



		1	2	3	4	5	6	7	8	9	10
	WINTER Quarter 3										
	Q3	Justice Requires Restraint  There are things I can not say or do to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.									
World History Prentice Hall World History Connections to Today The Modern Era		World in Crisis			World War II			Post War World: West and East			
	1999 Modern Era chapter sections [buildings cover]	12-1 12-2	12-3 12-4 12-5	13-2 13-3 13-4	14-1 14-2	14-3 14-4	14-5 15-1	15-2 15-3 16-1	16-2 16-4 16-5	17-1	17-2
	2001, 2003, 2005 The Modern Era chapter sections [boat cover]	16-1 16-2	16-3 16-4 16-5	17-2 17-3 17-4	18-1 18-2	18-3 18-4	18-5 19-1	19-2 19-3 20-1	20-2 20-4 20-5	21-1	21-2
	2005 Survey chapter sections [tower cover]	29-1 29-2	29-3 29-4 29-5	30-2 30-3 30-4	31-1 31-2	31-3 31-4	31-5 32-1	32-2 32-3 33-1	33-2 33-4 33-5	34-1	34-2
California Standards		10.7.1-3 10.8.5 3, 4			10.8.1-6 10-9.1-8 14			10.4.1-4 10.10.1-3 10.11 8			

Character Based Literacy Lesson Plans for World History



Unit 3 – World Wars and Revolutions

Chapter 12 – Nationalism and Revolution around the World (1914-1939)

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

Sections 12-1; 12-2

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

Sections 29-1; 29-2 Chapter 29

Standards: 10.7.1-3 10.8.5 3,4

Lesson Plan for Quarter 3 Week 1 Day 1

Green Book – Introduction to Chapter 12

Red Book – Introduction to Chapter 29

Today's objective: Nationalism and Revolution around the World

Students will be introduced to material covered in the chapter.

1. Students will locate the countries discussed in the chapter.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce the chapter by discussing the following:

Quarter 3 start a new theme for the Character Based School Program. In this quarter, the emphasis is that Justice Requires Restraint; that an individual is to act in a way that promotes a healthy community. With that, there are things a person can not say or do to him/her, to another person, or the planet because Justice demands it. In that teachers have introduced the theme in another section, the idea that history is filled with failed attempts at justice, but that as a larger community, we must learn from those mistakes and strive a more just world should be introduced to the class in this section of the lesson.

Teachers should re-introduce/introduce the following:

Justice Requires Restraint

Define:

Justice
Restraint
Actions
Decisions

Teachers can then introduce the chapter with the following:

Over the next two weeks, the class will cover the revolutions that impacted the world from 1910 to 1939. The class will learn about the struggles for change in Latin America, movements in Africa and the Middle East, India's desire for self-rule, upheavals in China, and what happened in Japan during this time period.

The suggested lessons follow the section outline from the text. In this section regarding background knowledge, teachers should show the students each country in relation to the others and in the context of the world. Teachers can use the reference section in the back of the text, maps in the classroom, or the referenced website below.

Teachers should locate the following on a map and briefly discuss each:

Latin America
 Africa
 Middle East
 Syria
 Palestine
 Saudi-Arabia
 Egypt
 Lebanon
 Suez Canal
 India
 China
 Japan

If using the website, go to www.worldatlas.com.

For www.worldatlas.com

Click on appropriate continent

Click on Country/Region

Teachers decide what information to use with students

2. Word Wall

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

Justice	Restraint	"Justice Requires Restraint"
---------	-----------	------------------------------

- 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. 321

Red book: pp. 720-721

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

Green book: Chapter 12: Nationalism and Revolution around the World (1914-1939)

Red book: Chapter 29: Nationalism and Revolution around the World (1910-1939)

Green Book: Teachers should have students read p. 320 and then discuss the ideas presented below.

Red Book: Teachers will need to give the following background to discuss the ideas that follow.

At the Paris Peace conference in 1919 the Arab leader, along with officials from Africa and Asia, held high hopes for their countries growth as a result of the end of WWI. Specifically, Emir Faisal went to the conference to confirm (or at worst, successfully persuade) the victorious Allies to stand by agreements made during the World War I. Emir stated that Britain had promised to recognize Arab independence if the Arabs helped fight the Turks. But, Britain and France had a back door deal to divide up Arab lands between themselves. Many things were said, and actions taken behind the scenes, at this conference that made one person's/country's word not something to be trusted.

Teachers should lead a discussion on agreements, giving one's word, and the importance of following through with agreements made among individuals/countries/companies/etc.

In addition (and could be done before the suggested discussion):

Teachers should inform the class that over the next two weeks they will study various peoples who shared common problems and aspirations. As each student studies the chapter, ask each to write four generalizations that hold true for all or most of the regions and countries that they read about in the chapter. Each generalization should have two or three specific examples. The finished product will be used at the end of the two weeks for a writing prompt.

Teachers may want to put the following of the board for clarification:

Generalization	Specific Example	Specific Example	Specific Example
1.			
2.			
3.			
4.			

To be filled in as the student participates over the next two weeks.

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.

EXTEND

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

Activity/Prompt: After discussing the actions that came to light at the Paris peace Conference, have each student write on what s/he would have done if they were the leader of Britain. 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

Struggle for Change in Latin America

Green book: Chapter 12: Nationalism and Revolution around the World (1914-1939)

Red book: Chapter 29: Nationalism and Revolution around the World (1910-1939)
Struggle for Change in Latin America

Green book: section 12-1 pp. 322-323 Stop at Rising Tide of Nationalism

Red book: section 29-1 pp 722-724 Stop at Rising Tide of Nationalism

Standards: 10.7.1-3 10.8.5 3,4

Lesson Plan for Quarter 3 Week 1 Day 2

Today's objective: Struggle for Change in Latin America

1. Students should explain why revolution erupted in Mexico in 1910
2. Students should identify the effects of the Mexican Revolution.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce the section and today's reading using the following suggestions:

Teachers should introduce the following before reading today's selection:

Nationalization
Discontent
Upheaval
Institutional Revolutionary Party
Porfirio Diaz
Francisco Madero

From yesterday:

Teachers should locate Latin America on a map. You could use either the World Map located in the reference section of the text or www.worldatlas.com.

Then introduce the section by sharing the desire for land, better wages and democratic reforms led to the Mexican Revolution. The revolution resulted in a new constitution that set goals for the future social and political changes. In many areas of Latin America, economic and cultural nationalism (read and discussed in day 3) encouraged people to oppose foreign influence and power.

2. Word Wall

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

Nationalization	Discontent	Upheaval	Institutional Revolutionary Party	Porfirio Diaz	Francisco Madero
-----------------	------------	----------	--------------------------------------	---------------	------------------

- 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. 321

Red book: pp. 720-721

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

Struggle for Change in Latin America

Green book: section 12-1 pp. 322-323 Stop at Rising Tide of Nationalism

Red book: section 29-1 pp 722-724 Stop at Rising Tide of Nationalism

Students should answer the following as they read:

1. Why did the revolution erupt in Mexico in 1910?
2. What were the effects of the Mexican Revolution?

Also see suggestion under Visual and Language Activity.

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: Introduce in Q3; Week 1; Day 1

Teachers should inform the class that over the next two weeks they will study various peoples who shared common problems and aspirations. As each student studies the chapter, ask each to write four generalizations that hold true for all or most of the regions and countries that they read about in the chapter. Each generalization should have two or three specific examples. The finished product will be used at the end of the two weeks for a writing prompt.

Teachers may want to put the following of the board for clarification:

Generalization	Specific Example	Specific Example	Specific Example
1.			
2.			
3.			
4.			

EXTEND

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

Activity/Prompt: After reading this section, ask each student to write on whether s/he would have join the uprising in Latin America at this time. Students should support their answer with specific statements supported by events/reasons discovered in today's reading.

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

Struggle for Change in Latin America

Green book: Chapter 12: Nationalism and Revolution around the World (1914-1939)

Red book: Chapter 29: Nationalism and Revolution around the World (1910-1939)

Green book: section 12-1 pp. 323-325 Start at Rising Tide of Nationalism

Red book: section 29-1 pp 724-725 Start at Rising Tide of Nationalism

Standards: 10.7.1-3 10.8.5 3,4

Lesson Plan for Quarter 3 Week 1 Day 3

Today's objective: Struggle for Change in Latin America

1. Students should describe how nationalism grew in Latin American countries.

PREPARE

1. Background knowledge necessary for today's reading

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

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

- Nationalism
- Economic Nationalism
- Cultural Nationalism
- Good Neighbor Policy
- Franklin Roosevelt

From yesterday:

Teachers should locate Latin America on a map. You could use either the World Map located in the reference section of the text or www.worldatlas.com.

Then reemphasize the desire for land, better wages and democratic reforms led to the Mexican Revolution. The revolution resulted in a new constitution that set goals for the future social and political changes. In many areas of Latin America, economic and cultural nationalism (read and discussed in day 3) encouraged people to oppose foreign influence and power.

2. Word Wall

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

Nationalism	Economic Nationalism	Cultural Nationalism	Good Neighbor Policy	Franklin Roosevelt
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Green book: p. 321

Red book: pp. 720-721

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

Struggle for Change in Latin America

Green book: section 12-1 pp. 323-325 Start at Rising Tide of Nationalism

Red book: section 29-1 pp 724-725 Start at Rising Tide of Nationalism

Students should answer the following as they read:

1. How did nationalism affect Mexico?
2. What was the Good Neighbor Policy

Also see suggestion under Visual and Language Activity.

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: Introduced in Q3; Week 1; Day 1

Teachers should inform the class that over the next two weeks they will study various peoples who shared common problems and aspirations. As each student studies the chapter, ask each to write four generalizations that hold true for all or most of the regions and countries that they read about in the chapter. Each generalization should have two or three specific examples. The finished product will be used at the end of the two weeks for a writing prompt.

Teachers may want to put the following of the board for clarification:

Generalization	Specific Example	Specific Example	Specific Example
1.			
2.			
3.			
4.			

Another Suggestion: Teachers can go to the Prentice Hall website or the following link http://www.phschool.com/atschool/realidades/images/map_latin_america_political.jpg , print the image, and have students fill in the countries of Latin America.

EXTEND

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

Activity/Prompt: After reading this section, ask each student to write on whether or not they think the Good Neighbor Policy was a wise response to the changes taking place in Latin America. Students should explain the reasons for their opinions.

Note: Some teachers may want to lead a class discussion before on the subject before assigning the writing prompt.

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

Nationalist Movements in Africa and the Middle East

Green book: Chapter 12: Nationalism and Revolution around the World (1914-1939)

Red book: Chapter 29: Nationalism and Revolution around the World (1910-1939)

Green book: section 12-2 pp. 325-329 Stop at Arab Nationalism and European Mandates

Red book: section 29-2 pp 726-729 Stop at European Mandates and Arab Nationalism

Standards: 10.7.1-3 10.8.5 3, 4

Lesson Plan for Quarter 3 Week 1 Day 4

Today's objective: Nationalist Movements in Africa and the Middle East

1. Students should describe how African nationalism grew after World War I.
2. Students should explain how nationalism helped Turkey and Iran modernize.

PREPARE

1. Background knowledge necessary for today's reading

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

Teachers should introduce the following before reading today's selection:

apartheid
 protests
 Pan-African Congress
 negritude movement
 Westernization
 resistance

Teachers should locate Africa, Turkey, and Iran on a map. You could use either the World Map located in the reference section of the text or www.worldatlas.com.

Teachers should then emphasize nationalist movements grew in Africa and the Middle East after World War I. In Africa, opposition to imperialism spread as the Pan-African and negritude movements developed. In addition, Mustafa Kemal in Turkey and Reza Khan in Iran tried to strengthen their countries through modernization. Elsewhere in the Middle East, the Pan-Arab movement sought Arab unity and freedom from foreign domination.

2. Word Wall

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

Resistance	Westernization	Negritude movement	Apartheid	Pan-African Congress	Protests
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Green book: p. 321

Red book: pp. 720-721

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

Nationalist Movements in Africa and the Middle East

Green book: section 12-2 pp. 325-329 Stop at Arab Nationalism and European Mandates

Red book: section 29-2 pp 726-729 Stop at European Mandates and Arab Nationalism

Students should answer the following as they read:

1. How did African nationalism grow after World War I?
2. How did nationalism help Turkey and Iran modernize?

Also see suggestion under Visual and Language Activity.

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: Introduced in Q3; Week 1; Day 1

Teachers should inform the class that over the next two weeks they will study various peoples who shared common problems and aspirations. As each student studies the chapter, ask each to write four generalizations that hold true for all or most of the regions and countries that they read about in the chapter. Each generalization should have two or three specific examples. The finished product will be used at the end of the two weeks for a writing prompt.

Teachers may want to put the following of the board for clarification:

Generalization	Specific Example	Specific Example	Specific Example
1.			
2.			
3.			
4.			

EXTEND

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

Activity/Prompt: After reading this section, ask each student to write on the key events and ideas that led to nationalist movements in Africa, Turkey, and Iran.

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

Nationalist Movements in Africa and the Middle East

Green book: Chapter 12: Nationalism and Revolution around the World (1914-1939)

Red book: Chapter 29: Nationalism and Revolution around the World (1910-1939)

Green book: section 12-2 pp. 329-330 Start at Arab Nationalism and European Mandates

Red book: section 29-2 pp 729-730 Start at European Mandates and Arab Nationalism

Standards: 10.7.1-3 10.8.5 3,4

Lesson Plan for Quarter 3 Week 1 Day 5

Today's objective: Nationalist Movements in Africa and the Middle East

1. Students should be able to summarize the goals of Arab nationalists.

PREPARE

1. Background knowledge necessary for today's reading

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

Teachers should explain that Arabs lived in lands from the Arabian Peninsula through North Africa, and that the Arab Middle East today includes nations such as Jordan, Syria, Iraq, Egypt, Algeria, and Morocco. You could use either the World Map located in the reference section of the text or www.worldatlas.com to locate these nations and regions.

Teachers should then again emphasize nationalist movements grew in Africa and the Middle East after World War I. In Africa, opposition to imperialism spread as the Pan-African and negritude movements developed. In addition, Mustafa Kemal in Turkey and Reza Khan in Iran tried to strengthen their countries through modernization. Elsewhere in the Middle East, the Pan-Arab movement sought Arab unity and freedom from foreign domination.

2. Word Wall

Not used in today's lesson.

READ

3. Review the Timeline

Green book: p. 321
Red book: pp. 720-721

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

Nationalist Movements in Africa and the Middle East
Green book: section 12-2 pp. 329-330 Start at Arab Nationalism and European Mandates
Red book: section 29-2 pp 729-730 Start at European Mandates and Arab Nationalism

Students should answer the following as they read:

- 1. What were the goals of Arab nationalists?

Also see suggestion under Visual and Language Activity.

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: Introduced in Q3; Week 1; Day 1

After reading the section over the past few days, teachers should lead a discussion that fills in the following table:

Fill in the nationalist developments in Africa and the Middle East.

Nation	Leader	Protests Against	Results
Kenya			
South Africa			
Egypt			
Turkey			
Iran			

EXTEND

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

Activity/Prompt: After reading this section, ask each student to write on why they think leaders in Turkey and Iran tried to modernize their countries using western models?

or

Have students imagine s/he is a member of the Pan-African movement in the 1920's. Ask her/him to use what s/he learned about African culture in this and earlier chapters to write a speech extolling the unique heritage.

8. Close with a short summary

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



Character Based Literacy for Lesson Plans for World History

Unit 3 – World Wars and Revolutions

India Seeks Self-Rule

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

Sections 12-3; 12-4; 12-5

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

Sections 29-3; 29-4; 29-5 Chapter 29

Standards: 10.7.1-3 10.8.5 3, 4

Lesson Plan for Quarter 3 Week 2 Day 1

India Seeks Self-Rule

Green book: section 12-3 pp. 331-333 Stop at The Salt March

Red book: section 29-3 pp 731-732 Stop at The Salt March

Today's objective: India Seeks Self-Rule

2. Students will specify how World War I strengthened Indian nationalism.
3. Students should explain how Gandhi became a national hero.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce the section by discussing the following:

Teachers can remind students of the following (first introduced on day 1 of week 1 for quarter 3):

Last week and again this week, the class will cover the revolutions that impacted the world from 1910 to 1939. The class will learn about the struggles for change in Latin America, movements in Africa and the Middle East, India's desire for self-rule, upheavals in China, and what happened in Japan during this time period.

Teachers should locate the following on a map and check student knowledge and awareness of each:

Latin America

Africa

Middle East

Syria

Palestine

Saudi-Arabia

Egypt

Lebanon

Suez Canal

India

China

Japan

If using the website, go to www.worldatlas.com.

For www.worldatlas.com

- Click on appropriate continent
- Click on India
- Teachers decide what information to use with students

For today, teachers should focus on India.

2. Word Wall – Used for Day 1 and Day 2 of Week 2, quarter 3

Introduce 7 important, useful words/concepts from today’s reading

Ahimsa	Civil Disobedience	Mohandas Gandhi	Dhoti	The Salt March	Self-Sacrifice	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

Green book: p. 321
 Red book: pp. 720-721

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

India Seeks Self-Rule
 Green book: section 12-3 pp. 331-333 Stop at The Salt March
 Red book: section 29-3 pp 731-732 Stop at The Salt March

- Students should answer the following as they read:
3. How did World War I strengthen Indian nationalism?
 4. How did Gandhi become a national hero?

Teachers should remind the class that in this chapter thus far, and continuing this week, they are studying various people who shared common problems and aspirations. As each student studies the chapter, ask each to write four generalizations that hold true for all or most of the regions and countries that they read about in the chapter. Each generalization should have two or three specific examples. The finished product will be used at the end of the two weeks for a writing prompt.

Teachers may want to put the following of the board for clarification:

Generalization	Specific Example	Specific Example	Specific Example
1.			
2.			
3.			
4.			

To be filled in as the student participates over the two weeks used to cover this chapter.

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 should lead a discussion on the term civil disobedience, or the refusal to obey unjust laws. Please clarify or define for the class the meaning of unjust. Depending on class sophistication, a discussion surrounding the greater good for the society may make a law/sanction seem unjust.

In addition, teacher should elaborate on Gandhi's message to the Indian people to "get rid of our helplessness." What did Gandhi mean by this? And what does the class believe he meant by it. Further discussion should surround the meaning of self-sufficiency and the importance of this trait to individuals and nations. Clarify the difference between self-sufficiency and self-centeredness.

EXTEND

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

Activity/Prompt: After teachers have led the discussion from activity number 6, have each student write on his/her understanding of self-sufficiency. After which, have him/her elaborate on how self-sufficiency plays out in his/her life. In other words, how is the student self-sufficient and how is that positive.

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

India Seeks Self-Rule

Green book: Chapter 12: Nationalism and Revolution around the World (1914-1939)

Red book: Chapter 29: Nationalism and Revolution around the World (1910-1939)

Green book: section 12-3 pp. 333-334 Start at The Salt March

Red book: section 29-3 pp 732-733 Start at The Salt March

Standards: 10.7.1-3 10.8.5 3, 4

Lesson Plan for Quarter 3 Week 2 Day 2

Today's objective: India Seeks Self-Rule

1. Students should identify the goals Muslims in India pursued.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should use the following to check for understanding of yesterday's lesson, introduce today's reading, and use the Word Wall:

Remind students that after serving with the British in World War I, many Indians were angry and disappointed that they had little freedom at home. Such incidents as the Amritsar massacre (read yesterday) further increased the desire for self-government (define if necessary). In the 1920s, Mohandas Gandhi emerged as a national leader. He resisted British rule by waging a campaign of civil disobedience (insure understanding of yesterday's discussion). As the move towards Indian independence gained momentum, Muslims became fearful of the Hindu majority and began to call for a separate Muslim state.

Today, the class will read about The Salt March, the role Gandhi played in this march, and what happened as a result.

2. Word Wall -- Used for Day 1 and Day 2 of Week 2, quarter 3

Introduce 7 important, useful words/concepts from today's reading

Ahimsa	Civil Disobedience	Mohandas Gandhi	Dhoti	The Salt March	Self-Sacrifice	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

Green book: p. 321

Red book: pp. 720-721

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

India Seeks Self-Rule

Green book: section 12-3 pp. 333-334 Start at The Salt March

Red book: section 29-3 pp 732-733 Start at The Salt March

Students should answer the following as they read:

1. What goals did Muslims in India pursue?

Also see suggestion under Visual and Language Activity.

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: Discuss the purpose of the Salt March led by Gandhi. Ask student to explain why the march might have been more effective at achieving change than a demonstration (define and elaborate if necessary). Teacher can use the following prompts to stimulate discussion:

1. Why were so many Indians attracted to Gandhi's message?
2. How did the Salt March challenge/attack the underlying logic of imperialism?
One answer could be the empire was supposed to benefit England economically while preventing the Indians from reaping those same benefits.
3. How did Gandhi's crusade affect India's relationship with Great Britain? *One answer could be his use of nonviolence weakened British authority and helped lead to India's independence.*

One activity: Introduce in Q3; Week 1; Day 1

Teachers should remind the class that in this chapter thus far, and continuing this week, they are studying various people who shared common problems and aspirations. As each student studies the chapter, ask each to write four generalizations that hold true for all or most of the regions and countries that they read about in the chapter. Each generalization should have two or three specific examples. The finished product will be used at the end of the two weeks for a writing prompt.

Teachers may want to put the following of the board for clarification:

Generalization	Specific Example	Specific Example	Specific Example
1.			
2.			
3.			
4.			

EXTEND

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

Activity/Prompt: After reading this section and discussing Gandhi in the previous activity, have each student write an analysis on the influence of Gandhi on events of the 20th century. Or, if more appropriate, have each student write on the conditions Gandhi opposed, the goals that he had, and the methods that he used.

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

Upheaval in China

Green book: Chapter 12: Nationalism and Revolution around the World (1914-1939)

Red book: Chapter 29: Nationalism and Revolution around the World (1910-1939)

Green book: section 12-4 pp. 335-336 Stop at Leaders for a New China

Red book: section 29-4 pp 734-735 Stop at Leaders for a New China

Standards: 10.7.1-3 10.8.5 3, 4

Lesson Plan for Quarter 3 Week 2 Day 3

Today's objective: Upheaval in China

1. Students should identify the problems the new Republic of China faced.
2. Students should describe the goals of the May Fourth Movement.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce the section by discussing the following:

Teachers can remind students of the following (first introduced on day 1 of week 1 for quarter 3):

Over the next two weeks, the class will cover the revolutions that impacted the world from 1910 to 1939. The class will learn about the struggles for change in Latin America, movements in Africa and the Middle East, India's desire for self-rule, **upheavals in China**, and what happened in Japan during this time period.

Teachers should highlight the people and concepts suggested in the Word Wall for the next two days at this point.

Teachers should locate the following on a map and check student knowledge and awareness of each:

Latin America

Africa

Middle East

Syria

Palestine

Saudi-Arabia

Egypt

Lebanon

Suez Canal

India

China

Japan

If using the website, go to www.worldatlas.com.

For www.worldatlas.com

Click on appropriate continent

Click on China

Teachers decide what information to use with students

For today, teachers should focus on China.

Another Suggestion: Inform students that Sun Yixian called China “the poorest and weakest state in the world.” Have them work in small groups or in a class discussion to recall what they have previously learned about China in the late 1800s and early 1900s. Ask them to list ways in which China was weak and to recommend possible measures that could have made China Strong.

2. Word Wall – used for day 3 and 4 in week 2 of quarter 3

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

Sun Yixian	Qing dynasty	May Fourth Movement	Guomindang party	The Long March
------------	--------------	---------------------	------------------	----------------

- 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. 321

Red book: pp. 720-721

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

Upheaval in China

Green book: section 12-4 pp. 335-336 Stop at Leaders for a New China

Red book: section 29-4 pp 734-735 Stop at Leaders for a New China

Students should answer the following as they read:

3. What problems did the new republic of China face?
4. What were the goals of the May Fourth Movement?

Also see suggestion under Visual and Language Activity.

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: Introduced in Q3; Week 1; Day 1

Teachers should remind the class that in this chapter thus far, and continuing this week, they are studying various people who shared common problems and aspirations. As each student studies the chapter, ask each to write four generalizations that hold true for all or most of the regions and countries that they read about in the chapter. Each generalization should have two or three specific examples. The finished product will be used at the end of the two weeks for a writing prompt.

Teachers may want to put the following of the board for clarification:

Generalization	Specific Example	Specific Example	Specific Example
1.			
2.			
3.			
4.			

EXTEND

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

Activity/Prompt: After reading today's selection and discussing the comments of Sun Yixian at the beginning of the reading and in the Background section of today's lesson, have each student, in their own words, to list ways in which China was weak and to recommend possible measures that could have made China Strong.

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

Upheaval in China

Green book: Chapter 12: Nationalism and Revolution around the World (1914-1939)

Red book: Chapter 29: Nationalism and Revolution around the World (1910-1939)

Green book: section 12-4 pp. 336-338 Start at Leaders for a New China

Red book: section 29-4 pp 735-737 Start at Leaders for a New China

Standards: 10.7.1-3 10.8.5 3, 4

Lesson Plan for Quarter 3 Week 2 Day 4

Today's objective: Upheaval in China

- Students should explain why civil war erupted between the Guomindang and the Communists.

PREPARE

1. Background knowledge necessary for today's reading

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

Teachers should remind students the new republic of China was crippled by fighting warlords, a economy that was shattered, feminine, and increasing foreign influence. the May Fourth Movement hoped to solve China's problems by embracing western science and ideals. But in 1927, civil war erupted between the Guomindang led by Jiang Jieshi and the Communists led by Mao Zedong

2. Word Wall – used for both day 3 and 4 in week 2 of quarter 2

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

Sun Yixian	Qing dynasty	May Fourth Movement	Guomindang party	The Long March
------------	--------------	---------------------	------------------	----------------

- 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. 321

Red book: pp. 720-721

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

Upheaval in China

Green book: section 12-4 pp. 336-338 Start at Leaders for a New China

Red book: section 29-4 pp 735-737 Start at Leaders for a New China

Students should answer the following as they read:

- Why did civil war break out between the Guomindang and the Communists?

Also see suggestion under Visual and Language Activity.

RESPOND

5. Add to the Timeline

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

EXPLORE

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

One activity: In this lesson, student may work individually, in groups, or the teacher can led the activity. After reading the entire section over the last two days, complete the following chart that addresses China during the early 1900s as a battleground for competing ideas and forces. Everyone seemed to be looking for greater influence in China.

Identify the group	Define the group that competed for power.	What were the goals and methods of the group	Explain why you think the group was likely or not likely to gain the support of the majority of China's people

One activity: Introduced in Q3; Week 1; Day 1

Teachers should inform the class that over the next two weeks they will study various peoples who shared common problems and aspirations. As each student studies the chapter, ask each to write four generalizations that hold true for all or most of the regions and countries that they read about in the chapter. Each generalization should have two or three specific examples. The finished product will be used at the end of the two weeks for a writing prompt.

Teachers may want to put the following of the board for clarification:

Generalization	Specific Example	Specific Example	Specific Example
1.			
2.			
3.			
4.			

EXTEND

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

Activity/Prompt: After reading and discussing this section, have each student write four newspaper headlines that summarize major developments in China during the early and mid-1900s.

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

Empire of the Rising Sun

Green book: Chapter 12: Nationalism and Revolution around the World (1914-1939)

Red book: Chapter 29: Nationalism and Revolution around the World (1910-1939)

Green book: section 12-5 pp. 339-341

Red book: section 29-5 pp 738-741

Standards: 10.7.1-3 10.8.5 3, 4

Lesson Plan for Quarter 3 Week 2 Day 5

Today's objective: Empire of the Rising Sun

1. Students should specify how Japanese democracy grew during the 1920's
2. Students should explain why the Great Depression undermined Japanese democracy
3. Students should identify the policies Japanese militarists pursued.

PREPARE

1. Background knowledge necessary for today's reading

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

Teachers can remind students of the following (first introduced on day 1 of week 1 for quarter 3):

Over the next two weeks, the class will cover the revolutions that impacted the world from 1910 to 1939. The class will learn about the struggles for change in Latin America, movements in Africa and the Middle East, India's desire for self-rule, upheavals in China, and **what happened in Japan during this time period.**

Teachers should locate the following on a map and check student knowledge and awareness of each:

Latin America

Africa

Middle East

Syria

Palestine

Saudi-Arabia

Egypt

Lebanon

Suez Canal

India

China

Japan

If using the website, go to www.worldatlas.com.

For www.worldatlas.com

Click on appropriate continent

Click on Japan

Teachers decide what information to use with students

For today, teachers should focus on Japan.

Furthermore: In the 1920s, Japan's political parties and democratic parliament grew stronger. But the Great Depression fueled dissatisfaction among militarists and extreme nationalists. By the 1930s, the Japanese military dominated a government that emphasized obedience to the emperor, service to the state, and policy of imperialist expansion.

2. Word Wall

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

Diet	Ultrnationalist
------	-----------------

- 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. 321

Red book: pp. 720-721

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

Empire of the Rising Sun

Green book: section 12-5 pp. 339-341

Red book: section 29-5 pp 738-741

Students should answer the following as they read:

1. How did Japanese democracy grow during the 1920's?
2. Why did the Great Depression undermine Japanese democracy?
3. What policies did Japanese militarists pursue?

Also see suggestion under Visual and Language Activity.

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: Introduced in Q3; Week 1; Day 1

Teachers should remind the class that in this chapter thus far, and continuing this week, they are studying various people who shared common problems and aspirations. As each student studies the chapter, ask each to write four generalizations that hold true for all or most of the regions and countries that they read about in the chapter. Each generalization should have two or three specific examples. The finished product will be used at the end of the two weeks for a writing prompt.

Teachers may want to put the following of the board for clarification:

Generalization	Specific Example	Specific Example	Specific Example
1.			
2.			
3.			
4.			

EXTEND

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

Activity/Prompt: After using the suggested activity in section 6 over the last two weeks, have each student write four generalizations that hold true for all or most of the regions and countries studied over the last two weeks. Each generalization should be supported with at least two specific 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 3 – World Wars and Revolutions

Chapter 13 – Crisis of Democracy in the West

A Culture in Conflict

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

Sections 13-2; 13-3; 13-4

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

Sections 30-2; 30-3; 30-4 Chapter 30: Crisis of Democracy in the West

Standards: 10.7.1-3

10.8.5 3, 4



Lesson Plan for Quarter 3 Week 3 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce the section by introducing the class to the following:

In Chapter 13 (green book) and 30 (red book) students will study the political, social, and economic problems that afflicted the West. As each student reads and discusses the chapter, ask them to keep running notes that list and classify the various conditions and developments that brought about turmoil. One suggestion is to keep their lists on three separate pages in their notebook – one for political issues, another for social issues, and a third for economic issues.

Using the reference section in the text or the website www.worldatlas.com, find the following:

Britain
France
United States

Then discuss that following World War I diplomats tried to ensure a lasting peace. They drafted treaties that renounced war and they encouraged international cooperation in the League of Nations. Britain, France, and the United States were the leading democratic powers that faced difficult political and economic challenges both at home and abroad. Teachers should highlight postwar problems at this point that included for the US the 1920s that ultimately led to the spiraling disaster that resulted in the stock market crash. Again, the depth of this discussion is up to individual teachers, but much of the information can be found in section 1 of the chapter.

Then, teachers can introduce today's and tomorrow's reading by defining and discussing the word wall suggestions after discussing the fact that Western culture experienced much change in the years after WWI. Advances in the sciences - including physics, chemistry, and human psychology - revolutionized science and thought. People began to discuss and write about a loss of faith and purpose. Artists revolted against traditional styles and created new ways of viewing the world. Women continued to make gradual progress in politics, education, and other fields. After which, teacher should move onto the following:

Psychoanalysis
 Abstract
 Surrealism
 Stream of consciousness
 Flapper

Today's objective: A Culture in Conflict

Students are introduced to the Western Democracies including the postwar problems that lead up to the depression and how that affected western nations.

Students will identify the new ideas that revolutionized science and thought.

2. Word Wall – Used for Day 1 and Day 2 of Week 3, quarter 3

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

Psychoanalysis	Abstract	Surrealism	Stream of Consciousness	Flapper
----------------	----------	------------	-------------------------	---------

- 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. 347

Red book: pp. 744-745

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

A Culture in Conflict

Green book: section 13-2 pp. 354-355

Red book: section 30-2 pp 752-753 Stop at Modern Art and Architecture

Students should answer the following as they read:

1. What new ideas revolutionized science and thought?
2. What literary trends emerged in the 1920s?

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: Teacher should lead a discussion on the term stream of consciousness revolving around literature during this time period. Teacher may want to extrapolate on the novels discussed in the reading such as *To the Lighthouse* or *Mrs. Dalloway*, or teachers could use James Joyce's *Ulysses* that tells the story of everyday people in Dublin by following the flow of their inner thoughts.

Teachers should expand on why writers were attracted to Freud's theory of the unconscious after WWI.

EXTEND

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

Activity/Prompt: In today's reading, radioactivity is discussed. More specifically, Marie Curie won a Nobel Prize for her groundbreaking research on radioactivity. During her work, Marie Curie would often burn her fingertips while working with the now known deadly material. She is noted to have ignored the possible dangers of the material, but died in 1934 from radiation poisoning. Each student should write on why you think Curie ignored the health risks of her experiments? In addition, each student should write on whether s/he ignores any warnings pertaining to her/his health 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

A Culture in Conflict

Green book: section 13-2 pp. 356-358

Red book: section 30-2 pp 753-756 Start at Modern Art and Architecture



Standards: 10.7.1-3

10.8.5 3, 4

Lesson Plan for Quarter 3 Week 3 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce the section by introducing the class to the following:

Teachers can remind students of the following (first introduced on day 1 of week 3 for quarter 3):

In Chapter 13 (green book) and 30 (red book) students will study the political, social, and economic problems that afflicted the West. As each student reads and discusses the chapter, ask them to keep running notes that list and classify the various conditions and developments that brought about turmoil. One suggestion is to keep their lists on three separate pages in their notebook – one for political issues, another for social issues, and a third for economic issues.

Using the reference section in the text or the website www.worldatlas.com, find the following:

Britain
France
United States

Then discuss that following World War I diplomats tried to ensure a lasting peace. They drafted treaties that renounced war and they encouraged international cooperation in the League of Nations. Britain, France, and the United States were the leading democratic powers that faced difficult political and economic challenges both at home and abroad. Teachers should highlight postwar problems at this point that included for the US the 1920s that ultimately led to the spiraling disaster that resulted in the stock market crash. Again, the depth of this discussion is up to individual teachers, but much of the information can be found in section 1 of the chapter.

Then, teachers can introduce today's and tomorrow's reading by defining and discussing the word wall suggestions after discussing the fact that Western culture experienced much change in the years after WWI. Advances in the sciences - including physics, chemistry, and human psychology - revolutionized science and thought. People began to discuss and write about a loss of faith and purpose. Artists revolted against traditional styles and created new ways of viewing the world. Women continued to make gradual progress in politics, education, and other fields. After which, teacher should move onto the following:

Psychoanalysis
 Abstract
 Surrealism
 Stream of consciousness
 Flapper

Today's objective: A Culture in Conflict

Students describe the artistic and literary trends that emerged in the 1920s.

Students should explain how women's lives changed after World War I.

2. Word Wall – Used for Day 1 and Day 2 of Week 3, quarter 3

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

Psychoanalysis	Abstract	Surrealism	Stream of Consciousness	Flapper
----------------	----------	------------	-------------------------	---------

- 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. 347

Red book: pp. 744-745

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

A Culture in Conflict

Green book: section 13-2 pp. 356-358

Red book: section 30-2 pp 753-756 Start at Modern Art and Architecture

Students should answer the following as they read:

1. What artistic trends emerged in the 1920s?
2. How did women's lives change after WWI?

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 should divide the class into small groups and assign one of the following topics to a group:

Science
Literature
Music
Art
Technology

Then, ask each group to generate a list of innovations in its assigned field from 1919 to 1939. Have each group describe the connection between discoveries and innovations in the assigned field and new patterns of social and cultural life in the 20th century. An example could be the developments in transportation – technology – that affected later mobility. Groups can use books, articles, Internet, or anything the teacher decides on.

Teachers can then decide on whether they want to have the groups share with the class orally or have each student write their own summary of the groups findings. If the latter is used, it should take the place of the writing prompt.

EXTEND

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

Activity/Prompt: After reading and discussing this section, have each student explain in written form the meaning of this section's title – A Culture in Conflict.

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

Fascism in Italy

Green book: section 13-3 pp. 358-361

Red book: section 30-3 pp 757-760



Standards: 10.7.1-3
10.8.5 3, 4

Lesson Plan for Quarter 3 Week 3 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce the section by introducing the class to the following:

Teachers should communicate to students that Italy during this time period had unfulfilled foreign policy goals and faced political and economic turmoil. The people of Italy were angered and frustrated by the political and economic problems; and thus turned to Mussolini and fascism for solutions. The mood of the state was very important to the rise of Mussolini as a leader. Mussolini's fascism was rooted in extreme nationalism, action, and discipline. As Il Duce, Mussolini stabled a totalitarian system in which the needs of the state took precedence over all else.

Teacher should introduce the following terms before reading:

Il Duce
Fascism

Totalitarian State – teacher may want to use the visual to synthesize the term on page 361 in the green book and page 759 in the red book.

Communism

Using the reference section in the text or the website www.worldatlas.com to find Italy.

Today's objective: Fascism in Italy

1. Students should explain how condition in Italy favored Mussolini's rise to power.
2. Students should specify how Mussolini reshaped Italy.
3. Students will outline the values and goals of fascism.

2. Word Wall

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

Il Duce	Fascism	Totalitarian State	Communism
---------	---------	--------------------	-----------

- 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. 347

Red book: pp. 744-745

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

Fascism in Italy

Green book: section 13-3 pp. 358-361

Red book: section 30-3 pp 757-760

Students should answer the following as they read:

1. How did conditions in Italy favor Mussolini's rise to power?
2. How did Mussolini reshape Italy?
3. What were the values and goals of fascism?

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 should lead a discussion on the cause and effect of the Rise of Fascism in Italy. Among the cause addressed should be issues such as foreign policy, political conditions, economic conditions, and fascist methods. Among the effects should be how fascism changed Italy's government, economy, society, and educational system.

In addition, teacher could compare and contrast fascism and communism.

EXTEND

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

Activity/Prompt: After reading and discussing this section, have each student identify what s/he would like about living in Italy during this time period and why; and what s/he would have disliked about living in Italy during the time discussed in this section 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

Hitler and the Rise of Nazi Germany

Green book: p. 347

Red book: pp. 744-745



Standards: 10.7.1-3
10.8.5 3, 4

Lesson Plan for Quarter 3 Week 3 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce the section by introducing the class to the following:

Teachers should remind students that in Chapter 13 (green book) and 30 (red book) students will study the political, social, and economic problems that afflicted the West. As each student reads and discusses the chapter, ask them to keep running notes that list and classify the various conditions and developments that brought about turmoil. One suggestion is to keep their lists on three separate pages in their notebook – one for political issues, another for social issues, and a third for economic issues.

Using the reference section in the text or the website www.worldatlas.com, find the following: **Germany**

Then identify Adolf Hitler from any source including the book or use it as an Internet assignment in which the students look up Hitler at a site such as en.wikipedia.org.

During this time in Germany, the Nazi government used terror, repression, and one-party rule to establish a totalitarian state. The Nazi government came about as coalition governments weakened Germany's Weimar Republic, opposition from both left and right, and economic crisis. Many Germans blamed it on the Versailles Treaty. The ethnic conflict, poverty, and lack of democratic traditions also helped Hitler rise to power at this time.

Teacher should also introduce concepts from the world wall at this time.

Today's objective: Hitler and The Rise of Nazi Germany

1. Students should explain why the Weimar government failed.
2. Over the next two days, students will be able to describe how Hitler turned Germany into a totalitarian state.

2. Word Wall – Used for Day 4 and Day 5 of Week 3, quarter 3

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

Adolf Hitler	Weimar Republic	<i>Mein Kampf</i>	Hitler's third Reich	Nazism	Concentration Camps
--------------	-----------------	-------------------	----------------------	--------	---------------------

- 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. 347

Red book: pp. 744-745

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

Hitler and The Rise of Nazi Germany

Green book: section 13-4 pp. 362-365 stop at Purging German Culture

Red book: section 30-4 pp 761-764 Stop at Purging German Culture

Students should answer the following as they read:

1. Why did the Weimar government fail?
2. How did Hitler turn Germany into a totalitarian state? Answered over the next two days of reading.

RESPOND

5. Add to the Timeline

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

EXPLORE

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

Activity/Prompt: Teacher should discuss why Hitler was popular during his rise with the masses of Germans. Teachers should share that Hitler promised Germany an economic recovery – and he delivered to most. As the Great Depression gripped most of the world, Hitler launched a massive public works program. Millions of Germans were employed constructing superhighways, office buildings, sports arenas, public housing, and military materials. As a result, unemployment dropped to six million in 1932 to one million in 1936. By 1938, a shortage of workers developed and growing numbers of women began taking jobs outside the home. Between 1932 and 1938, the standard of living for employed Germans rose by more than 20 percent. For the masses of Germans who were not Jews, Slavs, Gypsies, Communists, or other persecuted minorities, Hitler had produced an economic miracle.

Note: taken from the teacher's edition of the text.

EXTEND

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

Activity/Prompt: After reading about the Weimar Republic and the Third Reich, ask each student to compare and contrast the two noting distinguishing features including strengths and weaknesses that describe these very different 20th century German governments.

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

Hitler and the Rise of Nazi Germany

Green book: p. 347

Red book: pp. 744-745



Standards: 10.7.1-3
10.8.5 3, 4

Lesson Plan for Quarter 3 Week 3 Day 5

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce the section by introducing the class to the following:

Teachers should remind students that in Chapter 13 (green book) and 30 (red book) students will study the political, social, and economic problems that afflicted the West. As each student reads and discusses the chapter, ask them to keep running notes that list and classify the various conditions and developments that brought about turmoil. One suggestion is to keep their lists on three separate pages in their notebook – one for political issues, another for social issues, and a third for economic issues.

Using the reference section in the text or the website www.worldatlas.com, find the following:

Germany

Teacher should also check for understanding of yesterday's concepts from the world wall at this time.

Today's objective: Hitler and The Rise of Nazi Germany

1. Students will be able to describe how fascist leaders gained power in Eastern Europe.

2. Word Wall – Used for Day 4 and Day 5 of Week 3, quarter 3

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

Adolf Hitler	Weimar Republic	<i>Mein Kampf</i>	Hitler's third Reich	Nazism	Concentration Camps
--------------	-----------------	-------------------	----------------------	--------	---------------------

- 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. 347

Red book: pp. 744-745

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

Hitler and The Rise of Nazi Germany

Green book: section 13-4 pp. 365-367 Start at Purging German Culture

Red book: section 30-4 pp 7764-765 Start at Purging German Culture

Students should answer the following as they read:

1. How did fascist leaders gain power in Eastern Europe?

RESPOND

5. Add to the Timeline

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

EXPLORE

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

Activity/Prompt: Teacher should discuss whether a fascist system such as Nazism could ever come to power again.

EXTEND

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

Activity/Prompt: After reading and discussing this section, have each student write on whether s/he thinks that a fascist system such as Nazism could ever come to power again and explain the reason for their opinion.

or

Students should develop two headlines about the Kristallnacht riots – one that might have appeared in an American newspaper and one that might have appeared in a German newspaper. Students should explain why they wrote the headline and discuss the differences between the American and German headlines.

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 14 – World War II and Its Aftermath (1931-1949)

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

Sections 14-1; 14-2

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

Sections 31-1; 31-2 Chapter 31: World War II and Its Aftermath (1931-1949)

Standards: 10.8.1-6 10.9.1-8 14

Lesson Plan for Quarter 3 Week 4 Day 1

Green Book – Introduction to Chapter 14

Red Book – Introduction to Chapter 31

Today's objective: World War II and Its Aftermath

1. Students will be introduced to material covered in the chapter.
2. Students will locate the countries discussed in the chapter and be introduced to World War II.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce the chapter by discussing the following:

Quarter 3 started a new theme for the Character Based School Program. In this quarter, the emphasis is that Justice Requires Restraint; that an individual is to act in a way that promotes a healthy community. With that, there are things a person cannot say or do to him/her, to another person, or the planet because Justice demands it. In that teachers have introduced the theme in another section, the idea that history is filled with failed attempts at justice; but that as a larger community, we must learn from those mistakes and strive for a more just world should be re-emphasized to the class in this section of the lesson.

Teachers should re-introduce/introduce the following:

Justice Requires Restraint

Define:

- Justice
- Restraint
- Actions
- Decisions

Teachers can then introduce the chapter with the following:

In the time period of 1939 and 1945, nations all over the globe fought in World War II. World War II is the largest and most costly war to date in history. By the end of the war, the balance of world power had shifted from Western Europe to the United States and the Soviet Union. As you will read, during this time the Axis Powers started a course of aggression in the late 1930's. In the beginning, countries like France and Britain tried to keep the peace by adopting a policy of appeasement. That sentiment soon changed as Hitler and Germany invaded Poland in 1939. In addition, students should be introduced to the fact that the United States and the Soviet Union joined the Allied Powers to defeat Germany and the Axis Powers. Soon after WWII, the Cold War between the western democracies, led by the US, against the communist bloc, led by the Soviet Union.

Teachers should identify the nations of the Axis Powers and those of the Allied Powers on the board:

Axis Power: Germany, Italy, and Japan.

Also Hungary, Romania, and Bulgaria.

Allied Powers: Britain, France, USSR, United States, Australia.

Also Belgium, Brazil, Canada, China, Denmark, Greece, Netherlands, New Zealand, Norway, Poland, South Africa, Yugoslavia.

Teachers should locate the following on a map and briefly discuss each:

Germany

Italy

Japan

Britain

France

USSR

United States

Poland

If using the website, go to www.worldatlas.com.

For www.worldatlas.com

Click on appropriate continent

Click on Country/Region

Teachers decide what information to use with students

2. Word Wall

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

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

READ

3. Review the Timeline

Green book: p. 371

Red book: pp. 768-769

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

Green book: Chapter 14: World War II and Its Aftermath (1931-1949)

Red book: Chapter 31: World War II and Its Aftermath (1931-1949)

Both Books: Teachers should instruct students that by the end of this chapter they should identify the causes and effects of World War II. To this end, teachers should have students take notes on the daily reading over the next 11 days (end in week 6) on the cause and effects. After the chapter is finished, ask each student to construct a flow chart/chart outlining the immediate and long-term causes and effects of the war.

Note: Teachers should determine the academic skill level of the students in order to determine how much direct instruction is necessary in the design of this activity. One possibility is to do this together as a class during the daily reading.

RESPOND

5. Add to the Timeline

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

EXPLORE

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

Activity/Prompt: Discuss/Identify/Introduce the major battles of, and various continents affected by, WWII. Those using the red book should refer to page 769. Those using the green book can put the following on the board:

1939 – German Invasion of Poland
1941- Japanese attack on Pearl Harbor
1942 – Battles of Midway
1942-1943 – Battle of Stalingrad
1944 – Allied Invasion of France (D-Day)
1945 – Atomic bombing of Hiroshima and Nagasaki

EXTEND

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

Activity/Prompt: Due to time, 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 3 – World Wars and Revolutions

Aggression, Appeasement, and War

Green book: Chapter 14: World War II and Its Aftermath (1931-1949)

Red book: Chapter 31: World War II and Its Aftermath (1931-1949)

Green book: section 14-1 pp. 372-374 Stop at German Aggression Continues

Red book: section 31-1 pp 770-772 Stop at German Aggression Continues

Standards: 10.8.1-6 10.9.1-8 14

Lesson Plan for Quarter 3 Week 4 Day 2

Today's objective: Aggression, Appeasement, and War

1. Students should specify how dictators undermined the peace in the 1930's.
2. Students should describe how the Spanish Civil War was a dress rehearsal for WWII.

PREPARE

1. Background knowledge necessary for today's reading

In the 1930s, dictators undermined the peace by committing acts of aggression and seizing foreign lands. These same dictators used the Spanish Civil War to test out their military strengths and advancements in technology. The western democracies did not want another major war fresh off the wounds of WWI, so they adopted a policy of appeasement – a policy that we will learn did not stop the aggressions of the dictatorial powers of that time.

Teachers should locate Spain on the map in the reference section in the text or using www.worldatlas.com

2. Word Wall – Used for Day 2 and 3 of Week 4 in Quarter 3

Introduce 7 important, useful words/concepts/people from today's reading

Sanction	Appeasement	Pacifism	Anschluss	Haile Selassie	Spanish Civil War	Rome-Berlin-Tokyo Axis
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Green book: p. 371

Red book: pp. 768-769

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

Aggression, Appeasement, and War

Green book: section 14-1 pp. 372-374 Stop at German Aggression Continues

Red book: section 31-1 pp 770-772 Stop at German Aggression Continues

Students should answer the following as they read:

5. How did dictators and the Spanish Civil War challenge world peace?
6. What was the role/influence of the Spanish Civil War?

Reminder of the on-going suggested activity:

Both Books: Teachers should instruct students that by the end of this chapter, students should identify the causes and effects of World War II. To this end, teachers should have students take notes on the daily reading over the next 11 days (end in week 6) on the cause and effects. After the chapter is finished, ask each student to construct a flow chart/chart outlining the immediate and long-term causes and effects of the war.

Note: Teachers should determine the level of the students in order to design this suggestion and how much direct instruction is necessary. One possibility is to do this together as a class during the daily reading.

Activity: Teachers should have students add to their notes after reading today's selection.

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: Due to time, no suggestion for today.

EXTEND

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

Writing prompt: After reading this section, and reading and discussing the following section in the text, ask each student to write on the prompt suggested at the end of the enrichment activity in the text.

Green book: Art History on p. 374.

Red book: Global Connections on p. 772

Activity/Prompt:

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

Aggression, Appeasement, and War

Green book: Chapter 14: World War II and Its Aftermath (1931-1949)

Red book: Chapter 31: World War II and Its Aftermath (1931-1949)

Green book: section 14-1 pp. 374-377 Start at German Aggression Continues

Red book: section 31-1 pp 772-774 Start at German Aggression Continues

Standards: 10.8.1-6 10.9.1-8 14

Lesson Plan for Quarter 3 Week 4 Day 3

Today's objective: Aggression, Appeasement, and War

1. Students should be able to explain why the western democracies were unable to stop aggressive dictators.

PREPARE

1. Background knowledge necessary for today's reading

Remind students from yesterday that in the 1930s, dictators undermined the peace by committing acts of aggression and seizing foreign lands. These same dictators used the Spanish Civil War to test out their military strengths and advancements in technology. The western democracies did not want another major war fresh off the wounds of WWI, so they adopted a policy of appeasement – a policy that we will learn did not stop the aggressions of the dictatorial powers of that time.

Teachers should locate Spain on the map in the reference section in the text or using www.worldatlas.com

2. Word Wall – Used for Day 2 and 3 of Week 4 in Quarter 3

Introduce 7 important, useful words/concepts/people from today's reading

Sanction	Appeasement	Pacifism	Anschluss	Haile Selassie	Spanish Civil War	Rome-Berlin-Tokyo Axis
----------	-------------	----------	-----------	----------------	-------------------	------------------------

- 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. 371

Red book: pp. 768-769

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

Aggression, Appeasement, and War

Green book: section 14-1 pp. 374-377 Start at German Aggression Continues

Red book: section 31-1 pp 772-774 Start at German Aggression Continues

Students should answer the following as they read:

1. Why were western democracies unable to stop aggressive dictators.

Reminder of the on-going suggested activity:

Both Books: Teachers should instruct students that by the end of this chapter, students should identify the causes and effects of World War II. To this end, teachers should have students take notes on the daily reading over the next 11 days (end in week 6) on the cause and effects. After the chapter is finished, ask each student to construct a flow chart/chart outlining the immediate and long-term causes and effects of the war.

Note: Teachers should determine the level of the students in order to design this suggestion and how much direct instruction is necessary. One possibility is to do this together as a class during the daily reading.

Activity: Teachers should have students add to their notes after reading today's selection.

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 exercise in the text.

Green book: p. 375

Red book: p. 773

In addition to the questions in the activity (could be done in discussion format), teachers could supplement with the following questions:

- a. What region was the first site of German military aggression?
- b. What three European countries came under German or Italian control by 1939?
- c. What countries in 1939 were probably the most likely targets for future acts of German or Italian aggression? Please explain.

EXTEND

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

Activity/Prompt: After reading this section and discussing it, we learned that Stalin and Hitler – two enemies – signed a nonaggression act between their two countries. Why, given their dislike of each other, sign a pact like this? Remember to think about each of the dictator's desires and needs and that the pact only lasted two years as Hitler attacked the Soviet Union. In addition, using the Justice Requires Restraint theme, have each student pick one leader and discuss whether that person acted in line with what s/he has learned this quarter.

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 Global Conflict: Axis Advances

Green book: Chapter 14: World War II and Its Aftermath (1931-1949)

Red book: Chapter 31: World War II and Its Aftermath (1931-1949)

Green book: section 14-2 pp. 377-380 Stop at Operation Barbarossa

Red book: section 31-2 pp 775-778 Stop at Operation Barbarossa

Standards: 10.8.1-6 10.9.1-8 14

Lesson Plan for Quarter 3 Week 4 Day 4

Today's objective: The Global Conflict: Axis Advances

1. Students should be able to describe how new technologies affected the fighting of WWII.
2. Students will identify the goals pursued by the Axis Powers in Europe and Asia.

PREPARE

1. Background knowledge necessary for today's reading

Remind students from the last few days that in the 1930s, dictators undermined the peace by committing acts of aggression and seizing foreign lands. These same dictators used the Spanish Civil War to test out their military strengths and advancements in technology. Technology made a big impact on WWII as armed with modern technology, the opposing forces in World War II wielded more destructive power than had ever existed before. The Axis powers desired lands that had been denied then after World War I and other regions rich in natural resources. After the United States responded to Japanese expansionism with trade restrictions, the Japanese struck back at Pearl Harbor, Hawaii on December 7, 1941. The early years of WWII were marked by Axis powers victories. Ask the class what countries made up the Axis Powers.

Teachers should locate Japan, Hawaii, and France on the map in the reference section in the text or using www.worldatlas.com

2. Word Wall – Used for Day 4 and 5 of Week 4 in Quarter 3

Introduce 7 important, useful words/concepts/people from today's reading

Blitzkrieg	Miracle of Dunkirk	British Royal Air Force	The London Blitz	Siege of Leningrad	Atlantic Charter	Lend-Lease Act
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Green book: p. 371

Red book: pp. 768-769

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

The Global Conflict: Axis Advances

Green book: section 14-2 pp. 377-380 Stop at Operation Barbarossa

Red book: section 31-2 pp 775-778 Stop at Operation Barbarossa

Students should answer the following as they read:

1. How did new technologies affect the fighting in World War II?
2. What goals did the Axis Powers pursue in Europe and Asia?

Reminder of the on-going suggested activity:

Both Books: Teachers should instruct students that by the end of this chapter, students should identify the causes and effects of World War II. To this end, teachers should have students take notes on the daily reading over the next 11 days (end in week 6) on the cause and effects. After the chapter is finished, ask each student to construct a flow chart/chart outlining the immediate and long-term causes and effects of the war.

Note: Teachers should determine the level of the students in order to design this suggestion and how much direct instruction is necessary. One possibility is to do this together as a class during the daily reading.

Activity: Teachers should have students add to their notes after reading today's selection.

RESPOND

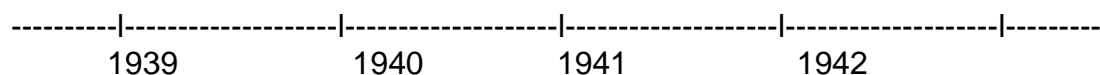
5. Add to the Timeline

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 for today, as a class on the board fill in the timeline with important events and discuss the causes and effects of those happenings.



Will be used in Day 5 of week 4, Q3.

EXTEND

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

Activity/Prompt: After reading this section and discussing it, read the following to the students: "Unlike World War I, with its dug-in defensive trenches, the new global conflict was a war of aggressive movement." Ask students to write on the new type of warfare and its effect on WWII. Students should support their statements with evidence from the reading.

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 Global Conflict: Axis Advances

Green book: Chapter 14: World War II and Its Aftermath (1931-1949)

Red book: Chapter 31: World War II and Its Aftermath (1931-1949)

Green book: section 14-2 pp. 380-382 Start at Operation Barbarossa

Red book: section 31-2 pp 778-780 Start at Operation Barbarossa

Standards: 10.8.1-6 10.9.1-8 14

Lesson Plan for Quarter 3 Week 4 Day 5

Today's objective: The Global Conflict: Axis Advances

1. Students will explain why Japan attacked the United States.

PREPARE

1. Background knowledge necessary for today's reading

Remind students from the beginning of the week that in the 1930s, dictators undermined the peace by committing acts of aggression and seizing foreign lands. These same dictators used the Spanish Civil War to test out their military strengths and advancements in technology. Technology made a big impact on WWII as armed with modern technology, the opposing forces in World War II wielded more destructive power than had ever existed before. The Axis powers desired lands that had been denied then after World War I and other regions rich in natural resources. After the United States responded to Japanese expansionism with trade restrictions, the Japanese struck back at Pearl Harbor, Hawaii on December 7, 1941. The early years of WWII were marked by Axis powers victories. Ask the class what countries made up the Axis Powers.

Teachers should locate Japan, Hawaii, and mainland United States on the map in the reference section in the text or using www.worldatlas.com

2. Word Wall – Used for Day 4 and 5 of Week 4 in Quarter 3

Introduce 7 important, useful words/concepts/people from today's reading

Blitzkrieg	Miracle of Dunkirk	British Royal Air Force	The London Blitz	Siege of Leningrad	Atlantic Charter	Lend-Lease Act
------------	--------------------	-------------------------	------------------	--------------------	------------------	----------------

- 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. 371

Red book: pp. 768-769

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

The Global Conflict: Axis Advances

Green book: section 14-2 pp. 380-382 Start at Operation Barbarossa

Red book: section 31-2 pp 778-780 Start at Operation Barbarossa

Students should answer the following as they read:

1. Why did Japan attack the United States?

Reminder of the on-going suggested activity:

Both Books: Teachers should instruct students that by the end of this chapter, students should identify the causes and effects of World War II. To this end, teachers should have students take notes on the daily reading over the next 11 days (end in week 6) on the cause and effects. After the chapter is finished, ask each student to construct a flow chart/chart outlining the immediate and long-term causes and effects of the war.

Note: Teachers should determine the level of the students in order to design this suggestion and how much direct instruction is necessary. One possibility is to do this together as a class during the daily reading.

Activity: Teachers should have students add to their notes after reading today's selection.

RESPOND

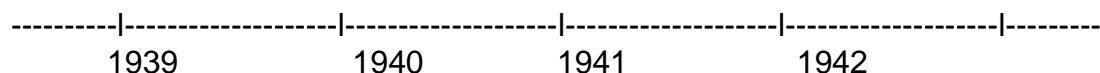
5. Add to the Timeline

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

EXPLORE

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

One activity: Continued from Week 4, Day 4, Q3. After reading the selection for today, as a class (on the board) fill in the timeline with important events and discuss the causes and effects of those happenings.



EXTEND

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

Activity/Prompt: After reading this section and discussing it, ask students to write their opinion on the following: Could the United States have stayed out of the war given the attack on Pearl Harbor? Why or why not? Students need to support their opinions with a cogent argument.

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 Global Conflict: Allied Successes

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

Sections 14-3; 14-4

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

Sections 31-3; 31-4

Unit 3 World Wars and Revolutions

Green book: Chapter 14: World War II and Its Aftermath (1931-1949)

Red book: Chapter 31: World War II and Its Aftermath (1931-1949)

The Global Conflict: Allied Successes

Green book: section 14-3 pp. 383-384 Stop at The Allied War Effect

Red book: section 31-3 pp. 781-782 Stop at The Allied War Effect

Standards: 10.8.1-6 10.9.1-8 14

Lesson Plan for Quarter 3 Week 5 Day 1

Today's objective: The Global Conflict

1. Students should describe how the Axis Powers treated the people they conquered.

PREPARE

1. Background knowledge necessary for today's reading

Remind students from the last week that in the 1930s, dictators undermined the peace by committing acts of aggression and seizing foreign lands. These same dictators used the Spanish Civil War to test out their military strengths and advancements in technology. Technology made a big impact on WWII as armed with modern technology, the opposing forces in World War II wielded more destructive power than had ever existed before. The Axis powers desired lands that had been denied them after World War I and other regions rich in natural resources. After the United States responded to Japanese expansionism with trade restrictions, the Japanese struck back at Pearl Harbor, Hawaii on December 7, 1941. The early years of WWII were marked by Axis powers victories. Remind the class what nations made up the Axis and Allied Powers. In order to introduce this section, teachers should introduce the class to the way the Axis Powers treated the people they conquered during this time. In most cases, the Axis Powers tortured, forced the captured into labor, and even death. It has been documented that both the Axis and Allied nations committed almost all of their resources to the war effort – and that required a focus by both the military and the civilians at home.

Teachers should locate Germany and Poland on the map in the reference section in the text or using www.worldatlas.com

Assignment over the next three days: Teachers should assign, or let each student chose, each student one of the following roles:

- 1 A member of the Big Three
- 2 A women on the home front
- 3 A Jewish resistance fighter
- 4 A Russian soldier at Stalingrad
- 5 A soldier with an Allied unit involved in the invasions of Italy, North Africa, and France.

As students read and discuss over the next three days, s/he should keep diary/notes describing the war from the particular view of the assigned or chosen person. In the diary, students should identify the goals, fears, and actions against the Axis powers. Teachers may want students to supplement information gained from the text and discussion by requiring students to do outside research using the Internet or library. On day 3 of week 5 in quarter 3, each student will write a letter to someone at home communicating their goals, fears, and actions against the Axis Powers with details from the diary/notes.

2. Word Wall – Used for Day 1, 2 and 3 of Week 5 in Quarter 3

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

Nazi Genocide	Collaborator	Co-Prosperity Sphere	Battle of El Alamein	Battle of Stalingrad	D-Day
---------------	--------------	----------------------	----------------------	----------------------	-------

- 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. 371

Red book: pp. 768-769

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

The Global Conflict: Allied Successes

Green book: section 14-3 pp. 383-384 Stop at The Allied War Effect

Red book: section 31-3 pp. 781-782 Stop at The Allied War Effect

Students should answer the following as they read:

1. How did the Axis powers treat the people they conquered?

Reminder of the on-going suggested activity:

Both Books: Assignment over the next three days: Teachers should assign, or let each student chose, each student one of the following roles:

- 1 A member of the Big Three
- 2 A women on the home front
- 3 A Jewish resistance fighter
- 4 A Russian soldier at Stalingrad
- 5 A soldier with an Allied unit involved in the invasions of Italy, North Africa, and France.

As students read and discuss over the next three days, s/he should keep diary/notes describing the war from the particular view of the assigned or chosen person. In the diary, students should identify the goals, fears, and actions against the Axis powers. Teachers may want students to supplement information gained from the text and discussion by requiring students to do outside research using the Internet or library. On day 3 of week 5 in quarter 3, each student will write a letter to someone at home communicating their goals, fears, and actions against the Axis Powers with details from the diary/notes.

Activity: Teachers should have students add to their notes after reading today's selection.

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: Due to time, no suggestion for today.

EXTEND

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

Writing prompt: See suggested on-going activity in Reading section.

8. Close with a short summary

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



Character Based Literacy Lesson Plans for World History

Unit 3 – World Wars and Revolutions

The Global Conflict: Allied Successes

Green book: Chapter 14: World War II and Its Aftermath (1931-1949)

Red book: Chapter 31: World War II and Its Aftermath (1931-1949)

Green book: section 14-3 pp. 384-387 Start at The Allied War Effect

Stop at Turning Points

Red book: section 31-3 pp. 782-784 Start at The Allied War Effect

Stop at Turning Points

Lesson Plan for Quarter 3 Week 5 Day 2

Today's objective: The Global Conflict: Allied Successes

1. Students should explain how nations mobilized for total war.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce today's reading by checking for understanding of yesterday's lesson along with the following:

As the WWI progressed, the three leaders of Britain, United States, and Soviet Union became known as the Big Three – Churchill, Roosevelt, and Stalin. Their attention was on finishing the war on Europe's land before finishing the fight with Japan. But throughout the relationship, there was great mistrust that students will read about in today's selection. In addition, all three nations limited the rights of citizens – including censoring the press all the way to internment camps for Japanese Americans.

(Teachers may want to further discuss internment camps depending on the level of the class.) As a result of the resources put towards the war in all areas, women became an important piece in the puzzle. Many took over the jobs the men left behind, and some served in the military in auxiliary roles. One Soviet woman became famous as a pilot.

2. Word Wall – Used for Day 1, 2 and 3 of Week 5 in Quarter 3

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

Nazi Genocide	Collaborator	Co-Prosperity Sphere	Battle of El Alamein	Battle of Stalingrad	D-Day
---------------	--------------	----------------------	----------------------	----------------------	-------

- 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. 371

Red book: pp. 768-769

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

The Global Conflict: Allied Successes

Green book: section 14-3 pp. 384-387 Start at The Allied War Effect

Stop at Turning Points

Red book: section 31-3 pp. 782-784 Start at The Allied War Effect

Stop at Turning Points

Students should answer the following as they read:

1. How did nations mobilize for total war?

Reminder of the on-going suggested activity:

Both Books: Assignment over the next three days: Teachers should assign, or let each student chose, each student one of the following roles:

- 1 A member of the Big Three
- 2 A women on the home front
- 3 A Jewish resistance fighter
- 4 A Russian soldier at Stalingrad
- 5 A soldier with an Allied unit involved in the invasions of Italy, North Africa, and France.

As students read and discuss over the next three days, s/he should keep diary/notes describing the war from the particular view of the assigned or chosen person. In the diary, students should identify the goals, fears, and actions against the Axis powers. Teachers may want students to supplement information gained from the text and discussion by requiring students to do outside research using the Internet or library. On day 3 of week 5 in quarter 3, each student will write a letter to someone at home communicating their goals, fears, and actions against the Axis Powers with details from the diary/notes.

Activity: Teachers should have students add to their notes after reading today's selection.

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 discuss the internment camps for Japanese Americans to insure students have an understanding so as to complete the writing prompt for today.

EXTEND

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

Writing prompt: After reading this section and discussing the internment camps, have each student write on their opinion of the camps. Was it necessary for the United States to place Japanese Americans in the camps? Why or why not? In addition, assume that your nationality was the targeted group of the United States at this time and put into internment camps. Thus, relatives of yours were taken from their homes and made to live under guard. From this perspective, would it be justified for the United States to have placed your relatives into these camps? Why or why not?

Activity/Prompt:

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 Global Conflict: Allied Successes

Green book: Chapter 14: World War II and Its Aftermath (1931-1949)

Red book: Chapter 31: World War II and Its Aftermath (1931-1949)

Green book: section 14-3 pp. 387-388 Start at Turning Points

Red book: section 31-3 pp. 784-786 Start at Turning Points

Standards: 10.8.1-6 10.9.1-8 14

Lesson Plan for Quarter 3 Week 5 Day 3

Today's objective: The Global Conflict

1. Students should identify the battles that were turning points in the war in Europe and North Africa.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce today's reading by checking for understanding of yesterday's lesson along with the following:

In life and in war, there are turning points. Points were people make decisions and put plans into actions that change the future of the war or a person's life. WWI was no exception. Today, students will read about some significant turning points -- the Battle of Alamein, invasion of Italy, and the Battle of Stalingrad.

Teachers may want to extend this opening to this lesson by discussing how the student can implement turning points in his/her life – how the individual can decide (today) to practice “good” habits and thus change the direction of his/her life. Remind students that it will take hard work and great effort, but it can be done.

2. Word Wall – Used for Day 1, 2 and 3 of Week 5 in Quarter 3

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

Nazi Genocide	Collaborat or	Co-Prosperity Sphere	Battle of EI Alamein	Battle of Stalingrad	D-Day
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Green book: p. 371

Red book: pp. 768-769

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

The Global Conflict: Allied Successes green book: section 14-3 pp. 387-388 Start at Turning Points red book: section 31-3 pp. 784-786 Start at Turning Points

Students should answer the following as they read:

1. What battles were the turning points in the war?

Reminder of the on-going suggested activity:

Both Books: Assignment over the next three days: Teachers should assign, or let each student chose, each student one of the following roles:

- 1 A member of the Big Three
- 2 A women on the home front
- 3 A Jewish resistance fighter
- 4 A Russian soldier at Stalingrad
- 5 A soldier with an Allied unit involved in the invasions of Italy, North Africa, and France.

As students read and discuss over the next three days, s/he should keep diary/notes describing the war from the particular view of the assigned or chosen person. In the diary, students should identify the goals, fears, and actions against the Axis powers. Teachers may want students to supplement information gained from the text and discussion by requiring students to do outside research using the Internet or library. On day 3 of week 5 in quarter 3, each student will write a letter to someone at home communicating their goals, fears, and actions against the Axis Powers with details from the diary/notes.

Activity: Teachers should have students add to their notes after reading today's selection.

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 exercise in the text.

Green book: p. 386

Red book: p. 785

EXTEND

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

Activity/Prompt: As students read and discussed over the last three days, s/he kept a diary/notes describing the war from the particular view of the assigned or chosen person. In the diary, students identified the goals, fears, and actions against the Axis powers. Teachers' had/may have had students supplement information gained from the text and discussion by requiring students to do outside research using the Internet or library. Today, each student will write a letter to someone at home communicating their goals, fears, and actions against the Axis Powers with details from the diary/notes.

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

Toward Victory

Green book: Chapter 14: World War II and Its Aftermath (1931-1949)

Red book: Chapter 31: World War II and Its Aftermath (1931-1949)

Green book: section 14-4 pp. 388-390 Stop at Defeat of Japan

Red book: section 31-4 pp. 787-788 Stop at Defeat of Japan

Standards: 10.8.1-6 10.9.1-8 14

Lesson Plan for Quarter 3 Week 5 Day 4

Today's objective: Toward Victory

- 1 Students should identify the battles that were turning points in the Pacific War.
- 2 Students should describe how the Allied forces defeated Germany.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce today's reading by checking for understanding of yesterday's lesson along with the following:

Over the next two days, students will read about the war efforts in the Pacific, the surrendering of Germany, and the mass destruction of the atomic bombs on Hiroshima and Nagasaki. The Japanese were moving along in the Pacific until American victories at Midway Island and the Coral Sea halted the advancements. During this time, the Allied troops were closing in on Germany from the east and the west – causing Germany to surrender. Japan, though, refused to surrender that eventually resulted in the United States dropping two atomic bombs in 1945.

2. Word Wall – Used for Day 4 and 5 of Week 5 in Quarter 3

Introduce 7 important, useful words/concepts/people from today's reading

"Island Hopping" campaign	Battle of the Bulge	V-E Day	Kamikaze	Harry Truman	Atomic Bomb	Emperor Hirohito
---------------------------	---------------------	---------	----------	--------------	-------------	------------------

- 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. 371

Red book: pp. 768-769

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

Toward Victory

Green book: section 14-4 pp. 388-390 Stop at Defeat of Japan

Red book: section 31-4 pp. 787-788 Stop at Defeat of Japan

Students should answer the following as they read:

- 1 What battles were turning points in the Pacific War?
- 2 How did the Allies forces defeat Germany

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 exercise in the text on the following pages:

Green book: p. 389

Red book: p. 789

EXTEND

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

Activity/Prompt: After reading this section and completing the map exercise, have each student write on the critical thinking question in the map exercise. Ask students to write on how the geography of Japan made it hard for that nation to keep control of its empire.

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

Toward Victory

Green book: Chapter 14: World War II and Its Aftermath (1931-1949)

Red book: Chapter 31: World War II and Its Aftermath (1931-1949)

Green book: section 14-4 pp. 390-392 Start at Defeat of Japan

Red book: section 31-4 pp. 788-790 Start at Defeat of Japan

Standards: 10.8.1-6 10.9.1-8 14



Lesson Plan for Quarter 3 Week 5 Day 5

Today's objective: Toward Victory

1. Students should explain why the United States used the atomic bomb on Japan.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce today's reading by checking for understanding of yesterday's lesson while also discussing again (emphasizing the Japan's desire not to surrender and the United States response to that) following:

Over the next two days, students will read about the war efforts in the Pacific, the surrendering of Germany, and the mass destruction of the atomic bombs on Hiroshima and Nagasaki. The Japanese were moving along in the Pacific until American victories at Midway Island and the Coral Sea halted the advancements. During this time, the Allied troops were closing in on Germany from the east and the west – causing Germany to surrender. Japan, though, refused to surrender that eventually resulted in the United States dropping two atomic bombs in 1945.

2. Word Wall – Used for Day 4 and 5 of Week 5 in Quarter 3

Introduce 7 important, useful words/concepts/people from today's reading

"Island Hopping" campaign	Battle of the Bulge	V-E Day	Kamikaze	Harry Truman	Atomic Bomb	Emperor Hirohito
---------------------------	---------------------	---------	----------	--------------	-------------	------------------

- 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. 371

Red book: pp. 768-769

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

Toward Victory green book: section 14-4 pp. 390-392 Start at Defeat of Japan red book: section 31-4 pp. 788-790 Start at Defeat of Japan

Students should answer the following as they read:

1. Why did the United States use the Atomic Bomb on Japan?

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 for today, teachers should lead a discussion on the dropping of the atomic bomb. Using the excerpt in the text (p. 391 in the green book and p. 790 in the red book) as the starting point, teacher should insure that students are looking at both sides – Japan and United States. After the discussion and instruction (if necessary), students will answer the question in the excerpt for today's writing prompt.

EXTEND

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

Activity/Prompt: After reading and discussing the dropping of atomic bombs on Japan, have each student write on the following: What were/are some of the arguments for and against dropping the atomic bomb on Japan?

8. Close with a short summary

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



Character Based Literacy Lesson Plans for World History

Unit 3 – World Wars and Revolutions

From World War to Cold War

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

Sections 14-5; 15-1

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

Sections 31-5; 32-1

Unit 4/8 The World Today

Green book: Chapter 14: World War II and Its Aftermath (1931-1949)

Chapter 15: The World Since 1945: An Overview 1945 – Present)

Red book: Chapter 31: World War II and Its Aftermath (1931-1949)

Chapter 32: The World Since 1945: An Overview (1945 – Present)

Standards: 10.8.1-6 10.9.1-8 14

Lesson Plan for Quarter 3 Week 6 Day 1

Unit 3/7 World Wars and Revolutions

Green book: Chapter 14: World War II and Its Aftermath (1931-1949)

Red book: Chapter 31: World War II and Its Aftermath (1931-1949)

From World War to Cold War

Green book: section 14-5 pp. 392-394 Stop at The Crumbling Alliance

Red book: section 31-5 pp. 791-792 Stop at The Alliance Breaks Apart

Today's objective: From World War to Cold War

3. Students should summarize the human and material costs of World War II.

PREPARE

1. Background knowledge necessary for today's reading

In order to introduce this section, teachers should discuss the costs of the World War II. The costs of the war in both human and material losses were immense. With the old European powers exhausted, the United States and the Soviet Union emerged as dominant new superpowers. Their different political systems and their differing goals in Europe helped bring about the Cold War. (At this point, teachers may have to expand on the Cold War depending on the classes experience and understanding of it.)

Teachers should use the charts on page 393 in the green book and 792 in the red book to further illustrate the casualties of the war. Teachers may want to answer the questions presented in a discussion format.

2. Word Wall – Used for Day 1 and 2 of Week 6 in Quarter 3

Introduce 10 important, useful words/concepts/people from today's reading

Holocaust	War Crime Trials	The United Nations	The Alliance	The Axis
Iron Curtain	Truman Doctrine	Marshall Plan	Propaganda War	Containment

•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. 371

Red book: pp. 768-769

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

From World War to Cold War

Green book: section 14-5 pp. 392-394 Stop at The Crumbling Alliance

Red book: section 31-5 pp. 791-792 Stop at The Alliance Breaks Apart

Students should answer the following as they read:

1. What were the human and material costs of World War II?
2. Start thinking about and identifying how World War II changed the global balance of 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 - – Used for Day 1 and Day 2 of week 6, Quarter 3

One activity: Over the next two days, have students develop a time line of events related to the Cold War. Students should place significant events or developments at appropriate places on the time line. Time lines should include events such as:

1. Installations of pro-Soviet governments in Eastern Europe.
2. Churchill's warning about the "iron curtain."
3. Announcement of the Truman Doctrine.
4. Conflicts in Greece and Turkey.
5. The Marshall Plan.
6. The Berlin Airlift.
7. Formation of NATO.
8. The start of the arms race.

Teachers should be using these events to discuss the origins of the Cold War.

EXTEND

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

Writing prompt: After reading the section, ask each student to write on his/her opinion about the trials of those leaders tried for "crimes against humanity." Should have the top Nazi leaders been sentenced to death for the actions of the men under their command? 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

From World War to Cold War

Green book: Chapter 14: World War II and Its Aftermath (1931-1949)

Red book: Chapter 31: World War II and Its Aftermath (1931-1949)

Green book: section 14-5 pp. 394-397 Start at The Crumbling Alliance

Red book: section 31-5 pp. 792-795 Start at The Alliance Breaks Apart

Standards: 10.8.1-6 10.9.1-8 14

Lesson Plan for Quarter 3 Week 6 Day 2

Today's objective: From World War to Cold War

1. Students should explain how World War II changed the global balance of powers.
2. Students should be able to describe the origins of the Cold War.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should continue to discuss the costs of the World War II. The costs of the war in both human and material losses were immense. With the old European powers exhausted, the United States and the Soviet Union emerged as dominant new superpowers. Their different political systems and their differing goals in Europe helped bring about the Cold War. (At this point, teachers may have to expand on the Cold War depending on the classes experience and understanding of it.)

Teachers could check for understanding by asking students which nations suffered the greatest military and civilian casualties? Which nation the least?

2. Word Wall – Used for Day 1 and 2 of Week 6 in Quarter 3

Introduce 10 important, useful words/concepts/people from today's reading

Holocaust	War Crime Trials	The United Nations	The Alliance	The Axis
Iron Curtain	Truman Doctrine	Marshall Plan	Propaganda War	Containment

- 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. 371

Red book: pp. 768-769

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

From World War to Cold War

Green book: section 14-5 pp. 394-397 Start at The Crumbling Alliance

Red book: section 31-5 pp. 792-795 Start at The Alliance Breaks Apart

Students should answer the following as they read:

1. How did World War II change the global balance of power?
2. What were the origins of the Cold 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 – Used for Day 1 and Day 2 of week 6, Quarter 3

One activity: Over the next two days, have students develop a time line of events related to the Cold War. Students should place significant events or developments at appropriate places on the time line. Time lines should include events such as:

1. Installations of pro-Soviet governments in Eastern Europe.
2. Churchill's warning about the "iron curtain."
3. Announcement of the Truman Doctrine.
4. Conflicts in Greece and Turkey.
5. The Marshall Plan.
6. The Berlin Airlift.
7. Formation of NATO.
8. The start of the arms race.

Teachers should be using these events to discuss the origins of the Cold War.

In addition, teacher may want to use the map exercise on page 395 in the green book and page 794 in the red book.

EXTEND

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

Writing prompt: After reading the section over the last two days, filling in the time line, and discussing the origins of the Cold War, ask each student to write three generalizations about the start of the Cold War.

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 4 – The World Today

Chapter 15 – The World Since 1945: An Overview (1945-Present)

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

Sections 14-5: 15-1

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

Sections 31-5; 32-1

Green book: Chapter 14: World War II and Its Aftermath (1931-1949)

Chapter 15: The World Since 1945: An Overview 1945 – Present)

Red book: Chapter 31: World War II and Its Aftermath (1931-1949)

Chapter 32: The World Since 1945: An Overview (1945 – Present)

Standards: 10.8.1-6 10.9.1-8 14

Lesson Plan for Quarter 3 Week 6 Day 3

Unit 4/8 The World Today

Green book: pages 406-407; 408-409

Red book: pages 802-803

Today's objective: From World War to Cold War

1. Students will be introduced to the new unit entitled The World Today.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should do two things at the beginning of this day: check for understanding of the last chapter and introduce the Unit to begin tomorrow.

Checking for Understanding: Teachers can do this as a class or assign it as individual work:

List the following on the chalkboard or on a handout:

- sanction
- appeasement
- pacifism
- blitzkrieg
- radar
- sonar
- genocide
- collaborator
- island-hopping
- containment

Have students classify each of the words listed above under one of the following themes:

- Economics and Technology
- Global Interaction
- Religions and Value Systems
- Geography and History

Then, each student should choose one word in each category and write a sentence explaining how that word relates to the theme. *Teachers could have students do it for each word if time permits and is appropriate for the skill level of the class.*

After this exercise, teachers should introduce The World Today - Unit 4 in the green book and Unit 8 in the red book – by presenting the main ideas and events that will be covered in the next six chapters.

Teachers can put the following on the board or overhead:

1. The World Since 1945: An Overview (1945 – Present)

Students will learn about the political, social, and economic trends that shaped the postwar years.

2. Europe and North America (1945 – Present)

Students will learn that Western Europe enjoyed tremendous economic growth after World War II. The Cold War will be discussed, as well as what happened after the Cold War between Western and Eastern Europe.

3. East Asia and Southeast Asia (1945 – Present)

Students will learn about the modernization of China, Japan, and other Asian nations.

4. South Asia and the Middle East (1945 – Present)

The nations of South Asia and the Middle East shunned western rule and set out to modernize, but were confronted with similar challenges that many nations face including religious strife and urbanization and population growth.

5. Africa (1945 – Present)

Introduce students to the leaders of the new African nations that set out to build strong central governments, achieve economic growth,, and raise standards of living; and the obstacles these nations and leaders faced.

6. Latin America (1945 – Present)

Students will learn about the continuing influences of Marxism, military rule, and the Roman Catholic Church in this region as the struggle to sustain economic growth.

2. Word Wall – Not used in today lesson.

READ

3. Review the Timeline

Green book: p. 409

Red book: pp. 804-805

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

Unit 4/8 The World Today

Green book: pages 406-407; 408-409

Red book: pages 802-803

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 timelines referred to in the Timeline suggestion.

EXTEND

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

Writing prompt: Use the suggestion in the Background knowledge of 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 4 – The World Today

The Changing Political Climate

Green book: Chapter 15: The World Since 1945 (1945-Present)

Red book: Chapter 32: The World Since 1945 (1945-Present)

Green book: section 15-1 pp. 410-412 Stop at The Shrinking Globe

Red book: section 32-1 pp. 806-809 Stop at Regional and Global Organizations

Standards: 10.8.1-6 10.9.1-8 14

Lesson Plan for Quarter 3 Week 6 Day 4

Today's objective: The Changing Political Climate

1. Students should explain why European overseas empires crumbled after World War II
2. Students will specify how the Cold War affected all regions of the world.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce today's reading by checking for understanding and discussing the following:

Check student understanding of the Cold War.

Then talk about how European nations after World War II lacked the strength and will to continue opposing nationalist movements in their overseas colonies. As a result, these nations lost the hold on these colonies. As the new nations came to be, the United States and the Soviet Union each sought influence. The new nations faced political instability due to ethnic and religious rivalries, the lack of democratic traditions, and the rise of dictatorships. Interdependence and global issues encouraged countries to enter into international agreements and organizations.

2. Word Wall – Used for Day 4 and 5 of Week 6 in Quarter 3

Introduce 8 important, useful words/concepts/people from today's reading

Nationalism	Independence	Impact	Global
Nonaligned	Interdependence	The Universal Declaration of Human rights	Terrorism

- 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. 409

Red book: pp. 804-805

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

The Changing Political Climate

Green book: section 15-1 pp. 410-412 Stop at The Shrinking Globe

Red book: section 32-1 pp. 806-809 Stop at Regional and Global Organizations

Students should answer the following as they read:

1. Why did European overseas empires crumble after World War II?
2. How did the Cold War affect all regions of the world?

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 - – Used for Day 4 and Day 5 of week 6, Quarter 3

One activity: Over the next two days, have students find evidence to support or dispute these five generalizations:

1. World War II was a catalyst for ending imperialism.
2. New nations often failed in their attempts to establish democratic governments.
3. The Cold War brought both benefits and problems for new nations.
4. International organizations help shape global politics, economics, and social issues.
5. The arms trade, terrorism, and the violation of human rights are enduring issues of global concern.

EXTEND

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

Writing prompt: After reading the section and starting the activity in section 6, have each student write on their point of view of the following: The Cold War was a catalyst for ending imperialism.

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 4 – The World Today

The Changing Political Climate

Green book: Chapter 15: The World Since 1945 (1945-Present)

Red book: Chapter 32: The World Since 1945 (1945-Present)

Green book: section 15-1 pp. 412-414 Start at The Shrinking Globe

Red book: section 32-1 pp. 809-811 Start at Regional and Global Organizations

Standards: 10.8.1-6 10.9.1-8 14

Lesson Plan for Quarter 3 Week 6 Day 5

Today's objective: The Changing Political Climate

1. Students will explain why new nations had problems building stable governments.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce today's reading by checking for understanding of yesterday's section:

Re-Teach the following if necessary:

Talk about how European nations after World War II lacked the strength and will to continue opposing nationalist movements in their overseas colonies. As a result, these nations lost the hold on these colonies. As the new nations came to be, the United States and the Soviet Union each sought influence. The new nations faced political instability due to ethnic and religious rivalries, the lack of democratic traditions, and the rise of dictatorships. Interdependence and global issues encouraged countries to enter into international agreements and organizations.

2. Word Wall – Used for Day 4 and 5 of Week 6 in Quarter 3

Introduce 8 important, useful words/concepts/people from today's reading

Nationalism	Independence	Impact	Global
Nonaligned	Interdependence	The Universal Declaration of Human rights	Terrorism

- 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. 409

Red book: pp. 804-805

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

The Changing Political Climate

Green book: section 15-1 pp. 412-414 Start at The Shrinking Globe

Red book: section 32-1 pp. 809-811 Start at Regional and Global Organizations

Students should answer the following as they read:

1. Why did new nations have problems building stable governments?
2. Why have ties among nations increased?

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 - – Used for Day 4 and Day 5 of week 6, Quarter 3

One activity: Continuing from yesterday, have students find evidence to support or dispute these five generalizations:

1. World War II was a catalyst for ending imperialism.
2. New nations often failed in their attempts to establish democratic governments.
3. The Cold War brought both benefits and problems for new nations.
4. International organizations help shape global politics, economics, and social issues.
5. The arms trade, terrorism, and the violation of human rights are enduring issues of global concern.

EXTEND

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

Writing prompt: After reading the section and finishing the activity in section 6, have each student write on their point of view of the following: The arms trade, terrorism, and the violation of human rights are enduring issues of global concern.

Teachers may want to have the class share points of view and discuss them from a Justice Requires Restraint point of 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 4 – The World Today

Global Economic Trends

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

Sections 15-2; 15-3; 16-1

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

Sections 32-2; 32-3; 33-1

Green book: Chapter 15: The World Since 1945: An Overview (1945–Present)

Chapter 16: Europe and North America (1945-Present)

Red book: Chapter 32: The World Since 1945: An Overview (1945 – Present)

Chapter 33: Europe and North America (1945-Present)

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 3 Week 7 Day 1

Global Economic Trends

Green book: section 15-2 pp. 812-814 Stop at Obstacles to Development

Red book: section 32-2 pp. 414-417 Stop at Obstacles to Development

Today's objective: Global Economic Trends

1. Students should explain how today's world is divided along economic lines.

PREPARE

1. Background knowledge necessary for today's reading

In order to introduce this section, teachers should define and discuss the term *economics* and the following:

During the time period addressed in this section, the nations of the Global North and developing nations of the Global South became increasingly interdependent (word wall and should be defined at this point). The Global North includes many prosperous industrial nations that include the United States, Australia, and Canada. The global South includes many underdeveloped nations such as most of Africa and South America. Tell students that for developing nations, obstacles include factors such as geography, overpopulations, economic dependence, and political instability. For both rich and poor nations, economic development often causes serious damage to the natural environment.

Teacher should go over the word wall at this time.

2. Word Wall – Used for Days 1 and 2 of Week 7 in Quarter 3

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

Multinational corporation	Privatization	Environmentalism	Acid Rain	Global Warming	Interdependent
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Green book: p. 371

Red book: pp. 768-769

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

Global Economic Trends

Green book: section 15-2 pp. 812-814 Stop at Obstacles to Development

Red book: section 32-2 pp. 414-417 Stop at Obstacles to Development

Students should answer the following as they read:

1. How is today's world divided along economic lines?
2. Why have developing nations made limited economic progress?

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 - – Used for Day 1 and Day 2 of week 7, Quarter 3

One activity: Over the next two days, have students fill in the following charts as they read. Teachers should use the chart to guide discussion after the reading portion of the lesson.

<u>Differences between the global North and global South</u>	<u>Obstacles that developing nations must overcome</u>	<u>Examples of economic interdependence</u>	<u>Effects of economic development on the natural environment</u>

EXTEND

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

Writing prompt: After reading the today's selection, have each student write on the fact that the gap between the rich and poor nations has been growing wider since the 1950's. Each student should indicate why? And, if appropriate for the class, ask each student to write on their solution(s) to this world issue.

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 4 – The World Today

Global Economic Trends

Green book: Chapter 15: The World Since 1945 (1945-Present)

Red book: Chapter 32: The World Since 1945 (1945-Present)

Green book: section 15-2 pp. 417-421 Start at Obstacles to Development

Red book: section 32-2 pp. 814-817 Start at Obstacles to Development

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 3 Week 7 Day 2

Today's objective: Global Economic Trends

1. Students should specify how environmental and economic issues are linked.

PREPARE

1. Background knowledge necessary for today's reading

As the class continues with this section, teachers should start the day by checking for understanding of economics and word wall suggestions.

Re-introduce the following:

During the time period addressed in this section, the nations of the global North and developing nations of the global South became increasingly interdependent (word wall and should be defined at this point). The global North includes many prosperous industrial nations that include the United States, Australia, and Canada. The global South includes many underdeveloped nations such as most of Africa and South America. Tell students that for developing nations, obstacles include factors such as geography, overpopulations, economic dependence, and political instability. For both rich and poor nations, economic development often causes serious damage to the natural environment.

Teacher may want to connect the interdependence to what is happening in the world today.

2. Word Wall – Used for Days 1 and 2 of Week 7 in Quarter 3

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

Multinational corporation	Privatization	Environmentalism	Acid Rain	Global Warming	Interdependent
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Green book: p. 371

Red book: pp. 768-769

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

Global Economic Trends

Green book: section 15-2 pp. 417-421 Start at Obstacles to Development

Red book: section 32-2 pp. 814-817 Start at Obstacles to Development

Students should answer the following as they read:

1. How are environmental and economic issues linked?

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 - – Used for Day 1 and Day 2 of week 7, Quarter 3

One activity: Over the next two days, have students fill in the following charts as they read. Teachers should use the chart to guide discussion after the reading portion of the lesson.

<u><i>Differences between the global North and global South</i></u>	<u><i>Obstacles that developing nations must overcome</i></u>	<u><i>Examples of economic interdependence</i></u>	<u><i>Effects of economic development on the natural environment</i></u>

EXTEND

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

Writing prompt: After reading the yesterday and today's selection, have each student write on the obstacles faced by the global South in regards to development. Students should rank, in their opinion, the obstacles discussed in the section from 1 through 5 and provide explanations for their choices/rankings.

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 4 – The World Today

Changing Patterns of Life

Green book: Chapter 15: The World Since 1945 (1945-Present)

Red book: Chapter 32: The World Since 1945 (1945-Present)

Green book: section 15-3 pp. 421-423 Stop at New Rights and Rules for Women

Red book: section 32-3 pp. 818-819 Stop at New Rights and Rules for Women

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 3 Week 7 Day 3

Today's objective: Changing Patterns of Life

1. Students should explain why urbanization has disrupted older ways of life.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce this section by discussing with the class:

During this time period, many people began to move to the cities. As this happened, people took on new ways to view the world and people around them. In that, traditional ideas and customs were challenged and weakened. With modernization, women gained additional opportunities and responsibilities. Scientific and technological advances improved the quality of life for some, while creating new problems for others. Also, modern methods of communication led to dramatic increase in global exchange. At this point, teachers may want to bring this introduction into today. How has the internet changed communication among people? Is this for better or worse? Why?

After which teachers should introduce the word wall listed below.

2. Word Wall – Used for Days 3 and 4 of Week 7 in Quarter 3

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

Shantytown	Fundamentalist	Liberation Theology	Feminist movement	e-commerce	Genetic- engineering
------------	----------------	------------------------	----------------------	------------	-------------------------

- 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. 371

Red book: pp. 768-769

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

Changing Patterns of Life

Green book: section 15-3 pp. 421-423 Stop at New Rights and Rules for Women

Red book: section 32-3 pp. 818-819 Stop at New Rights and Rules for Women

Students should answer the following as they read:

1. Why has urbanization disrupted older ways of life?

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 how outside change affects individual behaviors, but in the end it is the individual that chooses to adopt those changes. In this vein, teachers can discuss that although outside agents may be involved in disruptive and damaging behaviors – and that these behaviors may even be perceived as the norm – the individual can resist and do the right thing for them and the greater community.

EXTEND

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

Writing prompt: After reading this section and discussing individual choice in regards to outside change, each student should pick a behavior that is deemed by some as acceptable, but in the long run is damaging to the individual and/or the community. Then, each student should write on what they would do if faced with the decision to follow the crowd in such behavior or be true to what they know is “right.” Each student should address how they would handle the pressure from the outside in their writing.

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 4 – The World Today

Changing Patterns of Life

Green book: Chapter 15: The World Since 1945 (1945-Present)

Red book: Chapter 32: The World Since 1945 (1945-Present)

Green book: section 15-3 pp. 423-427 Start at New Rights and Rules for Women

Red book: section 32-3 pp. 819-823 Start at New Rights and Rules for Women

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 3 Week 7 Day 4

Today's objective: Changing Patterns of Life

1. Students should explain how modernization affected the lives of women.
2. Students should identify the benefits and limits of modern science and technology.
3. Students should explain how technology has helped shape a new global culture.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce this section by discussing with the class:

During this time period, many people began to move to the cities. As this happened, people took on new ways to view the world and people around them. In that, traditional ideas and customs were challenged and weakened. With modernization, women gained additional opportunities and responsibilities. Scientific and technological advances improved the quality of life for some, while creating new problems for others. Also, modern methods of communication led to dramatic increase in global exchange. At this point, teachers may want to bring this introduction into today. How has the internet changed communication among people? Is this for better or worse? Why?

After which teachers should introduce the word wall listed below.

2. Word Wall – Used for Days 3 and 4 of Week 7 in Quarter 3

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

Shantytown	Fundamentalist	Liberation Theology	Feminist movement	e-commerce	Genetic- engineering
------------	----------------	------------------------	----------------------	------------	-------------------------

- 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. 371
 Red book: pp. 768-769

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

Changing Patterns of Life
 Green book: section 15-3 pp. 423-427 Start at New Rights and Rules for Women
 Red book: section 32-3 pp. 819-823 Start at New Rights and Rules for Women

Students should answer the following as they read:

1. How has modernization affected the lives of women?
2. What are the benefits and limits of modern science and technology?
3. How has technology helped shape a new global culture?

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 benefits and limits of modern science and technology. Teachers may want to use a chart like the one that follows to reinforce the discussion visually.

Benefits of science and technology	Limits of science and technology

EXTEND

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

Writing prompt: After reading this yesterday and today's selection, have each student to decide which changing pattern of life is most beneficial and which is most troublesome. Each student should write a short essay in which they explain the reason for their choices.

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 4 – The World Today

Chapter 16 – Europe and North America (1945-Present)

The Western World: An Overview

Green book: Chapter 16: Europe and North America (1945-Present)

Red book: Chapter 33: Europe and North America (1945-Present)

Green book: section 16-1 pp. 432-433 Stop at Recovery and Growth in Western Europe

Red book: section 33-1 pp. 828-829 Stop at Economic and Political Trends

Lesson Plan for Quarter 3 Week 7 Day 5

Today's objective: The Western World: An Overview

1. Students should describe how the Cold War posed a threat to Europe.

Standards: 10.4.1-4 10.10.1-3 10.11 8

PREPARE

1. Background knowledge necessary for today's reading

Teachers should introduce the chapter by reviewing the following pages with the class:

Green book: pp. 430-431

Red book: 826-827

After which, use the timelines as a visual to introduce points highlighted in the chapter:

Green book: p. 431

Red book: pp. 826-827

Then, teachers should define/discuss the word wall suggestions for the next two days.

2. Word Wall – Used for Day 5 of week 7 and Day 1 of week 8

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

Détente	Welfare State	Recession	Service Industry	Euro
---------	---------------	-----------	------------------	------

- 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. 431

Red book: pp. 826-827

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

The Western World: An Overview

Green book: section 16-1 pp. 432-433 Stop at Recovery and Growth in Western Europe

Red book: section 33-1 pp. 828-829 Stop at Economic and Political Trends

Students should answer the following as they read:

1. How did the Cold War pose a threat to Europe?

RESPOND

5. Add to the Timeline

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

EXPLORE

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

One activity: See Background Knowledge in today's lesson.

EXTEND

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

Writing prompt: To check for understanding, have each student write on the how the Cold War posed a threat to Europe.

8. Close with a short summary

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



Character Based Literacy Lesson Plans for World History

Unit 4 – The World Today

The Western World: An Overview

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

Sections 16-1; 16-2; 16-4; 16-5

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

Sections 33-1; 33-2; 33-3; 33-4; 33-5

Green book: Chapter 16: Europe and North America (1945-Present)

Red book: Chapter 33: Europe and North America (1945-Present)

Green book: pp. 433-437 Start at Recovery and Growth in Western Europe

Red book: pp. 829-833 Start at Economic and Political Trends

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 3 Week 8 Day 1

Today’s objective: The Western World: An Overview

1. Students should explain how economic cycles have affected Europe.
2. Students should specify how European nations pursued cooperation and peace.

PREPARE

1. Background knowledge necessary for today’s reading

Teachers can check for understanding of day 5, week 7 – and then introduce today’s selection with the following:

The Cold War divided Europe into two hostile camps – the western democracies allied with the United States and the communist states allied with the Soviet Union. Western European economies rebounded after World War II but have sometimes been slowed by such factors as the oil crisis and the growth of Japanese industry. In the 1990’s, the end of the Cold War and increased economic unity promised a new era of peaceful cooperation.

Teachers may want to review the map in the reference section of the text or use www.worldatlas.com to identify the countries discussed.

2. Word Wall – Used for Day 5 of week 7 and Day 1 of week 8

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

Détente	Welfare State	Recession	Service Industry	Euro
---------	---------------	-----------	------------------	------

- 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. 431

Red book: pp. 826-827

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

The Western World: An Overview

Green book: pp. 433-437 Start at Recovery and Growth in Western Europe

Red book: pp. 829-833 Start at Economic and Political Trends

Students should answer the following as they read:

1. How did the cold War pose a threat to Europe?

RESPOND

5. Add to the Timeline

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

EXPLORE

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

One activity: As discussed in this section, migration to Western Europe occurred for several reasons. Teachers can use the map exercise on page 436 in the green book and 832 in the red book to either introduce the idea or reinforce the reading.

EXTEND

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

Writing prompt: Cooperation is an important part of life. It makes family, community, and work life easier and better for all involved. Teachers can discuss that idea with the class – eliciting opinions from the class. The teacher could also brainstorm with the class what is cooperation? What does it look like in a family, community, school, and workplace?

After discussing the above and reading the section, have each student list the nations involved in the European Common Market? Explain what the Common Market was and include the European Union of the 1980's and 1990's? And ultimately, what broke down the unity in Europe?

8. Close with a short summary

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



Character Based Literacy Lesson Plans for World History

Unit 4 – The World Today

The Western European Democracies

Green book: Chapter 16: Europe and North America (1945-Present)

Red book: Chapter 33: Europe and North America (1945-Present)

Green book: pp. 438-442

Red book: pp. 834-838

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 3 Week 8 Day 2

Today’s objective: The Western World: An Overview

1. Explain how economic cycles have affected Europe.
2. Specify how European nations pursued cooperation and peace.

PREPARE

1. Background knowledge necessary for today’s reading

Teachers can check for understanding of day 1, week 8 – and then introduce today’s selection with the following:

The Cold War divided Europe into two hostile camps – the western democracies allied with the United States and the communist states allied with the Soviet Union. Western European economies rebounded after World War II but have sometimes been slowed by such factors as the oil crisis and the growth of Japanese industry. In the 1990’s, the end of the Cold War and increased economic unity promised a new era of peaceful cooperation.

Teachers may want to review the map in the reference section of the text or use www.worldatlas.com to identify the countries discussed.

2. Word Wall – cont. from day 2, week 8

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

Détente	Welfare State	Recession	Service Industry	Euro
---------	---------------	-----------	------------------	------

- 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. 431

Red book: pp. 826-827

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

The Western European Democracies

Green book: pp. 438-442

Red book: pp. 834-838

Students should answer the following as they read:

1. How have economic cycles affected Europe?
2. How did European nations pursue cooperation and peace?

In additions, teacher should have student fill in the following chart as s/he read the section:

	Britain	France	Germany	Italy
Government				
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: See suggestion under reading section (#4)

EXTEND

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

Writing prompt: After reading and discussing the section, have each student write on one country and what they learned from today’s reading.

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 4 – The World Today

The Soviet Union: Rise and Fall of a Super Power

Green book: Chapter 16: Europe and North America (1945-Present)

Red book: Chapter 33: Europe and North America (1945-Present)

Green book: pp. 447-449 Stop at The Russian Republic

Red book: pp. 843-846 Stop at the Russian Republic

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 3 Week 8 Day 3

Today’s objective: The Soviet Union: Rise and Fall of a Super Power

1. Students should describe the policies pursued by Stalin’s successors.

PREPARE

1. Background knowledge necessary for today’s reading

Teacher should introduce this section by using the following:

After years of Communist rule, the Soviet Union collapsed and was replaced by Russia and other independent states. The break up resulted in 15 republics, new constitution, and a change to market economy. Teachers may have to explain what is meant by market economy.

As the class reads over the next two days, each student should fill in the following columns that identify the key facts about the conditions before and after the collapse of the Soviet Union:

Collapse of the Soviet Union

<u>Before</u>	<u>After</u>
• Cold War with United States	• Attempts to cooperate

2. Word Wall – Used for Day 3 and 4 of week 8

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

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

READ

3. Review the Timeline

Green book: p. 431

Red book: pp. 826-827

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

The Soviet Union: Rise and Fall of a Super Power

Green book: pp. 447-449 Stop at The Russian Republic

Red book: pp. 843-846 Stop at the Russian Republic

Students should answer the following as they read:

1. What policies did the Soviet leaders pursue?
2. What were the strengths and weaknesses of the Soviet 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: Use the exercise suggested in the background section for today's visual and to prompt discussion on the Soviet Union. Teachers may want use the map in the reference section of the text or www.worldatlas.com to discuss the Soviet Union and the states that make up that area of the world today.

EXTEND

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

Writing prompt: As reinforcement, have each student assume the role of a newspaper reporter in the Soviet Union at the time of the Gorbachev revolution. Instruct them to write a story summarizing the major changes that Gorbachev introduced. Tell the students that their story should include the following:

- one political change
- one economic change
- one foreign policy

along with a headline to get the readers attention.

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 4 – The World Today

The Soviet Union: Rise and Fall of a Super Power

Green book: Chapter 16: Europe and North America (1945-Present)

Red book: Chapter 33: Europe and North America (1945-Present)

Green book: pp. 449-451 Start at The Russian Republic

Red book: pp. 846-848 Start at the Russian Republic

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 3 Week 8 Day 4

Today’s objective: The Soviet Union: Rise and Fall of a Super Power

1. Students describe the policies pursued Stalin’s successors.

PREPARE

1. Background knowledge necessary for today’s reading

Teacher should check for understanding of yesterday’s introduction by reviewing the following:

After years of Communist rule, the Soviet Union collapsed and was replaced by Russia and other independent states. The break up resulted in 15 republics, new constitution, and a change to market economy. Teachers may have to explain what is meant by market economy.

Remind students to fill in the following columns that identify the key facts about the conditions before and after the collapse of the Soviet Union as s/he reads the section:

Collapse of the Soviet Union

<u>Before</u>	<u>After</u>
• Cold War with United States	• Attempts to cooperate

2. Word Wall – Used for Day 3 and 4 of week 8

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

Dissident	Glasnost	Perestroika	Default
-----------	----------	-------------	---------

- 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. 431

Red book: pp. 826-827

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

The Soviet Union: Rise and Fall of a Super Power

Green book: pp. 449-451 Start at The Russian Republic

Red book: pp. 846-848 Start at the Russian Republic

Students should answer the following as they read:

1. What were the cause and effects of the collapse of the Soviet Union?

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 over the last two days, teachers should lead a discussion on the following to check for understanding and re-teach if necessary:

- The Cold War
- The political oppression and dictatorship
- The failures of the Soviet economy
- The rise of Gorbachev and the collapse of the Soviet Union
- The struggles of new nation to rise from the Soviet Union's ashes

EXTEND

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

Writing prompt: After exploring the today's lecture by discussing the suggested bullet points, teachers should instruct students to compose a paragraph on three of the five topics listed and discussed above. Students should include historical events and how those events affected the people of the Soviet Union and beyond (if appropriate). Teacher can alter this suggestion by having the student act as though they were writing the paragraphs as diary entries.

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 4 – The World Today

A New Era in Eastern Europe

Green book: Chapter 16: Europe and North America (1945-Present)

Red book: Chapter 33: Europe and North America (1945-Present)

Green book: pp. 451-453 Stop at Revolution and Freedom

Red book: pp. 849-850 Stop at Fall of Communist Governments

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 3 Week 8 Day 5

Today’s objective: A New Era in Eastern Europe

1. Students will describe how Eastern European nations were tied to the Soviet Union during the Cold War.

PREPARE

1. Background knowledge necessary for today’s reading

Teacher should introduce today’s reading by discussing the following and reviewing the word wall suggestions:

After World War II, the Soviet military occupied much of Eastern Europe. Backed by the Russians, the local Communist parties took over, silencing critics and censoring the press. Economic hardships touched off rebellions in these nations and by late 1989 a democracy movement had take place. Strong nationalism among groups in some countries resulted in civil wars after the downfall of communism.

Using the map in the reference section or at something like www.worldatlas.com, teachers should point out the nations of Eastern Europe and the proximity of each to the Soviet Union and Western Europe.

2. Word Wall – Used for Day 5 in week 8 and day 1 in week 9

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

Repression	Solidarity	“democracy movement”	Slobodan Milsevic
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Green book: p. 431

Red book: pp. 826-827

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

A New Era in Eastern Europe

Green book: pp. 451-453 Stop at Revolution and Freedom

Red book: pp. 849-850 Stop at Fall of Communist Governments

Students should answer the following as they read:

1. How were Eastern European nations tied to the Soviet Union during the Cold War?
2. How did Eastern European nations achieve democracy?

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 could use the text excerpt to start a discussion on the impact of Pope John Paul II in regards to Poland and beyond.

Green book: page 453 – A Pope from Poland

Red book: page 850 – Global Connections

EXTEND

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

Writing prompt: After reading this section, have students write on their opinion about "peaceful transition." Are peaceful transitions possible? Explain why or why not? If possible, what is necessary for it to occur? If not, what can be done in the student's mind for a peaceful transition to occur?

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 4 – The World Today

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

Sections 16-5; 17-1

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

Sections 33-5; 34-1

Green book: Chapter 16: Europe and North America (1945-Present)

Chapter 17: East Asia and Southeast Asia (1945-Present)

Red book: Chapter 33: Europe and North America (1945-Present)

Chapter 34: East Asia and Southeast Asia (1945-Present)

Green book: pp. 453-455 Start at Revolution and Freedom

Red book: pp. 850-853 Start at Fall of Communist Governments

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 3 Week 9 Day 1

Today's objective: A New Era in Eastern Europe

2. Students will specify how Eastern European nations achieved democracy.
3. Students will explain why civil war broke out in Yugoslavia.

PREPARE

1. Background knowledge necessary for today's reading

Teacher should introduce today's reading by reviewing the following from week 8, day 5 and check for understanding from that days reading selection. Also, the word wall suggestions should be reviewed.

After World War II, the Soviet military occupied much of Eastern Europe. Backed by the Russians, the local Communist parties took over, silencing critics and censoring the press. Economic hardships touched off rebellions in these nations and by late 1989 a democracy movement had take place. Strong nationalism among groups in some countries resulted in civil wars after the downfall of communism.

Using the map in the reference section or at something like www.worldatlas.com, teachers should point out the nations of Eastern Europe and the proximity of each to the Soviet Union and Western Europe.

2. Word Wall – Used for Day 5 in week 8 and day 1 in week 9

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

Repression	Solidarity	"democracy movement"	Slobodan Milsevic
------------	------------	----------------------	-------------------

- 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. 431

Red book: pp. 826-827

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

A New Era in Eastern Europe

Green book: pp. 453-455 Start at Revolution and Freedom

Red book: pp. 850-853 Start at Fall of Communist Governments

Students should answer the following as they read:

3. How did Eastern European nations achieve democracy?
4. Why did civil war break out in Yugoslavia?

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: Please refer to writing prompt. Teachers may want to expand on this topic before assigning it to the class.

EXTEND

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

Writing prompt: After reading this section and discussing Germany's extremist groups attack on foreign refugees and guest workers (other nations have also done the same), ask each student to write on why does s/he think attacks on immigrants and minorities often increase during hard time? Are these actions showing Justice?

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 4 – The World Today

Green book: Chapter 16: Europe and North America (1945-Present)

Red book: Chapter 33: Europe and North America (1945-Present)

Chapter Summary

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 3 Week 9 Day 2

Today's objective:

1. Students will review chapters 16 and 33 over the next two days.

PREPARE

1. Background knowledge necessary for today's reading

Teachers can take the Background/Introductions suggested over the course of the chapter to review the topics discussed over the last week or so. In so doing, the teacher will be preparing the student for the suggestion that is explained in section 6 (Explore) of today's lesson.

2. Word Wall –

Students should define the following terms:

- a. recession
- b. euro
- c. coalition
- d. surplus
- e. separatism
- f. dissident
- g. glasnost
- h. ethnic cleansing

Once defined, students should write a sentence using each word in an appropriate sentence.

READ

3. Review the Timeline

Green book: p. 431

Red book: pp. 826-827

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

Not applicable for 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: Teachers should divide students into groups. Assign each group one of the following rebellions to dramatize:

The 1956 "Freedom Fighters" in Hungary

Alexander Dubcek's reforms in Czechoslovakia

Lech Walesa and the Solidarity movement in Poland

Suggest that students should use the internet, library sources if available, or other resources to find additional information about their subject. Have each group plan and prepare a script, assign roles, and rehearse their dramatizations before presenting them to the class. Each group should have a turn for their dramatization tomorrow (week 9, day 3).

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

Writing prompt: not applicable

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 4 – The World Today

Green book: Chapter 16: Europe and North America (1945-Present)

Red book: Chapter 33: Europe and North America (1945-Present)

Chapter Summary

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 3 Week 9 Day 3

*Note to teacher: There are no **PREPARE, READ, nor RESPOND** sections today as the lesson plan is a continuation of yesterday's.*

Today's objective:

1. Students will finalize their review of the chapter by presenting their dramatization of the assigned topics yesterday.

EXPLORE

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

Continued from Day 2

One activity: Teachers should divide students into groups. Assign each group one of the following rebellions to dramatize:

The 1956 "Freedom Fighters" in Hungary

Alexander Dubcek's reforms in Czechoslovakia

Lech Walesa and the Solidarity movement in Poland

Suggest that students should use the internet, library sources if available, or other resources to find additional information about their subject. Have each group plan and prepare a script, assign roles, and rehearse their dramatizations before presenting them to the class. Each group should have a turn for their dramatization tomorrow (week 9, day 3).

EXTEND

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

Writing prompt: not applicable

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 4 – The World Today
 Chapter 17 – East Asia and Southeast Asia (1945-Present)
 Japan Becomes an Economic Superpower
 Red book: Chapter 34: East Asia and Southeast Asia (1945-Present)
 Green book: pp. 460-462 Stop at A New World Role
 Red book: pp. 858-860 Stop at Economic and Political Interaction

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 3 Week 9 Day 4

Today’s objective: Japan Becomes an Economic Superpower
 1. Students will identify the goals of American occupation forces in Japan.

PREPARE

1. Background knowledge necessary for today’s reading

Teacher should introduce today’s reading and chapter by reviewing the following pages:

Green book: 458-459 time line: p. 459
 Red book: 802 chapter 34 time line: pp. 856-857

Using the map in the reference section or at something like www.worldatlas.com, teachers should point out Japan and their proximity to the nations discussed in the chapter.

2. Word Wall – Used for Days 4 and 5 in week 9

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

Zaibatsu	Gross Domestic Product	Trade Deficit	OPEC
----------	------------------------	---------------	------

- 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. 459
 Red book: pp. 856-857

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

Japan Becomes an Economic Superpower

Green book: pp. 460-462 Stop at A New World Role

Red book: pp. 858-860 Stop at Economic and Political Interaction

Students should answer the following as they read:

1. What were the goals of American occupation forces in Japan?

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 the class reads over the next two days, each student should design a web showing the causes and effects of Japan's postwar economic recovery. Teachers may have to model for the class the process at first. Have students start with a circle at the top of a page labeled economic recovery. Under this have them attach two more circles labeled Reasons for Success and Effects of Success. To these circles, have each student link all the relevant causes and effects that they can think of. Ask students to compare their webs with a partner's and make any necessary additions or revisions. At the end of day 5 of week 9, use the completed webs to support a class discussion about Japan since World War II

EXTEND

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

Writing prompt: After beginning to read this section, ask each student to imagine what Japan must have looked like at the end of WWII in 1945. If they had been citizens of Japan at the time, what predictions would they have made about their country's economic and political future? How would they have felt about the destruction? What emotions would they have had about the destruction and the future?

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 4 – The World Today

Japan Becomes an Economic Superpower

Green book: Chapter 17: East Asia and Southeast Asia (1945-Present)

Red book: Chapter 34: East Asia and Southeast Asia (1945-Present)

Green book: pp. 462-464 Start at A New World Role

Red book: pp. 860-861 Start at Economic and Political Interaction

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 3 Week 9 Day 5

Today's objective: Japan Becomes an Economic Superpower

1. Students will explain how Japan became an economic superpower.
2. Students will describe the challenges Japan faces today.

PREPARE

1. Background knowledge necessary for today's reading

Teacher should insure the class understands the following:

At the end of World War II, American occupation forces took steps to destroy Japanese militarism and to ensure democracy for the Japanese people. Due to a number of favorable factors, Japan emerged as a economic superpower by the end of the 1980's – which will be discussed in completion in today's reading selection. Today, Japan must face such challenging issues as its certain role in international politics, overcrowded living conditions, and the weakening of traditional values. All of those pose a problem in many of the people of Japans' eyes, but are not unique to any nation that has great growth and modernization.

World Wall should be reviewed at this time.

2. Word Wall – Used for Days 4 and 5 in week 9

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

Zaibatsu	Gross Domestic Product	Trade Deficit	OPEC
----------	------------------------	---------------	------

- 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. 459

Red book: pp. 856-857

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

Japan Becomes an Economic Superpower

Green book: pp. 462-464 Start at A New World Role

Red book: pp. 860-861 Start at Economic and Political Interaction

Students should answer the following as they read:

1. How did Japan become an economic superpower?
2. What challenges does Japan face today?

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 the class reads over the next two days, each student should design a web showing the causes and effects of Japan's postwar economic recovery. Teachers may have to model for the class the process at first. Have students start with a circle at the top of a page labeled economic recovery. Under this have them attach two more circles labeled Reasons for Success and Effects of Success. To these circles, have each student link all the relevant causes and effects that they can think of. Ask students to compare their webs with a partner's and make any necessary additions or revisions. At the end of day 5 of week 9, use the completed webs to support a class discussion about Japan since World War II

EXTEND

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

Writing prompt: After finishing the section and discussing the causes and effects of Japan's Economic Recovery, have each student write on at least two ways that Japan's economic success has affected them today (as an individual).

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 4 – The World Today

From Revolution to Reform in China

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

Section 17-2

World History: Connections to Today (red book, tower cover) Section 34-2

Green book: Chapter 17: East Asia and Southeast Asia (1945-Present)

Red book: Chapter 34: East Asia and Southeast Asia (1945-Present)

Section: 17-2; 34-2

Green book: pp. 464-466 Stop at The Great Leap Forward

Red book: pp. 862-863 Stop at Economic Disasters

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 3 Week 10 Day 1

Today's objective: From Revolution to Reform in China

3. Students will explain why Mao's forces triumphed in China.

PREPARE

1. Background knowledge necessary for today's reading

Teacher should insure the class understands the following from last weeks lesson:

At the end of World War II, American occupation forces took steps to destroy Japanese militarism and to ensure democracy for the Japanese people. Due to a number of favorable factors, Japan emerged as an economic superpower by the end of the 1980's – which will be discussed in completion in today's reading selection. Today, Japan must face such challenging issues as its certain role in international politics, overcrowded living conditions, and the weakening of traditional values. All of those pose a problem in many of the people of Japans' eyes, but are not unique to any nation that has great growth and modernization.

For today's selection:

Ask students to recall what they have previously learned about communism (teachers may have to put some key words on the board depending on the class). After a brief discussion, have each student list three common characteristics of a communist state. (Alternate: teachers can choose to do this on the board as a class). As students read over the week, have them determine if those characteristics pertain to China today.

In addition, teachers should review the following with the class:
Backed by peasant support, Mao's Communists emerged triumphant in their struggle against the nationalists. Once in power, the Communists provided reforms in education, health care, and other areas while building a socialist, totalitarian state. Mao's more moderate successors introduced economic reforms, but maintained a strict political dictatorship.

2. Word Wall – Used for Days 1,2,3, and 4 of week 10

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

Collectivization	Commune	Joint Venture	Special Enterprise	Mao Zedong	Deng Xiaoping
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Green book: p. 459

Red book: pp. 856-857

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

From Revolution to Reform in China

Section: 17-2; 34-2

Green book: pp. 464-466 Stop at The Great Leap Forward

Red book: pp. 862-863 Stop at Economic Disasters

Students should answer the following as they read:

3. Why did Mao's forces triumph in 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: This activity will run days 1, 2, 3, and 4 of week 10.

On the board, work with the class to construct a time line of China from 1949 to the present. Divide the timeline into segments of five years. Have students consult the text

as well as other resources for pertinent information. Call on different students to come to the board to write significant event or trends in the appropriate place on the time line. Ask students to briefly describe the meaning and importance of the item that they wrote. Use the completed time line to hold a class discussion on China under Communist rule on Day 5 of Week 10. (Alternate: Teachers could have students do this individually or in small groups over the week).

EXTEND

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

Writing prompt: After finishing the section, ask students to write in their own words why communism triumphed in China after WWII?

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 4 – The World Today

From Revolution to Reform in China

Green book: Chapter 17: East Asia and Southeast Asia (1945-Present)

Red book: Chapter 34: East Asia and Southeast Asia (1945-Present)

Section: 17-2; 34-2

Green book: pp. 466-467 Start at The Great Leap Forward

Stop at China and The Cold War

Red book: pp. 863-864 Start at Economic Disasters

Stop at China and The Cold War

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 3 Week 10 Day 2

Today's objective: From Revolution to Reform in China

1. Students will describe how the Communists revolutionized China.

PREPARE

1. Background knowledge necessary for today's reading

Teacher should insure the class understands the following from yesterday's lesson:

Backed by peasant support, Mao's Communists emerged triumphant in their struggle against the nationalists. Once in power, the Communists provided reforms in education, health care, and other areas while building a socialist, totalitarian state. Mao's more moderate successors introduced economic reforms, but maintained a strict political dictatorship.

Additionally, teachers may want to share the following about Deng Xiaping;

Deng Xiaping – 1904-1997

Deng studied in France, which is where he joined the Chinese Communist Party.

Helped organize the Communist Army back in China.

After WWII, Deng became a member of the Central Committee of the Communist Party.

He opposed Mao's Cultural Revolution, and ended up working in a tractor factory.

In 1978, Deng became the leader of China's modernization and economic reform.

Practical in his approach to change, Deng is quoted as saying, "I do not care whether a cat is black or white, the important thing is whether it catches mice."

From 1982-1989, Deng was the chief leader of China.

Now, have students use the Internet or other resources to find information on Mao Zedong.

Students will use the information to compare and contrast the two leaders for the writing prompt in today's lesson.

2. Word Wall – Used for Days 1,2,3, and 4 of week 10

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

Collectivization	Commune	Joint Venture	Special Enterprise	Mao Zedong	Deng Xiaoping
------------------	---------	---------------	--------------------	------------	---------------

- 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. 459

Red book: pp. 856-857

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

From Revolution to Reform in China

Section: 17-2; 34-2

Green book: pp. 466-467 Start at The Great Leap Forward

Stop at China and The Cold War

Red book: pp. 863-864 Start at Economic Disasters

Stop at China and The Cold War

Students should answer the following as they read:

1. What were the effects of communist policies in 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: *This activity will run days 1, 2, 3, and 4 of week 10.*

Add to the following from today's reading:

On the board, work with the class to construct a time line of China from 1949 to the present. Divide the timeline into segments of five years. Have students consult the text as well as other resources for pertinent information. Call on different students to come to the board to write significant event or trends in the appropriate place on the time line. Ask students to briefly describe the meaning and importance of the item that they wrote. Use the completed time line to hold a class discussion on China under Communist rule on Day 5 of Week 10. (Alternate: Teachers could have students do this individually or in small groups over the week).

EXTEND

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

Writing prompt: After finishing the exercise suggested in the Background section of today's lesson and reading selection, ask students to compare and contrast Mao Zedong and Deng Xiaping. Students should focus on each leaders approach to economics, politics, and relations with other nations.

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 4 – The World Today

From Revolution to Reform in China

Green book: Chapter 17: East Asia and Southeast Asia (1945-Present)

Red book: Chapter 34: East Asia and Southeast Asia (1945-Present)

Section: 17-2; 34-2

Green book: pp. 467-468 Start at China and The Cold War

Stop at Challenges Today

Red book: pp. 864-865 Start at China and The Cold War

Stop at Challenges Today

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 3 Week 10 Day 3

Today’s objective: From Revolution to Reform in China

1. Students will describe how the calls for political reform lead to repression.

PREPARE

1. Background knowledge necessary for today’s reading

Teacher can start the class by using Day 2 of week 10 writing prompt to discuss the similarities and differences between Deng Xiaoping and Mao Zedong.

2. Word Wall – Used for Days 1,2,3, and 4 of week 10

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

Collectivization	Commune	Joint Venture	Special Enterprise	Mao Zedong	Deng Xiaoping
------------------	---------	---------------	--------------------	------------	---------------

- 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. 459

Red book: pp. 856-857

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

From Revolution to Reform in China

Section: 17-2; 34-2

Green book: pp. 467-468 Start at China and The Cold War
Stop at Challenges Today

Red book: pp. 864-865 Start at China and The Cold War
Stop at Challenges Today

Students should answer the following as they read:

1. How did calls for political reform lead to repression?

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 run days 1, 2, 3, and 4 of week 10.*

Add to the following from today's reading:

On the board, work with the class to construct a time line of China from 1949 to the present. Divide the timeline into segments of five years. Have students consult the text as well as other resources for pertinent information. Call on different students to come to the board to write significant event or trends in the appropriate place on the time line. Ask students to briefly describe the meaning and importance of the item that they wrote. Use the completed time line to hold a class discussion on China under Communist rule on Day 5 of Week 10. (Alternate: Teachers could have students do this individually or in small groups over the week).

EXTEND

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

Writing prompt: After reading this section and discussing Mao Zedong and Deng Xiaoping, students should write on the leader s/he would want to lead their 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 4 – The World Today

From Revolution to Reform in China

Green book: Chapter 17: East Asia and Southeast Asia (1945-Present)

Red book: Chapter 34: East Asia and Southeast Asia (1945-Present)

Section: 17-2; 34-2

Green book: pp. 468-469 Start at Challenges Today

Red book: pp. 865-867 Start at Challenges Today

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 3 Week 10 Day 4

Today's objective: From Revolution to Reform in China

1. Students will identify what happened in the 1980s and 1990s in China.

PREPARE

1. Background knowledge necessary for today's reading

Teachers can introduce some of the challenges that face China today.

2. Word Wall – Used for Days 1,2,3, and 4 of week 10

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

Collectivization	Commune	Joint Venture	Special Enterprise	Mao Zedong	Deng Xiaoping
------------------	---------	---------------	--------------------	------------	---------------

- 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. 459

Red book: pp. 856-857

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

From Revolution to Reform in China

Section: 17-2; 34-2

Green book: pp. 468-469 Start at Challenges Today

Red book: pp. 865-867 Start at Challenges Today

Students should answer the following as they read:

1. What challenges face China today?

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 run days 1, 2, 3, and 4 of week 10.*

Add to the following from today's reading:

On the board, work with the class to construct a time line of China from 1949 to the present. Divide the timeline into segments of five years. Have students consult the text as well as other resources for pertinent information. Call on different students to come to the board to write significant event or trends in the appropriate place on the time line. Ask students to briefly describe the meaning and importance of the item that they wrote. Use the completed time line to hold a class discussion on China under Communist rule on Day 5 of Week 10. (Alternate: Teachers could have students do this individually or in small groups over the week).

EXTEND

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

Writing prompt: After reading this section and discussing the time line that was developed throughout the week, each student should write an essay on the significant events or trends from the timeline. Included in the essay should be the students' understanding of China under communist rule.

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 4 – The World Today

From Revolution to Reform in China

Green book: Chapter 17: East Asia and Southeast Asia (1945-Present)

Red book: Chapter 34: East Asia and Southeast Asia (1945-Present)

Wrap-up of Section: 17-2; 34-2

Standards: 10.4.1-4 10.10.1-3 10.11 8

Lesson Plan for Quarter 3 Week 10 Day 5

Today's objective: From Revolution to Reform in China

1. Students will identify what happened in the 1980s and 1990s in China.

PREPARE

1. Background knowledge necessary for today's reading

Teachers should make sure that students know the story of Tiananmen Square and understand its ramifications on China and other nations.

2. Word Wall – not applicable for today's lesson.

READ

3. Review the Timeline

Green book: p. 459

Red book: pp. 856-857

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

Instead of reading, today's lesson asks teachers to discuss the ramifications of the Tiananmen Square event on China and other nations.

Teachers may want to use the following;

As students will remember, the United States became a separate nation when the colonists rebelled against Great Britain and declared independence for themselves. Remind students that the United States Constitution and Bill of Rights give the people of America the ability to speak freely and demonstrate peacefully against the government without fear of retaliation from the government. Teachers can use examples such as the Civil Rights Movement, Vietnam, or more recently, the War in Iraq. The story of Tiananmen Square shows how totalitarian regimes exercise complete control over their citizens' public speech and actions. Teachers should lead a discussion on whether the class believes situations might occur in which the government would be justified in using force against peaceful public protest.

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: See reading section (4) of Today's lesson

EXTEND

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

Writing prompt: After discussing the information in section 4 of today's lesson, ask each student to write in their own words if s/he believes a situation might occur in which the government would be justified in using force against *peaceful* public protest. Students may use comments made during the discussion, but should support his or her opinion in their own words.

8. Close with a short summary

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