



		1	2	3	4	5	6	7	8	9	10
 CHARACTER BASED LITERACY PROGRAM	FALL Quarter 2										
	Q2	Change Requires Effort  Change is possible. Change requires three things; a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.									
World History Prentice Hall World History Connections to Today The Modern Era		Nationalism, Colonialism and Imperialism						The Great War and Revolutions			
	1999 Modern Era chapter sections [buildings cover]	6-1 6-2 6-5	7-2 7-3 8-1	8-2 8-3	8-4 8-5	9-1 9-2	9-3 9-4 9-5	10-1 10-2	10-3 10-4	10-5 11-1	11-2 11-3
	2001, 2003, 2005 The Modern Era chapter sections [boat cover]	10-1 10-2 10-5	11-2 11-3 12-1	12-2 12-3	12-4 12-5	13-1 13-2	13-3 13-4 13-5	14-1 14-2	14-3 14-4	14-5 15-1	15-2 15-3
	2005 Survey chapter sections [tower cover]	23-1 23-2 23-5	24-2 24-3 25-1	25-2 25-3	25-4 25-5	26-1 26-2	26-3 26-4 26-5	27-1 27-2	27-3 27-4	27-5 28-1	28-2 28-3
California Standards	10.4.1-4 4						10.5.1-5 10.6.1-4 10.7.1-3 12				

Character Based Literacy Lesson Plans for World History



Unit 2 – Industrialism and a New Global Age

Chapter 6 – Nationalism Triumphs in Europe (1800-1914)

Building a German Nation

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

Sections 6-1,6-2,6-5

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

Sections 23-1,23-2,23-5

Standards: 10.4.1-4 410.5.1-5

Lesson Plan for Quarter 2 Week 1 Day 1

Building a German Nation

Green Book – section 6-1

Red Book – pp. 22-2

Today's objective: The World of Cities

1. Students will be introduced to Germany and Russia geography and history from 1800 to 1914.

PREPARE

1. Background knowledge necessary for today's reading

Instructors should introduce the week by identify the geographical location of Germany and Russia using the following site or one of their preference.

www.worldatlas.com

Point out which continent Germany and Russia are located in.

Click on Europe for Germany, then Germany and discuss country details

Click on Asia for Russia, then Russian Federation, discuss details and history.

Instructors may want students to find the answers for each country to the following questions:

1. Official name?
2. Population?
3. Largest cities?
4. Languages?
5. Official Currency?
6. Religions?
7. Current time and date in each capital city? Determine the difference from the student's home city.

2. Word Wall

Not applicable for today's lesson

READ

3. Review the Timeline

Green Book – 167

Red Book – 568-569

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

Green Book – sections 6-1, 6-2, 6-5

Red Book – pp. 23-1, 23-2, 23-5

Teachers should introduce the sections to be covered this week by instructing each student to preview the sections by reading the titles and subtitles, and to turn the subtitles into questions to be answered as they read the sections throughout the week. Instructors should determine format, but an example follows.

Instruct each student to take out his/her notebook. Ask them to turn the titles subtitles of each section into a question to be answered as they read this week. Teachers may want to instruct student to allow 6 lines between questions in their notebooks. In addition, teachers may want to model for the students using section 1 as follows:

Building a German Nation = What is meant by Building a German Nation?

First Steps = What were the first steps in building a German Nation?

Bismarck: Architect of German Unity = Who/what is Bismark and how was he/she/it the architect of German unity?

Instructors should adapt this lesson based on the level of the student population. The exercise could be done as a group or individually.

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: Refer to Section 4.

EXTEND

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

Activity/Prompt: not applicable for today's lesson

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
Building a German Nation



Standards: 10.4.1-4 410.5.1-5

Lesson Plan for Quarter 2 Week 1 Day 2

Building a German Nation
Green Book – section 6-1
Red Book – pp. 23-1

Today's objective: Building a German Nation

1. Students should explain how early German nationalism paved the way for unity.
2. Students should describe the role Bismark played in the unification of Germany.
3. Students should be able to outline the immediate cause and the immediate results of the Franco-Prussian War

PREPARE

1. Background knowledge necessary for today's reading

Instructors should begin the section by introducing the rise of German nationalism during the early 1800's. The rise was born out of the desire for a strong united German state. As chancellor of Prussia, Otto von Bismarck led the drive for German unity. Bismark used a minor dispute to create war between France and the German States. The Second Reich was born out of the Franco-Prussian War as France was defeated by the German state.

Teachers may also want to discuss the biography of Otto von Bismarck.

2. Word Wall

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

Chancellor	Realpolitik	Annex	Kaiser	Reich
------------	-------------	-------	--------	-------

- 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 6-1

Red Book – pp. 23-1

1. As the students read this section, have them answer the questions generated from Day 1 exercise on subtitles and titles.

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. 570. 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

1. **One activity:** After reading this section, teachers should use the skill builder geography and history *Unification of Germany, 1865-1871* to reinforce the section with this visual exercise. Follow the outline and questions.

green book – p.170

red book – p.571

EXTEND

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

Activity/Prompt: To reinforce the reading strategy started on day 1 and continued in day 2, section 4, have each student review the answers to the questions generated by the subtitles. Ask each student to use that information to write a summary of section 1 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

Strengthening Germany

Green Book – section 6-2

Red Book – pp. 23-2

Standards: 10.4.1-4 410.5.1-5

Lesson Plan for Quarter 2 Week 1 Day 3

Today's objective: Strengthening Germany

1. Students should specify the forces that spurred the growth of the Germany economy
2. Students should explain what domestic policies Bismarck pursued.
3. Student should describe the goals of William II.

PREPARE

1. Background knowledge necessary for today's reading

Have the students use the questions each developed from the subtitles/bold-faced heads on day 1 along with the picture on page 172 of the green book and 574 of the red book to write a paragraph explaining why the countries of Europe might have been alarmed by developments in the new Germany.

2. Word Wall

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

Kulturkampf	Social welfare	Economics	Campaign	Kaiser
-------------	----------------	-----------	----------	--------

- 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 6-2

Red Book – pp. 23-2

As the students read this section, have them answer the questions generated from Day 1 exercise on subtitles and titles.

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. 577.

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: Teacher can ask each student to draw a political cartoon that comments on one of the following issues:

1. German economic development,
2. Bismarck's policy toward Catholics,
3. Bismarck's policy toward socialists,
4. Bismarck's resignation.

Teachers could have students share the finished products with the class, or hang the cartoons around the classroom.

EXTEND

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

Activity/Prompt: After reading this section, teacher should check student understanding of Bismarck's tactics for attaining his goals. Specifically, discuss the ruthless methods Bismarck used to achieve unification on the home front. In particular, discuss the Bismarck's perceived threat of the Catholic Church and the socialists posed to the new German State. In addition, identify and discuss the social reforms that came about during Bismarck's time.

After the discussion, ask each student to write their opinion on Bismarck's methods, and were those method's justified, or not, by his social reforms.

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

Russia: Reform and Reaction

Green Book – section 6-5

Red Book – pp. 23-5

Standards: 10.4.1-4 410.5.1-5

Lesson Plan for Quarter 2 Week 1 Day 4

Today's objective: Russia: Reform and Reaction

1. Students should explain why attempts to reform Russia often fail.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce this section by discussing the following information taken from the teacher's edition to them:

Russian Czars recognized the need to reform Russia. However, they were reluctant to undermine absolutist rule, social stability, the Orthodox Church, and the dominant role of the Russian nationality. The emancipation of the serfs in 1861 and the development of industry in 1890's failed to stem popular unrest. War with Japan, the events of Bloody Sunday, and long-term dissatisfaction ignited a revolution in 1905. The promised reforms were abandoned soon after the revolution.

Teacher could also re-visit the map exercise used on day one in section one to put Russia in the context of Asia, Europe, and the world for the students.

2. Word Wall

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

Serfdom	Orthodox	Absolutism	Revolt	Repression
---------	----------	------------	--------	------------

- 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. 6-5 pp 182- 188

Red Book – pp. 23-5 pp. 584- 588 (reading through Building Russian Industry)

As the students read this section, have them answer the questions generated from Day 1 exercise on subtitles and titles.

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. 584. 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 Russian Absolutism. After reading the section, have each student, or the class through discussion, complete the chart.

The Three Pillars of Russian Absolutism

	TIES TO ABSOLUTISM	CHARACTERISTICS	MAJOR FIGURES
Alexander I			
Revolt and Repression			
Russian Orthodox Church			

EXTEND

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

Activity/Prompt: Each student should write on one of the following:

1. How did the emancipation in 1861 help the serfs in Russia? What were some of the problems the serfs had to overcome?

OR

2. Each student should identify the three pillars of Russian Absolutism in a paragraph. Then, pick one of the pillars and discuss the role it played in Russian Absolutism.

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

Russia: Reform and Reaction

Green Book – section 6-5 (Starting with the Revolution of 1905)

Red Book – pp. 23-5 (Starting with the Revolution of 1905)



Standards: 10.4.1-4 410.5.1-5

Lesson Plan for Quarter 2 Week 1 Day 5

Today's objective: Russia: Reform and Reaction

1. Students should describe how Russia tried to modernize and industrialize.
2. Students should outline the cause and results of the revolution of 1905.

PREPARE

1. Background knowledge necessary for today's reading

Use the petition (in the text on the pages identified below) to the czar to introduce the Revolution of 1905. If appropriate, ask each of them to describe in their own words the complaints and desires that are expressed in the petition. Or, the instructors can bring those issues out in a class discussion prior to today's reading.

2. Word Wall

Review yesterday's 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 – section 6-5 (Starting with the Revolution of 1905) - 187

Red Book – pp. 23-5 (Starting with the Revolution of 1905) - 589

As the students read this section, have them answer the questions generated from Day 1 exercise on subtitles and titles.

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

Activity/Prompt: Assign students to create an annotated time line of Russian history from 1800 – 1914. Students may work individually or in groups. Instruct students to include the significant events having to do with the following czars;

Alexander I

Nicholas I

Alexander II

Alexander III

Nicholas II

This activity could be done in a time line or chart format.

Instructors may want to discuss student findings in a lecture format. Regardless, student will use the information found in this activity to answer the prompt in the writing portion of today's lesson.

EXTEND

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

Writing Prompt:

Part 1: After completing the reading, students should write four generalizations about this period of Russian History.

Part 2: Using his/her answers to the questions generated from the titles and subtitles, have each student pick one section to write a summary about 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

Chapter 7 – Growth of Western Democracies (1815-1914)

A Century of Reform

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

Sections 7-2, 7-3, 8-1

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

Sections 24-2, 24-3, 25-1

Standards: 10.4.1-4 410.5.1-5

Lesson Plans for Quarter 2 Week 2 Day 1

A Century of Reform

Green Book – section 7-2 pp. 195-197

Red Book – pp. 24-2 pp. 597-599

Today's objective: A Century of Reform

2. Students will describe the social and economic reforms Britain passed in the 1800's.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce the expansion of democracy in the western world that this chapter addresses. The political developments and unparalleled economic growth enabled western nations to dominate many areas of the world.

The three western nations are:

Britain

France

United States

Teacher should locate these three nations the World Atlas in the reference section of the text on pp. 604-605 in the green book and pp. 1000-1001 in the red book.

The beginning of class should continue with the following mini-lesson:

As the 1800's began in Britain, the wealthy landowners dominated government, and most people still could not vote. The political parties competed for the support of the British working class by backing democratic reforms. By the end of the century, many democratic measures were reached such as universal male voting rights. The changes

came through slow change and not violent revolutionary actions. During this time period, Britain passed laws in the following areas:

*Free trade
Abolishment of slavery
Reduction of capital offense
Improving working conditions
Health care
Education
Social welfare
Women's voting*

Teachers may want to take a quick glance at section 7-1 and 24-1 for greater reference.

2. Word Wall

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

Abolishment	Capital offense	Suffrage	Free trade	Corn Laws
-------------	-----------------	----------	------------	-----------

- 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 – 191
Red Book – 592-593

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

Green Book – section 7-2 pp. 195-197
Red Book – pp. 24-2 pp. 597-599

As student read the section, each should find the answer to the following in regards to the economic and social reforms Parliament passed:

- What reforms took place in the area of Free Trade?
- What reforms took place in the Abolition of slavery?
- What reforms took place in the criminal justice system?
- What reforms affected the workers? Who benefited most from these reforms?
- What reforms took place in education?

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. 597.

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: As a reinforcement activity, have each student use the information discussed in today's reading to construct a time line that lists the 19th century reforms in Great Britain. Encourage students to use different colors to categorize the reforms. For example:

- Purple = political reforms
- Green = labor reforms
- Brown = social reforms

EXTEND

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

Activity/Prompt: The Corn Laws (the British referred to all cereal grains such as oats and wheat as "corn") imposed high tariffs on imported grain. These laws were obviously supported by the farmers and wealthy landowners because they kept the price of British grain high. But the middle-class fought these Corn Laws to make items such as bread more affordable/cheaper.

Pretend you were back in this time and had to decide if the Corn Laws would be repealed. The questions below are some used in making ethical decisions. After you have answered all the questions, what would have you voted (to repeal the Corn Law or let it continue) and why? Please use your answers to the questions in supporting your vote and why.

After you consider all the facts and the options you have, evaluate the options on:

- Which does more harm than good?
- Which supports individuals' rights?
- Which treats everyone equally or fairly?
- Which is best for the community as a whole?
- Which virtues are encouraged, which discouraged?

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 Century of Reform

Green Book – section 7-2 pp. 198-199 (Votes for Women to end of section)

Red Book – pp. 24-2 pp. 599 – 602 (Votes for Women to end of section)

Standards: 10.4.1-4 410.5.1-5

Lesson Plans for Quarter 2 Week 2 Day 2

Today's objective: A Century of Reform

4. Students should explain how women worked to win the vote.
5. Students should specify the goals of Irish nationalists.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce this section by defining and discussing the following:

Chartist = refers to the group of people (typically workers) in Britain in the 1830's that demanded the right for all males to vote, voting by secret ballot, parliamentary elections once a year, and salaries for those elected to Parliament.

Suffrage/Suffragists = the right or privilege to vote.

Nationalism = devotion to the interests and culture of one's nation

Home Rule = Self-government at the local level.

2. Word Wall

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

Chartist	Suffrage	Nationalism	Home Rule
----------	----------	-------------	-----------

- 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*

A Century of Reform

Green Book – section 7-2 pp. 198-199 (Votes for Women to end of section)

Red Book – pp. 24-2 pp. 599 – 602 (Votes for Women to end of section)

As students read today's selection, each student should try to find the answers to the following:

1. How did women work to win the vote?
2. What specifically were the goals of the Irish nationalists?

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 lead a discussion on the opposing movements in Britain regarding woman's suffrage. Highlight the followers of Emmeline Pankhurst as opposed to the more moderate Millicent Fawcett, who led the National Union of Women's Suffrage Societies. Millicent Fawcett thought that women could convince Parliament to allow women the vote rather than resort to the aggressive tactics of Pankhurst. In fact, the National Union organized a rally in 1908 that was attended by a half a million women in London.

Trivia: Who were the first to vote in their country: the women in Great Britain or the United States?

EXTEND

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

Activity/Prompt: Given the discussion in section 6 and the reading selection, which approach do you feel was best and why in getting the right to vote for women in Britain during the 19th and early 20th centuries? Support your paragraph by using the answers to the following questions taken from making ethical decisions:

- Which does more harm than good?
- Which supports individuals' rights?
- Which treats everyone equally or fairly?
- Which is best for the community as a whole?
- Which virtues are encouraged, which discouraged?

8. Close with a short summary

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

Suggestion: Ask students to discuss the current status of women in various parts of the world. To what degree have women achieved political, social, and economic equality? In what ways is the role of women still limited?

Character Based Literacy Lesson Plans for World History



Unit 2 – Industrialism and a New Global Age

Division and Democracy in France

Green Book – section 7-3 pp. 200-203 (stop before The Dreyfus Affair)

Red Book – pp. 24-3 pp. 603-606 (stop before The Dreyfus Affair)

Standards: 10.4.1-4 410.5.1-5

Lesson Plans for Quarter 2 Week 2 Day 3

Today's objective: Division and Democracy in France

4. Students should describe the domestic and foreign policies of Napoleon III
5. Students should specify the steps the Third Republic took toward democracy.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should use the reference section in the back of the text or the internet to locate France in relation to Britain and the rest of the world. Then discuss the ruling style of Napoleon III. Highlight Napoleon III's style as one close to that of a dictator. During his time liberties were limited, economic growth was encouraged, and imperialistic ventures were pursued. Remind students that Napoleon III's surrender at Sedan in the Franco-Prussian War led to his overthrow and rise of the Third Republic.

2. Word Wall

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

Second Empire	Constitutional Monarchy	Communards	The Third Republic	Coalition
---------------	-------------------------	------------	--------------------	-----------

- 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*

Division and Democracy in France

Green Book – section 7-3 pp. 200-203 (stop before The Dreyfus Affair)

Red Book – pp. 24-3 pp. 603-606 (stop before The Dreyfus Affair)

Students should try to find the answers to the following questions as they read;

1. What domestic and foreign policies did Napoleon III pursue?
2. What steps toward democracy did the Third Republic take?

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. 603. 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 teacher should lead a discussion where the following topics are checked for understanding. Instructors may use any instructional format determined best for the population being taught:

Students should understand/describe three or more ways in which the following affected the people of France and other areas of the world:

1. Napoleon III
2. The Events of 1870-1871
3. Coalition Governments and Scandals

EXTEND

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

Activity/Prompt: After reading the selection and the discussion/lecture of section 6, check for understanding by having each student write on one (or all three) of the following questions:

1. Describe three ways in which Napoleon III's actions affected the people of France and around the world?
2. How did the events of 1870-1871 affect the people of France and other areas around the world? Please give at least three ways.
3. What affect did the Coalition Government and Scandals in France affect the people of that nation and around the world? Again, give at least three examples.

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

Division and Democracy in France

Green Book – section 7-3 pp. 203-206 (start at The Dreyfus Affair)

Red Book – pp. 24-3 pp. 606-607 (start at The Dreyfus Affair)

Standards: 10.4.1-4 410.5.1-5

Lesson Plans for Quarter 2 Week 2 Day 4

Today's objective: Division and Democracy in France

2. Students should describe the results of the Dreyfus Affair

PREPARE

1. Background knowledge necessary for today's reading

Students need to be reminded of the scandals that affected French politics and society in the late 1800's and put the young French Republic in danger of collapse. Refer back to yesterday's reading, but the instructor may also want to discuss the Wilson Case along with the Boulanger affair. In addition, teachers could speak to the bribery of government officials (and newspaper people) that occurred with the financing of the Suez Canal. Students should also be aware of the strong anti-Semitic sentiment of the day in France.

Alfred Dreyfus, the central person in today's reading, was a relatively unknown captain in the French army until 1894 – when papers discovered in a wastebasket in the office of a German military attaché made it appear that a French military officer was providing information to the German government. This set off a series of investigations and accusations. Many felt Dreyfus was the culprit, others felt he was set up because he was Jewish. What you will read today is the rest of the story; a story/event that had significant impact on France and the rest of the world.

Instructors may want to highlight the words and concepts suggested in the word wall section.

2. Word Wall

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

Treason	Sinister	Dreyfusards	Nationalist Fervor	Zionism
---------	----------	-------------	--------------------	---------

- 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*

Division and Democracy in France

Green Book – section 7-3 pp. 203-206 (start at The Dreyfus Affair)

Red Book – pp. 24-3 pp. 606-607 (start at The Dreyfus Affair)

As the student reads this selection, please have each answer the following question:

1. What were the results of the Dreyfus affair?

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 selection, engage the student in the following as taken from the teacher's edition of the text:

Although he called for a Jewish homeland to be established in Palestine, Theodor Herzl was willing to consider other proposals. In 1903, the British Colonial Secretary, Joseph Chamberlain, offered to set up a Jewish homeland in the British East African protectorate of Uganda. The Uganda Plan was rejected by the Zionist Congress.

After the instructor shares the information above, ask students to respond aloud to the following questions:

1. Why do you think Chamberlain offered Uganda as a possible Jewish Homeland?
2. Why do you think the Zionist rejected the idea?
3. How might conditions in Uganda and Israel be different today if Herzl had accepted Chamberlain's proposal?

EXTEND

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

Activity/Prompt: As you read, Emile Zola took up the cause of Alfred Dreyfus in a daily newspaper. Each student should place themselves in the shoes of Emile Zola and write an editorial on the Dreyfus case. For this assignment, students can choose to advocate for Dreyfus, or support the imprisonment on Devil's Island.

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 8 – The New Imperialism (1800-1914)
 A Western-Dominated World
 Green Book – section 8-1
 Red Book – section 25-1

Standards: 10.4.1-4 410.5.1-5

Lesson Plans for Quarter 2 Week 2 Day 5

Today's objective: A Western-Dominated World

3. Students should explain why European imperialism grew in the late 1800's.
4. Students should identify the groups that supported the new imperialism.
5. Students should describe how Europeans ruled their overseas empires.

PREPARE

1. Background knowledge necessary for today's reading

In this chapter, students will explore imperialism between 1800 and 1914. Today's section starts by explaining, identifying, and describing Western World's relationship with imperialism. Instructors using the green book should preview the chapter using pp. 214 and 215, while those instructors using the red book should refer to pp. 616 and 617.

2. Word Wall

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

Imperialism	Protectorate	Spheres of influence
-------------	--------------	----------------------

- 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.

Green book – p. 215

Red Book pp.616-617

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

A Western-Dominated World

Green Book – section 8-1

Red Book – section 25-1

As students read this section, have each develop an outline addressing the reasons for Imperialism, European success, and Imperial Control. Please remind them that each major idea should be supported by specific facts or examples.

Reasons for Imperialism	Reasons for European Success	Forms of Imperial Control

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

Activity/Prompt: Use the outline constructed by the students to discuss today's reading and check for understanding. Instructors may want to have their own outline ready for this part of the lesson as a model or discussion prompt.

EXTEND

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

Writing Prompt: After reading today's section and discussing the material in class, each student should pick one of the following to write on:

Reasons for Imperialism

Reasons for European success

Forms of Imperial Control

Students should be reminded to use the information (specific facts and examples) taken from the reading and discussion in their paragraph(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

The Partition of Africa

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

Sections 8-2 and 8-3

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

Sections 25-2 and 25-3

Note: 3-day week due to Thanksgiving

Standards: 10.4.1-4 410.5.1-5

Lesson Plan for Quarter 2 Week 3 Day 1

The Partition of Africa

Green Book – section 8-2 (219-220)

Red Book – section 25-2 (621-623)

Today's objective: The Partition of Africa

3. Students will describe the forces that were shaping Africa before 1880.

PREPARE

1. Background knowledge necessary for today's reading

In the early 1800's, most of Africa was free of European control. The people of Africa enjoyed individual customs and cultures – giving them freedom of religion among other things. But by the late 1800's, the imperialism of the west, particularly Britain and France, began dividing the continent up. Most Africans fought these advances by the powers, but in the end only Ethiopia and Liberia remained independent.

Instructors should introduce the week by identify the geographical location of Africa and the factors listed below.

www.worldatlas.com

Point out where the continent of Africa is located

Click on Africa

Click on Africa again

Instructors should point out the following about Africa:

1. Second largest continent. Which is the largest continent?
2. The Nile River is the longest river in the world.
3. The Sahara Desert, which is the largest in the world.

4. How many individual countries make up Africa?

2. Word Wall

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

Colonies	Protectorates	Spheres of Influence	Missionary	Slave Trade
----------	---------------	----------------------	------------	-------------

- 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. 191

Red book – pp. 616-617

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

The Partition of Africa

Green Book – section 8-2 (219-220)

Red Book – section 25-2 (621-623)

Before reading this section, instructors should review the following forms of imperial control:

1. Colonies -- Sent governors, soldiers, and other officials to control the area and people.
2. Protectorates – local rulers were left in place but expected to listen to the western power.
3. Spheres of Influence – when western powers claimed exclusive investment or trading privileges.

As the class read this section, instructors should discuss the type of control being exerted during the Partition of Africa.

In Addition: As the students read, each should find the information to fill in the chart in the Explore section of today's 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: Africa is a very large piece of land with a variety of characteristics. As the students read, please have each student fill in the chart below help him/her grasp the difference and size.

Region	Distinguishing Characteristics	Facts/Leadership
North Africa		
West Africa		
East Africa		
Southern Africa		

EXTEND

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

Activity/Prompt: In order to check for understanding, have each student write a summary of the four regions of Africa including something unique about each area.

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 Partition of Africa

Green Book – section 8-2 (221-223)

Red Book – section 25-2 (623-626)

Standards: 10.4.1-4 410.5.1-5

Lesson Plan for Quarter 2 Week 3 Day 2

Today's objective: The Partition of Africa

6. Students should specify which European countries carved up Africa.
7. Students will explain how Africans resisted European imperialism.

PREPARE

1. Background knowledge necessary for today's reading

Instructors should revisit the concept of imperialism. As defined in the text, imperialism is the domination by one country of the political, economic, or cultural life of another country or region. Teachers should discuss the motives – economic, political/military, religious, etc. – behind the new imperialism discussed last week.

2. Word Wall

Review Week 3, Day 1

READ

3. Review the Timeline

Teacher Discretion.

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

The Partition of Africa

Green Book – section 8-2 (221-223)

Red Book – section 25-2 (623-626)

As the student reads, have each find the answers to the following questions:

1. Which European countries carved up Africa?
2. How did Africans resist European imperialism?

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. 621. 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 map *Imperialism in Africa to 1914* on p. 222 in the green book and p.623 in the red book, either guide or assign the students the following:

On the top of a piece of paper, make four columns. In each column, write one of the following: North; South; East; West.

As the students review the map, instruct them to put the European countries that held land in the region in the appropriate column. Some European countries will be in multiply columns.

Which European country was involved in the most regions?

EXTEND

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

Activity/Prompt: After reading this section, students learned that Ethiopia survived the advances made by Italy. Much of their success was the result of the forward thinking of Menelik II. What did Menelik II do and how did help Ethiopia fight off Italy? Please respond 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
 European Challenges to the Muslim World
 Green Book – section 8-3
 Red Book – pp. 25-3



Standards: 10.4.1-4 410.5.1-5

Lesson Plan for Quarter 2 Week 3 Day 3

Today's objective: European Challenges to the Muslim World

6. Students should summarize the problems the Ottoman Empire faced.
7. Students should describe how Egypt sought to modernize.
8. Student should explain why Iran became a focus of European interest.

PREPARE

1. Background knowledge necessary for today's reading

During the 1800's, the Ottoman Empire was threatened by economic decline, political corruption, nationalism, and the ambitions of European powers. In Egypt, Muhammad Ali hoped to modernize his country through political and economic reforms. Russia and Britain battled for influence in Iran, especially after the discovery of oil there.

Use the Atlas in the reference section of the text to show Iran's location in relation to Russia and Britain.

2. Word Wall

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

Genocide	Pasha	Concession	Suez Canal
----------	-------	------------	------------

- 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*

European Challenges to the Muslim World

Green Book – section 8-3

Red Book – pp. 25-3

As students read, have each answer the following questions:

1. What problems did the Ottoman Empire face?
2. How did Egypt seek to modernize?
3. Why did Iran become a focus of European interest?

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. 627. 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: *As determined by the instructor in regards to their class, this activity could be done prior to the reading for prediction purposes or after the reading for checking understanding.*

Teachers should direct students' attention to the map of Suez Canal on p. 227 in the green book and p. 629 in the red book. A discussion could be initiated addressing both the benefits and problems the canal might have brought the people of Egypt.

EXTEND

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

Activity/Prompt: After reading the section, ask each student to imagine they are a high ranking government official of one of the following: Egypt, Iran, or the Ottoman empire during the 1800;s. Explain that with the high ranking comes great responsibility to the people and future generations. Share that it is evident that the power of the state is declining and the following special assignment is theirs:
Keeping in mind the needs of the people and the state, have each student (or in groups) write a proposal that identifies the problems that are causing their state to decline and describe some actions that can be taken to slow or reverse the trend.

Extension: After the students have written their proposal, instructors can ask for volunteers to share their proposed policies.

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 British Take Over India

World History: Connections to Today (green book, buildings cover) Sections 8-4, 8-5, review

World History: Connections to Today (red book, tower cover)
Sections 25-4, 25-5, review

Standards: 10.4.1-4 410.5.1-5

Lesson Plan for Quarter 2 Week 4 Day 1

Green Book – section 8-4 (228-230) Stop at the beginning of The Brightest Jewel

Red Book – section 25-4 (631-632) Stop at the beginning of the British Colonial Rule

Today's objective: The British take Over India

4. Students will understand the causes and results of the Sepoy Rebellion.

PREPARE

1. Background knowledge necessary for today's reading

The Sepoy Rebellion of 1857 was greatly influenced by British rule and policies that were insensitive to Indian culture. Sepoys were Indian troops that the British required to serve anywhere – either in India or overseas. But, as you will learn, traveling overseas was against high caste Hindus' religion. As you will also learn in this section of chapter 8, the failed rebellion led to increased British control that brought benefits and injustice to the people of India. The people of India resisted by forming the Indian National Congress and the Muslim League.

Instructors should introduce the week by identify the geographical location of India and the factors listed below.

www.worldatlas.com

Point out where the continent where India is located

Click on Asia

Click on Asia again

Click on India

Instructors should point out the following about Africa:

8. Official name?
9. Population?
10. Largest cities?
11. Languages?
12. Official Currency?
13. Religions?
14. Current time and date in each capital city? Determine the difference from the student's home city.

2. Word Wall

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

Sepoys	Delhi	Rebellion
--------	-------	-----------

- 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*

The British Take Over India

Green Book – section 8-4 (228-230) Stop at the beginning of The Brightest Jewel

Red Book – section 25-4 (631-632) Stop at the beginning of the British Colonial Rule

As students read this section, each should look for the answer to the following:

1. What were the causes and effects of the Sepoy Rebellion?

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 map exercise on page 229 of the green book and page 632 of the red book the visual activity in today's lesson. Have each student complete the location and region portion of the exercise. Then, ask each student to complete the critical thinking portion and discuss as a class for an oral language activity.

EXTEND

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

Activity/Prompt: Students will pick one of the prompts that follow the directions. Explain to the class they are to write a letter to a member of the British Parliament commenting on British policies in India during the 1800's. Each of the following prompts has a different perspective. Tell students that their letter should reflect the interests and attitudes that their chosen character probably had. At the end of the letter, each student should write whether s/he thinks the attitudes and interests of the chosen person promoted a better community, or were the interests self-centered?

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 British Take Over India

Green Book – section 8-4 (230-233) Start at the beginning of The Brightest Jewel

Red Book – section 25-4 (632-634) Start at the beginning of the British Colonial Rule

Standards: 10.4.1-4 410.5.1-5

Lesson Plan for Quarter 2 Week 4 Day 2

Today's objective: The British Take Over India

8. Students should explain how British rule affected India.
9. Students should describe how Indians resisted British rule.

PREPARE

1. Background knowledge necessary for today's reading

Teachers could have each student scan the boldface heads and subheads of the this section and ask them to write two questions that they believe they can answer by reading this section.

2. Word Wall

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

Unequal Partnership	Famine	Nationalism	Indian National Congress	Muslim League
---------------------	--------	-------------	--------------------------	---------------

- 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*

The British Take Over India

Green Book – section 8-4 (230-233) Start at the beginning of The Brightest Jewel

Red Book – section 25-4 (632-634) Start at the beginning of the British Colonial Rule

As the student reads, have each find the answers to the following questions:

3. What effects did British rule have on India?
4. How did Indians resist British rule?
5. Alternative: Teachers can solicit from the students questions generated from the beginning of the lesson and write those on the white/chalkboard. As the section is read, students should find the answers to those questions.

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 check for understanding and a visual tool for re-teaching the effects of British rule on India. Students should fill in the columns after reading the sections. This can be done individually or as a group.

<u>Benefits of British Rule</u>	<u>Problems of British Rule</u>

EXTEND

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

Activity/Prompt: After reading this section, ask students to write three policies that Britain could have followed to reduce Indian resentment and opposition. Explain that their policies should promote responsibility of the individual and community, integrity on all sides, and sensitivity of culture.

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

China and the New Imperialism

Green Book – section 8-5 (pp. 233-235) stop at the beginning of Reform Efforts

Red Book – pp. 25-5 (635-636) stop at the beginning of Reform Efforts

Standards: 10.4.1-4 410.5.1-5

Lesson Plan for Quarter 2 Week 4 Day 3

Today's objective: China and the New Imperialism

9. Students should specify what rights westerners sought in China?
10. Students should explain how internal problems weakened China?

PREPARE

1. Background knowledge necessary for today's reading

During the 1800's, western powers used diplomacy and war to win favorable trade agreements in China. As you will read, the Qing Dynasty suffered from a poor economy, a corrupt bureaucracy, and the devastating Taiping Rebellion. The student will also learn over the next two days that reformers sought to modernize China by importing technology and ideas from the West. In 1911, China was declared a republic with Sun Yixian as its president.

www.worldatlas.com

Point out where the continent where China is located

Click on Asia

Click on China

Instructors should point out the following about China:

1. Official name?
2. Population?
3. Largest cities?
4. Languages?
5. Official Currency?
6. Religions?
7. Current time and date in each capital city? Determine the difference from the student's home city.

2. Word Wall

Introduce 6 important, useful words/concepts from today's reading

Balance of Trade	Trade Deficit	The Opium War	Indemnity	Extraterritoriality	The Taiping Rebellion
------------------	---------------	---------------	-----------	---------------------	-----------------------

- 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*

China and the New Imperialism

Green Book – section 8-5 (pp. 233-235) stop at the beginning of Reform Efforts

Red Book – pp. 25-5 (635-636) stop at the beginning of Reform Efforts

As students read, have each answer the following questions:

1. What rights did westerners seek in China?
2. How did internal problems weaken China?

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 enrich the reading by discussing the The Treaty of Nanjing (discussed in the section) and The Treaty of Tianjin. The Treaty of Tianjin resulted from Great Britain and France launching attacks against China surrounding the Opium War; as the two countries seized the capital, Beijing (see map in reference section), in 1860 The Treaty of Tianjin ensued. In The Treaty of Tianjin, the Chinese government agreed to legalize the opium trade, open new ports to foreign trade, and surrender the peninsula of Kowloon to Great Britain.

Instructors could use the following chart to compare the two treaties:

	The Treaty of Nanjing	The Treaty of Tianjin
Year of treaty	1842	1860
With whom	With the British	With the British and French
The agreement	Gave Britain Hong Kong	Gave Britain Kowloon

Teachers should highlight these results of the Opium War

EXTEND

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

Activity/Prompt: After reading the section, teachers should go back to the beginning of the reading and discuss the comment of the Chinese official Lin Zexu to Queen Victoria regarding opium use in her country. Discuss the ethics of "forbidding" the use of a drug in your "country" but allowing the sale of it to another.

After the discussion, have each student draft his/her opinion on the topic. If you, the student, were Great Britain's Queen Victoria, how would you have responded to Lin Zexu in a letter? Please write that letter.

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

China and the New Imperialism

Green Book – section 8-5 (pp. 235-237) start at the beginning of Reform Efforts

Red Book – pp. 25-5 (636-639) start at the beginning of Reform Efforts

Standards: 10.4.1-4 410.5.1-5

Lesson Plan for Quarter 2 Week 4 Day 4

Today's objective: China and the New Imperialism

1. Students should describe the goals of the Chinese reformers.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce today's reading by discussing the following at the beginning of class.

The Taiping Rebellion was only one of the numerous rebellions that swept China in the second half of the 1800s. From 1853 to 1868, the Nien Rebellion took place in northern China. In the southwest and northwest, there were bloody uprisings by Chinese Muslims during the 1860's and 1870s. The Chinese government was able to put down these rebellions with the aid of western military technology.

Students should review the map in the reference section of the text or at www.worldatlas.com

2. Word Wall

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

Hundred Days of Reform	Boxer Uprising	Three Principles of the People
------------------------	----------------	--------------------------------

- 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*

China and the New Imperialism

Green Book – section 8-5 (pp. 235-237) start at the beginning of Reform Efforts

Red Book – pp. 25-5 (636-639) start at the beginning of Reform Efforts

As students read, have each answer the following questions:

1. What were the goals of the Chinese reformers?

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 map exercise on page 236 of the green book and page 638 of the red book the visual activity in today's lesson. Have each student complete the location and region portion of the exercise. Then, ask each student to complete the critical thinking portion and discuss as a class for an oral language activity.

EXTEND

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

Activity/Prompt: After reading the section, teachers should insure students could list the Three Principles of the People.

Ask each student to write on each principle addressing the following questions:

1. In your own words, explain the principle.
2. Is the principle necessary, in your opinion, for a nation to be successful?
3. 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

World History: Connections to Today (green book, buildings cover) Review Chapter 8

World History: Connections to Today (red book, tower cover)
Review Chapter 25



Standards: 10.4.1-4 410.5.1-5

Lesson Plan for Quarter 2 Week 4 Day 5

PREPARE

1. Background knowledge necessary for today's reading

Today's lesson is a day for teachers to check for understanding and re-teach any sections of chapter 8 in the green book or chapter 25 in the red book. The material in this lesson is only a guide.

2. Word Wall

Students should be able to define or identify the following:

Imperialism
 Protectorate
 Sphere of Influence
 Colonies
 Protectorates
 Spheres of Influence
 Missionary
 Slave Trade
 Genocide
 Pasha
 Concession
 Suez Canal
 Sepoys
 Delhi
 Rebellion
 Balance of Trade
 Trade Deficit
 The Opium War
 Indemnity
 Extraterritoriality
 The Taiping Rebellion
 Hundred Days of Reform

Boxer Uprising
The Three Principles of the People

Instructors: There are several ways to check for understanding. One is to have each student use the word in correctly in a sentence along with fact from the text regarding the concept/word.

READ

3. Review the Timeline

Green Book – p. 215
Red Book – p. 616-617

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

As determined by the teacher based on classes understanding of the material.

In order to check for understanding, write out all the objectives in question format and have students either answer them individually or in a class discussion.

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: To check for student understanding regarding the effects of imperialism in the late 1800s and early 1900s as identified in the chapter, have each develop a chart that list the effect of western imperialism in the following areas:

1. Political – example would be Europeans set up spheres of influence
2. Military
3. Economic
4. Social – example would be Britain tries to change Indian caste system

EXTEND

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

Activity/Prompt: Western imperialists viewed European culture as “modern” and the cultures of the rest of the world as “backwards.” How do you think non-westerners might have responded to that view?

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 9 – New Global Patterns (1800-1914)

World History: Connections to Today (green book, buildings cover) Sections 9-1, 9-2

World History: Connections to Today (red book, tower cover)
Sections 26-1, 26-2

Standards: 10.4.1-4 410.5.1-5

Lesson Plan for Quarter 2 Week 5 Day 1

Introduction to Chapter

Green Book – Chapter 9

Red Book – Chapter 26

Today's objective: New global Patterns

5. Students will be introduced to the countries and themes of the upcoming chapter.

PREPARE

1. Background knowledge necessary for today's reading

As discussed and read in the previous chapter, instructors should review with their students how Europeans competed to take control in Africa and parts of Asia. Review the motives of the new imperialism:

- Economic

- Political and military interests

- Humanitarian and religious goals

- The idea and role of Social Darwinism as discussed in the previous chapter.

In addition, teachers should review who the “Empire Builders” were, and who the critics of the movement were, from the last chapter.

The readings for the next two weeks continue on with the imperialisms between 1800 and 1914. As western nations grew economically and the political developments that ran along side this growth, these nations dominated many areas of the world.

The nations/areas discussed in this chapter are:

- Japan

- Southeast Asia and the Pacific – Thailand, Philippines

- Canada

- Australia

- New Zealand

- Latin America

Using the World Map in the reference section of the text, or www.worldatlas.com, give students a sense of the great distance between these places. Highlight how far reaching imperialism was at this time. Teachers should also review the type of travel and communication available during this time period. At the end of the chapter, students should be able to summarize the vast impact imperialism had during this time period.

2. Word Wall

Not applicable for today' lesson

READ

3. Review the Timeline

Green book: p. 240

Red book: pp. 642-643

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

New Global Patterns

Green Book – p. 240

Red Book – not applicable for today's lesson

Teachers should pose these the following questions to the students to be answered as each reads the chapter over the next two weeks. Teachers could have students write the questions out on note cards to be answered as they read.

1. How did western domination threaten traditional cultures around the world?
2. How did imperialism create a new western-dominated world economy?
3. Why did Latin American nations have a hard time achieving political stability?
4. How did responses to imperialism differ in various parts of the world?
5. How did the migration of English-speaking people to Canada, Australia, and New Zealand shape their emergence as independent countries?

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 map exercise introduced at the beginning of this lesson along with the timeline for a visual activity.

EXTEND

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

Activity/Prompt: Teachers will introduce Writing an Essay to the students. At the end of this chapter, students will use the notes taken and the information discussed to write an essay on the impact of Imperialisms on both western and nonwestern nations. Thus, each student will have to gather the necessary notes and organize their ideas and supporting details into an outline. Each student will write a first draft of the essay in class next week. After reviewing and editing their first draft, each student will have to produce a final draft to be handed in. This assignment can be used either in class or independently as a homework assignment depending on student level and situation. In addition, some instructors will need to further instruct on writing an essay (or adapt this activity) based on class structure and skill level.

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

Japan Modernizes

Green Book – section 9-1 pp. 242-245 Stop at Reforms under the Meiji

Red Book – section 26-1 pp 644-647 Stop at Reforms under the Meiji

Standards: 10.4.1-4 410.5.1-5

Lesson Plan for Quarter 2 Week 5 Day 2

Today's objective: Japan Modernizes

10. Students should explain why Japan opened its doors to western influences.

PREPARE

1. Background knowledge necessary for today's reading

Teachers can begin the lesson by discussing the following:

To avoid domination by the West, Japan opened its doors to foreign influences and transformed itself into a modern industrial power. The change occurred rapidly due to Japan's homogeneous society, great determination, and experience in cultural adaptation. Because it was a small island nation with few resources, Japan began building an empire to feed its industrial growth.

2. Word Wall

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

Homogeneous society	Restoration	Meiji
---------------------	-------------	-------

- 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*

Japan Modernizes

Green Book – section 9-1 pp. 242-245 Stop at Reforms under the Meiji

Red Book – section 26-1 pp 644-647 Stop at Reforms under the Meiji

As the student reads, have each find the answers to the following questions:

6. Why did Japan open its doors to western influences?

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 lead a discussion on the following:

Many Japanese students were sent abroad to study. Fukuzawa Yukichi was an early student of western ways. Among other stings, he became a strong supporter of equality for women. As you have read in this section, Fukuzawa's thinking was influenced in many ways. Lead the class is discussing why the Meiji government sent people abroad to study western ways.

EXTEND

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

Activity/Prompt: After reading this section, students should write on the effects of the Japanese government's inclination to send students to study abroad. Students should refer to the reading and class discussion in their writing. In addition, each student should give an opinion on whether studying other nations can improve one's own nation 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

Japan Modernizes

Green Book – section 9-1 pp. 245-247 Start at Reforms under the Meiji

Red Book – section 26-1 pp 647-649 Start at Reforms under the Meiji

Standards: 10.4.1-4 410.5.1-5

Lesson Plan for Quarter 2 Week 5 Day 3

Today's objective: Japan Modernizes

1. Students should explain why Japan was able to modernize rapidly.
2. Students should describe how Japan became an imperialist power.

PREPARE

1. Background knowledge necessary for today's reading

Teachers can begin the lesson by discussing the following:

Review the pressure that was put on the Japanese government with Commodore Matthew Perry's arrival in July of 1853 and letter from the President of the United States. Review the right of extraterritoriality and the "most favored nation" clause.

The instructor can then lead a discussion on "perspective". As the student will read in this section, the Russo-Japanese War began in 1904. The war began with a surprise attack in February with Japanese torpedo boats struck a Russian naval squadron stationed in Port Arthur and inflicted heavy damage. Though Japan did not issue a formal declaration of war until several days later, many western observers were undisturbed. The Times of London reported "the Japanese navy had take the initiative and has opened the way by an act of daring." Teachers should then discuss that after a similar attack in 1941 on Pearl Harbor, most western observers had an entirely different point of view. Dependent on the level of the class, this should be followed with a discussion on perspective in history and daily actions.

2. Word Wall

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

Perspective	Zaibatsu	Annexation	The March First Movement
-------------	----------	------------	--------------------------

- 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*

Japan Modernizes

Green Book – section 9-1 pp. 245-247 Start at Reforms under the Meiji

Red Book – section 26-1 pp 647-649 Start at Reforms under the Meiji

As the student reads, have each find the answers to the following questions:

1. Why was Japan able to modernize so rapidly?
2. How did Japan become an imperialist power?

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, and lead students if necessary, to construct a cause-and-effect chart on the Meiji restoration. Either in groups or individually, have students:

1. Indicate the factors that led to the overthrow of the shogun and restoration of the emperor in 1868.
2. Identify the major changes that occurred as a result of the restoration.
3. Identify the long-term effects by referring to their knowledge of twentieth-century history and conditions in Japan today. Instructors may need to lead this or supplement the information in a lecture or example depending on the level of the class.

After students have gathered the information, have each develop a cause-and-effect chart as a visual representation.

EXTEND

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

Activity/Prompt: After reading the section, each student should compare in paragraph form the different ways in which Japan and China responded to the growing power of the West. Each student should identify which policy they think was the wiser and why? If the teacher used the suggestion at the beginning and discussed perspective, have each student write on whether perspective had anything to do with the way these two countries dealt with the West? Students should give examples.

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

Southeast Asia and the Pacific

Green Book – section 9-2 pp. 248-249 Stop at Imperial Powers in the Pacific

Red Book – section 26-2 pp 650-651 Stop at Imperial Powers in the Pacific

Standards: 10.4.1-4 410.5.1-5

Lesson Plan for Quarter 2 Week 5 Day 4

Today's objective: Southeast Asia and the Pacific

1. Students should describe the effect of imperialist rivalries on Southeast Asia.

PREPARE

1. Background knowledge necessary for today's reading

Teachers can begin the lesson by discussing the following:

Imperialist rivalries in Southeast Asia resulted in the colonization of many countries. Thailand, however, remained independent by avoiding conflicts and serving as a neutral zone between British and French colonies. The United States acquired the Philippines as a result of the Spanish American War. The United States also annexed Hawaii in 1898.

Using the maps in the reference section of the text or an online source such as www.worldatlas.com, teachers should review the location of the countries discussed in this section with the class.

2. Word Wall

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

Southeast Asia	Dutch East India Company	French Indochina	Kingdom of Siam
----------------	--------------------------	------------------	-----------------

- 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*

Southeast Asia and the Pacific

Green Book – section 9-2 pp. 248-249 Stop at Imperial Powers in the Pacific

Red Book – section 26-2 pp 650-651 Stop at Imperial Powers in the Pacific

As the student reads, have each find the answers to the following questions:

1. What effects did imperialist rivalries have on Southeast Asia?

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: To prepare students for the writing prompt for today, teachers should lead a discussion on the first few paragraphs of today's reading. In these paragraphs, a Vietnamese official name Phan Thanh Gian describes his dilemma in 1867. As a patriot, he wanted to resist the threatened invasion of the French. But, as a follower of Confucius, he was obligated "to live in obedience to reason". As he reflected, Phan Thanh Gian concluded that surrender was the only reasonable course of action. Discussion should help the students identify and describe the dilemma. Instructors may have to enrich the discussion with the teaching of Confucius depending on the level of the class.

EXTEND

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

Activity/Prompt: After reading the section and discussing the dilemma faced by Phan Thanh Gian, have each student describe the dilemma in their own words and instruct them to describe the course of action that they would take in Gian's situation and explain the reason for their decision.

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

Southeast Asia and the Pacific

Green Book – section 9-2 pp. 250-251 Start at Imperial Powers in the Pacific

Red Book – section 26-2 pp 651-652 Start at Imperial Powers in the Pacific

Standards: 10.4.1-4 410.5.1-5

Lesson Plan for Quarter 2 Week 5 Day 5

Today's objective: Southeast Asia and the Pacific

1. Students should explain why Taiwan was able to remain independent.
2. Students should describe how the United States expanded in the Pacific.

PREPARE

1. Background knowledge necessary for today's reading

Using the maps in the reference section of the text or an online source such as www.worldatlas.com, teachers should review the location of the countries discussed in this section with the class.

Re-emphasize that Southeast Asia controlled/commanded the sea lanes between India and China. Identify/find the following:

Moluccas (also called Spice Island – Why?)

Malay Peninsula

Vietnam

Thailand and the Kingdom of Siam

Philippines

2. Word Wall

Insure that students understand the meaning of imperialism and nationalism before reading today's selection.

READ

3. Review the Timeline

Teacher Discretion.

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

Southeast Asia and the Pacific

Green Book – section 9-2 pp. 250-251 Start at Imperial Powers in the Pacific

Red Book – section 26-2 pp 651-652 Start at Imperial Powers in the Pacific

As the student reads, have each find the answers to the following questions:

1. Why was Thailand able to remain independent?
2. How did the United States expand in the Pacific?

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 section and discussing it as a class, have each student develop a time line showing the colonization of Southeast Asia and the Pacific during the Age of Imperialism.

EXTEND

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

Activity/Prompt: In line with the final essay for this chapter, each student should write on the effects of imperialism on Southeast Asia. Included in this should be which nations set up colonies in Southeast Asia and what did these nations take in the form of products/goods from the area. In the eyes of the European nations, what was beneficial about the colonization, and what was the downside? And Why? From the perspective of the Southeast Asian countries, what was beneficial, and what was the downside to the colonization? 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

Self-Rule for Canada, Australia, and New Zealand

World History: Connections to Today (green book, buildings cover) Sections 9-3, 9-4, 9-5

World History: Connections to Today (red book, tower cover)
Sections 26-3, 26-4, 26-5

Standards: 10.4.1-4 410.5.1-5

Lesson Plan for Quarter 2 Week 6 Day 1

Self Rule for Canada, Australia, and New Zealand

Green Book – section 9-3 pp. 251-256

Red Book – section 26-3 pp. 653-657

Today's objective: Self Rule for Canada, Australia, and New Zealand

6. Students will explain how Canada achieved self-rule.
7. Students should be able to describe how Australia and New Zealand emerged as independent nations.
8. Students should be able to specify the effects of colonization on the Aborigines and Maoris.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should give the students some background on the three countries discussed in this section and the geographical location of each. Teachers may want to use the following:

During this time period, there was great unrest in Canada as Canadians sought self-rule and rebelled against the British. In response, the British Parliament gradually granted self-rule to the Dominion of Canada. As a result of this, and the British fear of further rebellion and possible foreign interference, it also granted independence to Australia and New Zealand. Yet, in all three places, European settlers used force to displace and dominate native people.

Use the map in the reference section of the text, or www.worldatlas.com, to locate the three countries discussed in today's lesson.

2. Word Wall

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

Dominion	Indigenous	Penal Colony	Aborigines	Maoris
----------	------------	--------------	------------	--------

- 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. 240

Red book: pp. 642-643

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

Self Rule for Canada, Australia, and New Zealand

Green Book – section 9-3 pp. 251-256

Red Book – section 26-3 pp. 653-657

As the student reads, s/he should look to answer the following questions:

1. How did Canada achieve self-rule?
2. How did Australia and New Zealand emerge as independent nations?
3. What effects did colonization have on the Aborigines and Maoris?

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 direct this suggestion, assign it for group work, or give it as an independent assignment.

Use the following guide to have each student or group identify the key events for each of the countries discussed in the section. Addressed should be key events focusing on imperialism and self-rule.

	Event	Effects on imperialism and/or self-rule	Event	Effects on imperialism and/or self-rule	Event	Effects on imperialism and/or self-rule
Canada						
Australia						
New Zealand						

EXTEND

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

Activity/Prompt: After reading the section and finishing the suggested visual activity, have each student write on how the events in regards to imperialism and self-rule are similar and different in Canada, Australia, and New Zealand. In addition, teachers may want each student to write on the treatment by the settlers of the native people in one or all of the countries. Possible prompts to the students:

Why did the settlers act as they did?

Was it necessary?

How could the settlers acted differently towards the native people?

If you were a settler, what would have you done?

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

Economic Imperialism in Latin America

Green Book – section 9-4 pp. 256-260 Stop at Colossus of the North

Red Book – section 26-4 pp 658-661 Stop at The Influence of the United States

Standards: 10.4.1-4 410.5.1-5

Lesson Plan for Quarter 2 Week 6 Day 2

Today's objective:

11. Students should be able to identify the problems Latin American nations faced in the 1800's.
12. Students should describe how Latin American nations were linked to the world economy.

PREPARE

1. Background knowledge necessary for today's reading

Teachers can begin the lesson by discussing the following:

Many things presented serious problems for Latin America during this time period.

Among the major issues were:

Social conflicts

Economic dependence

Rule by caudillo

The legacy of colonialism

The economy of the region became dependent on industrial countries for investment, technology, and manufactured goods. The United States used its political and military power to gain significant influence in the region, which student will read about in tomorrow's lesson.

Use the map in the reference section of the text, or www.worldatlas.com, to locate Latin America, which is discussed in today and tomorrow's lesson.

2. Word Wall

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

Regionalism	Caudillo	Economic Dependence	Peonage
-------------	----------	---------------------	---------

- 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*

Economic Imperialism in Latin America

Green Book – section 9-4 pp. 256-260 Stop at Colossus of the North

Red Book – section 26-4 pp 658-661 Stop at The Influence of the United States

As the student reads, have each find the answers to the following questions:

7. What problems did Latin American nations face in the 1800s?
8. How were Latin American nations linked to the world economy?

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 section, teachers should lead a discussion on the following:

Many issues hindered the development of Latin America. Teachers should lead a discussion on the following and the role it played in Latin America during this time period:

Political Problems

Social Problems

The Effects of past Colonialism

EXTEND

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

Activity/Prompt: After reading this section and discussing the issues that surrounded Latin American development, have each pick one issues and describe in written form the problem and the role it played in Latin American development in the 1800s.

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

Economic Imperialism in Latin America

Green Book – section 9-4 pp. 260-261 Start at Colossus of the North

Red Book – section 26-4 pp 661-662 Start at The Influence of the United States

Standards: 10.4.1-4 410.5.1-5

Lesson Plan for Quarter 2 Week 6 Day 3

Today's objective: Economic Imperialism in Latin America

3. Students should explain how the United States gained influence in Latin America.

PREPARE

1. Background knowledge necessary for today's reading

Teachers can begin the lesson by introducing the following activity:

Some Latin Americans referred to the United States as the “colossus of the north.” instruct students to look up the definition of colossus, and add it to the word wall if appropriate.

After which, have the class study the map on page 260 in the green book and page 660 in the red book and lead them in a discussion explaining why Latin Americans might have been fearful of the United States during the Age of Imperialism.

2. Word Wall

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

Colossus	Expansion	Intervention	Yankee Imperialism
----------	-----------	--------------	--------------------

- 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*

Economic Imperialism in Latin America

Green Book – section 9-4 pp. 260-261 Start at Colossus of the North

Red Book – section 26-4 pp 661-662 Start at The Influence of the United States

As the student reads, have each find the answers to the following questions:

3. How did the United States gain influence in Latin America?

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, and lead students if necessary, to construct a time line documenting United States involvement in Latin America during the 1800s and early 1900s. Students should review the section read today. Teachers should instruct the class to list significant events and dates. The time line should accurately place the events and dates on the time line.

EXTEND

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

Activity/Prompt: After reading the section and developing a time line, each student should write about the events on their time line. Students should describe the event and the significance of the event.

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

Impact of Imperialism

Green Book – section 9-5 pp. 262-265

Red Book – section 26-5 pp 663-667

Standards: 10.4.1-4 410.5.1-5

Lesson Plan for Quarter 2 Week 6 Day 4

Today's objective: Impact of Imperialism

2. Students should be able to identify the main features of the new world economy.
3. Students should describe how imperialism affected traditional cultures around the world.
4. Students should be able to explain how imperialism fueled tensions among industrial powers.

PREPARE

1. Background knowledge necessary for today's reading

Teachers can begin the lesson by discussing the following:

The Age of Imperialism produced a global economy in which industrialized nations provided machine-made goods, investment capital, and technology, and the rest of the world provided agricultural produce, natural resources, and cheap labor. The influence of western culture was both disruptive and beneficial to traditional cultures. Meanwhile, competition for colonies threatened to embroil the leading powers in a major war. In today's reading, the impact of imperialism on money, culture, and politics will be explored.

2. Word Wall

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

Impact	Modernization	Westernization
--------	---------------	----------------

- 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*

Impact of Imperialism

Green Book – section 9-5 pp. 262-265

Red Book – section 26-5 pp 663-667

As the student reads, have each find the answers to the following questions:

2. What were the main features of the new world economy?
3. How did imperialism affect both western cultures and traditional cultures around the world?
4. Did imperialism fuel tensions among industrial powers? If yes, how?

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: This activity can be done as group, individually, or as a teacher lead discussion.

The purpose of the exercise is for students to show the impact of imperialism as they prepare for the final essay of this chapter. Teachers should instruct students to construct a chart illustrating the following information in regards to imperialism and the effects of imperialism on both the colonies and the western powers that ruled them:

1. Economics
2. Culture
3. Politics
4. International Relations

Option: Teachers may want to draw a circle or box on the white/chalk board with lines branching out to circle or boxes with the above categories, and then have students put the information gathered for each branching out from there.

EXTEND

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

Activity/Prompt: Students should write a draft on the impact of imperialism on the nations and during the time period covered in this chapter. After reviewing the expectations (and possibly the first day of week 5 – see below), students should create an outline on the impact of imperialism on both western and nonwestern nations. Once completed, each student should draft an essay on the impact of imperialism on both western and nonwestern nations. Teachers can adapt this lesson by focusing on one, two, or three generalizations about the impact of imperialism.

From Week 5, Day 1: Teachers will introduce Writing an Essay to the students. At the end of this chapter, students will use the notes taken and the information discussed to write an essay on the impact of Imperialisms on both western and nonwestern nations. Thus, each student will have to gather the necessary notes and organize their ideas and supporting details into an outline. Each student will write a first draft of the essay in class next week. After reviewing and editing their first draft, each student will have to produce a final draft to be handed in. This assignment can be used either in class or independently as a homework assignment depending on student level and situation. In addition, some instructors will need to further instruct on writing an essay (or adapt this activity) based on class structure and skill level.

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
 New Global Patterns (1800-1914)
 Green Book – Chapter 9
 Red Book – Chapter 26



Standards: 10.4.1-4 410.5.1-5

Lesson Plan for Quarter 2 Week 6 Day 5

Today's objective: New Global Patterns

3. Students will finalize their essay on the impact of imperialism on both western and nonwestern nations.

PREPARE

1. Background knowledge necessary for today's reading

If necessary: teacher can review expectations of the essay to the class.
 Proceed to writing prompt.

2. Word Wall

Not applicable for today's lesson. Please refer to writing prompt.

READ

3. Review the Timeline

Teacher Discretion.

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

Not applicable for today's lesson. Please refer to writing prompt.

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: Not applicable for today's lesson. Please see writing prompt

EXTEND

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

Activity/Prompt: As started yesterday, students will write an final essay on the impact of imperialism on both western and nonwestern nations during the time period of 1800 – 1914. This final draft is a result of the readings, notes, and charts over the last two weeks. Please refer to Week 5, Day 1 and Week 6, Day 4 if necessary.

To this end, teachers should instruct student to finalize their essay on the impact of imperialism on both western and nonwestern nations during the time period covered in chapter 9 in the green book and chapter 26 in the red book. Collection and due date is up to the individual teacher.

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 3 – World Wars and Revolutions

Chapter 10 –World War I and Its Aftermath (1914-1919)

World History: Connections to Today (green book, buildings cover) Sections 10-1,10-2

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

Sections 27-1, 27-2. Chapter: The Stage is Set

Standards: 10.5.1-5 10.6.1-4 10.7.1-3 12

Lesson Plan for Quarter 2 Week 7 Day 1

Introduction to the Unit and Chapter

Green Book – pp. 374-377

Red Book – pp. 674-677

Today's objective: Introduce the Unit and Chapter

9. Students will be introduced to the unit and chapter, specifically the tensions among nations that led to World War I.

PREPARE

1. Background knowledge necessary for today's reading

Teachers can use the following preview from the text to prepare for the unit and this week's reading. Specifically, this chapter studies World War I and the peace settlements that followed the war.

Many forces – including nationalism, militarism, and imperialist rivalries – propelled Europe into World War I. This massive conflict engulfed much of the world for four years and ushered in a new age of modern warfare. Some key aspects that should be introduced are:

- A. Two alliances emerged in Europe – the Central Powers and the Allies.
 1. Allies = led by France, Britain, France
 2. Central Powers = dominated by Germany and Austria-Hungary
- B. Many events led to WWI, but the assassination of Archduke Francis Ferdinand in 1914 was the final event that ignited the war. Please be clear with the class that most historians today do lay single blame for the war on this one event, but rather believe all the powers of the day shared the blame for the war.
- C. The United States entered the war in 1917 on the side of the Allies.

D. The Paris Peace Conference imposed heavy penalties and redrew the map of Eastern Europe.

2. Word Wall

Not used in today's lesson

READ

3. Review the Timeline

Green book: p. 277

Red book: pp. 676-677

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

Teachers should ask students to write in their notebooks the following questions to be answered as they read the chapter in the coming years:

- a. How did political and military rivalries push the European powers toward war in the early 1900's?
- b. Why did World War I become the first global war in history?
- c. What impact did total war have on soldiers and civilians?
- d. How did the peace treaties ending the war lead to both bitterness and hope?

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

Not used in today's lesson.

EXTEND

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

Activity/Prompt: Not used in today's lesson

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 3 – World Wars and Revolutions

The Stage is Set

Green Book – section 10-1 pp. 278-279

Stop at Economic and Imperial Rivalries

Red Book – section 27-1 pp. 678-680

Stop at Rivalries Among European Powers

Standards: 10.5.1-5 10.6.1-4 10.7.1-3 12

Lesson Plan for Quarter 2 Week 7 Day 2

Today's objective: World War I and Its Aftermath (green book)

The Stage is Set (red book)

13. Students should explain why many people in the 1900's believed that war was unlikely.
14. Students should be able to identify the forces pushing Europe toward war.

PREPARE

1. Background knowledge necessary for today's reading

Extending from yesterday's lesson, teachers should introduce today's lesson with the following:

Teachers should again note that after a century of relative peace in Europe, most people were optimistic about the future. The possibility of war (and one at the scale of WWI) was far removed from most minds. However, certain attitude and factors moved Europe towards war.

Instructors should put on the whiteboard/chalkboard/overhead the following headings:

Aggressive Nationalism

Economic and Imperial Rivalries

Militarism

Other Factors

At which time, teachers should list some examples under each to prepare students for the readings over the next two days.

Alternate Introduction: Teacher should instruct students to scan section 1 and write down at least four general reasons why Europe was on the brink of war in the early 1900's. Ask each student to comment on whether these same factors continue to cause international tensions.

2. Word Wall

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

Noble Peace Prize	Nationalism	Balkan States
-------------------	-------------	---------------

- 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*

World War I and Its Aftermath (green book)

The Stage is Set (red book)

Green Book – section 10-1 pp. 278-279 Stop at Economic and Imperial Rivalries

Red Book – section 27-1 pp. 678-680 Stop at Rivalries Among European Powers

As the student reads, have each find the answers to the following questions:

9. Why did many people in the early 1900's believe that war was unlikely?
10. What forces pushed Europe towards 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: After reading the section, teachers should lead a discussion on how inventions can work be both good and bad at the same time. Highlight the reading that discussed Alfred Nobel, the Swedish inventor of dynamite. Dynamite usefulness can be great, such at tunneling for railroad or when used to help in excavation. At the same time, it can be destructive when used in wartime. Alfred Nobel came to regret his invention and set up the Nobel Peace prize (if time permits, teachers may want to further discuss the Nobel Peace prize and possible recent recipients). A discussion on whether Alfred Nobel was to blame for the use of his invention in wartime should follow.

EXTEND

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

Activity/Prompt: After reading this section and discussing the issues that surrounded Alfred Nobel's invention of dynamite, have each student write on whether s/he believes Nobel should be held responsible for the uses of dynamite with wartime destruction or not. Students should support stance with logical reasons.

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 3 – World Wars and Revolutions

The Stage is Set

Green Book – section 10-1 pp. 279-281

start at Economic and Imperial Rivalries

Red Book – section 27-1 pp. 680-681

start at Rivalries Among European Powers

Standards: 10.5.1-5 10.6.1-4 10.7.1-3 12

Lesson Plan for Quarter 2 Week 7 Day 3

Today's objective: World War I and Its Aftermath (green book)
The Stage is Set (red book)

1. Students should describe the causes and effects of European alliances.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce today's lesson by reviewing the previous two days – most specifically yesterday. Teachers may use the same background knowledge exercise from yesterday:

Teachers should again note that after a century of relative peace in Europe, most people were optimistic about the future. The possibility of war (and one at the scale of WWI) was far removed from most minds. However, certain attitude and factors moved Europe towards war.

Instructors should put on the white/chalk board the following headings:

Aggressive Nationalism

Economic and Imperial Rivalries

Militarism

Other Factors

At which time, teachers should list some examples under each to prepare students for the readings over the next two days.

Alternate Introduction: Teacher should instruct students to scan section 1 and write down at least four general reasons why Europe was on the brink of war in the early 1900's. Ask each student to comment on whether these same factors continue to cause international tensions.

2. Word Wall

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

Militarism	The Arms Race	The Central Powers	The Allies
------------	---------------	--------------------	------------

- 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*

World War I and Its Aftermath (green book)

The Stage is Set (red book)

Green Book – section 10-1 pp. 279-281 start at Economic and Imperial Rivalries

Red Book – section 27-1 pp. 680-681 start at Rivalries Among European Powers

As the student reads, have each find the answers to the following questions:

4. What were the causes and effects of European alliances?

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 lead students in a discussion on how nationalism, imperialism, and militarism heightened tension in Europe. If necessary, review with the class the meaning of nationalism, imperialism, and militarism. Teacher should also give a visual on the chalk/white board or overhead identifying the countries in the Central Powers and The Allies.

Central Powers = Germany and Austria-Hungary. What was the role of the Ottoman Empire because of their relationship with Germany? See reading if necessary.

Allies = Britain, France, and Russia. What was the role of Japan because of their relationship with Britain.

EXTEND

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

Activity/Prompt: After reading the section and discussing the tensions in Europe, instruct each student to rank the causes of international tension from most significant to least significant. Once ranked, students should explain in writing why they identified their top ranked cause.

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 3 – World Wars and Revolutions

The Guns of August

Green Book – section 10-2 pp. 281-282 Stop at Peace Unravels

Red Book – section 27-2 pp. 682



Standards: 10.5.1-5 10.6.1-4 10.7.1-3 12

Lesson Plan for Quarter 2 Week 7 Day 4

Today's objective: The Guns of August

5. Students should be able to describe how ethnic tensions in the Balkans sparked a political assassination.

PREPARE

1. Background knowledge necessary for today's reading

Teachers can begin the lesson by discussing the following:

As tensions continued to rise in Europe in 1914, the long-simmering conflicts in the Balkans boiled over in 1914 when a Serb nationalist assassinated Archduke Francis Ferdinand. Self-interest, alliances, and desire to punish transgressions transformed the incident into a general European war. Today, most historians agree that the blame for World War I lies with all the nations involved.

2. Word Wall

Not used in today's lesson

READ

3. Review the Timeline

Teacher Discretion.

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

The Guns of August

Green Book – section 10-2 pp. 281-282 Stop at Peace Unravels

Red Book – section 27-2 pp. 682

As the student reads, have each find the answers to the following questions:

5. How did ethnic tensions in the Balkans spark a political assassination?

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 lead students in the following activity after reading today's selection:

Have students consider an imaginary country whose head of state is murdered by a foreign assassin. Ask students if they would blame the country from which the assassin came. If they had the role/power, would they recommend punishing both the assassin and his homeland? Make sure students share their ideas in a class discussion. Teachers should monitor responses carefully.

EXTEND

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

Activity/Prompt: After reading the selection and discussing the imaginary country from the previous activity, have each student write on whether s/he would blame the country from which the assassin came from, would they punish the country and the assassin, and why?

Note: Explain to students it is important for them to be able to discuss an issue, defend their stance with accurate and real data, and be able to communicate in written 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 3 – World Wars and Revolutions

The Guns of August

Green Book – section 10-2 Start at Peace Unravels

Red Book – section 27-2 pp. 683-684



Standards: 10.5.1-5 10.6.1-4 10.7.1-3 12

Today's objective: The Guns of August

4. Students will specify how other nations were drawn into the conflict between Austria-Hungary and Serbia.
5. Students should be able to explain whom historians blame for the outbreak of World War I.

Lesson Plan for Quarter 2 Week 7 Day 5

PREPARE

1. Background knowledge necessary for today's reading

2. Word Wall

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

Ultimatum	Mobilize	Neutrality
-----------	----------	------------

- 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*

The Guns of August

Green Book – section 10-2 Start at Peace Unravels

Red Book – section 27-2 pp. 683-684

3. How did conflict between Austria-Hungary and Serbia widen?
4. How do historians view the outbreak of World War I?

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: On the chalkboard/whiteboard/overhead, teachers should lead the class in constructing a flowchart for the outbreak of World War I. The list should begin with the announcement of Archduke Francis Ferdinand's visit to Sarajevo and end with the British declaration of war on Germany. Events should be arranged in chronological order and include a discussion on how each event led to the next.

EXTEND

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

Activity/Prompt: Following the previous activity, teachers should ask students to write answers to the following questions:

- a. At what point do you think war became inevitable?
- b. What actions might individual nations have taken to avoid war?
- c. Could such a chain of events occur today? 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

Unit 3 – World Wars and Revolutions

A New Kind of Conflict

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

Sections 10-3, 10-4

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

Sections 27-3, 27-4

Standards: 10.5.1-5 10.6.1-4 10.7.1-3 12

Lesson Plan for Quarter 2 Week 8 Day 1

A New Kind of Conflict

Green Book – section 10-3 pp. 285-286 Stop at Other European Fronts

Red Book – section 27-3 pp. 685-688 Stop at Other European Fronts

Today's objective:

10. Students will be able to explain why a stalemate developed on the western front.

PREPARE

1. Background knowledge necessary for today's reading

Soon after the start of World War I, a stalemate developed on the Western Front. Weapons that came about from the industrial age resulted in a large number of casualties and prevented either side from gaining a decisive advantage. As the fighting drew in non-European powers and soldiers from Europe's overseas colonies, WWI became a truly global conflict.

Teachers: The theme of this section is on how technology changed the way the world-waged war. Students will learn how changes in technology created a new concept – "total war." List the following warfare innovations on the chalkboard:

- trench warfare
- poison gas
- tanks
- machine guns
- airplanes

Teachers can discuss how these innovations affected the war effort, or could have students generate ideas on how the innovations might have affected the war effort. In either case, a discussion on how these innovations might have affected the number of casualties, amount of land involved, length of the conflict, the economic impact on the nations involved, and the psychological impact on the individuals fighting.

If appropriate, teachers can ask students to identify elements of current military strategy and technology that parallel what students are studying in this chapter.

2. Word Wall

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

Trench Warfare	Counterattack	Bunkers	The Great War	"Non man's land"
----------------	---------------	---------	---------------	------------------

- 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. 277

Red book: pp. 676-677

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

A New Kind of Conflict

Green Book – section 10-3 pp. 285-286 Stop at Other European Fronts

Red Book – section 27-3 pp. 685-688 Stop at A Global Conflict

Students should answer the following as they read:

1. Why did a stalemate develop on the western front?

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

Activity/Prompt: Teachers can lead the class in the following map exercise in the chapter:

green book: p. 288

red book: p. 687

The class can answer the questions individually, in groups, or in a class discussion.

EXTEND

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

Activity/Prompt: After reading this section, and the chapter thus far, each student should write their opinion on whether the advances of the industrial age were good in regards to war? Students should support their opinion with facts/evidence taken from the chapter thus far.

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 3 – World Wars and Revolutions

A New Kind of Conflict

Green Book – section 10-3 pp. 286-289 Start at Other European Fronts

Red Book – section 27-3 pp. 688-689 Start at A Global Conflict

Standards: 10.5.1-5 10.6.1-4 10.7.1-3 12

Lesson Plan for Quarter 2 Week 8 Day 2

Today's objective: A New Kind of Conflict

15. Students should identify the forces that made World War I different from earlier wars.
16. Students should describe how the war became a global conflict.

PREPARE

1. Background knowledge necessary for today's reading

Extending from yesterday's lesson, teachers should introduce today's lesson with the following:

Teachers should extend on trench warfare by discussing with the class the new types of illnesses and injuries that came about because this form of warfare. Soldiers developed trench foot from standing in water-filled trenches for days or even weeks. Some came down with what was called trench fever, which was carried by lice. Shrapnel shells caused infections from eh thousands of metal splinters embedded in wounds. Soldiers suffered from inflamed lungs and severe burns from deployed poisonous gas.

After which, the teacher use a map in the reference section or one online to distinguish the Western Front from the Eastern Front.

2. Word Wall

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

Global Conflict	Western Front	Eastern Front
-----------------	---------------	---------------

- 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*

A New Kind of Conflict

Green Book – section 10-3 pp. 286-289 Start at Other European Fronts

Red Book – section 27-3 pp. 688-689 Start at A Global Conflict

As the student reads, have each find the answers to the following questions:

11. What forces made World War I different from earlier wars?
12. How did the war become a global conflict?

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 section, teachers should lead a discussion on the views of each of the following by 1916:

1. Leaders of the Allies
2. Leaders of the Central Powers
3. Soldiers in the trenches
4. Civilians of European countries
5. People of European colonies and dominions

EXTEND

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

Activity/Prompt: After reading this section and discussing the views of the various people above, each student should pick one of the groups from the discussion and write a letter to someone as if s/he was in 1916 and purporting the viewpoint of that group.

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 3 – World Wars and Revolutions
A New Kind of Conflict



Standards: 10.5.1-5 10.6.1-4 10.7.1-3 12

Lesson Plan for Quarter 2 Week 8 Day 3

Today's objective: A New Kind of Conflict

2. Students should realize that poetry could capture an event.

PREPARE

1. Background knowledge necessary for today's reading

Teachers: Today's lesson is an extension of the last two lessons using poetry to reveal the brutality and destruction that was WWI. The writers that covered this time period and event had never seen, nor been involved, with anything like the warfare that came about in WWI. One such writer was Wilfred Owen, an English poet who shared his experiences in order to reveal the senseless nature of modern warfare.

Have students research Alfred Owen in preparation for today's reading and discussion.

2. Word Wall

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

Knock-kneed	Hags	Incurable	Lame	Ardent
-------------	------	-----------	------	--------

- 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*

The following is a poem by Wilfred Owen that he wrote as a soldier in World War I (please refer to background section of today's lesson). In this poem, Owen describes grueling marches, harsh conditions on the front, and the terror of a gas attack. His vivid, detailed account of violence and death challenges patriotic sentiments about the glory of dying for one's country. He emphasizes the conflict between reality and idealism by repeating the Latin saying "Sweet and fitting (becoming depending on the translation) it is to die for one's country." = Dulce et decorum est

DULCE ET DECORUM EST

Bent double, like old beggars under sacks,
 Knock-kneed, coughing like hags, we cursed through sludge,
 Till on the haunting flares we turned our backs,
 And towards our distant rest began to trudge.
 Men marched asleep. Many had lost their boots,
 But limped on, blood-shod. All went lame, all blind;
 Drunk with fatigue; deaf even to the hoots
 Of gas-shells dropping softly behind.
 Gas! GAS! Quick, boys!--An ecstasy of fumbling
 Fitting the clumsy helmets just in time,
 But someone still was yelling out and stumbling
 And flound'ring like a man in fire or lime.--
 Dim through the misty panes and thick green light,
 As under a green sea, I saw him drowning.
 In all my dreams before my helpless sight
 He plunges at me, guttering, choking, drowning.
 If in some smothering dreams, you too could pace
 Behind the wagon that we flung him in,
 And watch the white eyes writhing in his face,
 His hanging face, like a devil's sick of sin,
 If you could hear, at every jolt, the blood
 Come gargling from the froth-corrupted lungs
 Bitter as the cud
 Of vile, incurable sores on innocent tongues,--
 My friend, you would not tell with such high zest
 To children ardent for some desperate glory,
 The old Lie: Dulce et decorum est
 Pro patria mori.
 Wilfred Owen

The Latin title of this poem means:
 "Sweet and fitting it is to die for one's country."

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 lead students in a discussion on the above poem. Themes and topics can vary depending on the level of the class.

EXTEND

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

Activity/Prompt: After reading the poem and discussing it in class, have each student answer the following questions:

1. How does Owen describe life at the front?
2. Why does he describe the death of a soldier in such vivid detail?
3. What effect do you think Owen hoped to achieve by repeating the Latin quotation "Dulce et decorum est" at the end of the poem?

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 3 – World Wars and Revolutions

Winning the War

Green Book – section 10-4 pp. 289-292 Stop at The United States Declares War

Red Book – section 27-4 pp. 690-691



Standards: 10.5.1-5 10.6.1-4 10.7.1-3 12

Lesson Plan for Quarter 2 Week 8 Day 4

Today's objective: Winning the War

- a. Students should explain how World War I became a total war.
- b. Students should specify the role women played in the war effort.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce today's reading by discussing the following:

Total War: In their efforts to win WWI, governments engaged in total war. Total war refers to a government committing all their nation's resources towards the war effort. It also includes controlling public opinion. Public opinion can sometimes be influenced and controlled by *propaganda*. In addition, many times the government will introduce economic restraints on civilians.

Teachers should highlight the idea of total war by defining it along with propaganda. At the same time, give examples of what an economic restraint may look like (food rations, etc.)

In addition to introducing total war, teachers should touch upon the following to prepare students for the next two lessons:

- a. Introduce the fact that women contributed to the war efforts in a variety of ways and remind students to pay attention to those ways as they read
- b. Introduce the fact that as Russia was leaving the war in 1917, the United States was entering the efforts on the side of the Allies. Ask students to identify once again those nations considered the Allies and those nations considered the Central Powers.

2. Word Wall – To be used over the next two lessons/days – W8 Days 4&5

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

Total War	Propaganda	Atrocity	Armistice
-----------	------------	----------	-----------

- 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*

Winning the War

Green Book – section 10-4 pp. 289-292 Stop at The United States Declares War

Red Book – section 27-4 pp. 690-691

As the student reads, have each find the answers to the following questions:

1. How did World War I become a total war?
2. What role did women play in the war efforts?

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 section, teachers should lead a discussion on the role of women in the war efforts. Teachers should check for student understanding of propaganda by taking or adapting the following as mentioned in the text:

Define Propaganda for the class.

Introduce to the class that much of the government's propaganda at this time was aimed at convincing women that they had a moral duty to send their men to war. Read or put on the overhead the following quotations from WWI posters. Then, ask students to answer the question in the writing prompt section for today's reading. If appropriate, teachers may want to introduce the questions to the students before reading aloud, or putting on the overhead, the quotations.

Quotation 1: "To the Women of Britain: won't you help and send a man to join the Army today...? Is Your "Best Boy" wearing Khaki? Don't pity the girl who is alone – her young man is probably a soldier fighting for her and her country, and for YOU. Think it over, then ask him to join the Army today."

Quotation 2: "Do you expect other mothers' sons to defend you and your sons? Sweethearts: If you cannot persuade him to answer his country's call and protect you now, DISCHARGE HIM as unfit!"

Teachers should determine how the discussion should proceed based on the level of the students in the class.

EXTEND

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

Activity/Prompt: After reading this section and discussing the quotations from above, have each student answer in written form the following:

1. How did the propaganda writers use duty and guilt to motivate women?
2. What assumptions did the writers make about women's influence over men?
3. Why does the second quotation recommend discharging some men as unfit?
4. Which of the two messages do you think had the greater impact and why?
5. What visual images do you think might have worked well with these propaganda messages? *Teachers could have students draw for #5 if appropriate.*

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 3 – World Wars and Revolutions

Winning the War

Green Book – section 10-4 pp. 292-693 Start at The United States Declares War

Red Book – section 27-4 pp. 692-693



Standards: 10.5.1-5 10.6.1-4 10.7.1-3 12

Lesson Plan for Quarter 2 Week 8 Day 5

Today's objective: Winning the War

1. Students should explain how the events in Russia and the United States changed the course of the war.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should check for understanding of yesterday's lesson by discussing the following:

Total War: In their efforts to win WWI, governments engaged in total war. Total war refers to a government committing all their nation's resources towards the war effort. It also includes controlling public opinion. Public opinion can sometimes be influenced and controlled by *propaganda*. In addition, many times the government will introduce economic restraints on civilians.

Teachers should ask students to define and give examples of the following:

1. Total war
2. Propaganda
3. Role of Women in the war

In addition to checking for understanding, teachers should again introduce the fact that as Russia was leaving the war in 1917, the United States was entering the efforts on the side of the Allies. Ask students to identify once again those nations considered the Allies and those nations considered the Central Powers.

2. Word Wall – To be used over the two lessons/days – W8 Days 4&5

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

Total War	Propaganda	Atrocity	Armistice
-----------	------------	----------	-----------

- 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*

Winning the War

Green Book – section 10-4 pp. 292-693 Start at The United States Declares War

Red Book – section 27-4 pp. 692-693

As the student reads, have each find the answers to the following questions:

1. What impact did events in Russia and the United States have on the course of World War I?

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 section, teachers should lead a discussion on the role the sinking of the *Lusitania* (the British luxury liner) had on drawing the United States into the war. Teachers could have students do independent research using the internet to find articles on the event.

At minimum, highlight from the reading that the *Lusitania* was a British luxury liner that had 128 Americans on board when it was attacked by a German submarine. The Germans maintained that the ship was carrying weapons, and thus the attack was warranted. The President of the United States at the time was Woodrow Wilson, who found the attack appalling and blamed the Germans, but he also knew that the people of the United States were not ready for war in 1915. Thus, it took several years and the Germans going back on their agreement to halt submarine warfare to get the US in the war.

Teachers may want to pose the following questions and elicit answers from the class:

1. Why did the Germans see the Lusitania as a threat? *The Germans believed the ship was carrying ammunition and other war materials to England. This has been proven to be true, but the team investigating the event found that the weapons had not exploded when a torpedo struck the Lusitania. One theory had the ship sinking so fast because of explosions on the ship – this finding disproves that theory.*
2. Why did so many people lose their lives when the Lusitania sank? *The boat sank quickly and the lifeboats were almost impossible to reach and board.*
3. Why did the sinking of the Lusitania anger so many Americans? *Because the sinking of the unarmed passenger vessel killed more than 1,000 civilians, including 128 Americans.*
4. How do British and German accounts of responsibility for the sinking of the ship differ? *Well, the Germans felt that the British made the ship a target by putting weapons on it. While the British felt the Germans were completely out of line and responsible for attacking a civilian ship. A British judge ruled just that.*

EXTEND

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

Activity/Prompt: After reading this section and discussing the sinking of the *Lusitania*, have students in their own words, but from the information gathered in the previous exercise, write on the sinking of the *Lusitania*. Students should identify what happened, who was involved, why it brought the US into WWI, and how Britain and Germany looked at the event. Also included in the writing should be the student's opinion as to who was to blame 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 3 – World Wars and Revolutions

Making the Peace

World History: Connections to Today (green book, buildings cover) Sections 10-5; 11-1

World History: Connections to Today (red book, tower cover)
Sections 27-5; 28-1

Standards: 10.5.1-5 10.6.1-4 10.7.1-3 12

Lesson Plan for Quarter 2 Week 9 Day 1

Making the Peace

Green Book – section 10-5 pp. 293-295

Red Book – section 27-5 pp. 694-696 Stop at Widespread Dissatisfaction

Today's objective: Making the Peace

11. Students will be able to describe the problems Europeans faced in 1918.
12. Students will explain how the Big Three disagreed over the peace.

PREPARE

1. Background knowledge necessary for today's reading

Teacher should introduce the chapter by sharing the following:

In 1918, Europeans struggled to recover from the devastation of World War I. Millions had been killed or wounded; famine and disease were prevalent (Pandemic is defined below and could be introduced at this point); farms, factories and homes were in ruins; governments had folded and at the Paris Peace Conference, the "Big Three" disagreed on what to do with and to Germany.

Teachers should define and introduce the following terms:

• The "Big Three" =

1. Woodrow Wilson (United States) wanted "peace without victory." He wanted the Fourteen Points to be the basis for peace, but the other two leaders felt their people wanted punishment for Germany and the other Central Powers.

2. David Lloyd George (Britain's Prime Minister) desired harsh treatment for Germany and build up Britain in the postwar.

3. Georges Clemenceau (France's leader) also wanted harsh punishment for the Central Powers, specifically Germany, so that France would never again be threatened by the Germans.

- The Treaty Versailles occurred in 1919. The treaty was very severe in the minds of the Germans as the treaty limited the size of the German army to no more than 100,000 men; set the maximum size of the German navy at six warships; and Germany could not have submarines or military aircraft.
- Pandemic = the spread of a disease across an entire country, continent, or the whole world. In this case and time period, it was influenza.
- Collective Security = A system in which a group of nations acts as one to preserve the peace of all nations involved.

2. Word Wall

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

Pandemic	Reparations	Collective Security	Mandates
----------	-------------	---------------------	----------

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

Note: Teachers should define Pandemic and Collective Security as suggested in the Background Knowledge section.

READ

3. Review the Timeline

Green book: p. 277

Red book: pp. 676-677

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

Making the Peace

Green Book – section 10-5 pp. 293-295

Red Book – section 27-5 pp. 694-696 Stop at Widespread Dissatisfaction

Students should answer the following as they read:

2. What were the costs of the War?
3. What issues faced the delegates to the Paris Peace Conference?

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

Activity/Prompt: Use the chart titled Casualties of War for a visual activity and the questions under interpreting the chart for discussion.

Green book – p. 294

Red book – p. 694

EXTEND

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

Activity/Prompt: After reading the selection for today, each student should write in their own words the difficulties faced by all at the Paris Peace conference and why? Who was involved and what were specific differences? What role, if any, did Italy play in the Conference?

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 3 – World Wars and Revolutions

Making the Peace

Green Book – section 10-5 pp. 296-297

Red Book – section 27-5 pp. 696-697 Start at Widespread Dissatisfaction

Standards: 10.5.1-5 10.6.1-4 10.7.1-3 12

Lesson Plan for Quarter 2 Week 9 Day 2

Today's objective: Making the Peace

17. Students should summarize the results of the Paris Peace Conference.

18. Students should be able to discuss why there was widespread dissatisfaction and the hopes for Global Peace.

PREPARE

1. Background knowledge necessary for today's reading

Before reading the selection for today, review the cause and effect flowchart found on the following pages:

Green book: p.296

Red book: p. 697

Teacher may also want to check for understanding by asking student define and explain the term introduced yesterday in the Background Knowledge section of the lesson.

2. Word Wall – Please refer to the lesson for Week 9, Day 1

READ

3. Review the Timeline

Teacher Discretion.

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

Making the Peace

Green Book – section 10-5 pp. 296-297

Red Book – section 27-5 pp. 696-697 Start at Widespread Dissatisfaction

As the student reads, have each find the answers to the following questions:

13. Why were many people dissatisfied with the Treaty of Versailles and other peace settlements?

14. Why did the League of Nations give a glimmer of hope for Global Peace?

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 map activity and the questions to help the student reference locations of the nations involved and what happened after the war to some nations that lost land.

Green book: p. 295

Red book: p. 696

EXTEND

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

6. **Activity/Prompt:** After yesterday and today's reading, each student should write on the following prompt:

How did the aftermath of World War I cause continued discontent and conflict in Europe and around the world?

Alternate Activity/Prompt: Ask each student to assume the role of a newspaper editor who is displeased with the peace settlements after World War I. Their assignment is to write an editorial criticizing the treaties and predicting terrible consequences. Student should include at least four reasons for opposing the treaties and two predictions of resulting problems.

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 3 – World Wars and Revolutions
World War I and its Aftermath
Green Book – Chapter 10
Red Book – Chapter 27



Standards: 10.5.1-5 10.6.1-4 10.7.1-3 12

Lesson Plan for Quarter 2 Week 9 Day 3

Today's Objective: Today teachers will check for student understanding of World War I (chapter 10 and 27).

PREPARE

1. Background knowledge necessary for today's reading

Teachers: Today's lesson is a review of chapter 10 in the green book and chapter 27 in the red book. Please refer to background knowledge exercises in the previous lessons to highlight those concepts/ideas that your class had trouble understanding. Teachers may want to take the suggested knowledge exercises and objectives to create a test or lead a discussion to check for understanding among the students. Use information gathered for today's reading section.

2. Word Wall

Teachers: Please review the words identified through the chapter in the Word Wall exercise. Teachers can check for understanding through class discussion or in a written evaluation. The words/concepts are:

Total War
Propaganda
Atrocity
Armistice
Nobel Peace Prize
Nationalism
Balkan States
Militarism
The Arms Race
The Central Powers
Ultimatum
Mobilize
Neutrality

READ

3. Review the Timeline

Teacher Discretion.

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

Green book: Chapter 10
Red Book: Chapter 27

Teacher Discretion: students re-read sections determined after teacher has checked for understanding based off the objectives for each section.

RESPOND

5. Add to the Timeline

If the instructor developed his/her own timeline, please review and use to check for understanding.

EXPLORE

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

One activity: Teachers should review the chapter highlighting what is important to their class.

Specifically: If using today's writing prompt, teachers should review and discuss:

Propaganda
Nationalism
Ultimatum

Teachers should lead a discussion on how Nationalism and propaganda influence each other, and how ultimatums can push people/countries into acting in ways detrimental to all involved.

EXTEND

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

Activity/Prompt: After the word wall and discussion activities, each student should define nationalism, propaganda, and ultimatum. Once defined, each student should give the positive and negative aspects (if any in their opinion) of nationalism, propaganda, and ultimatums. Students should support the aspects with clear, supporting statements. Once this is done, the student should write on how s/he would use, or not use, nationalism, propaganda, and ultimatums if s/he was the leader of a nation.

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 3 – World Wars and Revolutions

Chapter 11 – Revolutions in Russia

Green book: Chapter 11

Red book: Chapter 28

Standards: 10.5.1-5 10.6.1-4 10.7.1-3 12

Lesson Plan for Quarter 2 Week 9 Day 4

Two Revolutions in Russia

Green book: section 11-1 pp. 300-304 Stop at Lenin and the Bolsheviks

Red book: section 28-1 pp. 700-703 Stop at Lenin and the Bolsheviks

Today's objective: Revolutions in Russia: Two Revolutions in Russia

- c. Students will be introduced to the chapter on Russia from 1917-1939
- d. Student will be able to explain why revolution broke out in Russia in 1917.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce the chapter and today's reading by discussing the following:

Teachers should locate Russia on a map. You could use either the World Map located in the reference section of the text (but it does not have all that is asked later in this suggestion) or www.worldatlas.com :

Click on Europe

Click on Europe again

Click on Russian Federation

Click on *here* after Russian Map (large)

Locate with, or have students locate independently, the following:

Russia

St. Petersburg – give the history of Saint Petersburg.

Brief version:

From May 16, 1703 = Saint Petersburg

From July 19, 1914 = Petrograd (name mentioned in the Text)

From June 26, 1924 = Leningrad. Transition to a socialist city.

From September 6, 1991 = Saint Petersburg

Ukraine

Siberia

Urals = mountains that separate the European Plain and the Western Siberia plain.

After the map exercise, share the following with the class:

As you will learn, Russia's collapse in 1917 resulted in the Russian Revolution. Its impact would be felt all over the world. Czarist rule and the extreme hardships of WWI set the stage for the revolutions in Russia. After their seizure of power, Lenin and the Bolsheviks attempted to establish socialism and dictatorship of the proletariat. The Bolsheviks had to defeat rival forces in the civil war and rebuild a nation wrecked by war.

At this point, define or identify:

Bolsheviks

Proletariat

Socialism

Dictatorship

Lenin

Czarist rule

2. Word Wall – To be used over the next two lessons/days – W9 Days 4&5

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

Revolution	Proletariat	Soviet
------------	-------------	--------

- 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. 301

Red book: p. 700-701

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

Two Revolutions in Russia

green book: section 11-1 pp. 302-304 Stop at Lenin and the Bolsheviks

red book: section 28-1 pp. 702-703 Stop at Lenin and the Bolsheviks

As the student reads, have each find the answers to the following questions:

3. Why did revolution occur in Russia in March of 1917?

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: Not used in today's lesson due to time. The introductory map exercise is the visual for today's lesson.

EXTEND

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

Activity/Prompt: After reading the selection from today's lesson, have each student develop a sequence of events leading to the March Revolution.

The assignment should be done in paragraph form, and should include the following. Depending on the level of your class, preparation could include a brief lecture after the reading period to clarify for students.

Answers should include;

The Russian army suffered incredible losses in the war. Nicholas II's wife made decisions under the influence of Rasputin and then came a series of economic and military problems/disasters. At the beginning of March 1917, strikes led by working class women broke out in Petrograd, which developed into a general strike. Large numbers of soldiers joined the demonstrators. The Duma met and established a provisional government. Nicholas II stepped down on March 15.

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 3 – World Wars and Revolutions

Two Revolutions in Russia

Green book: section 11-1 pp. 304-307 Start at Lenin and the Bolsheviks

Red book: section 28-1 pp. 703-706 Start at Lenin and the Bolsheviks

Standards: 10.5.1-5 10.6.1-4 10.7.1-3 12

Lesson Plan for Quarter 2 Week 9 Day 5

Today's objective: Two Revolutions in Russia

- a. Students should describe the goals of Lenin and the Bolsheviks.
- b. Students should describe the problems facing the Bolsheviks.

PREPARE

1. Background knowledge necessary for today's reading

Today, teachers should ask the class to recall what they have learned about World War I and the conditions in Russia during the 1800s and the early 1900s. Based on this knowledge, ask them to list causes for the revolutions that occurred in Russia in 1917.

2. Word Wall – To be used over the two lessons/days – W9 Days 4&5

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

Revolution	Proletariat	Soviet
------------	-------------	--------

- 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*

Two Revolutions in Russia

green book: section 11-1 pp. 304-307 Start at Lenin and the Bolsheviks

red book: section 28-1 pp. 703-706 Start at Lenin and the Bolsheviks

As the student reads, have each find the answers to the following questions:

2. Why did Lenin and the Bolsheviks launch the November revolution?
3. How did the Communists defeat their opponents in the Russia's Civil 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: If time permits, teachers should lead a discussion comparing capitalism and socialism. Teachers may want to include the historical origins of the economic and political system of communism.

EXTEND

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

Activity/Prompt: As the student, you have read about how soldiers turned against their officers and joined the rebellion at the March Revolution. Why do you think soldiers turned against their officers and the czar? After stating reasons, do you feel the soldiers were justified in their actions? 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 3 – World Wars and Revolutions

From Lenin to Stalin

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

Sections 11-2; 11-3

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

Sections 28-2; 28-3

Standards: 10.5.1-5 10.6.1-4 10.7.1-3 12

Lesson Plan for Quarter 2 Week 10 Day 1

Revolution in Russia

From Lenin to Stalin

Green Book – section 11-2 pp. 307-308 Stop at the Five Years Plan

Red Book – section 28-2 pp. 707-708 Stop at Stalin's Five Years Plan

Today's objective: Revolution in Russia

13. Students will be able to describe the policies Russia pursued under Lenin.
14. Students will learn who Joseph Stalin is and how he gained power in Russia.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce the section and today's reading by discussing the following:

Teachers should locate Russia on a map. You could use either the World Map located in the reference section of the text (but it does not have all that is asked later in this suggestion) or www.worldatlas.com.

For www.worldatlas.com

Click on Europe

Click on Europe again

Click on Russian Federation

Click on *here* after Russian Map (large)

Locate with, or have students locate independently, the following:

Russia

Can use to compare to exercise suggested under visual/discussion section.

After the map exercise, share the following with the class:

As you will learn, Russia's collapse in 1917 resulted in the Russian Revolution. Its impact would be felt all over the world. Czarist rule and the extreme hardships of WWI set the stage for the revolutions in Russia. After their seizure of power, Lenin and the Bolsheviks attempted to establish socialism and dictatorship of the proletariat. The Bolsheviks had to defeat rival forces in the civil war and rebuild a nation wrecked by war.

In section 2 of this chapter you will learn that Lenin directed the establishment of the Soviet Union under the supreme authority of the Communist party. In economics, he mixed capitalism with socialism. After Lenin's death, Joseph Stalin gained power through ruthless measures. His economic goals were industrialization and collectivization. By launching the Great Purge and other acts of terror, Stalin gained absolute power.

Teachers should use the above to introduce the next three days of reading, then daily use the words/concepts/ideas for the background knowledge of the lesson.

From last Friday's lesson, check for student understanding of the following:

Bolsheviks
Proletariat
Socialism
Dictatorship
Lenin
Czarist rule

Over the next three days, cover the following at the beginning of class:

Petrograd in Russia – see map exercise in background from Q2 week 9, day 5

The Union of Soviet Socialist Republics (USSR) –

Use the map exercise in the text to introduce and explore the USSR

Green book: p. 309

Red book: p. 709

Lenin

Joseph Djugashvili = Stalin = "Man of Steel"

Trotsky

Marxism/Marxist

The New Economic Plan

2. Word Wall

Introduce 6 important, useful words/concepts from today's reading

Petrograd	Lenin	"Man of Steel"	USSR	Trotsky	Marxism
-----------	-------	----------------	------	---------	---------

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

Note: Teachers should define Pandemic and Collective Security as suggested in the Background Knowledge section.

READ

3. Review the Timeline

Green book: p. 301

Red book: pp. 700-701

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

Revolution in Russia

From Lenin to Stalin

Green Book – section 11-2 pp. 307-308 Stop at the Five Years Plan

Red Book – section 28-2 pp. 707-708 Stop at Stalin's Five Years Plan

Students should answer the following as they read:

4. What policies did Russia pursue under Lenin?
5. Who was Stalin? And how did he gain power?

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

Activity/Prompt: Use the map exercise mentioned in the background section of today's lesson.

Additional: Teachers may want to compare and contrast Stalin and Trotsky in their ideology and leadership style so as to introduce the writing prompt.

EXTEND

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

Activity/Prompt: After reading the selection for today, each student should in paragraph form compare and contrast Stalin and Trotsky. Included in the assignment should be the student's opinion as to who s/he would have rather lead him/her? 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 3 – World Wars and Revolutions

From Lenin to Stalin

Green Book – section 11-2 pp. 308-311 Start at the Five Years Plan

Stop at The Great Purge

Red Book – section 28-2 pp. 708-710 Start at Stalin’s Five Years Plan

Stop at The Great Purge

Standards: 10.5.1-5 10.6.1-4 10.7.1-3 12

Lesson Plan for Quarter 2 Week 10 Day 2

Today’s objective: Revolution in Russia

19. Students should identify and summarize Stalin’s Five Years Plan.

PREPARE

1. Background knowledge necessary for today’s reading

Teachers should introduce the section and today’s reading by checking for understanding of the following from the last few days of lessons:

In addition, teachers should introduce the following before reading today’s selection:

- Five years Plan
- Command Economy
- Collectives
- Kulaks

From yesterday:

Teachers should locate Russia on a map. You could use either the World Map located in the reference section of the text (but it does not have all that is asked later in this suggestion) or www.worldatlas.com . :

- Click on Europe
- Click on Europe again
- Click on Russian Federation
- Click on *here* after Russian Map (large)

Locate with, or have students locate independently, the following:

Russia

Can use to compare to exercise suggested under visual/discussion section.

After the map exercise, share the following with the class:

As you will learn, Russia's collapse in 1917 resulted in the Russian Revolution. Its impact would be felt all over the world. Czarist rule and the extreme hardships of WWI set the stage for the revolutions in Russia. After their seizure of power, Lenin and the Bolsheviks attempted to establish socialism and dictatorship of the proletariat. The Bolsheviks had to defeat rival forces in the civil war and rebuild a nation wrecked by war.

In section 2 of this chapter you will learn that Lenin directed the establishment of the Soviet Union under the supreme authority of the Communist party. In economics, he mixed capitalism with socialism. After Lenin's death, Joseph Stalin gained power through ruthless measures. His economic goals were industrialization and collectivization. By launching the Great Purge and other acts of terror, Stalin gained absolute power.

Teachers should use the above to introduce the next three days of reading, then daily use the words/concepts/ideas for the background knowledge of the lesson.

From last Friday's lesson, check for student understanding of the following:

Bolsheviks
Proletariat
Socialism
Dictatorship
Lenin
Czarist rule

Over the next three days, cover the following at the beginning of class:

Petrograd in Russia – see map exercise in background from Q2 week 9, day 5

The Union of Soviet Socialist Republics (USSR) –

Use the map exercise in the text to introduce and explore the USSR

green book: p. 309

red book: p. 709

Lenin

Joseph Djugashvili = Stalin = "Man of Steel"

Trotsky

Marxism/Marxist

The New Economic Plan

2. Word Wall

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

Five Years Plan	Command Economy	Collectives	Kulaks
-----------------	-----------------	-------------	--------

- 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. 301

Red book: pp. 700-701

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

Revolution in Russia

From Lenin to Stalin

Green Book – section 11-2 pp. 308-311 Start at the Five Years Plan

Stop at The Great Purge

Red Book – section 28-2 pp. 708-710 Start at Stalin's Five Years Plan

Stop at The Great Purge

Students should answer the following as they read:

- a. What were Stalin's economic goals?

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: Teacher should adapt the following activity based on the class ability level and time:

Teachers should lead a discussion comparing:

1. Bolshevik policy of communism (governmental control over all major industry)
2. Lenin's New Economic Policy (some private businesses to operate but governmental control over steel, large-scale industry, and railroad)
3. Stalin's Five-Year Plan (economic goals for the five years that brought industrial and agricultural production under governmental control)

Then break the class into three groups (or six or nine depending on the size of the class and desired number per group) and have every third group create an advertising plan promoting one of the three approaches above. Students can research the topic and the group, create an and present it to the class.

If not appropriate for you section, then teach the first part of the lesson comparing the three and move on to the writing prompt.

EXTEND

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

Activity/Prompt: After reading this section, the previous sections, and discussing the three approaches to economic growth/system in Russia during this time period, have each student pick the Bolshevik, Lenin's NEP, or Stalin's Five-year Plan to support as the system they would vote for if given the opportunity, 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 3 – World Wars and Revolutions

From Lenin to Stalin

Green Book – section 11-2 pp. 311-313 Start at The Great Purge

Red Book – section 28-2 pp. 708-710 Start at The Great Purge



Standards: 10.5.1-5 10.6.1-4 10.7.1-3 12

Lesson Plan for Quarter 2 Week 10 Day 3

Today's objective: Revolution in Russia

1. Students will be able to identify The Great Purge and the impact of the three revolutions (Russian, French, and American).

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce the section and today's reading by checking for understanding of the following from the last few days of lessons:

In addition, teachers should introduce the following before reading today's selection:

- The Great Purge
- Comintern
- Red Scare in the United States

From yesterday:

Teachers should locate Russia on a map. You could use either the World Map located in the reference section of the text (but it does not have all that is asked later in this suggestion) or www.worldatlas.com.

For www.worldatlas.com

- Click on Europe
- Click on Europe again
- Click on Russian Federation
- Click on *here* after Russian Map (large)

Locate with, or have students locate independently, the following:

- Russia

Can use to compare to exercise suggested under visual/discussion section.

After the map exercise, share the following with the class:

As you will learn, Russia's collapse in 1917 resulted in the Russian Revolution. Its impact would be felt all over the world. Czarist rule and the extreme hardships of WWI set the stage for the revolutions in Russia. After their seizure of power, Lenin and the Bolsheviks attempted to establish socialism and dictatorship of the proletariat. The Bolsheviks had to defeat rival forces in the civil war and rebuild a nation wrecked by war.

In section 2 of this chapter you will learn that Lenin directed the establishment of the Soviet Union under the supreme authority of the Communist party. In economics, he mixed capitalism with socialism. After Lenin's death, Joseph Stalin gained power through ruthless measures. His economic goals were industrialization and collectivization. By launching the Great Purge and other acts of terror, Stalin gained absolute power.

Teachers should use the above to introduce the next three days of reading, then daily use the words/concepts/ideas for the background knowledge of the lesson.

From last lessons, check for student understanding of the following:

Bolsheviks
Proletariat
Socialism
Dictatorship
Lenin
Czarist rule
Five-year Plan
Command Economy
Kulaks
Collectives

Over the next three days, cover the following at the beginning of class:

Petrograd in Russia – see map exercise in background from Q2 week 9, day 5

The Union of Soviet Socialist Republics (USSR) –

Use the map exercise in the text to introduce and explore the USSR

green book: p. 309

red book: p. 709

Lenin

Joseph Djugashvili = Stalin = “Man of Steel”

Trotsky

Marxism/Marxist

The New Economic Plan

2. Word Wall

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

The Great Purge	Comintern	The Red Scare
-----------------	-----------	---------------

- 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. 301

Red book: pp. 700-701

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

Revolution in Russia

From Lenin to Stalin

Green Book – section 11-2 pp. 311-313 Start at The Great Purge

Red Book – section 28-2 pp. 708-710 Start at The Great Purge

Students should answer the following as they read:

1. What is the Great Purge?
2. What is the Red Scare?
3. What was the impact, if any, of the three revolutions in Russia, France, and The United States?

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: Teacher can review the entire section by creating a two-column chart on the chalkboard/whiteboard/overhead that summarizes the changes brought about by Lenin and Stalin in the Soviet Union. Label the columns Lenin and Stalin, and the rows with the following:

Major Industries
Small businesses
Agriculture
Non-Russian Nationalities
Communist Party
The Arts

Teachers can either lead the discussion/lecture, or have student pair up and find the complete the chart.

EXTEND

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

Activity/Prompt: After finishing the previous activity, each student should summarize his/her understanding of the chart 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 3 – World Wars and Revolutions

Life in a Totalitarian State

Green book: section 11-3 pp. 313-314 Stop at Changes in Soviet Society

Red book: section 28-3 pp. 713-714 Stop at Changes in Soviet Society

Standards: 10.5.1-5 10.6.1-4 10.7.1-3 12

Lesson Plan for Quarter 2 Week 10 Day 4

Today's objective: Life in a Totalitarian State

- e. Student will be able to explain how the communists promoted their ideas
- f. Student will be able to identify totalitarian state.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce today's reading by discussing the following:

Under Stalin, the Soviet government used propaganda, censorship, and terror to establish a totalitarian state. Under a totalitarian state, the government attempts to control all aspects of the people and the country. As you will read, the members of the communist party and other leaders constituted a powerful new elite. The Soviet government forced artists and writers to praise the revolution, socialism, and Stalin.

Teachers should review the meaning of propaganda and then have students read the poem at the beginning of section 11-3 in the green book (for those using the red text, the poem has been copied below). Then, discuss how art and literature served the needs of the Soviet state.

One poet from this time period wrote:

"We receive our sun from Stalin,
 We receive our prosperous life from Stalin...
 Even the good life in the tundras filled
 with snowstorms
 We made together with him,
 With the Son of Lenin,
 With Stalin the Wise."

2. Word Wall – To be used over the next two lessons/days – W10 Days 4&5

Introduce 6 important, useful words/concepts from today's reading

Totalitarian State	Propaganda	Ideology	Socialist Realism	The New Elite	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

Green book: p. 301
Red book: p. 700-701

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

Revolutions in Russia

Life in a Totalitarian State

green book: section 11-3 pp. 313-314 Stop at Changes in Soviet Society

red book: section 28-3 pp. 713-714 Stop at Changes in Soviet Society

As the student reads, have each find the answers to the following questions:

4. How did Communists promote their ideas?
5. What is a totalitarian state?
6. What was the war of religion during this time period in Russia?

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: This activity will span both day 4 and 5 in week 10 and used for the final writing prompt on day 5: Have each student draw a circle on a piece of paper. In the circle, have the student write "the Soviet Union as a totalitarian state." As the read and discuss this section, have the student add additional circles to form a web – linking the main ideas and supporting details to the first circle.

EXTEND

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

Activity/Prompt: Assign the student the following writing assignment at the end of today's lesson: As we have discussed and you have read, propaganda was used by Stalin and the Soviet Union at this time to promote its message and goals. In your own words, but using the discussion from the beginning of class, write on the impact of art and literature in serving the needs of the Soviet State. Please give examples and share your opinion on a government's use of propaganda to spread its message and goals.

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 3 – World Wars and Revolutions

Life in a Totalitarian State

Green book: section 11-3 pp. 314-317 Start at Changes in Soviet Society

Red book: section 28-3 pp. 714-717 Start at Changes in Soviet Society

Standards: 10.5.1-5 10.6.1-4 10.7.1-3 12

Lesson Plan for Quarter 2 Week 10 Day 5

Today's objective: Life in a Totalitarian State

1. Student will be able to specify how communism shaped Soviet society
2. Students will describe the policy Stalin imposed on the arts

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce today's reading by discussing the following:

Check for understanding of yesterday's reading by having students share their answers to the writing prompt of Week 10, Day 4.

2. Word Wall – To be used over the next two lessons/days – W10 Days 4&5

Introduce 6 important, useful words/concepts from today's reading

Totalitarian State	Propaganda	Ideology	Socialist Realism	The New Elite	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

Green book: p. 301

Red book: p. 700-701

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

Revolutions in Russia

Life in a Totalitarian State

Green book: section 11-3 pp. 314-317 Start at Changes in Soviet Society

Red book: section 28-3 pp. 714-717 Start at Changes in Soviet Society

As the student reads, have each find the answers to the following questions:

1. How did communism shape Soviet Society?
2. What policy did Stalin impose on the arts?

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: This activity will span both day 4 and 5 in week 10 and used for the final writing prompt on day 5: Have each student draw a circle on a piece of paper. In the circle, have the student write "the Soviet Union as a totalitarian state." As the read and discuss this section, have the student add additional circles to form a web – linking the main ideas and supporting details to the first circle.

EXTEND

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

Activity/Prompt: Assign the student the following writing assignment at the end of today's lesson: How did Stalin change the Soviet Union? Would you have wanted to live in the Soviet Union at this time? Why or Why not?

Students should mention some of the following changes that Stalin instigated:

Rapid Industrialization

Collectivism of Agriculture

Strengthened control over the party bureaucracy

Purged the Old Bolsheviks and the opposition

Speak to the five-years plans intention to rapidly increase the Soviet Union's industrial capacity by setting economic goals for five-year periods.

8. Close with a short summary

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