

<table>
<thead>
<tr>
<th>Cotton Entrepreneur Research Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and basic biographical information about your assigned entrepreneur (birth and death dates, birth and death locations, names of spouse and children if available):</td>
</tr>
<tr>
<td>Research findings from the Spartacus Educational website, including 2 to 3 facts about how successful a businessman he was and 3 to 4 facts about what contributed to his success:</td>
</tr>
<tr>
<td>Name and URL of second research source and 3 to 4 additional facts from his business career about factors that contributed to his business success:</td>
</tr>
</tbody>
</table>
Students can then expand their research to a second source that they are free to locate on the internet.

- General research resources include:
  - Biography | https://www.biography.com/
  - Encyclopedia Britannica | https://www.britannica.com/

While students are conducting their research, the teacher will assist students as needed. As students are researching, the teacher will make observations as to whether particular students will need additional guidance during the Performance Task when it comes to conducting research and taking notes from sources.

**Review and Assessment** (time: 10 minutes)

The teacher will lead a class discussion about qualities of successful entrepreneurs based on what students found in their research today:

- What qualities or outside factors allowed these entrepreneurs to be successful?
- Can you add any qualities to the list that you created in the Do Now?

### Lesson 6

#### The Growth of the British Textile Industry

**Goal**

Students will explain how the cotton textile industry changed during the Industrial Revolution and how populations shifted as a result of the Industrial Revolution.

**Do Now** (time: 5 minutes)

The teacher will remind students about the inventions that they studied in Lesson 4 and ask students to think more broadly about how these inventions changed the production of cotton textiles during the Industrial Revolution, beyond how they affected families who were producing textiles in their homes:

- How did it affect the entire industry?
- Could more textiles be produced?
- Where might the textiles be produced now?

Students will write down their thoughts.

**Hook** (time: 5 minutes)

Students will share their thoughts from the Do Now, likely mentioning that people would be able to produce more textiles because these inventions made the production of textiles much faster. If students are having trouble thinking about ways that inventions would change production, the teacher can prompt students with questions about inventions and factory work today.

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**Access for All Options**

**Multiple Means of Engagement:**
- Use group discussion to highlight and evaluate qualities of a good response.
- Connect discussions with relevant and authentic topics in contemporary times.

**Multiple Means of Representation:**
- Use multiple media to highlight critical features (big ideas, similarities and differences).
- Provide opportunities to use multimedia to identify periods and experiences of people (visual models, stories).

**Multiple Means of Action and Expression:**
- Provide alternatives for full participation including assistive technologies (text-to-speech, writing templates).
- Provide options for students to compose in multiple media such as text, drawing, illustrations, comics, and storyboards.
Are modern-day factories able to mass produce goods? Why? What goods can you think of that are mass-produced or would be nearly impossible to create in large quantities if we didn’t have factories and machines to help?

The teacher will remind students of the video that they watched on the traditional Indian system of textile production and how time-consuming and labor-intensive the process appeared to be.

**Presentation** (time: 10 minutes)
The teacher will tell students that during the Industrial Revolution, populations began to shift as industrial centers grew. The teacher will project maps that display British industrial development, available on pages 6 and 7 of the New York State Department of Education’s social studies resource kit on the Industrial Revolution.

See: “How Did the Industrial Revolution Move People?”

The teacher will lead a discussion about these maps, inviting students to the board to point out what they notice. They will likely notice that populations increased in areas that saw innovations and in areas where there were coal mines. Students will notice that some of the inventions that they looked at in Lesson 4 are noted on the map, as well as other inventions that were created during the Industrial Revolution.

**Practice and Application** (time: 25 minutes)
The teacher will divide students into four groups and assign each group one of the four data tables from the “Cotton Industry” webpage.


Students will create graphs of the British cotton imports, cotton good exports (there are two data tables, so two groups will graph exports), and cotton industry employment information. Students can choose the type of graph that they will create, and the teacher will help students put the information onto graph paper. Students might need to be reminded how to label graphs and how to create them in a way that makes the data visually accurate. Once students have created their graphs, they will discuss the data with their partners.

If the teacher would like to review types of graphs with students, the following website can be used to show students examples.

See: “44 Types of Graphs Perfect for Every Top Industry” | https://visme.co/blog/types-of-graphs/

**Review and Assessment** (time: 10 minutes)
Students will share their graphs with the class and consider the following questions:

What do we notice about cotton imports and exports as the Industrial Revolution began?
What do we notice about the percentage of workers in the cotton industry?
What conclusions can you draw?

Teachers may have students write answers to these questions on an Exit Ticket or lead the class in a discussion.
Lesson 7 (2 days)

Working in a Cotton Textile Factory

Goal
Students will identify and describe the characteristics of life in an English textile factory and explain the social and power relations that existed between employer and employees.

Lesson 7—Day 1

Do Now (time: 5 minutes)
Students will freewrite responses to the following prompt:

What do you think working conditions are like in a modern factory?

The teacher can potentially facilitate student writing by specifying a specific type of factory, e.g., cell phone, automotive, steel. The teacher can also show students pictures of modern-day factories. The teacher can do a Google image search of an iPhone factory or car factory, depending on student interest, and show students the images that arise from the search.

Hook (time: 10 minutes)
Students will turn and talk in pairs about their responses for five minutes, and then the teacher will ask for a volunteer from each pair to share their thoughts with the class. The teacher can use this time to talk about modern-day factories and about the working conditions of people employed in them around the world. The teacher will want students to think about working conditions today so that they can compare them to working conditions during the Industrial Revolution.

By the end of class, students will see that factory work has been difficult for people since the Industrial Revolution and that in many places in the world, improvements have not been made to the conditions under which factory workers are forced to work. For example, the teacher could read the excerpts below from an article in USA Today to give students an idea of what factory work looks like today.

All the workers we interviewed reported that they experienced episodes of dizziness or fainting at work. High noise levels violated legal limits. After standing at work for 70 to 80 hours a week, they reported pain in their bones, joints, and legs. Not a single worker we interviewed received a copy of her work contract (a violation of Vietnamese labor law).
The advocacy group Support for the Health and Rights of People in the Semiconductor Industry has documented over 300 cases of severe, and often fatal, occupational illnesses among electronics workers in South Korea, many in Samsung factories. Despite numerous South Korean court and government rulings that find factory conditions responsible for the leukemia, lymphomas, brain tumors, multiple sclerosis, infertility and other profound health problems in young former workers, manufacturers continue to deny their responsibility and refuse to identify the chemicals they use.

See: “Your cool new Samsung smartphone brought to you by noise, pain and miscarriages”

Presentation (time: 5 minutes)
The teacher will tell students that today, they are going to look at factory life during the Industrial Revolution. In the last lesson, they looked at the cities that saw population growth as a result of the factories that were being built, and they saw the amount of exports rise as a result of factories being able to produce more goods. Now, they will look at the working conditions of the people who worked in the factories. The teacher will tell students that over the next few days, they should pay close attention to the problems that began to arise for factory workers because at the end of the unit, they will research the political and economic reforms that workers demanded as a result of their working conditions during the Industrial Revolution.

Practice and Application (time: Day 1—35 minutes)
Students will answer questions in the Industrial Revolution Documentary Notecatcher on the next page (see p. 7.8.28) as they view the Reel Truth documentary Private Life of the Industrial Revolution: Social Change. The teacher will stop the video periodically so that students can take notes without missing out on watching parts of the video. At the end of the Day 1 Practice and Application, the teacher will collect the notecatchers and give feedback on them before students continue with the assignment the next day.

See: “Private Life Of the Industrial Revolution: Social Change | History Documentary | Reel Truth History”
https://www.youtube.com/watch?v=6As8AlbKK5Q (45.50—Stop at 28.55)

Lesson 7—DAY 2

Do Now (time: 10 minutes)
The teacher will return students’ notecatchers and ask them to think about what they have learned so far about working conditions during the Industrial Revolution. The teacher will then ask them to think about what they discussed in terms of modern-day working conditions and to make connections and discuss differences. The teacher will lead the discussion.

Practice and Application (time: Continued, Day 2—25 minutes)
Students will resume watching the Private Life of the Industrial Revolution: Social Change video and completing the notecatchers. The teacher will stop the video periodically to provide students time to write their notes and raise questions.

Review and Assessment (time: 20 minutes)
Each student will write a bio poem about a factory worker during the Industrial Revolution. The template for a bio poem can be found at the ReadWriteThink website. The teacher will tell the students to write the worker’s position (e.g., child laborer) instead of a name in the first and last lines. Students will share their poems at the end of class.

Please answer the following questions in the spaces provided as you watch the documentary on the Greg family and their factory, Quarry Bank Mill.

1. Complete the sentence: The factory system was a combination of ...

2. What work was done in the “mule room” of the factory, and what were the three types of jobs doing it?

3. Why did thousands of parents send their children to work in factories like Quarry Bank Mill?

4. From where and how did the Gregs get the adult portion of the workforce?

5. What did the Gregs provide to the child laborers and the adult laborers in their workforce?

6. How did the introduction of factories change peoples’ perception of time?

7. What were some of the specific dangers associated with working in a factory?
Extension (optional)

The teacher can extend this lesson by talking with students about working conditions of people in factories throughout the world. An option would be to look at the collapse of the Rana Plaza in Bangladesh in 2013. The following New York Times article has many pictures from the collapse.

**See:** “What the Rana Plaza Disaster Changed About Worker Safety”

“Report on Deadly Factory Collapse in Bangladesh Finds Widespread Blame”:

Lesson 8

Enslaved African Americans and American Cotton

**Goal**

Students will describe the working conditions of enslaved people who were producing cotton during the Industrial Revolution.

**Do Now** (time: 5 minutes)

Students will once again analyze the map from the University of Utah (used in Lesson 2) showing the four original areas of cotton domestication. The teacher will also show world climate maps, allowing students to see similarities among regions that grow cotton.

**See:** “The Evolution of Cotton”
(Map—Cotton was domesticated in four places)
https://learn.genetics.utah.edu/content/cotton/evolution/

“World Climate Maps”
https://www.climate-charts.com/World-Climate-Maps.html#temperature

While they are studying the maps, they will brainstorm a list of the common climate and terrain characteristics that those four original regions have that made them conducive to the first cotton cultivation.

**Hook** (time: 5 minutes)

Students will share their observations about the climate and terrain of regions that have been conducive to cotton cultivation.

**Access for All Options**

**Multiple Means of Engagement:**

- Connect discussion with relevant and authentic topics in contemporary times.
- Break discussions into short segments and follow with peer-to-peer pause-and-reflect activities.
- Allow students to share their own experiences.

**Multiple Means of Representation:**

- Provide sufficient color contrast between text and its background.
- Provide alternative text to images and other visuals.
- Highlight critical features showing similarities and differences.

**Multiple Means of Action and Expression:**

- Provide opportunities during pause-and-reflect breaks for students to use physical response (e.g., show of hands).
- Provide students opportunities to practice with scaffolds and supports (graphic organizers, mind maps, sentence stems, etc.).
- Offer guided reflection, reflective journaling, and group discussions that reflect students’ experiences.
The teacher will compile a list of those characteristics, making sure to add additional information about the temperature, terrain, sun exposure, and length of growing season.

**Presentation** (time: 10 minutes)
The teacher will project an image of the Lancashire region of England (where the cotton linen industry was centered) showing that, unlike the regions studied in the Do Now part of this lesson, it was not conducive to growing the cotton necessary for this growing industry, which meant that British cotton entrepreneurs had to rely on importing large amounts of raw cotton from outside of England. The teacher can also project the world climate map here to allow students to compare temperatures in various regions.

See: “Welcome to the Plant Hardiness Zone Map of the British Isles”
https://www.trebrown.com/hrdzone.html

The teacher will explain that in the late 18th and early 19th centuries, one of the most promising places where cotton farming was expanding was in the southern states of the newly created (separated from Great Britain) United States of America. The warm temperatures, rich soil, and long growing season in that part of the United States were all perfect for the cultivation of the type of cotton originally domesticated in southern Mexico and Guatemala. Additionally, the invention of the cotton gin by Eli Whitney and Catherine Greene, the plantation mistress who hired him to tutor her children, in the early 1790s dramatically sped up the process of removing seeds from recently harvested cotton, thereby increasing the volume of raw cotton that could be shipped to Great Britain’s newly emerging textile factories. The teacher will project an image of a replica of the original cotton gin available from the Digital Public Library of America.

See: “A reproduction of Eli Whitney’s cotton gin model, patented in 1794”

The teacher will point out that the combined effect of perfect growing conditions and this new technology was the expansion of cotton farming and the enslaved labor system in the American South. The teacher will project the three interactive maps illustrating these correlated developments available from the University of Oregon.

See: “The Spread of Cotton and of Slavery 1790-1860”
https://mappinghistory.uoregon.edu/english/US/US18-00.html

The teacher will point out that the Industrial Revolution in English cotton manufacturing did not therefore just turn the lives of the families who made a living in the domestic system upside down; it also trapped millions of African American men, women, and children in a forced-labor system of brutal work, which is the experience students will investigate in the next part of the lesson.

**Practice and Application** (time: 25 minutes)
The teacher will distribute a copy of the following Know-Observe-Wonder primary source analysis chart found on the next page (see p. 7.8.31) and ask students to use it to record their analytical observations of the Digital Public Library of America photograph depicting African American women and children picking cotton.

See: “A stereo card depicting African American women and children picking cotton in a field”
**Know-Observe-Wonder Primary Source Analysis Chart**

<table>
<thead>
<tr>
<th>KNOW:</th>
<th>What is the primary source you are studying? When was it created? Who created it? Why do you think he, she, or they created it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBSERVE:</td>
<td>Being as detailed as possible, what do you see in this photograph? (Include as much information as possible about the physical setting, the people, the objects, and anything else in the image.)</td>
</tr>
<tr>
<td>WONDER:</td>
<td>What questions come to mind about the setting, people, objects, and any content of this photograph as you study it?</td>
</tr>
</tbody>
</table>
After students have finished recording their observations about the photograph, they will read an excerpt written by Solomon Northrup, a slave who describes the working conditions on a Louisiana cotton plantation (1853). As they read, students will look for answers to their “wonder” questions and answer them on their Know-Observe-Wonder charts.

See: “Excerpts from Slave Narratives - Chapter 10: Solomon Northrup”
http://www.vgskole.net/prosjekt/slavrute/10.htm

Review and Assessment (time: 10 minutes)
The teacher will ask students to think about all of the people who were involved in the growth of the textile industry, from the domestic workers, inventors, entrepreneurs, and factory workers to the enslaved peoples that they learned about today. Students will create a concept map that shows the connections and relationships among these groups of people in the textile industry. Students can use words and images to create this concept map.

Lesson 9
“Cottonopolis”:
The Manchester, England Area

Goal
Students will describe Manchester’s changing characteristics and the textile industry’s impact on the surrounding environment.

Do Now (time: 10 minutes)
The teacher will project two different works of fine art: Sebastian Pether’s View from Kersal Moor towards Manchester (circa 1820) and William Wyld’s Manchester from Kersal Moor (1857). Both works of art depict Manchester from the same vantage point, but from different decades.

See: “View from Kersal Moor, Salford - 1820.jpg”
https://upload.wikimedia.org/wikipedia/commons/1/15/View_from_Kersal_Moor%2C_Salford_-_1820.jpg

“Wyld, William - Manchester from Kersal Moor, with rustic figures and goats - Google Art Project.jpg”
https://upload.wikimedia.org/wikipedia/commons/e/e2/Manchester_from_Kersal_Moor_William_Wyld%2C1857%29.jpg

Students will write down the differences that they see in the two pictures. Once students have completed this task, the teacher will invite students to the board to point out the similarities and differences that they see.
Hook (time: 5 minutes)
The teacher will tell students that these images represent the shift that occurred during the Industrial Revolution and that the second picture shows the urbanization of Manchester. The teacher will ask students to try to define *urbanization* based on the images.

After a brief discussion, the teacher will tell students that urbanization occurs when the population shifts from rural areas to cities; the creation and growth of cities is the result. The teacher will tell students that industrialization always leads to urbanization, and the English city that came to symbolize the cotton cloth industry was Manchester, which is what they will study today.

Presentation (time: 10 minutes)
The teacher will again refer students to the Resources and Industries in England, 1750 map on page 613 of the *World History* textbook to point out the precise location of Manchester in relation to other locations and resources that were instrumental to Britain’s Industrial Revolution.

See: Resources and Industries in England (1750)—Map
*World History* textbook, p. 613

The teacher will point out that while the textbook map places Manchester in proximity to the Mersey River, this is a bit inaccurate. In reality, Manchester is situated next to the Irwell River, which is a waterway that flows south and eventually merges with the Mersey River. The teacher will project the 1650 map of Manchester and Salford villages.

See: “Map of Manchester circa 1650”
https://upload.wikimedia.org/wikipedia/commons/0/0e/Map_of_manchester_circa_1650.jpg

Note: The 1650 map image reverses directions from what is customary on a map, meaning north is down, south is up, east is left, and west is right. Manchester Village is left of the Irwell River, rather than right as it is on maps with the customary directional layout.

As the class looks at the map, the teacher will take the students on a quick “tour” of Manchester Village, pointing out the settlement patterns and landmarks of this community of farmers and household producers. Then, the teacher will continue this “tour” of a changing Manchester through time by projecting a series of overlay maps of Manchester.

See: “Manchester Historical Maps”
https://manchester.publicprofiler.org/beta/index.php

Note: The teacher will select OS Street View as the base map, orienting the students to the River Irwell, then click through the series of overlay maps in the menu on the right, beginning with “Tinker (1772)” and ending with “Marr - Housing (1904).”

As the teacher clicks through each map, she or he will point out Manchester’s changing features as it industrialized, noting where factories were in relation to housing, churches, burial grounds, and almshouses. When the teacher gets to the map titled “Marr - Housing (1904),” she or he will point out to students where factories, slum housing, and suburban areas were in relation to each other. (Note the color key in the upper right-hand corner of this map.) The
teacher will ask students to keep those distinctions in mind for when they study what working and living conditions were like for people across classes in Manchester.

**Practice and Application** (time: 20 minutes)
The teacher will divide the class into two groups to read about the growth of Manchester. One group will read the source while paying attention to the growth of the population. The other group will read while paying attention to important dates in the industrialization of Manchester. The first group will graph the population growth as they read. The second group will create a timeline of important moments in the industrialization of Manchester.

The teacher will also have each group read two primary source excerpts to give students an idea of what happened in Manchester as the population grew. There are 14 excerpts to choose from, and any can be used to provide students with firsthand accounts of what the city looked like. The teacher could select excerpts 2, 3, 6, and 7, as they are short and accessible but provide students with a quick glimpse into what became of Manchester.

See: “Manchester” (scroll down for Primary Sources list) | https://spartacus-educational.com/ITmanchester.htm

**Review and Assessment** (time: 10 minutes)
Students will post their timelines and population growth charts on the wall. The class will look at them together and make connections between the industrialization in the city and the growth of the population. The teacher will lead a class discussion on these connections and the primary source testimony that they read.

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**Lesson 10** (2 days)

**Living in an Industrial City**

**Goal**
Students will describe the characteristics of living conditions in a textile city in order to empathize with the poor housing conditions of factory workers.

**Lesson 10–DAY 1**

**Do Now** (time: 15 minutes)
The teacher will read aloud an excerpt from Charles Dickens's *Hard Times*, which describes a fictional town that resembles Manchester in the 1800s. While the teacher is reading, students will underline any sentences, phrases, or words that stand out to them as being particularly interesting. After reading, they will select what they find to be the most significant sentence, phrase, and word to participate in a “Text Rendering” protocol in the Hook.

See: “Excerpt from *Hard Times* by Charles Dickens”
https://www.summitlearning.org/docs/60060
“Text Rendering Experience”

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**Multiple Means of Engagement:**
- Allow students to share their own living condition stories (neighborhood, town or city, etc.).
- Begin the lesson with a provocative question or quotation.

**Multiple Means of Representation:**
- Build student background knowledge through real-world experiences.
- Use multimedia to summarize content so far and identify similarities and differences (text, video, organizers).

**Multiple Means of Action and Expression:**
- Provide self-monitoring guides and templates for goal-setting.
- Offer students opportunities to practice with scaffolds and supports (sentence stems, graphic organizers).
Hook (time: 15 minutes)
The teacher will lead students in the Text Rendering protocol, writing on the board the words and phrases that students found particularly interesting. Students will use the words on the board as a word wall to discuss ways that the industrial town is described. The teacher will leave this word wall on the board for students to refer back to the next day.

The teacher will then ask students:

Do these words describe what you imagine city life to be like today?
Do you think people in cities are wealthy or poor?

The teacher will then share excerpts from “9 American Cities with the Worst Income Inequality” to show students that cities today have a large income divide, often housing the richest and poorest residents of a state. Living conditions for many of our country’s poorest residents are deplorable.

See: “9 American cities with the worst income inequality”

Presentation (time: 5 minutes)
The teacher will tell students that over the next two days, they will spend time exploring what life was like for people living in an industrial city such as Manchester in the 1800s. At three stations within the classroom, students will take turns examining photographs and reading primary and secondary sources to understand the living conditions of an industrial city. The teacher will hand out materials for today’s activities (see below).

Practice and Application (time: Day 1—20 minutes)
Students will have enough time to visit one of three stations today, and they will visit the other two stations on Day 2 of this lesson. At the end of Day 1, the teacher will collect the students’ work to review.

STATION 1: Photographs from Industrial Towns
Printed copies of images of industrial towns will be available for examination.

Students will receive copies of the Analyze a Photograph sheet from the National Archives with directions for recording what they learn.

See: “The Old Closes and Streets of Glasgow”
(British Library Collection images)
https://www.bl.uk/collection-items/the-old-closes-and-streets-of-glasgow

“Analyze a Photograph”
(National Archives photograph analysis worksheet)
Practice and Application: Lesson 10—Station 3 Notecatcher

<table>
<thead>
<tr>
<th>“Slums” Article Analysis</th>
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<tbody>
<tr>
<td>As you read the article, write down your responses to each of these topics.</td>
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<tr>
<td></td>
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<tr>
<td>“Indescribable Filth”</td>
</tr>
<tr>
<td></td>
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<tr>
<td>“Sanitation and Disease”</td>
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<td></td>
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</tbody>
</table>
STATION 2: Excerpt from *The Condition of the Working-Class in England in 1844* by Fredrick Engels

Printed copies of the Activity Resource with the Engels excerpt (See Supplement pp. 7.9.1-3).

Students will analyze the text and highlight words and phrases that vividly describe the conditions of the town. Only language that is especially strong in imagery should be highlighted, not the entire article.

STATION 3: Slums Article

Printed copies of the Station 3 Notecatcher (See p. 7.8.36).

Students will read the article on the British Library website and the use Station 3 Notecatcher found on the preceding page (see p. 7.8.36) to analyze and respond to what they read.

See: “Slums” (British Library article by Judith Flanders on housing for 19th century urban poor)
https://www.bl.uk/romantics-and-victorians/articles/slums

**Lesson 10—DAY 2**

**Do Now** (time: 5 minutes)

The teacher will hand back student work from Day 1 and ask students to review what they wrote. Students will refer back to the word and phrase list that they created in the Day 1 Do Now and think about how accurate Dickens’s description was based on what they know so far. They will discuss their thoughts with partners, and then share with the class.

**Practice and Application** (time: Continued, Day 2—35 minutes)

Students will continue with their station work from Day 1. Students will spend 15-20 minutes at the next station before moving to the last station. Students who started at Station 1 in yesterday’s class will move to Station 2, students who started at Station 2 will move to Station 3, and students who started at Station 3 will move to Station 1.

**Review and Assessment** (time: 15 minutes)

The teacher will ask students to revisit the description that Dickens wrote that they looked at during the Do Now on the first day of this lesson. Students will “take a line for a walk,” writing about the living conditions in an industrial city with their newfound knowledge from the station activities. To “take a line for a walk,” students write a line or phrase from a text (the passage by Dickens) on a piece of paper. Then, they keep writing and take that line wherever they want. Students are free to pick the genre and format of their writing. They can write poetry, prose, newspaper articles, etc.

**CULMINATING LESSONS**

*Includes the Performance Task (Summative Assessment)—measuring the achievement of learning objectives*

**Lesson 11** (3 days)

Virtual Museum Exhibit Research

**Goal**

Students will research a topic of their choosing for a virtual museum exhibit about a political or economic reform movement that arose as a result of the Industrial Revolution.

**Lesson 11—DAY 1**

**Do Now** (time: 5 minutes)

The teacher will ask students to create a list of the problems with working conditions that exist today:
FINAL PROJECT: Virtual Museum Exhibit

Goal: To research an 18th- or 19th-century British economic or political reform movement that arose in response to the effects of the Industrial Revolution and present your findings in a virtual museum exhibit that you will present to your classmates.

Role: You are a history scholar tasked with researching and curating a museum exhibit on an economic or political reform movement from either late 18th- or 19th-century Great Britain. You will then guide museum visitors through your curated exhibit.

Audience: Your audience will be museum attendees who have an interest in the history of industrialization, child labor, labor laws, workplace safety laws and regulations, and/or economic and social protest movements.

Situation: As modern-day reformers are fighting for a higher minimum wage, paid sick leave, and other rights for workers, a museum has decided to highlight historical economic and political reforms for which workers have fought. You have been asked to curate a museum exhibit on an economic or political reform movement in late 18th- or 19th-century Great Britain.

Product: You must compile information about an economic or political reform movement in late 18th- or 19th-century Great Britain that you will present in a museum exhibit. The first room of the exhibit will showcase a modern reform movement, and the other rooms will take viewers back in time to showcase the 18th- or 19th-century reform movement. The exhibit will contain carefully chosen images, objects, and information extracted from the primary and secondary sources that you consult.

Standards:
- The project will include artifacts (maps, photographs, etc.) relevant to your topic.
- The project will highlight people significant to the political or economic reform movement.
- The project will include descriptors for all artifacts in the exhibit, detailing their significance.
- The project will be well-organized.
- The project will have relevant citations for all research.
UNIT PLAN—The Cotton Textile Revolution

What are people fighting for today to improve working conditions?
What would you want from your employer?

Hook (time: 5 minutes)
Students will share their lists with the class to create a master list of problems that exist with working conditions today. Students might list minimum wage increases, access to healthcare benefits for part-time workers, and paid sick time.

Presentation (time: 30 minutes)
The teacher will explain to students that just as they expect to have certain rights today in the workplace, workers in the Industrial Revolution demanded certain rights, too. The teacher will explain that many economic and political reform movements began because of the problems that arose during the Industrial Revolution.

The teacher will remind students of the unit’s performance task, which asks them to create a virtual museum exhibit on one of these political or economic reforms. The teacher will introduce students to the idea of a virtual museum by showing them samples from the Educational Virtual Museums Developed Using PowerPoint site.

See: “Educational Virtual Museums Developed Using PowerPoint”
http://christykeeler.com/EducationalVirtualMuseums.html

Note: Scroll down to Virtual Museum Samples. The PowerPoint slides can be opened in Google Slides if students have access only to Chromebooks.

The teacher will show samples from the website and ask students what they notice about the exhibits that they are looking at:

What do they all include? What do you like about them?

With the students’ help, the teacher will make a list of what good museum exhibits include so that they have a sense of what they will need to include in their own projects. The teacher will hand out copies of the Final Project found on the preceding page (see p. 7.8.38) and review it with students.

The teacher will create a rubric with the class based on the assignment and what students think a good presentation should include. The class will likely decide that they should include people relevant to the movements, maps, information about the Industrial Revolution that is relevant to their movements, and artifacts that represent the movements they are studying. They will also need to include written descriptors for each artifact in their exhibits, organize their exhibits well, and cite the sources that they use in their museum exhibits.
The Cotton Textile Revolution

HISTORY

The Cotton Textile Revolution

UNIT PLAN

World History II—Chapter 7
Topic: The Agricultural and Industrial Revolutions and Their Consequences (WHII.T2)
The Cotton Textile Revolution—UNIT PLAN

Online Resource List

Practice and Application: Lesson 11 (Day 1)—Economic and Political Reform Movements

Luddite Protests and Attacks on Factory Machines
- “Modern History Sourcebook: Leeds Woollen Workers Petition, 1786”
  https://sourcebooks.fordham.edu/mod/1786machines.asp
- “Modern History Sourcebook: Letter from Leeds Cloth Merchants, 1791”
  https://sourcebooks.fordham.edu/mod/1791machines.asp
- “Luddites” | http://www.nationalarchives.gov.uk/education/politics/g3/
- “What the Luddites Really Fought Against”
  https://www.smithsonianmag.com/history/what-the-luddites-really-fought-against-264412/

The Child Labor Campaign and the Factory Act of 1833
- “Child Labour during the Industrial Revolution” | https://spartacus-educational.com/IRchild.htm
- “Child Labour” | https://www.bl.uk/romantics-and-victorians/articles/child-labour
- “Child Labour”
  http://www.nationalarchives.gov.uk/pathways/citizenship/struggle_democracy/childlabour.htm
- “The 1833 Factory Act” | http://www.victorianweb.org/history/factact.html

New Lanark and Utopian Socialism
- “Robert Owen” | https://spartacus-educational.com/IRowen.htm
- “Robert Owen, socialist and visionary”
  https://www.bbc.co.uk/blogs/wales/entries/b39285e4-19eb-347e-9af3-06b2391b525f
- “People's Historian: Robert Owen and New Lanark” | https://www.youtube.com/watch?v=-ZU2l2nOymg
- “New Lanark (UNESCO/NHK)” | https://www.youtube.com/watch?v=F1nlAjJge_w
- “Illustration of New Lanark, a cotton mill village”
  https://www.bl.uk/collection-items/illustration-of-new-lanark-a-cotton-mill-village#
- “New Lanark: schools, mills, the Owen home” | https://faculty.evansville.edu/ck6/bstud/nlanark.html
- “The utopian cotton-spinning factory of New Lanark” | https://britishheritage.com/utopian-new-lanark

The Transcendentalist Movement
- “Trade unionism”
  http://www.nationalarchives.gov.uk/pathways/citizenship/struggle_democracy/trade_unionism.htm
- “Extracts from an article in The Preston Chronicle and Lancashire Advertiser, 13 August 1842, about trouble in Manchester and its surroundings”
  http://www.nationalarchives.gov.uk/education/politics/g7/source/g7s3a.htm
- “Trade Union Movement” | https://spartacus-educational.com/TU.htm
Practice and Application (time: Day 1—15 minutes)

Students will be given the rest of the class to skim articles to decide what economic or political reform movements they are interested in researching. Options include, but are not limited to, the topics and links in the Online Resources List found on the preceding page (see p. 7.8.40). To explore a topic, students should open the first link in each list. After choosing their topics, students can use the remaining links to extend their research.

At the end of class, students will write Exit Tickets that tell the teacher which reform movements they are interested in researching.

Lesson 11—DAY 2

Do Now (time: 5 minutes)

The teacher will give students the Exit Tickets that they wrote the day before and ask them to write questions that they have about the reform movements they selected. Their goal today will be to research the reform movements and find

Online Resource List

<table>
<thead>
<tr>
<th>Presentation: Lesson 11 (Day 2)—Modern Labor Movements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Higher Minimum Wage</strong></td>
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<tr>
<td>• “Raising the Minimum Wage”</td>
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<tr>
<td><a href="https://www.nelp.org/campaign/raising-the-minimum-wage/">https://www.nelp.org/campaign/raising-the-minimum-wage/</a></td>
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<tr>
<td>• “Fight for $15”</td>
</tr>
<tr>
<td><a href="https://fightfor15.org">https://fightfor15.org</a></td>
</tr>
<tr>
<td><strong>Paid Sick Time</strong></td>
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<tr>
<td>• “Paid Sick Time”</td>
</tr>
<tr>
<td><a href="https://www.abetterbalance.org/our-campaigns/paid-sick-time/">https://www.abetterbalance.org/our-campaigns/paid-sick-time/</a></td>
</tr>
<tr>
<td>• “Paid Sick Leave”</td>
</tr>
<tr>
<td><strong>Maternity/Paternity Leave</strong></td>
</tr>
<tr>
<td>• “Winning Paid Family Leave for Everyone”</td>
</tr>
<tr>
<td><a href="https://paidleave.us">https://paidleave.us</a></td>
</tr>
<tr>
<td>• “The US doesn’t offer paid family leave – but will that change in 2020?”</td>
</tr>
<tr>
<td>• “In A Historic Bill, Federal Workers Will Receive 12 Weeks Of Paid Parental Leave”</td>
</tr>
<tr>
<td>• “In The Fight For Paid Parental Leave, 6 Months Should Be The Minimum”</td>
</tr>
</tbody>
</table>
answers to as many questions as possible. They will also extend their research to include a modern-day reform movement that will be showcased in the first room of their exhibit, allowing museum visitors to see the modern-day reforms that connect to labor reform movements that were going on in the 18th and 19th centuries.

**Presentation** (time: 10 minutes)
The teacher will show students the template options for their virtual museum exhibits. There are three options that are available on the blog. The teacher can give all students the same template or allow students to select the ones that they would like to use.

See: “Educational Virtual Museums Developed Using PowerPoint”
http://christykeeler.com/EducationalVirtualMuseums.html

Note: Scroll down to Virtual Museum Templates. The teacher can modify the number of rooms and artifacts as needed.

The teacher will review the modern-day labor reform movements that students wrote about the previous day in the Do Now and provide students with the Online Resource List found on the preceding page (see p. 7.8.41) to find information about these modern labor movements. Since the modern movement is highlighted only in one room of the exhibit, students should not need to spend too much time looking at these resources.

**Practice and Application** (time: Continued, Day 2—40 minutes)
Based on the templates that they are using, students will determine how many artifacts they need to find for each room of their exhibit. Students will spend the rest of the class researching their reform movements and taking notes on a Reform Movements Notecatcher similar to the one found on the next page (see p. 7.8.43). The teacher will circulate throughout the room, helping students find relevant information and helping them understand the sources they are reading. Students will submit their notecatchers for teacher review at the end of class.

**Lesson 11—DAY 3**

**Do Now** (time: 5 minutes)
The teacher will return the notecatchers from Day 2 and ask students to compare what they have found so far to what the rubric tells them they need to include in their project. Students will also think about how many artifacts they need to include in their museum exhibits and determine what they still need to research today.

**Practice and Application** (time: Continued, Day 3—35 minutes)
Students will continue their research. Again, the teacher will circulate throughout the room to help students find relevant information and understand the sources they are reading.

**Review and Assessment** (time: 15 minutes)
The teacher will ask students to look over the research that they have collected over the past three days and determine what information they will want to include in each room of their virtual museum exhibits. The teacher will give students different color highlighters and ask them to assign each room of their exhibits a different color highlighter. They will then highlight the pieces of information that they want to include in each room using the colors that they assigned each room. The teacher will collect the research and give students feedback about their organizational decisions.
Practice and Application: Lesson 11 (Day 2)—Reform Movements Notecatcher

<table>
<thead>
<tr>
<th>Name of person, artifact, map, photograph, or other primary source document</th>
<th>What did this person do? Or, what does this artifact, map, photograph, or other source show?</th>
<th>What is the significance of this person, artifact, map, or photograph to your reform movement?</th>
<th>Source(s)</th>
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</table>
Lesson 12  (2 days)

Curating a Museum Exhibit

Goal
Students will write descriptors for all of the artifacts in their virtual museum exhibits and put together their exhibits.

Lesson 12—DAY 1

Do Now (time: 5 minutes)
Students will review the feedback that the teacher wrote on notecatchers about their organizational decisions and will make adjustments as necessary.

Hook (time: 5 minutes)
Students will develop creative names for the rooms in their exhibits based on what they are putting in each room and reorganize as needed. Students will determine which artifacts should be included and which should be left out based on the number of artifacts that can be in each room on the templates that they are using.

Presentation (time: 10 minutes)
Now that students have gathered their information, they will need to write the descriptors for each artifact. The teacher will tell students that the middle two columns of their notecatchers will help them write the descriptors.

The teacher will open one of the sample exhibits on the Education Virtual Museum website and project one of its descriptors. The teacher will ask students what they notice about it. Students will likely say that the artifact is named, that it is fully described in terms of purpose or significance, and that there is sourcing information about where information and photographs were obtained. The teacher will tell students that they will need to do the same for the artifacts that they are putting into their exhibits.

See: “Educational Virtual Museums Developed Using PowerPoint”
http://christykeeler.com/EducationalVirtualMuseums.html

Practice and Application (time: Day 1—35 minutes)
Students will spend the remaining class time putting together their exhibits. The teacher will help students with putting the PowerPoint (or Google Slides) presentations together and with writing up their descriptors. Students will share what they have completed with their teacher so that the teacher can review student work before the next class.

Access for All Options

Multiple Means of Engagement:
- Teach explicitly the skills for approaching different types of documents.
- Support students to stay focused on the goal of their inquiry.

Multiple Means of Representation:
- Offer note-taking guides and guided questions as necessary.
- Provide scaffolds for students who need them (sentence starters, visual models).

Multiple Means of Action and Expression:
- Provide self-monitoring guides and templates for goal-setting.
- Provide models and examples of the final product.

Literacy and Numeracy Across Content Area Elements

Writing:
- Students will write descriptors for the artifacts that they are including in their virtual museum exhibits.
Lesson 12–DAY 2

Do Now (time: 5 minutes)
Students will review teacher feedback, ask questions as needed, and plan their work for this class period.

Practice and Application (time: Continued, Day 2—40 minutes)
Students will spend the remaining time in class putting together their exhibits. The teacher will help students with putting the PowerPoint (or Google Slides) presentations together and with writing up their descriptors. Students will have copies of the rubric with them while they are working to ensure that they are including all required elements in their descriptors.

Review and Assessment (time: 10 minutes)
After students complete their exhibits, the teacher will ask students:

What similarities have you found in modern-day movements and the movements that took place in 18th and 19th century England?
What makes a reform movement successful?
How can we fight for workers’ rights today?

The teacher will lead a discussion about ways that students and others can be civilly engaged in the process to improve workers’ rights.

Extension (optional)
The teacher can extend this lesson one more day to provide students with more time to curate their exhibits. Depending on how many artifacts students are putting into their museums, they might need more time to polish their presentations.

Notes:
Lesson 13

Presenting and Touring the Virtual Museum Exhibits

Goal
Students will present their museum exhibits to their classmates, explaining the significance of the artifacts that they included.

Do Now (time: 5 minutes)
Students will review the rubric that they created in Lesson 11 and make a list of any last-minute changes or additions they need to make to their museum exhibits before presenting.

Hook (time: 5 minutes)
Students will make a list of good presentation techniques. The teacher will lead this discussion and create a list of reminders on the board for students.

Presentation (time: 5 minutes)
The teacher will tell students that they will have 15 minutes to make any last-minute changes to their presentations and to practice their presentations with partners; then, they will present their exhibits to the class.

Practice and Application (time: 15 minutes)
Students will make last-minute changes to their presentations and then work with partners to practice presenting their exhibits. Partners will give each other feedback based on the rubric and the list of good presentation techniques listed on the board. The teacher will circulate throughout the room to help students.

Review and Assessment (time: 30 minutes)
Students will present their exhibits to the class. Presenters will act as tour guides, and classmates will ask questions about the presenters’ exhibits. Classmates will have the opportunity to click through each others’ presentations if time permits and if there are enough computers in the classroom to do this.

After presenting, students will complete Museum Exhibit Self-Assessment forms, such as the one that follows on the next page (see p. 7.8.47).

Access for All Options

Multiple Means of Engagement:
- Schedule times to confer with students to encourage self-regulation.
- Offer mastery-oriented feedback and self-assessment tools.

Multiple Means of Representation:
- Provide alternatives for visual simulations and illustrations using multimedia (text, videos, interactive apps).
- Provide process and other guides using multimedia (blackboard, text, slides, etc.).

Multiple Means of Action and Expression:
- Provide self-monitoring guides and templates for goal-setting.
- Provide models and examples of the final product.

Literacy and Numeracy Across Content Area Elements

Speaking and Listening:
- Students will present their exhibits to classmates. They will ask and answer questions during the presentations.
### Review and Assessment: Lesson 13—Museum Exhibit Self-Reflection

<table>
<thead>
<tr>
<th>Museum Exhibit Self-Reflection</th>
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<tbody>
<tr>
<td><strong>ONE</strong> way modern reformers can work to change labor laws in our country:</td>
</tr>
<tr>
<td>1. [Enter response here]</td>
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<tr>
<td>2. [Enter response here]</td>
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<tr>
<td><strong>TWO</strong> things I would do differently on a similar project in the future:</td>
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<td>1. [Enter response here]</td>
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<tr>
<td>2. [Enter response here]</td>
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<tr>
<td><strong>THREE</strong> things I did well on this project:</td>
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<tr>
<td>1. [Enter response here]</td>
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<tr>
<td>2. [Enter response here]</td>
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<tr>
<td>3. [Enter response here]</td>
</tr>
<tr>
<td><strong>FOUR</strong> things I learned from this project:</td>
</tr>
<tr>
<td>1. [Enter response here]</td>
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<tr>
<td>2. [Enter response here]</td>
</tr>
<tr>
<td>3. [Enter response here]</td>
</tr>
<tr>
<td>4. [Enter response here]</td>
</tr>
</tbody>
</table>
Manchester proper lies on the left bank of the Irwell, between that stream and the two smaller ones, the Irk and the Medlock, which here empty into the Irwell. … The whole assemblage of buildings is commonly called Manchester, and contains about four hundred thousand inhabitants, rather more than less. The town itself is peculiarly built, so that a person may live in it for years, and go in and out daily without coming into contact with a working-people’s quarter or even with workers, that is, so long as he confines himself to his business or to pleasure walks. This arises chiefly from the fact, that by unconscious tacit agreement, as well as with outspoken conscious determination, the working people’s quarters are sharply separated from the sections of the city reserved for the middle-class; …

I may mention just here that the mills [factories] almost all adjoin the rivers or the different canals that ramify throughout the city, before I proceed at once to describe the labouring quarters. First of all, there is the old town of Manchester, which lies between the northern boundary of the commercial district and the Irk. Here the streets, even the better ones, are narrow and winding, as Todd Street, Long Millgate, Withy Grove, and Shude Hill, the houses dirty, old, and tumble-down, and the construction of the side streets utterly horrible. Going from the Old Church to Long Millgate, the stroller has at once a row of old-fashioned houses at the right, of which not one has kept its original level; these are remnants of the old pre-manufacturing Manchester, whose former inhabitants have removed with their descendants into better built districts, and have left the houses, which were not good enough for them, to a population strongly mixed with Irish blood. Here one is in an almost undisguised working-men’s quarter, for even the shops and beer houses hardly take the trouble to exhibit a trifling degree of cleanliness. But all this is nothing in comparison with the courts and lanes which lie behind, to which access can be gained only through covered passages, in which no two human beings can pass at the same time. Of the irregular cramming together of dwellings in ways which defy all rational plan, of the tangle in which they are crowded literally one upon the other, it is impossible to convey an idea. And it is not the buildings surviving from the old times of Manchester which are to blame for this; the confusion has only recently reached its height when every scrap of space left by the old way of building has been filled up and patched over until not a foot of land is left to be further occupied.

Right and left a multitude of covered passages lead from the main street into numerous courts, and he who turns in thither gets into a filth and disgusting grime, the equal of which is not to be found—especially in the
courts which lead down to the Irk, and which contain unqualifiedly the most horrible dwellings which I have yet beheld. In one of these courts there stands directly at the entrance, at the end of the covered passage, a privy without a door, so dirty that the inhabitants can pass into and out of the court only by passing through foul pools of stagnant urine and excrement. Below it on the river there are several tanneries which fill the whole neighbourhood with the stench of animal putrefaction. Below Ducie Bridge the only entrance to most of the houses is by means of narrow, dirty stairs and over heaps of refuse and filth. The first court below Ducie Bridge, known as Allen’s Court, was in such a state at the time of the cholera that the sanitary police ordered it evacuated, swept, and disinfected with chloride of lime. ... At the bottom flows, or rather stagnates, the Irk, a narrow, coal-black, foul-smelling stream, full of debris and refuse, which it deposits on the shallower right bank.

In dry weather, a long string of the most disgusting, blackish-green, slime pools are left standing on this bank, from the depths of which bubbles of miasmatic gas constantly arise and give forth a stench unendurable even on the bridge forty or fifty feet above the surface of the stream. But besides this, the stream itself is checked every few paces by high weirs, behind which slime and refuse accumulate and rot in thick masses. Above the bridge are tanneries, bone mills, and gasworks, from which all drains and refuse find their way into the Irk, which receives further the contents of all the neighbouring sewers and privies. It may be easily imagined, therefore, what sort of residue the stream deposits. Below the bridge you look upon the piles of debris, the refuse, filth, and offal from the courts on the steep left bank; here each house is packed close behind its neighbour and a piece of each is visible, all black, smoky, crumbling, ancient, with broken panes and window frames. The background is furnished by old barrack-like factory buildings. On the lower right bank stands a long row of houses and mills; the second house being a ruin without a roof, piled with debris; the third stands so low that the lowest floor is uninhabitable, and therefore without windows or doors. Here the background embraces the pauper burial-ground, the station of the Liverpool and Leeds railway, and, in the rear of this, the Workhouse, the “Poor-Law Bastille” of Manchester, which, like a citadel, looks threateningly down from behind its high walls and parapets on the hilltop, upon the working-people’s quarter below.

Everywhere heaps of debris, refuse, and offal; standing pools for gutters, and a stench which alone would make it impossible for a human being in any degree civilised to live in such a district. ... Passing along a rough bank, among stakes and washing-lines, one penetrates into this chaos of small one-storied, one-
Primary Source Description of Manchester (1844), continued

roomed huts, in most of which there is no artificial floor; kitchen, living and sleeping-room all in one. In such a hole, scarcely five feet long by six broad, I found two beds—and such bedsteads and beds—which, with a staircase and chimney-place, exactly filled the room. In several others I found absolutely nothing, while the door stood open, and the inhabitants leaned against it. Everywhere before the doors refuse and offal; that any sort of pavement lay underneath could not be seen but only felt, here and there, with the feet. This whole collection of cattle-sheds for human beings was surrounded on two sides by houses and a factory, and on the third by the river, and besides the narrow stair up the bank, a narrow doorway alone led out into another almost equally ill-built, ill-kept labyrinth of dwellings ... 

Such is the Old Town of Manchester, and on re-reading my description, I am forced to admit that instead of being exaggerated, it is far from black enough to convey a true impression of the filth, ruin, and uninhabitableness, the defiance of all considerations of cleanliness, ventilation, and health which characterise the construction of this single district, containing at least twenty to thirty thousand inhabitants. And such a district exists in the heart of the second city of England, the first manufacturing city of the world. If any one wishes to see in how little space a human being can move, how little air—and such air!—he can breathe, how little of civilisation he may share and yet live, it is only necessary to travel hither. True, this is the Old Town, and the people of Manchester emphasise the fact whenever any one mentions to them the frightful condition of this Hell upon Earth; but what does that prove? Everything which here arouses horror and indignation is of recent origin, belongs to the industrial epoch.

Never Again? Genocide in the Modern Era

Topic 7: The Politics of Difference: Conflicts, Genocide, and Terrorism (WHII.T7)

This unit is designed for short-term programs. It may be adapted for long-term settings.

Unit Designer: Melina Palumbo
Contributor: Momodou Sarr

Introduction

In the wake of World War II and the Holocaust, survivors of this heinous genocide rallied around a common phrase, “never again.” Never again would genocide be tolerated in the international community. Never again would countries stand by and watch while others suffered such a horrific fate. Sadly, 75 years later, the world has not made good on this promise. Today, mass atrocities and genocide continue. It is difficult to know the exact number, but there have been upwards of 15 mass atrocities and genocides since the Holocaust. The purpose of this unit is to familiarize students with the concepts of mass atrocity and genocide while analyzing the causes and consequences of both.

To accomplish this task, the teacher will take students through Kolb’s Experiential Learning Cycle: “What? So what? Now what? Do it.” To begin, students will learn about the terminology: mass atrocity, genocide, state sovereignty, and international law. Students will then survey modern genocides as a way of grasping the magnitude of the issue. Then, students will explore how the international community can respond to genocide by participating in an options-in-brief role play. This activity will give students the opportunity to see the complexities of the issue and how hard it is to act. Afterward, students will investigate two case studies: the Rwandan and Sudanese genocides. These will allow students to see how international organizations, governments, and individuals have responded to genocides in the past.

After completing the case studies, students will discuss memorials as a tool in preventing genocides. The teacher should emphasize how memorials can preserve the past by educating people about what happened while also commemorating victims. Once students have a grasp of the vast array of memorials that exist, they will select a genocide they wish to commemorate through the creation of a memorial. When students have completed their work, the class will participate in a gallery walk.

Throughout the unit, the teacher and students should explore and discuss these Essential Questions:

- How and why do people use human difference as a rationale for conflict?
- What factors lead to extreme conflicts in human society?

SOURCE: “Africa Renewal: I was tested to the limit–Rwanda genocide survivor” | https://www.un.org/africarenewal/web-features/i-was-tested-limit-%E2%80%94-rwanda-genocide-survivor

“I never expected what happened, especially because my neighbours and friends were Hutus.”

— Consolee Nishimwe, survived the 1994 genocide in Rwanda as a Tutsi teenager
How have humans throughout history defined acts of violence against each other?

How have countries, organizations, and individuals intervened to provide assistance in instances of conflict, terrorism, and genocide?

This unit utilizes parts of the Choices Program curriculum’s Confronting Genocide: Never Again? resources. The curriculum is produced by Brown University and is known for its ability to bring the world into the classroom by foregrounding contested international issues. The Collaborative for Educational Services has purchased this curriculum for DYS teachers’ use. All units are available digitally and in print form. The teacher should feel free to use elements of the Choices Program curriculum that are not included in this unit.

The Never Again? Genocide in the Modern Era unit focuses on one World History II Content Standard (WHII.T7).

1. Distinguish between the concepts of genocide and mass atrocity and analyze the causes of genocide and mass atrocities in the modern world (e.g., conflicts over political power, historical grievances, manipulation of ideas about difference and fear by political forces). Students may use one the following events to address this standard:

   a. conflict between Catholics and Protestants in Northern Ireland
   b. the Bosnian War and the persecution of ethnic Albanians in Kosovo
   c. the Cambodian genocide carried out by the Khmer Rouge
   d. the Rwandan Genocide and ethnic conflicts in the Democratic Republic of Congo
   e. the Darfur crisis and South Sudan
   f. conflict between India and Pakistan in Kashmir
   g. ethnic tension in Sri Lanka
   h. mass atrocities in Guatemala and Syria
   i. conflict between Shi’a and Sunni Muslims
   j. the treatment of Rohingya people in Myanmar

As noted above, students will explore multiple genocides and design memorials that both commemorate the atrocities and provide important historical insights that aim to ensure that they do not repeat themselves.

The topic of genocide is emotionally heavy and can be upsetting to some students. Given the rate of complex trauma among youth assigned to DYS, it is important that teachers discuss the unit with other caring adults before teaching it (e.g., clinicians, program directors, and colleagues) to provide a safety net for youth should they become triggered.

### Teaching Difficult Topics

This unit includes difficult, graphic, or potentially sensitive content. Information about teaching difficult topics is available in Chapter 2 (see p. 2.2.1).
Plan Calendars

**Topic 7: The Politics of Difference: Conflicts, Genocide, and Terrorism (WHII.T7)**

This unit is designed for short-term programs. It may be expanded for long-term settings.

This short-term unit is intended to help students gain an understanding of mass violence and genocide as a means of exploring the deeper themes of historical memory and prevention of human rights violations. The unit spans approximately two weeks, as outlined in the Plan 1 calendar below.

**Unit: Never Again? Genocide in the Modern Era**

### Plan 1

<table>
<thead>
<tr>
<th>Plan 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Lesson 5: Case Study: The Sudanese Genocide</td>
<td>Lesson 6: Building a Memorial</td>
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</tbody>
</table>

If this unit is taught in a long-term program, the teacher should refer to the Choices Program curriculum and teach two additional case studies: the Armenian genocide and the Holocaust. After the case studies, the teacher should show virtual tours of several genocide memorials around the world to give students more ideas about how to make their own memorials. Lastly, the teacher can give students a whole week to design, build, and present their memorials. In the short-term unit, the memorials will be less elaborate due to time, but in the long-term unit, students can actually build displays, write speeches, and create multimedia presentations.

**(Expanded) Unit: Never Again? Genocide in the Modern Era**

### Plan 2

<table>
<thead>
<tr>
<th>Plan 2</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Lesson 1: What Is Genocide, and How Do We Prevent It?</td>
<td>Lesson 2: International Law vs. State Sovereignty</td>
<td>Lesson 3: Options for U.S. Policy Toward Genocide</td>
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<tr>
<td>Week 2</td>
<td>Lesson 4: Case Study: The Rwandan Genocide</td>
<td>Lesson 5: Case Study: The Sudanese Genocide</td>
<td>L5-Ext (Day 1): Case Study: The Armenian Genocide</td>
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<tr>
<td>Week 3</td>
<td>L5-Ext (Day 2): Case Study: The Armenian Genocide</td>
<td>L5-Extension: Case Study: The Holocaust</td>
<td>L5-Extension: Virtual Tour of Genocide Museums</td>
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<tr>
<td>Week 4</td>
<td>Lesson 6: Building a Memorial</td>
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</tbody>
</table>

Throughout the unit, there are many activities that are best done with larger classes so that students can work in groups. In case class sizes are small, or students’ abilities vary, the lessons are scaffolded to accommodate a range of teaching situations. A plethora of additional resources, chiefly documentaries and Hollywood feature films, on the subjects mentioned within the lessons is available. In short-term use, teachers will not have time to show these films in their entirety, but if time and interest permit, supplementary activities can be carried out during recreational periods, or teachers can find other creative ways for students view these films outside of class.
UNI T GOALS

Emphasized Standards (High School Level)

World History II Content Standards

(WHII.T7)

1. Distinguish between the concepts of genocide and mass atrocity and analyze the causes of genocide and mass atrocities in the modern world (e.g., conflicts over political power, historical grievances, manipulation of ideas about difference and fear by political forces). Students may use one the following events to address this standard:
   a. conflict between Catholics and Protestants in Northern Ireland
   b. the Bosnian War and the persecution of ethnic Albanians in Kosovo
   c. the Cambodian genocide carried out by the Khmer Rouge
   d. the Rwandan Genocide and ethnic conflicts in the Democratic Republic of Congo
   e. the Darfur crisis and South Sudan
   f. conflict between India and Pakistan in Kashmir
   g. ethnic tension in Sri Lanka
   h. mass atrocities in Guatemala and Syria
   i. conflict between Shi’a and Sunni Muslims
   j. the treatment of Rohingya people in Myanmar

Grades 11-12 Reading Standards for Literacy in the Content Areas (RCA-H)

4. Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

Grades 11-12 Writing Standards for Literacy in the Content Areas (WCA)

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Grades 11-12 Speaking and Listening Standards for Literacy in the Content Areas (SLCA)

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

   b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

   c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

   d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions and critiques when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Essential Questions (Open-ended questions that lead to deeper thinking and understanding)

- How and why do people use human difference as a rationale for conflict?
- What factors lead to extreme conflicts in human society?
- How have humans throughout history defined acts of violence against each other?
- How have countries, organizations, and individuals intervened to provide assistance in instances of conflict, terrorism, and genocide?

Transfer Goal (How will students apply their learning to other content and contexts?)

- Students will engage in civic discourse in response to U.S. foreign policy and international diplomacy issues.
- Students will apply knowledge of mass atrocities and genocides to interpret current world events.
### Learning and Language Objectives

By the end of the unit:

<table>
<thead>
<tr>
<th>Students should know... (Lesson 1)</th>
<th>understand...</th>
<th>and be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>genocide</td>
<td>Until the 1940s there was no term or legal method for discussing and punishing perpetrators of genocide.</td>
<td>Define the term <em>genocide</em> using the U.N.’s <em>Convention on the Prevention and Punishment of the Crime of Genocide</em> document.</td>
</tr>
<tr>
<td>mass atrocity</td>
<td>“International community” is a general term used to describe how countries come together to address international crises.</td>
<td>Analyze instances in which state sovereignty conflicted with modern-day human rights norms.</td>
</tr>
<tr>
<td>crimes against humanity</td>
<td>U.S. foreign policy is designed to protect our national interests while promoting international relationships that build good will between nations and the world.</td>
<td>Examine four U.S. foreign policy options that address ISIL/ISIS and evaluate one perspective in detail.</td>
</tr>
<tr>
<td>ethnic cleansing</td>
<td>The Rwandan genocide lasted 100 days and claimed the lives of nearly one million people.</td>
<td>Discuss the causes and outcomes of the Rwandan genocide and assess the role of the international community, specifically Belgium, France, the United States, the United Nations, and non-governmental Organizations (NGOs).</td>
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<tr>
<td>war crimes</td>
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<td>state sovereignty</td>
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<td>international community</td>
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<td>international law</td>
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<td>foreign policy (Lesson 2)</td>
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<td>ISIS/ISIL (the Islamic State in Iraq and Syria, also known as the Islamic State in Iraq and the Levant)</td>
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<td>Arab Spring</td>
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<td>Yazidis</td>
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<td>Sunni Muslims</td>
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<td>Shi’a Muslims</td>
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<tr>
<td>nationalism (Lesson 3)</td>
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<tr>
<td>colonialism</td>
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<td>propaganda</td>
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<td>ethnicity</td>
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<td>Hutu</td>
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<tr>
<td>Tutsi</td>
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<tr>
<td>nationalism (Lesson 4)</td>
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<tr>
<td>Students should know...</td>
<td>understand...</td>
<td>and be able to...</td>
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<tr>
<td>▪ Sudan (Lesson 5)</td>
<td>During the ongoing conflict in Sudan, the U.N. has estimated that between 300,000 and 400,000 people have been killed due to the state-sponsored genocide. These numbers are not precise but reflect the best data available.</td>
<td>Summarize the causes and outcomes of the Sudanese genocide and evaluate the motivations, strategies, and tactics of several key activists who responded to the violence in Darfur and sought to make a difference.</td>
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<tr>
<td>▪ Darfur</td>
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<td>▪ Khartoum</td>
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<td>▪ diplomacy</td>
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<td>▪ humanitarian</td>
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<td>▪ internally displaced person (IDP)</td>
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<td>▪ International Criminal Court (ICC)</td>
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<td>▪ Janjaweed</td>
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<td>▪ peacekeepers</td>
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<td>▪ refugee</td>
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<tr>
<td>▪ child soldier</td>
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<td>▪ Lost Boys</td>
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<tr>
<td>▪ activism/activist</td>
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<td>▪ goal, strategy, tactic</td>
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<td>▪ collective memory</td>
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<td>▪ historical memory</td>
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<td>▪ memorial</td>
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<td>▪ artifacts</td>
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<tr>
<td>▪ artist statement</td>
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<tr>
<td>▪ conceptual memory (Tier II) vocabulary:</td>
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<tr>
<td>▪ magnitude</td>
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<td>▪ rationale</td>
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<td>▪ policy</td>
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<td>▪ bystander</td>
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<td>▪ declaration</td>
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<td>▪ norms</td>
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<tr>
<td>▪ tier III vocabulary:</td>
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<tr>
<td>▪ human rights</td>
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<tr>
<td>▪ non-governmental organization (NGO)</td>
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</table>

Memorials are collections of objects, artifacts, and/or information contained in a display, building, performance, or piece of writing that have been created to honor individuals, groups, and/or historical events.

Conceptual words (Tier II vocabulary) are used across disciplines, but their meanings vary depending on the context. Discipline-specific words (Tier III vocabulary) have precise meanings referring to core ideas, facts, events, or processes in a particular subject area.

Create a memorial commemorating a genocide using collective and historical memory.

Use general and discipline-specific vocabulary appropriately in writing, discussions, and formal oral presentations.
Lesson 6: After researching modern genocides of their choosing, students will create memorials and present them to the class on the last day of the unit during a gallery walk.

GOAL: To create a memorial on a modern genocide, using elements of both collective and historical memory.

ROLE: You have been hired by a foreign government to develop a memorial in remembrance of a genocide.

AUDIENCE: Citizens of the country, victims, and foreigners will view your memorial.

SITUATION: Your memorial will utilize collective and historical memory to answer the following questions:

1. What is being remembered?
2. What is the message of the memorial?
3. How do the materials and symbols used convey the intended message?
4. Why is it being remembered? Is it meant to preserve history? Is it meant to teach a lesson for the future?
5. Which voices or perspectives are represented by this memorial? Which are not included?

PRODUCT: Your memorial can be any medium (e.g., brochure, poster, slide presentation, poem, dance, etc.). Your memorial must include an artist statement.

STANDARDS:
- The memorial clearly states who/what is being remembered.
- The memorial has a clear message.
- The material and symbols used convey a clear message.
- The memorial clearly conveys why something is being remembered.
- The memorial explains which perspectives are represented and which are not included.
Formative Assessments (see pp. 7.11.12-34)

Monitoring student progress through the unit

**Lesson 2:** Students will draft and share international laws based on values they identified as important.

**Lesson 3:** Students will prepare and present position statements on U.S. policy toward genocide and ask and answer content-specific questions about their and their peers’ positions.

**Lesson 4:** Students will take three-column notes and prepare summary statements on their assigned groups’ roles in the Rwandan genocide.

**Lesson 5:** Students will read and analyze the Activist Profile Chart and complete the *Darfur Now* Viewing Guide for their assigned activists.

**Lesson 6:** Students will write notes on historical and collective memory and plan memorials for genocides of their choosing using the summative assessment standards.

Pre-Assessment (see pp. 7.11.9-12)

Discovering student prior knowledge and experience

**Lesson 1:** Students will read and discuss articles I-IV from the *Convention on the Prevention and Punishment of the Crime of Genocide* document and answer text-dependent questions.
Print

World History. Prentice Hall, 2014. Unit 5, Chapter 24, Section 3; Unit 6, Chapter 29, Section 2; Unit 7, Chapter 32, Section 2 (for background only).

Websites

NOTE:
The Choices Program has been purchased by the Collaborative for Educational Services and thus, all of its lessons are available to DYS teachers online at:

The Choices Program: Login
https://curriculum.choices.edu/account/1752/licenses

The program, from Brown University, includes a plethora of resources, some of which this unit does not incorporate due to time constraints.

DYS teachers will need to contact the Technology Coach to create accounts that will provide access to the resources and enable them to set up classes. All links to the Choices Program curriculum assume that teachers are already logged in to the program. This unit relies heavily on the Choices Program’s Confronting Genocide: Never Again? materials.

LESSON 1:

“Definitions: Types of Mass Atrocities”:


“Why Is the Genocide Convention significant?”:
https://www.choices.edu/video/why-is-the-genocide-convention-significant/

(Choices login required)
https://curriculum.choices.edu/system/preview/units/9/parts/751

“Defining Genocide”:
(Choices login required)
https://curriculum.choices.edu/system/preview/units/9/parts/752

“The Holocaust”:
(Choices login required)
https://curriculum.choices.edu/system/preview/units/9/parts/580

LESSON 2:

“Modern Era Genocides”:
https://genocideeducation.org/resources/modern-era-genocides/

“What is international law?”:
https://www.choices.edu/video/what-is-international-law/

“Choices Values Cards”:

LESSON 3:

“ISIS Committed Genocide Against Yazidis in Syria and Iraq, U.N. Panel Says”:

“Iraq Explained”:
https://www.youtube.com/watch?v=AQPlREDWRo&list=PLKO5B8Arxz4o_BxYp6yrnCDVq4vCk3-G&index=5

“Options For U.S. Policy Makers Toward Genocide”:
(Choices login required)
https://curriculum.choices.edu/system/preview/units/9/parts/709

“Options: Graphic Organizer”:
(Choices login required)
https://curriculum.choices.edu/system/preview/units/9/parts/575

LESSON 4:

“The Political Map of Rwanda”:
https://www.nationsonline.org/oneworld/map/rwanda_map2.htm

“Satellite Map of Rwanda, shaded relief outside, satellite sea”:
(click on “location” tab for combination map and globe view)
http://www.maphill.com/rwanda/maps/satellite-map/shaded-relief-outside/satellite-sea/

“Lesson Plans” (Activity 1b):
https://survivors-fund.org.uk/learn/education/lesson-plans/

“Three-Column Notes”:

“Scramble-for-Africa-1880-1913”:
https://commons.wikimedia.org/wiki/File:Scramble-for-Africa-1880-1913.png

“Africa: Natural resources”:
https://i.pinimg.com/originals/66/f9/00/66f900b2a30963a45bfada4e3dd9fdd2.jpg

“Survivor recounts horrors of Rwanda genocide”:
https://www.youtube.com/watch?v=7mGUPGdcSek

“25 years after the Rwanda genocide, survivors share their stories”:
https://www.youtube.com/watch?v=NNHKyhjzSHw

“Clemantine Wamariya, Survivor Of Rwandan Massacre, Shares Her Long Journey To US”:
https://www.youtube.com/watch?v=iilTljxSlpl8
Unit Resources, continued (by type, in order of appearance)


“Ghosts of Rwanda”: https://www.pbs.org/wgbh/pages/frontline/shows/ghosts/

LESSON 5:

“We Want Peace—Emmanuel Jal”: https://www.youtube.com/watch?v=g1ZEJWVSiEI

“The Movement”: https://www.wewantpeace.org/


“A Lost Boy Finds His Purpose”: https://www.youtube.com/watch?v=fIrhaAMAhW8

“John Dau Foundation—Making a Difference”: https://www.johndaufoundation.org/


“Six Case Studies: The Holocaust”: https://curriculum.choices.edu/system/preview/units/9/parts/580

LESSON 6:

“What is historical memory?”: https://www.choices.edu/video/what-is-historical-memory/

“Obama opens new African American Museum”: https://www.youtube.com/watch?v=wVODtt9-p6c

“History, Memory, and Memorials”: (Choices login required) https://curriculum.choices.edu/me/classes/1292/assignments/2581/641

“Planning and Creating Your Memorial”: (Choices login required) https://curriculum.choices.edu/system/preview/units/9/parts/642

“Museum of African American History Opening”: https://www.youtube.com/watch?v=xCh75HO2SI

“Tour of the United States Holocaust Memorial Museum”: https://www.youtube.com/watch?v=OLWldjYZ7T8

Materials (Teacher-created or in the Supplement)

SUPPLEMENT CONTENTS:

Lesson 5 (Extension) pp. 7.12.1-2

Activity Resource Virtual Tour of Genocide Memorials Resources

Historical Images

Most historical images in this Guide are from the Library of Congress. Additional sources include the National Archives and Smithsonian Museums. Details about images used in this publication can be found in the Guide Appendix.

Library of Congress, Washington D.C.
https://www.loc.gov/

Library of Congress, Prints and Photographs Online Catalog https://www.loc.gov/pictures

Massachusetts DYS Education Initiative—History & Social Science—2020 Edition | Chapter 7, Section 11

7.11.8
Lesson 1

What Is Genocide, and How Do We Prevent It?

Goal
Students will define *genocide* as one type of mass atrocity and analyze the definition of genocide in the United Nations Genocide Convention document, considering the differing interpretations of what constitutes genocide.

Do Now (time: 5 minutes)
Students will brainstorm collectively on the board with a mind map or individually in their journals using the following prompt:

Have you ever witnessed someone in need of help but decided not to get involved? In what instances would you get involved?

The teacher can give any or all of the following examples to help students understand the question: witnessing a fight and just watching or even walking away, walking by a homeless person and not offering money or food, or even witnessing someone crying and not offering a consoling word or gesture. The teacher will ask students to share their answers with each other and the class and affirm that everyone has been a bystander at some point in their lives. A bystander is someone who is witness to something but chooses not to act.

The teacher will then pose the question:

What led you or others to choose not to get involved?

These answers will likely include *minding my own business, loyalty to someone or something, fear of retaliation, etc.* These answers will launch students into the next activity.

Hook (time: 15 minutes)
The teacher will explain that the class will be studying the topic of *genocide*, a sub-category of *mass atrocity*, which also includes *crimes against humanity, ethnic cleansing, and war crimes*. The teacher should briefly explain these terms, which students
may have heard in other contexts. All are defined succinctly on the United States Holocaust Memorial Museum website.

See: “Definitions: Types of Mass Atrocities”

The teacher will caution students that the content is heavy, but the purpose of the unit is to discuss solutions moving forward. The teacher will facilitate a Socratic discussion, asking students what they know about the Holocaust and/or World War II, what the world promised to do after these events, and if they can think of any other examples of genocide. After students have had a chance to discuss the topic and share what they know, the teacher will pose the question:

What is genocide?

Students will share possible definitions or details they know about the topic. After students have shared, the teacher will project the U.N. definition on the board and ask for a volunteer to read it:

Article II: In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnic, racial or religious group, as such:

a. Killing members of the group;
b. Causing serious bodily or mental harm to members of the group;
c. Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
d. Imposing measures intended to prevent births within the group;
e. Forcibly transferring children of the group to another group.


After a student and/or the teacher reads the definition, the teacher will ask students to write a student-friendly definition in their journals. The teacher will facilitate this process by asking students to use sentence combining. The teacher can model this process by combining items a and b:

Genocide is defined as killing and/or causing serious bodily or mental harm to members of one group.

After students have finished their definitions, the teacher will ask for volunteers to share out. The teacher will use the Goldilocks technique (from Keys to Literacy) in which the teacher writes each student definition on the board and then asks the class:

Is the definition too specific? Too general? Or just right?

Students will workshop each definition until everyone has a just-right definition.
**Presentation** (time: 10 minutes)
The teacher will show a video from the Choices Program curriculum: “Why Is the Genocide Convention Significant?”

See: “Why Is the Genocide Convention Significant?” (2:39)
https://www.choices.edu/video/why-is-the-genocide-convention-significant/

After the video, the teacher will ask the class why David Kennedy thought the Genocide Convention document was both strong and weak. After students have discussed the video, the teacher will hand out the *Convention on the Prevention and Punishment of the Crime of Genocide* and explain to students that in January 1951, just six years after the Holocaust, the United Nations made genocide a crime under international law. The teacher will explain that students will read articles I-IV, alone or in pairs, and answer text-dependent questions. The teacher will pre-read the Seven Genocide Convention Questions that follow below (and on the Choices Program website), frequently checking for understanding.

https://curriculum.choices.edu/system/preview/units/9/parts/751

“Defining Genocide” | https://curriculum.choices.edu/system/preview/units/9/parts/752

**Practice and Application** (time: 20 minutes)
Students will work individually or in pairs to read and discuss Articles I-IV of the *Convention on the Prevention and Punishment of the Crime of Genocide* document and the corresponding seven questions from the Choices Program website. The article contains academic language, so the teacher may want to pre-teach some vocabulary or have students use a dictionary to look up words and their meanings as they go. The teacher can give students the option of answering questions online.

**Presentation:** Lesson 1—Seven Genocide Convention Questions

<table>
<thead>
<tr>
<th>Seven Questions about Articles I-IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. According to Article I, what must be done in response to the international crime of genocide?</td>
</tr>
<tr>
<td>2. Who may be the victim of genocide? In Article II, genocide is defined as committing certain “acts with the intent to destroy, in whole or in part,” any of which four types of groups?</td>
</tr>
<tr>
<td>3. How is genocide carried out? Article II lists five acts that may be committed as part of a genocide. In your own words, briefly describe these acts.</td>
</tr>
<tr>
<td>4. Does the convention define how many people of a group must be killed in order for an event to be called a genocide?</td>
</tr>
<tr>
<td>5. What do you think the phrase “conditions of life calculated to bring about … physical destruction” in Article II means?</td>
</tr>
<tr>
<td>6. Does the wording of Article II of the convention make it difficult or easy to define genocide? Explain.</td>
</tr>
<tr>
<td>7. Who can be punished for committing genocide? According to Article IV, which three categories of people does the convention aim to hold accountable and punish for committing genocide?</td>
</tr>
</tbody>
</table>

SOURCE: Choices Program—Brown University | https://curriculum.choices.edu/system/preview/units/9/parts/752
Review and Assessment (time: 5 minutes)
The teacher will wrap up the lesson by asking:

Who can be punished for the crime of genocide?

Students’ answers will likely include responses like individuals involved in the crime. The teacher will then bring back the question of bystanders by asking:

If you are witness to a genocide, or even unwittingly involved in it, are you guilty of the crime?

The teacher may want to give an example, such as Germans who reported Jewish people to the Nazis as a way of taking their homes, valuables, or businesses. In this example, were they part of the genocide? Could they be punished under the new laws? On an Exit Ticket, students will write one new insight they gained about genocide from the day’s lesson.

Extension (optional)
Teachers in short-term programs may want to teach a lesson on the Holocaust if students do not have sufficient background knowledge (this material is also referenced in the Lesson 5 Extension, which covers additional topics in the Expanded Plan). The Choices Program curriculum has a good case study on the Holocaust.

See: “Six Case Studies: The Holocaust”
https://curriculum.choices.edu/system/preview/units/9/parts/580

INSTRUCTIONAL LESSONS
Build upon background knowledge, make meaning of content, incorporate ongoing Formative Assessments

Lesson 2
International Law vs. State Sovereignty

Goal
Students will define international law and state sovereignty and explain why the former sometimes must take precedence over the latter.

Do Now (time: 5 minutes)
The teacher will remind students that in the previous lesson, they learned that genocide was made a crime under international law after the Holocaust. The teacher will then ask:

If a genocide occurs within a certain country, do other countries have the right and responsibility to do something about it? Why or why not?

Students will respond in their journals or in a Socratic discussion.

Hook (time: 10 minutes)
The teacher will project the web page “Modern Era Genocides” (having already scrolled down to the paragraph on the Holocaust). The teacher or a student volunteer will read the description.

See: “Modern Era Genocides”
https://genocideeducation.org/resources/modern-era-genocides/
Then, the teacher will pose the question:

Were there any modern genocides before the Holocaust?

The teacher will then scroll down the page, pausing to review each example. Students may comment that they have never heard of these atrocities. The teacher should ask:

Is it important that we remember them? Why?

Students may be surprised to see “Genocide of the Native Americans” and “The Transatlantic Slave Trade” listed on this page, and the teacher can initiate a discussion of whether and how these chapters of U.S. history fit the definition of genocide. Next, the teacher will ask:

Have there been any genocides since the Holocaust?

The teacher will then scroll up the page, noting the genocides in Cambodia, Bosnia, Rwanda, and Sudan and explaining that these genocides will be among those studied in the unit.

Presentation (time: 10 minutes)

After reviewing the list of modern genocides, the teacher will ask students to reconsider the question posed in the Do Now:

If a genocide occurs within a certain country, do other countries have the right and responsibility to do something about it?

The teacher will explain that this question is a matter of international law. Students will watch a short video discussing international law. The teacher should highlight its use of the word norms.

See: “What is international law?”
https://www.choices.edu/video/what-is-international-law/

Afterward, the teacher will contrast international law with state sovereignty, the right of individual nations to write laws that reflect their own values and norms. The teacher should give a few examples, such as marriage laws (Is marriage restricted to one man and one woman, or is polygamy or gay marriage allowed?) and religious laws (Is the wearing of religious symbols such as the Muslim hijab required, or is it allowed?). After explaining, the teacher will pose the question:

When is it okay for countries to interfere in the sovereign rights of other countries?

Students will discuss the question, with particular reference to the genocides reviewed in the Hook.
Practice and Application (time: 20 minutes)
The teacher will then explain that the class will participate in an activity similar to the process of creating international law. The teacher will hand out Choices Values Cards and instruct students to organize these cards from the most to least important based on their values and what they think should impact international law and its ability to intervene in other countries’ affairs. The teacher will explain that based on their collective answers, the class will develop its own values and norms as a hypothetical group of lawmakers.

See: “Choices Values Cards”

When students have completed the activity, the teacher will ask for volunteers to share their top three values. The teacher will generate a tally of values on the board and discuss how these values could lead to different legislative choices. For example, if a student placed freedom as the first choice, the teacher might ask:

What freedoms should everyone in the world have regardless of national origin?

Students may volunteer items such as freedom of religion or freedom of speech. The teacher can follow by asking:

Do you think all countries in the world would agree with you?
If not, what international law could we write to protect speech and religion?

The teacher could give the example of Saudi Arabia as a theocracy and a dictatorship that doesn’t allow for freedom of religion or speech. The teacher will steer the discussion by again posing the question:

At what point should the international community get involved in other countries’ sovereign affairs?

Review and Assessment (time: 10 minutes)
Working individually or in pairs, students will choose one of the values at or near the top of the class list and use it to draft an international law (bullet form is fine). Students’ responses should answer these questions:

1. Why is this law justified?
2. What does it guarantee?
3. What does it prohibit?
4. What can or should the international community do if a country violates the law?

Students will share and discuss their draft international laws.

Extension (optional)
If time permits, students can debate and refine their draft laws and then combine and organize them to create an international code of conduct.
Lesson 3

Options for U.S. Policy toward Genocide

Goal
Students will evaluate several U.S. policy options in response to allegations of genocide by ISIS.

Do Now (time: 5 minutes)
The teacher will explain that in today’s lesson, students will examine how countries decide whether to act on their rights and responsibilities under international law by considering a recent example: mistreatment of the Yazidi religious minority in Syria and Iraq by the group known as ISIS (Islamic State in Iraq and Syria). The teacher will play a short video detailing the United Nations’ accusation of genocide against ISIS and ask students to respond orally or in writing to this question:

What should the international community do?

See: “ISIS Committed Genocide Against Yazidis in Syria and Iraq, U.N. Panel Says”

Hook (time: 10 minutes)
To gain more understanding of the situation in Iraq and Syria, students will watch a short video detailing the history of ISIS. The teacher should pause the video periodically to highlight key events and aspects (such as the Arab spring, a period of uprisings against autocratic leaders, and the conflict between Sunni and Shi’a Muslims). The teacher should point out that the Yazidis live in the territory that was conquered by ISIS and note that while ISIS has since been driven out of this territory, it still remains a powerful force with many followers. After the class has finished watching and discussing the video, the teacher will explain that in today’s lesson, students will be deciding how they think the U.S. should have responded to the ISIS threat.

See: “Iraq Explained—ISIS, Syria and War” (04:35)
https://www.youtube.com/watch?v=AZPlREDW-Ro&list=PLKO5B8Arxz4o_BxrYp6ynrCDVq4vsK3-G&index=5

Presentation (time: 10 minutes)
The teacher will direct students to the Options for U.S. Policy Toward Genocide role play on the Choices Program website (or in the print version) and read aloud or summarize the introduction, stopping at the Options in Brief heading. The teacher will explain that students will consider the four options and then choose one or create their own. The option they select or create should reflect their unique beliefs and opinions. Students will read the Options in Brief and take notes on the Options Graphic Organizer. Then, students will decide which option(s) they want to study in more depth.
When students have finished reviewing the four options, the teacher will explain that they can blend the options when creating their own. After students have developed their options, they will have a chance to share with each other and answer questions on their perspectives.

See: “Options for U.S. Policy Toward Genocide”
https://curriculum.choices.edu/system/preview/units/9/part/709
“Options: Graphic Organizer”
https://curriculum.choices.edu/system/preview/units/9/part/575

Practice and Application (time: 20 minutes)
Independently or in pairs, students will read and take notes on the options that they have decided to explore in more depth. The teacher will walk around and provide support to individual students. When finished, students should write responses to the following questions (to be shared later in class discussion):

1. What is your option’s vision for responding to genocide?
2. What policies and strategies should the United States pursue to achieve this vision?

Review and Assessment (time: 10 minutes)
The teacher will ask students to gather their position statements and find seats in a semicircle of chairs. The teacher will explain that each student or pair will have three minutes to share their policy positions and answer questions. If students do not feel comfortable sharing their positions, the teacher can read them to the class. While students are sharing, the other students should be listening and thinking of any questions they have.

At the end of each presentation, the teacher and students will ask follow-up questions. Then, the teacher will congratulate students on working to find solutions to a challenging international issue and ask them how it felt to choose and defend their opinions.

Extension (optional)
If time allows, the teacher may extend this lesson to two days, allowing more time for research on and preparation of the policy options, including the possibility of making posters or slide presentations, as well as more formal presentations and discussions.
Lesson 4

Case Study: The Rwandan Genocide

Goal
Students will discuss the causes and outcomes of the Rwandan genocide and assess the roles of members of the international community (specifically, Belgium, France, the United States, the United Nations, and non-governmental organizations).

Lesson 4–D AY 1

Do Now (time: 5 minutes)
The teacher will introduce the lesson by reminding students that in the past three lessons they had an opportunity to explore several different ways the international community could intervene in a genocide. The teacher will introduce Rwanda as a case study of modern genocide in which students will discuss the causes and outcomes of the genocide and assess the roles of members of the international community in this conflict. To begin, the teacher will project a map of Rwanda on the board. A second map showing Rwanda’s physical features has an option for a globe view highlighting Rwanda’s landlocked location in east Africa.

See: “Political Map of Rwanda”
https://www.nationsonline.org/oneworld/map/rwanda_map2.htm

“Satellite Map of Rwanda, shaded relief outside” (click on “Location” tab for combination map and globe view)
http://www.maphill.com/rwanda/maps/satellite-map/shaded-relief-outside/satellite-sea/

Students will each describe one geographical or physical feature related to Rwanda from the maps or pose questions they have based on the maps. Students will write these thoughts and/or questions in their journals. The teacher will give an example of a geographical feature such as “Rwanda is landlocked” or “Rwanda is small.”

Hook (time: 10 minutes)
Students will explore the long-term causes and background of the Rwanda genocide by sorting eight text boxes on Rwanda’s history and placing them in chronological order. The teacher should distribute the text boxes in random order. Students can work individually or in pairs, reading and discussing the events described in the text boxes. The teacher should walk around and work with students who may need some extra help.

Note: At this point students will know very little on the subject, so the activity is designed for them to use basic inferencing skills. If students are struggling to make inferences, the teacher can draw students’ attention to dates as indicators of order. In addition, the teacher can have students sort texts based on their subjects. The teacher may ask a
struggling student to place all text boxes dealing with Hutus in one pile, all text boxes dealing with Tutsis in another, etc. If students need the assignment scaffolded further, the teacher may ask them to choose one text box they find interesting to share with the class.

See: “SURF Survivors Fund–Lesson Plans” (Activity 1b)
https://survivors-fund.org.uk/learn/education/lesson-plans/

Presentation (time: 25 minutes)

After students have arranged the text boxes in order, the teacher will ask students to share their decisions and rationales with the class. The teacher will use a think-aloud model to debrief this activity and shed light on the larger theme of how colonialism led to this conflict. The teacher will first write the key terms Hutus, Tutsis, and colonialism on the board using a three-column graphic organizer template. The teacher will then hand students copies of the organizer and ask them to write the same headings at the top of the columns.

See: “Graphic Notes–Three-Column Notes”

Next, the teacher will ask the class a series of questions and have students think aloud the answers. The first question is:

1. What percentage of the population did the Hutus comprise? (80-85%)

The correct answer is 80-85%, but the teacher will let students find the answer in the text boxes. The teacher will instruct students to write this fact in the Hutu column.

Following the same pattern, the teacher will then ask these questions:

2. What percentage of the population were Tutsis? (15-18%)

3. Which countries colonized Rwanda, and in what order? (Germany and Belgium)

Depending on students’ background knowledge on Africa, the teacher may need to explain the concept of colonialism as it pertains to Africa. A simple way of doing this is by stating that the “Scramble for Africa” was the period from 1881 to 1914 in which European countries invaded and conquered Africa as a means of accessing its natural resources. In 1885, during the infamous Berlin Conference, 13 European country leaders and no African leaders gathered in Germany to divide the continent into colonies. This division of Africa “like a cake” often separated ethnic groups and families by random borders. Each new territory in Africa was named, controlled, and governed by a European country. (The teacher should show the “Scramble-for-Africa-1880-1913” comparison map image that follows.)
Furthermore, these European countries knew nothing of the customs, cultures, languages, and religions in these regions. As a result of colonialism, much of the wealth of Africa was siphoned out of the continent to benefit European countries. (The teacher should show the “Africa: Natural Resources” map below.) This history led to many problems in Africa, including the Rwandan genocide.

See: “Scramble-for-Africa-1880-1913”
https://commons.wikimedia.org/wiki/File:Scramble-for-Africa-1880-1913.png
“Africa: Natural Resources”
https://i.pinimg.com/originals/66/f9/00/66f900b2a30963a45bfada4e3dd9f2c2.jpg

After this mini-lecture, the teacher will continue reviewing the text boxes and modeling three-column notes. The teacher will then ask these questions:

• Under Belgian colonial rule, what laws institutionalized ethnic identity as a form of racial hierarchy?
  The correct answer is that the national census fixed Rwandan peoples' ethnicity based on physical features and forced everyone to carry identity cards. This fact should be added to the colonialism column.

• Which ethnic group did the Belgian colonial elite put in power to govern the country?
  Why do you think they chose this ethnic group to govern?
  Students’ answers will vary on the second question, but everyone should know and understand that the Belgian elite placed Tutsis in positions of power and leadership. The teacher can facilitate a brief discussion about the concept of dividing and conquering like groups by pitting them against each other. In this case, putting the Tutsis in a position of power was intended to build resentment between the two ethnic groups and make both easier to control.

• Why do you think Belgium suddenly gave power to the Hutu majority in 1959?
  What intended or unintended consequences do you think this had?
  Students’ answers will vary on the first question but could include that Belgium was trying to remedy the wrongs it had done before leaving, Belgium no longer cared what happened to Rwanda, etc.
  For the second question, students will be able to cite the fact that this change in power led to the large-scale killing of Tutsis across the country. This fact should be placed in both Hutu and Tutsi columns. The teacher can model appropriate sentences for each new fact.

• Was Juvenal Habyarimana, the president of Rwanda from 1973 to 1994, a Hutu or a Tutsi?
  What actions did he take in the conflict?
  Students’ answers will vary but should include that Habyarimana was a Hutu who sought to exterminate the Tutsis by increasing negative propaganda against them.

• What was the name of the prominent Tutsi liberation group, and what was its goal as an organization?
  Students will be able to recall the name of the group, the Rwandan Patriotic Front, and that its goal was to remove Habyarimana from power.

Throughout the activity, students should be placing notes in the appropriate columns of their three-column organizers so they can have this information available later.
## Practice and Application: Lesson 4 (Day 1)—Rwandan Genocide Survivors’ Testimonials

<table>
<thead>
<tr>
<th>Survivors</th>
<th>Facts</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naihiki Osman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alice Mukarurinda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clemantine Wamariya</td>
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<tr>
<td><strong>Exit Ticket:</strong></td>
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<tr>
<td>A fact or insight</td>
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<td>that you learned</td>
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<tr>
<td>from one of the</td>
<td></td>
<td></td>
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<tr>
<td>survivors</td>
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</table>
Practice and Application (time: Day 1—15 minutes)

The teacher will explain that now that students have a basic understanding of the history and outcome of the Rwandan genocide, they will have a chance to hear from survivors. The teacher will show three short video clips of survivors and have students take notes using the Rwandan Genocide Survivors’ Testimonials graphic organizer on the preceding page (see p. 7.11.20). In the chart, students will write facts about survivors that they find interesting or relevant on the left and their own reflections after hearing from the survivor on the right. As an Exit Ticket, students will write one fact or insight they heard from a survivor that they didn’t already know.

See: “Survivor recounts horrors of Rwanda genocide” (03.13) | https://www.youtube.com/watch?v=7mGUPGeCSEk
“25 years after the Rwanda genocide, survivors share their stories” (03.02)
https://www.youtube.com/watch?v=NNHKyhzjSHw
“Clemantine Wamariya, Survivor Of Rwandan Massacre, Shares Her Long Journey To US” (04:03)
https://www.youtube.com/watch?v=ilLTjxSGlp8

Note: Some video content may be graphic, and the teacher may wish to consult with clinical staff.

Lesson 4—DAY 2

Do Now (time: 5 minutes)

Students will reflect in their journals or aloud on the following questions:

Are we our brothers’ or sisters’ keepers?
What responsibility do we have for others?
How wide is our circle of responsibility?

Students should do freewrites defending their responses. After students have had a few minutes to think and write, the teacher will ask them to share their responses.

Practice and Application (time: Continued, Day 2—40 minutes)

The teacher will tell students that they will be placed into one of the following groups representing parts of the international community that were involved in mitigating the genocide:

• Belgium
• France
• General Dallaire, Force Commander for UNAMIR (Canadian)
• United Nations (Security Council & Peacekeeping Operations)
• Non-Government Organizations (NGOs)
• United States

Students will read through several primary and secondary documents, highlighting claims and evidence to determine what roles their groups played during the genocide. They will write detailed notes using a Role of the International Community graphic organizer like the one on the next page (see p. 7.11.22) to capture what actions their groups took—or their inaction. The teacher will explain that the students’ job is to assess the level of praise or blame their groups deserve for what they did during the conflict.

The teacher will instruct students to keep track of any questions they have for other groups as they read. After they finish reading and taking notes, students will write short summaries of their groups’ roles in Rwanda. This activity works best
### Practice and Application:  Lesson 4 (Day 2)—Role of the International Community

#### The Role of the International Community in the Rwandan Genocide

<table>
<thead>
<tr>
<th>My group:</th>
<th>My group’s actions (or inaction)</th>
<th>Reflections on my group’s role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source #1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source #2:</td>
<td></td>
<td></td>
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<tr>
<td>Source #3:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source #4:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary of my group’s role (including a claim about what praise and/or blame it deserves):

---

#### Questions for and notes on other groups

<table>
<thead>
<tr>
<th>Belgium:</th>
<th>France:</th>
<th>General Dallaire:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>United Nations:</th>
<th>NGOs:</th>
<th>United States:</th>
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<tbody>
<tr>
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</tbody>
</table>

in small groups, but if the class size is too small, each student will need to learn about two different groups involved in the Rwandan genocide. Students will use the graphic organizer to take notes on each group’s perspective. If there are not enough students to cover all perspectives, the teacher will need to present the ones that are not covered.

In the Annotated List of Documents provided in the PDF at the link below, there are copious materials listed for each group. At the top of each category there are 3-5 source numbers in bold that are deemed the most important sources. Students should view these documents first. If time and interest permit, they can view the other documents as well. In some cases, these documents may need to be further scaffolded to make the material more accessible to students with different learning styles. The teacher may want to highlight or underline important phrases to draw students’ attention to the claims and evidence. As students are working, the teacher will walk around and help each student to pull out claims and evidence from the texts.

https://conservancy.umn.edu/bitstream/handle/11299/191525/Lesson%20Plan-Rwandan%20Genocide%20.pdf?sequence=1&isAllowed=y (21-page PDF; see pp. 5-16 for the Annotated List of Documents)

Note: As stated in the Facing History and Ourselves writing strategies document linked below, which is provided as a teacher resource, “One of the challenges in supporting students-as-writers and students-as-historians is in helping them understand how to work with evidence. Specifically, they need practice offering accurate and persuasive evidence, considering the source and credibility of the evidence, and citing sufficient and contextualized evidence that demonstrates their understanding of the historical period” (35).

The teacher can support students by asking simple prompting questions such as:

- What happened? Who was involved? What role did people play? How do we know? Are the sources reliable?
- What quotations might we use to convey in the authors’ words how they felt or thought?
- How can we put these ideas in our own words?

See: “A. Gathering and Analyzing Evidence” (64-page PDF; see p. 3 for the Sample Evidence Log, marked p. 37)
https://www.facinghistory.org/sites/default/files/Writing_Strategies.pdf

**Review and Assessment** (time: 10 minutes)

The teacher will ask students or groups to share their prepared summaries on their assigned groups’ roles in the genocide. While each student or group is presenting, the other students will write down any questions they have for their classmates. At the end of each presentation, students will have a chance to ask their clarifying questions. Students should pay careful attention to how much responsibility or blame to place on each group, including their own assigned groups. After students have finished presenting, the teacher will debrief by asking the whole class:

- Which groups and/or individuals do you praise or blame the most? Why?

The teacher will allow for open dialogue and review of interesting information that students have learned through the activity.

**Extension** (optional)

There are innumerable documentaries and powerful films on the subject of the Rwandan genocide. Chief among these are the films *Ghosts of Rwanda* and *Hotel Rwanda*. If time and interest permit, the teacher could show one or both of these films, which would need to be clinically approved, as the content is graphic and could be triggering. PBS has powerful teaching resources for the film *Ghosts of Rwanda* at the link below.

See: “Ghosts of Rwanda” (teaching resources) | https://www.pbs.org/wgbh/pages/frontline/shows/ghosts/
Lesson 5
(2 days)

Case Study: The Sudanese Genocide

Goal
Students will summarize the causes and outcomes of the Sudanese genocide and evaluate the motivations, strategies, and tactics of key activists who responded to the violence in Darfur and effected social change.

Lesson 5—DAY 1

Do Now (time: 5 minutes)
The teacher will share the following quotation, either on the board or on a slip of paper:

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.

— Margaret Mead

The teacher will explain that the statement was written by a famous anthropologist named Margaret Mead. Students will reflect aloud or in their journals on the following question:

What impact can an average person have on an international humanitarian crisis such as genocide? If there were a genocide going on today, what actions, if any, would you take?

Once students have had a chance to reflect aloud or in their journals on the question, the teacher will ask students to share their responses.

Hook (time: 10 minutes)
Students will listen to and watch Emmanuel Jal’s music video “We Want Peace.” The teacher will explain that Emmanuel Jal is a South Sudanese artist, activist, and former child soldier who has spent the latter half of his life fighting for the rights of Sudanese genocide victims.

See: “We Want Peace–Emmanuel Jal” (04:17) | https://www.youtube.com/watch?v=g1ZEJWViEli

After watching and listening, students will discuss the song and its intended message. Specifically, the teacher might ask, “Who was Jal’s message for? What impact do you think he hoped to make? When would he know if he had achieved his mission?” Students may mention things such as the need to raise awareness about the genocide and/or to put a human face on the conflict. After students have discussed the song, the teacher can project Emmanuel Jal’s mission statement and read it aloud.

“We Want Peace (WWP) has a simple goal: To raise awareness on the fundamental principles of justice, equality and freedom for all, through the power of music, worldwide. Spearheaded by the internationally renowned recording artist, actor, author and activist, Emmanuel Jal, the WWP campaign has gone from strength to strength...
since launching in December 2010. Kicking off the campaign, and in dedication to Southern Sudan’s historic referendum, Emmanuel released what has become the world wide music hit: “We Want Peace.”


The teacher will then synthesize students’ comments on Jal’s activism and the role of activists in conflicts like Sudan’s.

Presentation (time: 25 minutes)

The teacher will ask students to locate Sudan on a map and share what they already know about Sudan and the Sudanese genocide. Students will likely ask why there are two Sudans, South Sudan and Sudan. This can be a launching point to discuss how the conflict led to the country being divided in two.

The teacher will then give students Handout 2, “Introduction to Darfur Now: Comprehension Questions,” from the PDF download below and ask students which questions they can already answer. By the end of this lesson, students should be able to answer all of the questions. The teacher will show the first six minutes of the film Darfur Now (00:41-06:07). Before showing the video, the teacher will advise students that the clip includes testimonies by the victims of violent crimes that could be triggering to some. After presenting the clip, the teacher will instruct students to answer the questions on Handout 2.

If students are struggling, the teacher can give them the handout entitled “10 Basic Facts about Darfur” (Handout 1).

See: PrimeVideo—Darfur Now (1h 37min, rental required)
https://www.amazon.com/Darfur-Now-Don-Cheadle/dp/B0017L6ZE6

Note: Some video content may be graphic and the teacher may wish to consult with clinical staff.

“A unit to accompany the film Darfur Now and the book Not on Our Watch”
https://www.facinghistory.org/sites/default/files/Darfur%20NowFINAL.pdf (73 page PDF)
(DAY ONE: Handouts 1-3, pp. 10-12; DAY TWO: Handouts 8-9, pp. 23-45)

Practice and Application (time: Day 1—15 minutes)

Students will review the definition of genocide found on Handout 3 and use evidence from the film and their notes to answer the question:

What evidence exists to support the claim that genocide is raging in Darfur?

The teacher will walk around and help students find evidence from their notes and the film to answer the question. Students will share their findings in a teacher-led discussion.

Extension (optional)

The teacher may want to review key terms from the film separately. A comprehensive list can be found on Handout 6 in the Facing History and Ourselves educational packet (p. 17). In addition, the teacher may want to share the “Crisis
in Darfur Timeline” (Handout 5, pp. 15-16). It includes a lot of information, so the teacher should be selective. One possibility is to create a large timeline in the classroom and add images to the text. Then, the teacher can ask students to do a brief gallery walk and review the timeline during the lesson.

**Lesson 5—DAY 2**

**Do Now** (time: 5 minutes)
The teacher will share the following question, either on the board or on a slip of paper:

*What are some things people are doing in response to the violence in Darfur?*

*If you do not know how people are responding to the genocide, brainstorm ideas of what people could be doing in response to those events.*

After students have had a chance to think and/or write, they will share their responses. The teacher can make a mind map or brainstorm web on the board to capture student answers.

**Practice and Application** (time: Continued, Day 2—40 minutes)
Students will watch survivor and activist John Dau’s testimonial.

*See:* “A Lost Boy Finds His Purpose | John Dau | TEDxRVA” (18:06)
https://www.youtube.com/watch?v=fIrhaAMAhW8

After the viewing, the teacher will ask students what John Dau overcame and was able to accomplish as a result of his experiences and consequential activism. If time permits after the discussion, the teacher may show John Dau’s foundation website and discuss the impact that his activism has had.

*See:* “John Dau Foundation—Making a Difference” | https://www.johndaufoundation.org/

Next, the teacher will show a short clip (06:10-07:15) of the *Darfur Now* film. This excerpt introduces the six activists profiled in the film. The teacher will then divide students into six groups (or, if the class size is small, students can work individually) and assign the following activists:

- Luis Moreno-Ocampo
- Hejewa Adam
- Pablo Recalde
- Don Cheadle
- Ahmed Mohammed Abakar
- Adam Sterling

The teacher will distribute Handout 8, “Activist Profile Chart,” and Handout 9, “*Darfur Now* Viewing Guide” from the *Darfur Now* unit PDF (see Presentation link on p. 7.11.25) and prompt students to use information from the “ Activist Profile Chart” to complete their graphic organizers. The teacher will walk around and support individual students and groups.

*Note:* Each activist profile has a different graphic organizer, so it is important to separate and sort them before giving them to students. If students need this lesson further scaffolded, they can write lists of five interesting statements made by their activists as an alternative assessment.

The teacher may want to show some or all of the *Darfur Now* film (1:37:52 long), which covers the same material as the activist profiles. Showing the film would take considerably more time but would be more engaging to some students. If there are individual students who are visual learners, the teacher could show the segments on their assigned activists.

**Review and Assessment** (time: 10 minutes)
The teacher will ask students to do a walk-and-talk to share information about their activists. If this is not feasible given the nature of the facility, students can do a turn-and-talk, or the teacher can pair students with peers with whom they work well. In the walk-and-talk or turn-and-talk, students should respond to the following questions that the teacher will either write or project on the board:
What motivated your activist? What actions did she or he take? What impact did she or he make?
In what ways could you imagine taking similar actions?

**Extension (optional)**
For an Expanded Plan, a two-day lesson on the Armenian Genocide and a three-day lesson on the Holocaust may be added. The Choices Program curriculum has good case studies on both.

“Six Case Studies: The Holocaust” | https://curriculum.choices.edu/system/preview/units/9/parts/580

The Choices Program curriculum includes case studies on the Holocaust, the Armenian genocide, the Cambodian genocide, and the Bosnian genocide, as well as the Rwandan and Sudanese genocides.

A one-day lesson in preparation for the Final Project may be added for an Expanded Plan. The Virtual Tour of Genocide Memorials Resources listed in the Supplement (see p. 7.12.1) may be used as a starting point to explore genocide memorials and identify common themes among them.

**CULMINATING LESSON**
*Includes the Performance Task (Summative Assessment)—measuring the achievement of learning objectives*

› **Lesson 6** (3 days)

**Building a Memorial**

**Goal**
Students will create memorials commemorating modern genocides using collective and historical memory.

**Lesson 6–DAY 1**

**Do Now** (time: 10 minutes)
Students will reflect on the following prompt aloud or in their journals:

What is worth remembering?
How do we commemorate tragic events in a way that honors victims and charts a new course for the future?

After students have had a chance to write and/or reflect on the questions, the teacher will ask students to share their answers with the class.

**Hook** (time: 15 minutes)
Students will watch the following video clip on collective and historical memory.

**Hook:** Lesson 6 (Day 1)—Collective and Historical Memory Graphic Organizer

<table>
<thead>
<tr>
<th>Collective Memory</th>
<th>Historical Memory</th>
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After the viewing, the teacher will distribute a Collective and Historical Memory Graphic Organizer like the one on the preceding page (see p. 7.11.28) and ask students to listen carefully to several questions and be ready to take notes on the concepts of collective and historical memory. The teacher will first ask:

According to the video you just saw, what are some forms of collective memory?

The teacher will allow students to discuss what they just heard in the video. The correct answer is collective memory includes religious memory, national memory, and familial memory. The teacher will model how to take notes by writing the sentence, “Collective memory relies on religious memories, national memories, and familial memories” in the Collective Memory category. The teacher will then ask:

What are some examples of collective memory?

Note: The teacher can modify the question if need be and ask:

What are some common holidays that would be considered examples of collective memory?

Students will likely be able to think of several examples, such as Memorial Day, Veterans Day, and Martin Luther King, Jr. Day. The teacher will add these holidays to the Collective Memory category while asking:

Whose perspective is remembered in each of these examples?

Students will likely be able to identify that each holiday commemorates an individual or a social group but does not necessarily tell a neutral story of history or of a set of events. The teacher will then ask:

What are historical memories?

Students might struggle a bit with this, but the teacher should let them brainstorm a few ideas. Then, the teacher can use the example of former President Barack Obama’s dedication of the National Museum of African American History and Culture. The teacher will show a short clip of Obama’s dedication speech at the grand opening of this Smithsonian museum.

See: “Obama opens new African American Museum” (1:10)
https://www.youtube.com/watch?v=wVODrt9-p6c

After the viewing, the teacher will ask:

How does the museum both commemorate victims and tell multiple accounts of history?
Students will likely be able to recall that the National Museum of African American History and Culture uses artifacts and evidence to tell a multi-faceted story of a group of people and the events and obstacles they faced. In this sense, historical memory is broader than the memory of a particular group of people and includes a timeline of events and potentially an outcome, dream, or goal that emerged from the event or events. The teacher and the students will add this information to the Historical Memory notes.

The last question the teacher will ask is:

What are some examples of how collective and historical memory overlap?

If students can’t think of anything, the teacher can ask for examples of monuments and memorials. Possibilities include Civil War battlefields, the Vietnam War Memorial, and Holocaust memorials. The teacher will draw attention to how, in all these examples, the monuments and memorials commemorate casualties and victims while contextualizing the events and outcomes within a broader historical narrative. The teacher will add any final notes to the graphic organizer.

Presentation (time: 10 minutes)

The teacher will introduce students to the final performance task by leading an oral reading of the History, Memory, and Memorials handout. Students should highlight key ideas as they are reading along.

See: “History, Memory, and Memorials” | https://curriculum.choices.edu/system/preview/units/9/parts/641

After discussing the assignment with the class, the teacher will hand out the Planning and Creating Your Memorial organizer from the Choices Program website (below) or the GRASPS version of the Building a Memorial Final Project on the next page (see p. 7.11.31) and have students take turns reading the details of the assignment aloud. In either case, the teacher should take care to review and discuss the assignment standards (criteria) with students.

See: “Planning and Creating Your Memorial” | https://curriculum.choices.edu/system/preview/units/9/parts/642

The teacher should check for understanding by asking prompting questions such as:

What are some modern genocides you can remember that you might like to commemorate?

Note: The teacher should remind students of the examples they reviewed in Lesson 2.

After students share a few examples, the teacher will ask:

What will your memorial be about? What would you like to include in your memorial? What media will you use?

The teacher can give several examples of media students might want to use, including posters, slides, speech, composed songs, and choreographed dances.

Practice and Application (time: Continued, Day 2—20 minutes)

Once it is clear that students understand the assignment, the teacher will give students ten minutes to do some preliminary research to decide which genocides they would like to memorialize and what media they would like to use. Depending on the setting, the teacher may want to make folders of relevant genocides with data from the Choices Program text sets or give students Chromebooks and let them do research independently in the Choices Program website.
After 5-10 minutes of preliminary research, the teacher will check back to find out which genocides students plan to commemorate. As students share which genocides they have chosen, the teacher will write their names and topics on chart paper or the board as a reference for the remainder of the project. The teacher will stress that students only have two more days, so they will not be able to change their topics. The teacher will refer students back to the Planning and Creating Your Memorial document from the Presentation and instruct students to begin taking some notes on the questions as they research.

**FINAL PROJECT: Building a Memorial**

**Goal:** To create a memorial on a modern genocide, using elements of both collective and historical memory.

**Role:** You have been hired by a foreign government to develop a memorial in remembrance of a genocide.

**Audience:** Citizens of the country, victims, and foreigners will view your memorial.

**Situation:** Your memorial will utilize collective and historical memory to answer the following questions:

1. What is being remembered?
2. What is the message of the memorial?
3. How do the materials and symbols used convey the intended message?
4. Why is it being remembered? Is it meant to preserve history? Is it meant to teach a lesson for the future?
5. Which voices or perspectives are represented by this memorial? Which are not included?

**Product:** Your memorial can be any medium (e.g., brochure, poster, slide presentation, poem, dance, etc.). Your memorial must include an artist statement.

**Standards:**
- The memorial clearly states who/what is being remembered.
- The memorial has a clear message.
- The material and symbols used convey a clear message.
- The memorial clearly conveys why something is being remembered.
- The memorial explains which perspectives are represented and which are not included.
Note: Students may choose to create their memorials on genocides they have already studied or on other modern genocides. The Choices Program curriculum includes case studies on the Holocaust, the Armenian genocide, the Cambodian genocide, and the Bosnian genocide, as well as the Rwandan and Sudanese genocides.

For the remainder of the class period, students will conduct research on the modern genocides they have chosen in the teacher-generated folders or the Choices Program website. The teacher will walk around and conference with individual students to ensure that they are on track. By the end of class, students should have begun answering questions in the organizer. The teacher should review their progress and write comments on how they are doing and what they may want to focus on the next day.

Extension (optional)

If time permits, and students are interested, the teacher may wish to show Barack Obama's complete speech at the opening of the National Museum of African American History and Culture.

See: “Museum of African American History Opening” (30:43) | https://www.youtube.com/watch?v=xCh75HO2SI

Lesson 6–DAY 2

Do Now (time: 5 minutes)

Students will reflect on the following question aloud or in their journals:

How does collective and historical memory influence the future?

Once students have had a chance to think and write, the teacher will ask students to share their ideas.

Practice and Application (time: Continued from Day 2—50 minutes)

Students will watch a video tour of the United States Holocaust Memorial Museum.

See: “Tour of the United States Holocaust Memorial Museum” (02:20) https://www.youtube.com/watch?v=OLWldjYZT8

After presenting the video, the teacher will project the following questions on the board and have students answer them aloud. These are the same questions students will be answering in their individual memorials.

1. What is being remembered?
2. What is the message of the memorial?
3. How do the materials and symbols used convey the intended message?
4. Why is it being remembered? Is it meant to preserve history? Is it meant to teach a lesson for the future?
5. Which voices or perspectives are represented by this memorial? Which are not included?

As students are answering the questions, the teacher should highlight some of the strategies used by the Holocaust museum that students may want to use in their own memorials (e.g., the use of artifacts such as shoes, ID cards, pictures, and trains; the chronological ordering of events from the Nazis’ rise to power to the eventual liberation of the camps; thematic topics such as the Jewish resistance movement or life in the ghettos).

The teacher will remind students that their tasks today are to complete their research, create their memorials, and write their artist statements. Based on the previous day's work, the teacher will know what medium each student is using and should provide materials. As students are working on their memorials and artist statements, the teacher will walk around and work with individual students.
### Questions about Genocide Memorials

<table>
<thead>
<tr>
<th>General Questions You Can Personalize</th>
<th>Sentence Stems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did you choose this genocide?</td>
<td>What I want to know more about is ...</td>
</tr>
<tr>
<td>What aspects of collective memory/historical memory did you include?</td>
<td>When you designed this memorial ...</td>
</tr>
<tr>
<td>How will your memorial help remember victims or help to end genocides in the world?</td>
<td>Looking at your memorial, I'm wondering about ...</td>
</tr>
<tr>
<td>What did you learn that most surprised you?</td>
<td>I'm surprised to learn ...</td>
</tr>
</tbody>
</table>
Toward the end of the work time, the teacher will reconvene the class and have students choose an order for sharing their memorials the next day and ask them to think about how they will present their work.

**Lesson 6–DAY 3**

**Do Now** (time: 15 minutes)
The teacher will instruct students to prepare their own memorial presentations and one or two questions for their classmates’ presentations. The teacher will share the Questions about Genocide Memorials chart on the preceding page (see p. 7.11.33) to help students develop ideas for both.

After students complete their presentation notes and questions, they should make any final changes to their memorials and set up for the gallery walk. The teacher will walk around to make sure students are ready.

**Review and Assessment** (time: 40 minutes)
Students will walk around to observe their classmates’ memorials and hear their presentations. The teacher should time students’ presentations, limiting them to 5-8 minutes to ensure that each student has enough time. Students will wait until the end of each presentation to ask questions. When all students have presented, the teacher will reconvene the class and congratulate them on studying such a difficult topic. The teacher will wrap up the unit by asking students to reflect aloud and/or in their journals on some or all of the following questions:

- How do we know when genocide has occurred? How should these tragic events be remembered?
- How can we prevent genocide from ever happening again?
- What have we learned from history about actions governments, NGOs, and individuals can take to help at-risk groups? How can governments, NGOs, and individuals help countries rebuild after genocides?
- What current issues in the news concern you the most? Do any of them rise to the level of being a potential genocide? What actions should the international community take?

Students should be encouraged to share their thoughts about the memorials and the unit as a whole.

**Notes:**

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
Virtual Tour of Genocide Memorials Resources

Genocide Memorials (1)

Resources for exploring virtual tours and online exhibits of genocide museums include:

- **Armenian Genocide**
  - “Armenian Genocide Museum of America: An Online Museum” (some disturbing images)
    http://www.armeniangenociademuseum.org/#home
  - “The Armenian Genocide Museum-Institute’ Foundation: What is the Armenian Genocide?”
    http://www.genocide-museum.am/eng/armenian_genocide.php
  - “Memorials to the Armenian Genocide”
    https://www.armenian-genocide.org/memorials.html

- **Cambodian Genocide**
  - “The Killing Fields Museum of Cambodia”
    http://www.killingfieldsmuseum.com/s21-victims.html
  - “Tuol Sleng Genocide Museum” (select English at upper right)

- **Holocaust**
  - “Virtual Tour for Students—The Holocaust: History and Memory”
  - “The Wiener Holocaust Library—The Holocaust Explained”
    https://www.theholocaustexplained.org/
  - “Dallas Holocaust and Human Rights Museum”
    https://www.dhhrm.org/
  - “List of Holocaust memorials and museums (worldwide)”
Virtual Tour of Genocide Memorials Resources

- **Rwandan Genocide**
  - “Genocide Archive of Rwanda”
  - “Kigali Genocide Memorial: A Place of Remembrance & Learning”
    [https://www.kgm.rw/](https://www.kgm.rw/)
  - “Inside Rwanda’s genocide memorial” (02:21)
  - “Why Visiting a Genocide Museum Is a Good Idea” (a perspective for visitors)

- **Bosnian Genocide**
  - “Srebrenica Virtual Museum”
    [https://www.srebrenica.org.uk/resources/srebrenica-virtual-museum/](https://www.srebrenica.org.uk/resources/srebrenica-virtual-museum/)
  - “Remembering Srebrenica”
    [https://www.srebrenica.org.uk/](https://www.srebrenica.org.uk/)
  - “Bosnia and Herzegovina, 1992–1995”

- **Sudanese Genocide**
  - “Living a Genocide: The Children of Darfur”
  - “US Holocaust Memorial Museum—Country Case Studies: Sudan”
    [https://www.ushmm.org/genocide-prevention/countries/sudan](https://www.ushmm.org/genocide-prevention/countries/sudan)
History & Social Science

INSTRUCTIONAL GUIDE

Teaching History and Social Science in Massachusetts Department of Youth Services Classrooms

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