
	FALL Quarter 1	1	2	3	4	5	6	7	8	9	10
	Q1	Responsibility Requires Action  Responsibility is the active side of morality: doing what I should do, doing what I say I will do, doing what is best for everybody; especially doing the one thing I should be doing right now.									
World History Prentice Hall World History Connections to Today The Modern Era		Past Connections				Enlightenment and Change			The Industrial Revolution		
	1999 Modern Era chapter sections [buildings cover]	Pt I 1-3 Pt II 1-2	Pt II 3-4 Pt III 1-3	Pt III 4-6 Pt IV 1-2	Pt IV 3-4 Documents	1-1 1-2 1-3	1-4 2-1 2-2	2-3 2-4 2-5	3-1 3-2 3-3 3-4 3-5	4-1 4-2 4-3 5-1	5-2 5-3 5-4
	2001, 2003, 2005 The Modern Era chapter sections [boat cover]	Pt 1.1-3 Pt 2.1-2	Pt 2.3-4 Pt 3.1-3	Pt 3.4-6 1 ***** 2	3***** 4	5-1 5-2 5-3	5-4 6-1 6-2	6-3 6-4 6-5	7-1 7-2 7-3 7-4	8-1 8-2 8-3 9-1	9-2 9-3 9-4
	2005 Survey chapter sections [tower cover]	1***** 2 3 4 5	6***** 7 8 9 10	11***** 12 13 14 15	16***** 17	18-1 18-2 18-3	18-4 19-1 19-2	19-3 19-4 19-5	20-1 20-2 20-3 20-4	21-1 21-2 21-3 22-1	22-2 22-3 22-4
California Standards		10.1.1-3				10.1.1, 2, 3 10.2.1-5 3			10.2-1-5 10.3.1-7 12		

Character Based Literacy Lesson Plans for World History

Part I Early Civilization

Toward Civilization (Prehistory – 3000 B.C.) pp. 2-3



Standards: 10.1.1-3

Lesson Plan for Quarter 1 Week 1 Day 1

PREPARE

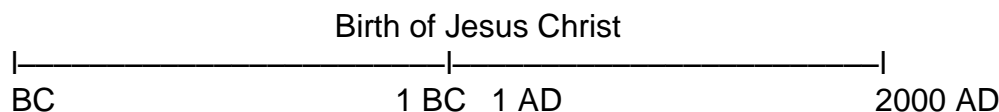
1. Background knowledge necessary for today's reading

Students should understand the standard ways the world measures time (calendars). There are many different calendar systems that exist. All, though, require an arbitrary start point from which to count. Some examples include:

Christian World: from the birth of Christ, which is considered AD 1 in this calendar. Of course, there is some scholarly argument to the accuracy of this year. In this calendar, years prior to AD (Anno Domini = Latin for Year of the Lord) are counted backwards and designated by BC (Before Christ). Interesting is the fact there is no year 0. This Christian calendar goes from 1 B.C. to A.D. 1.

Check Student Understanding by reviewing this concept.

Most people, but not all, of the world measure time from the birth of Jesus. The time before Jesus was born is known as BC, which stands for before Christ. AD is short for anno domini, which is Latin for 'in the year of our Lord.' (Most of the time the AD is omitted.)



Additional Resource: www.canteach.ca/elementary

Click on Social Studies
 Click on Society and Culture
 Click on B.C. – A.D. timeline
 Adapt lesson to fit your needs.

Common Era Calendar: The more contemporary use of abbreviations is BCE and CE. BCE means “Before the Common Era” and refers to prehistoric and ancient times. CE means “Common Era” and refers to the time from the Roman Empire to the present. The point of reference remains the year accepted for the birth of Christ.

Note: Some archaeologists prefer counting years backwards from the present to avoid using arbitrary calendar. The abbreviation is BP, which means “Before Present”.

Example: If the present were 2005 AD – a necessary fixed point – then the following would be true:

$$500 \text{ BP} = 1505 \text{ AD} = 1505 \text{ CE}$$

2. Word Wall

Introduce 5 important, useful words from today’s reading

Old Stone Age	New Stone Age	Nomad	Bureaucracy	Artisan
---------------	---------------	-------	-------------	---------

- Show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Instructors may find it helpful to develop a timeline on the classroom wall for visual reinforcement and checking for understanding. The book has timelines if you would like to adapt from that resource.

This activity should be started today after reading the section, and then continued throughout this section

4. Read today’s story selection: *World History: Connections to Today* pp. 2-3

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

- Discuss the reading and add 3-5 events to the timeline
- Decide on the 3-5 most important facts/events and add these to the timeline

EXPLORE

6. Explore today's reading with visual and oral language activities

One possible activity: On the whiteboard or chalkboard, draw a pyramid like the one pictured behind the Sphinx on p. 2 (look carefully to the left and behind the Sphinx). Inform students that several early civilizations constructed similar pyramids, often for religious or political purposes. Have students discuss the pyramid in terms of the eight features of an early civilization. Guide them with questions such as these:

- How does the pyramid reflect a complex religion?
- How does it suggest a well-organized central government?
- How would job specialization have probably affected the building of a pyramid?
- What can you guess about social classes and the pyramids?

EXTEND

7. Prompt every student to write a short product tied to today's reading

After reading the section, the instructor should discuss the meaning of interaction (if necessary) and be prepared to give an example from today. After introducing these concepts/ideas, students should write on the following prompts:

- How did interaction among people of different civilizations enrich early cultures?
- How does such interaction enrich cultures today? Note: instructors should determine if the student is allowed use the same cultural example given during the introduction to this exercise.

8. Close with a short summary

Extend the reading to the student's lives or to the world – **could use the prompt from number 10.**

Character Based Literacy Lesson Plans for World History

Part I Early Civilization

Africa and Asia (3200B.C.-500 B.C.) pp. 4-5



Standards: 10.1.1-3

Lesson Plans for Quarter 1 Week 1 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Students will compare a map of ancient Egypt with that of modern day Egypt.

2. Word Wall

Introduce 5 important, useful words from today's reading

Pharorah	City-State	Hierarchy	Monotheistic	Ethics
----------	------------	-----------	--------------	--------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the Timeline so far

- Point to each timeline item as you quickly review it

4. Read today's story selection: *World History: Connections to Today* pp. 4-5

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

- Discuss the reading and add 3-5 events to the timeline
- Decide on the 3-5 most important facts/events and add these to the timeline

EXPLORE

6. Explore today's reading with visual and oral language activities

One possible activity: Students will construct a time line for ancient Egypt and the Fertile Crescent. Tell the students to first locate the date of key events by referring to their textbook. Then ask them to determine the span of years their time line should cover. Finally, have them place the events on the time line. The time line could include the following:

1. Menes unites Upper and Lower Egypt
2. The old, Middle, and New Kingdoms of Egypt
3. Sumerians invent cuneiform writing
4. Sargon conquers Sumer
5. Hammurabi unites the Babylonian empire
6. Persian armies overthrow Babylon
7. Hebrews migrate to Mesopotamia
8. Hebrews create the kingdom of Israel

EXTEND

7. Prompt every student to write a short product tied to today's reading

Student should read or be given an overview of the following:

“King Solomon built the temple in Jerusalem to house the Ark of the Covenant, the chest that contained the stone tablets presumed to be given to Moses from God. Unfortunately, Israel lacked the natural resources needed for the project, so Solomon imported timber, gems, and other materials from Phoenicia. To pay for the imports, he increased taxes and ceded territory in northern Israel to Phoenicia. Finally, he forced Hebrews to work in Phoenicia's mines and forests. Solomon's actions so angered the northern Hebrews that when he died, they revolted and split the Hebrew Kingdom in two.

Have the students write on the following prompts:

1. Were the northern Hebrews justified in their actions?
2. Was Solomon justified in his actions?

Students should be given 5 to 8 minutes to write on the prompts.

Then, instructors can choose to discuss the writing as a class or in small groups.

8. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for World History

Part I Early Civilization

Early Civilizations in India and China (2500 B.C.-256 B.C.) pp. 6-7



Standards: 10.1.1-3

Lesson Plans for Quarter 1 Week 1 Day 3

PREPARE

1. Background knowledge necessary for today's reading

What does India and China look like today?

Compare the map on page 6 with the following introduction:

Using www.theodora.com/maps (or substitute different site or resource), student will learn gain information in order to compare present day India and China with the reading selection.

Using www.theodora.com/maps:

1. Click on India

Use the map of choice

Click on Population on the left menu bar

Scroll to India and use the left menu bar to learn more about present day India

2. Click on China

Use the map of choice

Use the left menu bar to learn more about present day India

2. Word Wall

Introduce 5 important, useful words from today's reading

Polytheistic	Mystic	Dynasty	Castle	Dynastic cycle
--------------	--------	---------	--------	----------------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- Point to each timeline item as you quickly review it

4. Read today's story selection: *World History: Connections to Today* pp. 6-7

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

- Discuss the reading and add 3-5 events to the timeline
- Decide on the 3-5 most important events and add these to the timeline

EXPLORE

6. Explore today's reading with visual and oral language activities

One activity: Further understanding of the term polytheistic can be gained through the following research activity:

Students will use Hinduism to put polytheistic into concrete terms. Use the following link if students need more information on Hinduism:

www.religioustolerance.org/hinduism.htm

After reviewing Hinduism, direct students to www.sanatansociety.org. Scroll down to click on Hindu gods and goddesses.

Students will need to pick one god or goddess. Have students take notes on the chosen god or goddess. Activity continues under Extend.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After the student has researched a god or goddess, have them write on the following:

1. Students should pick a god or goddess and write a descriptive paragraph on the special characteristics of the one chosen.

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Character Based Literacy Lesson Plans for World History

Part II Empires of the Ancient World

Empires of India and China (600B.C.-A.D. 550) pp. 8-9



Standards: 10.1.1-3

Lesson Plans for Quarter 1 Week 1 Day 4

PREPARE

1. Background knowledge necessary for today's reading

The term Philosopher should be clear to the students. Instructors should review the concept using the following information:

Webster Dictionary defines Philosophy as doctrine; a belief (or system of beliefs) accepted as authoritative by some group or school. Also, the rational investigation of questions about existence and ethics. In addition, any personal belief about how to live or how to deal with a situation.

2. Word Wall

Introduce 5 important, useful words from today's reading

Reincarnation	Nirvana	Filial piety	Philosophy	Buddhism
---------------	---------	--------------	------------	----------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- Point to each timeline item as you quickly review it

4. Read today's story selection: *World History: Connections to Today* pp. 8-9

Suggested Reading Strategy:

Have students' write three column headings on a piece of paper: Hinduism, Buddhism, and Confucianism. Ask the students to note the key features of each of these religions or philosophies in the appropriate column as they/you read.

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

- Discuss the reading and add 3-5 events to the timeline
- Decide on the 3-5 most important events and add these to the timeline

EXPLORE

6. Explore today's reading with visual and oral language activities

One activity: After reading the section, have students draw a concept web with the center circle labeled "Ancient Empires." Ask them to surround this circle with some of the characteristics of the ancient empires that appear to be common to them all. Encourage them to use the visual resources on the page as well as the text.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After the student has created a concept web, have them write on a paragraph on the common characteristics of the three ancient empires studied in this section.

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Character Based Literacy Lesson Plans for World History

Part II Empires of the Ancient World

Ancient Greece (1750B.C.-133 B.C.) pp. 10-11



Standards: 10.1.1-3

Lesson Plan for Quarter 1 Week 1 Day 5

PREPARE

1. Background knowledge necessary for today's reading

What does Greece look like today?

Compare the map on page 10 with the following introduction:

Using www.theodora.com/maps (or substitute different site or resource), student will learn gain information in order to compare present day Greece with the reading selection.

Using www.theodora.com/maps:

1. Click on Greece
 - Use the map of choice
 - Use the left menu bar to learn more about present day India

2. Word Wall

Introduce 5 important, useful words from today's reading

Monarchy	Aristocracy	Oligarchy	Democracy	Direct democracy
----------	-------------	-----------	-----------	------------------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- Point to each timeline item as you quickly review it

4. Read today's story selection: *World History: Connections to Today* pp. 10-11

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

- Discuss the reading and add 3-5 events to the timeline
- Decide on the 3-5 most important facts/events and add these to the timeline

EXPLORE

6. Explore today's reading with visual and oral language activities

One activity: In the direct democracy of Athens, every male youth was officially enrolled as a citizen at the age of 18. Each young man received a shield and spear and took the following oath:

“Never to disgrace his holy arms, never to forsake his comrade in the ranks, but to fight for the holy temples and the common welfare, alone or with others; to leave his country not in a worse, but in a better state than he found it; to obey the magistrates and the laws, and defend them against attacks; finally, to hold in honor the religion of his country.”

Read this oath to the class and discuss the following questions:

1. What does this oath reveal about Athenian values?
2. How do you think these values affected life in Athens?
3. Why do you think Athenian values continue to stand as a model today?

(Taken from the teacher edition of the book: *World History: Connections to Today*)

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After the class has discussed the questions from the Explore section of this lesson, have them write paragraph on one of the questions. Have the student pick the prompt s/he would like to write on.

1. What does this oath reveal about Athenian values?
2. How do you think these values affected life in Athens?
3. Why do you think Athenian values continue to stand as a model today?

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Character Based Literacy Lesson Plans for World History

Part II Empires of the Ancient World

Ancient Rome and the rise of Christianity (509 B.C.-A.D.476)

pp. 12-13



Standards: 10.1.1-3

Lesson Plan for Quarter 1 Week 2 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Students should visualize the Roman Empire from the early years, the height of the empire, to the decline. Instructors can use the website indicated below to compare three different years. At the end of the lesson, instructors can use the information provided under extend to study present day countries of the region.

The Roman Empire in 218 B.C., A.D. 116, A.D. 476:

Go to www.roman-empire.net

- On the left side of the page, click on interactive maps, the empire.
- On the left side of the page, click on Expanse of the Roman Empire.
- Select 218 B.C. – point out the size of the Empire in 218 B.C.
- Back Click, select A.D. 116. Point out the empire at its largest.
- Back Click, select A.D. 476. Point out the declining empire.

2. Word Wall

Introduce 5 important, useful words from today's reading

Republic	Patrician	Plebeian	Messiah	Sect
----------	-----------	----------	---------	------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the timeline so far

- Point to each timeline item as you quickly review it

4. Read today's story selection: *World History: Connections to Today* pp. 12-13

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

RESPOND**5. Add to the Timeline**

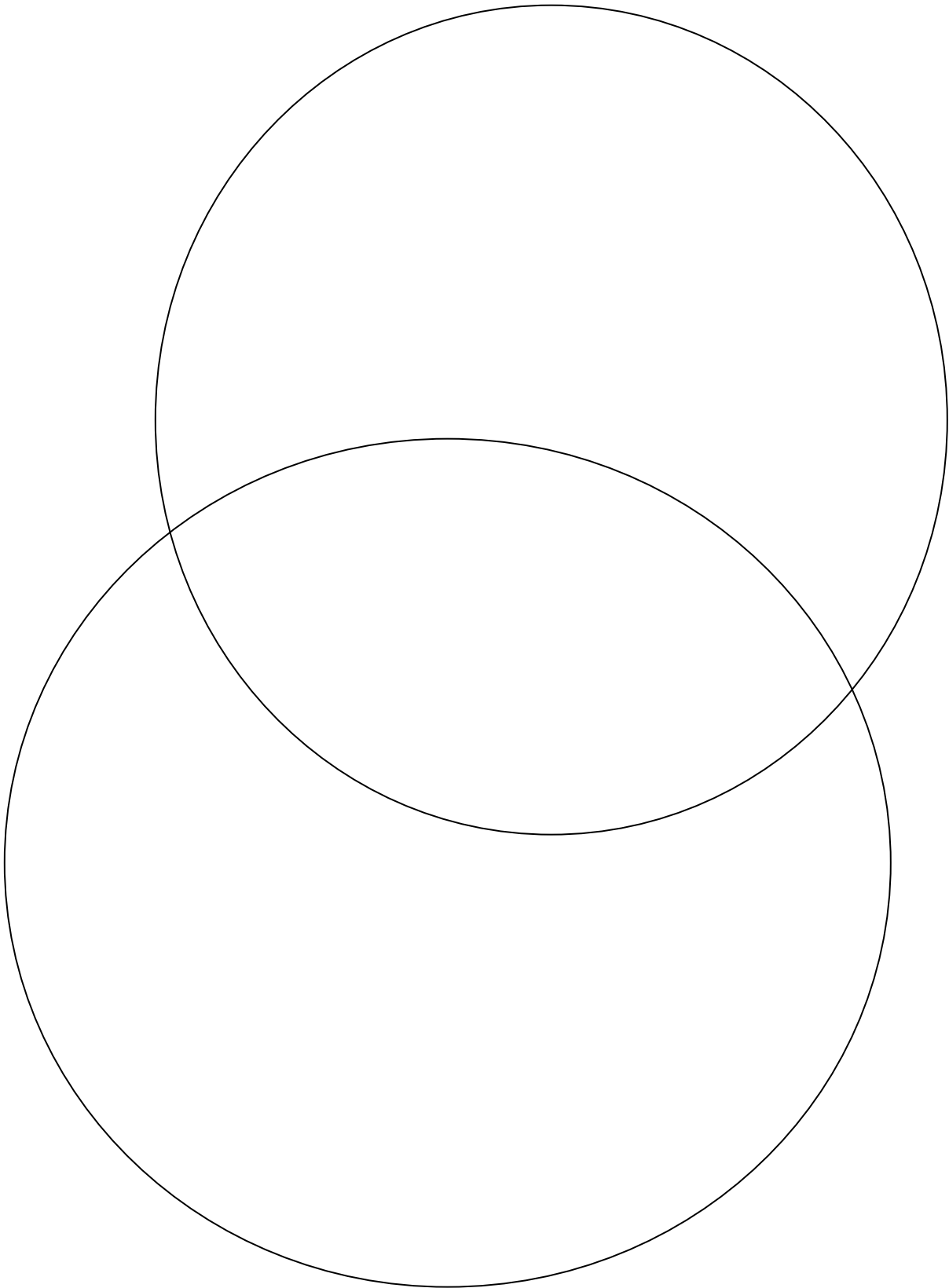
If using the timeline from the first week:

- Discuss the reading and add 3-5 events to the timeline
- Decide on the 3-5 most important facts/events and add these to the timeline

EXPLORE**6. Explore today's reading with visual and oral language activities**

1. **One activity:** Using a Venn Diagram, have students compare and contrast Ancient Rome during the republic to Ancient Rome under the rule of an emperor. The emphasis will be on the governmental structure, but should include also land holding during the two time periods. Students should be reminded that wealth corrupted the values of the Romans and a series of civil wars brought turmoil to the republic, and thus Augustus helped the empire recover from the long period of unrest.

6g6 Venn Diagram Chart



EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After the class has filled in the Venn Diagram, students should write a paragraph on whether s/he would rather live under the republic or an emperor, and why?

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Possible Activity: Which modern day countries did the Roman Empire comprise of?

Using the website www.roman-empire.net

- On the left side of the page, click on interactive maps, the empire.
- On the left side of the page, click on Expanse of the Roman Empire.
- On the right side of the page, click on Modern Day Countries.
- Follow the instructions on the page.

Character Based Literacy Lesson Plans for World History

Part II Empires of the Ancient World

Civilizations of the Americas (1400 B.C.-A.D. 1570) pp. 14-15



Standards: 10.1.1-3

Lesson Plans for Q1 Week 2 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Students should study the map on page 15 to understand the North American makeup towards the end of the time period discussed in this section.

2. Word Wall

Introduce 5 important, useful words from today's reading

Nomadic	Neolithic	Social class	Tribute	Kiva
---------	-----------	--------------	---------	------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the timeline so far

- Point to each timeline item as you quickly review it

4. Read today's story selection: *World History: Connections to Today* pp. 14-15

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

If using the timeline from the first week:

- Discuss the reading and add 3-5 events to the timeline
- Decide on the 3-5 most important facts/events and add these to the timeline

EXPLORE

6. Explore today's reading with visual and oral language activities

One activity: On the chalkboard/whiteboard, have the students list the characteristics for the Mayas, Aztecs, and Incas. Instructors should insure that type of government is addressed for each. Questions could include:

- a. Who ruled the Mayan city-states
- b. The Aztecs complex social structure placed whom at the top?
- c. Who had absolute power over the Inca empire?

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After the class has listed and discussed the various types of governments used by the three cultures, have each student write a paragraph identifying each type of governing structure used by each.

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Character Based Literacy Lesson Plans for World History

Part III Regional Civilizations

The Rise of Europe (500-1300) pp.16-17



Standards: 10.1.1-3

Lesson Plans for Q1 Week 2 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Have students write the following question in two columns on a piece of paper as shown:

What years identify the Early Middle Ages? What significant events/people are associated with this time period?	What are Feudalism and the Manor Economy?
-----------------------------------------------------------------------------------------------------------------	-------------------------------------------

Ask the class to list as much information as possible about the two questions in pencil (instructors should also do this on the board). As the lesson is presented and read, students should fill in the columns with the correct information.

2. Word Wall

Introduce 5 important, useful words from today's reading

Fief	Knight	Chivalry	Manor	Serfs
------	--------	----------	-------	-------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- Point to each timeline item as you quickly review it

4. Read today's story selection: *World History: Connections to Today* pp. 16-17

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

If using the timeline from the first week:

- Discuss the reading and add 3-5 events to the timeline
- Decide on the 3-5 most important facts/events and add these to the timeline

EXPLORE

6. Explore today's reading with visual and oral language activities

One activity: Using a Columns developed at the beginning of class, have the students dictate their findings from the readings and any discussion. Instructors should guide the students with information if the class does not complete all the points to each question.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After the class has filled in the columns, students should answer the question 'What is Feudalism and the Manor Economy?' in a paragraph. Teachers should check for understanding from this assignment. If the instructors find understanding to be low, please re-teach the concept tomorrow in Background Knowledge.

8. Close with a short summary

Extend the reading to the student's lives or to the world.



Character Based Literacy Lesson Plans for World History

Part III Regional Civilizations

The High Middle Ages (1050-1450) pp.18-19

Standards: 10.1.1-3

Lesson Plans for Q1 Week 2 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Before students read this section, define and discuss *famine and plague*. Highlight the medical treatment of the day and the practices that lead to unsanitary conditions in the cities.

In addition, introduce the feudal monarchs. Have students identify a similar 'job' in the United States structure of government. Ask them if the feudal monarchs are more like governors or state senators. Instructors need to determine if these two roles need to be explained to the class.

2. Word Wall

Introduce 5 important, useful words from today's reading

Common Law	Jury	Crusade	Vernacular	Monarch
------------	------	---------	------------	---------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- Point to each timeline item as you quickly review it

4. Read today's story selection: *World History: Connections to Today* pp. 18-19

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

If using the timeline from the first week:

- Discuss the reading and add 3-5 events to the timeline
- Decide on the 3-5 most important facts/events and add these to the timeline

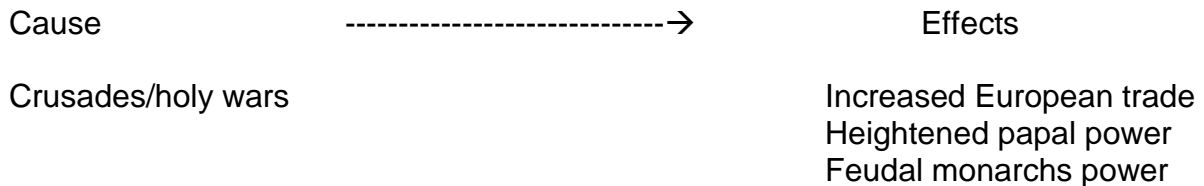
EXPLORE

6. Explore today's reading with visual and oral language activities

One activity: Using the chalkboard, whiteboard, overhead, or other device, highlight the cause and effect of the crusades, also referred to as the holy wars.

Students should identify those involved, the region in which it occurred, and the beliefs of the people fighting the wars.

Then, Use a cause and effect diagram to show the effects of the 200-year war.



EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After the class has read the section and discussed the crusades using the mini-lesson under number 6 (Explore), have each student write a paragraph summarizing what happened as a result of the crusades/holy wars.

8. Close with a short summary

Extend the reading to the student's lives or to the world.



Character Based Literacy Lesson Plans for World History

Part III Regional Civilizations

The Byzantine Empire and Russia (330-1613) pp. 20-21

Standards: 10.1.1-3

Lesson Plans for Q1 Week 2 Day 5

PREPARE

1. Background knowledge necessary for today's reading

Introduce this lesson with an interesting fact about the word Byzantine. Explain that the Byzantine emperors often used deceit and violence to gain or maintain absolute power. As rivals jockeyed and battled for the throne, secretive scheming came to characterize Byzantine politics. Today, the word Byzantine is used to describe any devious and sneaky manner of behavior.

2. Word Wall

Introduce 5 important, useful words from today's reading

Schism	Code	Renaissance	Czar	Ethnic group
--------	------	-------------	------	--------------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- Point to each timeline item as you quickly review it

4. Read today's story selection: *World History: Connections to Today* pp. 20-21

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

If using the timeline from the first week:

- Discuss the reading and add 3-5 events to the timeline
- Decide on the 3-5 most important facts/events and add these to the timeline

EXPLORE

6. Explore today's reading with visual and oral language activities

One activity: This activity should enable the students to identify the major time periods and rulers in Russian history from the rise of Kiev through the reign of Peter the Great. *Teacher may want to modify the activity to end in the 15th century. If that is the case, divide the class into three groups or use six groups and repeat the time periods.* Student will need lecture notes, textbooks, and other world history resources (such as the internet) to help them construct a timeline. Groups can use butcher paper or other source determined by the instructor.

Teachers should divide the class into six or three groups depending on the size of the class. Assign each group one of the following time periods:

9 th – 12 th centuries	13 th -14 th centuries	15 th century	16 th century	17 th century	18 th century
-------------------------------------------------	-------------------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Or if you would like, use the following time periods with only three groups:

9 th – 12 th centuries	13 th -14 th centuries	15 th centuries
----------------------------------------------	----------------------------------------------	----------------------------

Each group will choose at least five significant events from Russian history to put on its timeline, using one color of marker for each event. Each timeline should indicate who was in power during the time period.

Each group will then share with the class in presentation form. The teacher may chose only to put the work up on the wall if time is an issue.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After the students have developed the timeline, each student should write a paragraph summarizing the significant events in the time period assigned their group. The students should insure the paragraph has a topic and concluding sentence.

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Character Based Literacy Lesson Plans for World History

Part III Empires of the Ancient World
The Muslim World (622-1650) pp. 22-23



Standards: 10.1.1-3

Lesson Plan for Quarter 1 Week 3 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Students should review or be introduced to the following:

1. Who is Muhammad and why is he important in the Muslim World?
2. What does Monotheistic mean?

2. Word Wall

Introduce 5 important, useful words from today's reading

Monotheistic	Caliph	Mosques	Sultan	Quran
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- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the timeline so far

- Point to each timeline item as you quickly review it

4. Read today's story selection: *World History: Connections to Today* pp. 22-23

During the reading, students should be looking for answers to the following questions:

1. What are the characteristics of the Golden Age of Muslim Civilization?
2. What influenced the rise of Islam? And how did Islam spread?
3. What changes occurred in India as a result of Muslim Rule?
4. What role did the Ottoman and Safavid Empires play in the Muslim World?

Shared Reading RRP: Read, React, Predict every 2-3 pages

Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

If using the timeline from the first week:

- Discuss the reading and add 3-5 events to the timeline
- Decide on the 3-5 most important facts/events and add these to the timeline

EXPLORE

6. Explore today's reading with visual and oral language activities

4. **One activity:** On the whiteboard/chalkboard/overhead, draw and then have students fill in the missing information. The instructor directs this activity with student input through class discussion. Students may use notes or books. Instructors may want students to complete the same format in their notes.

In a chart, divide the Dynasties that dominated the Muslim World from 622 to 1650. Through classroom discussion, complete the missing information in the boxes.

	Ottomans	Safavids	Mughal
Time in Power			
Leader			
Known for:			

EXTEND

7. Prompt every student to write a short product tied to today's reading

4. Activity/Prompt: Have students write on the following:

Muslim society was said to be more open than medieval Europe – allowing people to practice their own faith (albeit the non-Muslim was taxed). As you read, many non-Muslims did convert to Islam as the years passed. Please write on the following prompt keeping in mind what you have read in this section and discussed in class.

If you were to invade and conquer a city/state/country, would you allow the people to keep their beliefs/traditions and practice those beliefs/traditions publicly? Why or why not?

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Character Based Literacy Lesson Plans for World History

Part III Empires of the Ancient World

Kingdoms and Trading States of Africa (750 B.C.-A.D. 1586)

pp. 24-25



Standards: 10.1.1-3

Lesson Plans for Quarter 1 Week 3 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Students should have knowledge of Africa as one of the seven continents and the size of Africa. Using the map and information, check students understanding of Africa, and introduce the new information if necessary.

Africa is one continent, but many traditions and cultures as highlighted by this section of the text. Instructors should address the pitfalls of stereotyping by a country/content/state/city/etc.

Today, as in the time period studied in this section, Africa remains the second largest continent. Its size brings various climates as well as cultures and traditions. Teachers should highlight the number of languages spoken along the diversity (defined as the state or fact of being of a different kind, form, character; difference; unlikeness) of the people and countries within the continent. Although similarities are common in the various regions of Africa, students should not assume likeness or stereotype.

2. Word Wall

Introduce 5 important, useful words from today's reading

Migration	Diversity	Conquest	Savannas	Nuclear Family
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- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the timeline so far

- Point to each timeline item as you quickly review it

4. Read today's story selection: *World History: Connections to Today* pp. 24-25

During the reading of pages 24 and 25, have students find the answers to the following questions:

1. What revolutionized trade in North Africa and Asia?
2. What were the major products?

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

If using the timeline from the first week:

- Discuss the reading and add 3-5 events to the timeline
- Decide on the 3-5 most important facts/events and add these to the timeline

EXPLORE

6. Explore today's reading with visual and oral language activities

- a. **One activity:** Students should fill in the table bellowing after reading the section (pages 24 and 25). The activity can be done on the chalkboard, whiteboard, overhead, or as seatwork. Teacher should discuss the student findings at the end of the exercise.

Students should answer the following questions for each kingdom using the information on pages 24 and 25 including the map on pg. 25:

	Nublia/Kush	Axum	Ghana	Mali	Songhai
Time period in power:					
Best know for:					

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: Students will pick one kingdom from the Explore exercise to write a paragraph identifying what they were best known for and the time period in power. This paragraph should be grammatically correct and expanded from the outline format of the previous exercise.

8. Close with a short summary

Extend the reading to the student's lives or to the world.



Character Based Literacy Lesson Plans for World History

Part III Regional Civilizations

Spread of Civilization in East Asia (500-1603) pp. 26-27

This section and lesson will spread over two days

Standards: 10.1.1-3

Lesson Plans for Quarter 1 Week 3 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Students should have an understanding of the Han Dynasty for it was the last unifying force in China until the Dynasties discussed in this section. Instructors should present on the Han Dynasty using the notes provided or some other source. This section will spread over two days given the pre-lecture on the Han Dynasty.

Teachers should ask student what they know about the Han Dynasty of China and list responses on the board/overhead.

Mini-Lesson:

- The Qin Dynasty was in power from 221 – 206 B.C.E. and was the first unified, multi-national state in Chinese history. Although the time in power was short, this Dynasty started a 2,000-year-long imperial history in China. The influence of this Dynasty would last far into the future, including the construction of the Great Wall to protect the northern frontier.
- The Qin Dynasty fell to an army of peasants after the death of Emperor Qin Shi Huang in 207 B.C.E. The army was led by Liu Bang. For four years, Liu Bang battled with his rival Xiangyu for command of the whole country, which finally occurred for Liu Bang in 202 B.C.E. – which marks the beginning of the Han Dynasty.

The Han Dynasty is divided into two time periods:

- a. The Western Han from 206 B.C.E. to 26 C.E.
 1. Capital was Chang'an
- b. The Eastern Han from 25 C.E. to 220 C.E.
- c. Ruled over the second unified Chinese empire

After the fall of the Han Dynasty in 220 C.E., China went through a period called the Three Kingdoms Period.

- a. Time period span from 220 C.E. to 280 C.E.
- b. This period preceded the Tang Dynasty introduced in this section.
- c. Marked by great turnover after this period until the Tang Dynasty took power in 618 C.E.

2. Word Wall

Introduce 5 important, useful words from today's reading

Bureaucracy	Independent	Tributary State	Collapsed	Aristocratic Family
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- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- Point to each timeline item as you quickly review it

4. Read today's story selection: *World History: Connections to Today* pp. 26 (read the two subsections titled *Two Golden Ages of China and The Mongol and Ming Empire due to the length of the Background activity. Will complete the section tomorrow by reading pg. 27*)

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

If using the timeline from the first week:

- Discuss the reading and add 3-5 events to the timeline
- Decide on the 3-5 most important facts/events and add these to the timeline

EXPLORE

6. Explore today's reading with visual and oral language activities

5. **One activity:** On the board/overhead, teachers should list the characteristics of the Tang and Song Dynasties as generated from student input after reading page 26.
Teachers should insure that the organized qualities of both dynasties is recognized and discussed.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: Under the Tang and Song Dynasties, China was a well-ordered society. Students should explain what allowed these two dynasties to be so organized in paragraph form.

8. Close with a short summary

Extend the reading to the student's lives or to the world.



Character Based Literacy Lesson Plans for World History

Part III Regional Civilizations

Spread of Civilizations in East Asia (500-1603) pp. 26-27
continued

Standards: 10.1.1-3

Lesson Plans for Quarter 1 Week 3 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Students should share their paragraphs from yesterday's prompt exercise (#7 from Week 3, Day 3) as the teacher lists ideas generated from the student responses.

2. Word Wall

Introduce 3 important, useful words from today's reading

Shogun	Daimyo	Samurai
--------	--------	---------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- Point to each timeline item as you quickly review it

4. Read today's story selection: *World History: Connections to Today* pp. 27

During the reading of this section, students should look to answer the following question:

Korea advanced many of China's inventions, which ones and how?

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

If using the timeline from the first week:

- Discuss the reading and add 3-5 events to the timeline
- Decide on the 3-5 most important facts/events and add these to the timeline

EXPLORE

6. Explore today's reading with visual and oral language activities

One activity: Students should study the Feudal Society flowchart on page 27 in order to answer the prompt in #7.

Teachers may want to supplement the lesson with further discussion about the feudal system.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: Students will study the flowchart on page 27 of the text showing the Feudal Society of Japan. After which, students should put the picture of the chain into words. Have each student write in paragraph form – naming the various levels, explaining the role of each, and identifying who had the most power and why – the Feudal Society in Japan.

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Character Based Literacy Lesson Plans for World History

Part III Regional Civilizations

Spread of Civilizations in East Asia (500-1603) pp. 20-21



Standards: 10.1.1-3

Lesson Plans for Quarter 1 Week 3 Day 5

Checking for Understanding

PREPARE

1. Background knowledge necessary for today's reading

Students will have completed the lesson from Week 3, Days 1-4 in order to proceed in today's lesson. Instructors are encouraged to adapt the lesson to fit the needs of the class and/or any student that missed a day of class. Instructors will need to review those lessons missed by the student if no adoptions are made. One possible adaptation is to not hold the student responsible for the day missed.

2. Word Wall

Check for Understanding of the past week:

Students will define/explain the words identified in the word wall over the past week. This activity can be open note/open wall or without aid – instructors should determine appropriate methodology based on class skill level.

READ

3. Review the Timeline

Start at the beginning and review the story so far

- Point to each timeline item as you quickly review it

4. Read today's story selection: *World History: Connections to Today* pp. 22-27

Students will use the reading from the week to practice reading comprehension.

Activity: Have students look at the section titles and subtitles in this weeks readings. As the student goes through the sections, have them turn the titles and subtitles into questions. Remind them to keep enough room between questions for their answers.

Then, have each student read pages 22-27 in review to answer the questions. Students can either do this activity with pen and paper or on the computer.

Example: Page 24 in ***World History: Connections to Today***

5. Kingdoms and Trading States of Africa (750 B.C. – 1586) would read, “What were the Kingdoms and Trading States of Africa between 750 B.C.E and 1586?”

“What were the early civilizations of Africa?”

“What were the kingdoms of West Africa?”

Adaptation: If time is of concern, have the student pick one section to complete.

Shared Reading RRP: Read, React, Predict every 2-3 pages

Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

If using the timeline from the first week:

- Discuss the reading and add 3-5 events to the timeline
- Decide on the 3-5 most important facts/events and add these to the timeline

EXPLORE

6. Explore today’s reading with visual and oral language activities

One activity: Refer to the Read section for today.

EXTEND

7. Prompt every student to write a short product tied to today’s reading

Activity/Prompt: After the students have outlined the answers to the questions in the Read section, the student should then choose one section to summarize in their own words the importance of the reading. Student answers may vary, but factual information from the text should be included to support their statements.

8. Close with a short summary

Extend the reading to the student’s lives or to the world.



Character Based Literacy Lesson Plans for World History

Part IV Early Modern Times

World History: *Connections to Today* pp.28-35

Standards: 10.1.1-3

Lesson Plan for Quarter 1 Week 4 Day 1

PREPARE

1. Background knowledge necessary for today's reading

This week the section concentrates on a period referred to as the Early Modern Times. This time period spans from about 1300 to 1800 C.E. It is a period marked by major changes in Europe that had lasting effects on the world, as we know it today. This week, the lesson reviews the event and people that impacted Europe from 1300-1800. Teachers should introduce the week by highlighting for the students the importance of the time that greatly influenced an age of global interaction – all of which lead to the Modern Era to which the text pays greatest attention to in the following chapters. Thus, the lesson plan for today is introduce the time period through lecture and then an activity for the students.

2. Word Wall

Introduce 3 important, useful words from today's reading

Modern	Navigation	Capitalism
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- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Not Applicable for this lesson.

4. Read today's story selection: In lieu of a reading exercise, teacher should introduce this week's section with the following mini-lesson:

Mini-Lesson: Students will be introduced to the era in Europe referred to as Early Modern Times in Europe. Students should take notes during this lecture, and teachers are welcome to supplement the notes given in this lesson.

I. Early Modern Period (1300-1800 C.E.)

A. Term used by most historians indicating the period in Western Europe that runs from the time between the Middle Ages and the Industrial Revolution. The term usually refers to the time between the late 15th century to the late 18th century. This time period should not be confused with the term Renaissance. Rather, Renaissance properly identifies a series of developments, usually cultural, that occurred over many centuries in many different parts of Europe.

B. This time period is marked by significant changes that greatly influenced modern society. Changes in the following areas:

1. Government Structures
2. Economies – rise of capitalism
 - a. As defined by Merriam-Webster online: capitalism is an economic system characterized by private or corporate ownership of capital goods, by investments that are determined by private decision, and by prices, production, and the distribution of goods that are determined mainly by competition in a free market.
3. Role of Science
4. Technology

C. Common start dates:

1. 1453 – the fall of Constantinople
2. 1485 – as the Tudor monarchy took power in the person of Henry VII.
3. 1492 – Spain and Portugal mark it by the voyage to the Americas by Christopher Columbus and Vasco da Gama's voyage to India in 1498.
4. 1494 – war between France and Italy marked the beginning of this time period as France under Charles the VIII invaded Italy.
5. 1519 - Germany

RESPOND

5. Add to the Timeline

After the Mini-lesson is presented, have students review the timeline offered on pages 28-29 in the text. The instructor may want to discuss certain points on the timeline, but should be aware of time.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity: Students will either chose or be given a topic to research via the internet or through handouts distributed by the instructor.

Materials: Internet access/handouts from instructors on the topics below.
 Pen and paper
 Butcher paper or poster board to display work (optional)
 Colored markers/pencils (optional)

Remind students that this time period between 1300 – 1600 was moved Europe out of the medevil period of relative isolation to a time of expansion for European countries past their boundaries. It was also marked by changes in science and governmental structures fueled by new ways of thinking and new discoveries.

The project can be done alone or in groups of two. After instructors chose the instructional grouping, either distribute or have student(s) chose one of the following topics:

- Invention of the printing press
- Improvements of ocean navigational instruments such as the astrolabe and compass
- Humanism
- Protestant Reformation
- The Columbian exchange
- The Scientific Revolution

Each student (or pair) should create a poster or notes explaining their “turning point” and illustrating/explaining how it affected Europe and the world. Student(s) should describe the specific causes that led to each of the changes that occurred. The products of this exercise will be used for the Background Knowledge portion of Week 4, Day 2 (tomorrow) lesson plan for World History.

This lesson was adapted from teacher's edition of the text World History: Connections to Today pg. 28

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After the students complete the activity above, have each write in a paragraph describing the changes that occurred from their research. Students will use the notes taken during the activity to practice putting information from research into a formal form of writing as would be expected on an essay exam for example.

8. Close with a short summary

Extend the reading to the student's lives or to the world.



Character Based Literacy Lesson Plans for World History

Part IV Early Modern Times

The Renaissance and Reformation (1300-1600) pp.28-29

Standards: 10.1.1-3

Lesson Plans for Quarter 1 Week 4 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Part 1: Using the products from yesterday's Explore exercise, have students share on their topic. Time permitting, have at least 4 students present on different topics. They may use the visuals if available and/or their notes.

Part 2: Teachers should put the following words on the board/overhead and discuss the definitions and relevance to the reading.

Renaissance – please remind students of the notes from Day 1 in the mini-lesson to introduce this section.

Reformers

Revolution

2. Word Wall

Introduce 5 important, useful words from today's reading

Renaissance	Reformers	Revolution	Heliocentric	Gravity
-------------	-----------	------------	--------------	---------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Use the timeline presented on page 28-29 in the text – highlighting discussing those events most interesting to the class.

4. Read today's story selection: *World History: Connections to Today* pp. 28-29

During the reading, students should be looking for answers to the following questions:

5. What is a Renaissance? Where did the renaissance begin during this time period?
6. What is the Protestant Reformation?
7. Who are Martin Luther and John Calvin? And why are they important during this time period?
8. What is the Scientific Revolution? And what does scientific method mean?

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's reading with visual and oral language activities

6. **One activity:** On the whiteboard/chalkboard/overhead, draw and then have students fill in the missing information. The instructor using the answers generated from the questions during the reading period directs this activity. Students may use notes or books. Instructors may want students to complete the same format in their notes.

Complete the missing information in the boxes.

	Renaissance	Protestant Reformation	Scientific Revolution
Where did it occur?			
Who were the important people?			
What came out of this?			

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: Students should pick on of the following topics:

- Renaissance
- Protestant Reformation
- Scientific Revolution

Write on the significance of the event and the people involved to this time period, Early Modern Times, and what, if any, influence does it have on the world today.

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Suggestion: Teachers may want students to report out on their paragraphs from exercise 7 highlighting the influence these events have on the world today.



Character Based Literacy Lesson Plans for World History

Part IV Early Modern Times

The First Global Age: Europe and Asia (1415-1796) pp.30-31

Standards: 10.1.1-3

Lesson Plans for Quarter 1 Week 4 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Students should be aware of the strides made in sea travel during this time period. Teachers should introduce the danger of sea travel prior to the 1400's due to the lack of sophisticated navigational instruments, shipbuilding, and experience on the sea.

Teachers should introduce the following to the class prior to reading:

1. Cartographers
2. Astrolabe (teachers may want to use the research of the student or student team if this was assigned during Week 4, Day 1 lesson plan)
3. Caravel

2. Word Wall

Introduce 5 important, useful words from today's reading

Cartographer	Astrolabe	Caravel	Fleets	Spices
--------------	-----------	---------	--------	--------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Use the timeline presented on page 28-29 in the text – highlighting discussing those events most interesting to the class.

4. Read today's story selection: *World History: Connections to Today* pp. 30-31

During the reading, students should be looking to answer the following questions:

1. Spices and the rich goods of Asia were reasons for Europeans to do what?
2. What was the Tokugawa policy toward foreigners? And how did it change over time?
3. What is the British East India Company?

Shared Reading RRP: Read, React, Predict every 2-3 pages

Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's reading with visual and oral language activities

One activity: On the board, overhead, or a handout, students should identify the events, people and significance of the happenings of the year in the box provided:

Year	People	Event	Significance
1514			
1543			
1638			
1853			

If desired, teachers can provide the information in lecture format.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: Prefix taken from the teacher's edition of the text World History: Connections to Today pg. 30

On his final voyage to the Americas, Columbus and his crew were shipwrecked on the island of Jamaica. Stranded for over a year, they came close to starvation – until Columbus used science to win the support of the island's natives.

In an astronomy book, Columbus had noted that a lunar eclipse was predicted for February 29 of that year. Columbus called together the native leaders and told them that God was angry with them for letting his men starve. He was so angry, in fact, that he was going to blot out the moon. The chiefs laughed at such folly – until the eclipse began. The astonishing event convinced them that God was on the side of the Europeans, and they provided them with food until help arrived.

As responsibility does require action; and requires one to do what they should, what they say they would do, and what is best for everybody. Given this information and what you have discussed in class thus far this quarter, write a paragraph supporting or criticizing Columbus' action with the leaders of this island by tricking them with his scientific knowledge – leading them to believe it was God in order to get his men feed. Teachers should discuss out the opinions written by the students.

8. Close with a short summary

Extend the reading to the student's lives or to the world.



Character Based Literacy Lesson Plans for World History

Part IV Early Modern Times

The First Global Age: Europe, the Americas, and Africa (1492-1750) pp. 32-33

Standards: 10.1.1-3

Lesson Plans for Quarter 1 Week 4 Day 4

PREPARE

1. Background knowledge necessary for today's reading

This time period marked problems for the Native Americans inhabitants of the Americas as the arrival of Europeans shifted power and brought disease that the Aztec and Incan civilizations were unaccustomed to and unable to fight off. The powers of Europe began to colonial empires in the Americas that forever changed the Americas.

Teachers should highlight the term *conquistadors* – explain it refers to conquerors.

Teacher may want to discuss the concept that conquistadors claimed land, and those living on the land, for their king and Church. At times, the battles were fierce and bloody as will be discussed in the section.

2. Word Wall

Introduce 5 important, useful words from today's reading

Conquistadors	Plantations	Encomiendas	Capitalism	Entrepreneur
---------------	-------------	-------------	------------	--------------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Use the timeline presented on page 28-29 in the text – highlighting discussing those events most interesting to the class. Pay particular attention to the late 1600's Asante Kingdom and the French building Quebec.

4. Read today’s story selection: *World History: Connections to Today* pp. 32-33

Teachers should have students pay particular attention to the struggle for North America between the French, English, and Spain.

- Shared Reading RRP: Read, React, Predict every 2-3 pages
- Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today’s reading.

EXPLORE

6. Explore today’s reading with visual and oral language activities

One activity: Using the map provided in the book on page 33, discuss the regions settled and controlled by the various states vying for complete control of the Americas. In the chart below have students identify the main exports for the following:

Dutch	
English	
French	
Portuguese	
Spanish	

EXTEND

7. Prompt every student to write a short product tied to today’s reading

Activity/Prompt: After discussing the reading selection and main exports for the countries identified in the previous exercise, have each student write in paragraph form on the following question: Name two effects of the Spanish conquest of the Americas.

8. Close with a short summary

Extend the reading to the student’s lives or to the world.

Character Based Literacy Lesson Plans for World History

Part IV Early Modern Times

The Age of Absolutism (1550-1800) pp. 34-35



Standards: 10.1.1-3

Lesson Plans for Quarter 1 Week 4 Day 5

PREPARE

1. Background knowledge necessary for today's reading

Students should understand the idea of absolutism, which marked the time period studied in this section. The instructor should introduce the class to this idea before reading the section.

Absolutism is based on the premise that one person should rule with absolute power and control over a nation/state/city. That a single person should have the final word, and that word/decision should not be questioned nor disobeyed. Thus, a sharing of power is not part of this form of government. Autocracy is the word used to identify this form of government, and means rule by a single person. Compared to today's government in the United States, which has shared power in the three branches with a form of checks and balances.

2. Word Wall

Introduce 5 important, useful words from today's reading

Absolute monarch	Divine Right	Balance of Power	Limited Monarchy	The Modern Era
------------------	--------------	------------------	------------------	----------------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Use the timeline presented on page 28-29 in the text – highlighting discussing those events most interesting to the class. Pay particular attention to the second part of the timeline for Europe.

4. Read today's story selection: *World History: Connections to Today* pp. 34-35

During the reading, students should be looking to answer the following questions:

1. How long did Louis XIV rule France?
2. What type of authority did Louis XIV of France rule by?
3. During Louis XIV time, did France influence the culture, manners, and customs of Europe?
4. What is referred to as the English Civil War?
5. What was the cause of the English Civil War? And what were the effects of the English Civil War?
6. What happened to England under the English Bill of Rights?
7. What person was most influential in bringing Russia to the forefront of European power countries?

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's reading with visual and oral language activities

One activity:

Teachers may put the following chart on the board, overhead, or sheet of paper to be filled in by the class through teacher lead discussion:

Modern Powers

	<i>Spain in the 1500's</i>	<i>France in the 1600's</i>	<i>England from 1642-1649</i>
Major Source of income:			
Person in Power			
Type of Rule			
Major reason for decline in power			

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: Using the information gained from this section, classroom discussion, or independent research, each student should compare and contrast absolute monarch and limited monarch. In the assignment, students should give examples of each, the benefits, the drawbacks, and which they believe to be the best governmental form and why.

8. Close with a short summary

Extend the reading to the student's lives or to the world.



Character Based Literacy Lesson Plans for World History

Part IV Early Modern Times

World History: *Connections to Today* pp.28-35

Standards: 10.1.1-3

Lesson Plan for Quarter 1 Week 4 Day 1

PREPARE

1. Background knowledge necessary for today's reading

This week the section concentrates on a period referred to as the Early Modern Times. This time period spans from about 1300 to 1800 C.E. It is a period marked by major changes in Europe that had lasting effects on the world, as we know it today. This week, the lesson reviews the event and people that impacted Europe from 1300-1800. Teachers should introduce the week by highlighting for the students the importance of the time that greatly influenced an age of global interaction – all of which lead to the Modern Era to which the text pays greatest attention to in the following chapters. Thus, the lesson plan for today is introduce the time period through lecture and then an activity for the students.

2. Word Wall

Introduce 3 important, useful words from today's reading

Modern	Navigation	Capitalism
--------	------------	------------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Not Applicable for this lesson.

4. Read today's story selection: In lieu of a reading exercise, teacher should introduce this week's section with the following mini-lesson:

Mini-Lesson: Students will be introduced to the era in Europe referred to as Early Modern Times in Europe. Students should take notes during this lecture, and teachers are welcome to supplement the notes given in this lesson.

I. Early Modern Period (1300-1800 C.E.)

A. Term used by most historians indicating the period in Western Europe that runs from the time between the Middle Ages and the Industrial Revolution. The term usually refers to the time between the late 15th century to the late 18th century. This time period should not be confused with the term Renaissance. Rather, Renaissance properly identifies a series of developments, usually cultural, that occurred over many centuries in many different parts of Europe.

B. This time period is marked by significant changes that greatly influenced modern society. Changes in the following areas:

1. Government Structures
2. Economies – rise of capitalism
 - a. As defined by Merriam-Webster online: capitalism is an economic system characterized by private or corporate ownership of capital goods, by investments that are determined by private decision, and by prices, production, and the distribution of goods that are determined mainly by competition in a free market.
3. Role of Science
4. Technology

C. Common start dates:

1. 1453 – the fall of Constantinople
2. 1485 – as the Tudor monarchy took power in the person of Henry VII.
3. 1492 – Spain and Portugal mark it by the voyage to the Americas by Christopher Columbus and Vasco da Gama's voyage to India in 1498.
4. 1494 – war between France and Italy marked the beginning of this time period as France under Charles the VIII invaded Italy.
5. 1519 - Germany

RESPOND

5. Add to the Timeline

After the Mini-lesson is presented, have students review the timeline offered on pages 28-29 in the text. The instructor may want to discuss certain points on the timeline, but should be aware of time.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity: Students will either chose or be given a topic to research via the internet or through handouts distributed by the instructor.

Materials: Internet access/handouts from instructors on the topics below.
 Pen and paper
 Butcher paper or poster board to display work (optional)
 Colored markers/pencils (optional)

Remind students that this time period between 1300 – 1600 was moved Europe out of the medevil period of relative isolation to a time of expansion for European countries past their boundaries. It was also marked by changes in science and governmental structures fueled by new ways of thinking and new discoveries.

The project can be done alone or in groups of two. After instructors chose the instructional grouping, either distribute or have student(s) chose one of the following topics:

- Invention of the printing press
- Improvements of ocean navigational instruments such as the astrolabe and compass
- Humanism
- Protestant Reformation
- The Columbian exchange
- The Scientific Revolution

Each student (or pair) should create a poster or notes explaining their “turning point” and illustrating/explaining how it affected Europe and the world. Student(s) should describe the specific causes that led to each of the changes that occurred. The products of this exercise will be used for the Background Knowledge portion of Week 4, Day 2 (tomorrow) lesson plan for World History.

This lesson was adapted from teacher's edition of the text World History: Connections to Today pg. 28

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After the students complete the activity above, have each write in a paragraph describing the changes that occurred from their research. Students will use the notes taken during the activity to practice putting information from research into a formal form of writing as would be expected on an essay exam for example.

8. Close with a short summary

Extend the reading to the student's lives or to the world.



Character Based Literacy Lesson Plans for World History

Part IV Early Modern Times

The Renaissance and Reformation (1300-1600) pp.28-29

Standards: 10.1.1-3

Lesson Plans for Quarter 1 Week 4 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Part 1: Using the products from yesterday's Explore exercise, have students share on their topic. Time permitting, have at least 4 students present on different topics. They may use the visuals if available and/or their notes.

Part 2: Teachers should put the following words on the board/overhead and discuss the definitions and relevance to the reading.

Renaissance – please remind students of the notes from Day 1 in the mini-lesson to introduce this section.

Reformers

Revolution

2. Word Wall

Introduce 5 important, useful words from today's reading

Renaissance	Reformers	Revolution	Heliocentric	Gravity
-------------	-----------	------------	--------------	---------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Use the timeline presented on page 28-29 in the text – highlighting discussing those events most interesting to the class.

4. Read today's story selection: *World History: Connections to Today* pp. 28-29

During the reading, students should be looking for answers to the following questions:

9. What is a Renaissance? Where did the renaissance begin during this time period?
10. What is the Protestant Reformation?
11. Who are Martin Luther and John Calvin? And why are they important during this time period?
12. What is the Scientific Revolution? And what does scientific method mean?

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's reading with visual and oral language activities

7. **One activity:** On the whiteboard/chalkboard/overhead, draw and then have students fill in the missing information. The instructor using the answers generated from the questions during the reading period directs this activity. Students may use notes or books. Instructors may want students to complete the same format in their notes.

Complete the missing information in the boxes.

	Renaissance	Protestant Reformation	Scientific Revolution
Where did it occur?			
Who were the important people?			
What came out of this?			

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: Students should pick on of the following topics:

Renaissance

Protestant Reformation

Scientific Revolution

Write on the significance of the event and the people involved to this time period, Early Modern Times, and what, if any, influence does it have on the world today.

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Suggestion: Teachers may want students to report out on their paragraphs from exercise 7 highlighting the influence these events have on the world today.

Character Based Literacy Lesson Plans for World History

Part IV Early Modern Times

The First Global Age: Europe and Asia (1415-1796) pp.30-31



Standards: 10.1.1-3

Lesson Plans for Quarter 1 Week 4 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Students should be aware of the strides made in sea travel during this time period. Teachers should introduce the danger of sea travel prior to the 1400's due to the lack of sophisticated navigational instruments, shipbuilding, and experience on the sea.

Teachers should introduce the following to the class prior to reading:

1. Cartographers
2. Astrolabe (teachers may want to use the research of the student or student team if this was assigned during Week 4, Day 1 lesson plan)
3. Caravel

2. Word Wall

Introduce 5 important, useful words from today's reading

Cartographer	Astrolabe	Caravel	Fleets	Spices
--------------	-----------	---------	--------	--------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Use the timeline presented on page 28-29 in the text – highlighting discussing those events most interesting to the class.

4. Read today's story selection: *World History: Connections to Today* pp. 30-31

During the reading, students should be looking to answer the following questions:

4. Spices and the rich goods of Asia were reasons for Europeans to do what?
5. What was the Tokugawa policy toward foreigners? And how did it change over time?
6. What is the British East India Company?

Shared Reading RRP: Read, React, Predict every 2-3 pages

Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's reading with visual and oral language activities

One activity: On the board, overhead, or a handout, students should identify the events, people and significance of the happenings of the year in the box provided:

Year	People	Event	Significance
1514			
1543			
1638			
1853			

If desired, teachers can provide the information in lecture format.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: Prefix taken from the teacher's edition of the text World History: Connections to Today pg. 30

On his final voyage to the Americas, Columbus and his crew were shipwrecked on the island of Jamaica. Stranded for over a year, they came close to starvation – until Columbus used science to win the support of the island's natives.

In an astronomy book, Columbus had noted that a lunar eclipse was predicted for February 29 of that year. Columbus called together the native leaders and told them that God was angry with them for letting his men starve. He was so angry, in fact, that he was going to blot out the moon. The chiefs laughed at such folly – until the eclipse began. The astonishing event convinced them that God was on the side of the Europeans, and they provided them with food until help arrived.

As responsibility does require action; and requires one to do what they should, what they say they would do, and what is best for everybody. Given this information and what you have discussed in class thus far this quarter, write a paragraph supporting or criticizing Columbus' action with the leaders of this island by tricking them with his scientific knowledge – leading them to believe it was God in order to get his men feed. Teachers should discuss out the opinions written by the students.

8. Close with a short summary

Extend the reading to the student's lives or to the world.



Character Based Literacy Lesson Plans for World History

Part IV Early Modern Times

The First Global Age: Europe, the Americas, and Africa (1492-1750) pp. 32-33

Standards: 10.1.1-3

Lesson Plans for Quarter 1 Week 4 Day 4

PREPARE

1. Background knowledge necessary for today's reading

This time period marked problems for the Native Americans inhabitants of the Americas as the arrival of Europeans shifted power and brought disease that the Aztec and Incan civilizations were unaccustomed to and unable to fight off. The powers of Europe began to colonial empires in the Americas that forever changed the Americas.

Teachers should highlight the term *conquistadors* – explain it refers to conquerors.

Teacher may want to discuss the concept that conquistadors claimed land, and those living on the land, for their king and Church. At times, the battles were fierce and bloody as will be discussed in the section.

2. Word Wall

Introduce 5 important, useful words from today's reading

Conquistadors	Plantations	Encomiendas	Capitalism	Entrepreneur
---------------	-------------	-------------	------------	--------------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Use the timeline presented on page 28-29 in the text – highlighting discussing those events most interesting to the class. Pay particular attention to the late 1600's Asante Kingdom and the French building Quebec.

4. Read today's story selection: *World History: Connections to Today* pp. 32-33

Teachers should have students pay particular attention to the struggle for North America between the French, English, and Spain.

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's reading with visual and oral language activities

One activity: Using the map provided in the book on page 33, discuss the regions settled and controlled by the various states vying for complete control of the Americas. In the chart below have students identify the main exports for the following:

Dutch	
English	
French	
Portuguese	
Spanish	

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After discussing the reading selection and main exports for the countries identified in the previous exercise, have each student write in paragraph form on the following question: Name two effects of the Spanish conquest of the Americas.

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Character Based Literacy Lesson Plans for World History

Part IV Early Modern Times

The Age of Absolutism (1550-1800) pp. 34-35



Standards: 10.1.1-3

Lesson Plans for Quarter 1 Week 4 Day 5

PREPARE

1. Background knowledge necessary for today's reading

Students should understand the idea of absolutism, which marked the time period studied in this section. The instructor should introduce the class to this idea before reading the section.

Absolutism is based on the premise that one person should rule with absolute power and control over a nation/state/city. That a single person should have the final word, and that word/decision should not be questioned nor disobeyed. Thus, a sharing of power is not part of this form of government. Autocracy is the word used to identify this form of government, and means rule by a single person. Compared to today's government in the United States, which has shared power in the three branches with a form of checks and balances.

2. Word Wall

Introduce 5 important, useful words from today's reading

Absolute monarch	Divine Right	Balance of Power	Limited Monarchy	The Modern Era
------------------	--------------	------------------	------------------	----------------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Use the timeline presented on page 28-29 in the text – highlighting discussing those events most interesting to the class. Pay particular attention to the second part of the timeline for Europe.

4. Read today's story selection: *World History: Connections to Today* pp. 34-35

During the reading, students should be looking to answer the following questions:

8. How long did Louis XIV rule France?
9. What type of authority did Louis XIV of France rule by?
10. During Louis XIV time, did France influence the culture, manners, and customs of Europe?
11. What is referred to as the English Civil War?
12. What was the cause of the English Civil War? And what were the effects of the English Civil War?
13. What happened to England under the English Bill of Rights?
14. What person was most influential in bringing Russia to the forefront of European power countries?

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's reading with visual and oral language activities

One activity:

Teachers may put the following chart on the board, overhead, or sheet of paper to be filled in by the class through teacher lead discussion:

Modern Powers

	<i>Spain in the 1500's</i>	<i>France in the 1600's</i>	<i>England from 1642-1649</i>
Major Source of income:			
Person in Power			
Type of Rule			
Major reason for decline in power			

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: Using the information gained from this section, classroom discussion, or independent research, each student should compare and contrast absolute monarch and limited monarch. In the assignment, students should give examples of each, the benefits, the drawbacks, and which they believe to be the best governmental form and why.

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Character Based Literacy Lesson Plans for World History



Unit 1 – Enlightenment and Revolution

World History: Connections to Today pp. 38-53

The Enlightenment and the American Revolution (1715-1800) pp. 38-39

Standards: 10.1.1, 2, 3
10.2.1-5 3

Lesson Plan for Quarter 1 Week 5 Day 1

PREPARE

1. Background knowledge necessary for today's reading

The unit focuses on the following:

- the revolutionary ideas of the Enlightenment
- the political and social change that occurred as a result of the revolutions of the time
- the start of the Industrial Revolution

This week, specifically, the students will study:

- Enlightenment philosophy
- Constitutional government in Britain

Teachers may want to introduce the unit by discussing with the students that the revolutionary ideas of the time brought significant change to Europe and the Americas.

Using pages 36 and 37 in the text, students will use their prior knowledge along with the map *The World about 1750* to answer these questions:

1. In the 1700's, what type of government existed in most European States?
2. What countries competed for control of North America? South America? Southeast Asia?
3. How did European imperialism and the Atlantic slave trade affect the development of social hierarchies in the Americas?
4. How might the policies of various absolute monarchs have given rise to a spirit of revolution in Europe?
5. Why did European merchants place great value on trade with India and Southeast Asia?

Note: The findings of the students will be used for tomorrow's background knowledge portion of the lesson.

2. Word Wall

Introduce 5 important, useful words/concepts from today's reading

Superstition	Ignorance	Intolerance	Tyranny	Enlightenment/Age of Reason
--------------	-----------	-------------	---------	-----------------------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Not Applicable for this lesson.

4. Read today's story selection:

World History: Connections to Today pp. 38-39

This selection is short. Teachers should focus on the suggested mini-lessons.

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity: Have each student review the 5 questions on page 38 of the text. Once this is done, have each student take out his or her notebooks. On the top of a page, have them write one of the questions, and continue to do so for each question on a new page. Over the next few weeks and as the students participate in the daily reading, have each student find and record the answers to the questions.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: Having read the quote on page 38 of the text, ask the class to identify phrases in the quote that indicate that the piece is satirizing lords and nobles. Discuss the concept of freedom of speech, and specifically the freedom to criticize the government. Each student then will pick a side of the argument to write a paragraph supporting the side they have chosen.

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Character Based Literacy Lesson Plans for World History

Unit 1 – Enlightenment and Revolution

Chapter 1 – Philosophy in the Age of Reason pp. 40-41



Standards: 10.1.1, 2, 3
10.2.1-5 3

Lesson Plans for Quarter 1 Week 5 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Using the information gathered from the portion of yesterday's lesson, have the students share their understanding by listing the various insights on the board/overhead. If possible, have butcher paper around the room with each question on it and then list the student responses.

Teacher may have to review the concept of absolute monarchy before this reading selection depending on the class.

2. Word Wall

Introduce 5 important, useful words from today's reading

Natural Laws	Social contract	Natural rights	Philosophy	Baron
--------------	-----------------	----------------	------------	-------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Teacher discretion if one is being used in this unit.

4. Read today's story selection:

World History: Connections to Today pp. 40-41 (please stop at the end of Montesquieu's *Spirit of the Laws*)

During the reading, students should be looking for answers to the following questions:

13. How was the Enlightenment linked to the Scientific Revolution?
14. What ideas about government emerged during the Enlightenment?

Reminder: These questions are at the beginning of the reading and should be highlighted for the student as a good reading strategy.

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's reading with visual and oral language activities

One activity: With the class, but directed by the instructor, have the students discuss the individuals listed below. It may be helpful to write each name on the board and list the distinguishing thoughts/contributions of each individual.

1. Joseph Priestley
2. Antoine Lavoisier
3. Edward Jenner
4. Thomas Hobbs
5. John Locke
6. Baron de Montisquieu

Note: can be used in tomorrow's lesson. If you use visuals, please keep those until tomorrow.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: Using the words suggested in the Word Wall activity of this lesson, have each student use the word in a sentence that conveys the meaning of the term. Extension: After the student writes the sentences, s/he is asked to summarize the reading selection including all the words from the word wall in a paragraph.

8. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for World History

Unit 1 – Enlightenment and Revolution
Philosophy and the Age of Reason pp. 41-44



Standards: 10.1.1, 2, 3
10.2.1-5 3

Lesson Plans for Quarter 1 Week 5 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce this day by discussing with the students the meaning/idea of philosophy/philosophes. Teacher will need to identify the philosophes of that time and the use of philosopher of our time.

In addition, review yesterday's oral language exercise. If you kept a list on the board/butcher paper, use that as a visual.

2. Word Wall

Introduce 3 important, useful words/concepts from today's reading

Natural Rights	Laissez faire	Free Market
----------------	---------------	-------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Teacher discretion if one is being used in this unit.

4. Read today's story selection:

World History: Connections to Today pp. 41-44

During the reading, students should be looking to answer the following questions:

1. How was the Enlightenment linked to the Scientific Revolution?
2. What ideas about government emerged during the Enlightenment?
3. What Economic ideas did Enlightenment thinkers support?

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's reading with visual and oral language activities

One activity: On the board, overhead, or a handout, students should fill in the missing information based on the reading and lecture notes:

	Year	Person	Significance/Idea/Concept
Francois-Marie Arouet (Voltaire)			
Denis Diderot			
Jean-Jacques Rousseau			
Mary Wollstonecraft			

If desired, teachers can provide the information in lecture format.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: Ask the students to read the four quotations listed in the chart on p.43. Have them rewrite each statement in their own words. Then, ask students to write on which two statements seem to support democracy the most and explain why.

8. Close with a short summary

Extend the reading to the student's lives or to the world



Character Based Literacy Lesson Plans for World History

Unit 1 – Enlightenment and Revolution
Enlightenment Ideas Spread pp. 45-49

Standards: 10.1.1, 2, 3
10.2.1-5 3

Lesson Plans for Quarter 1 Week 5 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Students will need to recall, or be re-introduced, to the following ideas on power that were present in the Middle Ages:

- Divine-right rule
- Strict class system
- The belief that one would be rewarded in heaven for the suffering on earth

This section will introduce how these ideas seemed irrational and unscientific to some of the thinkers in the Age of Reason.

2. Word Wall

Introduce 5 important, useful words from today's reading

Salon	Enlightened despot	Baroque	Courtly	Censorship
-------	--------------------	---------	---------	------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Teacher discretion if one is being used in this unit.

4. Read today's story selection:

World History: Connections to Today pp. 45-49

Before the students read the section, have them read the boldfaced headings in Section 2. Ask the students to predict (written/orally) the content of the section in one sentence.

Alternate: Have each student write out the guide for reading at the beginning of the section on page 45 and find the answers as they read.

Teachers should have students pay particular attention to the struggle for North America between the French, English, and Spain.

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's reading with visual and oral language activities

One activity: Write the following terms on the board (be sure to spread them out):

1. Salons
2. Enlightened despots
3. baroque
4. Rococo
5. Novels
6. Peasants

Circle each term. Ask the students to list brief facts about each. When they have finished, ask volunteers to come to the board and to use their lists to create webs around each circled term on the board. Use the webs as focal points for a discussion on the Enlightenment.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After reading and reviewing this section, have each student compare and contrast the pictures of the aristocrats and peasants that appear in the book

throughout this section. Then, ask students to write in paragraph form on how Enlightenment ideas affected the two different classes.

8. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for World History

Unit 1 – Enlightenment and Revolution
Britain at Mid-Century pp. 50-53



Standards: 10.1.1, 2, 3
10.2.1-5 3

Lesson Plans for Quarter 1 Week 5 Day 5

PREPARE

1. Background knowledge necessary for today's reading

Use the following prompts to introduce this section:

1. What present-day countries use English as their national language?
2. Why are there so many English Speaking countries?
3. What else do these countries have in common besides language?

Have each student write their responses, and then review their answers later in the lesson after they have read.

2. Word Wall

Introduce 5 important, useful words from today's reading

Constitutional Government	Prime Minister	Prominence	Tories	Whigs
---------------------------	----------------	------------	--------	-------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Teacher discretion if one is being used in this unit.

4. Read today's story selection:

World History: Connections to Today pp. 50-53

During the reading, students should be looking to answer the following questions:

15. Why did Britain become a global power in the 1700's?
16. What new political institutions emerged in Britain in the 1700's?
17. What groups held political power in Britain?

Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's reading with visual and oral language activities

One activity:

Teachers may put the following chart on the board, overhead, or sheet of paper to be filled in by the class through teacher lead discussion:

How did these areas help Britain during the time period you are study in this section?

	<i>Point 1</i>	<i>Point 2</i>	<i>Point 3</i>
Geography			
War			
Type of Rule/Political Parties			
Trade/Business			

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: Using the reading and lecture, each student should develop an essay question based on the chapter. Remind them to use the boldface heads and structure of the section to help them in formulating the questions.

After this is complete, the teacher can choose from the following for the writing prompt:

1. Each student is directed to answer the essay question they developed in paragraph form. or
2. Collect all the questions and re-distribute the essay questions to the class. Each student is then directed to answer the essay question received in paragraph form.

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Character Based Literacy Lesson Plans for World History

Unit 1 – Enlightenment and Revolution

World History: Connections to Today (green book) pp. 54-55

World History: Connections to Today (red book) pp. 460 - 472



Standards: 10.1.1, 2, 3
10.2.1-5 3

Lesson Plan for Quarter 1 Week 6 Day 1

PREPARE

1. Background knowledge necessary for today's reading

As this week begins, it closes the chapter on The Enlightenment and the American Revolution. Thus, teachers should review last week by reinforcing the following:

- Review the ideas of thinkers such as Locke, Montesquieu, Voltaire, Diderot, Wollstonecraft. Discuss how their ideas would justify revolutions and lead people to support representative government.
- Review the thinkers called philosophes and how they applied the methods of science to their efforts to understand and improve society.
- Discuss the concept of mercantilism and laissez-faire.
- Reinforce the notion that England established a constitutional monarchy and became one of the most powerful commercial empire in the world at this time.

Which leads to this week and the growing discontent of Britain's North American colonies. As the relationship weakened between Britain and the 13 colonies, the American Revolution took place that won independence for the North American Colonies.

Students will come to understand that the Enlightenment ideas significantly influenced the United States' adoption of a constitution that would serve as a model for other democratic nations

2. Word Wall

Introduce 5 important, useful words/concepts from today's reading

Immigrant	Prejudice	Unalienable	Self-Evident	Pursuit
-----------	-----------	-------------	--------------	---------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Green Book – p. 39
Red Book – p. 442-443

4. Read today's story selection:

World History: Connections to Today

Green Book – pp. 54-55
Red Book – pp. 460-461

As the students read this section, the following questions should be answered:

1. How was the 13 colonies part of the global empire? And what were the chief characteristics of the 13 English colonies?
2. Why did colonists come to resent British rule? And how did this resentment grow into the American Revolution?

RESPOND

5. Add to the Timeline

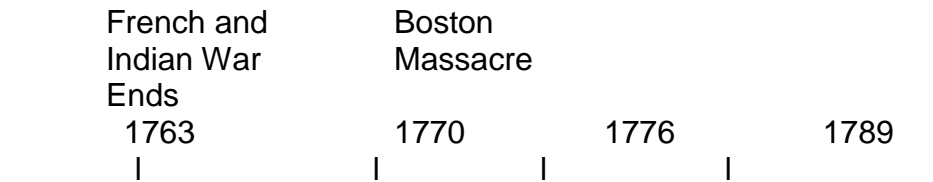
If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity: In order to gain a visual and reinforce the events that lead up to the American Revolution, have each student draw a time line to show important dates/events leading up to the emergence of the United States government. (For those using the red book, which is the 2005 copyright, see page 460 in the text.)

For those using the green text (copyright 1999), you may want to use the following to get students started:



EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: Read aloud the quote from the Declaration of Independence on p. 55 in the Green Text and p. 461 in the Red Text. Ask students what they think Jefferson meant when he said that people have the right to “life, liberty, and the pursuit of happiness.” After the discussion, have each student write on his/her understanding of the quote and how it plays out in his/her life.

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Character Based Literacy Lesson Plans for World History

Unit 1 – Enlightenment and Revolution

The Birth of the American Republic

Green Book-pp.55-57 (The American Revolution)

Red Book-pp.462-463 (The American Revolution)



Standards: 10.1.1, 2, 3
10.2.1-5 3

Lesson Plans for Quarter 1 Week 6 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Use the maps on p. 56 in the green text and p. 462 in the red text to introduce today's lesson. Teachers should highlight locations on the map and have students follow the three guidelines in the text to connect history and geography.

In addition, teachers should on three pieces of butcher paper or divided sections of the board write the following to introduce the Separation of Powers:

- Executive Branch = carries out laws = President
- Legislative Branch = passes laws = Congress
- Judicial Branch = interprets laws = Supreme Court along with other Federal Courts

Note: this will be used later in the lesson.

2. Word Wall

Introduce 4 important, useful words/concepts from today's reading

Loyalist	Federal Republic	Limited Freedom	Hereditary Monarch
----------	------------------	-----------------	--------------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Teacher Discretion.

4. Read today's story selection: *World History: Connections to Today*

Green Book – pp. 55-57

Red Book – pp. 462-463

As the students read this section, the following questions should be answered:

1. Recalling the Enlightenment ideas, how did these thoughts influence the Americans and lead to the American Revolution?
2. What was the impact to Europe of the American Revolution?

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity: Instructors should use the visual from the first part of this lesson (background) to further discuss the checks and balances concept that came out of Montesquieu ideas and made their way into the new federal government with its separation of power. Using the butcher paper/board, have the student brainstorm the following: *(teachers may want to make this a lecture; having each student take notes on the following.)*

<u>Executive Branch</u>	<u>Legislative Branch</u>	<u>Judicial Branch</u>
Proposes laws	Can override President's veto	Can declare laws unconstitutional
Can veto laws	Approves treaties and presidential appointments (teachers can make this concrete by introducing the proceedings for the seat open on the bench)	Can declare executive actions unconstitutional
Negotiates foreign treaties	Creates lower federal courts	
Serves as commander in chief of the armed forces	Prints and coins money	
Can grant pardons to federal offenders	Regulates foreign and interstate trade	

Note: There are many opportunities in the news to connect these responsibilities to things going on in the world today.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After discussing (or lecturing), teachers should instruct students to write on the separation of powers. Ask each student to describe the idea of checks and balances and give at least two examples of how his/her life would be different if the Constitution did not provide for separation of powers.

8. Close with a short summary

Extend the reading to the student's lives or to the world.



Character Based Literacy Lesson Plans for World History

Unit 1 – Enlightenment and Revolution

The Birth of the American Republic

Green Book-pp.40-59

Red Book-pp.464-467

Standards: 10.1.1, 2, 3
10.2.1-5 3

Lesson Plans for Quarter 1 Week 6 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Teachers should use this day to check for understanding on the previous chapter. This section of the lesson plan will review the previous chapter with the suggestion of using chapter reviews on pp. 60-61 in the green book and pp. 464-465 in the red book.

Review/Summary of Chapter 1 in the green book and Chapter 18 in red book:
This chapter introduced students to the far-reaching changes in Western Europe brought about by the Enlightenment and Scientific Revolution.

Teachers should insure understanding of the following:

- The type of government in most European states in the 1700's
- The link between the Enlightenment and the Scientific Revolution
- The Enlightenment ideas that influenced the emerging governments of the time
- The significance of the following:
 - Voltaire
 - Diderot
 - Rousseau
 - Wollstonecraft
- The reason for Britain's global power in the 1700's
- The political institutions that emerged in Britain in the 1700's
- The various groups that held political power in Britain during this time

Suggested activities using the text:

Green Book pp. 60-61

Reviewing Vocabulary

Critical Thinking

4. Analyzing Information:

a. What ideas about government do you think English settlers brought with them to the Americas in the 1600's and 1700's?

b. How might those ideas have contributed to the outbreak of the American Revolution?

For Your Portfolio (if time permits and skill level appropriate)

Red Book pp. 464-465

Building Vocabulary

Critical Thinking and Writing

18. Defending a Position

Analyzing Primary Source (if time permits and skill level appropriate)

2. Word Wall

Not Applicable for today's lesson

READ

3. Review the Timeline

Not Applicable for this lesson.

4. Read today's story selection:

World History: Connections to Today

Green Book – pp. 40-59

Red Book – pp. 444-463

Instructors should use these pages at their discretion based on the assessment in the first part of this lesson.

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity:

Green Book p. 61 Analyzing Maps

Red Book p. 465 Analyzing Charts

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: The extend activity is part of the review and assessment assigned earlier in this lesson.

Green Book p. 61:

Analyzing Information:

a. What ideas about government do you think English settlers brought with them to the Americas in the 1600's and 1700's?

b. How might those ideas have contributed to the outbreak of the American Revolution?

Red Book p. 465:

Analyzing Primary Sources

Questions 20-24

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Character Based Literacy Lesson Plans for World History



Unit 1 – Enlightenment and Revolution

Chapter 2 –The French Revolution and Napoleon

Green Book-pp.62-65

Red Book-pp.466-470 (top of page)

Standards: 10.1.1, 2, 3
10.2.1-5 3

Lesson Plans for Quarter 1 Week 6 Day 4

PREPARE

1. Background knowledge necessary for today's reading

In the 1700's, France experienced severe economic troubles and mounting political unrest. Both of these conditions led, ultimately, to revolution. In this chapter, students examine the unfolding of the French Revolution. Students will learn about the struggle between moderates and radicals during the Revolution, The Reign of Terror, and the rise and fall of Napoleon.

Instructors should use the following to introduce the chapter:

Green Book pp. 62-63
Read the introduction.
Study and discuss the timeline on p. 63

Red Book pp. 466-467
Introduce the Chapter preview on p. 466
Study and discuss the timeline on p. 466-467

Both instructors should have the students write the following questions at the top of a notebook page (one question per page). As the student reads the chapter, s/he should take notes to answer these questions.

1. What beliefs and attitudes inspired the leaders of the French Revolution?
2. How did the French Revolution reshape social and political institutions?
3. How did the rise of Napoleon Bonaparte create upheaval across Europe?
4. What were the temporary and lasting effects of the French Revolution?

2. Word Wall

Introduce 5 important, useful words/concepts from today's reading

Bourgeoisie	Regime	Clergy	Nobles	Discontent
-------------	--------	--------	--------	------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

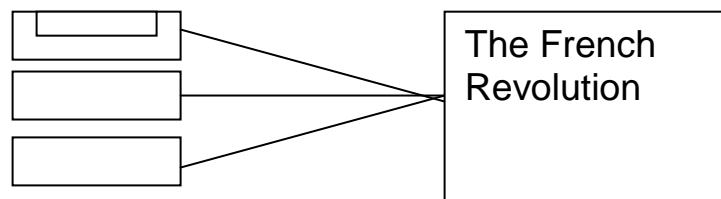
Use timeline from Background section of today's lesson.

4. Read today's story selection: *World History: Connections to Today*

Green Book – pp. 64-65

Red Book – pp. 468-470 (only the first two paragraphs)

1. As the student reads this section, have them answer the question:
 - a. What was the social structure of the old regime?
2. At the same time, have each student explore the causes of The French Revolution by creating a chart like the one below:



Note: The students may add more boxes and this will also be used for tomorrow's reading. Instructors may want to start the students by using debt/ economic troubles in the first box.

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity:

1. Complete and review part 2 of the reading section for today's visual exercise. The chart should not be complete until tomorrow.
2. Teachers should direct students to the following charts in the text:

Green Book – p. 65

Red Book – p. 469

The discontent of the times was due in large part to the inequalities among France's three estates. Insure the students understand the population of each estate and what the graph communicates/shows through lecture and questioning.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After reading the beginning of this section on the eve of revolution, you are introduced to an issue that would lead to The French Revolution. The social structure of the old regime included the first estate, second estate, and third estate. In paragraph form, explain the population of each estate and why the third estate thought the distribution of land was unfair.

8. Close with a short summary

Extend the reading to the student's lives or to the world.



Character Based Literacy Lesson Plans for World History

Unit 1 – Enlightenment and Revolution

The French Revolution and Napoleon

Green Book-pp.65 (A Financial Crisis)-68

Red Book-pp.470 (Economic Troubles)-472

Standards: 10.1.1, 2, 3

10.2.1-5 3

Lesson Plans for Quarter 1 Week 6 Day 5

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce the concept of deficit spending that is essential to understanding the reading for today. Deficit spending is defined in the text as government spending more money than it takes in. Teachers may want to brainstorm with students on ways the government takes in money, and ways the government spends it.

If students are having trouble grasping the concept, then try to explain it this way:

You (the student) have a credit card with a limit of \$1000.00 each month, but the balance must be paid in full at the end of each month.

You (the student) work for a local company that pays you a monthly salary of \$500.00 per month.

If you charge a \$1000.00 per month, but only take in \$500.00 per month; then you are participating in deficit spending.

2. Word Wall

Introduce 5 important, useful words/concepts from today's reading

Deficit Spending	Burden	Cahiers	Estates General	Revolution
------------------	--------	---------	-----------------	------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Teachers may want to review the timeline at the beginning of the chapter.

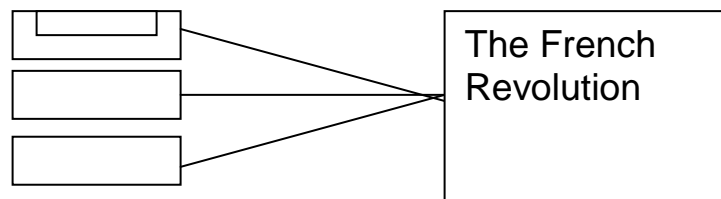
4. Read today's story selection:

World History: Connections to Today

Green Book – pp. 65-68

Red Book – pp. 470-472

1. Continue to have each student explore the causes of The French Revolution by creating a chart like the one below (this exercise was begun yesterday and should be continued using the chart started yesterday):



2. In addition, have each student look for the answers to the following questions (also found at the beginning of the section in the text):

- a. Why did Louis XVI call the Estates General?
- b. Why did the efforts at reform fail?
- c. Why did the Paris crowd storm the Bastille?

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity: Insure the casual chart for The French Revolution is complete. Teachers may ask individual students to share his/her finding with the class. In any event, the teacher should check for student understanding of the causes as it will be used in the writing prompt.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: Using the chart of causes pertaining to The French Revolution you developed while reading the section of this chapter, explain in paragraph form the reasons for The French Revolution.

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Character Based Literacy Lesson Plans for World History



Unit 1 - Enlightenment and Change

World History: Connections to Today (green book, buildings cover) pp. 68-87

World History: Connections to Today (red book, tower cover)

Sections 19-2 to 19-5

Standards: 10.1.1, 2, 3

10.2.1-5 3

Lesson Plan for Quarter 1 Week 7 Day 1

PREPARE

2. Background knowledge necessary for today's reading

Teachers should introduce this week by reviewing the following questions (that will continue this week if the instructor is using it):

Instructors: These questions had the following instructions associated with them -- instructors should have the students write the following questions at the top of a notebook page (one question per page). As the student reads the chapter, s/he should take notes to answer these questions.

1. What beliefs and attitudes inspired the leaders of the French Revolution?
2. How did the French Revolution reshape social and political institutions?
3. How did the rise of Napoleon Bonaparte create upheaval across Europe?
4. What were the temporary and lasting effects of the French Revolution?

Some instructors may want the class to share their findings thus far in an oral exercise. Or, have the questions outlined on the board/overhead with the content thus far covered in the chapter; and use direct instruction to re-introduces the material from last week.

Part 2: Teachers should introduce how historians today divide the revolutionary era of France. Using a timeline, teacher should place and introduce the following:

1. 1789-1791 = the moderate phase of the National Assembly
2. 1792-1793 = the radical phase marked by escalating violence leading to a Reign of Terror
3. 1795-1799 = the time period referred to as the Directory, which was a reaction against extremism
4. 1799-1815 = the Age of Napoleon

2. Word Wall

Introduce 5 important, useful words/concepts from today's reading

Famine	Reimpose	Factions	Mobilize	Feudalism
--------	----------	----------	----------	-----------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Green Book – 63
Red Book – 466-467

4. Read today's story selection: *World History: Connections to Today*

Green Book – pp. 68-71
Red Book – pp. 473-474

As the students read this section, the following questions should be answered:
How did popular uprising contribute to the French Revolution?
What moderate reforms did the National Assembly enact?

Red Book: Instructors using the red book may want students to take notes on this section using the style discussed at the beginning of this section on p. 473. Instructors may want to have a sample outline using the method on the board or overhead to guide the students.

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity: Instructors can lead a discussion in class that completes the chart below. This activity is to be used for Day 1 and 2 of week 7. The students will use the information gathered to answer the writing prompt for Week 7, Day 2. Instructors should have the italicized points available, but not on the board/overhead so as to create student opportunity to generate bullets. Teachers must insure that students gained an understanding of the following documents produced by the National Assembly:

1. Declaration of the rights of Man and the Citizen
2. the Civil Constitution of the Clergy
3. the Constitution of 1791

The changes brought about as a result of these documents were great, and is the point of the following chart. Direct students to complete the following chart by bulleting the changes under each heading as a result of the above documents (reforms of the National Assembly):

Reforms of the National Assembly

<u>Political</u>	<u>Social and Economic</u>	<u>Religious</u>
<i>Proclaimed all male citizens equal before the law</i>	<i>Abolished special privileges of the nobility</i>	<i>Declared freedom of religion</i>
<i>Limited the power of the monarchy</i>	<i>Announced an end to feudalism</i>	<i>Took over and sold Church lands</i>
<i>Established the legislative assembly to make laws</i>	<i>Called for taxes to be levied according to ability to pay</i>	<i>Placed the French Catholic Church under control of the state</i>
<i>Granted all tax-paying male citizens the right to elect members of the Legislative Assembly</i>	<i>Abolished guilds and forbade labor unions</i>	<i>Provided that bishops and priests be elected and receive government salaries</i>
	<i>Compensated nobles for lands seized by peasants</i>	

Reminder: This table cannot be completed until the end of tomorrow's reading.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: In this section, you read, "Feudalism is abolished..." Identify what happened that led to this line being said and what it meant to France at the time. In addition, give your opinion on whether the votes that led to this event were voluntary or merely the nobles voting on something already lost.

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Character Based Literacy Lesson Plans for World History



Unit 1 - Enlightenment and Change
 The French Revolution and Napoleon
 Green Book – pp. 71-73
 Red Book – pp. 475-477

Standards: 10.1.1, 2, 3
 10.2.1-5 3

Lesson Plans for Quarter 1 Week 7 Day 2

PREPARE

2. Background knowledge necessary for today's reading

Using the second part of yesterday's background knowledge exercise, teacher should insure student understanding of how historians today divide the revolutionary era of France. Using a timeline, teachers should place and introduce the following:

1. 1789-1791 = the moderate phase of the National Assembly
2. 1792-1793 = the radical phase marked by escalating violence leading to a Reign of Terror
3. 1795-1799 = the time period referred to as the Directory, which was a reaction against extremism
4. 1799-1815 = the Age of Napoleon

2. Word Wall

Introduce 3 important, useful words/concepts from today's reading

Émigrés	Republic	Sans-culottes
---------	----------	---------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Teacher Discretion.

4. Read today's story selection: *World History: Connections to Today*

Green Book – pp. 71-73

Red Book – pp. 475-477

As the students read this section, the following questions should be answered:

1. (Continued from yesterday) What moderate reforms did the National Assembly enact?
2. How did foreign reaction to the revolution help lead to war?

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity: (continued from yesterday) Instructors can lead a discussion in class that completes the chart below. This activity is to be used for Day 1 and 2 of week 7. The students will use the information gathered to answer the writing prompt for Week 7, Day 2. Instructors should have the italicized points available, but not on the board/overhead so as to create student opportunity to generate bullets. Teachers must insure that students gained an understanding of the following documents produced by the National Assembly:

1. Declaration of the rights of Man and the Citizen
2. the Civil Constitution of the Clergy
3. the Constitution of 1791

The changes brought about as a result of these documents were great, and is the point of the following chart. Direct students to complete the following chart by bulleting/addressing the changes under each heading as a result of the above documents (reforms of the National Assembly):

Reforms of the National Assembly

Political	Social and Economic	Religious
<i>Proclaimed all male citizens equal before the law</i>	<i>Abolished special privileges of the nobility</i>	<i>Declared freedom of religion</i>
<i>Limited the power of the monarchy</i>	<i>Announced an end to feudalism</i>	<i>Took over and sold Church lands</i>
<i>Established the legislative assembly to make laws</i>	<i>Called for taxes to be levied according to ability to pay</i>	<i>Placed the French Catholic Church under control of the state</i>
<i>Granted all tax-paying male citizens the right to elect members of the Legislative Assembly</i>	<i>Abolished guilds and forbade labor unions</i>	<i>Provided that bishops and priests be elected and receive government salaries</i>
	<i>Compensated nobles for lands seized by peasants</i>	

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After the classroom discussion on the effects of the reforms to France, have each student answer the following:

Which reforms in the chart were due to the Civil Constitution of the Clergy?

Which reforms in the chart were due to the Declaration of the Rights of Man and the Citizen?

Which reforms in the chart were due to the Constitution of 1791?

8. Close with a short summary

Extend the reading to the student's lives or to the world.



Character Based Literacy Lesson Plans for World History

Unit 1 - Enlightenment and Change

The French Revolution and Napoleon Radical Days

Green Book – pp. 74-78

Red Book – pp. 478-483

Standards: 10.1.1, 2, 3
10.2.1-5 3

Lesson Plans for Quarter 1 Week 7 Day 3

PREPARE

1. Background knowledge necessary for today's reading

This section introduces the radical stage of the French Revolution. Students should be introduced to the following before reading today section:

1. The French Revolution between 1792-1794 entered a radical phase as leaders became determined to preserve and extend the revolution.
2. During the Reign of Terror, thousands of French citizens died at the request of Maximilien Robespierre and the Committee of Public Safety.
3. The day-to-day life in France changed dramatically during this time.
4. This time period was marked by extreme violence (like most revolutions).

OPTIONAL:

Teachers should have students read William Wordsworth's words quoted on p. 76 in the green book. For those using other texts, the quote is:

"The mother from the Cradle of her Babe,
The Warrior from the Field, all
perished, all,
Friends, enemies, of all parties, ages,
ranks,
Head after head, and never heads enough
For those that bade them fall."

Then, have each student write down some possible reasons for the horror and excessive violence that often occurs in revolutions. Teachers can then have students share his/her ideas and list them on the board while

directing a discussion. As a conclusion to the day, re-visit the discussion to see if other ideas developed from the reading.

2. Word Wall

Introduce 4 important, useful words/concepts from today's reading

Suffrage	Nationalism	Committee	Secular Calendar
----------	-------------	-----------	------------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Teacher Discretion

4. Read today's story selection: *World History: Connections to Today*

Green Book – pp. 74-78

Red Book – pp. 478-483

As the students read this section, the following questions should be answered:

1. Why did the revolution become more radical?
2. Why did radicals abolish the monarchy?
3. What was the Reign of Terror?
4. How did the revolution change the daily life in France?

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity: Teachers will lead a discussion after the reading addressing the following question: Is a democratic government ever justified in using nondemocratic means to protect itself and ensure its survival?

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: Teacher will instruct students to pick one of the following topics to write a newspaper article on. Students should be encouraged to use outside resources to add information. Teachers could post the articles around the room if appropriate and desired.

Topics include:

- The invasion of the Tulleries
- The National Convention
- The execution of the King and queen
- The Committee of Public Safety
- The Reign of Terror
- Changes in the daily life of the people of France during this time

Again, students are instructed to gather information on the topic chosen and write a newspaper article. If appropriate, teachers may choose to give this assignment as homework.

8. Close with a short summary

Extend the reading to the student's lives or to the world.



Character Based Literacy Lesson Plans for World History

Unit 1 - Enlightenment and Change

The French Revolution and Napoleon

The Age of Napoleon Begins

Green Book – pp. 78-82

Red Book – pp. 484-487

Standards: 10.1.1, 2, 3

10.2.1-5 3

Lesson Plans for Quarter 1 Week 7 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Instructors can start the lesson by identifying and discussing napoleon Bonaparte.

Key fact on Napoleon Bonaparte:

1. Born 1769, Died 1821
2. Napoleon was born on the Mediterranean island of Corsica. Many consider Napoleon an expert soldier, leader, and tactician. He rose from obscurity through military exploits and being a master of administration.
3. Timing was important. The revolution was taking form during Napoleon's teenage years, and he was given a great opportunity to shine as captain of artillery at the siege of Toulon.
4. Napoleon is known for his:
 - Ruthlessness
 - Hunger for power
 - Efficient governments
 - Granting constitutions
 - Fostering education, science, literature, and the arts
 - In defeating the European powers in battle, Napoleon built a vast empire by annexing lands, making alliances, and placing members of his family on the thrones of Europe.

2. Word Wall

Introduce 5 important, useful words/concepts from today's reading

Plebiscite	Annex	Blockade	Subdue	Napoleonic Code
------------	-------	----------	--------	-----------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Teacher Discretion.

4. Read today's story selection:

World History: Connections to Today

Green Book – pp. 78-82

Red Book – pp. 484-487

1. As the student reads this section, have them answer the question:
 - a. How did Napoleon rise to power?
 - b. What role did Napoleon play in furthering the French Revolution?
 - c. How were the revolutionary reforms changed under Napoleon?
 - d. How did Napoleon build and defend his empire?

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity: Instructors should use The French Revolution cause and effect chart in the text for a today's visual aid and lecture.

green book: page 80

red book: page 487

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After reviewing and discussing the cause and effects of the French Revolution, each student should summarize the long-term causes and short-term causes in paragraph form.

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Character Based Literacy Lesson Plans for World History

The French Revolution and Napoleon

The End of an Era

Green Book – pp. 82-87

Red Book – pp. 488-493



Standards: 10.1.1, 2, 3
10.2.1-5 3

Lesson Plans for Quarter 1 Week 7 Day 5

PREPARE

1. Background knowledge necessary for today's reading

Instructors should introduce today's lesson by discussing the following questions:

1. How did Napoleon come to dominate most of Europe?
2. Why did his efforts to subdue Britain fail?

2. Word Wall

Introduce 5 important, useful words/concepts from today's reading

Guerrilla warfare	Abdicate	Legitimacy	Resistance	The Vienna Settlement
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Teachers may want to review the timeline at the beginning of the chapter.

4. Read today's story selection:

World History: Connections to Today

Green Book – pp. 82-87

Red Book – pp. 488-493

1. As the student reads this section, have them answer the question:
 - a. What events led to Napoleon's downfall?
 - b. What principles guided leaders at the Congress of Vienna?
 - c. How did the Congress of Vienna seek to impose a new order on Europe?

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity: Teachers should instruct students to compare the maps on the following pages:

green book: pp 83 and 86

red book: pp 486 and 492

Note: Teachers may lead this comparison or have students do independently

In this activity, students should write and discuss five changes that resulted from Napoleon's fall from power by using the map and identified areas of French control.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: Teachers should have each student, using either notes or the text, write the definitions to the following:

1. bourgeoisie
2. deficit spending
3. émigré
4. republic
5. suffrage
6. nationalism
7. plebiscite
8. annex
9. abdicate
10. legitimacy

After that is complete, instruct the student to write in paragraph form their own summary of the chapter using the definitions. Teachers may want to identify five of the ten, or have the student pick five of the ten to write on.

8. Close with a short summary

Extend the reading to the student's lives or to the world.



Character Based Literacy Lesson Plans for World History

Unit 1 - Enlightenment and Change

Chapter 3 – The Industrial Revolution Begins

Dawn of the Industrial Age

World History: Connections to Today (green book, buildings cover)

pp. 90-108

World History: Connections to Today (red book, tower cover) Sections 20-1 to 20-4

Standards: 10.2.1-5 3 0.2-1-5
10.3.1-7 12

Lesson Plan for Quarter 1 Week 8 Day 1

PREPARE

1. Background knowledge necessary for today's reading

This chapter delves into the beginning of the Industrial Revolution and the results of this time period. Students will read about the technological advances and the ways business organization changed as the result of the industrial growth. Not to be ignored will be the social effects of industrialization. Teachers should highlight the profound change the Industrial Revolution caused for the people that worked and lived at the time, and future generations.

Teachers should introduce today's reading and the chapter by using the introduction and timelines on the following pages:

Green book: 90-91

Red book: 496-497

Alternate Activity:

Write the word revolution on the board and ask students to recall what they have learned about the French Revolution. Have students think of other kinds of revolutions that affect government, the economy, society, and culture. Ask them to write descriptions of three revolutions that they are familiar with.

Today's objective:

1. Students will summarize the factors that contributed to a second agricultural revolution.
2. Students will explain why populations soared in Europe.

- Students will be able to describe the energy that powered the Industrial Revolution.

2. Word Wall

Introduce 5 important, useful words/concepts from today's reading

Anesthetic	Enclosure	Smelt	Agricultural Revolution	Energy Revolution
------------	-----------	-------	-------------------------	-------------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Green Book – 91
Red Book – 496-497

4. Read today's story selection:

World History: Connections to Today

Green Book – pp. 92-94
Red Book – pp. 498-500

As the students read this section, the following questions should be answered:

- Why was the industrial Revolution a turning point in world history?
- How did the Agricultural Revolution contribute to population growth?
- What energy sources powered the Industrial Revolution?/ What new technologies helped trigger the industrial Revolution?

Red Book: Instructors using the red book may want students to take notes on this section using the style discussed at the beginning of this section on p. 498. Instructors may want to have a sample outline using the method on the board or overhead to guide the students.

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity: Divide the class into groups (number of students in each group should be determined by the instructor and could effect the number of topics give) and assign each group one of the following topics:

- A New Agricultural Revolution
- The Population Explosion
- An Energy Revolution

Each group should work together on their topic to learn about the changes that took place and the effects that those changes had on European life. After students have finished, the instructor could pick one individual from each group to report out to the class on his/her group's findings.

The follow-up to this activity in the writing prompt below.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After the student has participated in the group activity described above in number 6, have each student write a summary of the group's findings in paragraph form.

8. Close with a short summary

Extend the reading to the student's lives or to the world.



Character Based Literacy Lesson Plans for World History

Unit 1 - Enlightenment and Change

Britain Leads the Way

World History: Connections to Today

Green Book – pp. 94-97

Red Book – pp. 501-502

Standards: 10.2.1-5 3 0.2-1-5

10.3.1-7 12

Lesson Plans for Quarter 1 Week 8 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Review the questions from yesterday's reading. Teachers may want to write the questions on the board/overhead and write the key point's students contribute in the discussion.

Questions from yesterday's reading:

- Why was the industrial Revolution a turning point in world history?
- How did the Agricultural Revolution contribute to population growth?
- What energy sources powered the Industrial Revolution?/What new technologies helped trigger the industrial Revolution?

Alternate Activity:

Ask students to preview this section by scanning its pictures, graphics, and boldface heads. Then, ask students to write responses to the following questions:

- What natural resources supported the early Industrial Revolution?
- What industries were affected the most by the early Industrial Revolution?

2. Word Wall

Introduce 3 important, useful words/concepts from today's reading

Natural Resources	Factory	Human Resources
-------------------	---------	-----------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Teacher Discretion.

4. Read today's story selection:

World History: Connections to Today

Green Book – pp. 94-97

Red Book – pp. 501-502

As the students read this section, the following questions should be answered:

Why was Britain the first nation to industrialize?

Why were coal and iron important to the industrial age?

Red Book: Instructors using the red book may want students to take notes on this section using the style discussed at the beginning of this section on p. 501. Instructors may want to have a sample outline using the method on the board or overhead to guide the students.

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity: Using the charts on the following page:

green book – page 96

red book – page ????

Teachers should lecture on the technology of the British Industrial Revolution. At minimum, use the chart to discuss your lecture addressing these key factors:

the improved steam engine

the spinning mule

the steam-powered locomotive

the dynamo

Instructors should remind students that the Industrial Revolution refers to the shift of production from simple hand tools to complex machines, and from human and animal power to steam power.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After the classroom discussion on the inventions and the effect each had on the Industrial Revolution, have each student write on the following:

Given the definition of the Industrial Revolution (the Industrial Revolution refers to the shift of production from simple hand tools to complex machines, and from human and animal power to steam power), how does each of the inventions discussed in class and identified on the chart in your text fit that definition?

8. Close with a short summary

Extend the reading to the student's lives or to the world.

In a class discussion, ask students to describe how modern technology is used to facilitate transportation, communication, and education programs today.



Character Based Literacy Lesson Plans for World History

Unit 1 - Enlightenment and Change

Britain Leads the Way

World History: Connections to Today

Green Book – pp. 97-99

Red Book – pp. 502-504

Standards: 10.2.1-5 3 0.2-1-5
10.3.1-7 12

Lesson Plans for Quarter 1 Week 8 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Instructors should introduce the changes in the Textile Industry by discussing the following with students prior to reading this section.

People argue about the significance of the Industrial Revolution. Some historians emphasize the importance of the revolution was the increase in the production of goods. Those historians tend to look at the increase in production as a raising peoples standard of living, more so than the government or trade unions. Other historians see the increase in production as the negative part of the revolution – emphasizing the crowded cities and unsanitary housing along with working conditions that were horrendous because of the rapid industrialization in the cities.

Today, most historians do agree that the Industrial Revolution was a great turning point in the history of the world. It moved the Western world from an agricultural base for life and work to an urban, industrial society.

One of the demands that grew rapidly was for British goods, which created a great strain on the businesses. These businesses had to compete with one another for the limited supply of labor and raw materials, which raised production costs. This led merchants to seek more economical and efficient ways of using capital and labor to increase production and profit. The businesses developed factories, machines, and technical skills to reach their goal. Nowhere more was this seen than in the textile industry, where the introduction of power-driven machinery changed the landscape drastically and marked the beginning of the modern factory.

2. Word Wall

Introduce 2 important, useful words/concepts from today's reading

Turnpike	Textile Industry
----------	------------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Teacher Discretion.

4. Read today's story selection:

World History: Connections to Today

Green Book – pp. 97-99

Red Book – pp. 502-504

As the students read this section, the following questions should be answered:
How did industrialization change the textile industry?

Red Book: Instructors using the red book may want students to continue to take notes on this section using the style discussed at the beginning of this section on p. 501. Instructors may want to have a sample outline using the method on the board or overhead to guide the students.

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity: Teachers should use the visual aids provided in the text to reinforce the reading for today.

Green book: p. 98 British Cotton Trade about 1850

p. 99 Travel Times to London

Red book: p 502 British Cotton Trade about 1850

p. 503 Impact of the Railroad

Because of the growth in the textile industry, Britain needed a greater supply of cotton. So, The British sought countries and people to trade/buy cotton cloth with. The map on the above pages identifies those markets. Overseas, the United States and India become partners in trade by providing raw cotton. The British West Indies and Cape Colony provided cotton cloth.

Teacher should also lead a class discussion on number 3, Critical Thinking, Predicting Consequences.

In the Travel Times to London, students should come to realize that in 1750, it took about 48 hours to travel between London and Birmingham. In 1830, it only took about 12 hours. The increase in speed is contributed to the steam-powered locomotive.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After reading the section and presenting the activity of section 6, have each student do the following:

Part 1: Each student should make a list of key British resources, conditions, and inventions that brought about industrialization.

Part 2: On the same piece of paper, each student should write a paragraph about Britain and industrialization.

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Character Based Literacy Lesson Plans for World History

Unit 1 - Enlightenment and Change

Hardships of Early Industrial Life

World History: Connections to Today

Green Book – pp. 100-104

Red Book – pp. 505-509



Standards: 10.2.1-5 3 0.2-1-5
10.3.1-7 12

Lesson Plans for Quarter 1 Week 8 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Instructors can start this section by having students read the following excerpts:

- From Charles Dickens' novel, *Hard Times*, found in the green book: p. 100
- From J.P. Kay's *Mill Life and Styal* in the red book: p. 505

On the board/overhead, have the class generate three hardships of industrial life that Dickens describes. Ask students possible solutions to each problem.

2. Word Wall

Introduce 5 important, useful words/concepts from today's reading

Urbanization	Kershaw's life underground	Child Labor	Spread of Methodism	New Middle Class
--------------	----------------------------	-------------	---------------------	------------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Teacher Discretion.

4. Read today's story selection:

World History: Connections to Today

Green Book – pp. 100-104

Red Book – pp. 505-509

1. As the student reads this section, have them answer the question:
 - a. How did the factory system change workers' lives?
 - b. What problems did the industrial working class face?
 - c. What were the costs and benefits of the Industrial Revolution?

(Use activity from section 6 with this reading guide)

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity:

Use the following chart to visually reinforce the costs and benefits of the Industrial Revolution:

The Industrial Revolution

<u>Costs</u>	<u>Benefits</u>

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: This section highlights suffering and pain as part of growth and increased productivity and ultimately better conditions. This surely can be debated, and instructors are welcome to engage the students in this process.

But for the writing prompt, discuss with students what a hardship is or might look like in today's society. Explain that hardships take on different looks and levels of intensity. But working through those hardships requires perseverance and hard work; just as being a person of integrity requires hard work through difficult decisions//times

For today's writing prompt, ask each student to identify, and write on, a virtue that is difficult for him or her, and how they work on making it a habit.

8. Close with a short summary

Extend the reading to the student's lives or to the world.



Character Based Literacy Lesson Plans for World History

Unit 1 - Enlightenment and Change

New Ways of Thinking

World History: Connections to Today

Green Book – pp. 104-107

Red Book – pp. 510-513

Standards: 10.2.1-5 3 0.2-1-5
10.3.1-7 12

Lesson Plans for Quarter 1 Week 8 Day 5

PREPARE

1. Background knowledge necessary for today's reading

Instructors should define and discuss the following before reading this section:

- utilitarianism
- Socialism
- Communism
- Proletariat
- Karl Marx

2. Word Wall

Introduce 4 important, useful words/concepts from today's reading

Utilitarianism	Socialism	Communism	Proletariat	Laissez-Faire Economics (past concept)
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Teachers may want to review the timeline at the beginning of the chapter.

4. Read today's story selection:

World History: Connections to Today

Green Book – pp. 104-107

Red Book – pp. 510-513

1. As the student reads this section, have them answer the question:
 - a. What economic ideas helped shape the industrial age?
 - b. What reforms did individual thinkers urge?
 - c. How was Socialism linked to the Industrial Revolution?

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity: Instructors should check for understanding using the chapter summary from the red book on page 514 and outlined below.

Copy the following chart on the board/overhead:

<u>Inventors and Thinkers</u>	<u>Inventions and Ideas</u>
Jethro Tull	
Thomas Newcomen	
Richard Arkwright	
George Stephenson	
John Wesley	
Adam Smith	
David Ricardo	
Jeremy Bentham	
Robert Owen	
Karl Marx	

This can be a teacher directed lesson or independently done by each student. In either case, complete the chart by naming the invention or idea developed by each person on the left.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: Teachers should use the following to reinforce and check for understanding of Marx's Manifesto. Ask students to imagine they are English textile workers who have just finished reading *The Communist Manifesto* by Karl Marx. Instruct them to write a letter to a co-worker in which they describe Marx's ideas. In their letters, students should explain whether they agree or disagree with Marx's theories.

OR

Building Vocabulary

Have each student put the words listed below under one of the following themes: Continuity and Change; Political and Social Systems; Economics and Technology. Then, instruct each student to choose one word from each category and write a sentence explaining how that word relates to the theme.

1. anesthetic
2. smelt
3. Capital
4. Factory
5. Urbanization
6. labor union
7. Utilitarianism
8. means of production
9. Proletariat

8. Close with a short summary

Extend the reading to the student's lives or to the world.



Character Based Literacy Lesson Plans for World History

Unit 1 - Enlightenment and Change

Chapter 4 – Revolutions in Europe and Latin America (1790-1848)

An Age of Ideologies

World History: Connections to Today (green book, buildings cover)

Sections 4-1 to 5-1

World History: Connections to Today (red book, tower cover)

Sections 21-1 to 22-1

Standards: 10.2.1-5 3 0.2-1-5
10.3.1-7 12

Lesson Plan for Quarter 1 Week 9 Day 1

PREPARE

3. Background knowledge necessary for today's reading

This chapter delves into the revolutions in Europe and Latin America, which continues the theme of Unit 1 – revolutionary ideas brought dramatic changes to Europe and the Americas.

Teachers should introduce today's reading and the chapter by using the introduction and timelines on the following pages:

Green book: 110-11

Red book: 516-517

Today's objective: An Age of Ideologies

4. Students will compare the goals of conservatives and liberals.
5. Students will identify how nationalism posed a challenge to the old order.
6. Students will explain why Europe was plagued by constant unrest after 1815.

2. Word Wall

Introduce 6 important, useful words/concepts from today's reading

Ideology	Universal Manhood Suffrage	Autonomy	Conservatives	Nationalists	Liberals
----------	-------------------------------	----------	---------------	--------------	----------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Green Book – 111
Red Book – 516-517

4. Read today's story selection:

World History: Connections to Today

Green Book – pp. 112-114
Red Book – pp. 518-520

As the students read this section, the following questions should be answered:

1. How did the goals of conservatives and liberals differ?
2. How did nationalism pose a challenge to the old order?
3. Why was Europe plagued by constant unrest after 1815?

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity: After reading the sections, instructors should check for understanding by having students complete the following chart. Teachers may want to use the chart as a visual in a lecture on conservatism, liberalism, and nationalism.

Teacher should point out the following:

- after 1815, conservatives called for a return to the political and social structure that existed before 1789.

- Liberals at the time embraced the ideas of the Enlightenment and wanted to limit the power of monarchs.
- Nationalist urged national independence and thus threatened the powerful empires of Europe.
- Because of all this, many conflicts emerged as conservative leaders opposed liberal and nationalist demands.

Again, students can fill in the following chart on their own or the teacher can use it as a visual in a lecture format.

The purpose of this activity is to outline the three political movements by listing its attitudes, goals, policies and actions.

	Conservatism	Liberalism	Nationalism
Attitudes			
Goals			
Policies			
Actions			

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After using the activity in section 6, have each student write a paragraph comparing and contrasting conservatism, liberalism, and nationalism.

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Character Based Literacy Lesson Plans for World History

Unit 1 - Enlightenment and Change

To the Barricades!

World History: Connections to Today

Green Book – pp. 115- 120

Red Book – pp. 521- 526



Standards: 10.2.1-5 3 0.2-1-5
10.3.1-7 12

Lesson Plan for Quarter 1 Week 9 Day 2

PREPARE

3. Background knowledge necessary for today's reading

Instructors should use the map activity on the pages indicated below to introduce the Revolutions in Europe, 1830 and 1848. Discussion could introduce why the revolutions in France that lead to uprising were quickly crushed, and what survived from them – the ideals.

Green book – p. 117

Red book – p.524

Today's objective: To the Barricades/Revolutions of 1830 and 1848 (red book)

1. Students should explain why revolts broke out in France in 1830 and 1848.
2. Students should describe how revolutions in France affected other parts of Europe.
3. Students will explain why the revolts of 1830 and 1848 generally failed to achieve their goals.

2. Word Wall

Introduce 3 important, useful words/concepts from today's reading

Compromise	Citizen King	February Days
------------	--------------	---------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Teacher Discretion.

4. Read today's story selection:

World History: Connections to Today

Green Book – pp. 115- 120

Red Book – pp. 521- 526

As the students read this section, the following questions should be answered:

3. Why did revolts break out in France in 1830 and 1848?
4. How did revolutions in France affect other parts of Europe?
5. Why did the revolts of 1830 and 1848 generally fail to achieve their goals?

Red Book: Instructors using the red book may want students to take notes on this section using the style discussed at the beginning of this section on p. 521. Instructors may want to have a sample outline using the method on the board or overhead to guide the students.

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity: Checking for understanding of section 1 and 2. this activity can be used with direct instruction, cooperative learning groups, or by having students answer the questions during a class discussion.

Introduce the discussion/lesson by explaining that Charles X's attempt to restore absolutism in France resulted in the July revolution of 1830. Another revolution in 1848 was the result of an economic slump along with discontent over social and political issues. These French uprisings inspired revolts in other parts of Europe. Many of these failed because of the military force and lack of support by the masses.

On the board/overhead, draw a chart with six columns with the following heads:

1. Country = where the revolution took place
2. Date = when it occurred
3. Goals = the goals of the revolutionaries
4. Opponent = the ruler or state that opposed the revolution
5. Outcome = did the revolution succeed or fail?
6. Reason for success or failure = why did it succeed or fail

Lecture to the students or instruct them to fill in the chart using section 1 and 2 from this chapter. This activity will be extended in the writing prompt in section 7 of today's lesson.

(Lesson adapted from the teachers edition – green book - p. 115)

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After checking for understanding, ask each student to use the information on the chart to write three generalizations about this period in Europe.

8. Close with a short summary

Extend the reading to the student's lives or to the world.



Character Based Literacy Lesson Plans for World History

Unit 1 - Enlightenment and Change

Latin American Wars of Independence

World History: Connections to Today

Green Book – pp. 120-123

Red Book – pp. 527- 530

Standards: 10.2.1-5 3 0.2-1-5

10.3.1-7 12

Lesson Plan for Quarter 1 Week 9 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Today's objective: Latin American Wars of Independence

1. Students will summarize the long-term causes of the revolutions in Latin America
2. Students will specify how Haiti's struggle for freedom differed from independence fights in other parts of Latin America.

Use the words of Toussaint L'Ouverture on slavery to introduce this section.

Green book: use p. 122 to read the quoted words of the French philosophe who inspired Toussaint L'Ouverture and discuss how these words might have inspired a revolutionary leader.

Red book: use Analyzing Primary Source on p. 529.

2. Word Wall

Introduce 5 important, useful words/concepts from today's reading

Peninsular	Creole	Mestizo	Mulatto	Truce
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Teacher Discretion

4. Read today's story selection:

World History: Connections to Today

Green Book – pp. 120-123

Red Book – pp. 527- 530

As the students read this section, the following questions should be answered:

5. What were the long-term causes of the revolution in Latin America?
6. How did Haiti's struggle for freedom differ from independence fights in other parts of Latin America?

Red Book: Instructors using the red book may want students to continue to take notes on this section using the style discussed at the beginning of this section on p. 527. Instructors may want to have a sample outline using the method on the board or overhead to guide the students.

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity: Teachers can lead a discussion off the following prompt after reading today's selection.

How was ethnic background linked to class in Latin America?

Note: as taken from the red text, Latin America refers to the regions in Middle and South America colonized by Europeans, especially the Spanish, French, and Portuguese, whose languages are rooted in Latin.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After reading the selection for today, ask each student to write on how the social structure contributed to the discontent in Latin America.

8. Close with a short summary

Extend the reading to the student's lives or to the world.



Character Based Literacy Lesson Plans for World History

Unit 1 - Enlightenment and Change

Latin American Wars of Independence

World History: Connections to Today

Green Book – pp. 123-127

Red Book – pp. 530 -533

Standards: 10.2.1-5 3 0.2-1-5

10.3.1-7 12

Lesson Plan for Quarter 1 Week 9 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Today's objective: An Age of Ideologies

Students will describe how Mexico and the nations of South America won independence.

2. Word Wall

Continued from Day 3.

Introduce 5 important, useful words/concepts from today's reading

Peninsular	Creole	Mestizo	Mulatto	Truce
------------	--------	---------	---------	-------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Teacher Discretion.

4. Read today's story selection: *World History: Connections to Today*

Green Book – pp. 123-127

Red Book – pp. 530 -533

1. As the student reads this section, have them answer the question:
 - a. How did Mexico and the nations of South America win independence?

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity:

The following visual organizer is designed to help students identify the causes that led to the revolutions discussed in this chapter over the past four days. Copy the organizer on the board/overhead and lead the class in filling it in:

↓	↓	↓	↓	↓
Revolutions in Europe and Latin America				

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: Using the information s/he gained from the exercise in section 6, have each student write in paragraph form the causes that led to the revolutions that were so prevalent in Europe and Latin America between 1800 and 1848.

8. Close with a short summary

Extend the reading to the student's lives or to the world.



Character Based Literacy Lesson Plans for World History

Unit 2 – Industrialism and a New Global Age

Chapter 5 – Life in the Industrial Age (1800-1910)

The Industrial Revolution Spreads

World History: Connections to Today

Green Book – pp. 140-146

Red Book – pp. 544 - 550

Standards: 10.2.1-5 3 0.2-1-5

10.3.1-7 12

Lesson Plan for Quarter 1 Week 9 Day 5

PREPARE

1. Background knowledge necessary for today's reading

This chapter examines life in the Industrial Age and addresses the political development and unparalleled economic growth enabled western nations to dominate many areas of the world.

Teachers should introduce today's reading and the chapter by using the introduction and timelines on the following pages:

green book: 139

red book: 5542 - 543

Today's objective: The Industrial Revolution Spreads

1. Students will explain how the industrialized world expanded in the 1800's.
2. Students will describe how technology was linked to economic growth.
3. Students will explain why big business emerged in the late 1800's.

2. Word Wall

Introduce 6 important, useful words/concepts from today's reading

Dynamo	Interchangeable parts	Assembly Line	Stock	Corporation	Cartel
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Teachers may want to review the timeline at the beginning of the chapter.

4. Read today's story selection:

World History: Connections to Today

Green Book – pp. 140-146

Red Book – pp. 544 - 550

1. As the student reads this section, have them answer the question:
 - a. How did the industrialized world expand in the 1800's?
 - b. How was technology linked to economic growth?
 - c. Why did big business emerge in the late 1800's?

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity: Use the following maps to reinforce the reading of today.

green book: Industrial Growth About 1870, p. 141

red book: Centers of Industry, 1871, p.545

Instructors should insure that students complete the skill assessment associated with this exercise. Location, interaction, and critical thinking as laid out in the text.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After reading the selection today, have each student identify the technological advances discussed in the section. After which, each student should write on which three technological advances do they think were the most important and why?

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Character Based Literacy Lesson Plans for World History



Unit 2 – Industrialism and a New Global Age

The World of Cities

World History: Connections to Today (green book, buildings cover)

Sections 5-2 to 5-4

World History: Connections to Today (red book, tower cover)

Sections 22-2 to 22-4

Standards: 10.2.1-5 3 0.2-1-5

10.3.1-7 12

Lesson Plan for Quarter 1 Week 10 Day 1

Life in the Industrial Age

Green Book – section 5-2

Red Book – pp. 22-2

Today's objective: The World of Cities

7. Students will describe the medical advances in the late 1800's.
8. Students will specify how cities expanded and changed.
9. Students will explain why conditions for workers improved.

PREPARE

1. Background knowledge necessary for today's reading

Remind students of last weeks lesson on the Industrial Revolution Spread (section 1 of this chapter). Instructors may want to put the following on the board/overhead to check for understanding:

Cause and Effect of the Industrial Revolution

Causes:

1. Increased agricultural productivity.
2. Growing population.
3. New sources of energy including steam and coal.
4. Growing demand for textiles and other mass-produced products.
5. Natural resources, labor, and money availability.
6. Strong, stable government that promoted economic growth.

Immediate Effects:

1. Rise of factories.
2. Changes in transportation and communication.
3. Urbanization.
4. New methods of production using machines and steam power.

5. Changes in workers' way of life and rise of urban working class.
6. Growth of reform movements such as socialism and liberalism.

Long-term Effects:

1. Growth of labor unions.
2. Increase in new, relatively inexpensive products.
3. Spread of industrialization globally.
4. Expansion of public education.
5. Expansion of the middle class.
6. Progress in medical care and nutrition.
7. Growth of women's movement.

Connections to today:

1. Improvements to world health.
2. Growth in population.
3. Industrialization in developing nations
4. New sources of energy, including petroleum and nuclear power.
5. Mass media and mass entertainment.

2. Word Wall

Introduce 4 important, useful words/concepts from today's reading

Germ theory	Urban renewal	Mutual-aid society	Standard of living
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Green Book – 139

Red Book – 542-543

4. Read today's story selection: *World History: Connections to Today*

Green Book – pp. 147-150

Red Book – pp. 551-554

As the students read this section, the following questions should be answered:

4. What was the impact of medical advances in the late 1800's?
5. How had cities changed by 1900?
6. How did working-class struggles lead to improved conditions for workers??

Red Book: Instructors using the red book may want students to take notes on this section using the style discussed at the beginning of this section on p. 551. Instructors may want to have a sample outline using the method on the board or overhead to guide the students.

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity: After reading the sections, instructors should insure the students understand the changes that occurred in cities at this time. A discussion on the following will lead to the writing prompt for the day.

1. How did the population growth and sophistication of medicine effect the cities?
2. What one thing led to the betterment of hospitals? Who discovered it and where was he from?
3. Discuss the following aspects of the changing cities:
 - a. urban renewal
 - b. sidewalks, sewers, and skyscrapers
 - c. slums
 - d. the lure of the city

Finish the discussion by addressing the working class struggles and that group's perspective of the city.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After reading the section and discussing the material in section 6, each student should write a paragraph describing life in a European city of the late 1800's from the perspective of a working class individual.

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Instructors may want the class to compare and contrast the European cities of the late 19th century with one from 2005.

Character Based Literacy Lesson Plans for World History



Unit 2 – Industrialism and a New Global Age

Changing Attitudes and Values

Green Book – section 5-3 (151- beginning of 154)

Red Book – pp. 22-3 (555 – middle of 559)

Standards: 10.2.1-5 3 0.2-1-5
10.3.1-7 12

Today's objective: Changing Attitudes and Values

4. Students should describe the new social hierarchy that emerged in industrial nations.
5. Students should specify what ideals shaped the middle class

Lesson Plan for Quarter 1 Week 10 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Instructors should introduce the concepts from the word wall suggestions to insure students have an initial understanding so as to assimilate the information of this chapter.

2. Word Wall

Introduce 5 important, useful words/concepts from today's reading

Women's suffrage	Middle-Class values	Rights	Social Order	Courtship
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Teacher Discretion.

4. Read today's story selection: *World History: Connections to Today*

Green Book – section 5-3 (151- beginning of 154)

Red Book – pp. 22-3 (555 – middle of 559)

As the students read this section, the following questions should be answered:

6. What new social hierarchy emerged in industrialized nations?
7. What ideals shaped the middle class?
8. What changes did women see at this time?

Red Book: Instructors using the red book may want students to take notes on this section using the style discussed at the beginning of this section on p. 555. Instructors may want to have a sample outline using the method on the board or overhead to guide the students.

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity: After reading this section, teachers should further discuss the social hierarchy of the 1800's. Make three columns on the board/overhead with each of the following at the top of each column: upper class, middle class, and lower class. Ask the class to name characteristics of each group as the teacher fills in the columns.

Instructors should insure the students address at minimum the following ideas:

1. The upper class consisted of the wealthy industrialists and the old nobility.
2. The middle class consisted of professionals, shop owners, and office workers.
3. The industrial workers and peasants made up the lower class.
4. The strict code of behavior that guided the middle class life.
5. The role women played in each group.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After the discussion, ask each student to write his/her own advice column telling readers how to act, dress, and speak in middle class society in the 1800's.

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Character Based Literacy Lesson Plans for World History



Unit 2 – Industrialism and a New Global Age

Changing Attitudes and Values

Green Book – section 5-3 (154-156)

Red Book – pp. 22-3 (middle of 559-561)

Standards: 10.2.1-5 3 0.2-1-5

10.3.1-7 12

Today's objective: Changing Attitudes and Values

1. Students should identify the changes to public education in this time period.
2. Students should explain how science challenged traditional beliefs.

Lesson Plan for Quarter 1 Week 10 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Instructors should introduce Social Darwinism to the students before they read this section.

Suggestion: One possible site is <http://www.merriam-webster.com/>; click on encyclopedia, then type in social Darwinism (be sure to use the free side when clicking on Social Darwinism).

2. Word Wall

Introduce 5 important, useful words/concepts from today's reading

Higher Education	Classical languages	Darwin Furor	Social Darwinism	Racism
------------------	---------------------	--------------	------------------	--------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Teacher Discretion

4. Read today's story selection: *World History: Connections to Today*

Green Book – section 5-3 (154-156)

Red Book – pp. 22-3 (middle of 559-561)

As the students read this section, the following questions should be answered:

7. What was the role of public education and higher education at this time? Who typically attended these schools and why?
8. How did science challenge existing beliefs?

Red Book: Instructors using the red book may want students to continue to take notes on this section using the style discussed at the beginning of this section on p. 555. Instructors may want to have a sample outline using the method on the board or overhead to guide the students.

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity: Teachers can lead the following discussion after today's reading. The following is adapted from an activity in the green book.

The English philosopher Herbert Spencer coined the phrase "survival of the fittest". Spencer was a Social Darwinist who completely opposed government assistance programs. he believed that competition made people weaker. In 1891, he wrote, "The ultimate result of shielding men from the effects of folly is to fill the world with fools." Instructors should discuss the philosophy of Herbert Spencer and other Social Darwinists with the class. If needed, have them read the social gospel movement discussed in this sections. (Teachers may want to supplement the social gospel movement with their own notes if you think it is necessary). Once both concepts are clear to the class, please go to the writing prompt.

EXTEND

7. Prompt every student to write a short product tied to today's reading

Activity/Prompt: After the discussion in section 6, have each student write on the following:

Each student should write a dialogue between a Social Darwinist and a member of the social gospel movement in which they debate the value to the working class of government-sponsored social services.

Alternate prompt: If you were alive in the late 19th century, would you have pushed for free public education? Support your answer in paragraph form.

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Character Based Literacy Lesson Plans for World History

Unit 2 – Industrialism and a New Global Age

A New Culture

Green Book – section 5-4

Red Book – pp. 22-4



Standards: 10.2.1-5 3 0.2-1-5
10.3.1-7 12

Today's objective: Changing Attitudes and Values

1. Students should be able to summarize the themes that shaped romantic art, literature, and music.
2. Students should explain how realists responded to the industrial world.
3. Students should describe how the visual arts changed.

Lesson Plan for Quarter 1 Week 10 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Instruction should start by defining the following terms for the class:

1. Romanticism: A period in art, literature, and music from approximately 1750 to 1850 that was dominated by a theme of romance. In this case, creative pieces that were meant to excite strong emotions and preferred imagination and passion to proportion and finish.
2. Realism: In regards to the arts, it was that attempt of the artist/composer/writer to represent the world as it truly is in their work. Realism was the reaction to Romanticism that surfaced in the mid-1800.
3. Impressionism: An art movement that took shape in the 1870's that attempts to render general effects without detail. The broad strokes that would run together would allow the human eye to mix the patches of color that produced fresh views of familiar objects.

2. Word Wall

Introduce 4 important, useful words/concepts from today's reading

Romanticism	Realism	Impressionism	Post-Impressionists
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Teacher Discretion.

4. Read today's story selection: *World History: Connections to Today*

Green Book – pp. 156-161

Red Book – pp. 562-565

1. As the student reads this section, have them answer the question:
 - a. What themes shaped romantic art, literature, and music?
 - b. How did realists respond to the industrialized world?
 - c. How did the visual arts change?

Red Book: Instructors using the red book may want students to take notes on this section using the style discussed at the beginning of this section on p. 562. Instructors may want to have a sample outline using the method on the board or overhead to guide the students.

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please add to it from today's reading.

EXPLORE

6. Explore today's lecture with visual and oral language activities

One activity: The following visual organizer is designed to help students identify the major features of the artistic movements in the 1800's. Students can either fill the chart in as they read, or the instructor can use it in a lecture highlighting the different genres.

	GOALS	CHARACTERISTICS	MAJOR FIGURES
ROMANTICISM			
REALISM			
IMPRESSIONISM			

EXTEND

8. Prompt every student to write a short product tied to today's reading

Activity/Prompt: Using the information you gained from the reading and discussion in class, write about the movement and artist that you are most drawn to. Using the Internet to research your favorite artist of the 1800's can enrich this assignment.

8. Close with a short summary

Extend the reading to the student's lives or to the world.

Character Based Literacy Lesson Plans for World History

Unit 2 – Industrialism and a New Global Age

Green Book – section 5-1 to 5-4

Red Book – pp. 22-1 to 22-4



4. Today's objective: To check for student understanding of life in the Industrial Age.

Lesson Plan for Quarter 1 Week 10 Day 5

PREPARE

1. Background knowledge necessary for today's reading

This chapter examined life in the Industrial Age and addressed the political development and unparalleled economic growth that enabled western nations to dominate many areas of the world.

Please adapt the suggestions for review that fit into your time schedule and skill level of your students.

2. Word Wall

Define the following words:

assembly line
 corporation
 cartel
 urban renewal
 standard of living
 women's suffrage
 Social Darwinism
 social gospel
 romanticism
 realism

Once the student has defined the above, have them write a sentence for each word in which s/he describes the relationship of the word to life in the Industrial Revolution.

READ

3. Review the Timeline

Teachers may want to review the timeline at the beginning of the chapter.

4. Read today's story selection: *World History: Connections to Today*

Green Book – pp. 140-161

Red Book – pp. 544 - 565

The following questions are from the objectives at the beginning of each section. Ask students to answer these questions. If the instructor would like, this can be done as a class. At the teacher's discretion, students could be allowed to use their books or notes

1. Describe the medical advances in the late 1800's.
2. Specify how cities expanded and changed.
3. Explain why conditions for workers improved.
4. Describe the new social hierarchy that emerged in industrial nation.
5. Specify what ideals shaped the middle class.
6. Identify the changes to public education in this time period.
7. Explain how science challenged traditional beliefs.
8. Summarize the themes that shaped romantic art, literature, and music.
9. Explain how realists responded to the industrial world.
10. Describe how the visual arts changed.

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please review it.

EXPLORE

6. Explore today's lecture with visual and oral language activities

Not applicable for today's lesson

EXTEND

7. Prompt every student to write a short product tied to today's reading

Writing Prompt: After reading and discussing the chapter, have each student write on the following: By the late 1800's, cities were better places to live than they had been earlier in the century. The paragraph should have at least two factual statements supporting the writer's opinion.

8. Close with a short summary

Extend the reading to the student's lives or to the world.